

# The Level of Family Climate and Its Relationship to Vocational Motivation Among a Sample of Female Teachers

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## ABSTRACT

The current study aimed to identify the level of family climate and its relationship to Vocational motivation among a sample of female teachers in the Kasbah schools in Karak Governorate / Jordan. The sample of the study consisted of (150) female teachers, and their ages ranged from (20-50) years. The family climate scale and the Vocational motivation scale were used, and the results of the study found an average level of family climate and Vocational motivation for female teachers, and a positive relationship between family climate and professional motivation. Based on the results of the study, some recommendations were made, including: Paying attention to the forms of family climate and Vocational motivation among female teachers, and developing them through counseling programs.

**KEYWORDS:** FAMILY CLIMATE, VOCATIONAL MOTIVATION, SCHOOL TEACHERS IN KARAK GOVERNORATE

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## INTRODUCTION

The family is the main pillar through which the individual can form personal relationships with others and form the basic concepts of family members, where the mother assumes the major role in the family in caring, educating and educating the children, supervising the house in general, taking care of the husband and providing the children with experiences, knowledge and life skills, and educating the children is one of During a healthy family climate, the individual can form his personality, self-confidence, and be able to face the difficulties he is exposed to. But if the mother is a teacher, a great effort falls on her in reconciling her work with her family, as well as on professional motivation at work.

Where the family climate plays an important role in developing the capabilities of the teacher mother, as the appropriate climate achieves the most important psychological and social demands. It leads to success and excellence (Al-Azzam, 2010).

Dive (2015) defines it as: a set of environmental, psychological and emotional variables provided by the family inside the home in order to create the appropriate conditions for the emotional and social growth of the children, and for the family in general, and the positive interactions it presents to them that provide the opportunity for normal growth in all aspects of life.

The family climate is of great importance because it comes at the forefront of the factors of the social and family environment in which the individual grows and in which the first features of the individual's personality and spiritual and religious behavior are formed. Because it remains and continues with the individual at all stages of his life and its impact extends throughout his life (Gabriel, Al-Najiri and Darwish, 2020).

Family relationships indicate the nature of the family climate, which is represented by the prevailing atmosphere in the family as a whole. The presence of tension and conflict, all of which affects the psychological, behavioral and social development of all family members (Hafez, 2015).

Professional motivation is one of the main influences that have an important role in the behavior of individuals, and through motivation it is possible to develop their desire to perform. Therefore, it can be said that the ability of institutions to achieve their goals, activities, and objectives depends to a large extent on their success in providing an adequate amount of motivation. The professionalism of individuals, and the development of an effective incentive system that is directed to arouse motivation, which in turn motivates workers to produce and work, and achieves them satisfaction with it; Which leads to raising morale and increasing performance and production rates (Fadl, 2015).

Motivation is defined as internal and subjective drives or invisible internal forces that the individual feels, and pushes him to work to satisfy a specific need that he feels and feels, while professional motivation is defined as those complex forces, tendencies, needs, trends, states of tension, and mechanisms that move and maintain Work-related behaviors towards achieving personal goals (Ayasra, 2006).

Guzel (2011) sees that motivation is one of the psychological variables that clearly and significantly affect professional competence, and theoretically aims to reveal the factors that compel individuals to act and behave in a certain way within an environment in which the individual finds himself, and it mainly targets goals and objectives. that make an individual a productive and efficient person.

## THE STUDY PROBLEM

The active presence of the parents is an important source in the upbringing of the child, sound socialization, the formation of his personality, achieving his security and stability, avoiding feelings of anxiety and despair, and the existence of a healthy family climate. The parents or one of them was in the educational field, so the abnormal family climate may affect the motivation of individuals to complete their work, and creativity in their field.

As the researcher works in the field of education as a school principal within the Kasbah schools in Karak governorate, and because of the nature of her work, she interviewed more than (30) teachers in more than one of the Kasbah schools, and orally she asked them a question about the problems they face, in a manner that is close to the concept of The family climate and professional motivation, where the answer from some of the teachers was: that the family climate helps them in professional motivation, while others answered: it does not contribute to professional motivation, and from here the researcher found the need to study these important problems in this category.

The problem of the current study lies in answering the following main question: What is the level of family climate and its relationship to professional motivation among a sample of female teachers in Karak kasbah schools? Accordingly, the study problem was determined in answering the following questions:

## STUDY QUESTIONS:

The problem of the current study is determined by answering the following questions:

- 1- What is the level of family climate for a sample of female teachers in Karak kasbah schools?
- 2-What is the level of professional motivation for a sample of female teachers in Karak kasbah schools?
- 3- Is there a statistically significant relationship between family climate and professional motivation for a sample of female teachers in Karak kasbah schools?

## OBJECTIVES OF THE STUDY:

This study aimed to achieve the following objectives:

- 1- Detection of the level of family climate for a sample of female teachers in Karak kasbah schools.
- 2- Detecting the level of professional motivation among a sample of female teachers in the Karak kasbah schools.
- 3- Detection of a statistically significant relationship between family climate and professional motivation among a sample of female teachers in Karak kasbah schools.

## THE IMPORTANCE OF STUDYING:

The importance of the study emerges from two aspects:

**THEORETICAL IMPORTANCE:** The theoretical importance in the current study is determined by the importance of the variables that were addressed in the study. With good mental health, and thus enhances the professional motivation of parents and achieves psychological adjustment, the theoretical importance also stems from the importance of the target group, which is the category of teachers, a group that has its own needs, trends, characteristics, and challenges.

**APPLIED IMPORTANCE:** The practical importance of this study is determined by taking advantage of the data and results provided by the study from research and other studies, and thus will give those in charge of the educational process a clear vision about the level of family climate and professional motivation to build preventive and treatment plans to achieve good mental health.

## THE LIMITS OF THE STUDY:

**OBJECTIVE LIMITS:** the level of family climate and professional motivation.

**HUMAN LIMITS:** parameters.

**SPATIAL LIMITS:** Kasbah schools, Karak Governorate.

**TIME LIMITS:** (2021/ 2022).

Conceptual and procedural definitions:

**Family Climate:** Defined by Ramnath and Singh (Ramnath &Singh, 2017) as: a set of perceptions and attitudes that family members hold about the nature of relationships among them, and about the physical, social and emotional behaviors and behaviors that occur within the family. And defines the family climate procedurally: the degree that the examinee obtains on the items of the scale prepared for the purposes of the current study.

**Professional Motivation:** Vocational Motivation, defined by Day & Allen (2004), as: the ability to adapt to changing circumstances, professional foresight represented in realism, setting clear and achievable goals, individual awareness of his strengths and weaknesses, and professional identity represented in the ability to The individual has to identify himself through work and integrate into it and the need for advancement and knowledge. Professional motivation is defined procedurally: it is the degree obtained by the examinee on the items of the scale prepared for the purposes of the current study.

Female teachers in the kasbah schools of the Karak governorate: they are the female teachers working within the kasbah of the Karak governorate from all disciplines, and their ages ranged from (20-50) years, the study sample members.

#### **PREVIOUS STUDIES:**

The following is a presentation of some of the previous studies that examined the family climate and professional motivation, which are related to the subject of the current study.

#### **STUDIES RELATED TO FAMILY CLIMATE:**

Ilgan, Helvacı&Yapar (2013) conducted a study aimed at identifying the prevailing family climate among a sample of high school students in Turkey. The study sample consisted of (747) male and female students, and the researcher developed a scale of family climate, and the results of the study showed that the family climate The prevailing atmosphere among students' families is the positive atmosphere, and students' perceptions about the family climate do not differ according to the students' gender and school grade.

Qamar (2017) conducted a study aimed at identifying the family climate and its relationship to mental health and guilt among Danfla students, and the study sample consisted of (108) students. Students, and a low level of guilt they have, the results revealed a positive statistically significant relationship between family climate and mental health.

Sharma (2017) conducted a study aimed at identifying the impact of the family climate on the level of self-efficacy in making professional decisions. The study sample consisted of (800) male and female high school students. The researcher used the family climate scale, the self-efficacy scale, and the decision-making scale. The results of the study showed a high level of self-efficacy in making professional decisions, and a positive, statistically significant correlation between the positive family climate and self-efficacy in making professional decisions.

Khoja (2019) conducted a study aimed at identifying the relationship between the degrees of psychological immunity and the degrees of family climate among a sample of adolescent female students in Jeddah, and the study sample consisted of (302) female students. The results showed that there was a direct correlation between psychological immunity and family climate, and the results revealed that there were differences in both psychological immunity and family climate in the study sample according to the school stage, and the differences were in favor of middle school students, and there were no differences in psychological immunity and climate. Families are attributed to the marital status of the parents.

Al-Balhan (2020) conducted a study aimed at identifying the manifestations of aggressive behavior among new female teachers in the primary stage in the State of Kuwait, with monitoring and analysis of the relationship of this behavior with the characteristics of the family climate for these teachers. The study sample consisted of (200) new female teachers, graduates of the College of Education at Kuwait University, all of whom are Kuwaiti citizens, and their average age is (23.2) years. After the clarity of family roles, and after the religious life of the family, in favor of the group of single female teachers, there is an inverse (negative) correlation between aggressive behavior on the one hand and most dimensions of the family climate on the other hand, while there is no relationship between aggressive behavior and family cooperation, and after the clarity of roles in the family it was a strong predictor of aggressive behavior.

#### **STUDIES THAT DEALT WITH PROFESSIONAL MOTIVATION:**

Rothland and König (2012) conducted a study aimed at identifying the level of professional motivation among a sample of male and female teachers in Germany. The study sample consisted of (1287) male and female teachers. The study used the professional motivation scale. The results of the study showed that the level of professional motivation among teachers and female teachers in Germany were high, and the results indicated that there is a correlation between the professional motivation of male and female teachers and some demographic variables such as income level and gender.

Feng (2012) conducted a study aimed at identifying the professional motivation of a sample of teachers in China. The study sample consisted of (326) male and female teachers in general education, (36) special education teachers who were randomly selected from a group of public and private schools. In China, the study used a measure of professional motivation, and the results of the study showed that the level of professional motivation among male and female teachers in the study sample in China was moderately high. Attributable to gender and in favor of parameters.

Al-Fadhli (2013) conducted a study aimed at determining the level of professional motivation among kindergarten teachers in the light of some variables, experience, marital status, participation in courses, and type of specialization in the State of Kuwait. The study sample consisted of (563) female teachers, and the professional motivation scale was developed from The results of the study showed that the level of professional motivation among kindergarten teachers in Kuwait was high, internal motivation ranked first, and extrinsic

motivation ranked last. The results of the study indicated that there were statistical differences attributed to the variable of experience and in favor of the experience category (more than 10 years), and the lack of There are statistical differences due to the variable of specialization in professional motivation.

Ahmadi (2017) conducted a study aimed at identifying the relationship of occupational stress with the professional motivation of teachers of intermediate education in the State of Algeria, and to achieve this, the descriptive correlative approach was followed. The study sample consisted of (30) teachers (12 males, 18 females), and the researcher used the two stress scales. Occupational stress and professional motivation, and the results of the study showed that there is a statistically significant relationship between occupational stress and professional motivation among teachers of intermediate education in Algeria, and the existence of a statistically significant relationship between professional pressures, ambition and perseverance among middle school teachers, and a statistically significant relationship between occupational pressures and relationships within And outside the work environment of teachers of intermediate education in the State of Algeria.

Ateş and Yılmaz (2018) conducted a study aimed at identifying the level of professional motivation among primary school teachers working in primary education institutions in Istanbul, Turkey. The study used the descriptive survey method. The study sample consisted of (371) teachers and school directors. The government primary affiliated to the Ministry of National Education in the Kucuk district of Istanbul, the professional motivation scale was used, and the results of the study indicated that the average grades obtained by primary school teachers from the professional motivation scale was low.

Abdel Halim (2020) conducted a study aimed at identifying the level of job satisfaction and professional motivation for teachers, and testing the role of gender as an influential (modified) variable in the relationship between job satisfaction and professional motivation. The researcher used a measure of job satisfaction and professional motivation, and the results of the study showed that all dimensions of job satisfaction and the total degree of job satisfaction came within the degree of medium possession, and the total degree of professional motivation came within the degree of medium possession, and the results also indicated that the relationship between job satisfaction and motivation does not differ. Professional by gender.

#### **COMMENTING ON PREVIOUS STUDIES:**

By reviewing previous studies, it is noted the importance of the family climate and its relation to other variables, and how it affected the life of the individual, especially in professional motivation. The existence of these variables, especially as they dealt with the same target group, such as the study of Rothland&Konig (2012), Ahmadi study (2017), the study of Ateş and Yılmaz (2018), and the study of Abdel Halim (2020). Help researchers fill the void in previous studies, and the current study benefited from previous studies on the importance of professional motivation among teachers in schools, and benefit from the standards developed in this study.

#### **STUDY METHODOLOGY:**

The study follows the descriptive, correlative approach for its relevance to the study objectives as the appropriate method for studying phenomena and deducing the relationships between them to reach generalizable results.

#### **STUDY SAMPLE MEMBERS:**

The study sample was taken from the female teachers in the schools of the Kasbah of Karak Governorate, which numbered (150) teachers, and they were chosen by the simple random method, and their ages ranged from (20-50), that is, almost of all ages, and the scales were applied to them electronically.

#### **STUDY TOOL:**

##### **1- HOUSEHOLD CLIMATE SCALE**

To achieve the purposes of the study, the family climate scale was developed after referring to the theoretical literature and previous studies (Hassan, 2017; Hilal, 2021; Al-Azzam, 2010), to measure the level of the family climate among the female teachers. Family, expression, conflict, independence.

In order to verify the suitability of the scale for the purpose and environment of the study, the following psychometric properties of the scale were verified:

##### **FIRST: THE VALIDITY OF THE STUDY TOOL**

1- **APPARENT HONESTY (THE SINCERITY OF THE ARBITRATORS):**In order to ensure the validity of the scale and its relevance to the objectives of the study and the clarity of the paragraphs and their linguistic integrity, the scale was presented to the faculty members working in the faculties of education in Jordanian universities in the specializations of psychological counseling and psychology, and two arbitrators were approved to maintain or amend Paragraph (10) to keep it on the test. what they see fit. And based on their suggestions, linguistic amendments were made in (8) paragraphs, and (5) paragraphs were deleted, so that the number of paragraphs of the scale became (31) paragraphs, and it became in the final form:

**THE FIRST DIMENSION:** family cohesion: It is represented in paragraphs 1-8. This dimension refers to the existing relationships between family members and to affection, respect and mutual interest between spouses and children.

**THE SECOND DIMENSION:** Expression: It is represented by paragraphs (9-17). This dimension measures the emotional field and emotional satisfaction of parents and children, and the mutual trust between them.

**THE THIRD DIMENSION:** Conflict: It is represented by paragraphs (18-24) and this dimension indicates the extent of the family's relationship with each other in terms of anger, family conflicts, scientific equality, and convergence of ideas between the spouses, and this is on the basis of understanding and prudence between them.

**THE FOURTH DIMENSION:** Independence: It is represented in paragraphs (25-31) and refers to the extent of independence and cooperation of family members, taking the other opinion, and encouraging independence.

## 2- THE VALIDITY OF THE INTERNAL STRUCTURE:

The validity of the construction was ascertained by sending the scale electronically to a survey sample of (30) parameters, from the study individuals and outside the sample, and then calculating the correlation coefficients between each of the items with the total score, and the correlation of dimensions with the total score, and the correlations ranged between the item The total score ranged from (0.33-0.69), and all items were statistically significant at the significance level (0.05), and the correlation coefficients were indicative of the four dimensions of family cohesion, expression, conflict, and independence, with the total score, respectively (0.63, 0.63, 0.61, 0.59).

## STABILITY OF THE STUDY TOOL:

To ensure the stability of the household climate scale, two methods were used to calculate the stability, which are:

### 1- TEST RE-TEST

The scale was applied to an exploratory sample of (30) parameters from the study members and outside the sample, and they were asked to answer the items of the scale, then it was re-applied two weeks after the first application, and the Pearson correlation coefficient was calculated showing the degrees of the four sample members in the two applications of the scale, and on the dimensions. The reliability coefficient was reached by the recurrence method for the total degree (0.87), and for the four dimensions: family cohesion, expression, conflict, and independence, respectively (0.81, 0.82, 0.86, 0.88).

### 2- CRONBACH ALPHA METHOD

The stability of the internal consistency was calculated by means of the Cronbach alpha equation on the members of the pilot sample, and the stability coefficient by the method of internal consistency for the total degree was (0.87), and for the four dimensions: family cohesion, expression, conflict, and independence, 0.81, respectively (0.81) ., 0.86, 0.87).

Application, correction and interpretation of the academic compatibility scale according to the direction of the paragraphs:

The scale consisting of (31) items has been applied, and the degree on the scale items thus ranges between (31-155), where the scores are given in the case of a high rate of family climate as follows: always (5), often (4), sometimes (3), rarely (2), absolutely (1). The paragraphs were positive and negative.

The positive clauses are (1, 3, 5, 7, 9, 11, 12, 13, 14, 15, 18, 16, 20, 25, 27, 28, 29)

The negative clauses are (2, 4, 6, 8, 10, 17, 19, 21, 22, 23, 24, 26, 30, 31)

To explain the scale items, a range was used, in which the degree is divided according to the arithmetic mean of the item between (1-5) into three levels as follows: Range = largest value - smallest value / number of levels.  $5 - 1/3 = 1.33$

-The degree is between (1-2.33) a low level for the family climate.

-The degree is between (2.34-3.66) average level of family climate.

-The degree is between (3.67-5), a high level of family climate.

## 2- OCCUPATIONAL MOTIVATION SCALE

To achieve the purposes of the study, the professional motivation scale was developed after referring to the theoretical literature and previous studies (Al-Barrak, 2017; Al-Tarawneh, 2022; Al-Fadla, 2013), to measure the level of professional motivation among female teachers. Performance, satisfaction in helping female students, professional ambition, professional achievement.

In order to verify the suitability of the scale for the purpose and environment of the study, the following psychometric properties of the scale were verified:

### FIRST: THE VALIDITY OF THE STUDY TOOL

1- Apparent validity (the validity of the arbitrators):

In order to ensure the validity of the scale and its relevance to the objectives of the study and the clarity of the paragraphs and their linguistic integrity, the scale was presented to the faculty members working in the faculties of education in Jordanian universities in the specializations of psychological counseling and psychology, and two

arbitrators were approved to maintain or amend Paragraph (10) to keep it on the test. what they see fit. And based on their suggestions, linguistic modifications were made in (4) paragraphs, and (8) paragraphs were deleted, so that the number of paragraphs of the scale became (32) paragraphs, and it became in the final form:

**THE FIRST DIMENSION:** enjoyment of performance: it is represented by paragraphs (1-8). This dimension refers to measuring the employee's feeling of happiness and satisfaction with the services and professional efforts he provides in order to help the female students.

**THE SECOND DIMENSION:** Satisfaction in helping female students: It is represented in paragraphs (9-16), which is the employee's satisfaction with providing educational assistance and services without waiting for their thanks or appreciation.

**THE THIRD DIMENSION:** Professional ambition: It is represented by paragraphs (17-24) and refers to the future goals set by the teacher in order to provide educational services in a more effective manner that contributes to helping them to learn and teach, and to strive for advancement and professional development.

**THE FOURTH DIMENSION:** Professional achievement: It is represented by paragraphs from (25-32) and refers to the professional readiness to achieve the educational service by overcoming work difficulties, and completing the required work with all professionalism and proficiency without the occurrence of any problems.

#### **THE VALIDITY OF THE INTERNAL CONSTRUCTION:**

The validity of the construction was ascertained by sending the scale electronically to a survey sample of (30) parameters, from the study individuals and outside the sample, and then calculating the correlation coefficients between each of the items with the total score, and the correlation of dimensions with the total score, and the correlations ranged between the item The total score ranged from (0.31-0.68), and all items were statistically significant at the significance level (0.05), and the correlation coefficients were indicative of the four dimensions: enjoyment of performance, satisfaction in helping female students, professional ambition, and professional achievement, with the total score, respectively (0.61). , 0.63, 0.60, 0.59).

#### **STABILITY OF THE STUDY TOOL:**

To ensure the stability of the professional motivation scale, two methods are used to calculate the stability, which are:

##### **1- TEST RE-TEST**

The scale was applied to an exploratory sample of (30) parameters from the study members and outside the sample, and they were asked to answer the items of the scale, then it was re-applied two weeks after the first application, and the Pearson correlation coefficient was calculated showing the degrees of the four sample members in the two applications of the scale, and on the dimensions. The reliability coefficient reached by the repetition method for the total degree (0.86), and for the four dimensions: enjoyment of performance, satisfaction in helping female students, professional ambition, and professional achievement, respectively (0.83, 0.80, 0.87, 0.87).

##### **2- CRONBACH ALPHA METHOD**

The stability of the internal consistency was calculated by means of the Cronbach alpha equation on the members of the pilot sample. respectively (0.84, 0.81, 0.84, 0.86).

Application, correction and interpretation of the academic compatibility scale according to the direction of the paragraphs:

The scale consisting of (32) items has been applied, and the degree on the scale items thus ranges between (32-160), where the scores are given in the case of a high rate of professional motivation as follows: Always (5), often (4), sometimes (3), rarely (2), absolutely (1). The paragraphs were positive and negative.

The positive clauses are (1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 22, 24, 25, 26, 27, 28, 29, 31,32)

The negative paragraphs are (4, 11, 16, 20, 21, 23, 30)

To explain the scale items, a range was used, in which the degree is divided according to the arithmetic mean of the item between (1-5) into three levels as follows: Range = largest value - smallest value / number of levels.  $5 - 1/3 = 1.33$

- The score is between (1-2.33) a low level of professional motivation.
- The degree is between (2.34-3.66) average level of professional motivation.
- The score between (3.67-5) is a high level of professional motivation.

#### **STUDY PROCEDURES:**

The following procedures were followed in the implementation of the current study:

- Refer to the theoretical literature and previous studies related to the research.
- Determining and naming the study personnel.
- Applying the study tool to a sample of female teachers within the Kasbah schools in Karak governorate.

- Clarify the purpose of the study and that the answers will be treated confidentially, and that this information will be used for scientific research purposes only.
- The study scales were distributed to the study sample members electronically.
- Collecting and analyzing data to reach results, discussing them and making appropriate recommendations.

#### STATISTICAL METHODS USED:

To achieve the objectives of the study, the following statistical methods were used:

1. To calculate the significance of validity and reliability, Pearson correlation coefficients were used.
2. To answer the first and second questions, the arithmetic means, standard deviations, and the level were extracted.
3. To answer the third question, Pearson correlation coefficients were used.

#### STUDY RESULTS, DISCUSSION AND RECOMMENDATIONS:

The following is a presentation of the results of the study and a discussion of recommendations

- Presenting the results related to the first question: What is the level of the family climate for a sample of female teachers in the Kasbah schools in Karak Governorate?

To answer this question, the arithmetic means and standard deviations of the household climate scale were calculated, and Table (1) shows the results.

**TABLE (1): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE HOUSEHOLD CLIMATE SCALE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	The first dimension: family cohesion	3.11	1.11	2	Average
2	The second dimension: expression	3.22	1.08	3	Average
3	The third dimension: conflict	2.34	0.73	1	Average
4	The fourth dimension: independence	3.33	1.09	4	Average
	Total	2.89	.640	-	<b>Average</b>

Table (1) shows that the level of the family climate was at a medium degree, and it came with an arithmetic mean (2.89), a standard deviation (0.64), and it came with medium degrees in the four dimensions: it came lower after conflict, then family cohesion, then expression, and it came higher after independence.

The results of the study concluded that there is an average level of family climate among female teachers in Kasbah schools in Karak governorate, and that there is a positive relationship between family climate and professional motivation.

The researcher attributes the difference in the level achieved by the parameters in the average family climate to the fact that family cohesion and conflict within the family; It may lead to an abnormal family climate in the future, so it is necessary to improve the family climate through preventive counseling, so that the mother reaches the professional motivation she seeks.

It is noted that the conflict was less dimensional, and this is due to the fact that the teachers may have a lack of skills for building family relationships, and they need training in that.

#### • PRESENTING THE RESULTS RELATED TO THE SECOND QUESTION: WHAT IS THE LEVEL OF PROFESSIONAL MOTIVATION AMONG FEMALE TEACHERS IN THE KASBAH SCHOOLS IN KARAK GOVERNORATE?

To answer this question, the arithmetic averages and standard deviations of the occupational motivation scale were calculated, and Table (2) shows the results:

**TABLE (2): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE OCCUPATIONAL MOTIVATION SCALE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	The first dimension: enjoyment of performance	2.76	1.03	2	Average
2	The second dimension: satisfaction in helping students	2.34	0.66	1	Average
3	The third dimension: professional ambition	3.03	0.87	3	Average
4	The fourth dimension: professional achievement	3.30	1.16	4	Average
	Total	2.82	.580	-	<b>Average</b>

Table (2) shows that the degree of professional motivation of the female teachers were at a medium degree, and it came with an arithmetic mean (2.82) and a standard deviation (0.58), as it came with medium degrees in the four dimensions, and it came less after satisfaction in helping the students, then enjoying the performance, then Professional ambition, then professional achievement.

It is also noted from the results that the dimensions of professional motivation came to a medium degree, and the lowest dimensions were: satisfaction in helping female students, which indicates the teachers' feeling of negligence towards female students due to a lack of professional motivation, and this also appears in the dimension of enjoying performance while dealing with female students. The reason is likely to be the family climate in the low professional motivation.

The researcher attributes this result to the family pressures and the family climate they are exposed to due to the economic conditions, the living conditions, the pressures of the household chores they do, and the lack of interest within the family with children and meeting their needs. The results about the relationship between family climate variable and professional motivation show that female teachers need to develop one of these variables; Which will change the second variable since both are positive variables.

**PRESENTING THE RESULTS RELATED TO THE THIRD QUESTION: IS THERE A STATISTICALLY SIGNIFICANT CORRELATION AT THE SIGNIFICANCE LEVEL ( $\alpha \leq 0.05$ ) BETWEEN FAMILY CLIMATE AND PROFESSIONAL MOTIVATION?**

To answer the current question, the Pearson correlation coefficient was used between the family climate and the professional motivation of the female teachers, and table (3) shows the results.

**TABLE (3) PEARSON CORRELATION COEFFICIENTS OF THE CORRELATION BETWEEN FAMILY CLIMATE AND PROFESSIONAL MOTIVATION AMONG FEMALE TEACHERS IN SCHOOLS IN KARAK GOVERNORATE**

Professional motivation/family climate	family cohesion	expression	conflict	independence	Total class family climate
Enjoy the performance	**0.87	**0.89	**0.88	**0.85	**0.89
Satisfaction with helping students	**0.85	**0.86	**0.86	**0.87	**0.86
career ambition	**0.87	**0.87	**0.86	**0.86	**0.88
professional achievement	**0.88	**0.89	*0.88	**0.89	**0.87
Total degree of professional motivation	**0.88	**0.89	**0.89	**0.88	**0.90

Table (3) shows that there is a positive correlation between the family climate and the professional motivation, as the higher the level of the family climate, the higher the professional motivation of the female teachers, as the total correlation coefficient between them reached (0.90). If this indicates anything, it indicates that the two variables are positive variables, and the improvement and development of one of them leads to the development of the other variable.

These results are in agreement with some previous studies, such as: Ilgan, Helvaci&Yapar, 2013, which aimed to identify the prevailing family climate among a sample of secondary school students in Turkey, and Qamar study (2017), which aimed to identify Family climate and its relationship to mental health and guilt among Dunfla students, Feng's study (Feng, 2012), which aimed to identify the professional motivation of a sample of teachers in China, and Sharma's study (2017), which aimed to identify the impact of family climate on the level of self-efficacy in making professional decisions.



It also differs with Khoja's study (2019), which aimed to identify the relationship between the degrees of psychological immunity and the degrees of family climate among a sample of adolescent female students in Jeddah, as sometimes the differences in the results of some studies result from the different quality of standards that are developed and used in those studies. The result of this study, in knowing the level of the family climate and the professional motivation of female teachers in the schools of Karak governorate, can be attributed to the nature of the standards that were applied to them, as they contained the dimensions of enjoyment of performance, satisfaction in helping students, professional ambition, and professional achievement.

### CONCLUSION:

Public and private schools in the Hashemite Kingdom of Jordan seek to overcome the various difficulties facing the teacher within the school learning space. It stands in order to achieve psychological compatibility and increase the professional motivation of all teachers. The Ministry of Education in the Hashemite Kingdom of Jordan seeks to constantly develop the teacher and the curricula, encourage professional motivation and solve all obstacles facing the teacher and limit his ambitions and achievements, as this current study came To show us that we need to exert effort and care for male and female teachers, especially as they suffer from family pressures and difficulties in reconciling the prevailing family climate for each of them and their professional motivation; Therefore, it is necessary to develop and increase their professional compatibility and professional motivation, through attention, follow-up, overcoming the difficulties they face, and raising their academic efficiency. , and search for solutions through which we can reach the solution.

### RECOMMENDATIONS

Through the results of the current study, the researcher recommends the following:

1. Paying attention to the forms of family climate and professional motivation of female teachers, and developing them through counseling programs.
2. Paying attention to improving professional motivation on the part of the school and between female teachers and the Directorate of Education by taking care of them and involving them in workshops and training courses.
3. Increase attention to female teachers to enhance their confidence and enable them to perform their duties effectively.
4. Take advantage of the interrelated relationship between the family climate and professional motivation, so that one can be developed to contribute to the development of the other variable.
5. Activating the role of the educational counselor in increasing the professional motivation of female teachers in schools through guidance brochures and training workshops, due to the presence of a positive relationship between them.
6. Conducting more educational and guidance studies for female teachers in schools, which are related to enjoyment of performance, satisfaction in helping female students, professional ambition, and professional achievement.

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