

Job Satisfaction of the Teachers of the First Three Grades in the Schools Under the Supervision of First Zarqa Directorate of Education from Their Perspective

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Abstract

The present study aimed to explore the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective. The sample consists from 177 teachers. This study was conducted during the academic year (2017/2018). Those teachers were selected through using the simple random sampling method. They were selected from the schools under the supervision of First Zarqa Directorate of Education in Jordan. A questionnaire was used for data collection. The validity and reliability of the questionnaire were measured. It was found that the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education is moderate. It was found that there isn't any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (gender, academic achievement and experience). It was found that there is a statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand. The researcher recommends improving the physical work environment of the teachers of the first three grades. That shall raise the job satisfaction level of those teachers.

Keywords: Job satisfaction, the first three grades, First Zarqa Directorate of Education

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Introduction

Education has been receiving much attention. In this regard, it should be noted that teachers have been playing a significant role. For instance, teachers play a significant role meeting the goals of the educational system. Due to the significant role of teachers, teachers' job satisfaction has been receiving much attention.

Teachers play a significant role in schools. For instance, they are responsible for raising up children and adolescents. They are responsible for teaching students through using several instructional methods and carrying out various instructional activities. They are responsible for tracking students' learning outcomes and development. They play a significant role in developing students in all areas. Due to the significance of the teachers' responsibilities, numerous educational studies were conducted about teachers (Melhem, 2000).

It should be noted that the first three grades are the most important primary grades. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2016) suggests that individuals must be provided with primary education of high quality. It suggests that providing people with primary education shall positively affect their lives in the future. It suggests that providing people with primary education shall significantly affect the development of societies. It suggests that individuals must learn in an ongoing manner. It suggests that education contributes to the achievement of sustainable development (UNESCO, 2016).

Enjoying a high job satisfaction level by teachers in general and the teachers of the first three grades in particular shall improve the quality of the provided education. It shall play a significant role in achieving the goals of the educational system. Locke (1976) suggests that job satisfaction is represented in a positive emotional state that is experienced due to achieving great professional achievements. Al-Zoubi (2011) suggests that job satisfaction significantly affects the teachers' performance and motivation. Job satisfaction is represented in experiencing a positive emotional state and having positive attitudes towards the job, work duties and work conditions (Al-Zou'bi, 2011).

Enjoying a high job satisfaction level by a teacher indicates that the teacher likes his/her job. The teachers' job satisfaction level affects several variables. For instance, it affects the teacher's performance and the quality of the education he/she provides. It affects the teacher's desire to acquire new skills and help his/her colleagues. It affects the teacher's desire to develop personal skills. It is affected by several variables. For instance, it is affected by the extent of showing appreciation to the teacher (Jones, 1996).

Digumarti and Demera (2003) suggest that teachers must enjoy a job satisfaction level. That is because job satisfaction shall affect the teachers' performance level and students' learning outcomes. Job satisfaction is a complex term that has several dimensions. According to Dawise & Lofquist (1984), having a high Job satisfaction level by teachers shall enable them to meet the intended education goals and national goals. The latter researchers

suggest that teachers' job satisfaction is affected by the degree to which the teachers' needs are met and how convenient the work environment is.

Statement of the Problem and the Study's Questions:

The job satisfaction level of the teachers of the first three grades has a significant impact on the performance level of those teachers. The researcher of the present study noticed that many teachers -in the school she works at- have been complaining much and showing poor performance. In the light of the aforementioned information, she aimed to explore the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective. The problem of the present study is represented in the following questions:

Q.1. What is the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective?

Q.2. Is there any statistically significant difference - at the statistical significance level of ($\alpha \geq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (gender, academic achievement and experience)?

Q.3. Is there any statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand?

The Study's Significance:

The present study is significant due to the following reasons:

1)-The present study provides officials in the Jordanian Ministry of Education with several recommendations. Such recommendations contribute to raising the job satisfaction level of the teachers of the first three grades.

2)-The present study provides researchers with knowledge about the results and recommendations of the latest studies. It encourages researchers to conduct similar studies.

The Study's Limits:

-Spatial limits: This study was conducted in the schools under the supervision of First Zarqa Directorate of Education in Zarqa, Jordan.

Temporal limits: This study was conducted during the second semester of the academic year (2017/2018).

Thematic limits: This study sheds a light on the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education.

The Study's Limitations

The results of this study can't be generalized. That is because the results are limited to the study's instrument and its validity and reliability.

Definition of Terms

The researcher of the present study presented below the operational definitions of the study's terms:

-Job satisfaction: In this study, this definition refers to an emotional state experienced by the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education. This state involves experiencing relief, security and safety. It is experienced due to having convenient work environment. Having such an environment facilitates the process of doing tasks by teachers. In this study, job satisfaction is measured through using the study's questionnaire.

-The teachers of the first three grades: In this study, this term refers to the first, second, and third grade teachers who were recruited by the Jordanian Ministry of Education. Those teachers hold academic qualifications. They are responsible for teaching students whose ages are within the range of (6-8) years and providing them with knowledge and skills.

Previous Studies

The researcher of the present study reviewed several studies. These studies are presented below based on the year of publication.

Buqai'i (2016) aimed to explore the teachers' self-efficacy level in the schools that are affiliated with the United Nations Relief and Works Agency for Palestine Refugee (UNRWA) in Jordan. He aimed to explore whether there is any significant difference between the teachers' self-efficacy levels which can be attributed to (gender, experience, academic qualification, major, and the grade being taught). The sample consists from 440 female and male teachers. Those teachers were selected through using the simple random sampling methods. A self-efficacy scale was developed for data collection. This scale sheds a light on self-efficacy in four areas; instructional strategies, classroom management, relationship with parents and students, and scientific research & development of thinking capabilities. It was found that the teachers' self-efficacy level in the aforementioned schools is high. It

was found that there is a statistically significant difference between the respondents' self-efficacy levels which can be attributed to gender for the favor of females. It was found that there is a statistically significant difference between the respondents' self-efficacy levels which can be attributed to academic qualification. The latter difference is for the favor of the ones holding BA degree. It was found that there isn't any statistically significant difference between the respondents' self-efficacy levels which can be attributed to experience, major or the grade being taught.

Al-Thubaiti and Al-Anzi (2014) aimed to explore the Factors affecting the job satisfaction of teachers at Qurayyat, Saudi Arabia from their perspective. They aimed to explore the impact of academic qualification, experience and the educational stage being taught on teachers' job satisfaction. The sample consists from 307 teachers. Those teachers were selected through using the random stratified sampling method. A questionnaire was used. It was found that there is a significant difference the teachers' job satisfaction levels which can be attributed to the academic qualification. The latter difference is for the favor of the ones holding postgraduate degrees. It was found that there is a significant difference the teachers' job satisfaction levels which can be attributed to experience. The latter difference is for the favor of the ones who hold more than 10 years. It was found that there isn't any significant difference the teachers' job satisfaction levels which can be attributed to the educational stage being taught.

Al-Qudah (2013) aimed to explore the sources of the principals' authority. He aimed to explore the relationship between the principals' authority and the teachers' performance in public schools in Ajloun, Jordan. The sample consists from 182 female and male teachers, and 54 female and male principals. The random sampling method was used. Two scales were used. The first scale collects data about the sources of the principals' authority. The second scale collects data about the teachers' performance. It was found that the teachers' performance is high. It was found that there is a statistically significant positive correlation between the principals' authority and the teachers' performance in public schools in Ajloun, Jordan.

Thnaibat and Al-Khawaldeh (2012) aimed to explore the performance level of physical education (PE) teachers in Karak, Jordan. The sample consists from 100 female and male teachers. A questionnaire was used for collecting data. It was found that the performance level of physical education (PE) teachers in Karak is high. However, the latter result doesn't apply to the teachers who have more than 20 years of experience. It doesn't apply to the social responsibility area. It was found that there isn't any significant difference between the male and female teachers in terms of performance in Karak, Jordan.

Klassen & Chiu (2010) aimed to explore the factors that affect job satisfaction and teachers' self-efficacy. The sample consists from 1430 teachers who work in the United States of America (USA). A questionnaire was used for data collection. It was found that experience doesn't affect the teachers' self-efficacy levels. Regarding the female teachers who have much work stress, they show low self-efficacy levels and poor classroom management skills. They show low self-satisfaction level. They show low performance level. Regarding the primary teachers and kindergarten teachers, they show high self-efficacy, job satisfaction and performance levels. It was found that principals play a significant role in raising teachers' job satisfaction level. For instance, the more attention provided by principals for teachers, the higher the teachers' job satisfaction level shall be.

Zembylas and Papanastasiou (2004) aimed to explore the job satisfaction level of teachers in Cyprus. The population consists from all the teachers who work in Cyprus. A sample was selected. It consists from 461 teachers. A questionnaire was developed by the latter researchers. It was found that teachers in Cyprus are concerned in financial aspects (e.g. salary), work hours and holidays. It was found that these factors affect the teachers' job satisfaction level.

Joseph (2004) aimed to explore the relationship between the teachers' work conditions from one hand and the job satisfaction and performance from another hand. The sample consists from 120 female and male teachers. Those teachers were selected from the private schools located in Kerala, India. The Minnesota scale was used to measure the teachers' performance and job satisfaction levels. It was found that the teachers' performance and job satisfaction levels are high. It was found that there is a positive significant relationship between the teachers' work conditions from one hand and the job satisfaction and performance from another hand.

Comments on the aforementioned studies:

Some of the aforementioned studies aimed to explore the job satisfaction level. Some of the aforementioned studies aimed to explore the relationship between the job satisfaction level and demographic variables (e.g. gender, academic qualification, and experience). As for the present study, it aimed to explore the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective.

The aforementioned studies shed a light on several population. Some of the aforementioned studies target populations in Arab countries. Some of the aforementioned studies target populations in foreign countries. The aforementioned studies shed a light on teachers of various majors and education stages. As for the present study, it targets the teachers of the first three grades which belong to the primary stage.

Similar to the aforementioned studies, the researcher of the present study used a questionnaire to collect data. That is because the questionnaires are easy to use. Reviewing the aforementioned studies enabled the researcher to choose a suitable approach, draft the study's problem, objectives and identify the statistical methods. It enabled the researcher to develop the study's instrument. As far as the researcher know, this is the first study that sheds a light on the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective.

Methods and Procedures

This part provides a description for the study's population, sample, instrument and statistical methods.

Population and sample

The population of the present study is represented in the teachers of the first three grades who work in the public primary schools that are under the supervision of First Zarqa Directorate of Education during the academic year (2017/2018). It consists from 689 female and male teachers. Based on the statistics issued by the planning department at First Zarqa Directorate of Education, the population consists from 117 female and male teachers. Those teachers represent 25.7% of the study's population. Table (1) presents the distribution of the sample in accordance with (gender, academic qualification and experience)

Table (1): The distribution of the sample in accordance with (gender, academic qualification and experience)

Variable	Category	Frequency	Percentage
Gender	Male	85	43.9
	Female	92	56.1
	Total	177	100.0%
Academic qualification	BA degree	131	62.6
	Higher diploma degree	15	13.3
	MA degree	31	24.1
	Total	177	100.0%
Experience	Less than 5 years	83	58.1
	5-10 years	51	25.7
	More than 10 years	43	16.2
	Total	177	100.0%

The Study's Instrument:

The researcher of the present study developed the study's questionnaire. This questionnaire aims at collecting data about the job satisfaction level of the teachers of the first three grades in the schools that are under the supervision of First Zarqa Directorate of Education. It aims at collecting demographic data about the sample (i.e. gender, academic qualification and experience). It consists from 32 statements.

Validity of the Instrument

In order to measure the face validity of the questionnaire, the initial version of the questionnaire was passed to a panel of experts. Those experts were asked to assess the initial version of the questionnaire in terms of relevancy, clarity and language. They were asked to make the necessary changes. The researcher of the present study decided to keep the items that were approved by 85% of the experts. In the light of the experts' comments, changes were made. The final version of the questionnaire consists from 30 items. Table (2) presents the number of the items of the questionnaire in accordance with the area.

Table (2): The number of the items of the questionnaire in accordance with the area.

Area	Number of items
Teachers' relationships with colleagues and the members of the society	9
Teachers' relationships with the administration	7
Work environment	7
Moral and financial incentives	7
Total	30

Reliability of the Instrument:

Cronbach alpha coefficient values were calculated to measure the reliability of the questionnaire. The overall Cronbach alpha coefficient value is 0.83. It is a high value. It indicates that the questionnaire offers reliable results.

Procedures of the Study:

To meet the study's goals, the researcher obtained the required approvals. Then, the researcher distributed the

questionnaire forms to the sampled teachers. Then, the forms were retrieved and analyzed the data statistically through using the SPSS program. Then, the researcher reached results.

Statistical analysis

The researcher used several statistical analysis methods. For instance, she calculated frequencies, means, standard deviations and percentages. She conducted the three way analysis of variance to explore whether the difference are statistically significant or not.

Results:

This part presents the study's results:

Results related to the first question

Q.1. What is the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective?

To answer this question, means and standard deviations are calculated for each area. Those values are presented in table (3) below

Table (3): The means and standard deviations of the areas

Rank	Area	Number of items	Mean	Std.	Level
1	Teachers' relationships with colleagues and the members of the society	9	3.83	0.73	High
2	Teachers' relationships with the administration	7	3.70	0.81	High
3	Work environment	7	3.45	0.75	Moderate
4	Moral and financial incentives	7	3.11	1.03	Moderate
	Total	30	3.52	0.64	Moderate

Based on table (3), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education is moderate from their perspective. That was concluded because the overall mean is 3.52. The overall standard deviation is 0.64. The means of the areas are either moderate or high. The mean of the (teachers' relationships with colleagues and the members of the society) is high and ranked first. The mean of the (teachers' relationships with the administration) is high and ranked second. The mean of the (work environment) is moderate and ranked third. The mean of the (moral and financial incentives) is moderate and ranked fourth.

The results are presented below in a details:

1)-The work environment

Means and standard deviations are calculated to identify the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (work environment) area.

Table (4) presents those values

Table (4): Means and standard deviations of the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (work environment) area

Rank	Statement	Mean	Std.	Level
1	I feel satisfied with my job, though there is a high overload	3.69	1.02	High
2	The school climate encourages me to innovate and excel	3.67	1.15	High
3	My tasks are consistent with the nature of my job	3.60	0.95	Moderate
4	The work procedures are clear at the school	3.39	1.01	Moderate
5	The school climate is positive	3.34	0.97	Moderate
6	The resources I need for doing my tasks are available at the school	3.31	1.09	Moderate
7	The physical work environment at the school (i.e. lights, temperature, ventilation and heating) is convenient	3.15	1.09	Moderate
	Total	3.45	0.75	Moderate

Based on table (4), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (work environment) area is moderate. That is because the overall mean is 3.45. The overall standard deviation is 0.75. The means of the items in this regard are either moderate or high. The mean of statement (3) is high and ranked first. The latter statement states the following: (I feel satisfied with my job, though there is a high overload). The mean of statement (7) is moderate and ranked last. The latter statement states the following: "The physical work environment at the school (i.e. lights, temperature, ventilation and heating) is convenient".

2)-Relationship between teachers and administration

Means and standard deviations are calculated to identify the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (relationship with the

administration) area. Table (5) presents those values.

Table (5): Means and standard deviations of the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (relationship with the administration) area

Rank	Statement	Mean	Std.	Level
1	The principal assesses my performance based on objective scientific standards	3.84	1.03	High
2	The principal treats me in a respectful manner	3.83	0.95	High
3	The principal cooperates with me to solve the problems that I face	3.81	1.03	High
4	The principal cooperates with me in order to meet the intended educational goals	3.72	1.07	High
5	The principal takes my (personal circumstances) into consideration when developing my class schedule	3.71	1.08	High
6	The principal respects my suggestions	3.71	1.02	High
7	The principal appreciates the efforts that I exert at work	3.70	1.07	High
	Overall	3.70	0.81	High

Based on table (5), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (relationship with the administration) area is high. That is because the overall mean is 3.70. The overall standard deviation is 0.72. The means of all statements in this regard are high. The mean of statement No. 7 is high and ranked first. The latter statement states the following: (The principal assesses my performance based on objective scientific standards). The mean of statement No. 2 is high and ranked last. The latter statement states the following: “ The principal appreciates the efforts that I exert at work”

3)- Relationships with colleagues and society members

Means and standard deviations are calculated to identify the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (Relationships with colleagues and society members) area. Table (5) presents those values.

Table (6): Means and standard deviations of the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (Relationships with colleagues and society members) area

Rank	Statement	Mean	Std.	Level
1	I have strong social bonds with teachers at the school	3.95	1.02	High
2	I show compliance with the ethics of this profession when dealing with my colleagues	3.93	0.98	High
4	I show respect for the work-related comments that are made by my colleagues	3.90	0.93	High
3	The school climate is a family climate	3.87	1	High
5	I collaborate with my colleagues in order to improve their performance at the school	3.85	0.97	High
6	I communicate with my colleagues out of school hours	3.78	1.08	High
7	The parents of students value my profession	3.77	1.39	High
8	The parents of students collaborate with me to do some school activities	3.75	1.19	High
9	I have strong social relationships with the parents of the students out of school hours	3.68	0.89	High
	Overall	3.83	0.73	High

Based on table (6), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (Relationships with colleagues and society members) area is high. That is because the overall mean is 3.83. The overall standard deviation is 0.73. The means of all statements in this regard are high. The mean of statement No. 1 is high and ranked first. The latter statement states the following: “ I have strong social bonds with teachers at the school”. The mean of statement No. 9 is high and ranked last. The latter statement states the following: “ I have strong social relationships with the parents of the students out of school hours”.

4)-Moral and financial incentives

Means and standard deviations are calculated to identify the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (moral and financial incentives) area. Table (5) presents those values.

Table (7): Means and standard deviations of the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (moral and financial incentives) area

Rank	Statement	Mean	Std.	Level
1	I receive moral incentives at work (e.g. certificate of appreciation and a thank you letter)	3.27	1.13	Moderate
2	My salary is consistent with the effort I exert at work	3.21	1.34	Moderate
3	The school provides teachers with professional development opportunities	3.18	1.12	Moderate
4	The promotion criteria adopted by the school are objective	3.14	1.2	Moderate
5	The annual moral incentives I get are satisfying	3.10	1.31	Moderate
6	My salary is consistent with the overall economic status of the status	2.98	1.26	Moderate
7	My salary enables me to enjoy a reasonable social welfare level	2.90	1.10	Moderate
	Overall	3.11	1.03	Moderate

Based on table (7), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (moral and financial incentives) area is high. That is because the overall mean is 3.11. The overall standard deviation is 1.03. The means of all statements in this regard are moderate. The mean of statement No. 5 is moderate and ranked first. The latter statement states the following: ‘I receive moral incentives at work (e.g. certificate of appreciation and a thank you letter)’. The mean of statement No. 2 is moderate and ranked last. The latter statement states the following: ‘My salary enables me to enjoy a reasonable social welfare level’.

Results related to the second question

Q.2. Is there any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents’ job satisfaction levels which can be attributed to (gender, academic achievement and experience)? Means and standard deviations are calculated to identify the respondents’ attitudes in accordance with their ((gender, academic achievement and experience). Table (8) below presents those values.

Table (8): The respondents’ attitudes in accordance with their ((gender, academic achievement and experience)

Variable	Category	Frequency	Mean	Std.
Gender	Male	85	3.52	0.72
	Female	92	3.65	0.44
Academic qualification	BA degree	131	3.52	0.65
	Higher diploma degree	15	3.59	0.65
	MA degree	31	3.65	0.63
Experience	Less than 5 years	83	3.61	0.51
	5-10 years	51	3.50	0.71
	More than 10 years	43	3.61	0.64

Three way analysis of variance was conducted to explore whether there is any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents’ job satisfaction levels which can be attributed to (gender, academic achievement and experience). Table (9) presents those values.

Table (9): The results of the three way analysis of variance for exploring whether there is any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents’ job satisfaction levels which can be attributed to (gender, academic achievement and experience).

Source of variance	Sum of squares	df.	Mean square	F value	Sig.
Gender	0.5	1	0.50	1.26	0.26
Academic qualification	0.45	2	0.22	0.56	0.58
Experience	0.35	2	0.18	0.44	0.64
Gender+ Academic qualification	0.31	2	0.15	0.38	0.68
Gender+ Experience	1	2	0.50	1.25	0.29
Academic qualification+ Experience	1.14	4	0.28	0.71	0.59
Academic qualification+ Experience+ gender	2.07	4	0.52	1.29	0.27
Error	84.49	211	0.40		
Overall	94.1	228			

Based on table (9), it was found that there isn’t any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents’ job satisfaction levels which can be attributed to (gender, academic achievement and experience).

Results related to the third question

Q.3. Is there any statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand?

To answer this question, the Pearson correlation coefficient values were calculated. Table (10) presents those values

Table (10): Pearson correlation coefficient values for identifying whether there is any statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand.

Area	Correlation coefficient value		
	Pearson correlation coefficient value	Sig.	Sample size
Teachers' relationships with colleagues and the members of the society	** .871	.000	177
Teachers' relationships with the administration	** .868	.000	177
Work environment	** .871	.000	177
Moral and financial incentives	** .885	.000	177
Overall	1		177

** : This sign means that the value is statistically significant at the statistical significance level of 0.01

Based on table (10), it was found that there is a positive statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand. For instance, the correlation coefficient value between satisfaction from one hand and moral and financial incentives from another hand is 0.885. The latter value is ranked first. The correlation coefficient value between satisfaction from one hand and relationship with the administration is 0.868. The latter value is ranked last.

Discussion:

Discussion related to the first question

Q.1. What is the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education from their perspective?

Based on table (3), it was found that the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education is high from their perspective. The means of the statements are either high or moderate. The mean of the (relationship with colleagues and the members of the society) is high and ranked first. The mean of the (relationship with the administration) is high and ranked second. The mean of the (work environment) is moderate and ranked third. The mean of the (moral and financial incentives) is moderate and ranked fourth.

Enjoying a high job satisfaction by teachers is attributed to meet their needs, aspirations and interests. It's attributed to the provision of teachers with benefits and incentives. Providing teachers with benefits and incentive shall increase the organizational loyalty of teachers. The latter result is consistent with the result concluded by Joseph (2004). The latter researcher found that the teachers' job satisfaction level is high.

1)-Discussion related to the work environment

Based on table (4), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (work environment) area is moderate. That may be attributed to the fact that their jobs are exhausting. It may be attributed to having insufficient resources and the targeted schools. It may be attributed to providing those schools with insufficient funds. It may be attributed to having crowded classrooms at the targeted schools. These poor work conditions shall hinder the school managements from providing teachers with convenient work environment.

The means of statements in this regard are either high or moderate. The mean of statement (3) is high and ranked first. The latter statement states the following: (I feel satisfied with my job, though there is a high overload). The latter result may be attributed to the fact that teachers feel proud of practicing the teaching profession. It may be attributed to the fact that teachers enjoy a high self-satisfaction due to practicing the teaching profession. Teachers feel so because the teaching profession is a great profession in society. They feel so because they make a good impression when introducing themselves as teachers.

The mean of statement (7) is moderate and ranked last. The latter statement states the following: "The physical work environment at the school (i.e. lights, temperature, ventilation and heating) is convenient". The latter result may be attributed to the fact that the buildings of the targeted schools are not convenient for doing the required tasks. For instance, the maintenance services provided for the school facilities aren't sufficient. The structure of the building structures of the targeted schools aren't as required. The locations of the targeted schools

aren't as required. The result in this regard is consistent with the result concluded by Joseph (2004). The latter researcher found that there is a positive significant correlation between job satisfaction and work conditions

2)-Discussion related to the teachers' relationships with the administration

Based on table (5), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (relationship with the administration) area is high. The latter result may be attributed to the fact that principals treat teachers in a respectful manner. It may be attributed to the fact that the relationship between teachers and principals are based on trust and respect. It may be attributed to the fact that the principals cooperate with teachers in order to cooperate the intended educational goals and providing students with the required knowledge.

The means of all statements in this regard are high. The mean of statement No. 7 is high and ranked first. The latter statement states the following: (The principal assesses my performance based on objective scientific standards). The latter result may be attributed to having many developments in the field of educational assessment. It may be attributed to the fact that principals have been provided with many training courses about assessment. Such courses provided principals with knowledge about the latest objective scientific standards that are used for assessing teachers. Such standards include using performance records and objective reports.

The mean of statement No. 2 is high and ranked last. The latter statement states the following: "The principal appreciates the efforts that I exert at work". The latter result may be attributed to the nature of the relationship between teachers and principals. It may be attributed to showing trust in the teachers' potential and appreciation for the teachers' effort. It may be attributed to the engagement of teachers in the processes of setting goals and making decisions. It may be attributed to the attention given to the teachers' opinions. The result in this regard is consistent with the result concluded by Klassen & Chiu (2010). The latter researchers found that principals have a major impact on teachers' performance. They add that the more attention provided by principals for teachers, the higher the teachers' job satisfaction level shall be.

3)- Dissuasion related to the teachers' relationships with colleagues and society members

Based on table (6), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (Relationships with colleagues and society members) area is high. The latter result indicates that the teachers' relationships with colleagues and society members are friendly relationships. It indicates that teachers have common goals and seek meeting the students' interests. Having such friendly relationships shall promote mutual trust and peace of mind among the school staff. The means of all statements in this regard are high.

The mean of statement No. 1 is high and ranked first. The latter statement states the following: "I have strong social bonds with teachers at the school". The latter result may be attributed to the fact that teachers provide each other with support and assistance when experiencing crises or personal problems. It may be attributed to the fact that teachers take their colleagues' emotions into consideration when dealing with them. It may be attributed to the fact that teachers attend the events and celebrations held by their colleagues.

The mean of statement No. 9 is high and ranked last. The latter statement states the following: "I have strong social relationships with the parents of the students out of school hours". The latter result may be attributed to the fact that many parents seek showing appreciation to teachers out of school hours. It may be attributed to the fact that teachers are keen on communicating with parents and engaging them in the teaching-learning process.

4)-Discussion related to moral and financial incentives:

Based on table (7), the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education in the (moral and financial incentives) area is high. The latter result indicates that the teachers' salaries are inconsistent with the efforts exerted by teachers and difficulties they face. It indicates that teachers believe that they are treated unfairly in terms of wage, especially when comparing themselves with other professionals. The means of all statements in this regard are moderate. The mean of statement No. 5 is moderate and ranked first. The latter statement states the following: "I receive moral incentives at work (e.g. certificate of appreciation and a thank you letter)". The latter result indicates that teachers aren't provided with adequate moral incentives. Such incentives significantly affect the teachers' job satisfaction, success and performance.

The mean of statement No. 2 is moderate and ranked last. The latter statement states the following: "My salary enables me to enjoy a reasonable social welfare level". The latter result indicates that the salaries of the teachers of the first three grades are low and don't enable teachers to meet their needs. That shall negatively affect the job satisfaction level. The result in this regard is inconsistent with the result concluded by Zembylas and Papanastasiou (2004). The latter researchers found that moral incentives significantly affect job satisfaction.

Discussion related to the second question

Q.2. Is there any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (gender, academic achievement and experience)?

Based on table (9), it was found that there isn't any statistically significant difference - at the statistical significance

level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (gender). The latter result is attributed to the fact that male and female teachers are in need for enjoying a high job satisfaction level. It is consistent with the result concluded by Thnaibat and Al-Khawaldeh (2012).

Based on table (9), it was found that there isn't any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (academic qualification). That is attributed to the fact that teachers of all academic qualification levels are in need for enjoying a high job satisfaction level. It is inconsistent with the result concluded by Al-Thubaiti and Al-Anzi (2014). The latter researchers found that there is a significant difference the teachers' job satisfaction levels which can be attributed to the academic qualification for the favor of the ones holding postgraduate degrees.

Based on table (9), it was found that there isn't any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (experience). The latter result is attributed to the fact that teachers of various experiences are in need for enjoying a high job satisfaction level. It is consistent with the result concluded by Buqai'i (2016). It is inconsistent the result concluded by Al-Thubaiti and Al-Anzi (2014). The latter researchers found that there is a significant difference the teachers' job satisfaction levels which can be attributed to the experience for the favor of the ones who hold more than 10 years.

Discussion related to the third question

Q.3. Is there any statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand?

Based on table (10), it was found that there is a positive statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand. The latter result indicates that moral and financial incentives significantly affect teachers' job satisfaction and enable teachers to enjoy a peace of mind. It indicates that having a convenient work environment that is supportive shall increase the teachers' job satisfaction. It indicates that the stronger the teachers' relationships with the administration, colleagues and society members, the higher the job satisfaction shall be. It is consistent with the result concluded by Klassen & Chiu (2010).

Conclusion

It was found that the job satisfaction level of the teachers of the first three grades in the schools under the supervision of First Zarqa Directorate of Education is moderate. It was found that there isn't any statistically significant difference - at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' job satisfaction levels which can be attributed to (gender, academic achievement and experience). It was found that there is a statistically significant correlation between job satisfaction from one hand and (work environment, teachers' relationships with the administration, moral and financial incentives & teachers' relationships with colleagues and society members) from another hand.

Recommendations

In the light of the aforementioned results, the researcher recommends the following:

- 1) Increasing the salaries and incentives of the teachers of the first three grades. That is because those teachers must be provided with salaries that are consistent with the amount of effort they exert. That should be done because teachers have to meet numerous requirements for practicing this profession.
- 2) Developing the skills and capabilities of the teachers of the first three grades. That should be done through providing those teachers with training courses about educational issues.
- 3) Improving the physical work environment of the teachers of the first three grades. That shall raise the job satisfaction level of those teachers.
- 4) Conducting more studies about job satisfaction of teachers of various majors.

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