



University of Milano -Bicocca

Ph.D. thesis

The ecological well-being and job satisfaction in Primary Schools Teachers: a comparative study between the Arab -Israeli Teachers and the Palestinian (West Bank and Gaza strip)

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II. Abstract

According to the World Health Organization (WHO), well-being is one emotional, mental, physical, social and spiritual state allows people to reach or maintain their personal potential. Moreover, wellbeing is composed of a set of elements that must have balance between them in order to enable the individual to get high level of ecological well-being. Furthermore, factors such as cultural diversity, social, institutional, customs and tradition are important to define what wellbeing is. Therefore, in my study I decided to investigate the concept of wellbeing in the complex environment, in which teachers live. The population of the research was divided into three groups: Palestinians Arab-Israelis, Palestinians in the West Bank and Palestinians in the Gaza Strip. The current search has been carried out in three studies: In Study 1, the Main objective was to extract salient dimensions that define the level of ecological well-being and job satisfaction, by thematic content analysis using a grounded theory methodology. Participants were a Focus group (N= 16) and Key-informants (N= 36). Results showed that the three groups shared common themes. In Study 2, the main objective was to identify the dimensions of the well-being and quality of life of teachers is in Israel, West Bank and Gaza. Using a cross-sectional design (N=153), results showed that while participants from the West Bank are less satisfied with their colleagues and students, they also suffer the least from negative effect. Results also showed a positive correlation between job satisfaction and the ecological wellbeing of teachers. In Study 3, the main objective was the validation of a measuring tool which is culturally sensitive and is capable to capture all of the dimensions of the ecological well-being of Palestinian teachers. Exploratory factors analysis was used to achieve this goal (N=423 participants), which resulted in the validation of a tool named “The “Global Well-being Assessment Scale” (GWBAS). The results are discussed, while pointing out limitations, and further research is suggested.

III. Introduction

The relevance of ecological wellbeing and job satisfaction is very crucial to the long-term growth of any educational system around the world. Ecological well-being requires harmony between mind, body and everything around us. It implies a sense of balance and ease with the pressures in a person's life. Ecological well-being is concern with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers that have used such diverse terms as happiness, satisfaction, morale and positive affect (Devi, 2014).

It is a well-accepted fact that the quality of education is medicated by the teacher and what the teacher does. For better or worse, teachers determine the quality of education. Most of the nations around the world base their education policy on the premise that quality education can be achieved only when teachers are professionally satisfied, motivated, committed and are willing to perform for the benefit of the learners, community and the society. The responsibilities and the demands on teachers are greatly increased that they have to take into account the difficulties children face while coming to school on account of their poverty, social environment or physical disabilities. There is clear evidence that ecological well-being is affected by a number of factors (Roffey, 2012).

Higher sense of ecological well-being and work are significantly related especially to teachers. Teachers who have positive sense of self and healthy psychological well-being are more willing to attend work. Moreover, the teacher is of paramount importance in any national system of education and the very progress of the nation depends upon the quality of its teachers. From primary to higher education, a teacher is looked upon as an ideal for students. A teacher is the custodian of the culture, critic of social weaknesses, and interpreter of changes that are taking place, pioneer of reform and guide of the efforts of people (Verhaeghe, Vlerick, Gemmel, Van Maele & de Backer, 2006).

Job satisfaction of the teachers is an important and essential factor for the healthy functioning of the education system. The satisfied teacher can give the maximum output to the society. Hence, the job satisfaction of teacher is a primary issue. Only the teacher can produce the positive generation and can contribute to build the strong foundation of the nation. Moreover, teachers with higher ecological well-being and with high level of job satisfaction has a strong sense of life and work commitment, a greater belief of control and more openness to change and challenges in life (Wangari & Orodho, 2014).

According to the world organization (WHO), well-being is one emotional, mental, physical, social and spiritual state allows people to reach or maintain their personal potential (World Health Organization, 1997).

Ecological wellbeing is constituted by a set of elements that must be balanced to allow individuals a greater general wellbeing. Factors such as cultural diversity, social, institutional, rules, and tradition are important (Bronfenbrenner, 1994).

In the current study, the general aim was to study the ecological well-being and job satisfaction of primary schools Arab teachers in Israel and Palestine and be able to build a new measuring tool that can cover the multidimensional facets of the concept of ecological wellbeing.

Ecological well-being of a teacher plays a key role in his function in the school. It affects the behavior of the individual in the entire three domains, cognitive, affective, and psychomotor. Ecological Well-being not only facilitates well adjustment in different lifestyles, but also enhances all types of productivity. Contribution of ecological well-being is directly linked with prosperity of individual and indirectly prosperity of the nation. Well-being is a quality which is essential for the learner as well as the teachers (Bronfenbrenner, 1994)

The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions while they may not actually feel. Teachers are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivate students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotions of teachers leading to some kind of stress. This may be detrimental to ecological well-being of teachers. These psychological attributes are crucial for exploration to know their dynamics in the personality make up of teachers (Devi, 2014).

Further, teaching is also being affected by recruitment policy, promotions and placements. In the wake of ever-increasing concern for universal elementary education, teachers' role is much more under a threatened state. The schoolteachers are facing new challenges and need to be supported by the educational administrators and the state (Devi 2014). In order to strengthen the role of teachers, there is needed to look at ecological well-being of teacher's vis-à-vis their job satisfaction. Hence, it was thought worthwhile to undertake the present research problem.

IV. The importance of the study

Progress of any nation depends largely on ecological well-being of its citizens. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do possess well-being. Due to many changes in the education system, lives of teachers too have become more complex and stressful (Hasan, 2014; Murnane & Steele, 2007; Ncube & Tshabalala, 2013). The schoolteachers are under heavy pressure in the wake of universalization of elementary education and implementation of right of education for the same. The teaching learning process, to provide quality education, is to be taken care of by teachers as all the students are not in position of same level of learning outcome. Hence, teachers dealing with such groups of student face a high level of stress. Teacher's efficiency and effectiveness largely depends upon their all-round ecological well-being. Therefore, there is a need to look at well-being of teacher's vis-à-vis the job satisfaction.

The present study is likely to contribute substantially as it aims to breaking new horizon in the field of ecological well-being and job satisfaction of elementary Arab teachers. The main point in this study is that it investigates the ecological wellbeing and job satisfaction of teachers from the same nationality (Arab) who share the same history but live in neighbor countries but with a much different political and economic contexts. This makes the current tool more coherent because it can measure the ecological well-being and job satisfaction of teachers regardless to the political, social, and economic contexts.

V. The objectives of the study

The main purpose of current study was to examine different dimensions of the ecological well-being and job satisfaction of Arab teachers in Israel, the West Bank and Gaza, and to conduct a comparative study between the three areas in term of ecological well-being and job satisfaction. This main objective was divided into sub-objectives that were examined in the three studies: (1) To extract the different dimensions of the definition of Palestinian teacher's well-being in West Bank (WB), Gaza and Israel (IL), (2) To study the social and environmental factors which influence the ecological well-being of teachers (3) To study the individual factors which contribute or damage the well-being of teachers (4) To understand the content factors subject that are related to the ecological well-being of teachers and the kind of interaction which exist and influence the well-being of teachers (5) To identify the dimensions of the well-being and quality of life of teachers is in Israel (IL), West Bank (WB) and Gaza and (6) The validation of a measuring tool which is culturally sensitive and is capable to capture all of the dimensions of the ecological well-being of Palestinian teachers.

The Literature Review

1. Chapter 1: Well- Being of Teachers

1.1. THE WELL BEING CONCEPTION

1.1.1. What is Well-being?

According to Deci and Ryan (2008), the lexical meaning of the concept wellbeing is a contented state of being happy, healthy and prosperous and it refers optimal psychological experience and functioning. They also define wellbeing as a positive and sustainable state that allows individuals, groups or nations to thrive and flourish (Deci & Ryan, 2008)

Cloninger (2008) provided another definition about well-being; he stated that well-being involves not only positive emotions but also mature personal characteristics, such as cooperativeness, self-directedness and self-transcendence, life satisfaction. Moreover, it should involve character strengths and virtues, such as hope, compassion, and courage. Furthermore, Cloninger pointed that self-awareness was the key to authentic well-being depending on the fact that simulation of the features of well-being diminishes if the features are not internalized, experienced spontaneously and being aware of the self and action (Cloninger, 2008).

1.1.2. Dimensions of Well-Being

According to OECD report “How’s Life? 2013 measuring well-being” well-being can be measured by looking at people’s life and quality of life in eleven dimensions: (1) Income and wealth, (2) jobs and earnings, (3) housing conditions, (4) health status, (5) work-life balance, (6) education and skills, (7) social connections, (8) civic engagement and governance, (9) environmental quality, (10) personal security and (11) subjective well-being.

There are more general divisions of the well-being dimensions, for example some have argued that there are three main parts of the overall well-being: physical, psychological and social well-being (Robertson & Cooper, 2011). Alternatively, Rath and Harter (2010) presented five essential elements of well-being, career wellbeing, social wellbeing, financial wellbeing, physical wellbeing and community wellbeing (Rath & Harter ,2010). However, in general, well-being is separated into two dimensions; subjective well-being and psychological well-being (Garcia et. al., 2014).

1.1.3. Subjective Well-Being (SWB)

According to Santos and her colleagues (2012) subjective well-being is a person’s cognitive and affective evaluation of his or her life. They also pointed out that previous research showed that there

are individual differences in the way individuals perceive the meaning and sense of well-being in their lives. Moreover, they claim that the determinants of well-being and life satisfaction are highly individualized or personalized and it depends on one's value orientations (Santos et al., 2012). In accord with this view, Deci and Ryan (2008) explained that considering well-being as subjective is a result of the idea that for individuals to evaluate for themselves, in a general way, the degree to which they experience a sense of wellness.

Subjective well-being is connected to a variety of theories and models, in the following section I will present some of examples which were presented by Durayappah (2010):

Liking, Wanting, Needing:

According to this approach the theories of happiness divided into three categories: (1) Liking or Hedonic Happiness: which in general means maximizing pleasure and minimizing pain. Moreover, this theory praises immediate gratification as the path to a meaningful life. (2) Needing: This classification of SWB claims that there is a set of universal elements which every human needs, regardless of his /her values. These elements are essential to attaining subjective well-being. One example of this set of elements is Maslow's hierarchy of five levels of basic needs that must be satisfied in order, one after another. (3) Wanting: the theory of wanting argues that subjective wellbeing is determines by the pursuit of desires or goals.

Multiply Discrepancy Theory:

According to this theory individuals usually compare their experiences or emotions to some standards which include, other people, past conditions, ideal levels of satisfaction, and needs or goals. Moreover, satisfaction from the fulfillment of needs depends on the degree of expectation and adaptation.

Top-Down and Bottom-Up Factors:

It is a dichotomous model for the causes of subjective well-being. It is important to recognize the integration of the two theories (Top-Down and Bottom-Up) when holistically understanding subjective well-being. On one hand, bottom up theory claims that bottom-up factors as external events, situations, and demographics have a significant effect on the formation of SWB. But on the other hand the top-down theory claims that top-down factors represent individual factors (such as values and goals) trigger external events that influence well-being and subjective interpretations of events influence SWB as oppose to objective criteria.

Pleasure, Engagement, Meaning:

It is also called the Orientations to Happiness Model, according to this model there are different ways to be happy.

Mental Health Continuum:

According to this theory there is a gradient from ill-being to well-being. This theory claims that people with complete mental health have high-level of SWB compared to those with incomplete mental health (Durayappah ,2010).

1.1.4. Measuring SWB

According to Dolan and Metcalfe (2012), there are three broad categories for measuring SWB: (i) evaluation; (ii) experience; and (iii) 'eudemonic'.

(i) Evaluation: This approach of measurement depends on responses from the individuals to make an information appraisal or cognitive reflection of their life. They are asked to provide global assessments of their life or domains of life, such as satisfaction with life overall, health, job, etc.

(ii) Experience: The main goal in this approach to get an evaluation of the emotional quality or mental state of one's experience in terms of the frequency, intensity and type of affect or emotion at any given moment, such as, happiness, sadness, anxiety or excitement.

(iii) Eudemonic: According to this approach individuals have underlying psychological needs for their lives to have meaning, such as meaning, autonomy, control and connectedness. These needs contribute towards wellbeing independently of any pleasure they may bring (Dolan & Metcalfe, 2012).

1.1.5. Psychological Well-Being

Winefield and his colleagues (2012) "stated that psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life." (Winefield et al., 2012,p. 2)

Psychological well-being is a result of a life-span development of mental perspectives that determine the different challenges confronted at various phases of the life cycle. The psychological well-being theory claims that the person's psychological health is related to his positive functioning in certain aspects of his life. Moreover, according to this theory in order for the individuals to obtain

psychological happiness, they should have a goal and meaning in his life, positive relationship with others and should be dominant over the environment. More extensive analysis of psychological well-being suggests that it includes the individual's relationship with life goals, the individual's quality of relationship with others, and what the individual feels about his/ her own life should have personal development and the ability to make his/her own decisions

Winefield and his colleagues (2012) pointed different measurements of psychological well-being, and the following chapters in the current thesis will relate to the most important and relevant of them. These are: Life satisfaction, Ryff's PW scales (which include Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance), the 14-item Warwick-Edinburgh Mental Well-being Scale Keyes and colleagues' Mental Health Continuum-Short Form scale of 14 items, the measures used by Xu and Roberts (including global life satisfaction, satisfaction with important life domains (your job, your marriage, your children), and positive affect) and the scales used by Boehm and his colleagues which included five items from disparate sources measuring "emotional vitality" plus one assessing optimism(Winefield et al., 2012).

1.1.6. Well-being and emotional development

Every individual should learn how to understand and regulate his /her emotions to function probably in life, with family, community and the world. Therefore, it is essential for every human being to develop a sound emotional infrastructure in order to be able to build solid relationships with others. This foundation, which is usually called emotional well-being, is usually built during an early age (Pitcl, Provance, Kerslake, 2006).

Emotional wellbeing usually refers to "the emotional quality of an individual's everyday experience the frequency and intensity of experiences of joy, fascination, anxiety, sadness, anger, and affection that make one's life pleasant or unpleasant. Life evaluation refers to a person's thoughts about his or her life....Emotional well-being is assessed by questions about the presence of various emotions in the experience of yesterday (e.g. enjoyment, happiness, anger, sadness, stress, worry)" (Kahneman & Deaton, 2010, page 1)

1.1.7. Well-being and socio-economic factors

Numerous previous studies have shown a positive relationship between well-being and the socio-economic status and income of the individual (e.g. Okulicz-Kozaryn, 2012; Sengupta et al., 2012).

Daniel Nettle (2005) suggested an explanation for this relation, higher incomes characteristic of high socio-economic status allow individuals to obtain goods and services that improve their experienced quality of life. Moreover, economists' findings showed positive correlations between income and happiness. He explained that individuals with higher socio-economic status have greater control over the circumstances and direction of their work than those with lower socio-economic status. Furthermore, these individuals are more likely to have greater control over the circumstances and direction of their work and more likely to be employers or to work on their own account, less likely to be employed by others and less likely to be directly supervised (Nettle, 2005).

Previous studies have also shown that measures of perceived job control and decision latitude correlate positively with measures of socio-economic status that are on separate grounds. Moreover, work is one of the major sources of well-being (Kahneman & Deaton, 2010).

1.1.8. Wellbeing and political aspects

Previous studies have shown that politics as a factor can have an influence on the individual's wellbeing. Moreover, in many studies politics was often mentioned in relation to wellbeing (Heuvel, 2009). For example, having aspects of freedoms, rights and duties has an impact on the individuals' well-being and these aspects are considered to be a result of rules and regulations. Other examples for aspects that may influence the individual's well-being and is connected to politics factors are voting, participating in demonstrations, discussing politics with others, or directly or indirectly contacting government representatives (Okulicz-Kozaryn, Holmes & Avery, 2014).

“Political scientists have found that societies led by leftist or liberal governments make possible connection between individual-level political orientation and SWB...SWB is expected to increase if governmental policies produce collective provisions that create livable conditions satisfying citizen needs and, to some extent, their desires the lack of welfare and over reliance on the free market will result in lower SWB lower SWB can be expected when workers perceive themselves to be commodities” (Okulicz-Kozaryn, Holmes & Avery, 2014, page 2).

1.2. MODELS AND THEORIES OF WELL-BEING

1.2.1. The Uri Bronfenbrenner ecological system theory of human development. The human development model

Uri Bronfenbrenner argues “in order to understand human development, one must consider the entire ecological system in which growth occurs. This system is composed of five socially organized subsystems that help support and guide human growth. They range from microsystem, which refers to the relationship between a developing person and the immediate environment, such as school and family, to the macro system, which refers to institutional patterns of culture, such as the economy, customs, and bodies of knowledge.” (Bronfenbrenner, 1994).

According to Johnson (2008), the main reason Bronfenbrenner developed the ecological systems theory was in order to understand and define development within the context of the system of relationships that form the person’s environment. At first, he suggested four layers systems, which have a complex interaction with each other and can influence and be influenced by the individual’s development. Later Bronfenbrenner add a fifth dimension that contains time.

The five dimensions are: (1) **Microsystem**: it’s the immediate environment with which the individual have a direct contact. The bidirectional influences between the developing individual and this layer produce and sustain development. (2) **Mesosystem**: this layer includes the relations and the processes occur between two or more setting in which the developing individual exists. For example, the relationship between school and home, work place and home... etc. (3) **Exosystem**: This layer is the larger social system, and encompasses events ,contingencies, decisions, and policies over which the developing person has no influence. (4) **Macrosystem**: This layer represents the “social blueprint” of a given culture, subculture, or broad social context and consists of the overarching pattern of values ,belief systems, lifestyles, opportunities, customs, and resources embedded therein (5) **Chronosystem**: this layer refers to time. Time has an impact on all the levels of the ecological systems (Johnson, 2008).

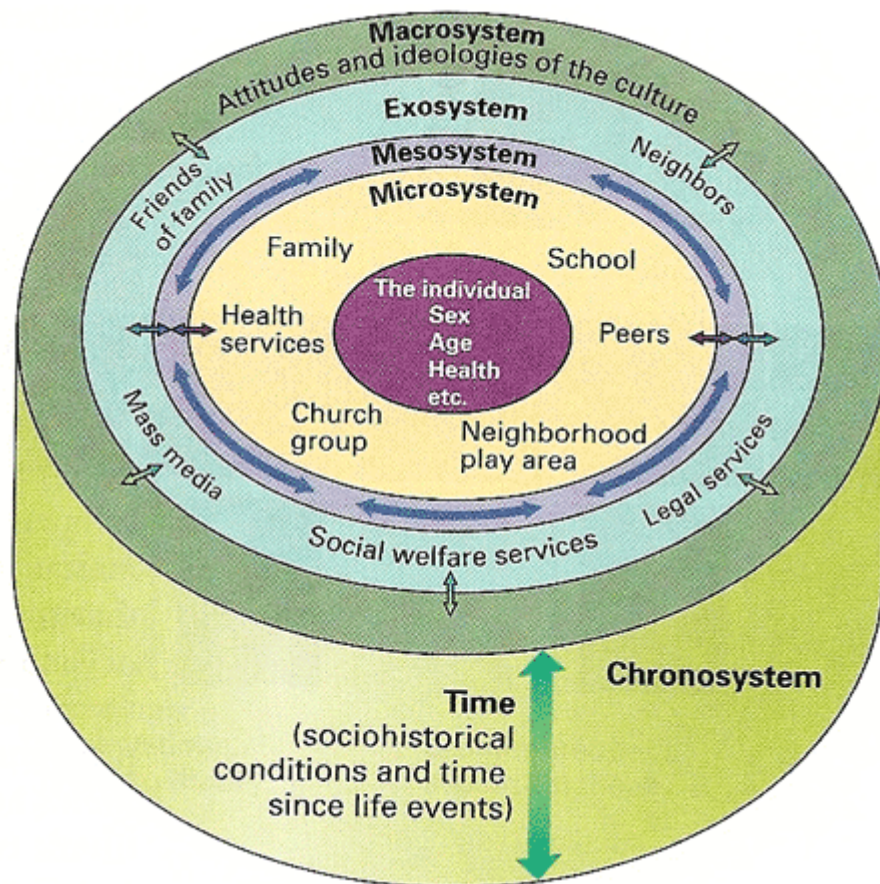


Figure 1: Bronfenbrenner: ecological theory of child development

Adapted from: Santrock J. W. (2007).

According to Skinner (2012), work is considered to be one of the most influential factors in the microsystem. She claims that ecological systems theory can be applied to develop the manager's understanding of the employees, actions and interactions within the organization. Moreover, understanding the mesosystem and exo-system can benefit managers through understanding sources of employee satisfaction or dissatisfaction (Skinner, 2012).

1.2.2. Barbara Fredrickson's theory of emotions

“The broaden-and-build theory, states that positive emotions, relative to negative emotions and neutral states, widen the array of thoughts, action urges, and percepts that spontaneously come to mind.” (Fredrickson, 2013, p.17).

Barbara Fredrickson put forward led the broaden-and-build theory of positive emotions. This theory focuses on the positive emotions, their form and function. Moreover, this theory posits that experiences of positive emotions broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual

resources to social and psychological resources. This theory states that positive emotions trigger an upward spiral towards emotional well-being. Positive emotions carry enduring adaptive benefits throughout building personal resources such as, meant resilience or coping with adversities, which outlast the transient emotional states (Snæbjörnsdóttir, 2010).

Fredrickson (2013) claims that positive emotions, like all emotions, are brief, multi-system responses to some change in the way people interpret or appraise their current circumstances. In addition, she suggested for each of these positive emotions the appraisal patterns that trigger it, the broadened thought action repertoire it sparks and the durable resources that it helps to build (Fredrickson, 2013).

There are many applications for this theory which were suggested by different researchers. For example, the evidence that positive emotions to better steering performance of participants in a driving simulator, consistent with the theory that broadened visual awareness contributes favorably to steering performance (Trick, Brandigampola & Enns 2012; Wang & Guo, 2008). Another interesting finding is that of Dunn and Schweitzer (2005), which showed that the effect of positive emotions can broaden into the social domain. People with positive feelings expand their circle of trust (Dunn & Schweitzer, 2005). Furthermore, Vacharkulksemsuk, Sekerka and Fredrickson (2011) claimed that this theory has also been adapted within organizations with a goal of creating workplace climates that promote innovative ways to build more sustainable business practices that both foster workers' health and inspire their productivity (Vacharkulksemsuk, Sekerka, & Fredrickson, 2011). Finally, positive emotions also appear to broaden people's physical demeanor (Fredrickson, 2013).

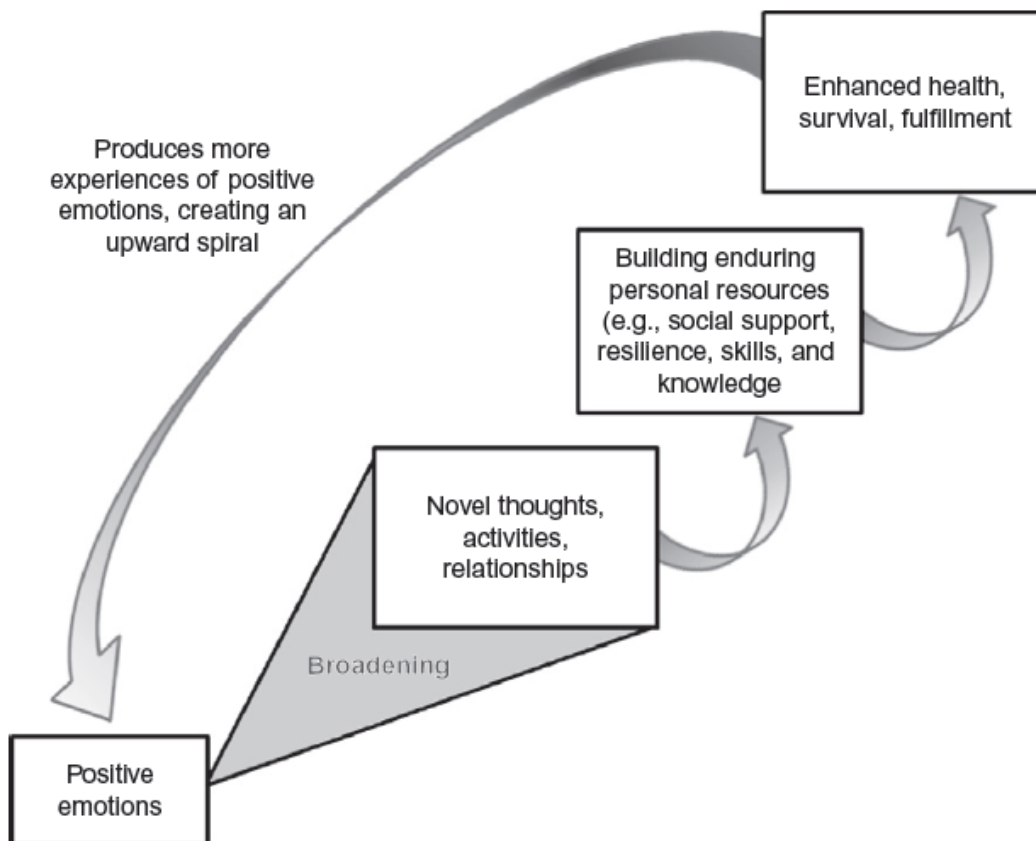


Figure2: “The broaden-and-build theory”

Adapted from: Fredrickson, B. (2013).

1.2.3. Albert Bandura’s Self-Efficacy theory

One of the most significant elements of Bandura’s social cognitive theory is self-efficacy. According to Bandura’s theory, a holistic view of the learner must be taken and must be considered an integral part of the environment. Moreover, Bandura argues that a strong self-efficacy belief promotes the individual’s perceived capability and well-being to perform a particular task (Verma & Sharma, 2014).

“The concept of self-efficacy which relates to judgment people make concerning their ability to execute behaviour relevant to a specific task or situations. It refers to the confidence in one’s ability to behave in such a way or to produce a desirable outcome. Self-efficacy makes a difference in how people feel, think and act. It pertains to optimistic belief about being able to cope with a variety of stressors.” (Singh & Udainiya, 2009, p. 227-228).

According to Bandura’s theory, individuals with high self-efficacy are more likely to perform more challenging and difficult tasks compared to individuals with a low level of self-efficacy. Moreover, people with a low level of self-efficacy suffer more from depression, anxiety and helplessness. On the

other hand, individuals with high level of self -efficacy approach life have an attitude to allow them seeing challenges as problems to be solved instead of threats that must be avoided and are capable of setting appropriately challenging goal for themselves and maintain a strong commitment to those goals. They also enjoy life more because they are highly engaged. For example, when they face a stressful situation their belief in their ability to manage situations to their benefit allows being self-confident (Singh & Udainiya, 2009).

According to Singh and Udainiya (2009), self- efficacy is connected to the individual's well-being. "High level of self-efficacy contributes to high levels of engagements and life satisfaction. While mastery experiences are the major force behind self–efficacy, positive role models, accurate reading of physical and emotional feelings, and positive feedback all contribute to well- being. It has been also defined as a dynamic state characterized by a reasonable amount of harmony between individual's abilities, needs and expectation, and environmental demands of opportunities. Well-being is connotative as a harmonious satisfaction of once desire and goals. Psychological well-being is the subjective feelings of contentment, happiness satisfaction with life's experiences and one's role in the world of work, sense of achievement, utility belongingness, and no distress dissatisfaction or worry etc. showed that various factors affect adolescent's level of psychological well-being (Singh & Udainiya, 2009).

1.2.4. Kenneth Gergen's Social Construction

Gergen claims that the approach of social constructionism is concerned with explicating the processes by which people come to describe, explain, or otherwise account for the world in which they live. Moreover, this approach tries to articulate common forms of understanding, as they now exist, as they have existed in prior historical periods, and as they might exist, should creative attention to be directed. He also believes that the constructionism approach is mainly a dialogue, in which a meaningful exchange occurs between individuals from and with certain convictions, hopes and values (Aceros, 2012).

According to Ereaut and Whiting (2008)" wellbeing is a cultural construct - it is a very general term for what people collectively agree makes 'a good life'. We also noted that this kind of construct changes through time. 'Wellbeing' in practice at the moment and used as a usefully comprehensive construct - it is able to hold at the same time all sorts of problematically conflicting demands "(Ereaut & Whiting, 2008, p. 8).

1.2.5. The Wellness Model

Reese and Myers (2012) suggested that a proper definition for the term wellness is “a way of life oriented toward optimal health and well-being, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community” (Reese & Myers ,2012).This definition is the basis of both the Wheel of Wellness and the IS-Wel (the Invisible Self Model) models.

According to the Invisible Self Model of Wellness (IS-Wel) wellness is defined as a higher order, global factor reflecting the indivisibility of the self. The model contains also five second-order factors: Creative Self, Coping Self, Social Self, Essential Self, and Physical Self. These second-order factors include seventeen third-order factors

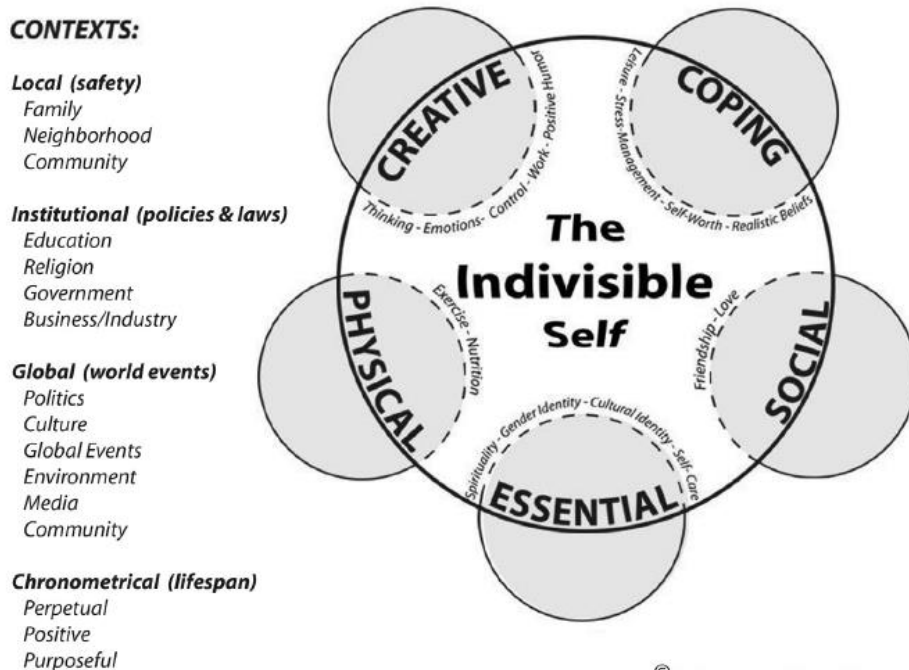


Figure 3: The Indivisible Self: An Evidence-Based Model of Wellness

Adapted from: Myers, J. E., & Sweeney, T. J. (2008).

1.2.6. Wheel of wellness

The 'Wheel of wellness' is a holistic model of wellness that includes five life tasks, spirituality, self-regulation, work, friendship and love. The authors of this model suggested twelve components of wellness depicted graphically in a wheel. These components are: “sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem solving and creativity, sense of humor, nutrition, exercise, self-care, stress management, which comprises five factors (creative, coping,

social, essential, and physical) and the subsequent revision of the 5F-Wel that includes the factors cognitive–emotional wellness, relational wellness, physical wellness, and spiritual wellness. gender identity, and cultural identity” (Roscoe, 2009, p. 217).

According to this method spirituality is considered the most important component of well-being and is placed in the center of the wheel. Spirituality includes a sense of meaning in life, religious or spiritual beliefs and practices. This wheel is the basis of an assessment instrument and has been used in workplace, seminars and empirical studies (Myers & Sweeney, 2008).

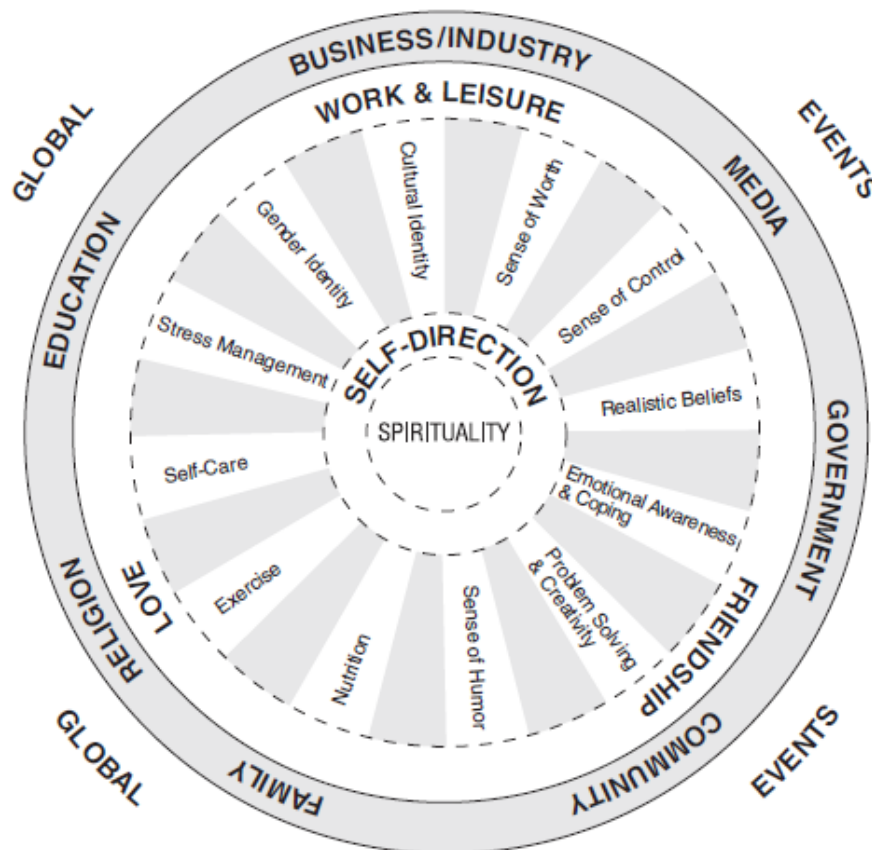


Figure 4: The Wheel of wellbeing

Adapted from: Myers, J. E., & Sweeney, T. J. (2008)

1.2.7. Ryff’s six-factor model of well-being:

Ryff claimed that wellbeing is best conceived as a multidimensional construct made up of life attitudes and not composed simply of positive impact, negative impact and life satisfaction (Dierendonck et al., 2008). She has created the Scales of Psychological Well-Being (SPWB) based on an integration of mental health, clinical, and life span developmental theories. The six core dimensions in this model measure all the aspects of wellbeing. These dimensions include self-

acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth. This model is considered to be an instrument that is now widely used by researchers interested in well-being (Ansari, 2010).

Table 1: Definitions of theory-guided dimensions of well-being

<i>Autonomy</i>	
High scorer	Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards
Low scorer	Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways
<i>Environmental mastery</i>	
High scorer	Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values
Low scorer	Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world
<i>Personal growth</i>	
High scorer	Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness
Low scorer	Has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors
<i>Positive relations with others</i>	
High scorer	Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection and intimacy; understands give and take of human relationships
Low scorer	Has few close, trusting relationships with others; finds it difficult to be warm, open, concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others
<i>Purpose in life</i>	
High scorer	Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living
Low scorer	Lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose in past life; has no outlooks or beliefs that give life meaning
<i>Self-acceptance</i>	
High scorer	Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life
Low scorer	Feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is

Adapted from : Ryff, C.D. (2014).

1.2.8. Integrated Stress and Coping model

“The basic assumption of this model hypothesizes that personal and environmental stressors and resources, together with the life crises and transitions experienced by the individual, combine to form the cognitive appraisal and coping skills that establish the health and well-being of the individual.” (Basson, 2008, p.32). This model suggests that the person’s health and well-being are influenced by the one’s exposure to stressors and the accessibility and functionality of personal and environmental coping resources.

According to the Integrated Stress and Coping model, there are 5 bidirectional panels: (1) The personal system which contains: personal stressors and resources such as Hope and self-esteem. (2) Contextual stressors and resources which contain Social support, health and financial factors,

economic stability, unemployment, famine, relationships with significant others, support from others, availability of information. (3) Life transitions and life crises which contain developmental processes and traumas, all form an interactive part as the specific stage of development determines eventual health and well-being. (4) Coping style and coping resources which include for example positive appraisal, cognitive distortions and coping strategies. (5) Health and Well-being which concludes the positive health and well-being outcomes (Basson, 2008).

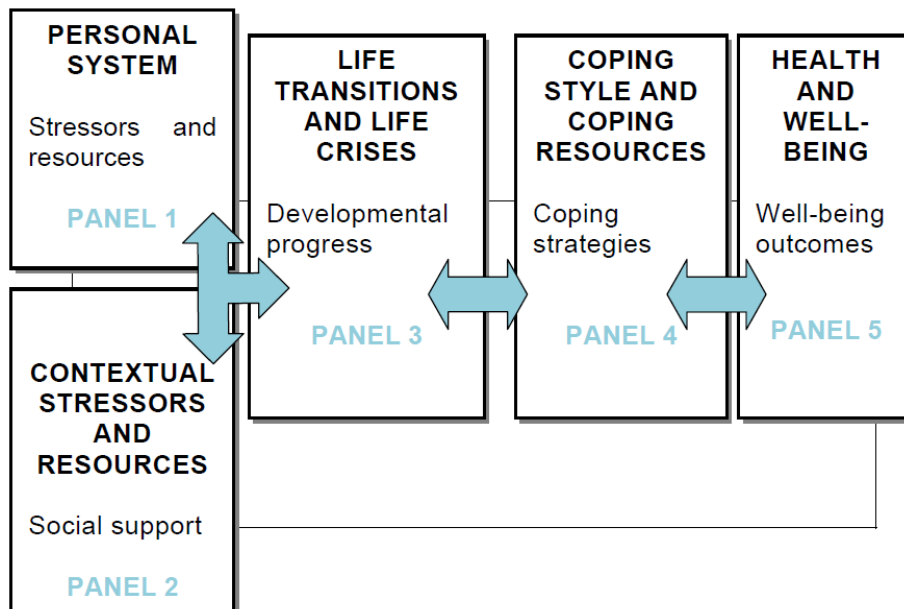


Figure 5: The integrated Stress and Coping process model

Adapted from: Basson, N. (2009).

1.2.9. Headey and Wearing’s Dynamic Equilibrium Model of well-being

The main purpose of Headey and Wearing’s work was to understand how individuals cope with change and how their levels of well-being are affected. Headey and Wearing claim that a change in wellbeing occurs only when, due to external forces, a person deviates from his or her equilibrium pattern of events. The Headey and Wearing’s Dynamic Equilibrium Model of well-being suggest links between personality, life events, wellbeing and ill-being. According to this model individuals tend to return to a baseline of happiness even after major life events. Moreover, for most individuals, most of the time, subjective well-being is fairly stable. This is because stock levels, psychic income flows and subjective well-being are in dynamic equilibrium. Furthermore, they claim that differences between people in terms of subjective wellbeing are due to ‘stable stocks’. Each individual has a level of subjective wellbeing which represents their own normal equilibrium level. individuals draw out stocks in order to deal with specific life experiences so that satisfaction is enhanced and distress is diminished (Dodge, et al, 2012).

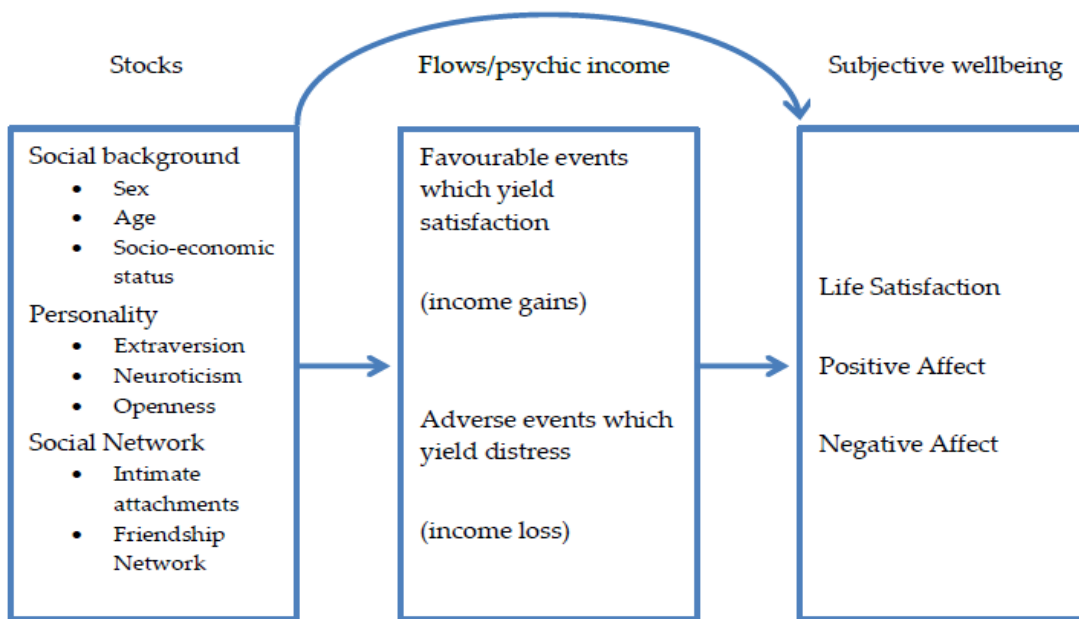


Figure 6: Headey and Wearing's Dynamic Equilibrium Model of well-being

Adapted from: Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012)

1.2.10. Cummins Homeostatic Model of well-being.

According to this model, subjective well-being is actively maintained around a set point for each person, this set point being determined by personality. The system of balance between extraversion and neuroticism strives to maintain a constant, positive level of wellbeing that is both highly personal and abstract.

Cummins Homeostatic Model of well-being argued that there is a high level of genetic determination in each individual's subjective wellbeing set point. In addition, it is proposed that the aspect of SWB being protected by homeostasis is a highly abstract sense of self. Homeostasis is concerned with maintaining the positive non-specific sense of self-satisfaction (Casas et al., 2011).

“SWB homeostasis is attempting to maintain a normal positive sense of wellbeing that is a generalized and rather abstract view of the self... the response that people give does not represent a cognitive evaluation of their life. Rather it reflects a deep and stable positive mood state that we call Homeostatic Protected Mood. This is a mood state that is dominated by a sense of contentment flavored with a touch of happiness and excitement. It is this general and abstract state of subjective wellbeing which the homeostatic system seeks to defend.” (Cummins, 2009, p.4).

1.2.11. Adaptation -level Theory of Well-being

According to the Adaptation- level Theory of Well-being sensory, adaptation occurs when people experience emotional reactions to life events. The individual's emotion system adjusts to his/ her current life circumstances and that all reactions are relative to one's prior experience. Moreover, adaptation was described as a key to understanding happiness. It was also proposed that individuals briefly react to good and bad events, but in a short time, they return to neutrality. Consequently, happiness and unhappiness are merely short-lived reactions to changes according to the individual's circumstances. According to this model human beings continue to pursue happiness because they incorrectly believe that greater happiness lies just around the corner in the next goal accomplished, the next social relationship obtained, or the next problem solved (Diener, Lucas & Scollon, 2006).

1.2.12. Gap Theory Approach of Well-being

This Theory presents an alternative empirically supported definition of subjective wellbeing. According to the Gap Theory Approach, subjective wellbeing is a result of gaps or perceived differences between one's aspirations and goals and what he /she has achieved in reality. The smaller the gaps between aspiration levels and achieved levels, the higher the level of subjective wellbeing (Blore, 2008).

1.2.13. The Affective -Cognitive Model of Well-being

According to this model interpersonal characteristics both affective and cognitive have a significant impact on the person's wellbeing. Therefore, two individuals in the same circumstances can evaluate their wellbeing in different ways. This theory places personality and positive predisposition as main predictors of the person's wellbeing (Galinha, & Pais-Ribeiro, 2011).

1.2.14. The Triangulation Model – the special case of Palestine

The special case of Palestine imposes a unique understanding of the conception of well-being. It is almost impossible to separate the individual's well-being from the political context. During The constant struggle against the Israeli occupation and inherited feeling of national duty of gaining freedom, a new Palestinian well-being model was sculptured, in which the political scenario was imprinted in every and each aspect of well-being. As Guido Veronese (2012) stated "To be politically passive is humiliating and constitutes an additional threat to the dignity of both individuals and an entire society, under constant attack from systematic violence and dehumanization. " (Veronese, 2012, p. 13).

A causal relationship was found between the way in which helpers working in war-zones react to or elaborate traumatic events and their levels of well-being. The researchers mentioned the concept of 'shared trauma' between the practitioners and their clients (in the current study – the teachers and their pupils). These practitioners are provided by a dual set of psychological and emotional responses to traumatic experiences. They are not only being at risk of deprived of the emotional distance usually afforded them by having a different set of external experiences from those of their clients, but also shared traumatic experiences can facilitate them in providing care, support and intimacy to their clients if they themselves receive consistent support from their organizations in terms of security (physical and economic) and consecutiveness (networking, training and supervision). Moreover, they may use a way of life in which they advocate for human rights, social justice and solidarity in order to resist the oppression caused by political and military violence.

Consequently, there is a need for adoption of an integrated method that endorses pluralism and dialogue between quantitative and qualitative approaches, to understand the complexity of the well-being of individuals in the special context of Palestine (Veronese, Pepe, & Afana, 2014).

In his study on the self-perceptions of well-being in professional helpers and volunteers operating in war contexts, Guido Veronese (2012) stated: "the destiny of the Palestinian helpers is closely related to that of Palestinians in general. The context of ongoing and irresolvable conflict in which they professionally develop and live means they spend their whole lives at the front line." (Veronese, 2012, p. 13). Depending on this notion, we can assume that we can implement what the results of his study to other professions. Guido concluded that the physical and psychological survival could not be extricated from political involvement and active participation in the struggle against occupation.

As a result of decades of military occupation and poverty, political violence, and war, Palestinians live in a disrupted environment. This situation exposes them to negative feelings (e.g. discomfort, fear, suspicion, dislike) and to concrete dangers at physical, psychological, and economic levels. Therefore, Veronese claimed that the well-being of Palestinian health workers tends to be uncertain and deeply at risk. Moreover, "Lack of infrastructure and a low level of life-long learning programs characterize a precarious help system, unable to ensure quality, continuity, and safety to its workers" (Veronese, 2012, p. 6).

Guido Veronese (2012) suggested that Williamson and Robinson's (2006) broad three factor conceptual model seemed to fit the situation in Palestine. These factors were security and safety, development, participation (political well-being)

Safety and security:

In his study the participants expressed a need for security in term of the economic, environmental, and health-related (both physical and psychological) dimensions of well-being. First, on the economic domain the Palestinians suffer from limited opportunities for improving their own economic conditions and they exist in a constant daily struggle to avoid poverty and destitution. Parents with low well-being can't provide basic needs for their children; they can't fulfill their duties as breadwinners for their families as a result of economic disruption. Second, on the environmental domain, Palestinians live in uncertainty and lack of freedom, which is reflected in their work environment. Finally, the participants indicated that the mental health which is associated with trauma, psychological distress, and mental health issues in general, is the leading component of overall well-being (Veronese, 2012).

Development

The constant feeling of threat and long-term state of insecurity has a significant negative effect on key aspects of well-being such as work, education and personal characteristics. Moreover, human insecurity does not allow the community to develop. "The restrictions imposed by Israel, such as checkpoints, unexpected curfews and military incursions, and border blockades, make the working conditions of the Palestinian workers unstable and risky" (Veronese, 2012, p. 11). These restrictions strongly limit the Palestinian economic development and job opportunities.

Participation (political well-being)

Another key component of the Palestinians' political well-being is the participation in family, community, and religious life. These components can provide resources to protect the individuals' development and enhance positive adjustment to trauma and fostering well-being. Palestinians can use social and family relations as an additional means of protection to negotiate relatively normal lives for themselves in the face of adversity. Moreover, they believe that political and religious involvement are means of civil resistance to humiliation and political violence (Veronese, 2012).

1.2.15 Life Satisfaction as protective factors from stress

Singh (2014) defined life satisfaction is as "an overall, global assessment of feelings and attitudes about ones life at a particular point in time according to that individual's "chosen criteria". Subjective life satisfaction is a measure of an individual's perceived level of wellbeing and happiness. Satisfaction with life as a whole must be satisfaction not only with that which is, but also with that which was and that which will be, not only with the present, but also with the past and the

future. Moreover, Life satisfaction is one factor in the more general construct of subjective wellbeing.” (Singh, 2014).

Singh (2014) argued that our world is ever changing; everybody is affected by stress regardless of age, gender, profession, social or economic status. Due to these rapid changes, individuals live most of their lives under stress. Consequently, stress paralyses the human life on account of which it is difficult for individuals suffering of stress to live the normal life. Life satisfaction and stress are interrelated with each other (Singh, 2014).

2. Chapter 2: Stress in Teaching

2.1. STRESS AND TEACHERS

2.1.1. Factors that Affect Stress in Teachers

Sprenger (2010) defined teacher's stress as any characteristic of the school environment that poses a threat to the teacher. Nevertheless, due to the difference in the definition of teacher stress is influenced by how that person is affected by their job demands, and their ability to cope with these demands. There are two main types of teacher's stress that can ultimately affect teachers. The first is task-based stress, such as dealing with disruptive students, refers to problems that are associated with a variety of specific tasks that teachers must perform in their teaching role. The second is role based stress, such as an absence of sufficient resources to perform adequately, refers to how teachers' expectations of their role fit in with the actual work-related responsibilities needed to fulfill their role (Sprenger ,2010).

Hasan (2014) argued that despite the fact the teaching as a profession used to be been regarded as low stress occupation but during the past two decades the situation has changed. He mentioned some of the factors that make teaching more challenging and stressful as a profession. These factors are more paper work, more bureaucracy, more unruly classes, increasing complexities of work and its divergent demand, the individual characteristics of the person or related to his/her environment and the type of school: "Private school teachers face more stress than the government teachers be due to low salary and more burden of work in the private schools" (Hasan 2014, p. 13).

Ncube and Tshabalala (2013) mention another factor for the stress among teachers; they claim that as a result of the competitive era we live in nowadays, there is a competition between the different educational institutions. Each one is setting new goals to compete not only at the local level but also at the global level. Consequently, the teacher is "at the crux of an education system has to bear the responsibility to prepare the young generations to build a nation with purpose and tackle the challenges of tomorrow" (Ncube & Tshabalala ,2013). Ncube and Tshabalala also recognize additional factors, among them are role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequency changing curriculum, assessment and evaluation, fatigue, boredom and many more. More factors were presented by Anandasayanan and Subramaniam (2013), such as teaching pupils who lack motivation, maintaining discipline, self-esteem and status. In addition, they also refer to biographical factors with regard to job stress. For example, there are significant differences between

men and women. Male teachers reported more stress than their female teachers did. There are also significant differences between teachers of different ages

2.1.2. The Effects of Stress on Teachers

Khan, Aqeel & Riaz (2014) argued that job stress has a significant impact on job attitudes, self-confidence, dissatisfaction with life and the upswing in turnover intentions. Moreover, they claimed that stress is related to some psychological problems such as anxiety, low self-esteem and motivation, mood variations. Which consequently decline the job performance; job satisfaction and turnover intentions. High amount of stress results dissatisfaction with the job and low job performance (Khan, Aqeel & Riaz ,2014).

Hussain (2010) referred to stress as an 'occupational hazard' for professionals including teachers. He also argues that the effects of stress in general result in three ways – physical effects psychological effects and behavioral effects. Therefore, he addressed teacher stress problems like extra-organizational issues which have a wide range of impacts on teaches such as anger, increased heart rate, feelings of panic, insomnia, staff frustration, irritability, increased, depression, anxiety and apathy. In addition, major emotional impact which include the inability to concentrate and high levels of unproductivity along with psychosomatic reactions like stomach upset, pain and skin disorders. All of these impacts may be followed by wanting to leave the school, apathy, and displaced aggression on children or colleagues. Moreover, stress was found to have impact on teachers' health, well-being and performance (Hussain, 2010).

2.1.3. Teacher's Characteristics and Stress

Hussain (2010) states that “the teacher's personal characteristics and coping actions make all the difference in coping with stress situations”. The individual teacher’s characteristics determine how the stress-related feelings are displayed. He also distinguished a good teacher, whom he defined as “the one that both staff and students are pleased with”. This teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusiastic. A good teacher is more accommodating to the different stressful situations. Moreover, Hussain refers to the successful teachers who could “put the school before thinking of themselves and take a mature, positive attitude to their job in favor of facilitating children to feel secure and confident. In contrast, unsuccessful teachers are more self-oriented, dominant, suspicious and aggressive and could not compromise for the interests of the majority”. As a result of these differences between successful and unsuccessful teachers, it was clear that the latter group is more likely to be influenced by stress (Hussain 2010).

Regarding the same point, Khan and his colleagues (2012) discussed the relationship between teacher's characteristics and stress. They presented certain factors which buffer the effect of job stress, one of these factors is personality traits, which act as moderators. Moreover, they defined teacher's personality as "the specific set of teachers' characteristics that make the behavior of teacher while doing his/her job of teaching. These are organized set of characteristics possessed by teachers, which uniquely influences the cognition, motivation and behavior of teachers in various situations". They also presented the five big personality model which attests that human personality is consisted of five types of personality traits including Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness. According to them, the teachers' personality and characteristics are "potential type of resources, which helps in dealing the stressful situation in different ways like either by developing defense mechanism against stress or by avoiding stress or learning handling stress in proper way by adapting according to need of situations." therefore, these resources moderate the impacts of job stress and protect the individual from both short as well as long term negative effects of job stress(Khan et al., 2012).

2.1.4. Teacher's Stress and Coping Mechanisms

Saleem and Shah (2011) referred to the traditional approach to coping. Traditionally, stress management interventions have targeted primarily individual-level coping. Moreover, these intervention programs tend to be aimed at escape-oriented, emotion focused coping, such as relaxation and training or at cognitive emotion-focused coping, such as cognitive modification, and training. Previous studies criticized organizational efforts because they tend to aim at symptoms of stress rather than fostering individual control over the conditions in the workplace. Examples of common coping mechanisms among teachers are time management, exercise, yoga and meditation, visualization and massage. But Saleem and Shah emphasized that "the most important is an individual's belief or perception regarding his or her efficacy to control and manage effectively the event that are causing stress." (Saleem & Shah, 2011).

Zedan and Bitar (2013) argued that as a result of the stressful situations that teachers have to deal with on daily basis both at school and at home, a teacher has to adopt strategies of coping and adjustment. If the ability to cope is low or dependent only on basic and not well-developed coping strategies, this might lead to negative emotional reactions and burnout among teachers. They also suggested various ways to cope with stress all of which were found also reduces stress and improves the quality and enjoyment of life, such as communications with others, self-help, relaxation, organization, engaging in sports, fun and entertainment and self-care (regular exercise

and sport, eight hours of sleep a day, preserving a correct diet, applying relaxation techniques) (Zedan & Bitar 2013).

Gandapur, Qureshi and Khan (2013) also discussed the coping among teachers. They defined coping resources as the factors required to utilize coping to moderate the level of stress. They argued that coping depends on the availability of certain resources. In order to achieve a successful coping the teacher might need financial, social and technical support. For example, the person might have money to consult a psychiatrist or purchase certain exercise machines. Additional resources can be a supportive family, friends or colleagues ready to provide an instant help. Furthermore, they have suggested two major types coping resources. The first one is personal resources. This category includes physical potential such as the person's individual's overall health and energy level. This category also includes psychological resources including all the internal and external attributes which help the individual to look peaceful and feel positive despite the adverse circumstances in which he /she was surviving. In addition, this category includes competency resources mainly problem solving techniques and application of social strategies and skills. Moreover, this category includes social skills including the communication skill, the conflict resolution skill, and stress and time management skills. The other type is environmental resources. This category includes both the social support and the material resources (Gandapur, Qureshi & Khan, 2013).

According to Gandapur, Qureshi and Khan (2013), in order for the teacher to identify his/her level of stress and to know how deep rooted the problem is, he must be aware of several things .First, he must be able to "identify the stressful work events and the resulting thoughts produced in his mind". Second, he needs to be able to "recognize the effects on his mind and body". Third, he needs to "understand the fact that the resulting physical and mental reactions were due to stress and they might harm his well-being". Fourth, he should try to "change his way of thinking and to rebuild his self-image and self-esteem". Finally, he should "become determined in mind to win the war against stress to become successful in teaching profession." (Gandapur, Qureshi & Khan, 2013, p 458-459).

Another important point that Gandapur, Qureshi and Khan (2013) mentioned regarding teachers' coping with stress is it is essential to impose a positive change in the individual's way of thinking. "If a teacher was able to replace all his negative beliefs and self-defeating, self-weakening ideas and developed a constructive, realistic mind set he /she was able to develop a better self-control." Moreover, if the teacher can identify the hardships and difficulties which her/ she may face within an educational environment, this will enable him /her to face them rationally. In addition, the

teacher can put a plan in anticipation and became mentally prepare to bear the risk of all possible stress at school (Gandapur, Qureshi & Khan, 2013).

2.2. Teacher's Responses to Stress

As was mentioned before, the response to stress is related to the individual himself. Therefore, teachers have varied responses to stress. Steyn & Kamper (2006) have presented various models for responses to stress. The first model was the *Stimulus-based model of stress*: According to this model stress is an external condition of the environment which has a disruptive influence on the individual. Moreover, the load or demand placed upon the individuals (i.e. stressors) exceeds his/her ability to cope or adapt to it. Teachers are viewed as passive recipients (Steyn& Kamper ,2006).

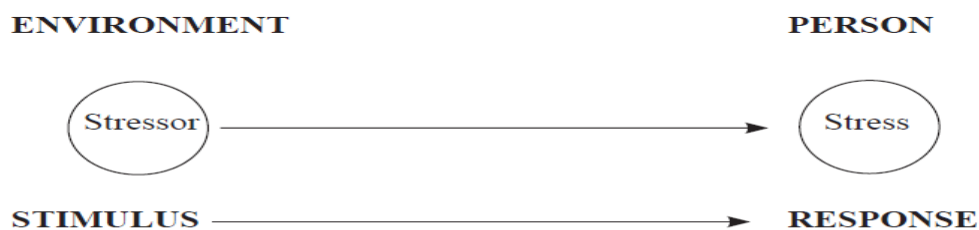


Figure 7: Stimulus-based model of stress

adpated from: Steyn, G. M. & Kamper, G. D. (2006)

The second model was the response-based model of stress: according to this model stress is defined in term of the individual's response to a threatening or disturbing stimulus. The main focus in this model is on physiological, psychological and behavioral responses to stress. According to this model teachers are passive recipients who are pressurized by resulting stress (Steyn& Kamper ,2006).

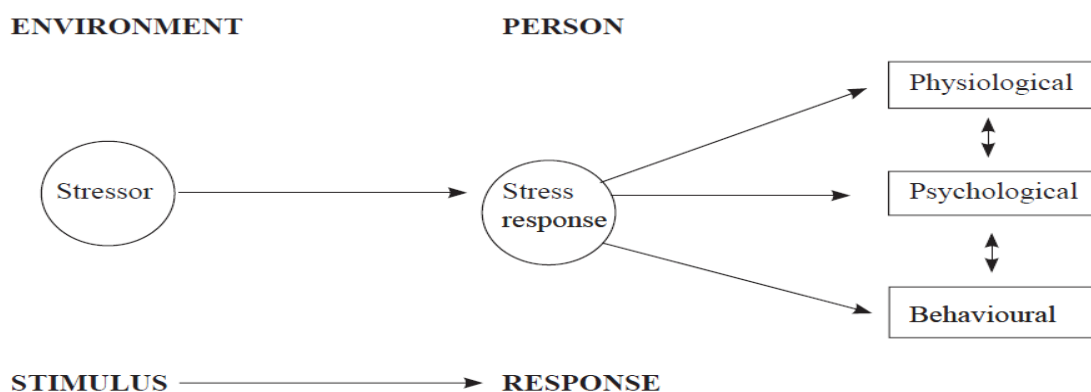


Figure 8: Response-based model of stress

adpated from: Steyn, G. M. & Kamper, G. D. (2006)

The third model was the interactional and transactional models of stress: According to this model, stress is an individual phenomenon which is both interactive and situational. This means that different people respond differently to the same situation. According to this approach, stress is embedded in the interrelationship between stressor, the individual's perception of the situation and the individual's subjective responses. The individual in this approach is active, he /she determines the coping resources (Steyn & Kamper,2006).

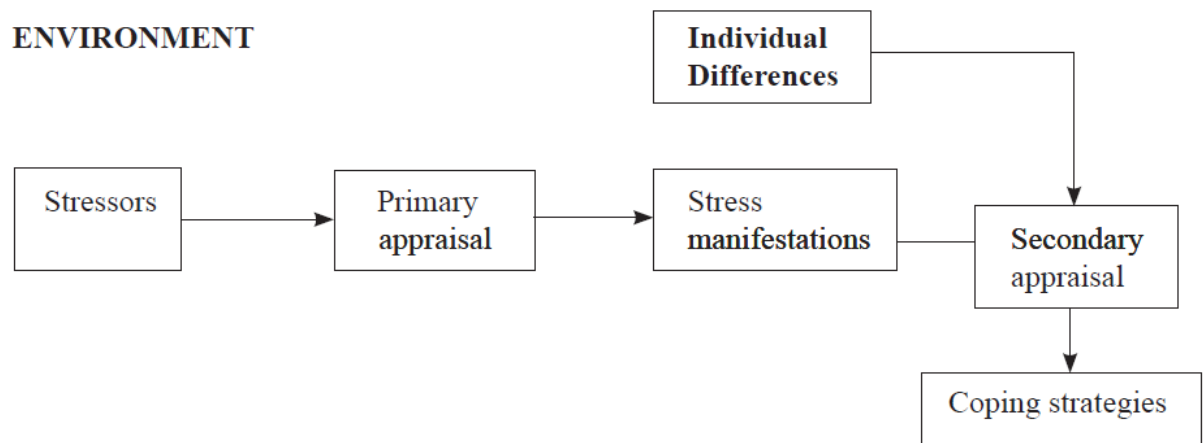


Figure 9: Interactional and transactional models of stress

adpated from: Steyn, G. M. & Kamper, G. D. (2006)

2.3. Coping Strategies

Zedan and Bitar (2013) defined coping as “the effort to control situations of harm or any kind of challenge when automatic reaction is not possible. Coping does not require success but only effort, and forms the link between environmental stress and adjustment of the individual. ”In order to deal with the stressful nature of the teacher’s job, which does not end when they come home, they have to adopt strategies of coping and adjustment. If the ability to cope is low or dependent only on basic and not well-developed coping strategies, this might lead to negative emotional reactions and burnout among teachers.

Zedan and Bitar suggested some useful coping strategies on the individual level. They claimed that the best way to overcome stress is to adopt coping strategies such as ensuring a healthy family life, supportive individuals, ensuring a good understanding of the material one has have to teach, learning how to control one’s emotions, seeing the humor in the situation and resting after work (Zedan & Bitar ,2013).On the organizational level, they have also suggested means that the schools and authorities should take, according to the views of the teachers. These are lessening the workload, acquiring professional advice and raising salaries.

Zedan and Bitar (2013) also mentioned two categories of coping strategies. The first is active coping strategies which includes cognitive strategies (such as changes in perspective, imposing self-control and rational distancing of oneself), behavioral strategies (such as determining borderlines to the job, requesting advice from others and engaging in relaxation exercises) and emotional strategies (such as remaining calm and quiet and thinking positively). The second is passive coping strategies such as resignation, drinking, wishful thinking, and avoidance, which are characterized by a lack of engagement with the stressful event (Zedan & Bitar ,2013).

2.4. The sense of coherence (SOC) as a coping strategy

Veronese and his colleagues (2012) suggested a coping skill using 'The sense of coherence' (SOC), which they defined as "a stable global construct that is universally meaningful, cutting across lines of gender, social class and culture... It is a global tendency expressing the degree to which an individual has a pervasive, durable and dynamic feeling of confidence that internal and environmental stimuli are structured, predictable and explainable (Comprehensibility); that resources are available to meet the demands posed by these stimuli (Manageability); and that these demands are challenges, worthy of investment and engagement (Meaningfulness). Accordingly, it is a major factor affecting individual ability to deal with traumatic events, such as war and terrorism" (Veronese et al., 2012, p. 3).

They believe that the capacity to attribute sense and coherence to uncertainty and political and military violence enhances the individual's sense of efficacy and power. The researchers also claim that this strategy is most efficient in post-traumatic situations and promoting the individual well-being and quality of life. Moreover, in their research they proved that the social context helped the participants to make sense of their increasingly negative working conditions and to find meaning and coherence in their everyday lives. Moreover, they claimed, "the capacity of context to attribute sense and coherence to conditions of uncertainty and political and military violence promotes the helpers' personal growth and increases their sense of efficacy and power (potency)" (Veronese et al., 2012, p. 11).

Veronese and colleagues (2012) also presented some suggestions to implement this strategy. First, "Palestinian helpers should guide the definition of effective and efficient specific recruitment, training and intervention models, which could also be appropriate for professionals training and operating in other 'permanent crisis' contexts" (Veronese et al., 2012, p. 12).

Second, Veronese and colleagues (2012) argue that the need for high-quality training cannot be satisfied using 'standard' and 'Western-informed models. According to the authors, these models do provide empirical evidence and methodological rigor. However, "they do not cater for the specific need of Palestinian helpers to construct meaning and attribute coherence to the permanent uncertainty, to which both they and their clients are constantly exposed"(Veronese et al., 2012, p. 12). In other research conducted by Veronese and Pepe (2014), this notion was confirmed. They stated that "It is worth noting here that Palestinian health providers differ from Western international health workers in that they share the living conditions affecting the Palestinian civil population as a whole" (Veronese & Pepe, 2014, 7).

Third, there is a need to provide training that is in line with international standards but also promotes local and culturally sensitive knowledge and competencies. This will raise the helpers' own levels of self-esteem and self-determination (Veronese et al., 2012, p. 12). Specifically in the context of social trauma, Veronese and colleagues argue that it is critical that the intervention models and instruments deployed encourage maximum participation, be inclusive, offer the opportunity to construct meaning and enhance the competence of helpers already operating in the field (Veronese et al., 2012, p. 12).

Another suggestion made by Veronese and Pepe (2014) is that the sense of coherence may take a form of active participation in community life and the struggle to survive. Moreover, they claim that there is an important role of taking part in the broader struggle of civil society and political commitment in ensuring subjective well-being in contexts of ongoing conflict and political violence, mitigating risk factors and symptomatic reactions such as anxiety, social isolation, and loss of confidence in the self and in the surrounding micro- and macro social context, such as family and community (Veronese & Pepe, 2014, 7).

A final coping strategy for the Palestinian context was presented by Guido Veronese (2012), "Palestinian helpers underlined the crucial need for education, as a tool for coping with uncertainty and socioeconomic disruption. Raising levels of education is key to surviving the occupation and to opposing violation of human rights and lack of freedom through nonviolent resistance" (Veronese, 2012, p. 11).

3. Chapter 3: TEACHERS JOB SATISFACTION AND PROFESSIONAL WELL BEING:

3.1. Teachers' Job satisfaction theories

The relationship between motivation and job satisfaction is not clear, but Mullins (1996) claimed that the process of motivation could lead to satisfaction and job satisfaction can be demonstrated by the different motivation theories. These motivation theories can be categorized into two groups: Content theories and Process theories

3.1.1. Content theories:

Maslow's needs hierarchy theory

In his theory Maslow claimed that the human beings are “wanting” creatures by their nature. They always aspire to get more depending on what they already have. Maslow claimed that the human being aspire to fulfill certain needs. These needs are arranged in a certain sequence of level and according to a hierarchy of importance. There are five main levels, starting with the lowest (Physiological needs) and ending with the highest (Self-actualization needs) (Koneru & Chunduri, 2013).

Herzberg's two-factor theory:

Herzberg's two factors theory or Herzberg's motivation-hygiene theory is dimensions of motivation that make people to achieve. They are known as “hygiene” or “extrinsic” and “motivator” or “intrinsic” factors. Hygiene factors are extrinsic to the job, such as interpersonal relationships, salary, supervision and company policy which according to Herzberg can't enhance motivation but can reduce the feeling of dissatisfaction among employees. But if we look at Hygiene factors in intrinsic aspects which are satisfying motivators and related to job tasks and job content they can lead to job satisfaction (Robbins et al., 2003).

McClelland's need for achievement theory

McClelland's theory refers to the goals of management and its main focus is on the aspiration for achievement, power or power and attachment. The aspiration or need for achievement refers to the situation in which the individual aspires to the personal achievement rather than the rewards of success. The need for power and control refers to the one's aspiration to have control over their surroundings, including human and material resources. The need for affiliation refers to the desire to be part of a group and be liked by others (Robbins et al., 2003).

3.1.2. Process theories

Vroom's expectancy theory

Vroom's theory is composed of three main concepts: Valence, instrumentality and expectancy. Therefore it is also called the VIE theory. There are two main factors that determine the success of the motivation. These are that the outcome should be valuable and that the individual's belief that the task is accessible and has expectable outcomes. According to this theory, the process of motivation controls the choice between the various voluntary activities; moreover, there is a positive relationship between the level of effort and the level of performance and reward (Parijat & Bagga, 2014).

Equity theory

According to this theory, people have a desire to keep balance the expected rewards or outcomes and their perception of their inputs or contributions, this balance determine the satisfaction. Moreover, satisfaction is determined by the existence of perceived equity. This state of equity exists when a state of fairness is created in which the individuals' job inputs(contribution, experience, education and competence) in relation to their job output salary level, salary increase and recognition) are equivalent to that of others (Cappelen, et al., 2014) .

Goal setting theory

According to this theory, by Locke and Latham (2006), aspiring to reach certain target is considered to be a source for motivation, and setting goals and targets may influence the employee's behaviors. Moreover, the motivation of the employees can be enhanced if they know what they have to do in order to achieve a certain goal. Locke and Latham talk about four main conditions to enhance performance and motivation: The goals must be challenging but yet attainable, the goals must be clear and specific, the involvement of the employee in the setting of the goals is also very important and the goals should allow assessment (Locke& Latham, 2006).

3.2. Conceptualizing job satisfaction

“Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Job satisfaction also an extension over a staff member has favorable or positive feeling about work or the work environment... It refers to the employee

reactions towards their work experiences and work situations in the organizations” (Kayastha & Kayastha, 2012).

According to Suneeta and Koranne (2014) the overall satisfaction refers to the employee’s general internal situation of satisfaction or dissatisfaction. He claims that positive personal experiences within the job like friendly co-workers, good pay, sympathetic managers and exciting jobs shapes a positive internal situation. However, a negative state is produced due to the negative experiences that the employee may have such as low remuneration and an unattractive job. So the overall satisfaction is a general feeling which depends on the intensity and frequency of negative and positive experiences which the employee has within the job (Suneeta & Koranne, 2014).

3.3. Antecedents and consequences of job satisfaction

The antecedents of job satisfaction can be divided into personal and organizational antecedents. Personal antecedents are the personal factors of the individual. These might be unchangeable attributes of the employee, such as race (although previous studies have found inconsistent results regarding the relationship between race and job satisfaction, e.g. Friday, Moss & Friday, 2004) or gender. The results of the studies on the relationship between gender and job satisfaction have got contradictory findings. Some studies found that male employees are more interested in extrinsic aspects like pay and advancement while female employees are more interested in social factors. Other researchers claimed that there is no significant correlation between gender and job satisfaction (Robbins et al., 2003).

Other attributes of the employee might change over time or by life decisions and events. Attributes that change with time might be tenure or age. Many previous studies have found a positive significant relationship between the employee’s job satisfaction and his/her tenure. One study has found that the individual’s satisfaction decreases during the first year and continue to be low for several and then it increases. The explanation for that is the initial expectation that the employee has when he/she started working these expectations decline with time because the employee becomes more realistic and mature (Oshagbemi, 2003). The findings regarding the relation between job satisfaction and age showed no constant pattern. Some studies showed that older employee reported that they are more satisfied than younger ones. The explanation for this situation according to these studies is that older employees are usually more experienced and have more realistic expectation than their younger colleagues. (Drafke & Kossen, 2002)

One of the attributes that changes as life goes by (but not as a result of time going by) is the educational level. Previous studies found that there is a significant relation between job satisfaction

and the educational level of the employee. For example, a study conducted by Crossman and Abou-Zaki (2003) in the bank sector in Lebanon found that employee with collage certificate reported higher overall satisfaction than employees with high school diploma. Another such attribute is marital status. Numerous studies have found a significant relationship between the employee's marital status and the level of job satisfaction. They found that married employees demonstrated higher level of job satisfaction than single employees (Kuo & Chen, 2004).

Contrary to personal antecedents, organizational antecedents are organization-related factors. These factors might be related to the people that the employees interact with. For example, supervision was proved to have a fundamental role relating to job satisfaction. Previous studies have shown that supervisors can play an important role by providing not only professional gaudiness and emotional support, but also, shaping the moral, building mutual trust in the work place (Malik et al., 2010). Another example is the employee's co-workers. The social relationships within the work place members have a vital role relating to the employee's job satisfaction. Employees who had evaluated their colleagues as supportive and friendly reported higher job satisfaction than those who felt social detached (Berta, 2005).

Another type of organizational antecedents is related to things that the employee might gain from his work. Although the first thing that might come to mind is how much the job pays, there are mixed finding regarding the relationship between financial rewards and job satisfaction. Some studies have shown a significant correlation between the employee's level of job satisfaction and the remuneration. Some employee reported that they measure their value in the organization by the amount of money they get (Usman, Akbar & Ramzan, 2013). Other researchers claimed that there is no significant corelation between payment anf job satisfaction. High sallaries don't indicate high level of job satisfaction (Brainard, 2005). However, another factor that should be considered is promotion opportunities. Numerous researchers have posited that there is a significant positive relation between job satisfaction and the opportunities for promotions and self-development among employees (Usman, Akbar & Ramzan, 2013).

Finally, organizational antecedents might come from characteristics of the work itself. Previous studies have shown that there is conclusive correlation between the level of job satisfaction of the employee's and the work component. Studies have shown that jobs with possibility for executing their potential are preferred by the employees, while the lack of stimulation may create a feeling of boredom and frustration. Also, there seems to be a positive relationship between job level and job satisfaction. Employees with higher level of job were more satisfied because of the good pay, the various tasks, and the better working condition (Khalid, Irshad, & Mahmood, 2012).

Job satisfaction leads to many positive consequences. For example, a number of studies have shown that there is a positive relationship between job satisfaction and the physical, mental and emotional health of the employees (Luthans, 2002). This pattern might be connected to another finding, relating job satisfaction with absenteeism and burnout. Absenteeism was proved to be a way that the employee expresses his dissatisfaction and it is used as a way of escaping the unpleasant working environment, and previous studies have also shown that employees with high level of job satisfaction are more productive, creative and committed. However, dissatisfaction with the job may eventually push the employee into a state of burnout in which he/she “feel emotional exhaustion, detachment, and lack of drive and enthusiasm to work and achieve”. Nevertheless, when employees are satisfied with their job, these effects can be mitigated (Freudenberger, 2007).

Finally, many researchers have claimed that job satisfaction have a significant influence on turnover among employees. The studies’ results indicated that less satisfied employee are more likely to voluntary quit their jobs (French, 2003). On the other hand, there are many studies that showed a correlation between job satisfaction and organizational commitment. The facets of job satisfaction, which include satisfaction with promotion opportunities, pay, coworkers, actual work undertaken, job security, supervision, working conditions, and training opportunities were expected to be positively related with organizational commitment (Riaz et al., 2010; Habib, Khursheed , & Idrees, 2010). More studies found similar results: According to a study by Sinem Aydogdu and Baris Asikgil (2011), there is a significant and positive relationship between affective commitment and internal - external job satisfaction. It was also found that there is a significant and positive relationship between continuance commitment and internal - external job satisfaction. Moreover, it was found that there is a significant and positive relationship between normative commitment and internal - external job satisfaction. And according to the a study by Ebru, Mehmet and Nilufer (2010) there was a significant relationship between extrinsic, intrinsic, and general job satisfaction and normative and affective commitment (Ebru, Mehmet & Nilufer, 2010).

3.4. Job satisfaction of teachers: research evidence

There are many studies about teachers’ job satisfaction. For example, Malik, and others (2010), investigated the association between teachers’ job satisfaction and organizational commitment in public sector universities of Pakistan. This study also aimed to examine the level of teachers’ commitment to their universities and their job satisfaction from different dimensions to their job. The sample of the study consisted of 650 faculty members working in two public sector universities of Pakistan. The sampled members varied in term of the job status. The sample included lecturers,

assistant professors, associate professors and professors. The tool for collecting the data was a questionnaire and in order to measure teachers' level of satisfaction with job and organizational commitment a five point Likert scale was used. The questionnaires were distributed by e-mail, or by person or via the post. The results of the study revealed a significant positive relation between organizational commitment and satisfaction with work-itself, quality of supervision and pay satisfaction. Another significant relationship that was unveiled was a positive one between job satisfaction and organizational commitment on one hand and a negative one with turnover intention on the other. The study also discovered that task value, coworker, job enrichment and leader-member exchange have a strong impact on job satisfaction. Finally, the study also showed that the acceptance and alignment with organizational goals by the employees had a positive relationship with organizational commitment and a negative relation with the intention to leave the organization (Malik et al. ,2010).

Another study, conducted by Nagar, (2012) had three main objectives: To investigate the relationship between burnout and job satisfaction, to examine the effect of job satisfaction on organizational commitment and to investigate the existence of a relation between burnout, job satisfaction, and organizational commitment among teachers. The sample of the study consisted of 153 university teachers and a questionnaire was used to collect data. Not unlike Malik and colleagues, the results of the study indicated that job satisfaction was negatively affected by the three factors of burnout namely, depersonalization, reduced personal accomplishment, and emotional exhaustion and that there was a positive relationship between job satisfaction and organizational commitment. However, an interesting finding of Nagar was that women had a higher level of job satisfaction than men did. (Nagar, 2012).

4. Chapter 4: The Development of the Israeli and the Palestinian Educational systems

4.1. ISRAEL AND PALESTINE: A HISTORIC RECOGNITION:

We can divide the Israeli-Palestinian conflict into three main stages:

The first stage (1800's):

This period started when political Zionism emerged as a response to pogroms and anti-Semitism in Europe. In 1897 Theodor Herzl, the father of Zionism, proposed the establishment of an independent Jewish state in Palestine, the Biblical homeland of the Jewish people. Zionist Organizations supported this proposal and the Jewish National Fund (JNF) began to buy land in Palestine for the purpose of settling Jews in 1907. Consequently, the immigration of Jews to Palestine started (Davis 2003).

The second stage: Post the Holocaust in November 1947

In this stage the United Nations General Assembly adopted the Partition Plan (Resolution 181). Its recommendation was to divide the Mandatory Palestine, which had been under British rule since 1917 and to establish a Jewish state on about 55 percent of the territory. Another recommendation was to uphold a UN administered regime in the city of Jerusalem, holy for Jews, Muslims, and Christians.

In May 1948, David Ben Gurion and the Jewish People's Council unilaterally declared the establishment of Israel, with unspecified borders (Mayer 2008). In order to ensure the survival of the Jewish state they had to get rid of the large and hostile Arab minority. As a result, Palestinian land was expropriated and 700 000 Palestinians uprooted (Gordon, 2008).

The neighbor Arabian country Egypt, Syria, Lebanon and Transjordan then initiated a war against Israel over the Palestinian issue. But Israel won the war and seized control over the Negev and the Galilee, while Jordan annexed the West Bank, and Egypt occupied Gaza. Then they reached an armistice agreement in 1949, and the borders agreed

The third period: in 1967 Israel's victory in the Six-Day War

After winning the war Israel appended East Jerusalem and started the occupation of the West Bank and Gaza, Golan and Sinai, adding about 1.5 million Arabs to the area under its control (Morris, 2009). Since 1967, Israeli settlements have been constructed in the occupied territories. According

to the data about 500,000 Israeli settlers were living in the West Bank and East Jerusalem (Peace Now, 2012). In 2005, there was a huge change when Prime Minister Ariel Sharon decided to withdraw both its civilian and military presence from the Gaza Strip, but kept its control over the airspace and coastal line. In 2007 Hamas seized control over Gaza and therefore Israel blockaded the area. During this period, there were two main violent Palestinian uprisings against the Israeli occupation. These are the First Intifada (1987-1993) and the Second Intifada (2000-2005). In 2002 Israel started the building of the Separation barrier dividing the Israeli population from the Palestinians in the West Bank (Kristiansen, 2013).

Since 1967 there have been both peace attempts, between Israel and the Palestinian people, and military conflicts. During the peace arrangement between Israel and Egypt, which was signed in 1978, Israel recognized the legitimate rights of the Palestinian people and committed to take part in future two-stage peace negotiations on the Palestinian problem. However, this recognition did not ultimately result in autonomy for the Palestinian people, opposed to what was initially agreed. The next major mile stone was the Oslo Accords (Oslo I, which was based on agreements achieved in the Madrid Conference in 1991) in 1993, where Israel and the Palestinian leaders agreed on the Declaration of Principles (DOP). Both parties then explicitly recognized the other and committed to “achieve a just, lasting and comprehensive peace settlement and historic reconciliation. The major conflict issues such as borders, security, Jerusalem, settlements, and refugees, were left for the 2000 at Camp David. They included Israeli Prime Minister Ehud Barak and Palestinian chairman Arafat and were hosted by U.S. President Bill Clinton. The negotiations lasted for thirteen days and were finished without any agreement.

Although the Camp David negotiations did not lead to an agreement, international diplomatic efforts have nevertheless continued and several peace initiatives have been promoted by Israelis and Palestinians. However, little progress has been made, and the interim arrangements from the Oslo Accords are still operating (Kristiansen, 2013). On the other hand, in the last ten years, Israel has launched a number of military campaigns against Palestine in order to diminish the security threat posed by rocket attacks in Southern Israel and the terrorist attacks. These attacks left nothing but destruction and death among the Palestinian people (Zanotti, 2014). Some of the most notable attacks were operation 'Rainbow', dating from 18 May to 25 May 2004, operation 'Days of Repentance', dating from September 30 to October 15, 2004, operation 'Summer Rains', dating from 28 June until 26 November 2006 and operation 'Hot Winter', dating from 28 February to 3 March 2008.

In the last five years there were 3 major military conflicts between Israel and the Palestinians in the Gaza Strip. The first was 'Gaza War' (also known as operation 'Cast Lead'). The second was Operation 'Pillar of Defense', dating from 14 November until 21 November 2012. The third and most recent was Operation 'Protective Edge' dating from July 8, 2014 until August 26, 2014.

4.2. THE ISRAELI EDUCATIONAL SYSTEM

4.2.1. The education in Israel

According to the Israeli State Education Law (1953), "State education is defined as education provided by the state on the basis of the curriculum approved by the Minister of Education, without attachment to a party, communal body, or other non-government organization, and is under the supervision of the Minister of Education. The law outlines the objectives of State education with regard to universal values; the values of Israel's society and heritage; remembrance of the Holocaust and heroism; development of the child's personality, abilities and creativity; various disciplines of knowledge, science and the arts; physical activity; and culture and recreation."

From this definition of the Israeli education process, we can see that there is a monopoly from the state on the educational system in general. Moreover, there is a clear emphasis on the Jewish culture and there is no mention whatsoever to the Arab minority which have a different culture.

Educational Objectives

According to Israeli State Education Law (1953) the main education objectives of the education process in are: (1) To educate a person to be able to love others, love the Israeli people, and to love his country and become a loyal citizen to the state of Israel, who respects his parents, his family, his culture, his cultural identity and his mother tongue. (2) To instill the principles which were mentioned in the declaration of the establishment of the state of Israel and its values as a Jewish and democratic state and to develop respect for human rights, fundamental freedoms, democratic values, respect for the authority of the law, the culture and the world-view of the a other, and to educate to pursuit peace and tolerance in the relationships between people and between nations. (3) To teach the history of the state of Israel. (4) To teach the Torah of Israel, Jewish history, Israeli culture and the Jewish traditions and to instill the awareness to the remembrance and respect of the Holocaust and Heroism. (5) To develop the child's responsibility, creativity and different talents and extracting his/her full potential as a human being living a life of quality and meaning. (6) To establish the child's knowledge in the various fields and in the basic skills they will need later in life as adults living in a free society and encourage physical activities and leisure time culture. (8) To strengthen the judgment and critical thinking, promote intellectual curiosity, independent and

initiative thinking and to develop awareness to changes and innovations. (9) To provide equal opportunities for all children to enable them to develop in their own ways and create a climate that evokes individual differences and supports them.(10) To promote the involvement in the Israeli society, a willingness to accept roles and fulfill them out of dedication, responsibility, a desire of mutual aid, serving the community, volunteerism and striving for social justice in Israel. (11) To develop respect and responsibility for the natural environment and connection to Israel, its landscape, flora and fauna. (12) To recognize the language, culture, history, and unique traditions of Arab population and other minority groups in Israel and recognize the equal rights for all citizens in Israel. (The site : The Book of Law of the State of Israel <http://he.wikisource.org/wiki/>)

4.2.2. The Development of the Israeli educational system

Israel's education system has undergone several major developments since the state was established in 1948. In the 1950s, a period of mass Aliyah (A term specifically attributed to Jewish immigration from other countries to Israel) to Israel, the state was faced with the need to education for a population that was growing rapidly. But the country's educational infrastructure was minimal at best: There were few schools and classrooms, a lack of certified teachers, parents themselves were poorly educated and there was severe economic difficulty. Thus these years of Aaliyah led to a change in the population of pupils in primary schools.

Given this background, reforms were instituted in the education system during the 1960s (such as the establishment of lower secondary schools). The reforms brought pluralism to the schools and curricula while adapting them to the needs of the heterogeneous populations (Israel's population is characterized by wide ethnic, religious, cultural and social diversities). At the end of the 1970s through the 1980s there was rapid growth in the number of pupils attending secondary schools. Once again, beginning in 1990, there was large-scale Aaliyah to Israel, and from 1990-2000 nearly one million immigrants arrived in the country, increasing the population by more than 20%. The overall number of pupils in the schools rose by some 28%; about half of the increase in the number of pupils can be attributed to the Aaliyah. Since the 1990s the higher education system (post-secondary schools, academic colleges and universities) has seen accelerated growth, and from 1990-2012 the number of those receiving degrees has increased by a factor of 2.9.

The State of Israel sees education as a matter of national priority, and this attitude is reflected in the size of the education segment within the state budget. The education budget, exclusive of the development budget, has seen – in terms of fixed prices (2000 prices) – an increase of 39% between the years 2000 and 2012 while the number of pupils grew by 23%.

Development of the school system (The education system in the Arab sector):

The Arab population is an ethnic minority in a state with a Jewish authority and they have to deal with the consequences of this fact. In 1949, the Israeli government approved few decisions that became the foundation for the education of Arabs sector. Among these is compulsory and free education for all Israeli children, both Jewish and Arab, and declared that Arabs would receive the exact same education as the Jews, regardless of the preexisting Arab educational institutions from the Mandate Period. Another decision was that Arab students would be taught the same material as Jewish students attending secular state schools, but instruction would be in Arabic rather than Hebrew.

After the establishment of Israel, a separated department for the Arab affairs was founded and activated and its goal was to construct and organize the state education. It operated separately administratively, organizationally and operationally. This department was controlled by Jewish people and it was the only address in term of education for the local authorities. There was no relation between the Arab schools and the other sectors in the Ministry of Education. In 1980, a process of decentralization into sectors according to geographical location was initiated in order to promote the administrative and pedagogic services. This process is not ended yet (Darawshi& Bari-Solitseyani, 2009).

The Arab population is also highly diverse in term of religious (Muslims, Christians and Druze) and ethnic background. Yet this population shares a similar history, language and culture. In general, the Arab population in Israel suffers from high rate of poverty and unemployment concept to the Jewish population. Moreover, much lower expenditure of public funds for social and educational services compared to the Jewish majority.

The educational inequality that exists between Jewish and Arab populations in Israel dates back to the pre-state period. One reason for this gap is the differences in strength of leadership and budgeting policies. Another reason for the Jewish-Arab educational gaps is the strength of the local authorities. The local authorities in the Arab sector have limited economic capabilities which make it difficult to collect local rate and to establish complementary educational services.

These schools in the Arab sector serve Muslims, Christians, Bedouin, and Druze. The instruction language is Arabic, although Hebrew is taught as a subject. The ratio student-teacher is higher in the Arab sector than in the Jewish sector. The curriculum, except for language, is almost the same as that of Jewish schools. Due to the fact that the language of instruction is Arabic, it is difficult for the

Arab graduates to succeed in higher education; the reason is that the language of instruction is Hebrew (Al - Haj, 1996).

4.2.3. The structure of the Israeli educational system

The population in Israel is multicultural; it is composed of many religious and ethnic groups. The Israeli education system reflects the diversity of the population. The structure of the Israeli education preserves the cultural identities. The system is divided into cultural subsystems which are supervised by the Ministry of Education. These are the Jewish secular subsystem, Jewish religious subsystem, the Non-Jewish subsystem and the independent system (Jewish Ultra-Orthodox).

Israel's education system is composed of six years of elementary or primary education and six years of secondary education, divided into three years of middle school and three years of upper secondary education. The education system also includes some pre-schooling – one compulsory year of kindergarten – and three to five years of higher education. While the Ministry of Education is in charge of school curricula, educational standards, goals and objectives supervision of teaching personnel and construction of school buildings, local authorities are responsible for school maintenance and acquisition of equipment and supplies (Wargen, & Phedelman, 2009).

4.2.4. The Israeli educational system current situation

During the first few years after the establishment of Israel, there have been a massive numbers of immigrants coming in. The large waves of immigrants caused many serious educational and social problems. Therefore, there was an urgent need for expanding the range of complementary education activity. Massive children and youth found a warm corner in the network clubs in which they relax and add joy to their lives (Raychel,2008).

In the second decade of the state, the minister of education, Zalman Aran, expanded the range of the complementary education to include secondary education. He supported the establishment of many youth centers all over the country. Within this complementary education, the youth were able to continue their primary education in order to continue their general education. The supplementary education contributed in preventing vagrancy and delinquency among youth (Raychel, 2008).

Public recognition of the necessity of complementary education encouraged the foundation for organized system. Within the Department of Youth, a professional and organized system of supervision and training of operators for complementary education has developed gradually. Experts in music, drama, plastic arts, crafts, games, sports and more, started to work in the field. They organized training courses and seminars for instructors in various fields. At the same time,

district supervisors were appointed for each district education bureau. In the local councils, youth bureaus were established. All this was the core for the development of the non-formal education in Israel which became an integral part of the regular education (Raychel, 2008).

The educational system in the Arab sector.

In the past three decades, there has been a dramatic rise in the level of education of the Arab population. In 1970, half of this population had up to five years of schooling; today half have almost ten years of schooling. The rise in the level of education was highest among women. The proportion of women who have more than eight years of schooling rose from 9% in 1970 to 59% in 2011, and the proportion of men rose from 21% to 70% (Yaffe& Tal, 2002).

Official data published by the Ministry of Education, and standardized exams results conducted a year earlier, revealed to the public in Israel a fact that is well already known: a huge gap exists between the academic achievements of Jewish students and those of Arab students; percentage of Jewish students entitled to matriculation certificates (59.74%) is almost twice of the eligible Arabs (31.94%). Comparing these data with those published previously reveals the fact that this gap in performance between Jewish and Arab students are not decreasing with time, but rather expanding.

A committee of the Ministry of Education to promote the educational system in the Arab sector was formed to examine the condition of education in the Arab, an updated picture on the state of the Arab educational system in Israel and is was presented in the committee report (2010) and it was composed of five chapters dealing recorded five recent developments and influence one way or another on the state the system.

Academic achievement:

According to Israeli and international tests results Arab students' achievements fall far from those of their Jewish peers. In addition to the gap in rates of matriculation eligibility, the committee found that there is also a gap between the qualities of their matriculation certificates entitled - 20.4% of Arab students are entitled to matriculation certificates and only (11.1%) of their Jewish peers. Many Arab students are holding certificates that do not allow acceptance to universities.

Learning disabilities:

There is a lack of information in the Arab education system regarding the number of Arab students with learning disabilities; there is a shortage of qualified professionals, therapists, dealing with learning disabilities and severe shortage of Arabic-speaking psychologists with knowledge and

learning disabilities with a degree in counseling. The committee further stated, there is a lack in the awareness in the difference between students with learning disabilities and students who have difficulty in school for other reasons.

Curriculum in the Arab Sector

The committee revealed a Fundamental disagreement in the forming of the general objectives among the Arab schools. There are no defined objectives of the Arab educational system and no way to determining the values of organizational structures.

National priority in education

Over a decade ago, the Israeli government decided to classify all communities in the country into three categories: communities located in areas defined as a national priority A, communities located in areas defined as national priorities in areas B and communities that are devoid of national priority. The decision stated that the communities found in the first two categories, with national priority, and will enjoy from a long list of benefits and incentives in education, more than towns and villages in the third category. Number of communities included in two priority areas was 535, only four of them, all small and low population, were Arabs.

Teaching Languages:

There is a difference between standard Arabic and spoken language that which makes the standard Arabic language taught in schools as acquired culture and there is not enough attention of state institutions to the Arabic language, .All these things underestimate the value and the importance of the Arabic language even in the eyes of Arab students. Hebrew teaching begins only in the third grade, and English is a foreign language for students which they learn as the third language ,yet Arab student begin to learn it in 3rd or even the 4th class. Furthermore, there is a lack in development of teaching materials by teams from their representatives will Arab society. There is also a lack of equipment for teaching English and Hebrew.

Matriculation certificate

The average study units on which Arab students are tested is higher than among Jewish students and one of the main reasons, budgetary. There is no enough money to pay teacher for more teaching ours. Moreover, the gap has also in a variety of specialties in school; there are more specialties in the Jewish schools that Arab students cannot even dream of. Due to the small number of specialties student are forced to make more units in order to eligible to receive a certificate. Moreover, there is

no sufficient educational advice and guidance to help students build, efficient and high quality learning track.

School Dropout:

There are many preventing and spotting programs that are activated in the Jewish sector in order to control the phenomena of school dropout. In the Arab sector there is a huge lack in these programs, and even if there is such programs they are been insufficiently activated.

Non-formal education:

Arabic-speaking students rarely exposed non-formal activities in the field of culture, sport, etc. Such activities are always been held in the scholastic framework and mostly by the teachers who are not enough qualified to build such activities.

Curricular distortion

The Ministry of Education holds centralized control over the form and contents of the curriculum for Arab schools, with few Arab educators participating in decision-making process. The State Education Law sets educational objectives for state schools that emphasize Jewish history and culture.

The committee revealed a Fundamental disagreement in the forming of the general objectives among the Arab schools. There are no defined objectives of the Arab educational system and no way to determining the values of organizational structures. The nuanced nature of the material made it qualitatively different to promote the level of the Arab students. Arabs are given thorough studies of Judaism and Israeli and Jewish history, while studies of Palestinian history and culture rarely exist in Arab schools. Additionally, the study of Hebrew language and literature is required in Arab schools, while the study of Arabic is an option available only in some Jewish schools.

Curriculum can be divided into three groups: (1) Curriculum for the Jewish identity(mathematics, science, English), (2) Custom Curriculum for the Arab sector(history, geography, citizenship) and (3) Curriculum built especially for the Arab sector(Arabic language and literature, Hebrew and religious studies). Problems and the difficulty arose over with the second type and the third (Jabareen, & Agbaria, 2011).

4.3. THE PALESTINIAN EDUCATIONAL SYSTEM

4.3.1. The education in Palestine

Since 1994, after the Palestinian Authority took over the responsibility of education, the Palestinian Education has gone through a significant improvement. Despite the difficult economic and political situation that the Palestinian people are living in, Palestine has one of the highest percentages of enrolment in the education system compared to other Arab countries and developing countries. Another challenge that faces the educational system is the Wall which segregated the Palestinian territories, which makes access to some of the educational institution very difficult (Basri, 2010). According to Basri, with 17.5% of the national income dedicated to education, in 2009 illiteracy rate was reduced to 6%, the enrolment rate in basic education (from 1st to 10th grades) rose from 81% in 1994/5 to 98.2 % in 2008/9 and the average student transference from the basic stage to the secondary stage rose from 65 % to 91 % during 2008/9. The rates of higher education participation have also improved, and the enrolment of young people between the ages of 18 and 24 in university education was at 33%. Finally, equality between males and females in terms of access to basic and secondary school education was achieved; females made up 57 % of university enrolment in 2008/9.

The Palestinian education system is composed of: (1) Ten year period of free compulsory basic education that begins at age of five and eight months. It is divided into the Preparation Stage (Grades 1 to 4) and the Empowerment Stage (Grades 5 to 10). (2) Two-year program of secondary academic or vocational education. At the end of the two years, students take the secondary school examination called *tawjihi*. Optional Secondary Education covers grades 11 and 12, with students having the choice of pursuing a general secondary education or attending vocational secondary schools. (3) The Higher education is provided by 46 institutions in the West Bank and Gaza, including 12 universities which award bachelor's and master's degrees, 13 university colleges offering bachelor's degrees and 2-year diplomas, and 21 community colleges which award diplomas (4) Technical and Vocational Education and Training (TVET): There are five streams in school-based vocational training: industrial, agricultural, commercial, hotel and home economics. In addition to community colleges, the Ministry of Labor and Social Affairs provides other TVET opportunities. This Ministry runs twelve Rehabilitation Centers that target dropouts, slow learners and 'social cases'. (5) Non-formal Education (NFE): MoE grants licenses for NFE centers according to specific conditions. MoE provides two non-formal education programs: parallel education program provided to dropouts who had completed 5-6 years of basic education, and literacy program and adult education, provided for those over the age of 15 who are not proficient

in reading and writing (according to the Palestinian Ministry Of Education and Higher Education, 2014).

Since the 1950s, school education in Palestine has been provided by three sectors – The government, UNRWA (United Nations Relief and Works Agency) which was established in 1950 to serve the refugee children, and the private and voluntary sector. The government is in charge of 70% schools, UNRWA is in charge of 20%, and 10% of schools belong to the private sector. Also, three types of schools exist from perspective of gender in the Palestinian territories: boys' schools (37%), girls' schools (35%), and co-educational schools (29%). The government is also responsible for granting licenses, and permits to build schools and to create educational institutions, determining the length of the school year and when schools are opened or closed.

The UNRWA (United Nations Relief and Works Agency)

On 8 December 1949 the United Nations in its General Assembly resolution 302 (IV), established the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). UNRWA became operational on 1st May 1950. Its' main mission was to help Palestine refugees achieve their full potential in human development under the difficult circumstances in which they live.

Nowadays UNWRA provides services and help for a population of almost 5 million registered refugees across a wide geographical range: Lebanon, Syria, Jordan, West Bank and Gaza. UNWRA provides services in education, health, micro-finance, infrastructure, relief and social services (UNRWA, 2012).

4.3.2. The Development of the Palestinian educational system

Education before 1967

Although the emergence of the Palestinian education system started under the Ottoman rule with compulsory elementary education, modern Palestinian education was established during the British mandate. However, schools under the mandate were viewed as instruments for the inculcation of the skills, knowledge and beliefs necessary to the functioning of the government and economic system of the Mandate. Little thought was given to the implications of the indigenous knowledge, beliefs and skills relevant to Palestinian society.

By the end of the British mandate, and after the annexation of the West Bank to Jordan and the Gaza Strip (to Egypt in 1948), public schools were established in most cities and many villages and camps. This means that Palestine has been served by two distinct educational systems which differ in terms of objectives, curricula, organization and examinations: the Egyptian system in the Gaza Strip (and the Jordanian system in the West Bank. This separation was to continue until the emergence of the PNA (Palestinian National Authority) in 1994 (Mizel, 2013).

Education under occupation (1967-1994)

During the occupation, the Israeli authority retained the Jordanian and Egyptian systems in these two areas, but with military orders, changes took place which affected the educational infrastructure, the teachers, the students and the curricula. Most of the schools built during this era were established by the efforts and of the Palestinians, foreign governments, international NGOs, and multi-national agencies. These schools were then handed over to the Israeli authority for administration and to cover the teacher salaries. The poor quality of the existing school buildings is one more difficulty added to problems of the schools (Nasser, Berlin, & Wong, 2011).

After 1987, all Palestinian education institutions were closed for periods ranging from two years, in the case of the West Bank schools, to more than four years in the case of some universities. Even the kindergartens were included in the military closure orders. To overcome the economic constraints and to supplement their income, the majority of the teachers became involved in small businesses, as street peddlers, car drivers and home-based self-employment. This development has had a negative impact on education, as it has weakened teachers' commitment towards education and reduces their attention to their teaching skills (Nasser et al., 2011).

There has never been a Palestinian national curriculum. Since 1950, all three school sectors (The private and voluntary, the UNRWA and the governmental sectors) followed the Jordanian curriculum in the West Bank and the Egyptian curriculum in the Gaza Strip. This has continued even after the establishment of the Palestinian National Authority in 1994. As a consequence, school curricula have been almost frozen since 1967. Textbooks are not attuned to the national identity or to the specific socio-economic needs of the Palestinians, but, often contain inaccurate and outdated information. Essential elements of the human life were neglected or nearly forgotten, such as the body, the development of feelings, the ability to express oneself through art, familiarization with technology, and initiation into the economic and political aspects of life. Special education, physical education, vocational education and technical training and adult education in general have had no attention. As a consequence, the quality of formal education has

severely deteriorated. Evidence of this on the outcomes of education has become available in 1990s (Nasser et al., 2011).

Education in Palestinian hands

Handing the authority over education to the Palestinian National Authority in August 1994, which took place in accordance with Oslo Accord, The newly created Ministry of Education adopted a list of four goals for formal education to be achieved in the short-term. These goals were improving the quality of basic and secondary education, offering equity to those young people who have learning difficulties, increasing the relevance of education to the current changes in the Palestinian society and ensuring an efficiently managed educational system (Palestinian Ministry of Education and Higher Education Palestine, 2008).

After all of these changes in authority the Ministry of Education received a Palestinian educational system in ruins. Therefore, it sought the assistance of UNESCO and donor countries and established the Palestinian Curriculum Development Centre (PCDC). PCDC first goal was creating a unified curriculum, separated from the Jordanian and Egyptian curriculums that were used until then. It was actually perceived as a national achievement. At the beginning of the implementation of the national curriculum national textbooks were implemented in all subjects in 2000. All students in all grades were using the Palestinian national textbooks. Some of the important changes made by the Palestinian curriculum, among them, introducing Civic Education, National Education, Christian Education, Technology, and Arts and Crafts into the syllabus in addition to introducing the English Language from the first grade instead of the fifth grade as was previously the case (UNESCO, 2006).

The second step was the physical reconstruction of schools because many schools have also been operating in unsafe conditions, overcrowded and unhealthy environments with underpaid and often untrained teachers without the skills or knowledge necessary to cope with the requirements of the new curriculum.

Although steps were made to improve the educational system, the schools in Palestinian Territories face many difficulties. These are, among others, a shortage of classrooms for the number of students enrolled, which results in a high number of schools having a two-shift system, which starts at 7:30 a.m. and continues until 5:00 p.m. Still, the student/ teacher ratio is relatively high and the number of the students is yet increasing. This also led to students taking classes in rented rooms, which do not meet the minimum standards of classroom requirements. These rooms comprise about 8.7% of the total number of classrooms. Another difficulty is the high school-dropout rates and the high

number of students who fail their secondary education exam each year, in addition to others who are not accepted at the Higher Education institutions due to poor academic records. Yet another problem is that the high cost of building and running schools let to a situation in which the educational equipment, halls, various learning resources, and libraries that have become essentials of the learning/teaching process are inadequate.

Education Development Strategic Plan (EDSP) 2008–2012

According to the plan taken from the official site of the Ministry of education, It has four goals: (1) To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (Access). (2) To improve the quality of teaching and learning (Quality). (3) To develop the capacity for planning and management and to improve the financial and management systems used (Management). (4) To realize a gradual conversion of the higher education sector from a supply oriented to a demand-oriented sector, which will gradually guarantee more compatibility between higher education outputs and labor market(s) need from qualitatively and quantitatively (Relevance).

Main Policies of MoEHE (Ministry of Education and Higher Education)

The main policies of MoEHE are (1) The Ministry of Education and Higher Education is committed to provide quality education for all students of school age, both girls and boys. (2) Measures will be taken to bridge any remaining gaps between females and males in enrollment and completion rates at all levels and in all kinds of education. (3) Special attention will be given to the poor in the provision of educational services as well as scholarships and student loans and aid schemes. (4) Additional efforts will be made in the area of inclusive education at all levels of education. (5) The improvement on the quality of education will be the main focus in the coming period. (6) A special focus will be put on linking education, especially post-secondary education, to the labor market(s) and to the needs of society. (7) The study of science and technology will be improved, with special attention being given to the expansion of the utilization of information and communication technology in education at all levels and computer-related studies (8) The involvement and strategic partnership with the private sector through policy advice, especially in higher education and vocational education, shared implementation of activities, and through investment in education will be encouraged. (9) Coordination and cooperation with UNRWA, NGOs, the private sector and international development partners will be enhanced. (10) Decision support systems and skills for planning, implementation of EDSP and management at large will be developed. (11) The organizational structure of the Ministry of Education and Higher Education, at all levels and

institutions, will be reviewed as well as rules, regulations, mission statements and job descriptions. (12) Education in Jerusalem will receive special attention, especially in the areas of provision of classrooms, schools, vocational education and programs and improving employees' salaries. (13) Equal importance, the situation allowing, will be given to improve the education system quantitatively and qualitatively (Ministry of Education and Higher Education Palestine, 2008).

Main achievements of MoEHE

The main achievements of *MoEHE* are: (1) High enrolment levels in both primary and secondary education and bridging the gender gap at all levels, as well as achieving reduction in illiteracy and dropout rates. (2) Making significant improvements in developing and improving educational infrastructure and educational environment (3) Reforming the teacher education and qualification system through the implementation of a comprehensive strategy aimed at effecting a structural change in the teaching profession, where teachers have a distinct career and where the role of a teacher is changed to become a facilitator of the learning process. Strengthening the monitoring and evaluation system at the policy as well as implementation levels of the education system (4) Achieving improvement in student performance in some areas, which is evidenced in the achievements of Palestinian students in national and international tests such as the 2011 Trends in International Mathematics and Science Study (TIMSS). (5) Enhancing the administrative and financial system in terms of procedures and technology and (6) Strengthening the administrative practices in program-based planning and budgeting as well as the implementation capacity of a new funding modality (Joint Financing Arrangement) that applies local systems and procedures (Ministry Of Education and Higher Education, 2014).

5. Chapter 5: The Practical Part of the Research

My research was divided into three sub-studies. Each study examined part of the hypotheses. The three sub-studies are correlated and complete each other to get the whole picture of the status quo. Each study has a specific role in order to get a complete image on the subject of the study.

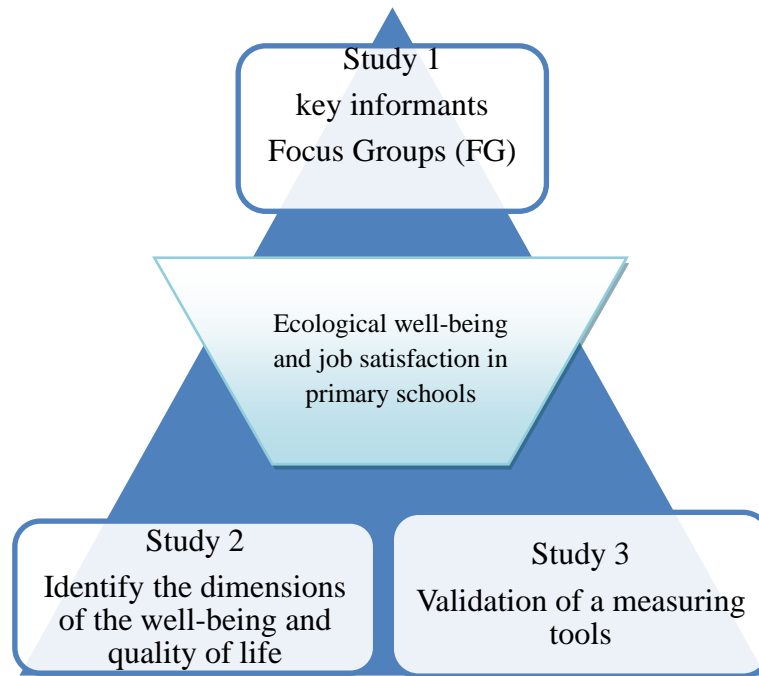


Figure 10: The study model

5.1. Study 1

The first study composed of focus groups and key informants. The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods. I used the focus groups at the preliminary or exploratory stages of my study to evaluate or develop a particular program of activities.

Focus groups helped me to explore and generate my hypotheses and for choosing the appropriate questionnaires. Another benefit was that focus groups elicited information in a way which allowed me to find out why these issues are salient.

5.1.1. The aims and hypotheses of study 1:

The main objective of this study is to extract the different dimensions of the definition of Palestinian teacher's well-being in West Bank (WB), Gaza and Israel (IL). Another objective is to

study the social and environmental factors which influence the ecological well-being of teachers. A third objective is to study the individual factors that contribute or derogate the well-being of teachers. The fourth and final objective is to understand the content factors that are related to the ecological well-being of teachers and the kind of interaction which exist and influence the well-being of teachers.

The hypotheses of the current study are (1) the dimensions of well-being of teachers are common for all of the three geographic areas (WB, Gaza, IL) and (2) that the teachers of the three areas have a relation between the well-being and where do they belong to.

5.1.2. Method:

5.1.2.1. Methodology

I chose the qualitative method as “Preliminary Study”. Qualitative researchers are interested in understanding the meaning that people have constructed. Qualitative research is an effort to understand situations in their uniqueness as a part of particular context and the interactions, and it usually involves fieldwork. The researcher must go to the people, setting, site, institution, in order to observe behavior in its natural setting. Typically, qualitative findings are in the form of themes, categories, concepts or tentative hypotheses or theories.

I conducted thematic content analysis in order to grasp and elicit the main points and dimensions of ecological well-being and job satisfaction that I need to measure in my study.

5.1.2.2. Tools:

The open-ended or unstructured interview

For this part, I used the open-ended or unstructured interview, as a research method, it is a highly productive tool for eliciting information. Interviews are a widely used tool to access people’s experiences and their inner perceptions, attitudes, and feelings of reality

Unstructured interviews were conducted with the participants regarding their ecological wellbeing and job satisfaction. Open points were discussed such as their perception of wellbeing, job satisfaction, who is considered to be a happy teacher. The answers were gathered and analyzed. In the unstructured interview method, the researcher comes to the interview with no predefined theoretical framework, and thus no hypotheses and questions about issue under investigation. Rather, the researcher has conversations with interviewees and generates questions in response to

the interviewees' narration. As a consequence, each unstructured interview might generate data with different structures and patterns.

The intention of an unstructured interview is to expose the researcher to unanticipated themes and to help him or her to develop a better understanding of the interviewees' reality from the interviewees' perspectives. Moreover, in an ideal unstructured interview, the interviewer follows the interviewees' narration and generates questions spontaneously based on his or her reflections on that narration, which is similar to the well-known principle of the rolling snow ball questions, that starts by a small amount of snow –by one question, and step by step, question by question, it is rolled and grows. It is accepted, however, that the structure of the interview can be loosely guided by a list of questions, called an *aide memoire* or agenda. An *aide memoire* or agenda is a broad guide to topic issues that might be covered in the interview, rather than the actual questions to be asked. It is open-ended and flexible. In my research, I used aide memoire such as what makes teachers satisfied, what makes teachers happy? What brings your moral high? What makes you like your job?

5.1.2.3. Trust-Worthiness (Reliability and Validity):

When using a qualitative design, the reliability and validity question is replaced with the 'trust-worthy' question. That is, the extent to which can the data be trusted. This issue is defined mainly in two aspects. The first is the existence of a database that other researchers can observe and use in order to draw their own conclusions. Regarding this aspect, the database in questions is kept stored anonymously with the author, and is not disclosed to third parties under any circumstances, in neither the present nor the future, and any requests regarding it should be directed at him. The second aspect is presenting many examples for arguments being made by the author. These examples are indeed presented, and are to be found in the results section.

5.1.2.4. Maintaining Ethics:

In my research I kept ethics. The main thing in ethics is loyalty. In my research loyalty is reflected by the loyalty of the researcher to the participants, by my loyalty to the research topic, by my loyalty as a researcher to be objective, and by my loyalty as a researcher to explain the objectives of the research to the participants and all parties involved in the study. In addition, in my research I made sure that each participant estimated for himself the feasibility of participation in the study and decided by their selves.

The agreement to be valid if it will accomplish the following: (1) The agreement is accepted on the basis of full and relevant information regarding research the purposes and procedure of the research, and with regard to possible opportunities and risks (2) The agreement was be made freely without any pressure and compulsion and (3) I am a researcher who works within the framework of the agreement and I did not deviate from it.

5.1.2.5. Privacy and anonymity:

The ethics of research of privacy was implemented mainly by preserving the anonymity of the participants. Hence, I avoided publishing any details that could reveal the identity of the participants. Their answers will be stored anonymously, any names or personal details will not appear in any way, due to the fact that the identity repository is irrelevant in data analysis, and the information gathered will only be of statistical uses in the Research Project.

5.1.2.6. Data Analysis:

In order to analyze the data, thematic content analysis (TCA) was chosen. This approach consists of distilling common themes from the text, with the purpose of expressing common ideas, beliefs and desires, shared by the participants. This is done by examining the text and searching for words or phrases that contain distinct units of meaning, relevant for the study's question. After all words and phrases have been labeled, similar units of meaning are grouped into larger categories (themes).

The reasons for selecting thematic content analysis are multiple. First, this method allows for the different domains and dimensions of ecological well-being and of job satisfaction that are relevant for the teachers, to emerge. That is, themes are not imposed on the transcripts, but are rather extracted from them. This is especially important when the research deals with multiple populations, as does the current research, because different populations might foster different dimensions and understandings of the concepts in question. Second, this method allows detection of the salience of the different dimensions in the participants' lives, by examining the frequencies of appearance of the different themes. Again, this is very important when dealing with multiple populations, because of the same reason. Third, this method enables the researcher to analyze a relatively big sample. This allows the extracted themes to be more accurate and representative of the actual beliefs and ideas of the people the study attempts to draw conclusions for.

The analysis was performed by computer assisted analysis software (Nvivo 10). This software was developed by Richards in 1999 and is very used in particular by the theory of Grounded Theory (Glaser and Strauss, 1967). Nvivo enables you to grasp the concepts, explore the links and digest the ideas, and to be managed easily.

5.1.2.7. The sample of study 1:

The sample consisted of 104 participants divided into 16 focus groups. The sample also contained 36 key informants such as psychologists, counselors, principals, lawyers, politicians, journalists and religious scholars. Data is also shown in table 1.1.

Five focus groups were of participants from the Gaza Strip, consisting of 12 men and 22 women. Another five were of participants from Israel, consisting of 15 men and 15 women. Finally, six focus groups were of participants from the West Bank, consisting of 23 men and 17 women. The age of the participants ranged from 26 to 51, with an average age of 39.5 (SD=7.3). 12 participants had a professional diploma, 83 had a Bachelor's degree and eight had a Master's degree. Of the focus groups, four schools belonged to UNRWA, two were private schools, and 10 were public schools.

Table 1.1. Age, gender, education and school type of participants' distribution, according to the geographic area

	Gaza Strip	West Bank	Israeli-Arab	Total
Age	38.2 (SD= 9.3)	41.2 (SD= 8.5)	39.1 (SD= 8.7)	39.5 (SD= 7.3)
Gender				
Men	12	23	15	50
Females	22	17	15	54
Education				
Diploma	4	8	0	12
B.A	28	29	27	83
M.A	2	3	3	8
PH.D	0	0	0	0
Tot	34	40	30	104

School type				
UNRWA	3	1	0	4
public	2	4	4	10
Private	0	1	1	2

Of the key informants, nine were from the Gaza Strip, 15 were from the West Bank and 12 were from Israel. 21 were men and 15 were women. Their age ranged from 31 to 56, with an average age of 44.01 (SD=6.9). 15 were psychologists, social assistants or counselors; 16 were principles, layers, politicians, journalists and priests; 5 were sanitary and health and medicine personnel. Data is also shown in table 1.2.

Table 1.2. Age, gender and profession of key informants, according to the geographic area

	Gaza Strip	West Bank	Israeli-Arab	Total
Age	46.2(SD= 8.2)	44.8(SD= 7.5)	41.1(SD= 7.6)	44.01 (SD= 6.9)
Gender				
Men	6	10	5	21
Females	3	5	7	15
Profession				
Psychology , Social assistance, counsel	4	5	6	15
Managerial, Layer, Politician, Journalist, Religious	5	9	2	16
Sanity, health and medicine	0	1	4	5

5.1.3. Results

Teachers from the Gaza Strip

Thematic content analysis of the interviews with the participants from the Gaza Strip revealed 17 distinct themes concerning teachers' well-being. These themes were: Overall work, aspects of personality, job skills, economic dimensions, emotional dimensions, political dimensions, psychological dimensions, social dimensions, education (formation), family, fatigue, education (function), liberty (democracy), religion, social recognition, salary and health (For an overview see table 2.1).

Of the themes mentioned above, the theme with the highest rate references was overall work (4.90% of text). Indeed, it seems that the overall work is something of special importance with the teachers. This is seen in expressions like: "While in many other professions, people finish work early in the day, the teacher almost never rests, he /she should correct the homework and must take care of the family life...and always stressed"(Dwayn Wadea ,male, 52, journalist)or "Unfortunately the teacher today encounters many difficulties, because of working many hours and the number of students is very high"(Wafa, Female, 37, primary school teacher).

Another theme was social dimensions (3.73% of text). It seems that it was also of great importance to the participants, as one of them said: "It is a very tough profession, but it gets a great deal of social and cultural respect" (Abdallah, male, 50, governor). Another participant said: "in order to preserve the teacher's self-esteem and image, I think it's important to provide social support, but stills of lacking" (Belal, male, 33, primary school teacher).

Another theme with a very high rate of references was psychological dimensions (3.72% of text). An example of the importance of this theme (and of the previous one) can be seen in the following quote: "The emotional and psychological aspects are truly important, moreover, getting respect and admiration is also important. Only the successful teacher shall be respected, nonetheless that sometimes violent and tough teaches get respected"(Yosif, male, 37, primary school teacher).

Finally, the last theme to emerge with a high rate of references is religion (1.68% of text). The importance of religion can be seen in the following quote, which gives the teaching profession divine properties: "Teaching is a sacred profession according to all religions, because it leads to civilization and exploring different cultures. The prophet was called a teacher."(Manal, female, 40, social worker).

Table 2.1. Themes mentioned by teachers from Gaza

GAZA category	Reference	word	paragraph	PERC TOT TXT
Overall work	36	539	31	4.9
Aspects of personality	16	188	13	1.6
Job skills	13	110	12	1.05
Economic dimensions	11	146	11	1.38
Emotional dimensions	9	82	8	0.71
Political dimensions	16	264	14	2.6
Psychological dimensions	33	396	31	3.72
Social dimensions	31	396	30	3.73
Education- formation	15	179	14	1.66
Family	9	111	8	0.91
Fatigue	7	49	7	0.47
Educational (function)	15	171	15	1.63
Liberty- democracy	8	132	8	1.21
Religion	17	196	12	1.68
Social-recognition	25	317	24	2.94
Salary	10	114	10	1.05
Health	4	58	4	0.5

Teachers from the West Bank

Thematic content analysis of the interviews with the participants from the West Bank revealed 16 distinct themes concerning teachers' well-being. These themes were: Overall work, aspects of personality, job skills, economic dimensions, emotional dimensions, political dimensions, psychological dimensions, social dimensions, education (formation), family, fatigue, education (function), liberty (democracy), religion, social recognition, and salary (For an overview, see table 2.2).

Of the themes mentioned above, the theme with the highest rate references was social recognition (3.49% of text). It seems that, not unlike teachers from Gaza, social recognition is very important for teachers from the West Bank. This is seen in expressions like: "The most important thing is respect, because the teacher is responsible for a religious mission policy. This mission must be supported by a social support from all those responsible in the society including inter alia parents and pupils" (*Kamal, male, 52, imam*). This theme is also related to the social dimensions theme,

which, although received a lower reference rate by itself (2.68% of text), strengthens the importance of the social theme as a whole for the teachers.

The theme with the second highest rate of references was economic dimensions (2.91% of text). While the economic state of teachers in the West Bank has improved, there is still room for improvement: “The standard of living and the economic conditions are crucial. Lately they have been improving but not enough” (*Hiba, female, 40, social worker*). This theme is not unrelated to the salary theme, which also received a high reference rate (2.52% of text). This can be seen in the following quotes: “I observe that the teacher today is very sad and does not have much motivation, he lacks the social and material welfare. We need to increase the salary, but the economic condition very hard in all of Palestine” (*George, male, 42, vice president of Bethlehem commerce bar*) and “In this period there is a strike for the obtainment of rights. Due to the fact that the role of the teacher is very underestimated and lacks many of the rights such as a pension. It lacks the social stability. The teacher of today thinks more on salary that teaching” (*Randa, female, 43, social worker*).

Finally, similar to teachers in Gaza, the teachers in the West Bank are also preoccupied with overall work (2.47% of text). Participants thought that on one hand, education should be given more resources: “We must work harder to more support from the student’s families. We need to improve the school environment and we must reward the teacher” (*Gamilah, female, 36, primary school teacher*). On the other hand, teachers believed that they should have more freedom to act: “The teacher should be given plenty of freedom and work according to a democratic system” (*Salim, male, 53, principal of a school*).

Table 2.2. Themes mentioned by teachers from the West Bank

WB category	Reference	word	paragraph	PERC TOT TXT
Overallwork	19	282	17	2.47
Aspects of personality	11	180	11	1.47
Job skills	1	9	1	0.09
Economic dimensions	23	347	23	2.91
Emotional dimensions	10	101	10	0.98
Political dimensions	9	144	9	1.36
Psychological dimensions	14	236	14	2.08
Social dimensions	19	284	18	2.68
Education- formation	13	166	13	1.61

Family	14	213	15	1.92
Fatigue	1	17	1	0.15
Educational (function)	12	200	11	1.83
Liberty- democracy	6	94	6	0.86
Religion	7	81	7	0.72
Social-recognition	26	365	22	3.49
Salary	20	301	20	2.52
Heath	-	-	-	-

Arab-Israeli teachers

Thematic content analysis of the interviews with the participants from the West Bank revealed 15 distinct themes concerning teachers' well-being. These themes were: Overall work, aspects of personality, economic dimensions, emotional dimensions, political dimensions, psychological dimensions, social dimensions, education (formation), family, fatigue, education (function), liberty (democracy), social recognition, salary and health (For an overview, see table 2.3.).

Of the themes mentioned above, the theme with the highest rate references was social dimensions (4.56% of text). Like teachers from the West Bank and from the Gaza Strip, Arab-Israeli teachers saw the social dimension as a very important issue. This is seen in quotes like: "The teacher must have a high self-esteem and must always give the best of him. In addition to what the teacher teaches, he /she has to have social and moral skills that comes by so much education exercises," (*Ihab, male, 40, school psychologist*) and like: "A dissatisfied teacher, will always cause damage he will not do his job as he should. The teacher 's wellbeing also transmits the importance of social values" (*Abdullah, male, 56, URNWA Alfurqan*).

The theme with the second highest rate of references was overall work (2.99% of text). Like teachers in the other two groups, Arab-Israeli teachers were concerned with improving their working conditions: "We need to improve the working conditions of teachers, and improve the school climate (rooms, laboratories, library, and spaces)". Others believed that teachers are working too hard: "Certain behaviors of students reset the motivation of the teacher. We must reduce the working hours and give more than one holiday" (*Iman, female, 46, social worker*).

Another two themes that arose from the interviews were aspects of personality (2.73% of text) and emotional dimensions (2.25% of text). Although these were distinct from other themes, such as social dimensions, they were actually related to them, as can be seen in the following quotes: "The teacher accomplishes a social, religious and human mission. He always has to give more, because

he has a fundamental role in society”. Later he said “The teacher must know ALSHARI’AA’, because it is important for both education and the social solidarity” (*Abdilkarim, male, 48, imam: director of a governmental religious center*). Another quote was “The psychological state of the teacher is very important because it influences the social state. The teacher must be a very patient person”(Ihsan, male, 43, URNWA Alfurqan).

Finally, Arab-Israeli teachers were concerned with education (formation) (2.46% of text). They were discussing ways to improve the overall education by changing its formation: “think that the various sport activities could help a lot. Create spaces in the school to give courses in non-formal education should improve the general conditions for teachers”, or “We must use the educational systems new and abandon old ones, whereas the times have changed.” (*Mona, female, 32, primary teacher*).

Table 2.3. Themes mentioned by Arab-Israeli teachers

IL category	Reference	word	paragraph	PERC TOT TXT
Overallwork	21	318	31	2.99
Aspects of personality	19	296	13	2.73
Job skills	-	-	12	-
Economic dimensions	7	83	11	0.75
Emotional dimensions	19	251	8	2.25
Political dimensions	4	54	14	0.52
Psychological dimensions	14	232	31	2.03
Social dimensions	34	507	30	4.56
Education- formation	16	259	14	2.46
Family	3	38	8	0.39
Fatigue	1	17	7	0.14
Educational (function)	9	105	15	0.90
Liberty- democracy	3	37	8	0.37
Religion	-	-	12	-
Social-recognition	13	161	24	1.52
Salary	7	59	10	0.54
Health	1	9	4	0.08

5.1.4. Discussion

The main objective of this study was to find the common dimensions of well-being of teacher. As was hypothesized, the dimensions of ecological well-being of teachers are common for all of the three geographic areas (WB, Gaza, IL). As seen by the thematic content analysis, the teachers of the three geographic areas mentioned the same dimensions of ecological well-being in the interviews. After the analysis of the interview the following dimensions were found: Overall work, aspects of personality, job skills, economic dimensions, emotional dimensions, political dimensions, psychological dimensions, social dimensions, education - formation, family, fatigue, educational (function), liberty- democracy, religion, social-recognition, salary and health. With few exceptions, the 17 dimensions were common for all three populations.

The second hypothesis was that the teachers of the three areas have a relation between the well-being and where to do they belong. This hypothesis was also confirmed because the analysis showed that there is a significant relation between the teachers' perception of well-being and where they live.

While all of the 17 themes were found in all three populations, the three populations differed one from another in the prominence of each theme. The prominent themes for the Gaza group were overall work, psychological dimensions, social dimensions and Religion. The prominent themes for the West Bank group were overall work, economic dimensions, social dimensions and social-recognition. The prominent themes for the Arab-Israeli group were overall work, aspects of personality, emotional dimensions, social dimensions and education- formation

Teachers in WB emphasized the political and the economic consequences of the Israeli occupation. Teachers in Gaza also emphasized the political and the economic consequences of the Israeli occupation, but for them there are other important facets the religion (spiritual) and environmental. They also emphasized that the infrastructure is absent. Israeli Arab teachers emphasized the social recognition, the political and the economic dimensions. They claimed that the system can be interfere to their job and change their lives.

While each of the three groups had unique themes in the list of the most prominent themes, two themes were common for all three groups. These were overall work and social dimensions. It is not surprising that the overall work theme was a major theme for all groups, since work is a very important aspect of people lives (Schooler & Oates, 2001). Nevertheless, why, of all the rest of the 16 possible themes identified, would social dimensions be the other major theme common to all

three groups? An answer to this question might lie in a research conducted in Israel, which compared the need for social support between Jewish and Arab Students (Ben-Ari & Gil, 2004). In this research, Arab Students were found to value social support to a higher degree than Jewish Students do. The authors suggest that the reason for this finding is that while social support is an important and valuable resource in general, its' value increases even more when one is suffering from stress. When considering the fact that the participants in the current research are all teachers, a stressful occupation (Moriarty, Edmonds, Blatchford & Martin, 2001; Shinto & Ozaki, 2004), and the fact that they have been exposed to stressful events (military conflicts), it is not surprising that the social dimension is so important for Palestinian teachers.

5.1.5. Limitations

While the results of the current study are interesting, one should pay attention to some of the limitation of the study. First, unlike quantitative studies, qualitative studies are somewhat vulnerable to the researcher's bias. More specifically, while the thematic content analysis, used in this study, is a known accepted procedure, other researchers might have come to different conclusions, using the same database. This means that while the set of themes recognized in this study is valid by its own right, it is nevertheless merely one possible result in many that might have been reached.

A second limitation of the study is the time period in which it was conducted. The participants in the study were recruited and interviewed with winds of war blowing in their back. While the conditions of the Palestinians are never optimal, which undoubtedly has consequences regarding the participants answers, conducting a research that tries to understand well-being during war time is even less desirable. This means that had the research been performed during a different time, results might have been different.

5.2. Study 2:

5.2.1. The aims and hypotheses of study 2:

The aim of the current study was to identify the dimensions of the well-being and quality of life of teachers in Israel (IL), West Bank (WB), and Gaza. The study hypotheses were:

H₁ There are significant differences between the three areas. (It is known widely and thoroughly that Israel has better quality of life compared to WB and Gaza)

H₂ Quality of life among Gaza teachers is pressed (negatively) compared to WB and IL.

H₃ There are going to be differences related to gender, age and work.

H₄ There is a significant relation between ecological wellbeing and job satisfaction.

5.2.2. Method

5.2.2.1. The variables of study 2:

Study 2 included 8 main variables. These were ecological well-being, teachers' job satisfaction from colleagues, teachers' job satisfaction from students, teachers' job satisfaction from parents, positive effects, negative effects and social capital. The study also included the following demographic characteristics: Gender, degree, type of school, type of job, age, citizenship, salary and years of experience.

5.2.2.2. The Procedure of study 2

Participants were approached by the researcher or by one of his colleagues. The purpose of the study was explained to them and they were asked to voluntarily participate in the study. All individuals completed self-report measures. Participants were told that they might stop answering the questionnaire at any time if they feel uncomfortable.

5.2.2.3. Sample

There were 153 teachers, and we started our demographic analysis trying to understand the division of the sample on the basis of citizenship: Arab-Israeli, Palestinians from West Bank and Palestinians from Gaza. The distribution in this case was almost homogeneous, as was expected. According to table 3.1. 33.3 % of the teachers are Arab-Israelis, the 31.4 % Palestinians from the West Bank and 35.3 % Palestinians from Gaza:

Table 3.1.: Citizenship by frequency and percentage

NATIONALITY	Frequency	Percentage
Arab-Israeli	51	33.3%
West Bank Palestinians	48	31.4%
Palestinians from Gaza	54	35.3%

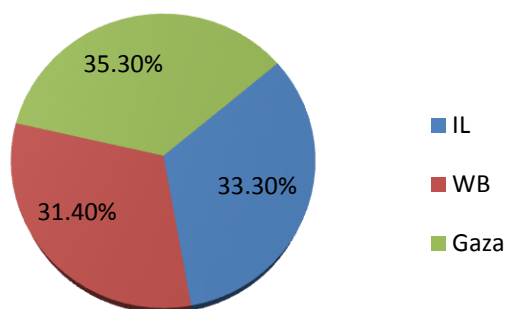


Figure 11: Citizenship by frequency and percentage

After examining citizenship, type of school was examined. Regarding the type of school, the participants fall into one of the following categories: Public schools, private schools and UNRWA schools (i.e. schools run by the United Nations). The majority of the participants 64.1 % worked in public schools, while 17.6% in private schools and 18.3 % in UNRWA schools

Table 3.2: School type by frequency and percentage

TYPE OF SCHOOL	Frequency	Percentage
Public	98	64.1%
Private	27	17.6%
UNRWA	28	18.3%

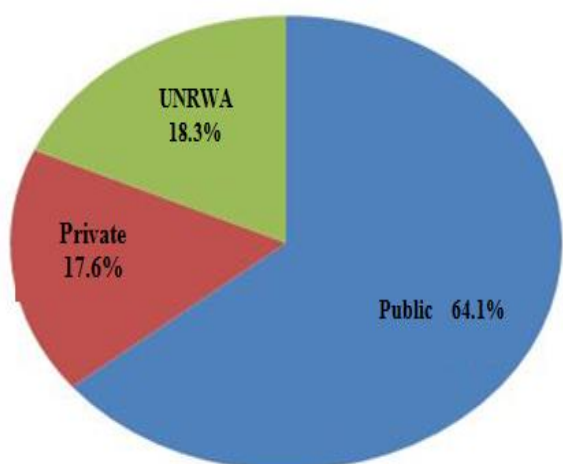


Figure 12: Distribution by school type

After examining the type of school, gender was examined. As can be seen in table 3.3, 36.6% of participants were men, while 63.4 were women.

Table 3.3: Gender by frequency and percentage

GENDER	Frequency	Percentage
Men	56	36.6%
Women	97	63.4%

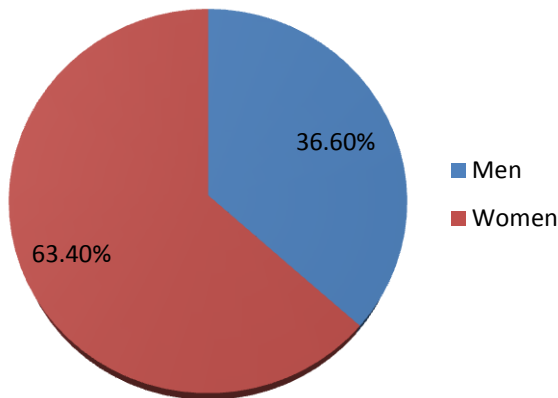


Figure 13: Gender by frequency and percentage

After examining gender, age was examined. Instead of asking the participants for their exact age, they were asked to choose which age group they belong to, out of the following options: 24-30, 31-37, 38-44, 45-51, 52-58 and 59-65. Taking into consideration this subdivision the result was that most of the sample, 36.6 % belonged age group of 24 to 30, followed by 28.1 % were 31-37, then 20.9 % were 38 to 44 . As we see in table 3.4.:

Table 3.4.: Frequency and percentage of age groups

AGE GROUPS	Frequency	Percentage
24-30	56	36.6%
31-37	43	28.1%
38-44	32	20.9%
45-51	12	7.8%
52-58	8	5.2%
59-65	2	1.3%

The Age analysis showed that the sample was not homogeneous in term of age. Most of the sample lies in the lower age groups, as is illustrated in the following pie diagram:

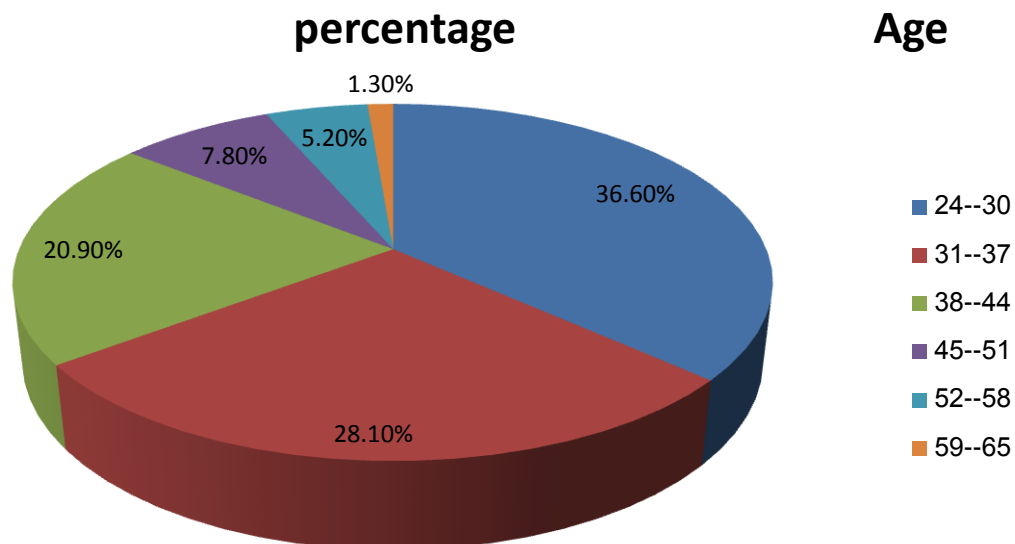


Figure 14: Distribution by age

By observing the distribution of the age, it was decided to divide the sample into two macro age groups: over 30 and under 30. 36.6 % of the sample belongs to the age group of under the thirty. The minimum age of our sample was 24. The majority of the sample (63.4 %) is over 30.

Table 3.5: Macro age groups by frequency and percentage

AGE GROUPS	Frequency	Percentage
Younger than 30	56	36.6%
Older than 30	97	63.4%

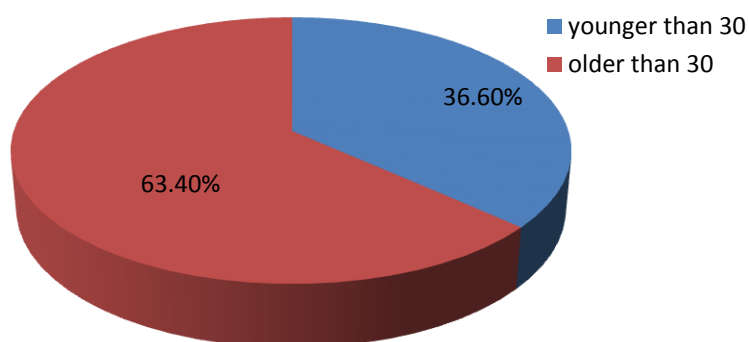


Figure 15: Distribution by age groups by frequency and percentage

After examining age, job type was examined. This variable describes if teachers ha Full-time or part-time job. 91.5 % of the respondents were working full-time while 8.5 % were working part-time job. The table below shows the percentages and the frequencies of the variable:

Table 3.6: Type of work by frequency and percentage

Work type	Frequency	Percentage
Full-time	140	91.5%
Part-time	13	8.5%

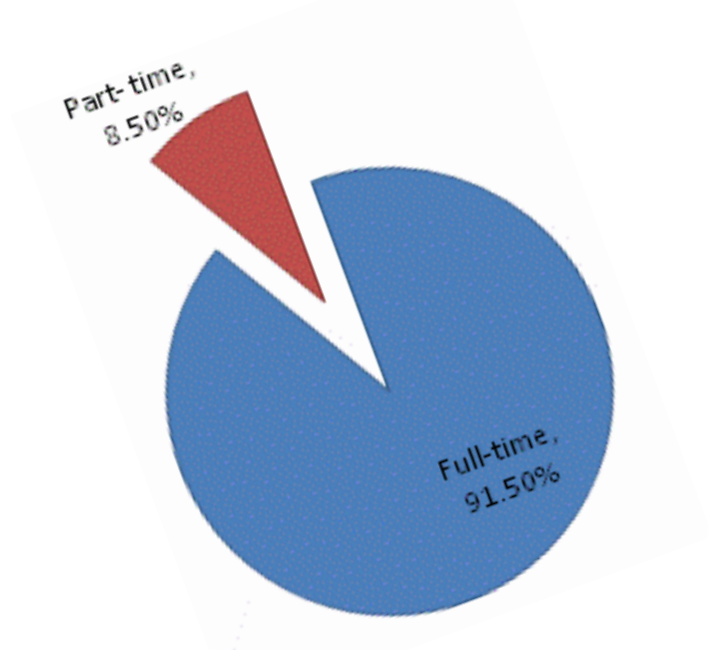


Figure 16: Distribution by work type

After examining job type, salary was examined. The variable of income has been divided into four groups of salary, 0\$-500\$, 500\$-1000\$, 1000\$-1500\$ and 1500\$-2000\$. We presented the variables in US dollars. The analysis showed that 49% fall in the range of 500\$-1000 \$, 26.8 % in 0\$-500 \$, but this may be due to the fact that the most of the sample is quite young, 13.7 % is located in mid-range. While only 10.5 % falls in the highest salary category 1500\$-2000\$. The table below lists the data:

Table 3.7: Salary by frequency and percentage

Salary in US(\$)	Frequency	Percentage
0-500	41	26.8%
500-1000	75	49.0%
1000-1500	21	13.7%
1500-2000	16	10.5%

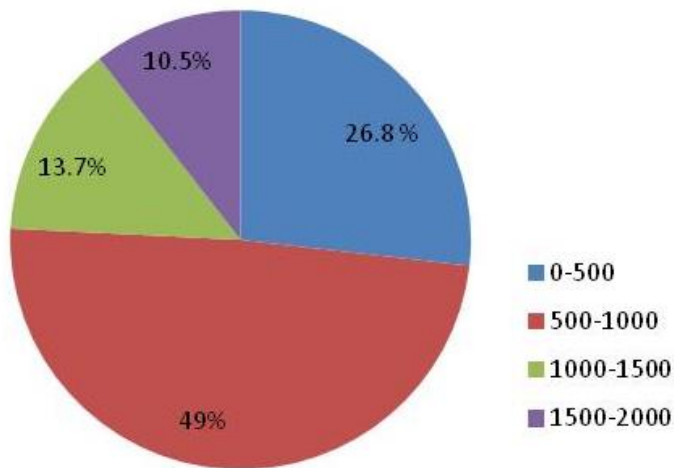


Figure 17: Distribution by salary

After examining salary, years of experience was examined. The variable years of experience has initially been divided into 5 groups: 1-5 years, 6-11 years, 12-17 years, 18-23 years and 24-29 years. As was for age, also in this case most of the participants have low years of experience. 34 % had years of experience that ranged from 1 to 5, followed by 27.5 % had years of experience that ranged from 6 to 11, 26.8 % was in the range 12-17, 9.2 % in the range 18-23 and 2.6 % in the range of 24-29. The fact that the majority of the population had a maximum of 5 years of experience can be justified by the fact that the sample, as already said, has a very young population. The table 3.8 below shows the data:

Table 3.8: Years of experience by frequency and percentage

YEARS OF EXPERIENCE	Frequency	Percentage
1-5	52	34.0%
6-11	42	27.5%
12-17	41	26.8%
18-23	14	9.2%
24-29	4	2.6%

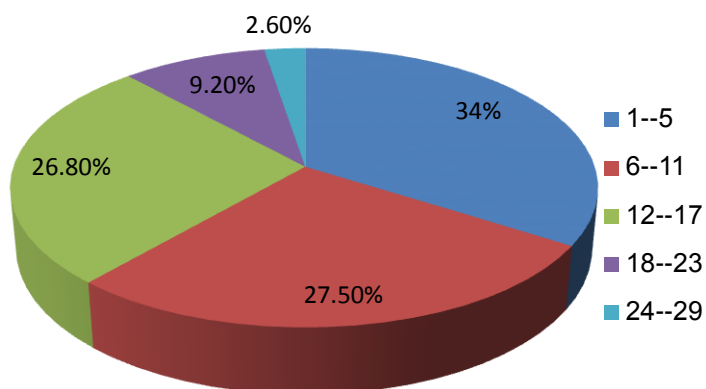


Figure 18: Distribution by Years of experience

To try to make the distribution of this variable more homogeneous it was decided to change the categories into three main groups: Young (1-5 years of experience), quite experienced (from 6 to 17 years of experience) and experienced (from 18 to 29 years of experience). In this modification, the majority of the population, 54.2 %, is located in the band quite experienced, against 34% in Young band and an 11.8 % in the band experienced. The table 3.9 below shows the data:

Table 3.9: Years of experience by frequency and percentage

YEARS OF EXPERIENCE	Frequency	Percentage
Young	52	34.0%
Quite exp.	83	54.2%
Exp.	18	11.8%

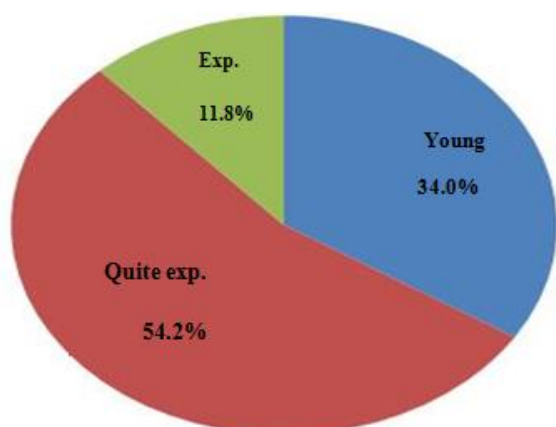


Figure 19: Distribution by experience

After examining years of experience, degree was examined. The titles of the study participants were taken into account, and were Bachelor's Degree (B. A), Bachelor's degree in Education (B. Ed), Master degree (M. A) And Ph.D. 71.2 % of the sample has a Bachelor's degree and the 14.4 % had a Bachelor's degree in Education, 7.8 % a master and only 6.5 % has a doctorate which is also the highest level of education. The table 3.10 below shows the data:

Table 3.10: Type of degree by frequency and percentage

Degree	Frequency	Percentage
B.A	109	71.2%
B.ED	22	14.4%
M.A	12	7.8%
Ph.D.	10	6.5%

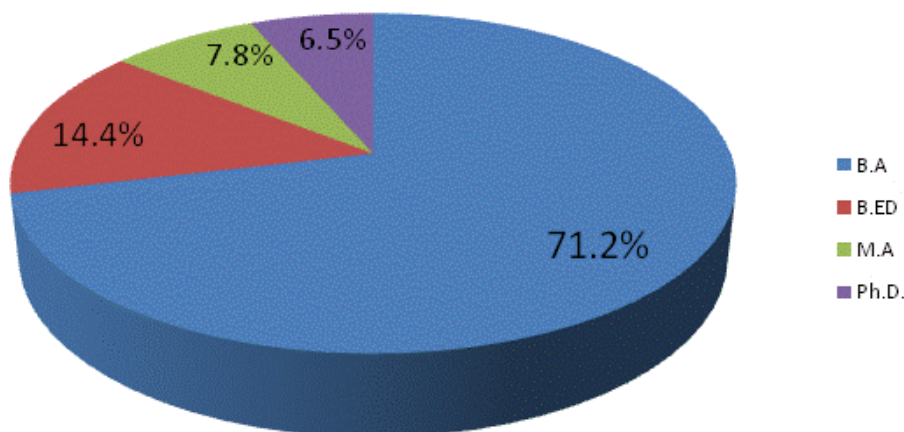


Figure 20: Distribution by degree

Tables of double entry: analysis of the possible relation between the qualitative variables

Tables of double entry allow us to draw some initial conclusions on the possible relationship between variables. To determine the correlations between quantitative variables, instead, we will use the index of Pearson. The reports that we want to analyze will be Citizenship-Degree, Citizenship-Salary, Gender – Salary and Salary- Type of school

Relationship between citizenship and Degree

According to the analysis of the relationship between citizenship and degree, the majority of the Israeli participants have a BA or B.Ed. degree. Only one person had a Ph.D. Regarding Palestinian teachers most of them had BA. An interesting finding was that more Palestinian teachers had Ph.D. than Israeli teachers. Data is shown in the following table 4.1 and in figure 21.

Table 4.1: Relationship between citizenship and Degree

Degree	<u>Arabs of Israel</u>		<u>Palestinians in West Bank</u>		<u>Palestinian Gaza</u>	
	Count	% Cases	Count	% Cases	Count	% Cases
B.A	20	13.1 %	41	26.8 %	48	31.4 %
B.ED	21	13.7 %	1	0.7 %	0	0.0 %
M.A	9	5.9 %	1	0.7 %	2	1.3 %
PH.D	1	0.7 %	5	3.3 %	4	2.6 %

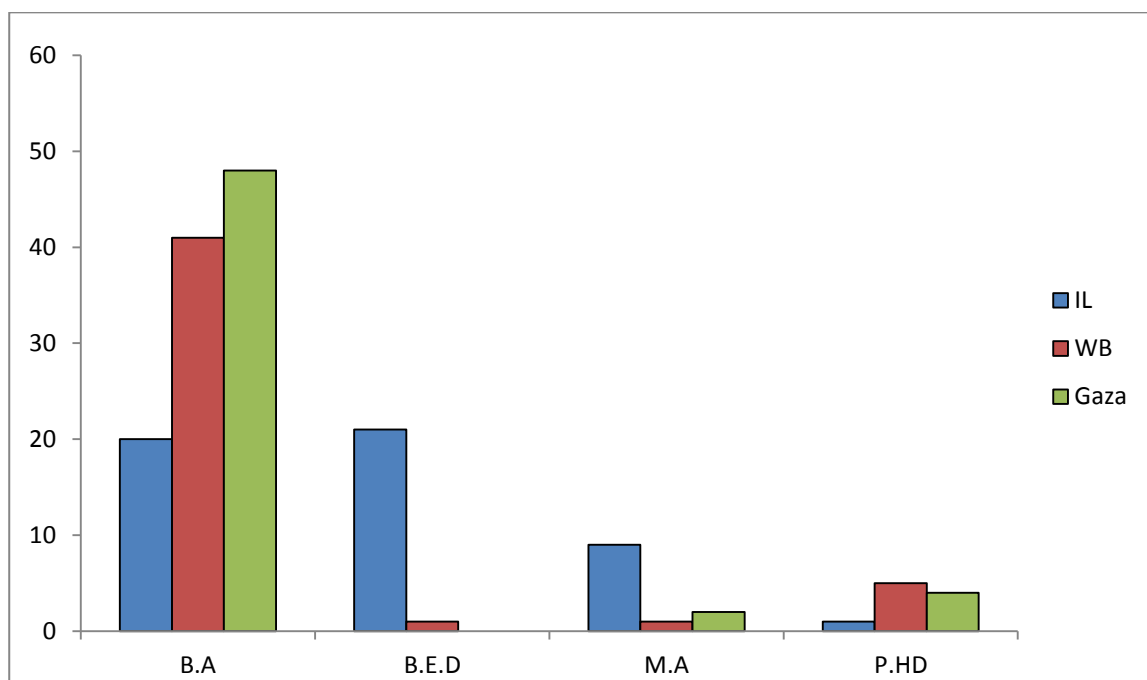


Figure 21: relationship between citizenship and degree

Relationship between Citizenship and salary

According to the data analysis the Israeli teachers get higher salaries than the Palestinian teachers. Only 0.7% of them get salary between 0-500 \$ which is the lower category.

There was no significant difference between the teachers in WB and Gaza, whereas the majority of them get salary between 0-1000\$. This difference between the Israeli Arab teachers and the

Palestinian indicates that there is also difference in the standard of living. The table 4.2 below shows the data:

Table 4.2: Relationship between citizenship and salary

Income USD (\$)	<u>Arabs of Israel</u>		<u>Palestinians in West</u>		<u>Palestinian Gaza</u>	
	Count	% Cases	Count	% Cases	Count	% Cases
0-500	1	0.7 %	21	13.7 %	19	12.4 %
500-1000	18	11.8 %	22	14.4 %	35	22.9 %
1000-1500	16	10.5 %	5	3.3 %	0	0.0 %
1500-2000	16	10.5 %	0	0.0 %	0	0.0 %

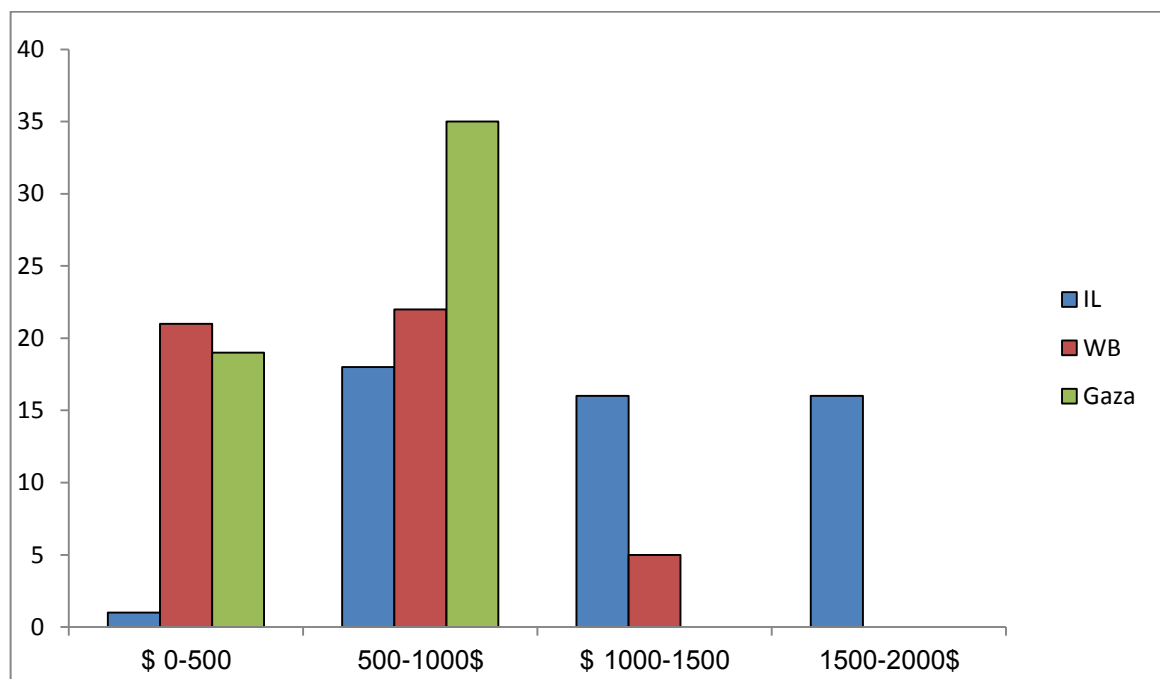


Figure 22: relationship between citizenship and salary

Relationship between gender and salary

The data analysis of this relation was very interesting. I expected that men get higher salaries than women do, but the data showed the opposite. 9.2% of the women earn salary between 1500-2000\$ while just 1.3% of their male colleagues got the same. The most of both teachers from both genders get a salary between 500-1000\$. The table 4.3 below shows the data:

Table 4.3: Relationship between gender and salary

Income USD (\$)	<u>Men</u>		<u>Women</u>	
	Count	% Cases	Count	% Cases
0-500	21	13.7 %	20	13.1 %
500-1000	23	15.0 %	52	34.0 %
1000-1500	10	6.5 %	11	7.2 %
1500-2000	2	5.3.%	14	1.3%

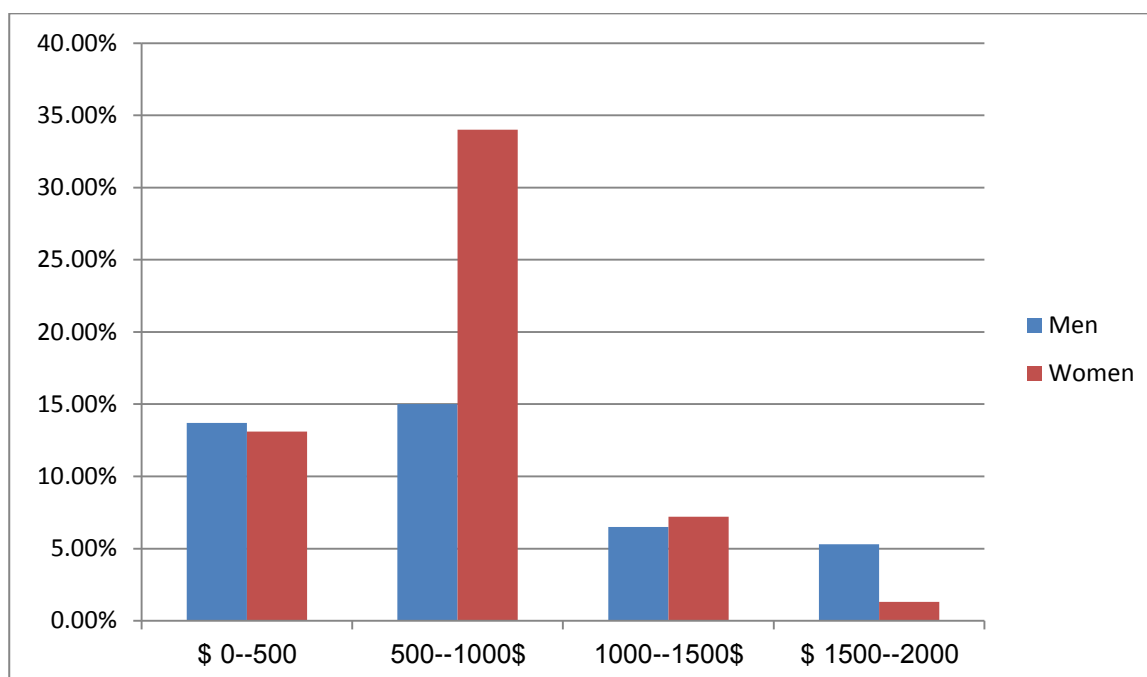


Figure 23: Relationship between gender and salary

The salaries among teachers in public schools are heterogeneous. Teachers in UNRWA schools receive salaries which considered being low, whereas most of them get salaries between 500-1000\$. In private schools, on the other hand, the majority of teachers that work there has a salary that goes from 0 to 500 \$. This result is very interesting in that it was expected that teachers in private schools should have salaries significantly higher than those of public schools, the given however can be distorted by the fact that the sample under consideration is very small. The table 4.4 below shows the data:

Table 4.4: Relationship between salary and type of school

Income USD (\$)	<u>Public</u>		<u>Private</u>		<u>UNRWA</u>	
	Count	% Cases	Count	% Cases	Count	% Cases
0-500	24	15.7 %	17	11.1 %	0	0.0 %
500-1000	38	24.8 %	9	5.9 %	28	18.3 %
1000-1500	20	13.1 %	1	0.7 %	0	0.0 %
1500-2000	16	10.5 %	0	0.0 %	0	0.0 %

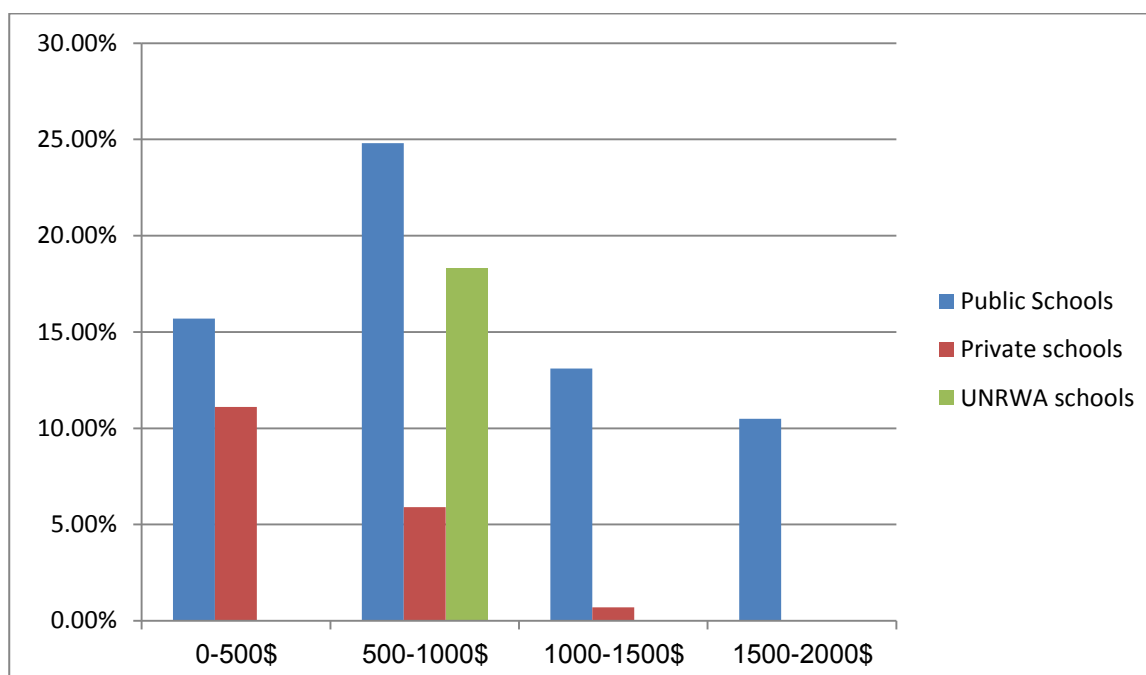


Figure 24: Relationship between salary and type of school

5.2.2.4. Tools

We started our demographic analysis trying to understand the division of the sample on the basis of citizenship: Arab-Israeli, Palestinians from West Bank and Palestinians from Gaza. The distribution in this case was almost homogeneous, as was expected. According to table 1.2 33.3 % of the teachers are Arab-Israelis, the 31.4 % Palestinians from the West Bank and 35.3 % Palestinians from Gaza:

The current research used the following tools:

The Positive and Negative Affect Schedule (PANAS) (Watson et al., 1988):

The Positive Affect (PA) and Negative Affect (NA)—have emerged reliably as the dominant dimensions of emotional experience. These factors have been identified in both intra and inter-individual analyses, and they emerge consistently across diverse descriptor sets, time frames, response formats, languages, and cultures. To measure these factors, Watson, Clark, and Tellegen (1988) developed the Positive and Negative Affect Schedule (PANAS), which consists of two 10-item scales for PA and NA, respectively.

The PANAS is simple and easy to administer. Most subjects complete the entire 60-items schedule in 10 minutes or less. However, investigators facing more severe time constraints can select and assess only those scales that are most relevant to their research.

The composition of the scale is as follow:

General Dimension Scales: (A) Negative Affect (10): afraid, scared, nervous, jittery, irritable, hostile, guilty, ashamed, upset, distressed and (B) Positive Affect (10): active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud and strong.

Basic Negative Emotion Scales: (A) Fear (6): afraid, scared, frightened, nervous, jittery, shaky (B) Hostility (6): angry, hostile, irritable, scornful, disgusted, loathing (C) Guilt (6): guilty, ashamed, blameworthy, angry at self, disgusted with self, dissatisfied with self and (D) Sadness (5): sad, blue, downhearted, alone, lonely

Basic Positive Emotion Scales: (A) Joviality (8): happy, joyful, delighted, cheerful, excited, enthusiastic, lively, energetic (B) Self-Assurance (6): proud, strong, confident, bold, daring, fearless And (C) Attentiveness (4): alert, attentive, concentrating, determined

Other Affective States: (A) Shyness (4) shy, bashful, sheepish, timid (B) Fatigue (4) sleepy, tired, sluggish, drowsy (C) Serenity (3) calm, relaxed, at ease and (D) Surprise (3) amazed, surprised, astonished (Watson and Clark, 1994)

Social Capital Survey Questionnaire

“The questionnaire was largely based on that used by the South Yorkshire Coalfields (SYC) survey (Green et al., 2000). The following table provides a breakdown of the source of each question, as well its relevance to social capital. As in the SYC study, the survey questionnaire was based on a core set of questions derived from the social capital module piloted by the Office of National

Statistics (ONS) for the General Household Survey (GHS), together with additional questions identified by SYC study researchers and by the Hull Social Capital Steering Group (HSCSG). The final questionnaire was 10 pages long, with 35 questions (some with multiple components) - requiring 76 responses (or pieces of information) in total.” (Hunter, Lee & Taylor, 2005, p.155)

Final questionnaire structure & content

Section	Q	Question	Source	No. of Variables
Demographics	4	Postcode / area		1
		Age group		1
		Sex (M/F)		1
	1a, 1b, 2	Household structure		7
Transport	7	Main form of transport		1
Local area / neighbourhood	3	Tenure home	Census	1
	5a	How long lived in area	SYC / GHS	1
	5b	Enjoy living in area	SYC / GHS	1
	6a-h	Local services	SYC	8
Local area: Safety issues Problems Trust Crime	8a, 8b	Safe at home	BCS	2
	11a-h	Problems in area	ONS	8
	14	Neighbourhood trust	SYC	1
	12a-f	Victim of crime	ONS	7
Local area: Involvement & Efficacy	9a	Informed about things	ONS	1
	9b	Influence decisions		1
	10	Involved in local organisations	ONS	1
	13a-g	Taken action about local issues	SARP	7
Reciprocal help and support	15	Neighbours look out for each other	ONS	1
	20	Help when ill	ONS	1
	21	Ask for help	ONS	1
	22	Crisis support		1
Social networks and support	16	Contact family	SYC	1
	17	Contact friends	SYC	1
	18	Contact neighbours	SYC	1
	19	Close friends / neighbours	SYC	1
Health	23a	Long term illness	Census / GHS	1
	23b-f,	State of health	EQ-5D	6
	24	Mental well-being	SF-36 (MHI)	5
	25a-c	Stress	HEA	1
	26			
Lifestyle	27	Smoking	SARP	u
	29	Diet	SARP	
	31	Healthy diet	SARP	
Qualifications/ occupational status	32	Skills & qualifications	SYC	1
	33	Economic / occupation status	Census	1

Key: Census=UK 1991 Census; SYC=Coalfield Community Survey; SARP=Social Action Research Project; ONS=Office of National Statistics Core Social Capital questions; HEA= 1992 Health Survey; EQ-5D=EuroQol; SF-36(MHI)=Short Form 36(Mental Health Index); BCS=British Crime Survey; GHS=General Household Survey

Source: Hunter, Lee & Taylor, 2005, p. 156

Teacher Job Satisfaction Scale (TJSS-11) (Pepe, Addimando, 2014)

Teacher Job Satisfaction Survey (TJSS) which consisted of 11 five Likert scale items ((i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various facets of job satisfaction. Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction facets by putting a tick (x) in appropriate spaces provided.

The questionnaire measures the following dimensions of job satisfaction: Overall satisfaction with the colleagues, overall level of satisfaction with the students' discipline in your school and overall level of satisfaction with the parents (World Health Organization, 1997).

WHO (Five) Well-Being Index (1998 version)

The WHO-5 Well-being Index is a short, self-administered questionnaire covering 5 positively worded items, related to positive mood (good spirits, relaxation), vitality (being active and waking up fresh and rested), and general interests (being interested in things). It has shown to be a reliable measure of emotional functioning and a good screener for depression. Administering the WHO-5 Well-being Index takes 2-3 minutes and can be integrated in clinical routine, both in primary and secondary care. The measure is freely available in many languages. It is advised to incorporate the WHO-5 in the annual review. In addition, the WHO-5 can be applied ad hoc in situations where there is a need for additional information on the patients' mood. Each of the five items is rated on a 6-point Likert scale from 0 = (not present) to 5 = (constantly present).

5.2.2.5. Reliability

After the descriptive analysis of the dataset in order to perform analysis on the reliability and multivariate analysis one must first determine if there is a presence of anomalous observations or outliers. This step is essential since the presence of outliers can lead to skewed results. In this case, the method of the distance of Malhanobis that has revealed the presence of three anomalous observations. These were observations no' 6, 84 and 91. These observations were then eliminated from the dataset. From this point on, therefore, only 150 comments will be considered.

To evaluate the reliability of the responses to the questionnaires administered to our sample, the alpha of Cronbach is to be calculated. Indicatively, if the result is located around 0.8 the answers can be considered reliable. That is, the people answered consciously and not in a random manner.

First, reliability of the questionnaire PANAS, focusing only on the positive aspects, was calculated. The result was 0.608, which means that we cannot consider the responses reliable. Second, reliability for the negative aspect of the PANAS was calculated. The result was 0.806, which means that the answers to the negative aspects of PANAS can be considered reliable. Afterwards, the Teacher's job satisfaction scale was analyzed. Reliability for the Colleagues subscale was 0.835. Reliability for the Students subscale was 0.762. Reliability for the Parents subscale was 0.841. These results mean that the Teacher's Job Satisfaction scale can be considered reliable. Finally, WHO scale was calculated. The result was 0.807, which means that this measure is also reliable.

5.2.2.6. Data analysis

In order to analyze the data, several mean were used. First, Pearson correlations between the study's variables were calculated, in order to understand the relationships between them. These correlations were calculated for demographic characteristics and for the main study variables separately.

After examining these relationships, the main variables were analyzed and examined in order to understand how demographic characteristics (gender, age, nationality, type of work, years of experience, salary and the school type) affect them. In order to do so, a series of ANOVA tests was conducted. Whenever a result with significance of 0.01 or less was found, post hoc tests were conducted in order to understand the nature of the results.

Finally, a mediation regression analysis was used, with the goal of seeing the effect of the independent variable (PANAS) on the proposed mediator (JS and SC), and the effect of the proposed mediator on the dependent variable (WB). A bootstrapping method was used to assess for an indirect effect (...) with $n=5000$ bootstrap re-sample. Bootstrapping is a non-parametric procedure that produces an approximation of the sample distribution of the indirect effects. This is achieved through empirically generating a sample (with replacement of size $n=5000$) from the full data set and calculating the indirect effects in the re-sample. Bootstrapping confidence intervals and Sobel test (...) are usually chosen to test the indirect effect in the sampling distribution. Path estimates are calculated using OLS regression.

SPSS PASW software (version 21) was used to analyze the data.

5.2.3. Results

First, Pearson correlation was used to assess the relationship between years of experience, age and salary. (See table 5.1):

Table 5.1: Pearson correlations between years of experience, age and salary (N=153)

	1	2	3
1. Years of experience	--		
2. Age	.75*	---	
3. Salary	.47*	.31*	--

* $p < 0.001$

As can be seen from table 5.1, a significant positive correlation was found between years of experience and age [$r(148)=.75, p < 0.001$]. This result means that it can be said with a confidence level of 99.9% that the more years of experience one had, the older he is. Also, a significant positive correlation was found between years of experience and salary [$r(148)=.47, p < 0.001$]. This result means that it can be said with a confidence level of 99.9% that the more years of experience one had, the higher his salary is. Finally, a significant positive correlation was found between age and salary [$r(148)=.31, p < 0.001$]. This result means that it can be said with a confidence level of 99.9% that the older one is, the higher is his salary.

After analyzing the correlation between years of experience, age and salary, correlations between the variables measured in the questionnaires were analyzed. These are Total job satisfaction (with colleagues, students and parents), effects (positive and negative) and total WHO.

Table 5.2: Pearson correlations between study measures (N=153)

	1	2	3	4	5	6
1. Job satisfaction - Colleagues	--					
2. Job satisfaction - Students	.26**	--				
3. Job satisfaction - Parents	-.04	.27**	--			
4. Positive affect	-.09	-.12	-.02	--		
5. Negative affect	.42***	.20*	-.14	-.20*	--	
6. Total WHO	-.18*	-.09	.08	.19*	-.41***	--

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

As can be seen from table 5.2, a significant positive correlation was found between the job satisfaction of colleagues and negative affect [$r(148)=.42, p < 0.001$]. This result means that it can be

said with a confidence level of 99.9% that the higher the job satisfaction with colleagues, the more he feels negative affect. In addition, a significant negative correlation was found between the negative affect and total WHO [$r(148) = -.41, p < 0.001$]. This result means that it can be said with a confidence level of 99.9% that the more one suffers from negative effect, the lower is his total well-being. The other correlations that were analyzed were negligible.

Table 6.1: Means and Standard Deviations of variables by age

	<u>Younger participants</u>		<u>Older participants (N=95)</u>	
	<u>(N=55)</u>			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total satisfaction - Colleagues	2.80	0.44	2.69	0.49
Total satisfaction - Students	2.31	0.51	2.28	0.58
Total satisfaction - Parents	2.09	0.55	2.22	0.59
PANAS – Positive affect	2.42	0.57	2.55	0.51
PANAS – Negative affect	3.67	0.54	3.59	0.71
WHO	1.84	0.66	1.91	0.78

Table 6.2: ANOVA by independent variable age

Variable	Variance Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Total satisfaction - Colleagues	Between groups	0.44	1	0.44	1.98
	Within groups	32.76	148	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	0.03	1	0.03	0.09
	Within groups	45.82	148	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	0.55	1	0.55	1.80
	Within groups	45.40	148	0.31	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.62	1	0.62	2.17
	Within groups	41.89	148	0.28	
	Total	42.51	149		
PANAS – Negative affect	Between groups	0.22	1	0.22	0.52
	Within groups	63.21	148	0.43	
	Total	43.43	149		
WHO	Between groups	0.17	1	0.17	0.30
	Within groups	80.48	148	0.54	
	Total	80.64	149		

As can be seen from tables 6.1-6.2, no significant differences were found by the age of the participants.

Table 7.1: Means and Standard Deviations of variables by gender

	<u>Men (N=56)</u>		<u>Women (N=94)</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total satisfaction - Colleagues	2.58	0.60	2.82	0.35
Total satisfaction - Students	2.31	0.58	2.28	0.54
Total satisfaction - Parents	2.02	0.60	2.26	0.51
PANAS – Positive affect	2.55	0.51	2.48	0.55
PANAS – Negative affect	3.51	0.77	3.68	0.56
WHO	1.84	0.78	1.90	0.71

Table 7.2: ANOVA by independent variable gender

Variable	Variance Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Total satisfaction - Colleagues	Between groups	1.89	1	1.89	8.95**
	Within groups	31.30	148	0.21	
	Total	33.20	149		
Total satisfaction - Students	Between groups	0.03	1	0.03	0.10
	Within groups	45.81	148	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	1.99	1	1.99	6.70*
	Within groups	43.96	148	0.30	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.15	1	0.15	0.51
	Within groups	42.36	148	0.29	
	Total	42.51	149		
PANAS – Negative affect	Between groups	1.00	1	1.00	0.51
	Within groups	62.43	148	0.42	
	Total	63.43	149		
WHO	Between groups	0.12	1	0.12	0.23
	Within groups	80.52	148	0.54	
	Total	80.64	149		

* $p < 0.05$; ** $p < 0.01$

As can be seen from tables 7.1-7.2, a significant difference was found by the gender of the participants for the Total satisfaction – Colleagues variable [$F(1,148)=8.95$, $p < 0.01$]. Women had a higher satisfaction level ($M=2.82$; $SD=0.35$) than men ($M=2.58$; $SD=0.60$).

Table 8.1: Means and Standard Deviations of variables by citizenship

	Arab-Israel (N=50)		West Bank (N=46)		Gaza Strip (N=54)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total satisfaction - Colleagues	2.83	0.32	2.39	0.62	2.93	0.25
Total satisfaction - Students	2.37	0.49	2.04	0.51	2.44	0.59
Total satisfaction - Parents	2.34	0.56	2.08	0.48	2.09	0.58
PANAS – Positive affect	2.37	0.51	2.67	0.55	2.49	0.51
PANAS – Negative affect	3.73	0.66	3.26	0.59	3.81	0.58
WHO	1.83	0.85	2.03	0.65	1.80	0.68

Table 8.2: ANOVA by independent variable citizenship

Variable	Variance Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Total satisfaction - Colleagues	Between groups	7.82	2	3.91	22.64***
	Within groups	25.38	147	0.17	
	Total	33.20	149		
Total satisfaction - Students	Between groups	4.44	2	2.22	7.88**
	Within groups	41.40	147	0.28	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	2.15	2	1.08	3.61*
	Within groups	43.80	147	0.30	
	Total	45.95	149		
PANAS – Positive affect	Between groups	2.05	2	1.02	3.72*
	Within groups	40.46	147	0.28	
	Total	42.51	149		
PANAS – Negative affect	Between groups	8.59	2	4.29	11.51***
	Within groups	54.84	147	0.37	
	Total	63.43	149		
WHO	Between groups	1.54	2	0.77	1.43
	Within groups	79.11	147	0.54	
	Total	80.64	149		

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

As can be seen from tables 8.1-8.2, a significant difference was found by the citizenship of the participants for the Total satisfaction – Colleagues variable [$F(2, 147) = 22.64, p < 0.001$]. Tukey post-hoc test that was conducted to understand this result showed that the total satisfaction from colleagues of participants from the West Bank ($M=2.39$; $SD=0.62$) was significantly lower than that of Arab-Israeli participants ($M=2.83$; $SD=0.32$) ($p < 0.001$), and of the participants from the Gaza Strip ($M=2.93$; $SD=0.25$) ($p < 0.001$). Also, a significant difference was found by the citizenship of the participants for the Total satisfaction – Students variable [$F(2, 147) = 7.88$,

$p < 0.01$). Tukey post-hoc test that was conducted to understand this result showed that the total satisfaction from students of participants from the West Bank ($M=2.04$; $SD=0.51$) was significantly lower than that of Arab-Israeli participants ($M=2.37$; $SD=0.49$) ($p < 0.01$), and lower than that of participants from the Gaza Strip ($M=2.44$; $SD=0.59$) ($p < 0.01$). Finally, a significant difference was found by the citizenship of the participants for the PANAS – Negative affect variable [$F(2, 147)=11.51$, $p < 0.001$]. Tukey post-hoc test that was conducted to understand this result showed that the total satisfaction from colleagues of participants from the West Bank ($M=3.26$; $SD=0.59$) was significantly lower than that of Arab-Israeli participants ($M=3.73$; $SD=0.66$) ($p < 0.01$), and lower than that of participants from the Gaza Strip ($M=3.81$; $SD=0.58$) ($p < 0.001$).

Table 9.1: Means and Standard Deviations of variables by job type

	Full time ($N=138$)		Part time ($N=12$)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total satisfaction - Colleagues	2.73	0.48	2.72	0.40
Total satisfaction - Students	2.31	0.56	2.11	0.52
Total satisfaction - Parents	2.17	0.55	2.22	0.61
PANAS – Positive affect	2.52	0.54	2.36	0.46
PANAS – Negative affect	3.62	0.66	3.61	0.63
WHO	1.92	0.74	1.45	0.46

Table 9.2: ANOVA by independent variable job type

Variable	Variance Source	SS	df	MS	F
Total satisfaction - Colleagues	Between groups	0.00	1	0.00	0.00
	Within groups	33.20	148	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	0.42	1	0.42	1.38
	Within groups	45.42	148	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	0.03	1	0.03	0.09
	Within groups	45.92	148	0.31	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.28	1	0.28	1.00
	Within groups	42.22	148	0.29	
	Total	42.51	149		
PANAS – Negative affect	Between groups	0.00	1	0.00	0.00
	Within groups	63.43	148	0.43	
	Total	63.43	149		
WHO	Between groups	2.41	1	2.41	4.56*
	Within groups	78.23	148	0.53	
	Total	80.64	149		

* $p < 0.05$

As can be seen from tables 9.1-9.2, no significant differences were found by the job type of the participants.

Table 10.1: Means and Standard Deviations of variables by experience

	Young (N=51)		Quite exp. (N=81)		Exp. (N=18)	
	M	SD	M	SD	M	SD
Total satisfaction - Colleagues	2.83	0.39	2.68	0.51	2.65	0.48
Total satisfaction - Students	2.35	0.55	2.27	0.53	2.24	0.67
Total satisfaction - Parents	2.12	0.55	2.24	0.54	1.99	0.60
PANAS – Positive affect	2.41	0.52	2.57	0.55	2.49	0.49
PANAS – Negative affect	3.70	0.58	3.59	0.67	3.47	0.77
WHO	1.82	0.67	1.96	0.79	1.70	0.63

Table 10.2: ANOVA by independent variable experience

Variable	Variance Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Total satisfaction - Colleagues	Between groups	0.81	2	0.41	1.84
	Within groups	32.39	147	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	0.25	2	0.12	0.40
	Within groups	45.60	147	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	1.13	2	0.57	1.85
	Within groups	44.82	147	0.31	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.75	2	0.38	1.32
	Within groups	41.76	147	0.28	
	Total	42.51	149		
PANAS – Negative affect	Between groups	0.81	2	0.40	0.95
	Within groups	62.62	147	0.43	
	Total	63.43	149		
WHO	Between groups	1.21	2	0.60	1.12
	Within groups	79.43	147	0.54	
	Total	80.64	149		

As can be seen from tables 10.1-10.2, no significant differences were found by the experience of the participants.

Table 11.1: Means and Standard Deviations of variables by salary

	0-500 (<i>N</i> =40)		500-1000 (<i>N</i> =73)		1000-1500 (<i>N</i> =21)		1500-2000 (<i>N</i> =16)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total satisfaction - Colleagues	2.82	0.34	2.67	0.55	2.63	0.48	2.90	0.26
Total satisfaction - Students	2.28	0.52	2.27	0.59	2.37	0.55	2.33	0.53
Total satisfaction - Parents	2.13	0.55	2.11	0.57	2.25	0.46	2.45	0.58
PANAS – Positive affect	2.56	0.51	2.48	0.55	2.58	0.50	2.38	0.56
PANAS – Negative affect	3.71	0.52	3.55	0.66	3.53	0.82	3.78	0.67
WHO	1.64	0.56	1.98	0.72	2.11	0.96	1.75	0.74

Table 11.2: ANOVA by independent variable salary

Variable	Variance Source	SS	df	MS	F
Total satisfaction - Colleagues	Between groups	1.18	3	0.39	1.80
	Within groups	32.02	146	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	0.19	3	0.06	0.20
	Within groups	45.66	146	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	1.71	3	0.57	1.88
	Within groups	44.25	146	0.30	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.50	3	0.17	0.57
	Within groups	42.01	146	0.29	
	Total	42.51	149		
PANAS – Negative affect	Between groups	1.22	3	0.41	0.96
	Within groups	62.20	146	0.43	
	Total	63.43	149		
WHO	Between groups	4.49	3	1.50	2.87*
	Within groups	76.15	146	0.52	
	Total	80.64	149		

* $p < 0.05$

As can be seen from tables 11.1-11.2, no significant differences were found by the salary of the participants.

Table 12.1: Means and Standard Deviations of variables by school

	Public (N=91)		Private (N=25)		UNRWA (N=28)	
	M	SD	M	SD	M	SD
Total satisfaction - Colleagues	2.67	0.53	2.72	0.40	2.94	0.13
Total satisfaction - Students	2.25	0.54	2.24	0.52	2.49	0.61
Total satisfaction - Parents	2.13	0.58	2.26	0.49	2.21	0.52
PANAS – Positive affect	2.49	0.52	2.60	0.58	2.48	0.55
PANAS – Negative affect	3.62	0.72	3.55	0.51	3.68	0.51
WHO	1.77	0.75	1.99	0.67	2.14	0.67

Table 12.2: ANOVA by independent variable school

Variable	Variance Source	SS	df	MS	F
Total satisfaction - Colleagues	Between groups	1.59	2	0.80	3.70*
	Within groups	31.61	147	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	1.33	2	0.67	2.21
	Within groups	44.51	147	0.30	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	0.40	2	0.20	0.65
	Within groups	45.55	147	0.31	
	Total	45.95	149		
PANAS – Positive affect	Between groups	0.29	2	0.14	0.50
	Within groups	42.22	147	0.29	
	Total	42.51	149		
PANAS – Negative affect	Between groups	0.24	2	0.12	0.28
	Within groups	63.19	147	0.43	
	Total	63.43	149		
WHO	Between groups	3.17	2	1.58	3.01
	Within groups	77.47	147	0.53	
	Total	80.64	149		

As can be seen from tables 12.1-12.2, no significant differences were found by the school of the participants.

Table 13.1: Means and Standard Deviations of variables by degree

	B.A. (N=108)		E.ed. (N=21)		M.A. (N=12)		Phd (N=9)	
	M	SD	M	SD	M	SD	M	SD
Total satisfaction - Colleagues	2.69	0.51	2.81	0.33	2.92	0.21	2.74	0.55
Total satisfaction - Students	2.30	0.55	2.22	0.50	2.50	0.46	2.07	0.80
Total satisfaction - Parents	2.13	0.57	2.29	0.50	2.43	0.45	2.00	0.60
PANAS – Positive affect	2.53	0.53	2.30	0.44	2.63	0.59	2.60	0.66
PANAS – Negative affect	3.62	0.62	3.76	0.56	3.58	0.82	3.28	0.92
WHO	1.86	0.71	1.72	0.58	2.23	1.02	1.93	0.89

As can be seen from tables 13.1, no significant differences were found by the degree of the participants.

Table 13.2: ANOVA by independent variable degree

Variable	Variance Source	SS	df	MS	F
Total satisfaction - Colleagues	Between groups	0.71	3	0.24	1.07
	Within groups	32.48	146	0.22	
	Total	33.20	149		
Total satisfaction - Students	Between groups	1.06	3	0.35	1.15
	Within groups	44.79	146	0.31	
	Total	45.84	149		
Total satisfaction - Parents	Between groups	1.52	3	0.51	1.66
	Within groups	44.43	146	0.30	
	Total	45.95	149		
PANAS – Positive affect	Between groups	1.25	3	0.42	1.47
	Within groups	41.26	146	0.28	
	Total	42.51	149		
PANAS – Negative affect	Between groups	1.50	3	0.50	1.18
	Within groups	61.93	146	0.42	
	Total	63.43	149		
WHO	Between groups	2.36	3	0.79	1.47
	Within groups	78.28	146	0.54	
	Total	80.64	149		

* $p < 0.05$

As can be seen from tables 13.2, no significant differences were found by the degree of the participants.

After examining the satisfaction and affect variables for differences by demography characteristics, Pearson's bivariate correlations regarding the all individuals group were calculated as can be seen shown in table 14:

Table 14: Pearson bivariate correlation, mean, standard deviation

Variables	1.	2.	3.	4.	5.
1. PANASP	--				
2. PANASN	-.345**	--			
3. JS	.415**	-.450**	--		
4. WB	.387*	-.236*	.221*	--	
5. SC	.323*	-.276*	.311*	.289*	--
Mean	27.219	6.609	21.786	37.398	122.17
Standard deviation	37.398	3.56	4.778	6.609	47.81

* p< 0.05; ** p< 0.01.

Prior to proceeds to mediation model, we implemented a regression analysis from PANASP and PANASN to WB. We have a significant effect between PANASP and WB ($\beta=.56$, $p<.01$). On the other hand, the relationship between PANASN and WB was not significant ($\beta=.123$, $p=.05$).

We tested a meditational model in which PANASP was considered the independent variable, while JS and SC were considered the mediators and WB a dependent variable. Tests confirmed that the distribution of residuals met the requirements for normality (Kolmogorov-Smirnov, Shapiro Wilk, Normal Q-Q plot, Detrended Normal Q-Q plot). Neither the histogram nor the probability-probability plot indicated that the assumption of residual normality was incorrect.

Prior to estimate the mediation model, effect models were calculated separately by a series of linear regression analysis to examine the association between PANASP (predictor), JS and SC (mediators) and WB (the criterion).

Step one. To test a Path c (Figure 1) we performed a linear regression analysis that showed PANAS (the predictor) was significantly related to WB (the criterion) ($\beta = .56$, $p = .00$).

Step two. To investigate Path a (Figure 1), a regression analysis was conduct to examine the association between PANASP (the predictor) and JS - SC (the proposed mediators). The results indicate that PANASP was significantly associated with JS - SC ($\beta_1 = .69$, $p <.001$; $\beta_2 = .78$, $p <.001$).

Step three. A regression analysis was performed to observe Path b (Figure 1) in the model, or the association between JS - SC (the proposed mediators) and WB (the criterion). The findings revealed that JS - SC were significantly associated with WB ($\beta_1 = .64, p < .05$; $\beta_2 = .67, p < .05$).

Finally, a mediation test was conducted as recommended by Kenny, Kashy, and Bolger (1998). In this case the relation between PANASP and WB was reduced and rendered non-significant (Path $c' = \beta = .21$ versus path $c = \beta = .56$) by the inclusion of JS - SC into the model, indicating a presence of mediation. Both bootstrapping and Sobel tests were used to confirm the mediation findings. Indeed, the bootstrapped 95% confidence intervals with 5000 iterations were $-.88$ to $-.08$ (...), indicating mediation, and the Sobel test also confirmed the reduction in the relation between PANAS, JS, SC and WB was introduced into the model ($Z = 4.76, p < .05$).

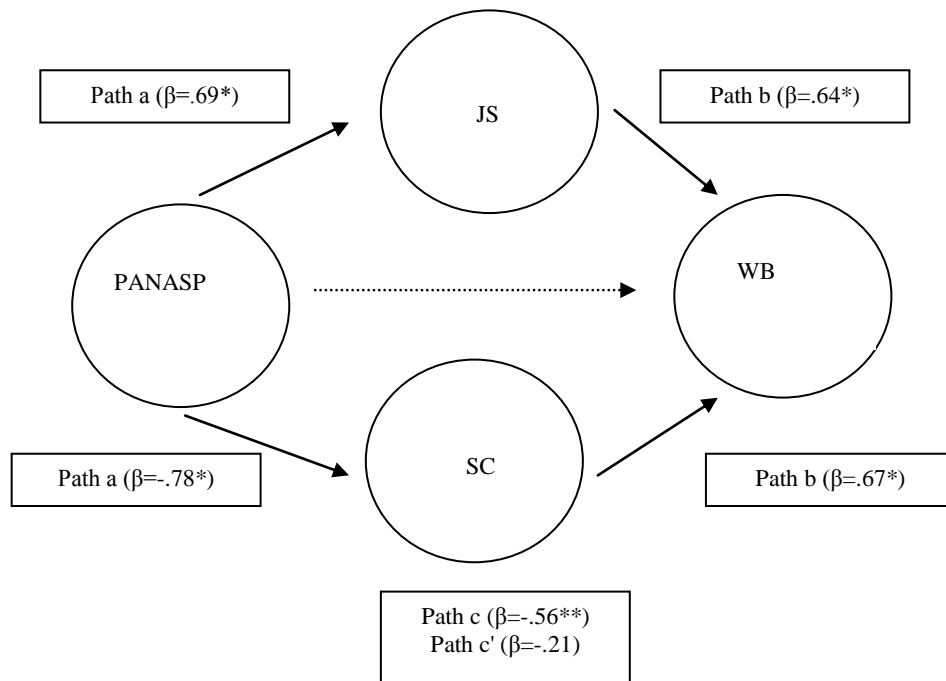


Figure 25: The mediating role of JS and SC between PANASP and WB.

** $p < .01$; * $p < .05$.

5.2.4. Discussion

The purpose of the second study was to identify the dimensions of the well-being and quality of life of teachers in Israel, West Bank and Gaza. In order to do so, the study sought to identify and understand the differences in the mentioned dimension, not only between these three areas, but also by gender, age and type of work. In addition, the study sought to understand the relation between ecological wellbeing and job satisfaction.

The first hypothesis, that claimed that there are significant differences between participants living in Israel, the West Bank and Gaza, was supported. According to the data analysis, many differences were seen between the three areas. Differences were found in the job satisfaction of the populations (both from colleagues and from their students); in their negative affect measures, in their educational titles and in their income. Therefore, the hypothesis was confirmed.

The second hypothesis, according to which the quality of life among teachers from Gaza Strip is poorer, compared to the teachers from the West Bank and Arab-Israeli teachers, was partly supported. In accord with the hypothesis, teachers in the Gaza Strip were suffering from more negative affect, compared to teachers from the West Bank. This difference can be attributed to the hardships the teachers in the Gaza Strip are going through. This is evidence to that toll that the three military conflicts of the last few years took from the people of Gaza.

While a part of the hypothesis was confirmed, another part was not. Teachers from the Gaza strip were more satisfied with their colleagues and with their students than teachers in the West Bank. Also, contrary to the hypothesis, no differences were found, in any of the measures examined, between teachers from the Gaza Strip and Arab-Israeli teachers. While interesting, this deviation from the hypothesized finding requires an explanation. One possible explanation is that the military incursions of Israel in Gaza have led to a feeling of a mutual struggle and of a common enemy. According to Hornsey, Leeuwen and Santen (2003), when people share a common fate (in this case, the group is the entire Gazan people and the fate is Israeli incursions) “groups become real, in the psychological sense” (Hornsey, Leeuwen & Santen, 2003, p.276). That is, because teachers in the West Bank do not suffer as much from the Israeli forces, as those living in the Gaza Strip, the latter group develops closer bonds within itself.

The Gazan teachers' satisfaction with their students might be higher than that of the West Bank from reasons similar to those just mentioned. However, another possibility is that this particular difference emerges from the difference between the students in the Gaza strip and those in the West Bank. It seems that the percentage of illiterate students in the west bank is twice as big as that in the Gaza Strip (The World Bank and Bisan Center for Research and development, 2006; Rudoren, 2012). A higher rate of illiterate students means that teachers are not as successful in educating their students. And so, it is not hard to imagine why the teachers in the West Bank are less satisfied with their students than the teachers in the Gaza strip.

The third hypothesis, that claimed that there are significant differences between participants by gender, age and work type, was partly supported. While no differences were found by age and by work type, one difference by gender emerged. It seems that women are more satisfied with their colleagues than men are.

The fact that no differences were found by the age and the work type of the participants needs to be accounted for. The inability to show a difference by job type might be stemming from the low number of participants with a part time job. While 140 participants were working full time jobs, only 13 were working part time jobs. This means that even if there is a significant difference between these two populations in reality, the current research would have had a difficulty showing it. A different problem might have affected the age variable. Because participants were divided into five age groups and then into two main groups, the ability to show differences by age was greatly diminished. That is, the sensitivity of the analysis was reduced significantly, thus hurting the chances of finding interesting patterns and changes by age.

The fourth hypothesis, that claimed that there are significant relation between ecological well-being and job satisfaction, was supported. As predicted, a strong positive correlation was found between the two variables.

5.2.5. Limitations

While results of the second study were enlightening, in the sense of understanding the differences and communalities between the three study populations, a few limitations this study encountered prevented an even deeper and better understanding of this reality. First, methodological errors were made during the planning of the research. For one, the fact that age was not measured by years, but rather by age groups, seriously hampered the ability to draw conclusions regarding the differences made by age along the study variables. Two more examples of this problem are the experience and salary variables. However, it should be noted that, at least for the salary variable, collecting the data using salary groups might have been the best option available. That is because participants might have been reluctant to report their actual salary. Asking participants to do so might have resulted in false reports or refusal to answer.

Another methodological problem arises regarding specifically the salary issue. While results of this study showed that Arab-Israeli teachers are being paid higher salaries than teachers living in the West Bank and in the Gaza Strip, the study failed to take into consideration the fact that the cost of living might be different for these populations. That is, what matters is not how much money one is earning, but what one can do with this money. And while Arab-Israeli teachers might be earning higher salaries, it is unclear whether or not these higher salaries provide them with a higher economic well-being, which is related to overall well-being (Douthett, MacDonald & Mullis, 1992).

Finally, a special attention should be given to the fact that there were no findings indicating differences in any of the study's measures, by job type and by degree, since previous findings indicate that these variables do have an impact on these measures (e.g. Kauhanen & Natti, 2014; Yakovlev & Leguizamon, 2012). While no differences were found in the current research by degree and job type, it must be noted that the sample used in the research tended to be very homogenous in this respect. That is, as was mentioned before, only 13 participants were working part-time jobs. Furthermore, only 22 participants had an education higher than a Bachelor's degree. This means that the ability to identify actual differences between populations on the basis of education and job type was greatly mitigated. Had the sample been more heterogeneous, results might have been different.

5.3. Study 3

5.3.1. The aims and hypotheses of study 3:

The main objective of this study is the validation of a measuring tool which is culturally sensitive and is capable to capture all of the dimensions of the ecological well-being of Palestinian teachers. The hypotheses of this study were that dimensions emerged from Study (1) and the statistical differences in study (2) are equally represented in the new measuring tool, and that the ecological well-being will correlate with the following: positive functioning (psychological positive functioning – positive correlation), psychological distress into the negative functioning, spirituality (religion), social functioning, environment factors, well-being of teachers, human security (of people), economic factors and the Palestinian human security.

5.3.2. Method

5.3.2.1. Tools

The instrument in the current study was composed of five parts. Part (1) contained the demographic information.

Part (2) was divided into two sub parts. The first part (2A) was composed of four sets of questions, each one measuring a specific factor: A1 – positive functioning (questions 17, 11, 24), A2 – psychological distress into the negative functioning (questions 12, 10, 16, 3, 9), A3 – spirituality and religion (questions 13, 8, 22) and A4 – social functioning (questions 1, 9, 2, 4). The second part (2B) was again composed of four sets of questions each one measure a specific: B1 – environment; i.e. measured the W.B. in the environment of life (questions 10, 4, 3, 14), B2 – human security (of people) (questions 9, 15, 8), B3 – economic wellbeing (questions 1, 2, 12) and finally B4 – Palestinian human security (questions 17, 13, 23).

Part (3) was also divided into two parts: Part (3A) which was based on the teacher's job satisfaction scale (TJSS-9) and part (3B), which was based on Utrecht Work engagement Scale (UWE-17) (Schaufeli et al., 2002).

Part (4) was also divided into two parts: Part (4A), which was based on the WHO index and Part (4B) which was based on the Positive and negative affect scale (PANAS-20) (Crawford & Henry, 2004).

Finally, part (5) was based on the General health questionnaire (GHQ-12) (Golberg, 1972).

5.3.2.2. Sample

The sample of this study consisted of 423 participants, 133 male (31.5%) 282 female (66.8%), 8 missing (1.7%). 288 teach in primary schools (68.2%), 77 teach in secondary (18.2%), 48 teach in upper secondary (11.4%), and 10 missing (2.1%). 69 of the participants teach in UNRWA schools (16.4%), 255 in public (60.4%), 93 in private (22.0%), and 6 missing (1.2%). The Age of the participants ranged between 20 and 65, mean age was 35.35 (SD=8.57). Hours taught per week ranged between 5 and 50, mean hours per week was 28.99 (SD=7.03). Teaching years ranged between 1 and 42, mean teaching years was 13.1 (SD=7.82).

It is important to mention that the lactations of schools were 32.6% IL, WB 34.2% and Gaza 33.1%, and of the education degrees they were: 75.9% B.A, 14.1%, M.A and 8.6 Ph.D.

5.3.2.3. Data Analysis

In order to test the dimensionality of the dataset, EFA has been conducted. Statistical indicators of robustness were: KMO and Bartlett test. The criterion to retain the most appropriate number of factors was Kaiser rule, (eigenvalue > 1.00) and Cattell's scree test, with an Oblimin rotation. Then, saturation values of each item were analyzed. Afterwards, the reliability of corresponding dimensions has been computed via Cronbach's alpha.

5.3.3. Results

Special cases

In general, there were very low rates of missing cases, with approx. 1% for part A and B. As for outliers, univariate analysis of outliers has been conducted via box-plot inspection, the bound for considering a value as univariate outlier was fixed to 3 standard deviation. Only 5 value were skipped and replaced with a missing value. Analysis of multivariate outliers has been conducted via Mahalanobis' distance. After chi-square distribution transformation of residual distances, the lower bound was set to $p < .001$. As a result, 3 cases were skipped

Exploratory factor analysis

First, part A items were analyzed. Results of the analysis were KMO = .822, Bartlett test: 2,129, $p < .001$. Component loadings are shown in table 15.1 and figure 26.

Table 15.1. : Rotated solution and item saturations – part A

	<u>Component loading</u>					
	1	2	3	4	5	6
11. Have you been feeling reasonably and in general happy?	,702					
5. I feel that life is a positive experience	,679					
17. I have been feeling optimistic about the future.	,677					
21. I have been feeling relaxed.	,523					,493
24. Life does not have much meaning.	-,508	,451				
18. Every time I have a problem, there is someone to help me.	,444					
14. Have you experienced negative feelings such as hopelessness?		,614				
19. Have you experienced negative feelings such as anxiety?		,596				
10. To what extent do you suffer from nightmares or bad dreams?		,533				
6. Have you experienced negative feelings such as blue mood?		,508				
12. Usually, how much bodily pain do you have?		,482				
3. How dissatisfied are you with your personal relationships?		,465				
16. How much did pain interfere with your normal work?		,403				
1. Are you satisfied with your health?			,715			
4. To what extent do you need medical treatment to function in your daily life?			-,606			
9. Are you satisfied with the quality of your sleep?			,593			
2. How well are you able to concentrate on whatever you are doing?			,591			
13. I believe that God is interested in my daily situations				,793		
8. I do not find much satisfaction in prayer with God.				,789		
22. I have a deep relationship with God				,625		
7. To what extent do you feel respected from the people?					,688	
15. I feel accepted as a member of my community.					,621	
23. I feel that many people do not appreciate you enough.					-,607	
20. To what extent did you feel able to cope with all the things that you had to do?						,779
Eigenvalue	5,514	1,912	1,602	1,448	1,155	1,089
% of variance	11.63	10.50	8.81	8.43	7.71	5.94

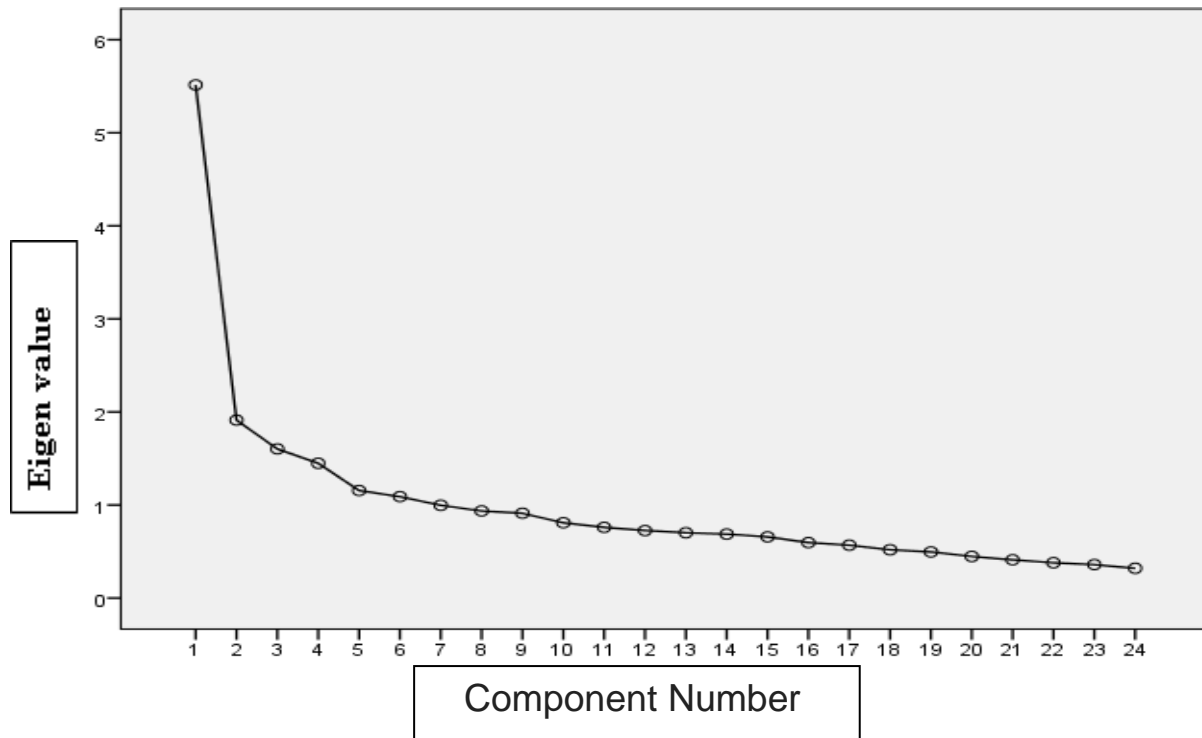


Figure 26 – Eigenvalues of components for part A items

As can be seen from table 15.1 and figure 26, the analysis of Kaiser rule and Cattell’s scree test for part A suggested the adoption of a model of measurement composed of four different but correlated dimensions: Dimension 1a (items 17, 11, 24_rev, 5, 21) consisted of items concerning positive functioning. Dimension 2a (item 12, 10, 16, 3, 19) consisted of items concerning negative functioning. Dimension 3a (items 13, 8, 22) consisted of items concerning spirituality and religion. Dimension 4a (item 1, 9, 2, 4_rev) consisted of items concerning health. While the component loadings table suggested up to six different components, the scree plot indicated that only four factors should be used.

After analyzing part A items, part B items were analyzed. This analysis resulted in a KMO = .781, Bartlett test: 1,915, $p < .001$. Results are shown in table 15.2 and figure 27.

Table 15.2: Rotated solution and item saturations – part B

	Component loading							
	1	2	3	4	5	6	7	8
10. To what extent are you satisfied with the quantity of available water?	,845							
14. To what extent are you dissatisfied with the quality of available drinking water?	,808							
3. To what extent are you satisfied with the availability of electrical supplies?	,760							
4. Are you dissatisfied with the condition of the place you live.	,569							
1. Do you have enough money to meet your daily needs?		,797						
2. How satisfied are you with your future security?		,773						
12. To what extent do you feel you fulfill your material needs?		,717						
20. I am satisfied with my salary.		,587						
9. To what extent do you fear for yourself in your daily life?			,880					
15. To what extent do you worry /fear losing your life?			,825					
8. To what extent do you worry /fear about losing your source of income?			,497					
17. To what extent do you feel deprived because of the lack of freedom resulting from the internal Palestinian fighting?				,769				
13. To what extent do you worry /fear the chaos in Palestinian society?				,693				
23. If a stranger moves into your street				,516				
18. To what extent do you have the opportunity to take part in recreational /leisure activities?					,761			
22. To what extent are you dissatisfied with the availability of opportunities and choices for you?				,427	,502			
21. To what extent you are satisfied with protection provided by state organs?					,490			
19. Can you get help from friends when you need it?						,721		
7. Most people around me cannot be trusted.						,509		,500
5. To what extent do you feel physically safe in your daily life?	,403	,404				,436		
16. If you were caring for a child and needed to go out for a while, would you ask a neighbor or help?							,872	
11. Does your household borrow money to fulfill your family's needs?								,626
6. Do you help a local group as a volunteer?								,485
Eigenvalue	4425	2032	1730	1354	1186	1163	1061	1024
% of variance	12.22	11.89	8.24	7.47	5.57	5.45	5.05	4.88

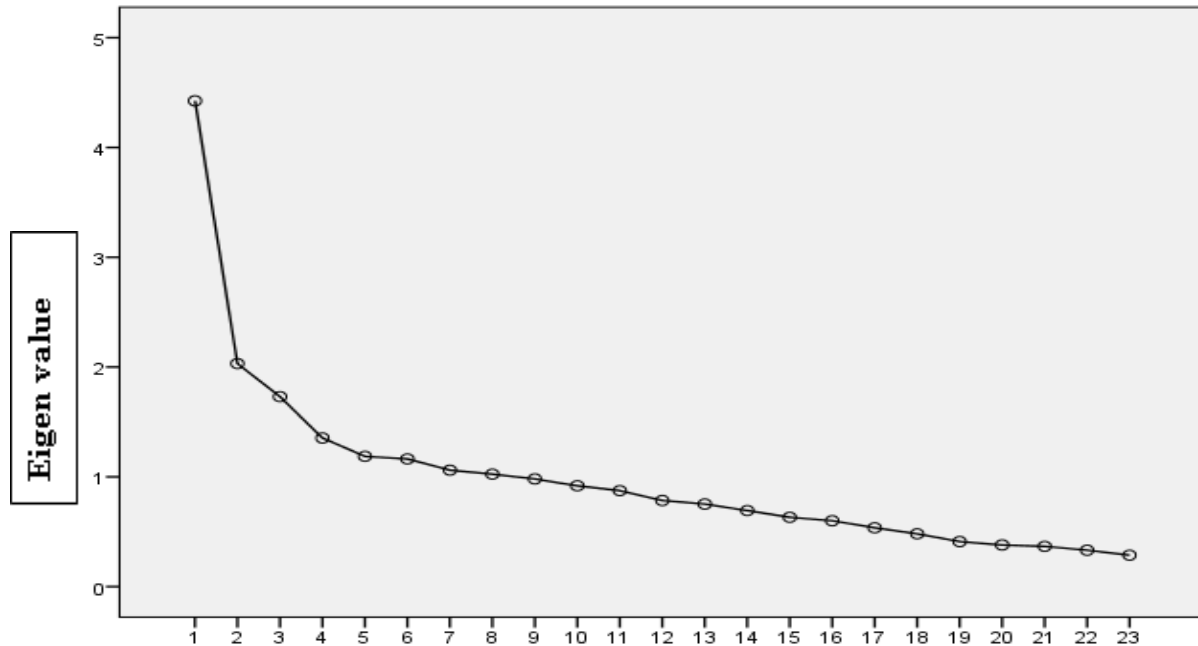


Figure 27 – Eigenvalues of components for part B items

As can be seen from table 15.2 and figure 27, the analysis of Kaiser rule and Cattell’s scree test for part B suggested the adoption of a model of measurement composed of three different but correlated dimensions: Dimension 1b(items 10, 14, 3, 4), dimension 2b (item 9, 15, 8) and dimension 3b (item 1, 2, 12). While the component loadings table suggested up to eight different components, the scree plot indicated that only three factors should be used.

Reliability analysis

Cronbach’s alpha measure for internal reliability produced reliable outcomes for all dimensions: Reliability for dimension 1a (positive functioning) was 0.761. Reliability for dimension 2a (Negative functioning) was 0.647. Reliability for dimension 3a (Spirituality and religion) was 0.710. Reliability for dimension 4a (Health) was 0.695. Reliability for dimension 1b (Availability of basic resources) was 0.791. Reliability for dimension 2b (Human security) was 0.716. Reliability for dimension 3b (economic facilities) was 0.759.

5.3.4. Discussion

The purpose of study 3 was to validate a measuring tool that is culturally sensitive and is capable of capturing all of the dimensions of the ecological well-being of Palestinian teachers. According to the data analysis, it was clear that the questions that the research had added to the questionnaires were highly reliable.

The first hypothesis in the current study was that the dimensions emerged from Study (1) and the statistical differences in study (2) will be equally represented in the new measuring tool. The current study combined all the points that emerged from the first and the second studies. Indeed, the main points that emerged from the first study were combined into my measuring tool. These are: social dimensions and Religion, Economic dimensions, Social-recognition, Aspects of personality, Emotional dimensions and Education- formation. Therefore, the first hypothesis was confirmed.

In addition, the findings of the second test were relied on in order to choose the appropriate measures and combined them into the new questionnaire. The fourth, fifth and sixth parts of my questionnaire “The global wellbeing assessment scale” GWBAS” contains the measures that were tested in the second study”. These are Part (3) A, which depended on the Teacher job satisfaction scale (TJSS-9), Part (3) B: which depended on Utrecht Work engagement Scale (UWE-17), Part (4) A: depended on the WHO index, Part (4) B: depended on the Positive and negative affect scale (PANAS-20) and Part (5): depended on the General health questionnaire (GHQ-12).

The second hypothesis claimed that: There is a positive correlation between positive functioning (psychological positive functioning) and the ecological wellbeing of teachers.” According to the data analysis the reliability of dimension A1 (questions 17, 11, 24) which checked the positive functioning (psychological positive functioning) was .761, which considered to be significant, therefore the hypothesis was confirmed.

The third hypothesis claimed that: There is a significant correlation between psychological distress into the negative functioning and ecological wellbeing of teachers. According to the data analysis the reliability of dimension A2 (questions 12, 10, 16, 3, 9) which checked the

psychological distress into the negative functioning was .647 which considered to be significant, therefore the hypothesis was confirmed.

The fourth hypothesis claimed that: There is a significant correlation between spirituality (religion) with the ecological wellbeing of teachers. According to the data analysis the reliability of dimension A3 (questions 13, 8, 22) which checked the spirituality and religion was .710 which considered to be significant, therefore the hypothesis was confirmed.

The fifth hypothesis claimed that: There is a significant correlation between social functioning and ecological wellbeing of teachers. According to the data analysis the reliability of dimension A4 (questions 1, 9, 2, 4) which checked social functioning was .695 which considered to be significant, therefore the hypothesis was confirmed.

The sixth hypothesis claimed that: There is a significant correlation between the environment factors and the ecological wellbeing of teachers. According to the data analysis the reliability of dimension B 1 (questions 10, 4, 3, 14) which checked the environment; i.e. measured the W.B. in the environment of life was .791 which considered to be significant, therefore the hypothesis was confirmed.

The seventh hypothesis which claimed that: There is a significant relation between the human security (of people) and the ecological wellbeing of teachers. According to the data analysis the reliability of dimension B2 (questions 9, 15, 8) which checked the human security (of people) was .716 which considered to be significant, therefore the hypothesis was confirmed.

The eighth hypothesis claimed that: There is a significant relation between the economic factors and the ecological wellbeing of teachers. According to the data analysis the reliability of dimension B3 (questions 1, 2, 12) which checked the economic wellbeing was .759 which considered to be significant, therefore the hypothesis was confirmed.

“The global well-being assessment scale”. (GWBAS)

Of all the hypotheses which were confirmed and supported, I've got a new instrument for measuring the ecological well-being. According to the findings of my research, I was able to build a new measuring tool. This tool is psychologically, physically, socially economically,

culturally and spiritually sensitive, and it was named: “The Global Well-being Assessment Scale” (GWBAS). Thus, the components of my new tool are shown in table 16:

Table 16: Components of the new tool “The global well-being assessment scale”. (GWBAS)

Ecological wellbeing dimensions	Components
1- Positive functioning	
a- Feeling towards the future	How often do you feel optimistic about the future?
b- General feeling of happiness	How often do you feel happy?
c- Meaning of life	How often do you feel that life has a meaning?
	How often do you feel that life is a positive experience?
2- Negative functioning	
a- Physical pain	How often do you feel physical pain?
	How often did your physical pain interfere with your work?
b- Sleeping problems	How often do you have nightmares or bad dreams?
	How often do you suffer from insomnia?
c- Negative feelings	How often do you have negative feelings like anxiety, stress or depression?
3- Spirituality and Religion	
The perception of God	How often do you feel that God is with you in your daily life?
	How often do you pray to God?
	How often do you think about God when doing something wrong?
4- Social Functioning	
a- Personal relationship	How often do you feel satisfied with your positive relationships?

b- Social recognition

How often do you feel respected from others?

How often do you feel accepted socially?

5- Human security

Security Feeling

How often do you feel secure and safe?

How often do you feel that your family and friends are secure and safe?

How often do you feel secure regarding your future?

6- Economic situation

a- Availability of basic resource

How satisfied are you with the following aspects:

Availability of water

Quality of drinking water

Electricity

The conditions of where do you live

b- Economic facilities

I can maintain my home

I can maintain my source of income

I have enough money to manage my daily life

I can fulfill my material needs

5.3.5. Limitations

Although the current study resulted in a reliable tool seems to be adequately fit of measuring the ecological well-being of Palestinian teachers, a few limitations should be taken into account. First, it should be noted that while the tool is reliable, its sensitivity might be questioned. While the overall questionnaire contains many questions, the different subscales contain only a few questions each. This means that when attempting to understand the different dimensions of different groups, and compare one to another, difficulty might arise.

Another limitation of the study is that it is unclear whether or not the questionnaire is applicable to other populations. All of the participants in the current study were Palestinian teachers, which is a unique population. This uniqueness stems from the fact that means that Palestinians, whether living in the Gaza Strip, the West Bank, or even Israel, live lives that are far from normal. This

abnormality, which comes on the form of either war or discrimination (Adala – The legal center for Arab minority rights in Israel, 2011), makes their lives and experiences different from those of other people. This means that while the current tool might be sufficient for measuring Palestinian ecological well-being, it might not be so for other populations.

6. General Discussion

"Wellbeing is a massive issue," said Tilden Watson, "not just for us, but for everyone who cares about education." Teaching Wellbeing believes that successful, happy, supported, and less-stressed teachers are what drive student success. The best, most dedicated teachers are usually the first to burn out – and those are just the teachers our schools and students need (Neumark, 2014).

Felicia Huppert, Professor of Psychology and Director of the Well-Being Institute at Cambridge University describes how economic growth is not the only indicator of progress for many governments. Teachers' well-being is now growing to be accepted as equally important. Well-being is not just about happiness. It is much more than this. It is about living life well, developing ourselves and our full potential; developing relationships with ourselves and others and contributing to our society, our world. This is "*flourishing!*" Flourishing teachers inspire students to flourish. Flourishing teachers create the foundations for learning to flourish. Flourishing leaders in education enable teachers to live a balanced life inside and outside school, which in turn delivers an implicit message that teachers and their well-being are valued and valuable. Flourishing schools provide the bedrock for balanced perspectives, balanced approaches, balanced attitudes, and balanced living – for all (Farooq, 2013).

Whence, Teaching is one of the best jobs in the world. Watching your students grow and blossom is the reward for hours of prep, marking and meetings. This is the lifeblood that feeds teachers' heart and makes them want to get up in the morning and do it all over again. Nevertheless, Teachers are on the frontline, if they are not "fit" to cope with the never-ending, ever-changing series of demands and pressures they face moment to moment, they will not be the great teacher they aspired to be when they entered the profession. Unlike many other professions, teachers are constantly exposed to emotionally provocative situations and have limited options

for self-regulation (Naring, Vlerick & Van de Ven, 2012). A teacher must stay in the room, no matter what the circumstance or however unpleasant the situation. They must stay in charge, take the higher ground, and rise above the provocation. This is enormously draining, emotionally and mentally. Left unaddressed, this chronic stress will produce deadly outcomes. According to the Health and Safety Executive, teaching is among the top five occupations affected by work-related stress, with 70% of teachers and lecturers saying their health has suffered because of their job (Labour Force Survey). Former Primary Head teacher, John Illingworth is just one casualty of chronic stress rife in the education system. He believes “Depression, anxiety, and burnout have become the teachers’ diseases...” The Teacher Support Network survey stated, “Working in education is bad for your health!” (Lipsett, 2008).

Therefore, Stress weakens the immune system. Low immune system means sickness. Sickness leads to teacher absence (Jones, Wells, Gao, Cassidy & Davie, 2013). This implies that long term unaddressed stress equals long-term absence, which in turn generates extra workload for colleagues, a disrupted curriculum, and inadequate learning. Financial implications are obvious. A school with low staff retention rates generates low levels of quality learning. This is costly for the school’s budget and reputation, the taxpayer, the remaining staff and most importantly the student. Therefore, quality teaching is the result of having an underlying structure that supports both the learner and the teacher. If the structure does not allow space to breathe for those within in it, the inhabitants are sure to suffocate. Well-being for teachers (and students) is not a fluffy, nice to have. It is not a luxury for the end of term and it should not be seen as a bolt on or added extra. Well-being in schools is a fundamental pre-requisite for healthy, constructive, and productive quality teaching and learning. Both students and teachers need to be supported, fit and well to be inspired and inspiring.

Teachers' ecological wellbeing is crucial in turning a school around, and according to the world organization (WHO), well-being is one emotional, mental, physical, social and spiritual state allows people to reach or maintain their personal potential. Ecological wellbeing is constituted by a set of elements that must be balanced to allow individuals a greater general ecological wellbeing. Factors such as cultural diversity, political, security, social, socio economic, infra structural, institutional, rules, and tradition can make the difference.

In general, ecological well-being can be defined as how successful the ecological system is in maintaining, distributing and sustaining the environmental resources (Devi, 2014). It is driven from the ecological theory of Bronfenbrenner that attempts to define and understand human development within the context of the system of relationships that form the person's environment. Moreover, educational systems are complex, dynamic systems with multidirectional linkages and processes that interconnect the different layers within the system. Teachers are influenced by a whole system of factors that affect their ecological wellbeing, therefore in order to get a full picture on the well-being of teachers we have to take into consideration all of the different factors. Moreover, ecological wellbeing is a combination of cognitive functioning, behavioral functioning, physical health and mental health (Bronfenbrenner, 1994; Skinner, 2012). Therefore, this study aimed to check the global status quo regarding the ecological well-being and the job satisfaction of Arab teachers via comparative study between Arab teachers in Israel and Arab teachers in Palestine.

The research was composed of three sub studies in which I tried to give equal weight and provides a systematic and transparent way of deciding the main features of ecological wellbeing to be measured, choosing the most representative indicators of those features and combining the indicators into "The Global Wellbeing Assessment Scale "(GWBAS).

7. General Limitations

The current research contained three sub studies. Each one of these studies had its own limitations, based on the exact nature of the study in question. However, several limitations were common to all three studies.

Firstly, the self-report nature of the study may have introduced bias due to social desirability effects. This is a common problem in studies based on questionnaires. One way to handle this kind of problem is to introduce a social desirability questionnaire, in order to exclude participants who prove to be unreliable. The current research did not use this method, and although it might have been useful to do so, it nevertheless would not have solved the problem completely, because it would not have been applicable for study 1, which used open interviews.

A second limitation of the research is that it utilized a convenience sample, which may limit the generalizability of findings. However, as the demographics of the sample show, there was quite a large degree of variability within the sample in terms of age, employment type, job position and job type. This may allow more freedom for generalizing results than typical convenience samples offer.

8. Summary

The first phase of the research was in study (1) in which conducted via the qualitative method. In this study a sample of focus groups and key informant from Israel, Gaza and West Bank. The tool of the study was unstructured/ open- ended interviews through which we were able to decide the main dimensions of ecological wellbeing of teachers. The hypothesis of this study were that the dimensions of well-being of teachers are common for all of the three geographic areas (WB, Gaza, IL) and that the teachers of the three areas have a relation between the well-being and where do they belong to. These two hypotheses were confirmed.

From this study, we found that there are seventeen common dimensions that teachers from the three different areas have mentioned. From these dimensions the main ones were chosen. These were: Psychological dimensions, social dimensions, religion, economic dimensions, social-recognition, aspects of personality, emotional dimensions and education- formation

The impact of the geographical area on the well-being of the teacher was evident in this study, from the results of the study is clear that teachers in WB emphasized the political and the economic consequences of the Israeli occupation. Teachers in Gaza also emphasized the political and the economic consequences of the Israeli occupation, but for them there are other important facets the religion (spiritual) and environmental. They also emphasized that the infrastructure is absent. Israeli Arab teachers emphasized the social recognition, the political and the economic dimensions. They claimed that the system can be interfere to their job and change their life.

The second phase or study two was conducted via quantitative method. Based on the results of study (1) four measuring tool were chosen: PANAS, TJSS and WHO (Five) Well-Being Index. The four hypotheses of the study were (1) There are significant differences between the three

areas; (2) Quality of life among Gaza teachers is pressed (negatively) compared to WB and IL; (3) There are going to be differences related to gender, age and work; and (4) There is a significant relation between ecological wellbeing and job satisfaction.

According to the results and the data analysis, the four hypotheses were confirmed. Other interesting results of the study were that, first a strong correlation was found between teachers' job satisfaction and PANAS Negative. Second, a negative correlation was found between PANAS and WHO. Third, a positive correlation was found between years of experience and age. Fourth, positive correlation was found between age and salary. Sixth a positive correlation was found between salary and years of experience.

Moreover, additional results were found. First there is a significant correlation between satisfaction with parents and age. Second, teachers that are above 30 are more satisfied with parents, meanwhile teachers who are less than 30 are happier with their colleagues than parents. Third, Women are more satisfied than men in their relations with parents. Fourth, Teachers in Israel are more satisfied with parents compared to teachers in Gaza and West Bank. Fifth, Teachers in Gaza are the most satisfied with the relation with colleagues and pupils. Sixth, teachers in Israel showed less positive emotions compared to teachers from Gaza and West Bank. Seventh, the teachers in West Bank were the least satisfied while teachers in Gaza were the most satisfied. Depending on what said so far, negative emotions have an important role in the teachers' job satisfaction. Negative emotions lead to a decrease in the level of job satisfaction.

The final phase of the research or study 3 depended on the results of the previous two studies. According to study 2 I have got some important points that I incorporated in my questionnaire "The Global Wellbeing Assessment Scale "(GWBAS). These were: Physical health, psychological Health /stress, social appreciation /recognition, human capital and religion / Spirituality. These five points were presented into certain groups of questions in a questionnaire which was distributed to the sample of the study. After analyzing the data, the hypotheses of the study were confirmed: (1) The dimensions emerged from Study 1 and the statistical differences in study 2 are equally represented in the new measuring tool. (2) There is a positive correlation between positive functioning (psychological positive functioning) and the ecological wellbeing of teachers. (3) There is a significant correlation between psychological distress into the negative

functioning and ecological wellbeing of teachers. (4) there is a significant correlation between spirituality (religion) with the ecological wellbeing of teachers. (5) There is a significant correlation between social functioning and ecological wellbeing of teachers. (6) There is a significant correlation between the environment factors and the ecological wellbeing of teachers. (7) There is a significant relation between the human security (of people) and the ecological wellbeing of teachers. (8) There is a significant relation between the economic factors and the ecological wellbeing of teachers. Consequently, the reliability of the dimensions of “The Global Wellbeing Assessment Scale “(GWBAS) **was** with no doubt confirmed”

9. Conclusion

In this research, I aimed to study the dimensions of ecological wellbeing and job satisfaction of Arab teachers in three geographical areas in Israel and Palestine (West Bank and Gaza). One of the reasons that made me interested in this issue is the unique nature of the Israeli Arab and the Palestinian Arab situation, they are all have the same nationality they share the same history, religion, customs and ethics but yet live within a constant war nature reality. Therefore, I have chosen these areas to be my study field and my study population are Arab teachers from the three areas. My research was divided into three sub studies, study 1, study 2 and study 3. In order to conduct the study both qualitative (study 1) and quantitative methods (study 2 and study 3) were used.

Several important conclusions are drawn from this study. The first conclusion is that Global well-being has common dimensions regardless to the political, economic, social and spiritual contexts. However, another conclusion is that despite the fact that Arab teachers in Israel and Palestine share the same nationality, ethics, customs and history there are several differences between them regarding to their global well-being. The main differences were: (I) Negative emotions have an important role in the teachers' job satisfaction. Negative emotions lead to a decrease in the level of job satisfaction. Positive emotion had no significant influence. (II) There are significant differences related to ecological wellbeing and genders, age and work. (III) According the study we can summarize the dimensions of the ecological well-being into: (1) positive functioning (psychological positive functioning) (2) negative functioning (3) spirituality (religion) (4) social functioning (5) environment factors. (6) human security (of people) (7) economic situation. (IV) At the end of my thesis I have suggested a new measuring tool for measuring the ecological well-being which I have called "The Global Well-being Assessment Scale (GWBAS)", which I built according to the findings of my research. This tool is psychologically, physically, socially economically, culturally and spiritually sensitive.

10. Recommendations of the study

These findings suggest that it is crucial and important to invest wisely resources in promoting programs, terms and circumstances to increase teachers' well-being, especially in the Palestinian sectors –West Bank and Gaza strip. In this vein, it is important to point out the fact and the vital role of being West Bank and Gaza Strip are occupied territories by the Israeli forces, whereas a variety of factors are being influencing the well-being and the job satisfaction of the teachers, these resources should be allocated mainly to infra structural, security, political and educational factors.

Furthermore, I vitally recommend and suggest to check and examine the new tool that I figured out and came to in this research “The Global well-being assessment scale” "GWBAS" in variety of countries and areas, wherein we can use it to check the well-being of teachers, especially on the vein of ecological examinations, furthermore, to neutralize many factors as variables which might be absolutely independent, e.g. religion, citizenship, nationality, etc.

11. Implications

The current research found empirical evidences to support the importance of Ecological factors and dimensions on the well-being of teachers. Although previous international researches indicated that the subject was significant (Bronfenbrenner, 1994; Skinner, 2012), this research takes it a step further by offering findings on effects and tendencies.

Several important implications are drawn from this study. The first conclusion is that global well-being has common dimensions regardless to the political, economic, social and spiritual contexts. The meaning of this finding is that should any intervention program be developed in order to improve the well-being of the Palestinians, in principal, it can be used on the different populations that took part in the current research. This conclusion might even be extended to other programs, besides intervention directed at global well-being.

Yet, another implications that should be drawn from the research is that despite the fact that Arab teachers in Israel and Palestine share the same nationality, ethics, customs and history there are several differences between them regarding to their global well-being. This means that while the three populations can be thought of as a relatively homogenous group, modifications to any intervention must be made in order to achieve maximized effects.

Consequently, security, constructing, safer, healthier, more comfortable and better physical environments for the teachers had been pointed out as a crucial and vital impacts, not only on the personal spheres and aspects of teachers and among teachers, but also on the relation between teachers and students, what will definitely affect the results, the education level, the present and future of both teachers and students, what seems clear from the research that has been done that there is a strong link and a meaningful impact between ecological and well-being of teachers.

Although the present research has some limitations, there were a huge field work that hath to be done in order to refine my findings. Nevertheless, I hope to have contributed to the body of scholarly and academic research on the subject.

12. Suggestions for further research

The current study examined mainly Arab schools, nevertheless it was conducted in three different areas, but the focus was on the Arabs sector, thus, it is really important to test factors which influence teachers' well-being rates, features and factors in other minorities such as the Bedouin or Druze minorities. Similar to Arab sector, also in these minorities the teachers' well-being potential is relatively low, and there almost were not any study or examination to the teachers' well-being, and also the job satisfaction resources and situation, which allocated for this issue, are at lack. This is especially important because previous research showed that the Arab-Israeli teachers are quite different than the overall population of teachers in Israel (Bogler, 2005). This means that other minorities might be different still. Therefore research which can shed light on the teachers' well-being and satisfaction is essential.

Furthermore, a comparative study or research between the two sectors teachers -Jewish and Arab- is going to be essential and important, whereas a comparison will shed the light and figure out variety of aspects and differences between specially the two sectors who live at the same country of Israel, what will reinforce and settle the crucial and practical remedy and amendments which shall be done to equilibrate the circumstances between teachers. While some research on the subject does exist (e.g., Bogler 2005, Reichel & Arnon, 2009). No research has yet compared these groups on the bases of ecological well-being, which was the subject in question in the current research.

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Appendix (1)

“The Global Wellbeing Assessment Scale” (GWBAS).

The questions correspond with your level of your ecological wellbeing.

There are no right or wrong answers. Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.

Kindly circle the appropriate number!

1 = Never 2 = Not often 3 = Often 4 = Very often 5 = always

1. How often do you feel optimistic about the future?	1	2	3	4	5
2. How often do you feel happy?	1	2	3	4	5
3. How often do you feel that life has a meaning?	1	2	3	4	5
4. How often do you feel that life is a positive experience?	1	2	3	4	5
5. How often do you feel physical pain?	1	2	3	4	5
6. How often did your physical pain interfere with your work?	1	2	3	4	5
7. How often do you have nightmares or bad dreams?	1	2	3	4	5
8. How often do you suffer from insomnia?	1	2	3	4	5
9. How often do you have negative feelings like anxiety, stress or depression?	1	2	3	4	5
10. How often do you feel that God is with you in your daily life?	1	2	3	4	5
11. How often do you pray to God?	1	2	3	4	5
12. How often do you think about God when doing something wrong?	1	2	3	4	5
13. How often do you feel satisfied with your positive relationships?	1	2	3	4	5
14. How often do you feel respected from others?	1	2	3	4	5
15. How often do you feel accepted socially?	1	2	3	4	5

16. How often do you feel secure and safe?	1	2	3	4	5
17. How often do you feel that your family and friends are secure and safe?	1	2	3	4	5
18. How often do you feel secure regarding your future?	1	2	3	4	5

Please read each of the items or statements carefully and use the appropriate scales from each group of items to record your answers.

Kindly circle the appropriate number!

1 = fully satisfied 2 = strongly satisfied 3 = satisfied
4 = slightly satisfied 5 = not satisfied 6 = not satisfied at all

19. How satisfied are you about the following aspects:						
a- Availability of water	1	2	3	4	5	6
b- Quality of drinking water	1	2	3	4	5	6
c- Electricity	1	2	3	4	5	6
d- The conditions of where do you live	1	2	3	4	5	6

20- Please select the response that best describes your agreement or disagreement with the following statements.

Kindly circle the appropriate number!

1 = not agree at all 2 = slightly agree 3 = don't know
4 = agree 5 = strongly agree 6 = completely agree

a- I can maintain my home	1	2	3	4	5	6
b- I can maintain my source of income	1	2	3	4	5	6
c- I have enough money to manage my daily life	1	2	3	4	5	6
d- I can fulfill my material needs	1	2	3	4	5	6

Back Translation

Back Translation for the questionnaires of study 3

Part I

The Following questions are relating to you and to your school (please, tick the answer that most fits you)

1. What type of the schools you teach in?

- Agency school: _____

- Governmental school: _____

- Private school: _____

- Other: _____

- Primary school: _____

- Junior high school: _____

- Secondary school: _____

2. How many years of experience do you have in the field: _____ years /years

3. What is the number of students in your school: _____ students?

4. Where is your school located?

In the West Bank _____ In Israel (48)_____ in Gaza _____ another _____.

5. What is the postal code for this region _____.

6. Gender : male /female

7. Your vocational title :- Diploma ___ bachelor ___ Master _____ Ph.D. ___ another ___ .

8. Number of weekly work hours: _____ hours /hours.

9. Your age /years old _____years.

10. Do you live in rent: Yes__ No ___ .

11. Do you live in: Private home _____ in one of the Governmental Joint houses:
_____another_____

12. Since when you are living in this home? _____ Years.

13. Whom do you live with? Alone ____ with a partner ____ with your children ____ with a partner and children together ____ with a large family _____

Another _____.

14. Do you have children under 18 years old?

A. Yes. How many of them are under the legal age to attend school? _____.

How many of them are studying in school? _____. How many of them had left school _____.

B. No.

Part II "A"

The following questions are related to your private emotions and well-being during the last month. Please point it through circling the right answer.

1- Never 2- Rarely 3- Sometimes 4- Often 5- Always

1	Are you satisfied with your health?	1	2	3	4	5
2	How well are you able to concentrate on whatever you are doing?	1	2	3	4	5
3	How dissatisfied are you with your personal relationships?	1	2	3	4	5
4	To what extent do you need medical treatment to function in your daily life?	1	2	3	4	5
5	I feel that life is experimenting with achievement is a positive thing	1	2	3	4	5
6	Did you feel depressed?	1	2	3	4	5
7	To what extent you are respected by others?	1	2	3	4	5
8	I feel comfort of prayer	1	2	3	4	5
9	Are you satisfied with the quality of your sleep?	1	2	3	4	5
10	To what extent do you suffer from nightmares and annoying dreams?	1	2	3	4	5
11	Do you feel happy despite all the circumstances?	1	2	3	4	5
12	To what extent have you suffered from physical pain?	1	2	3	4	5
13	I believe that God is interested in my life	1	2	3	4	5
14	Have you felt loss of hope?	1	2	3	4	5
15	I feel that I am acceptable in my community	1	2	3	4	5
16	What is the extent of the impact of pain on your work /job?	1	2	3	4	5
17	I am optimistic about the future	1	2	3	4	5
18	There is always someone who helps me to solve my problems.	1	2	3	4	5
19	I had negative emotions, such as anxiety	1	2	3	4	5
20	Can you deal with all what you should do?	1	2	3	4	5
21	I felt generally satisfied	1	2	3	4	5
22	My relationship with God is strong	1	2	3	4	5
23	I feel that most people do not appreciate me	1	2	3	4	5
24	There is no meaning for life	1	2	3	4	5

Part II "B"

Please point out your general situation and your emotions during the last month

1- Never 2 - rarely 3 - sometimes 4 - often 5 - always

Questions:-

1	Do you have enough money to meet /face the daily needs?	1	2	3	4	5
2	How satisfied are you with your future security?	1	2	3	4	5
3	To what extent are you satisfied with the availability of electrical supplies?	1	2	3	4	5
4	Are you dissatisfied with the condition of the place you live?	1	2	3	4	5
5	Do you feel safe?	1	2	3	4	5
6	Do you volunteer to help local associations?	1	2	3	4	5
7	I do not trust most of the people around me	1	2	3	4	5
8	To what extent Are you worried about the loss of your income?	1	2	3	4	5
9	To what extent are you afraid of your life?	1	2	3	4	5
10	To what extent are you satisfied with the abundance of potable water?	1	2	3	4	5
11	Does your household borrow money to fulfill your family's needs?	1	2	3	4	5
12	To what extent do you feel you fulfill your material needs?	1	2	3	4	5
13	To what extent are you worried about chaos in Palestinian society?	1	2	3	4	5
14	To what extent are you dissatisfied with the quality of available drinking water?	1	2	3	4	5
15	Do you feel fear to lose your life?	1	2	3	4	5
16	If you are taking care of a small child and you want to get out without him, do you ask for some help from neighbors?	1	2	3	4	5
17	Do you feel frustrated toward the internal Palestinian conflict?	1	2	3	4	5
18	Do you have the opportunity to participate in vital activities?	1	2	3	4	5
19	Do your friends help you when you are in need to?	1	2	3	4	5
20	I am satisfied from my salary	1	2	3	4	5
21	How are you satisfied with the protection of the State?	1	2	3	4	5
22	To what extent are you not satisfied with the opportunities available to you and with your	1	2	3	4	5

	general decision?					
23	If a stranger came to your neighborhood, do the people there embrace him?	1	2	3	4	5

Part III "A"

These items are concerned in your Job Satisfaction, Choose what most suits you and try to answer as objectively as possible, please.

- 1- Not at all satisfied" with 2- Satisfied a little 3- satisfied 4- very satisfied 5 - very satisfied with

Questions:-

1	To what extent are you Satisfied with the quality of the relationship with your colleagues?	1	2	3	4	5
2	To what extent are you Satisfied with the support you get from your colleagues?	1	2	3	4	5
3	To what extent are you generally happy cause of your colleagues at work?	1	2	3	4	5
4	To what extent are you satisfied about the discipline of your students in your school?	1	2	3	4	5
5	To what extent are you satisfied about the behavior of the students at your school?	1	2	3	4	5
6	Satisfaction with the discipline of the students in school	1	2	3	4	5
7	The extent of the parents' interest in their children's education	1	2	3	4	5
8	The extent of the responsibility of parents in the performance of their children in school	1	2	3	4	5
9	The joint-stock parents in raising the place school	1	2	3	4	5
10	The extent of the parents' support to the scholastic programs and activities	1	2	3	4	5
11	Satisfaction with the parents in your school	1	2	3	4	5

Part III "B"

The following statements concerning your feelings at work. Read every one to see if it fits you or not, then circle the appropriate number for each statement in the corresponding cells.

1- Never 2- Almost never 3 - Rarely 4 - Sometimes 5 - Usually
6- often 7- always

The questions:-

1	I feel that I am full of energy at my work	1	2	3	4	5	6	7
2	I feel that my work is full of goals and meaningful	1	2	3	4	5	6	7
3	Time passes quickly during my work	1	2	3	4	5	6	7
4	I feel powerful and much giving	1	2	3	4	5	6	7
5	I am excited at my work	1	2	3	4	5	6	7
6	In my work I forget everything around me	1	2	3	4	5	6	7
7	I Feel inspired in my work	1	2	3	4	5	6	7
8	When I woke up I feel strong desire to go to my work	1	2	3	4	5	6	7
9	I feel happy when I work intensively	1	2	3	4	5	6	7
10	I am Proud of What I do in my work	1	2	3	4	5	6	7
11	I am diligent in my work	1	2	3	4	5	6	7
12	I can work forever	1	2	3	4	5	6	7
13	My work makes me practical challenged	1	2	3	4	5	6	7
14	I do not feel how the time passes at my work	1	2	3	4	5	6	7
15	In my work I Feel mentally calm and comfort	1	2	3	4	5	6	7
16	It's difficult to separate myself from my work	1	2	3	4	5	6	7
17	I can understand my work, even when things do not goes well	1	2	3	4	5	6	7

Part IV

For each of the following five questions, choose the closest answer to what you have felt in the past two weeks.

1-Were you Happy and in a good mood in the past two weeks?

1. Always 2. More often 3. Slightly more than half of the time
4. A little less than half of the time 5. A few of the time (rarely) 6. No, never

2. Have you felt calm and relaxed during the last two weeks?

1. Always 2. More often 3. Slightly more than half of the time
4. A little less than half of the time 5. A few of the time (rarely) 6. No, never

3. Have you felt vibrant during the last two weeks?

1. Always 2. More often 3. Slightly more than half of the time
4. A little less than half of the time 5. A few of the time (rarely) 6. No, never

4. Have you waked up active and relaxed during the last two weeks?

1. Always 2. More often 3. Slightly more than half of the time
4. A little less than half of the time 5. A few of the time (rarely) 6. No, never

5-Were your days full of interested things in the past two weeks?

1. Always 2. More often 3. Slightly more than half of the time
4. A little less than half of the time 5. A few of the time (rarely) 6. No, never

This measure has a group of statements that describe the feelings of different sensations. Read all the Terms and then place the appropriate number from the list. Point to the number that reflects your feelings now or during the last week.

1= never 2 = sometimes 3 =medium 4= often 5 = always

- | | |
|---------------------------------|--|
| 1. I feel attention _____ | 11- I am disturbed _____ |
| 2. I feel misery, sadness _____ | 12- I feel cautious, vigilant and aware _____ |
| 3. I feel nervous _____ | 13- I feel ashamed _____ |
| 4. I feel angry _____ | 14- I am by suggesting _____ |
| 5. I feel strong _____ | 15- I feel nervous _____ |
| 6. I feel guilty _____ | 16- I am with firmness and determination _____ |
| 7. I feel panic _____ | 17- I am attentive _____ |
| 8. I feel enmity _____ | 18- I am provoked and poiling _____ |
| 9. I am lusted _____ | 19- I am an active, effective _____ |
| 10. I feel proud _____ | 20- I am afraid _____ |

If you want to change anything in your work, what will you change?

If you want to change anything in your life, what will you change?

Part V

In this section, we want to know about your health in general, in the past few weeks. Please circle the appropriate answer.

(1- less than usual 2- much less than usual 3- as usual 4- better than the usual)

1. Were you recently able to focus in what you do?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

2. Have you recently lost a lot of the ability to sleep because of concern?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

3. Have you recently felt that you play an effective part in things around you?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

4. Have you recently felt that you are able to take decisions on matters around you?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

5. Have you recently felt that you are constantly under pressure?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

6. Have you recently felt that you are not capable of overcoming the difficulties, which would impede you?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

7. Have you recently able to enjoy hanging natural daily routines?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

8. Have you recently able to face your problems?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

9. Have you felt recently that you are not happy or depressed?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

10. Have you recently lost your trust in yourself?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

11. Have you thought recently that you were not with a value?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual

12. Have you recently felt happy with taking into account all matters relating to your daily routine?

1- less than usual 2- much less than usual 3- as usual 4- better than the usual