

# Teacher Satisfaction in Jordanian High Schools: A Proposed Theoretical Framework and Hypotheses Development

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**Abstract** - This paper aims to derive from a critical review of prior studies about the correlations between the constructs selected for investigation in this study. The study seeks to identify the level and determinants of job satisfaction among teachers in Jordanian high schools as well as the relationship between levels of education, teaching experience with those of Jordanian high schools' teachers. Furthermore, readings of literature studied in detail to determinants of teacher satisfaction in Jordanian high schools. This literature reading is also done to describe the existing models. In the attempt to study the determinants of teachers' job satisfaction in Jordanian high schools, a quantitative research design adopted as the concept that the objectives of this study will be harmonious with the significant features of the quantitative method will suffice as the main reason for choosing this research design. In this study, the Herzberg's two-Factor theory for the creation of a suitable model and framework for the research regarding the teacher's job satisfaction. Additionally, this paper also aims to provide future suggestions circulating this matter. This matter holds a relatively high significance where thorough examination and documentation conducted. Another reason for its significance is the limited amount of research on this area in Jordan. Besides, the number of empirical research performed on a teacher's job satisfaction is still scarce although the investigation demands, specifically regarding the methods of enhancing the teacher's job satisfaction.

**Keywords** - Teachers satisfaction; Job satisfaction; Jordanian high school

## I. INTRODUCTION

Education is the primary medium through which prophets and reformers used for preaching. It carries the objectives of society and as such, is considered a holy message. Otherwise, teaching constitutes ethical teachers who practice an organized science cultured from a sense of responsibility towards others.

The education profession has attracted much attention since the establishment of the Emirate of Jordan in 1921. Education governed by the Jordanian government under the Ministry of Education which stands by the Hashemite Kingdom of Jordan education system. The Hashemite Kingdom of Jordan mission for education was to develop a quality and competitive human resource system to provide everyone with lifelong learning experiences that are relevant to their present and future needs. It's Jordan's Ministry of Education vision to uphold the same mission with the objective of responding to and stimulating sustained economic development through an educated population and a skilled workforce.

The ministry's primary goal is to contribute to the nation's wealth as well as the progress of the global Knowledge Economy through creating and administering an education system based on 'excellence,' powered by its human resources, while dedicated to high standards, social values, and a healthy spirit of competition. A quest that is in line with the ministry's core values which are an education for all, good citizenship, loyalty and belonging, quality, justice, equality, efficiency, effectiveness, harmonization, as well as building effective partnerships.

The ministry puts its weight behind teachers so that it can execute its programs at every level of the education system. Teachers are crucial because only through them will maintaining and improving educational standards be possible. Therefore, for many researchers seeking to investigate the determinants of job satisfaction among teachers globally, regionally, and locally, they must understand the role of teachers in the success and achievement of goals outlined in the educational process.

## II. LITERATURE REVIEW

### A. *Dependent Variable*

A lot of research has been carried out on job satisfaction among teachers (e.g: Salameh, 1999; Alzyuod, 2007; Abu Taleb, 2012; Bataineh, 2014; Ibnian, 2016; Nyamubi, 2017; Alttyyar, 2014; Mengistu, 2012; Kaya, 2011; Butgather, 2013; Mc Neil,

2016). The studies focused on teaching scopes that donate to the level of satisfaction, conditions, and demographics of teachers such salaries, interpersonal relationships and cooperation, parental involvement, student behavior, autonomy, and advancement opportunities (Tagreed Fathi Abu Taleb, 2013).

Cungor (2016) concluded a negative correlation between teachers' job satisfaction and servant leadership. Precisely, satisfaction increased when ethical leadership increased, but job satisfaction decreased when servant leadership was increased. Consequently, Ghaemi and Sabokrouh (2014) looked at the element of empowerment among teachers and its relationship with job satisfaction and affirmed that there is a significant correlation between total teacher empowerment and total teacher job satisfaction. Next, Fischer (2017) investigated the extent to which leadership style had an impact upon extrinsic and intrinsic factors of job satisfaction and found that the servant leadership characteristics were significantly related to teachers' job satisfaction. Furthermore, the level of job satisfaction among teachers decreased as they felt less appreciated, less motivated, and less satisfied. Meanwhile, Cunningham (2016) may have made attempts to examine factors related to teacher attitude and perceptions towards teachers' job satisfaction and dissatisfaction but failed to emphasize on the roles of recognition and job security. The study concluded that teachers' attitude and perceptions were the most effective variables to teachers' job satisfaction.

Locally, Salameh (1999) investigated the level of job satisfaction among Jordanian private teachers to examine the factors the dimensions which determined the level of job satisfaction among teachers and concluded that teachers had an average level of job satisfaction. The study dismissed teachers who possessed the general secondary school certificate. The study also focused on the private sector which decreased the reliability of the gathered data. Alzyoud's (2007) study indicated that making decisions without consulting or even taking teachers' opinion into consideration led to a low level of satisfaction among teachers while a stable rate of salaries and the lack of incentives showed the vital role of wages to gain job satisfaction.

On the other hand, Abu Taleb (2013) randomly investigates the effects of workplace conditions and demographic characteristics upon teachers' job satisfaction, which indicated that teachers had an average level of job satisfaction. Ibniyan Salem (2016) investigated the level of job satisfaction among teachers and job security and stability, relationship with colleagues, training programs, salary, respect in society, and career growth emerged as factors of job satisfaction. Teachers had a high level of job satisfaction but were dissatisfied with their salaries, the public image of teachers, the teaching profession in society, and the possibility of career growth. The study focused on only one specialization of teachers, which is ESL, thus dismissing generalization.

Another significant study was conducted by Nyamubi (2017) to identify the determinants of teachers' job satisfaction based on three categories, which are: monetary incentives, satisfaction with school and work environment, as well as satisfaction. It was discovered that community support, remuneration package, career development, appraisal system, promotion, and workplace conditions play significant roles in attaining a high level of job satisfaction among teachers. Teachers also need moral satisfaction and appreciation from the community members. The study further depicted that teachers could survive lower wages if they are appreciated for their performance.

Global studies (e.g., Kaya, Yavuzcan, Izciler, & Tufekci, 2011; Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013; Türkoğlu, Cansoy, & Parlar, 2017; Von, 2017) have probed into teachers' job satisfaction across nations and main emphasis was income, retirement, social facilities, teachers respect, working conditions, leadership, and student achievement among others. Regional studies by Buckner (2017), Alajmi (2016), Abd-El-Fattah (2010), and Al Tayyar (2014) determined other relatable issues such as school environment, professional support, administrative practices and policies, performance innovation, as well as a religion among other topics. Locally, studies in Jordan have made by Ibniyan (2016), Taleb (2013), Bataineh (2014), and Alzyoud (2007), and have called for further studies in the attempt to expose the level of education in Jordan. Generally, job satisfaction is the primary focus among teachers given the fact that studies on all aspects associated to education and teachers so far, conclude the same even though they may vary depending on the dimension investigated. It can, therefore, be concluded that the determinants of job satisfaction may vary from one study to another depending on the dimension(s) investigated by the study. Despite all the investigations made, vagueness surrounds the phenomenon of teachers' job satisfaction. Regarding the findings, this study is, therefore, an attempt to define the significantly related determinants of teachers' job satisfaction in Jordanian high schools. In this study will consider work conditions, salary, recognition, incentives, and job security as the main determinants of teachers' job satisfaction.

## *B. Independent Variables*

### *1. Recognition:*

Previous studies have come up with numerous determinants of teachers' job satisfaction. Recognition is one of them and is defined as the judgment made about a person's contribution towards not just work performance, but also personal dedication and engagement and that it can be given on a regular or ad hoc basis expressed in different ways such as

formally or informally. Desta Ayele (2012), Usop (2013), and Alam Zeb and Jamal (2016) indicated that recognition was a significant and (Mertler, 2016) effective, desirable factor variable that affected job satisfaction. Lack of recognition could hinder teachers from using their potentials in realizing the expected school goals. However, Jima (2014) and Patrick (2014) concluded that recognition emerged as a significant variable that affected teachers' job satisfaction but considered as a dissatisfier for teachers' job satisfaction. The outcomes signified that teachers were dissatisfied with the level of recognition they perceived, which decreased the level of job satisfaction among teachers. This described to be one of the most favorable and useful variables of job satisfaction. It can, therefore, be concluded that recognition plays a significant role in determining the level of job satisfaction among teachers. Thus, the following hypothesis is proposed:

Hypothesis 1: There is a significantly positive relationship between recognition and teachers' job satisfaction.

## 2. *Working Conditions:*

Working conditions refer to an extrinsic factor that positively or negatively influences perceptions of employees about their jobs. The states can either cause satisfaction or dissatisfaction on the job. Working conditions may include working hours, the environment under which work is performed, such as indoor work vs. outdoor work and air conditioning vs. none among other states. Armer (2011), Amin (2015), Iqbal et al., (2016) and Jennifer Queyrel Bryan (2017) revealed that working conditions played a significant role in teachers' job satisfaction. Furthermore, the teachers were more satisfied with intrinsic job satisfaction factors, when compared to those extrinsic. In contrast, Bitar (2012) found that working conditions were insignificantly associated with teachers' job satisfaction. The study held on the assumption that teachers' attrition and retention were affected by the level of teachers' job satisfaction. Studies show varying effects of working conditions on teachers' job satisfaction, and can be characterized as the main determinant thus the following hypothesis is posted:

Hypothesis 2: There is a significantly positive relationship between work conditions and teachers' satisfaction.

## 3. *Salary:*

Salary is the fixed monthly payment by an employer to an employee. Studies confirmed that salary is a significant factor that affected teachers' job satisfaction (AbdEl Fattah, 2010; Jill Williams, 2012; Robert Louis Bryant, 2012 and Almei (2014). In a similar vein, Mengistu (2012), signifying that salary is indeed a significant variable in determining the level of teachers' job satisfaction. In fact, the study findings showed that salary could be considered as a dissatisfier for teachers' job satisfaction. Many more studies investigating factors that determined teachers' perception of job satisfaction concluded that salary was a major determinant to teacher's satisfaction. Consequently, the following hypothesis is posted:

Hypothesis 3: There is a significantly positive relationship between salary and teachers' satisfaction.

## 4. *Incentives:*

Incentives are a form of encouragement to take action whose benefits can either be direct and indirect. They can be defined as the application of additional inputs that shape the education process towards achieving the final outputs. As such, Cui Callahan (2012), found that incentives had a positive effect in producing teachers' job satisfaction. Studies found out that monetary effects job satisfaction (Dindar, 2014; Muguongo et al., 2015; and Nyamubi's, 2017) and non-monetary incentives (Nyamubi's, 2017). However, Dindar, 2014 and Muguongo et al., (2015) exhibited dissatisfied with non-monetary incentives. Incentives displayed strong varying degrees of effects upon teachers' job satisfaction, be it positively or negatively and therefore considered to be a major determinant. Thus, the following hypothesis is proposed:

Hypothesis 4: There is a significantly positive relationship between incentives and teachers' satisfaction.

## 5. *Job Security:*

Job security is the belief that an employee will not lose their current job shortly. It is a perception that is intangible but can be felt. Farzi and Najaf Zadah (2015) investigated the relationship between job security and empowerment and concluded that job security significantly affected teachers' job satisfaction through its impact upon the empowerment of school teachers. Also, Ghenghesh (2013), Bataineh (2014); Alsiew (2016) and Ibnian (2016) confirmed job security appeared to be a significant variable that displayed a moderate effect upon educators' job satisfaction. Even more, studies apart from the reviews above depict the importance of job security leading to the following hypothesis being asserted:

Hypothesis 5: There is a significantly positive relationship between job security and teachers' satisfaction.

6. Teaching Experience:

Experience is the duration spent by the teacher in practicing their profession. The term may affect the level of job satisfaction. Callahem (2012); McNeil (2016) and Msuyd (2016) in a study that purpose to examine the level of job satisfaction among teachers, asserted that teachers with the high experience scored lower on extrinsic variables than did the teachers with less experience. However, XiaoyamGu (2016) in a study that examines the overall teachers' job satisfaction in public schools declared that there was an increase in dissatisfaction with an increase in the years of teaching experience. Past studies stipulate that (seniority) effect in changing the degree of satisfaction pitting teaching experience as a significant determinant hence this hypothesis is proposed:

Hypothesis 6: There is a significant relationship between years of teaching experience and the level of teachers' satisfaction.

TABLE 1: SEVERAL EMPIRICAL TYPES OF RESEARCH ON THE DEPENDENT VARIABLES OF TEACHER'S JOB SATISFACTION

<i>Author (Year)</i>	<i>Dependent Variable (s)</i>	<i>Data</i>
Salameh, (1999)	Teachers' job satisfaction	Primary Data
Alzyoued, (2007)	Teachers' job satisfaction	Primary Data
Abu Taleb, (2013)	Teachers' job satisfaction	Primary Data
Ghaemi and Sabokrouh, (2014)	Teacher empowerment	Primary Data
Ibnian Salem, (2016)	Teachers' job satisfaction	Primary Data
Cunningham, (2016)	Teachers' job satisfaction	Primary Data
Cungor, (2016)	Teachers' job satisfaction	Primary Data
Fischer, (2017)	Teachers' job satisfaction	Primary Data
Nyamubi (2017)	Teachers' job satisfaction	Primary Data

TABLE 2: SEVERAL EMPIRICAL TYPES OF RESEARCH ON THE INDEPENDENT VARIABLES OF TEACHER'S JOB SATISFACTION.

<i>Author (Year)</i>	<i>Independent Variable (s)</i>	<i>Data</i>
DestAyele (2012) Usop (2013), Mertler, (2016) Alam Zeb and Jamal, (2016)	Recognition	Primary Data
Armer (2011) Amin (2015), Iqbal et al., (2016) Queyrel Bryan, (2017) Jennifer Queyrel Bryan (2017)	Work Condition	Primary Data
AbdEl Fattah, (2010) Jill Williams, (2012) Robert Louis Bryant, (2012) Mengistu (2012), Almei (2014)	Salary	Primary Data
Cui Callahan (2012) Dindar, (2014) Muguongo et al., (2015) Nyamubi's, (2017)	Incentives	Primary Data
Ghenghesh (2013), Bataineh (2014) Farzi and Najaf Zadah (2015) Alsiew (2016) Ibnian (2016)	Job Security	Primary Data
Callahem (2012) McNeil (2016) Msuyd (2016) XiaoyamGu (2016)	Teaching Experience	Primary Data

As shown in Table I, the amount of research has provided an explanation of teachers' job satisfaction based on the perspective. Meanwhile Table 2 tabulates previous studies have come up with numerous determinants of teachers' job satisfaction. Recognition, work condition, salary, incentives, job security and teaching experience. Further, there is no consistency in the empirical results across studies. Besides, there are numerous cases where the detriments teachers' job satisfaction ranges from positive, negative, too insignificant. According to several authors' positive association between teacher's job satisfaction and incentives, salary inherently expected. However, others find that teacher's job satisfaction and recognition have a negative association. Based on research's given the inconsistent results of previous studies, a continuation of this investigation is relevant.

Therefore, the research framework in Figure 1 revolves around independent variables, dependent variables. In this study, the independent variables are recognition, working conditions, salary, incentives, teacher's experience and job security. The dependent variable is the teachers' job satisfaction.

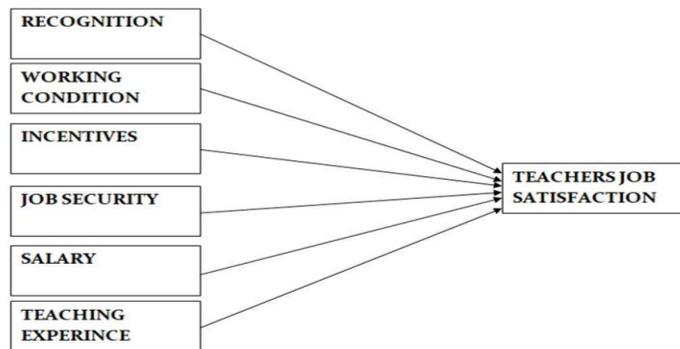


FIGURE 1: FRAMEWORK OF THE STUDY

### III. CONCLUSIONS

In this paper, the study sheds light on the degree of job satisfaction among teachers at the current level (secondary phase). Teachers are the pillars of education which emerge as the cornerstone of the building, the prosperity, and the development of the society. The study highlights the importance of dealing with new research areas like AJLOUN in Jordanian society as most studies focused on the capital region and surrounding governorates. The study will also contribute to the detection of variables and factors that affect teachers' job satisfaction enabling decision makers to develop elaborate and inclusive strategies to improve working conditions for teachers that they too can create the profession of education as well as strengthening their status in society. This study will enrich human resources management with the aim of developing the education profession, enhancing the status of teachers, and increasing their level of job satisfaction.

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