

The Degree of Job Satisfaction of Teachers of Public and Private Schools in Al-Qassim

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درجة الرضا الوظيفي لمعلمي المدارس الحكومية والخاصة في منطقة القصيم

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الملخص:

هدفت هذه الدراسة الى التعرف على درجة الرضا الوظيفي لمعلمي المدارس الحكومية والخاصة في منطقة القصيم. تكونت عينة الدراسة من (252) معلما ومعلما من المدارس الحكومية والخاصة في منطقة القصيم في المملكة العربية السعودية، تم استخدام مقياس الرضا الوظيفي من اعداد حمد (2014) ويتكون من اربعة مجالات(الحوافز والمكافآت، ظروف العمل، التقدير والاحترام، الانتماء للمهنة)، وقد اشارت نتائج هذه الدراسة الى ما يلي:

- أن المتوسطات الحسابية قد تراوحت ما بين (3.03-3.26)، حيث جاء مجال (الانتماء للمهنة) في المرتبة الأولى، بينما جاء مجال(ظروف العمل) في المرتبة الأخيرة، وبلغ المتوسط الحسابي للأداة ككل (3.26) وهو متوسطا.
 - عدم وجود فروق ذات دلالة إحصائية ($\alpha=0.05$) تعزى لأثر الجنس في جميع المجالات وفي الدرجة الكلية.
 - عدم وجود فروق ذات دلالة إحصائية ($\alpha=0.05$) تعزى لأثر سنوات الخبرة في جميع المجالات وفي الدرجة الكلية باستثناء المجالين الأول وجاءت الفروق لصالح فئة الخبرة أكثر من 10 سنوات في الحوافز والمكافآت. والمجال الثالث وجاءت الفروق لصالح فئة الخبرة 1-6.
- الكلمات المفتاحية:** الرضا الوظيفي، المدارس الحكومية، المدارس الخاصة، المعلمين.

Abstract

This study aimed to identify the degree of job satisfaction of teachers of public and private schools in Al-Qassim. The study sample consisted of (252) teachers of the public and private schools in Al-Qassim in Saudi Arabia, job satisfaction scale from Ahmad's preparation (2014) was used, which consisted of four fields: (motivations and rewards, work conditions, appreciation and respect, belonging to profession), and the results of this study indicated the following:

- The arthmical averages ranged between (3.03-3.26), where the field of (belonging to the profession) placed the first rank, while the field (working conditions) placed the last rank, and the average of the tool as whole is (3.26), and it's moderate.
- There are no statistically significant differences ($\alpha=0.05$) due to gender in all fields and in the total degree.
- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of experience years in all fields and in the total degree except for the first two fields. The differences were in favour of the experience category more than 10 years in motivations and rewards. And in The third field the differences were in favour of experience category 1-6.

Keyword: job satisfaction, public schools, private school, teachers.

Introduction

Job satisfaction in one of the most prominent factors of teachers' success in practicing the educational and teaching work, and it's one of the most important success indicators of the school- as a leading educational institution, where job satisfaction represents all feelings and positive trends which shown by teachers towards working in the school. Moreover, job satisfaction is one the concepts that is difficult to measure and define, since it contains multiple factors, so the theories differed in determining it causative factors. Where the job satisfaction of the teacher is a crucial element of the educational process success, as it's related to many factors, including his love and

tendency towards education profession on one hand, and including what it's related to organization which is the most important factor such as: salaries, supervision, and

Providing promotion and improvement opportunities among teachers is one of the important factors of their job satisfaction formation, so if the educational environment doesn't provide this to the teachers, their feeling of happiness will go down immediately therefore, the production level of outstanding functional performance will reduce in the educational institution where the responsible values, moral and social attitude will be achieved through. (Summers, 2010 ; Watt & Richardson, 2010).

Job satisfaction –as (Kapa & Gimbert 2018) indicated – is an essential component for stimulating teacher and teaching performance, and to keep them continuously. Job satisfaction primarily affected by workplace condition. Also, (Ilyas & Abdullah, 2016), see that the lack of job satisfaction affected their teaching performance negatively. Moreover, moral's job and managers' orders will be ignored, and teachers' absence from their classrooms will increase, which affects the educational process, and that leads to the lack of creativity and leading businesses in the school.

Job satisfaction is defined as the impression of teachers about the work they are doing, which depending on many factors, such as: work and supervision nature, work colleagues, salary, self-realization, and many other factors (Tayyar, 2015). Gibson, et al. Defined it as the teachers' trends toward their jobs, which result from their sensory perception of the job, based on work environment factors such as: supervision, policies and procedures, joining the work group, and the work condition and the added benefits (Khouween, 2012). Shraideh (2010) defined it as: "the degree to which the individual feels his psychological needs, so that he represents his abilities and tendencies, which lead the individual to respect himself and the other, and lead to establish a strong social relations with colleagues and officials so that the enthusiasm in himself will emerge."

Abu al-aynain associated the satisfaction with many factors that related to the work itself such as: achievement, appreciation, and recognition by colleagues and officials, improvement and job promotion, job itself and psychological improvement, and job security, which increases productivity with a high degree of efficiency, and reduces the stress cases that related to satisfaction needs.

Al-daba'at (2009) sees that the school environment has the greatest role among the teacher, so the concern of social circumstances and how to improve it is not less important than the concern of his material conditions. The spirit among teacher increases and decreases according to the psychological circumstances that is going through, so we find the high spirit increases his confidence of respect and cooperation between the group, and increase the teacher's satisfaction for his own work, and find the mood of appreciation and interest of doing works and activities entrusted and based on him, also the interest of preparation and the continuous production.

Moreover, Hamad (2014) sees that there are many factors contribute directly to the individual's satisfaction with their work, and there are many researchers' opinions about determining the factors affect the individual's satisfaction with his work. Job satisfaction influenced by many factors resulting from the individual itself, functional work, or the organizational environment surrounding the individual, as follows:

- **The personal factors:** which refers to individual himself and divided into (age, gender, personality, values, trends, level of education, individual potential and abilities, self-esteem, social status, and motivation).
- **The organizational factors:** that refers to the organization itself, and divides into (motivations, rewards, work financial conditions, social condition, work content, and training).
- **Expression forms of teacher job satisfaction:** you can infer the teachers' job satisfaction by some forms that related to their attitudes and relations to work, and one of these attitudes forms, are what (Obeidat, 2007) indicated to:

Increasing and improving production: the excellent and good production cannot be shown except by distinguished teachers.

Decreasing the rate of work rotation: not leaving the teachers their works, except in narrow cases, for strong and clear reasons, reflects so far the teacher satisfaction to their works.

Reducing the wasted and damaged in production: which resulting from the teachers' interest and focus on their work.

Dropping the rates of work absence: the worker doesn't absent except for a strong and clear reasons.

Developing and improving work: This required skills and experiences, and the satisfaction of individuals to their works.

Lack of the real complaints: so the satisfied worker accepts some aspects that may be complaint to others.

Lack of work conflicts: satisfaction means love of the work and the increase of positive trends.

Literature Review

Several conducted studies and modern research indicated the importance of job satisfaction in improving the work itself or the work environment in order to increase satisfaction, and the basic evidence is if the works or work environment have been improved to provide a more desirable work environment, the job satisfaction will be achieved (Jyoti, 2013).

The study by (Kapa & Gimbert, 2018) which applied on 3700 teachers in the public school from survey of schools and staff indicated that the teachers who applied school rules more, have higher level of job satisfaction. Also, the results indicated that the teacher abuse has a significant negative effect on job satisfaction.

The study of (Farinde; Fitchett, 2018) indicated that job satisfaction may reduces teacher depletion. Moreover, job satisfaction related to teachers' retention, and that affects on improving school environment and students' achievement. The quantitative study can affect the students' progress and seek to reduce attrition rates among teachers.

Also, the study conducted by (Banerjee; Stearns; Moller & Mickelson, 2017) indicated that teachers' job satisfaction has a modest, positive relation with reading growth among students, but there is no relation between mathematics growth of students between kindergartens and fifth grade. However, the school culture and job satisfaction of teachers affect interactively on students' achievement in both mathematics and reading.

We suggest that the future educational reforms should focus specially on improving the satisfaction of the teacher to his work and school culture. Whereas the study of Ilyas1 & Abdullah (2016) which applied on 78 teachers indicated the extent to which leadership directly affects the teacher's performance. And the emotional effect on the teacher's performance. However, job satisfaction directly effects on the teacher's performance and leadership directly effects on job satisfaction. The study of Al-Baqe'e (2015) indicated that there are no differences in the level of job satisfaction according to gender variable, except for the differences of both dimensions: satisfaction to work conditions and nature, and satisfaction to relationship with the officials, due to gender and the differences were in favour of female and teaching experience. The study by Hamad (2014) indicated that the degree of job satisfaction among the study sample of teachers was high. Whereas AL-Afandi's study (2012) indicated that the dimension of work environment placed the first rank, while the dimension of social status placed the second rank, whereas the dimension of the economic factors placed the third rank. Moreover, Al-Daieh's study (2012) indicated that job satisfaction level of teachers was high, and there are statistically significance differences at significance level among the study sample evaluations' averages of job satisfaction degree, were in favour of female and the diploma holders, while there are no statistically significance differences due to the experience variable.

Through reviewing the previous studies, a lack of Arab and foreign studies within the limits of researcher's reviewing, this deals with job satisfaction among public and private schools' teachers, where this study found to enrich the spiritual job satisfaction's area, due to the lack of Arabic studies in this area, especially in the light of study variables.

Statement of the Problem

Job satisfaction has a great position in the educational system, because it's the basic starting for improving and developing in the educational process, in order to achieve the desired educational goals, which positively reflects on the students in different educational grades, so the need for job satisfaction-as an essential part for improving leaning process-has increased.

By reviewing previous studies that related to job satisfaction, the researcher found that job satisfaction is one of the most prominent factors that affect the improving and the efficiency of teachers' performance, where the relationship between the teacher and his officials is one of the most important basics of teacher's job satisfaction.

In the light of aforementioned, the researcher formulates the current research problem in the following questions:

- **What is the job satisfaction's degree of public and private schools' teacher in AL-Qassim?**
- **Are there statistically significance differences in the job satisfaction's degree of public and private schools' teachers in Al-Qassim due to gender differences?**
- **Are there statistically significance differences in the job satisfaction's degree of public and private schools' teachers in Al-Qassim due to years of experience differences?**

Significance of the Study

The importance of this research summarize as follow:

- The importance of this study lies in dealing with job satisfaction in the educational side, also studying issues that associated to job satisfaction, aims to develop the teachers' personal traits.
- And what this study indicated to, serve as a real indicator to job satisfaction's degree among public and private schools' teachers in Al-Qassim.
- The current study presents an opinion survey tool of male and female teachers, about their job satisfaction degree, and that may help the competent authorities to improve teachers' performance.
- The results and recommendations of this study may be helpful in raising some research issues, and which may dealing with in other future studies, focusing the job satisfaction degree.

Study goals:

This study aims to recognize the following:

- The job satisfaction's degree of public and private schools in Al-Qassim.
- The differences of job satisfaction's degree of the public and private schools' teachers in AL-Qassim, in the light of gender differences.
- The differences of job satisfaction's degree of the public and private schools' teachers in AL-Qassim, in the light of experience years.

Determining the study terms:

-Job Satisfaction: is the sense of satisfaction and happiness to satisfy the needs, desires, and the expectations with the work itself, and working environment with confidence, loyalty, and belonging to work, and with the relevant environmental variables and internal and external. (Ayesh, 2009).

-Public and private schools' teachers: the teachers who assigned in the public and private schools in Saudi Arabia.

The study limits

The current research is determined by public and private schools' teachers in AL-Qassim, and for both genders, in the second semester of the academic year 2017-2018.

Method and procedures

Methodology of the study:

The study followed the descriptive, survey analytical method by using a questionnaire, in order to recognize the job satisfaction's degree among the public and private schools' teachers in AL-Qassim.

The study sample

The study sample consisted of the public and private schools' teachers in AL-Qassim, and a random sample was chosen, and where (252) questionnaire were distributed, and (91.4) was respondent. The following table shows this:

TAB (1): Frequency and percentages according to study variables

Variable	Categories	Redundancy	Percentage
School	Public	162	64.3
	Private	90	35.7
Experience	1-5	67	26.6
	6-10	71	28.2
	More than 10	114	45.2
Gender	Male	149	59.1
	Female	103	40.9
	Total	252	100.0

Second: Job satisfaction scale

Job satisfaction's scale prepared by Hamad (2014) was used, and consisted of four areas (motivations and rewards, work conditions, appreciation and respect, and the loyalty to work), where the scale consisted of (39) paragraph, the answers to the questions of the research tool designed based on Likert five-dimensional scale as follows (very large, large, moderate, low, very low), and corrected respectively by grades (5-4-3-2-1), all items corrected in this direction and there are no items corrected in reverse.

Scale validity

Referees sincerity: The tool was validated through the use of the referees' assessment method by presenting the tool to a group of faculty members to evaluate the content of the scale to ascertain the validity of the tool and the integrity of the paragraphs. According to their opinions, the standard of agreement (10/7) was adopted, the wording of some paragraphs has been modified and therefore the tool has been considered to have a reasonable degree of sincerity.

Study tool stability: in order to test the stability of study tool, Alpha Krounpach's equation to test the internal tool's consistency, where the results indicated that the standard alpha value = 0.85.

The statistical standard: Likert five-scale to correct the study tools was adopted, by giving each of its paragraphs one of its five degrees (strongly agree, agree, neutral, opposed, strongly opposed) and digitally represent respectively as (5,4,3,2,1), The following scale has been adopted for analysis purposes:

(1:00-2:33 Low), (2.34-3.6 medium) (3.68-5:00 large).

Stability of study tool:

To ensure the stability of study tool, test and re-test were verified by applying the scale and reapplying it -after two weeks- on a group of (45) out of the study sample, then Pearson correlation coefficient was calculated within their evaluations.

Also, stability coefficient was calculated by the method of internal consistency according to kronpakh alpha equation and the stability of attempts repetition and the tool as a whole. And these values were suitable for these study goals.

TAB(2):Kronbach alpha coefficient of consistency and reintegration stability for fields and total grade

Domains	Repetition stability	Internal consistency
Motivations and Rewards	0.87	0.78
Work conditions	0.89	0.76
Appreciation and respect	0.90	0.81
Belonging to work	0.89	0.79
Total	0.91	0.85

Study results and interpretations:

First Question: what is the level of job satisfaction among public and private teachers in AL-Qassim.

To answer this question, arithmetical averages and standard deviations- of job satisfaction level of public and private schools teachers in Al-Qassim- were extracted. The table below shows that.

TAB(3):Averages and standard deviations of job satisfaction degree are ranked descending according to the arithmetical averages

Rank	NO.	Categories	Average	Standard deviation	Degree
1	4	Belonging to profession	3.26	.404	Moderate
2	1	Motivations and rewards	3.18	.278	Moderate
3	2	Work conditions	3.14	.421	Moderate
4	3	Appreciation and respect	3.03	.361	Moderate
		Total	3.26	.404	Moderate

Table (3) shows that the arithmetical averages ranged between (3.03-3.26), where the field of (belonging to the profession) placed the first rank with the highest averages of (3.26), while the field (work conditions) placed the last rank with an average of (3.03), And the arithmetic average of the tool as a whole is (3.26).

The result of placing the field of belonging to profession the first rank can be explained according to the greatest role played by the teacher in nurturing and raising generations, so he has to commit to behaviours rules, the ethics of teaching, the educational behaviours and practices of the teachers which all are principles and rules that shows the extent of their belonging to profession, where the teaching profession lies on the basis of mutual trust between all workers in the profession and between students and society. Which working on enhancing the teacher's belonging to his mission and profession, the presence of belonging to any profession is one of the common necessities to do the mission as required, and it is more necessary for the teaching profession, the knowledge of teacher to the virtue, appreciation, and position of teaching and the required payment for it. So the concept of belonging is used to describe the teachers' integration in the educational process. In general, job satisfaction has an intermediate degree in order the teachers see the teaching profession as self-fulfilling and achieve a social level due to the high salaries of teachers in many disciplines, as well as access to many privileges related to training courses and financial allowances. These results are in line with the results of (Kapa & Gimbert, 2018) which indicated that teachers who realized the increased application of school rules had great job satisfaction, as well as (Farind, Fitchett, 2018). Job satisfaction may be associated with retention of teachers, which may affect school building climate and student achievement. The results of this study differ from the results of the study (2012), which indicated that the level of job satisfaction for teachers was high, The results of this study differ from the results of the study of Mandarin (2012), which indicated that the dimension of work environment placed the first rank, and the dimension of social status of the teacher placed the second rank, and the dimension of economic factor placed the third rank.

Second Question: Are there differences of job satisfaction degree of public and private schools teachers in Al-Qassim due to gender and experience years?

To answer this question, the arithmetical averages and standard deviations of job satisfaction degree according to gender and experience variables were extracted and the table below shows this.

TAB (4): Mathematical averages and standard deviations of job satisfaction degree according to gender and experience variables.

	Experience	male		female		total	
		Arithmetical average	Standard deviation	Arithmetical average	Standard deviation	Arithmetical average	Standard deviation
Motivations and Rewards	1-5	3.08	0.351	3.16	0.334	3.11	0.344
	6-10	3.13	0.316	3.24	0.234	3.17	0.288
	More than 10	3.24	0.220	3.21	0.207	3.23	0.214
	total	3.17	0.294	3.21	0.252	3.18	0.278
Work Conditions	1-5	3.12	0.363	3.20	0.383	3.15	0.371
	6-10	3.03	0.393	3.14	0.413	3.08	0.402
	More than 10	3.13	0.468	3.22	0.443	3.17	0.458
	total	3.10	0.421	3.19	0.417	3.14	0.421
Appreciation and Respect	1-5	3.11	0.384	3.19	0.371	3.14	0.378
	6-10	2.94	0.305	2.94	0.276	2.94	0.292
	More than 10	3.02	0.390	3.01	0.355	3.02	0.374
	total	3.02	0.370	3.04	0.349	3.03	0.361
Belonging to profession	1-5	3.25	0.367	3.44	0.722	3.33	0.543
	6-10	3.19	0.339	3.18	0.297	3.18	0.320
	More than 10	3.27	0.360	3.29	0.329	3.28	0.346
	total	3.24	0.355	3.30	0.465	3.26	0.404
Total degree	1-5	3.25	0.367	3.44	0.722	3.33	0.543
	6-10	3.19	0.339	3.18	0.297	3.18	0.320
	More than 10	3.27	0.360	3.29	0.329	3.28	0.346
	total	3.24	0.355	3.30	0.465	3.26	0.404

Table (4) shows an apparent variance in the arithmetical averages and standard deviations of the degree of job satisfaction due to different categories of gender variables and experience, and to show the statistical significance differences between the arithmetic averages, the binary variance analysis was used in Table (5).

TAB (5): the analysis of binary variance for the impact of gender and experience years on job satisfaction's degree.

Variance fields sum of free squares F value statistically resource squares degrees averages significant

Motivation and reward 0.566 2 0.283 3.745 0.025
experience work conditions 0.382 2 0.191 1.087 0.399
 appreciation And respect 1.487 2 0.743 5.909 0.003
 belonging to Profession 0.741 2 0.371 2.300 0.102
 total degree 0.741 2 0.371 2.300 0.102

-motivation 0.96 1 0.096 1.265 0.262
 and reward
 -work conditions 0.536 1 0.536 3.051 0.082
 -appreciation 0.019 1 0.019 0.148 0.701
Gender And respect
 -belonging to 0.194 1 0.194 1.203 0.274
 Profession
 -total degree 0.194 1 0.194 1.203 0.274

- motivation 18.732 248 0.076
 and reward
 -work conditions 43.581 248 0.176
 -appreciation 31.195 248 0.126

Fault And respect

-belonging to 37.968 248 0.101

Profession

-total degree 39.968 248 0.161

- motivation 19.397 251

and reward

-work conditions 44.501 251

-appreciation 32.699 251

Total And respect

-belonging to 39.901 251

Profession

-total degree 40.901 251

Table (5) shows the followings:

-There are no statistically significant ($\alpha=0.05$) due to the impact of gender in all fields and in the total degree.

- There are no statistically significant ($\alpha=0.05$) due to experience years in all fields and in the total degree except the first and third fields, and to show the statistically significant differences among arithmetical averages, the dimensional comparisons were used by shivae' method as shown in table (6).

TAB (6): the dimensional comparisons according to shivae' method to the impact of experience on the job satisfaction degree.

Field*	Experience Years	Averages	1 1-5	6-10	More than 10
Motivations And Rewards	1-5	3.11			
	6-10	3.17	0.06		
	More than 10	3.23	0.11	0.06	
Appreciation And respect	1-5	3.14			
	6-10	2.94	0.21		
	More than 10	3.02	0.31	0.08	

Table (6) shows that there are statistically significant ($\alpha=05$) between the experience category (1-5) years and the experience category more than 10, and the differences were in favour experience category more than 10 years in motivations and rewards.

-there are statistically significant differences ($\alpha=0.05$) among experience category (1-5) years and the experience years (6-10), and the differences were in favour of experience category (1-6) in the third field.

The result of absence of statistically significant differences due to gender can be explained according that all teachers theoretically have the same presented motivations in the terms of promotions and salaries, also in the terms of qualification and training and the number of training courses, and the used ways of educational supervision and their ability to understand, and this indicates that the male and female teachers have the same qualification in the scientific and educational terms. Therefore, they enjoying a job satisfaction in the same degree and level, and this will positively reflect on improving their job satisfaction and their work's performance. This also refers to male and female teachers' understanding of their educational roles as required, as well as their choice of teaching profession according to comprehensive and clear criteria, and this is due to the importance of male and female teachers' selection to work in teaching profession because of its importance in preparing the belonging homeland individuals.

These results are in line with the results of Al-Baqae' study (2015) that indicated that there are no differences in the level of job satisfaction dimension due to gender variable.

And these study results differ from the results of Al-Daieh (2012) that indicated that there are statistically significant differences at significant level among the averages of study sample

estimations for the job satisfaction degree, due to gender and the differences were in favour of female.

The result of non-presence statistically significance due to experience differences can be explained by the fact that all male and female teachers in this term, and this result means that experience doesn't effect on the level of job satisfaction among male and female teachers, and this may refer to nature of the applied system in the ministry of education, as the system of the ministry applies on everyone regardless their experiences. Hence, we notice that there are no differences between male and female teachers due to experience in the total degree.

As for the statistically significant differences ($\alpha=0.05$) between the experience category from (1-5) years and the experience category of more than 10 years, and the differences were in favour of more than 10 years category in the motivations and rewards. This can be explained as the working teachers' experience flats the way for them to benefit from different motivations, increasing salaries, and helping them to understand the work essentials and the best conditions where the long experience years help to gain new experiences in work and more knowledge about work strategies and the ways of obtaining the financial and administrative motivations.

These results agree with the results of Al-Baqae' study (2015) and AL-Daieh's study (2012), which its results indicated that there are no differences in the level of job satisfaction dimensions due to the variable of teaching experience.

Third Question: Are there any differences in the job satisfaction degree for private and public schools' teachers in Al-Qassim due to gender according to school type (public/private)?

To answer this question, the arithmetical averages and the standard deviations of job satisfaction degree according to school variable, and to show statistical differences between arithmetical averages, T-test was used. The table below illustrate this.

TAB (7): The arithmetical averages, standard deviations, and T-test for the impact of school on job satisfaction's degree.

	S school	NO.	Arithmetic al averages	Standard deviation	T value	Free degree	Statistical significant
Belonging To work	public	162	3.16	0.272	-1.678	250	0.095
	private	90	3.22	0.286			
Appreciation and respect	Public	162	3.12	0.423	-0.873	250	0.383
	private	90	3.17	0.417			
Work conditions	public	162	2.98	0.344	-2.841	250	0.005
	Private	90	3.11	0.392			
Motivations and rewards	public	162	3.24	0.367	-1.222	250	0.223
	private	90	3.31	0.462			
Total degree	public	162	3.24	0.367	-1.222	250	0.223
	private	90	3.31	0.462			

Table (7) shows that there are no statistically significant differences ($\alpha=0.05$) due to impact of school in all fields and in the total degree except the third field, and the differences were in favour of the private schools.

This result can be attributed to that the job satisfaction among teachers in the public and private schools is similar, in order that they are subjected to the same programs established by the ministry of education. Therefore, similar instructions and rules applied on them, and hence, we find that there are no differences due to public and private schools in most fields and in the total degree.

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