

Attitudes of Teachers Towards the Palestinian Resistance

Literature (PRL): Jerusalem city as a model

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Abstract

The study investigated whether the attitudes of teachers towards Palestinian Resistance Literature and the role of some variables (sex, specialisation, academic qualification and experience) in determining teachers' attitudes towards Palestinian resistance literature. The study population consisted of all teachers in the schools of Jerusalem. The sample (299) was taken using the cluster random method. We constructed a questionnaire comprised of 58 items to measure the attitudes of Palestinian teachers towards Palestinian resistance literature. We used descriptive and analytical statistical methods; the descriptive methods are characterised in mathematical averages, standard deviations and percentages; the analytical methods are characterised using t-test and one-way ANOVA. The findings show that the level of teachers' attitudes towards Palestinian resistance literature in general were positive in all aspects, poetry, prose and educational environment rich of Palestinian resistance literature. In addition, the results indicated that there are no statistically significant differences in attitudes towards resistance literature among teachers in Jerusalem attributed to the sex variable and the specialisation variable. On the other hand, there was a statistically significant difference attributed to the specialisation variable was more interested of the bachelor's degree and the experience variable was more interested of 5-10 years' experience.

Keywords

Teachers' attitudes; Literature; Palestinian Resistance Literature; Jerusalem; Arab language; Curriculum; language attitudes, Teaching methods; Resistance Poetry

1. Introduction

Arabic Language is a mixture of thought and civilisation, so the language and civilisation cannot be separated since the language is the thing that produces benefit in the mind whether word or line. The meanings are established in the mind before being realised by the man and man cannot think alone without using the language (Maarouf, 1985: 24). In addition, The Arabic Language has grand pillars that enable it to survive, grow, move and give. The Arabic Language represents a global humane thought that has considerable ideas and effects and covers all aspects of man, life and community, namely, the Islamic thought contained in the Holy Koran (Al-Thaalibi, 1993: 15). Arabic Language is considered one of the Semitic languages. These languages are characterised by an abundance of words, steadiness of analogy in structures, variety of methods, delightfulness of its pronunciation and clarity of articulation; however, the Arabic Language surpasses other Semitic languages since it is the oldest one and is, according to many western and eastern scholars, the origin of these languages (Samak, 1979: 91). By teaching and learning Arabic, ethical and religious lessons, trends and values are established in the minds of students of all grades since this subject leaves a deep and long effect due to its various topics, texts and tales (Al-Esawi, 1992: 4).

We are going to study the Palestinian Resistance Literature (PRL) as part of Arab language. The term "Palestinian Resistance Literature" was commonly used after June 1967. After the political, military and cultural emergence of the Palestinian Resistance Movement after the military and psychological defeat of Arab countries in June, the duty of Palestinian intellectuals toward their commitment to their issue was to move the inactive culture of the rural areas to play a key role in developing considerable awareness. There was a close relationship between Palestinian folk literature and the eloquent literature in the cities on one hand, and the Palestinian Resistance Movement on the other hand; such a relation was not descriptive or documentary as it was

a deep dialectical relationship. This maybe started in the 1930s, a period full of a great group of poets and tellers who roused the armed struggle and made it a part of the cultural heritage (Al-Hussein, 1980:31-34).

We are going to focus on the attitudes of teachers towards Palestinian resistance literature which are defined as the tendencies that qualify the individual to respond with certain behavioral modes to other individuals, ideas, positions or things, which interrelate in a complex system wherein a large group of variables interact with one another. They are learned and evaluative concepts that relate to our thoughts, feelings and behaviors (Davidoff, 1980:7-9). It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it (Norwich, 1994: 93-101). Many studies discuss how teachers possess positive attitudes or views on education (Ali et al., 2006; Dulció and Bakota, 2009; Loreman et al., 2007; Ross-Hill, 2009). On the other hand, the results of other studies indicate that teachers have relatively negative attitudes towards education. Lifshitz et al. (2004: 171) found that Israeli and Palestinian school teachers' views were not supportive of the education system. This finding is similar to another study by Chhabra et al. (2010: 220). In this study, attitudes are measured by the mark scored by the teachers on the scales developed specifically for this study.

This study develops a comprehensive set of teachers' attitudes towards PRL based on previous scales, Palestinian curricula and references related to PRL. This study is the first of its kind in Palestine to address the attitudes towards Palestinian resistance (revolutionary) literature among teachers. We built the questionnaire comprising of 58 items to measure the attitudes of Palestinian teachers towards PRL.

Our paper aims to identify the attitudes of teachers towards PRL and the role of some variables (sex, specialisation, academic qualification and experience) in determining teacher's attitudes towards PRL.

The remainder of this paper is structured as follows. Section 2 reviews the Palestinian resistance literature. Section 3 describes the study questions and hypotheses. Section 4 highlights the significance of the study. Section 5 explains the methodology used to satisfy the objectives of the study. Section 6

reports the analysis and results of the study. The last section leads to discussion and recommendations.

2. Palestinian Resistance Literature

2.1 Factors of Emergence of PRL

In 1908 when Ottoman constitution was issued, the late Sheik Mohammad Saleh, upon a patriotic motive, established “Kindergarten of Fayhaa” which disappeared during the First World War. After British occupation of Palestine, Sheik Mohammad Saleh with a group of his friends established a national school called “Kindergarten of National Knowledge” where it was a national institution to graduate the young people of Palestine, Jordan, and Iraq; this national institution kept performing its cultural, moral, and national role until the second disaster “Nakba” in the 1967. In 1909, Khalil Skakini established the School of Constitution to educate the young men; it was characterized by having students with various religions and ideas, reinforcing, educating, encouraging students, and planting spirit of courage and prowess into them (Al-Jozi, 1990: 48). After the end of the First World War and collapse of Ottoman influence in the Arab countries, Palestine was put under the British Mandate within bad political circumstances, Balfour Declaration was issued in November 1917 by which Jews established their National Home in Palestine. In 1922, League of Nations approved the Mandate where Britain sought to create the political and economical conditions in order to Judaize Palestine and facilitate immigration to it. To defend their homeland, Palestinian people spared no efforts, held several conferences, and performed a lot of revolutions such as Al-Buraq Revolution when the British courts in Palestine delivered judgments of imprisonment and death by execution on the martyrs: Mohammad Jamjoum, Ata Azzir, and Fuad Hijazi.

The conflict continued until Palestine disaster (Nakba) that occurred in 1948; the Zionist gangs occupied Palestine and displaced Palestinian people, and in June 1967, the Zionist entity occupied the rest of Palestine (AL-Owaisi, 1992:17).

This paper exceeds limits of Palestine disaster with all dates of its bloody events and exceeds the age of this Zionist entity that resulted in the global colonization, where it takes up total of political and social reasons, which destroyed the Palestinian entity and caused emergence of bastard of

colonization. At the eve of world war, the international position was controlled by the Zionist leaders in all powerful countries; in Germany, the Zionists made an agreement with its leaders resulted in support of the German government to Jewish and Zionist activities and Jewish settlement in Palestine, while in Britain there was Balfour declaration in 2nd November 1917 “unholy marriage certificate between the British Imperialism and the colonial Zionist movement against Palestinian people”, but in America, the leader of Zionist movement “Louis Brandeis” was a powerful man as to U.S president “Wilson” that this Zionist judge managed to push the United States to support Britain in its war if the latter agrees to establish a Jewish homeland in Palestine. This shows that, immediately after the World War, three major countries supported the Zionists against Palestinian people which resulted in occupation of a homeland and displacement of its entire people, where depraved Zionist objectives were supported by all western countries (Al-Kayali, 1973: 23-29).

In this context, the Palestinian people got frightened since they felt from the beginning that their future would be dark. It was clear for observers of that period 1914-1919, that the calamity of the Palestinian people became a large tragedy, thus, their reactions were not confined to protest and words, rather secret and non-secret societies were formed where armed teams were established to assassinate some Jewish leaders. The whole western world supported the lame Zionism to be built upon the Palestinian entity (Al-Hussein, 1980: 42-50). The Arabs of the occupied Palestine realized, from the beginning, seriousness of the battle they were facing under Israeli military rule, and from the beginning, they showed their awareness of the plan fabricated against them and summarized it in one short sentence, namely, “all people in the world stand on their feet except the military governor who stands on his tails”. This expression was not able to face the political and cultural challenge fabricated against them, where such awareness led to clarify the Resistance Literature which was a resistance from the inside to facilitate the attack from the outside (Kanafani, 1980:135-150).

The term PRL was commonly used after June 1967, and after the political, military, and cultural emergence of Palestinian resistance movement that appeared after the military and psychological defeat of Arab countries in June, the duty of Palestinian intellectuals toward their commitment to their issue was to move the inactive culture of the rural areas that they played a key role

to develop a considerable awareness. There was a close relationship between Palestinian folk literature and the eloquent literature in the cities on one hand, and the Palestinian resistance movement on the other hand; such relation was not descriptive or documentary as it was a deep dialectical relationship, this maybe started in the 1930s, when such period was full of a great group of poets and tellers who roused the armed struggle and made it a part of the cultural heritage (Al-Hussein, 1980:32-54).

2.2 Poetry and Prose in PRL (stories, novels, plays)

The poetry is expected to be the first tool in calling for resistance; since it can spread without being published and it can transfer verbally. The poetry in the occupied territory has never stopped performing its role in resistance using all tools that can be employed in order to make it a weapon when needed; The popular poetry has played a significant role in history of Palestine since the 1920s; in fact, the Palestinian people are those who transferred the songs and ovations to their exiles that are evidently noticed in all demonstrations in the Levant (Kanafani, 1970: 75-100). There are various dimensions of heroism in the contemporary Arab resistance due to the different fronts in which the Arab person struggle; the Palestinian front, for example, is not mere a conflict between the Arab and the western colonization, it is further a hard conflict between state of Israel and Palestinian people, the core of Palestinian poetry is liberation of the land (Shukri, 1979: 15-23).

The most famous poets of Palestinian resistance: Ibrahim Toukan, Mahmoud Darwish, Abd Al-Karim Al-Karmi, Samih Al-Qasim, Tawfiq Ziad, Abd Al-Rahim Mahmoud, Wadie' Al-Bustani, Ahmad Dahbour, Fadwa Toukan, Al-Mutawakel Taha and Ma'n Bsiso (Sadouq, 2000: 19-36).

The modern and contemporary Arab literature has experienced certain political and cultural conditions resulted in various literary trends, specially the story. Our writers mainly depended on the European literature; accordingly, they considered the foreign story ideal in terms of their trip in the story writing, so they translated a lot of works, that the new circumstances of the Palestinian people had a great impact on selecting characters by the Palestinian writer (Abu Al-Shabab, 1977: 31-70). The story of heroism and the story of resistance have not been equivalent unless the story of resistance is combined with the story of heroism, then we got a terrific story so long as the writer has the artistic talent and ability that sorts it out in the a mature

level of human action (Shukri, 1979:46-65). Palestinian intellectual learnt about the world's great stories translated by the foreign missionaries at the beginning of the twentieth century (Rashid, 2004: 17-29). Of the most prominent writers in prose Palestinian resistance; Samira Azzam, Ghassan Kanafani, Jabra Ibrahim Jabra and Tawfiq Fayyad.

3. Study Questions and Hypotheses

Question 1: *What are the attitudes of teachers in Jerusalem towards Palestinian resistance (revolutionary) literature?*

Question 2: *What is the impact of some variables (sex, specialisation, academic qualification and experience) on attitudes towards Palestinian literature among teachers in Jerusalem?*

Hypothesis 1: *There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between average attitudes towards Palestinian literature among teachers in Jerusalem that are attributed to the sex variable.*

Hypothesis 2: *There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between average attitudes towards Palestinian literature among teachers in Jerusalem that are attributed to the specialisation variable.*

Hypothesis 3: *There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between average attitudes towards Palestinian literature among teachers in Jerusalem that are attributed to the academic qualification variable.*

Hypothesis 4: *There are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) between average attitudes towards Palestinian literature among teachers in Jerusalem that are attributed to the experience variable.*

4. Significance of the Study

As far as the researchers are aware, this study is the first of its kind in Palestine to address the attitudes towards Palestinian resistance (revolutionary) literature among teachers. In addition, teachers are expected to benefit from

this study by concentrating on some terms and concepts that are closely related to PRL and culture.

5. Methodology

5.1 Population and sample

The study population consisted of all teachers ($n = 4,562$) in the schools of Jerusalem. The sample was taken using the cluster random method after obtaining the official records endorsed by the Ministry of Education for teachers who taught in academic year 2012/2013. The sample consisted of 299 teachers.

5.2 Study tools

We built the questionnaire composed of five sections and containing 58 items to measure the attitudes of Palestinian teachers towards Palestinian resistance literature. Our questionnaire was based on previous scales, Palestinian curricula and references related to PRL after processing educational literature related to the study. The five sections of the questionnaire are: teachers' attitudes towards PRL in general; attitudes towards Palestinian resistance poetry; attitudes towards Palestinian resistance prose (short stories, novels and plays); attitudes towards an educational environment rich in Palestinian resistance literature; and attitudes towards the role of Palestinian literature in resistance.

5.3 Validity and reliability of study tools

After constructing the questionnaire on teachers' attitudes and knowledge of Palestinian resistance literature, its initial draft was presented to a panel of experienced and qualified experts in the field of education to verify its validity. Each expert was asked to present his view about each item in the questionnaire in terms of clarity. After collecting and analysing the data, the questionnaire was amended in accordance with the views of experts. The Cronbach's α for the PRL subscales were between 0.71 and 0.88. These reliabilities make the instrument suitable for this study (Nunnally, 1978).

Internal Consistency Reliability (Cronbach's α) for the PRL.

Subscale	No. of items	α reliability
Attitudes of teachers towards the Palestinian Resistance Literature in general.	10	0.71
Attitudes toward the Palestinian Resistance Poetry	10	0.79
Attitudes toward the Palestinian Resistance Prose "story, Novell and drama	15	0.88
Attitudes toward an educational environment that is rich in the Palestinian Resistance Literature	10	0.83
Attitudes towards the role of Palestinian literature in resistance	13	0.87
Total PRL	58	0.94

5.4 Statistical treatment

We used descriptive and analytical statistical methods. The descriptive methods are characterised in mathematical averages, standard deviations and percentages. The analytical methods are characterised using t-test and one-way ANOVA.

6. Results

The following key has been used to judge the paragraphs of the questionnaires: an average of less than 2.33 indicates a low score; an average of 2.33–3.67 indicates a moderate score; and an average of more than 3.67 indicates a high score.

Question 1: *What are the attitudes of the teachers in Jerusalem towards the Palestinian resistance literature (Revolutionary)?*

To answer this question, the averages and standard deviations of the level of the teachers' attitudes in Jerusalem towards the PRL (revolutionary) in all fields of the study and the total score, were calculated as follows: Sorting of the areas of the study using the total score for each field, We have used the arithmetic averages of the paragraphs over the total scores to sort the areas of study as shown in table 1.

Table 1. the arithmetic averages, the standard deviations, the score and the rank of each field of the study according to the study sample responses.

No	Field	average	Standard deviation	Score
١	Attitudes towards the role of Palestinian literature in resistance	4.31	0.48	high
٢	Attitudes toward the Palestinian Resistance Prose "story, Novell and drama	4.18	0.51	high
٣	Attitudes toward an educational environment that is rich in the Palestinian Resistance Literature	4.18	0.53	high
٤	Attitudes toward the Palestinian Resistance Poetry	4.14	0.51	high
٥	Attitudes of teachers towards the Palestinian Resistance Literature in general.	4.02	0.48	high
The total score of this field		4.17	040	high

The data presented in Table 1 show that the level of the teachers' attitudes in Jerusalem towards the PRL was positive in all areas of the study and in the total score; the arithmetic average of the total score is 4.17; the average of "the attitudes towards the role of Palestinian resistance literature" is 4.31; the average of the attitudes towards an educational environment that is rich in PRL is 4.18; towards the Palestinian resistance prose "story, novel , and drama" is 4.18; the average of the attitudes towards the Palestinian resistance poetry is 4.14; and the average of the teachers' attitudes towards the PRL in general is 4.02.

Averages and standard deviations for teachers' attitudes in the Jerusalem governorate towards the PRL are calculated and sorted by averages and areas of the study, as shown in tables 2, 3, 4, 5 and 6.

- 1- With respect to the teachers' attitudes towards the PRL in general, averages of the attitudes are shown in table 2.

Table 2. The averages and standard deviations for the teachers' attitudes towards the PRL in general sorted by averages.

No.	Paragraph	average	Standard deviation	Score
1	Palestinian Resistance Literature gives meaning to life	4.37	0.68	high
2	The Palestinian Resistance Literature represents our actual life .	4.31	0.75	high
3	There must be a special curriculum focusing the Palestinian Resistance Literature	4.28	0.73	high
4	I am interested in keeping books related to Palestinian Resistance Literature	4.22	0.76	high
5	I see that the Palestinian Resistance Literature connects between the political, economic and social issues.	4.21	0.78	high
6	I feel the originality of Arabic through the Palestinian Resistance Literature	4.18	0.84	high
7	Palestinian Resistance Literature reinforces my self-confidence	4.17	0.85	high
8	I prefer the Palestinian Resistance Literature to all types of literature	4.02	1.05	high
9	Palestinian Resistance Literature is mere chatting and having no content	3.91	1.27	high
10	Palestinian Resistance Literature is useless at the present time	2.52	1.14	moderate
The total score of this field		4.02	0.48	high

Table 2 shows that the arithmetic mean of the total score of the scale was 4.02 with a standard deviation of 0.48, where the item "PRL gives meaning to life" comes first, with an average of 4.37 with a standard deviation of 0.68 followed by "The PRL represents our actual life" 4.31 with a standard deviation of 0.75, followed by "There must be a special curriculum focusing the Palestinian Resistance Literature" 4.28 with a standard deviation of 0.73. The attitudes with the lowest scores were "PRL is useless at the present time" 2.52 with a standard deviation of 1.14, followed by "PRL is mere chatting and

has no content" 3.91 with a standard deviation of 1.27, and also "I prefer the PRL to all types of literature" 4.02 with a standard deviation of 1.05.

2- With respect to attitudes towards the Palestinian resistance poetry, averages are shown in table 3

Table 3. the averages and standard deviations for the attitudes towards the Palestinian resistance poetry sorted by averages.

No.	Paragraph	average	Standard deviation	Score
11	The poetry signals link to land	4.44	0.71	high
12	I feel that the Palestinian Resistance poetry increases enthusiasm	4.40	0.63	high
13	I feel that poets of the Palestinian Resistance Literature are a permanent symbol of life and affiliation to land.	4.28	0.69	high
14	poetry is a mean to defy occupation .	4.17	0.94	high
15	I am interested in analyzing poems	4.13	0.82	high
16	I tend to recite the Palestinian Resistance poems and poetry.	4.12	0.88	high
17	I have a desire to attend the symposiums related to the poetry	3.99	0.87	high
18	Poetry and poems of Palestinian Resistance Literature cause frustration.	3.83	1.12	high
19	Palestinian resistance literature enhances tension among people	3.75	1.12	high
20	I feel relaxed when I hear the Palestinian Resistance Literature	3.29	0.76	moderate
The total score of this field		4.14	0.51	high

Table 3 shows that the arithmetic mean of the total score of the field is 4.14 with a standard deviation of 0.51, where the question "The PRL signals link to land" comes first with a mean of 4.44 and a standard deviation of 0.71, followed by "I feel that the Palestinian Resistance poetry increases enthusiasm" with a mean of 4.40 and a standard deviation of 0.63, followed by "I feel that poets of the PRL are a permanent symbol of life and affiliation to land" scoring 4.28 with a standard deviation of 0.69. The attitudes with the lowest scores were "I feel relaxed when I hear the Palestinian Resistance Literature" scoring 3.29 with a standard deviation of 0.76, followed by "PRL enhances tension among people" at 3.75 with a standard deviation of 1.12, and also "Poetry and poems of PRL cause frustration" with a mean score of 3.83 and a standard deviation of 1.12.

3- With respect to the attitudes towards the Palestinian resistance prose "story, novel and drama". Table 4 illustrates this:

Table 4. The averages and standard deviations of the attitudes towards the Palestinian resistance prose "story, novel and drama" sorted by averages.

No	Paragraph	average	Standard deviation	Score
٢١	I have a desire to read the prose, story, novel and drama	4.40	0.73	high
٢٢	I connect the Palestinian Resistance stories to incidents in our daily life.	4.35	0.73	high
٢٣	I am interested in Palestinian resisting novel as it includes revolutionary ethics.	4.28	0.75	high
٢٤	I feel that the Palestinian novel emphasizes affiliation to the Palestinian land	4.26	0.83	high
٢٥	I feel that the Palestinian novel emphasizes affiliation to the Palestinian Identity.	4.24	0.85	high
26	I prefer the Palestinian novel that represents the character of a resisting man	4.24	0.71	high
27	I prefer the Resistance Palestinian plays that represent a revolution against the current depressing political circumstances.	4.22	0.78	high
28	I am interested in Palestinian plays related to the Palestinian revolutionary movements	4.17	0.79	high
29	I feel that the Palestinian Resistance Theater expresses the concerns and issues of Palestinians.	4.16	0.78	high
30	I feel that the Palestinian resistance novel gives a feeling of victory atmosphere	4.14	0.78	high
31	I am interested in the Palestinian stories that highlight the Revolutionary Palestinian event.	4.14	0.95	high
٣٢	I enjoy attending the prose plays of resistance	4.11	0.78	high
33	I am interested analyzing and studying the Palestinian Resistance Story	4.09	0.83	high
34	I like the Palestinian stories that glorify the resisting person.	4.08	0.88	high
٣٥	I see that the exerted theatrical efforts related to Palestinian resisting play are insufficient	3.81	1.18	high
The total score of this field		4.18	0.53	high

Table 4 shows that the arithmetic mean of the total score of the field is 4.18 with a standard deviation of 0.53. The question "I have a desire to read the Palestinian Resistance Literature" has a score of 4.40 with a standard deviation of 0.73, followed by "I connect the Palestinian Resistance stories to incidents in our daily life" scoring 4.35 with a standard deviation of 0.73, followed by "I am interested in Palestinian resisting novel as it includes revolutionary ethics" at 4.28 with a standard deviation of 0.75.

The attitudes with the lowest scores were "I see that the exerted theatrical efforts related to Palestinian resistance play are insufficient" scoring 3.81 with a standard deviation of 1.18, followed by "I enjoy attending the prose plays of resistance" at 4.11 with a standard deviation of 0.78, and also "I feel that the Palestinian resistance novel gives a feeling of victory atmosphere " with a mean score of 4.14 and a standard deviation of 0.78.

4- With respect to the attitudes towards an educational environment that is rich in the Palestinian resistance literature. Table 5 shows this:

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Table 5. The averages and standard deviations of the attitudes towards an educational environment that is rich in the PRL sorted by averages.

No	Paragraph	average	Standard deviation	Score
36	I like to highlight sayings and proverbs drawn from Palestinian Resistance Literature	4.29	0.79	high
37	I support nominating school facilities in the names of resistance poets	4.26	0.81	high
38	I like to see photographs of writers of resistance literature at school	4.26	0.82	high
39	I tend that morning speeches that includes a Resisting Palestinian Literature	4.25	0.92	high
40	I support classroom posters derived from the Palestinian Resistance Literature	4.22	0.81	high
41	I Favor the integration of Palestinian literature resistor in school activities	4.20	0.85	high
42	I feel that the classroom highlights the importance of the Palestinian Resistance Literature	4.16	0.96	high
43	I tend to participate in competitions related to the Palestinian Resistance Literature	4.14	0.79	high
44	I prefer to highlight the curricular activities related to Resisting Palestinian Literature.	4.04	0.84	high
45	I prefer to form a cultural school committee that highlights Palestinian Resistance Literature	4.00	0.80	high
The total score of this field		4.18	0.53	high

Table 5 shows that the arithmetic average of the total score is 4.18 with a standard deviation of 0.53. The item "I like to highlight sayings and proverbs drawn from Palestinian Resistance Literature" scored 4.29 with a standard deviation of 0.29, followed by "I support nominating school facilities in the names of resistance poets" with an average score of 4.26 and a standard deviation of 0.81, followed by "I like to see photographs of writers of resistance literature at school" scoring 4.26, with a standard deviation of 0.82.

The attitudes with the lowest scores were "I prefer to form a cultural school committee that highlights Palestinian Resistance Literature" at 4.00 with a standard deviation of 0.80, followed by "I prefer to highlight the curricular activities related to Resisting Palestinian Literature" scoring 4.04 with a standard deviation of 0.84, and also "I like to organise competitions related to the Palestinian Resistance Literature" 4.14 with a standard deviation of 0.79.

6- With respect to the attitudes towards the role of literature in the Palestinian resistance. Table 6 shows this:

Table 6. The averages and standard deviations for teachers' attitudes towards the role of literature in the Palestinian resistance sorted by averages.

No.	Paragraph	average	Standard deviation	Score
46	The Palestinian resistance Literature calls for affiliation to the Palestinian land	4.48	0.60	high
47	The Palestinian resistance Literature makes a refugee feels Nostalgia to homeland	4.44	0.87	high
48	The Palestinian resistance Literature calls for faithfulness to martyrs.	4.39	0.79	high
49	The Palestinian resistance Literature calls for refusing injustices and cruelty	4.38	0.72	high
50	The Palestinian resistance Literature urges prisoners for patience	4.38	0.76	high
51	The Palestinian resistance Literature calls for resentment of treason	4.34	0.92	high

•2	The Palestinian resistance Literature supports prisoners' mothers	4.33	0.68	high
•3	The Palestinian resistance Literature calls for boycotting naturalization with occupation	4.28	0.81	high
•4	The Palestinian resistance Literature reinforces the culture of refusing the current situation(status Coe)	4.26	0.75	high
55	The Palestinian resistance Literature urges people to cooperation and solidarity	4.24	0.87	high
56	The Palestinian Resistance Literature calls for resistance	4.23	0.86	high
57	The Palestinian resistance Literature supports the martyr's mother	4.17	0.77	high
58	The Palestinian resistance Literature calls for maintaining the traditions of resisting occupation	4.11	0.77	high
The total score of this field		4.31	0.48	high

Table 6 shows that the arithmetic average of the total score of the scale is 4.31 and the standard deviation is 0.48, where the item "The Palestinian resistance Literature calls for affiliation to the Palestinian land" scored 4.48 with a standard deviation of 0.60, followed by "The PRL makes a refugee feels Nostalgia to homeland" scoring 4.44 with a standard deviation of 0.87, and followed by "The PRL calls for faithfulness to martyrs" at 4.39 with a standard deviation of 0.79.

The attitudes with the lowest scores were "The PRL calls for maintaining the traditions of resisting occupation" at 4.11 with a standard deviation of 0.77, followed by "The PRL supports the martyr's mother" scoring 4.17 with a standard deviation of 0.77, and also "The PRL calls for resistance" at 4.23 with a standard deviation of 0.86.

Question 2: What is the role of the following variables (gender, specialisation, qualification and experience) in the formation of attitudes towards the Palestinian literature among teachers in Jerusalem governorate?

To answer this question, four null hypotheses resulted and were examined as follows:

Hypothesis 1: there is no statistical significance at the level ($\alpha \geq 0.05$) for the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the gender variable.

To test this null hypothesis, "T" test was used for independent samples (t-test) and the averages of the response of the study sample to the paragraphs of the attitudes towards the Palestinian literature among teachers in Jerusalem according to the gender variable. Table 7 illustrates this.

Table 7. t-test results for independent samples in attitudes towards the Palestinian literature among teachers in Jerusalem according to the gender variable.

Gender	Number	Average	Standard deviation	"t" value	Significance level
Male	168	4.18	0.39	0.70	0.48
Female	131	4.10	0.40		

Table 7 shows that the calculated significance level equals 0.48, which is bigger than the statistical level of significance ($\alpha \geq 0.05$); i.e. there is no statistically significant difference in the attitudes towards the Palestinian literature among teachers in the Jerusalem governorate that can be attributed to the gender variable. Thus, the null hypothesis was accepted.

Hypothesis 2: *there is no statistical significance at the level ($\alpha \geq 0.05$) for the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the specialisation variable.*

To test this null hypothesis, "T" test was used for independent samples (t-test) and the averages of the response of the study sample to the paragraphs of the attitudes towards the Palestinian literature among teachers in Jerusalem, according to the specialisation variable. Table 8 illustrates this.

Table 8. t-test results for independent samples in attitudes towards the Palestinian literature among teachers in Jerusalem governorate, according to the specialization variable.

Stage	Number	Average	Standard deviation	"t" value	significance level
Humanities	186	4.10	0.41	0.87	0.38
Natural sciences	113	4.19	0.37		

- Statistically significant at the level ($\alpha \geq 0.05$)

Table 8 shows that the calculated significance level equals 0.38, which is bigger than the statistical level of significance ($\alpha \geq 0.05$); i.e. there is no statistically significant difference in the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the specialisation variable. Thus, the null hypothesis was accepted.

Hypothesis 3: *there is no statistical significance at the level ($\alpha \geq 0.05$) for the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the qualifications.*

To test this null hypothesis, One Way ANOVA Test was used for the response of the study sample to the paragraphs of the attitudes towards the Palestinian

literature among teachers in Jerusalem Governorate, that can be attributed to the qualifications variable. Table 9 and 10 illustrate this.

Table 9. averages and standard deviations of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to qualifications variable.

Qualifications	Number	Average	Standard deviation
Diploma	٢١	٣.٨٦	٠.٤٠
Bachelor's	٢٧٢	٤.١٩	٠.٣٩
More than Bachelor	٦	٣.٩٢	٠.٣٨

Table 10. Results of the analysis of variance (ANOVA) test for the differences in the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem attributed to the qualifications variable.

Variance source	The total of squares	Degrees of freedom	Squares average	Calculated "F" value	Statistical significance
Between groups	٢.٤٩	٢	١.٢٤	٨.٢٠	٠.٠٠ *
Inside groups	٤٤.٩٤	٢٩٦	٠.١٥		
Total	٤٧.٤٣	٢٩٨			

- Statistically significant at the level ($\alpha \geq 0.05$)

The results presented in table 10 indicate that there are statistically significant differences at ($\alpha = 0.00$) in the averages of attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to qualifications variable, where the statistical significance was (0.00) which is statistically significant in the total score. We have conducted an LSD test for dimensional comparisons to determine the direction of the significance according to qualifications variable, as indicated in the table 11.

Table 11. the results of (LSD) test according to qualifications variable

	I	J	I-J	significance
The attitudes towards the Palestinian literature among teachers in Jerusalem governorate according to the qualifications variable	Diploma	Bachelor's	-0.33	0.00*
		More than Bachelor	-0.06	0.73
	Bachelor's	Diploma	0.33	* ٠.٠٠
		More than Bachelor	0.27	٠.٠٩
	More than Bachelor	Diploma	٠.٠٦	٠.٧٣
		Bachelor's	-0.27	٠.٠٩

- Statistically significant at the level ($\alpha \geq 0.05$)

Table 11 shows that the differences in attitudes towards the Palestinian literature among teachers in Jerusalem governorate according to the qualifications were between the diploma and the Bachelor's degree in favor of the Bachelor's degree. Thus, the null hypothesis was not accepted.

Hypothesis 4: *there is no statistical significance at the level ($\alpha \geq 0.05$) for the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the experience variable.*

To test this null hypothesis, a One Way ANOVA Test was used for the response of the study sample to the paragraphs of the attitudes towards the Palestinian literature among teachers in Jerusalem Governorate, that can be attributed to the experience variable. Table 12 and 13 illustrate this.

Table 12. averages and standard deviations of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to experience variable.

Experience	Number	Average	Standard deviation
Less than five years	٩٠	4.09	0.41
5-10 years	١٤٤	4.23	0.38
More than ten years	٢٩٩	4.11	٠.٣٩

Table 13. Results of the analysis of variance (ANOVA) test for the differences in the averages of the attitudes towards the Palestinian resistance among teachers in Jerusalem attributed to the experience variable.

Variance source	The total of squares	Degrees of freedom	Squares average	Calculated value "F"	Statistical significance
Between groups	1.43	2	٠.٧١	٤.٦٠	* ٠.٠١
Inside groups	46.00	296	٠.١٥٥		
Total	47.43	298			

- Statistically significant at the level ($\alpha \geq 0.05$)

The results presented in table 13 indicate that there are statistically significant differences at $\alpha = 0.05$ in the averages of the attitudes towards the Palestinian literature among teachers in Jerusalem that can be attributed to the experience variable, where the statistical significance was 0.05 which is statistically significant in the total score. We have conducted an LSD test for dimensional comparisons to determine the direction of the differences according to the experience variable, as indicated in the table 14.

Table 14. the results of (LSD) test according to the experience variable

	I	J	I-J	Significance
The resistance behavior among teachers in Jerusalem governorate according to the experience variable	Less than 5 years	5-10 years	-0.14	0.01*
		More than 10 years	-0.02	0.72
	5-10 years	Less than 5 years	0.14	0.01*
		More than 10 years	٠.١٢	0.03
	More than 10 years	Less than 5 years	٠.١٢	0.72
		5-10 years	-0.12	0.03

- Statistically significant at the level ($\alpha \geq 0.05$)

Table 14 shows that the differences in the attitudes towards the Palestinian literature among teachers in the Jerusalem governorate according to the

experience were between less than 5 years and 5–10 years in favour of 5–10 years. Thus, the null hypothesis was not accepted.

7. Discussion, Limitations and Recommendations

7.1 Discussion

Teachers' attitudes towards PRL in general were positive on average. Teachers' high attitudes towards the PRL are, to a large extent, a result of the ongoing conditions and events which call for emphasising resistance literature in general and PRL in particular, which is the only window for expressing the struggle of Palestinians inside and outside their home. The PRL reiterates the unity of Palestinians in confronting the occupation as they insist on resistance and confrontation. The Palestinian citizen inevitably favours resistance literature because it represents the life of Palestinians across their home country.

There are no statistically significant differences in attitudes towards resistance literature among teachers in Jerusalem that are attributed to the sex variable. The PRL does not separate males from females; it addresses the community as a whole. There are many male and female writers and poets with works in resistance literature that feature the lives of Palestinians under Israeli occupation. Despite the occupation authority's attempts to deprive Palestinians of their basic right of education, many Palestinians were able to pursue their studies abroad, become intellectuals and return to Palestine to resist the occupation with their literature and poetry.

In addition, there are no statistically significant differences in attitudes towards resistance literature among teachers in Jerusalem that are attributed to the specialisation variable. Although there are multiple humanitarian and natural specialisations, the PRL has gained significant popularity among Palestinians. It is their only method to express their passion and sorrow, where a word can do more than fire and break the tightest siege.

Further, there are statistically significant differences in attitudes towards resistance literature among teachers in the Jerusalem that are attributed to the specialisation variable. To determine the significance direction, we conducted an LSD test for the academic qualification variable, which showed that differences were in favour of the bachelor's degree. The attitudes of

Palestinian teachers towards resistance literature are heavily influenced by their knowledge and awareness of this literature. Some are specialised in literature but others are not, so they are only familiar with it in general but not in detail.

There are statistically significant differences in attitudes towards resistance literature among teachers in Jerusalem that are attributed to the experience variable. To determine the significance direction, we conducted an LSD test for the academic qualification variable which showed that differences were in favor of 5–10 years of experience. The years of experience in teaching PRL play a major role in highlighting its significance and following up on its updates. As the years pass, teachers acquire sufficient skills and expertise to demonstrate the importance of resistance literature to students and underline the significance of this type of literature in the life of every Palestinian individual.

7.2 Limitations of the Study

A significant limitation of this study lies in the small sample size. The survey was provided to 299 teachers in the district, because of the reluctance of a number of them to fill in the questionnaire, due to fear of arrest from the Israeli army. Moreover, the study discussed the attitudes towards resistance literature among teachers in Jerusalem for the academic year 2012–2013.

7.3 Recommendations

We recommend the following: embracing PRL by embedding it in Arabic language curricula and highlighting its significance; introducing a compulsory course on PRL to the curricula of Palestinian universities; and similar studies should be conducted in the future to highlight the importance of the Palestinian resistance literature.

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مواقف المعلمين نحو الادب الفلسطيني المقاوم: مدينة القدس نموذجا

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المخلص

تهدف هذه الورقة الى التحقق من مواقف المعلمين في مدينة القدس نحو الادب الفلسطيني المقاوم و دور بعض المتغيرات(مثل جنس المعلم والتخصص والمؤهل العلمي وسنوات الخبرة) في تحديد مواقف المعلمين نحو الادب الفلسطيني المقاوم، وتألف مجتمع الدراسة من جميع معلمين مدارس مدينة القدس، و تم اخذ عينة الدراسة (٢٩٩ معلم ومعلمة) بالطريقة العشوائية العنقودية. وقمنا ببناء استبان تكون من ٥٨ نقطة لقياس اتجاهات المعلمين نحو الادب الفلسطيني المقاوم و استخدمنا الأساليب الإحصائية الوصفية و التحليلية ، ويتميز المنهج الوصفي في المتوسطات الحسابية والانحرافات المعيارية والنسب المئوية، و تتميز الطرق التحليلية باستخدام اختبار (ت)، وتحليل التباين الأحادي(one-way ANOVA). وأظهرت النتائج ان مستوى مواقف المعلمين في مدينة القدس نحو الادب الفلسطيني المقاوم بشكل عام كانت ايجابية ومرتفعة في جميع الجوانب من حيث الشعر والنثر والبيئة التعليمية غنية بأدب المقاومة. بالاضافة الى ذلك، أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية في اتجاهات المعلمين نحو الادب الفلسطيني المقاوم تعزى لمتغير الجنس و متغير التخصص.من ناحيه اخرى،كان هناك فروق ذات دلالة احصائية تعزى لمتغير التخصص اكثر اهتماما من درجة البكالوريوس وكان متغير الخبرة اكثر اهتماما من (٥-١٠) سنوات خبرة.