

Job Satisfaction Among Teachers in the Directorate of Education in Aqaba Governorate in Jordan

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Introduction

Job satisfaction gets a great interested from researchers. As a result of the multiplicity of theories and perspectives in the causes and consequences, it has varied definitions.

Some of these definitions only link between job satisfaction and morale and consider them as one thing indicates to a sense of conviction. It has become common to find situations where workers have a high degree of morale, but they are not productive. On the other hand, there are situations where workers have the lowest degree of morale, but they achieve the highest level of production, This is what caused the emergence of new views of job satisfaction refer to the staff's feelings and attitudes resulting from the work itself, as well as some innovative ideas about the relationship between workers and their work. Hrsberg's study showed that causes of satisfaction and dissatisfaction are distinct clusters.

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Some studies showed that there is a correlation between job satisfaction and the needs of a teacher. For example, Pastor & Erlandson(1982) found that there is a statistical significance correlation between job satisfaction and the needs of teachers, Ruben (1994) found that the essential factors for dissatisfaction included teacher's lacking of achievement, the lack of appreciation, and the lack of student's success. Moreover, he found that the external factors of dissatisfaction exemplified with the poor working conditions and unkind relationship between students and teachers.

There are three causative factors of job satisfaction. The first one is related to personality and the individual's ability to withstand the pressure of the work. The more he/she can deal and cope with the pressure of the work the more he/she will be satisfied. The second factor is related to the job- position. The higher job- position increased employee satisfaction from work and vice versa. The last factor is the personal relationships which are formed by the employee in the workplace. Because of good relationships, the employee feels that he/she is in a stable position and so satisfied. Therefore it helps him/her to be on the high level of achievement. (Alawi,2007)

No wonder when we hear about the high profit of a company and the descent of the other due to human resources in this company or that one. Human resources can contribute strongly to the goals and profits to an organization or they could be a financial burden to another .As it is the case in most public and private organizations in The Third World. The management of human resources means shortly the optimal use of available human element. On the one hand, this use depends on the human's efficiency, capacity, experience and enthusiasm for the work. On the other hand, an organization and its success in achieving its objectives depended on the previous mentioned factors. So researchers who interested in management t put the principles and foundations that help to make the most of all member of the organization through the management of human resources. These principles start from integrated planning, good selection, training, incentives, evaluation and all things related to human recourse (Abu- Kahaf, 1988)

Concepts of the Study

Researchers and specialists disagree in the formulation of a conceptual definition of job satisfaction; however, we can introduce the following definitions:

“It can defined as a psychological feeling of conviction, satisfaction, and happiness to satisfy the needs, desires, expectations of the work itself (job content) beside the working environment, the confidence and loyalty to work, internal and external related factors and environmental influences” (Alaadili, 1995).

Al-Qaisi, (1995) defined it as how workers express their feelings about their work. Firstly, these feelings depend on the individual’s perception about the extant that his/her job can fulfill his/her needs and desires. Secondly, it depends on one’s awareness about what material and moral benefits his/her job should provide. Furthermore, job satisfaction is composed of the personal elements related to the individual character, and other elements related work environment and its surrounding”

Researchers and specialists named these feelings differently. The first group called these feelings (morale). The second team called them (attitudes) towards job. The third called them (satisfaction). The fourth called them (motivation), or other names. Which concerns us here is the term job satisfaction in harmony with the title of this study.

Ali, (1993) introduced his definition as the individual’s feeling of the value and benefit of his/her work. By the work individuals can achieve their aspirations, fulfill their desires, exploit their knowledge capabilities and practical experience, their full interaction with this work, and compatibility with their heads and colleagues at work.

Regarding what have mentioned before. the researchers introduce their definition of job satisfaction as the employee ‘s feeling of psychological comfort and happiness in his/her work as a result of his/her feeling that all his/her material and moral aspirations are being fulfilled. This feeling is

reflected positively on his/her allegiance, loyalty, achievement, and relations with other colleges in the organization.

The Concept of Motives

Individual's behavior depends on the quality of the motives influencing him/her. Motives are considered as the basis for behavior. There are different types of motivations that influence the individual's behavior, such as material and moral motivations. The motivations is unsaturated need lead to certain individual's behavior, and this behavior is determined depending on the strength of motivation, The search for food comes from the natural reality of hunger and as soon as this need satisfied this behavior is ceased. Therefore, a motivation can be defined as

“ An unsaturated need or an inner need stems from within the individual causes a sort of imbalance and tension” (Adabaan, 2007)

Types of Incentives

Material Incentives

There are many forms of material incentives different from one sector to another such as material rewards. Material rewards are the most important physical method of incentives at this time, because money almost saturates every human need. In addition, money is commensurate with the new concept of work which is through money an individual can saturate all necessities of life such as food, housing, health insurance, education in addition to social status. All these necessities depend on money to a large extent. (Adabaan, 2007)

Moral Incentives

Moral incentives are one of the cornerstones in the system of incentives established by an institution. Without moral incentives the image of incentives that encourage work and increase performance can not be complete within the institution. Because human is instinctively sociable and can not live away from the respect and admiration by others, moral incentives are very important for any organization.

Although an employee has many of non-material demands and these demands vary from one person to another, We can limit these demands

and needs such as the need to be respect by himself/herself and others, the need of security, social status, social relations with his /her head and colleagues. A these needs give a sense of self-confidence, competence and efficiency and on the contrary, the lack of these needs that may generate a sense of vulnerability, helplessness and frustration.(Adabaan, 2007)

Literature Review

Givens (1989), found that there was a statistically significant relation between job satisfaction and years of experience in teaching, a number of years worked in current location, the annual salary, future career plans, and satisfaction from the teaching profession .

Windel (1990), demonstrated that there is no statistical significant difference in job satisfaction between male and female teachers being linked to the leadership style of the director. There was also no impact of each of the teaching experience and the educational level on job satisfaction for teachers.

In 1991, Chittom showed that teachers with high levels of job satisfaction had shown a more positive impression on the school environment comparing to teachers with low levels. As the study showed that the school district did not have an impact on the relationship between the level of job satisfaction and the perception of school's climate.

It was evident from the study which was conducted by Benit in 1992 that the strength of job satisfaction among teachers did not affected by demographic factors such as age, sex, the educational level, years of experience, years of work in the current school and the school type.

Malone (1993) conducted a study to determine factors influencing satisfaction and dissatisfaction. This study showed that teachers were satisfied with their profession. In addition, findings showed that the responsibility, interpersonal relationships with students and colleagues, achievement and job security were the main causative factors in job satisfaction. It also became clear that primary school teachers were the most satisfaction from their work compared with their counterparts from the teachers at the middle or secondary schools.

It was clear from Williams' study in 1993 which was applied to 144 teachers from primary school teachers, middle and secondary, factors of satisfaction are often identified by appreciation, the work itself, and responsibility. Whereas Tharrington's study in the same year, 1993, manifested the existence of a statistically significant correlation between job satisfaction of teachers and the director's supportive and restrictive behavior, demographic characteristics of the teacher related with years of service, the number of years of teaching in current school, the total number of years teaching in public schools. This study showed that the level of job satisfaction among teachers with less experience is better than the level of job satisfaction among more experienced teachers.

Bani Salama conducted a study in 1999 about job satisfaction among teachers in private schools in The Governorate of Zarqa. The results showed a decline in job satisfaction for teachers in several areas, the most important, management style, wages, bonuses and vacations. The researcher concluded to several recommendations, including further studies on job satisfaction for teachers in private schools in other regions of Jordan.

As well as the pre-mentioned study, Eid (2000) explained in his study which aimed to disclose the extent of job satisfaction of secondary teachers in -The Directory of Education in the first area of Amman-and its relationship to director's leadership style of the school. Results showed a decrease in the degree of job satisfaction among male teachers rather than female. The researcher recommended disclosing the reasons for dissatisfaction with male teacher for the teaching profession and handling them, The same recommendation was mentioned in the Al- Qaisi's study in 1995.

Ealimat (1994), recommended on his study about job satisfaction for the teachers of vocational secondary education in Jordan increasing attention to job security and stability. Although there are comparative studies in job satisfaction for faculty and administrative staff in Jordanian universities, public and private schools such as (Al-Tarawneh' 1996, 1999) and (Ashlol, 1999) there is no specific study related to The Directory of Education in Aqaba.

The Problem of the Study

Regarding what have mentioned before, this study is the first one concentrates on job satisfaction for teachers in The Directorate of Education in Aqaba. This study tries to answer the following questions:

1. What are the opportunities for training courses which are obtained by the employee?
2. To what extent is the employee's satisfaction for the profession?
3. What are the difficulties and social and field constraints facing the employee in his/her career?
4. What are the visions and proposals for the employee to improve his/her professionalism?

Objectives of the Study

The study aims to draw conclusions helping to know and understand the relationship between the motives and incentives It can give an idea about how to fulfill employee's needs, desires and expectations in The Directorate of Education in Aqaba and how to achieve their career satisfaction and professional development.

From the above it is clear that the study seeks to examine the reality of human resources in The Directorate of Education in Aqaba from all aspects, besides designing a future plan to develop them based on the needs of human resources. This study seeks to achieve these goals through the following issues:

1. Displaying the real situation of the working environment in Directorate of Education in Aqaba.
2. Understanding the reality of career in The Directorate of Education in Aqaba.
3. What is the reality of professional development and training in The Directorate of Education in Aqaba?
4. What is the reality of job satisfaction in The Directorate of Education in Aqaba?

Importance of the Study

This study was designed to examine closely the situation of the employee in the Directorate of Education in Aqaba, constraints of educational practice and performance facing the employee and the factors affecting job satisfaction for staff education. Results and recommendations of the study will be put to decision-makers in the educational sector to be taken into consideration.

This study reviews the relations between the orientation of the individual to work in the educational sector, job satisfaction, and some demographic characteristics. This exploration contributes to how to deal with the psychological effects of work pressures caused by staff's awareness these changes.

The importance of this study comes from the importance of the educational sector which plays an important role in economic and social development of the Kingdom, This study provides a database and important indicators about the teaching staff in educational institutions.

Hypotheses of the Study**Hypotheses Regarding the Demographic Factors of Staff:**

1. There is no statistically significant difference at the level ($\alpha = 0.05$), due to the sex of the employee affects job satisfaction.
2. There is no statistically significant difference at the level ($\alpha = 0.05$), attributable to the employee's age affects job satisfaction.
3. There is no statistically significant difference at the level ($\alpha = 0.05$), due to years of service affects employee job satisfaction.
4. There is no statistically significant difference at the level ($\alpha = 0.05$), attributed to the salary received by the employee impact on job satisfaction.

Hypotheses in the Fields of Study:

1. There is no statistically significant relation between the security and safety in the Directorate of Education in Aqaba and job satisfaction.

2. There is no statistically significant relation between development programs and accredited training in The Directorate of Education in Aqaba and career satisfaction.
3. There is no statistically significant relationship between the staff's relationships with their colleagues in The Directorate of Education in Aqaba and job satisfaction.
4. There is no statistically significant relation between the relationship of staff with their superiors in The Directorate of Education in Aqaba and job satisfaction.
5. There is no statistically significant relation between financial incentives granted to staff in the in The Directorate of Education in Aqaba and job satisfaction.
6. There is no statistically significant relation between the moral incentives granted to staff in The Directorate of Education in Aqaba and job satisfaction.

The Type of the Study

This study is an exploratory analytical study follows the approach of data collection and analysis. A questionnaire were distributed to (300) teachers who work in The Directorate of Education in Aqaba. One hundred and twenty of the distributed questionnaire were returned and (3) were excluded so the statistical analysis relied on (117) returned questionnaire .

Data Collection Tool and Procedures for Validity and Reliability

The data collection tool is a well- designed questionnaire. It is designed carefully to collect data and information. In addition to know trends and opinions of the sample of the study, it answers the questions of the study, and achieve the objectives of the study.

To confirm the reality and validity of the questionnaire, it was examined by a group of professional arbitrators on the subject of study. Then the questionnaire was modified regarding arbitrators' suggestions.

Results of the Study

This part of the study presented the findings, after application of procedures, data collection and analysis. The results of the study are shown as follows with regard to the questions and hypothesis of the study:

First: The Questions and the Hypothesis Regarding the Demographic Factors of Staff:

Results of the first question and the first hypothesis that emerged from :
 “There is no statistically significant difference at the level (α d’ 0.05), due to the sex of the employee affect job satisfaction.”

To answer this question and test its hypothesis, averages and standard deviations for the staff members were calculated. Table No. (1) shows the averages and standard deviations of the two groups:

Table No. (1)
Averages and standard deviations for the two degrees of satisfaction of staff and employees in the Directorate of Education in Aqaba

| Sex | Number | The mean | The Standard deviation | Rate |
|--------------|------------|-------------|------------------------|--------------|
| seMal | 45 | 2.43 | .36 | 60.8% |
| Females | 72 | 2.34 | .44 | 58.5 % |
| Total | 117 | 2.38 | .41 | 59.5% |

It is clear from the first table that there is a difference in the averages of the two staff members(males and females). According to findings , It is obvious that the average of the male staff is(2.43)with a rate (60.8%) and a standard deviation of (0.36). Furthermore, the results indicates that the average of female staff is(2.34) with rate(58.5%) and a standard

deviation of (0.44). Table No.(1) indicates clearly that the general average of job satisfaction in The Directorate of Education in Aqaba is (2.38), with a rate (59.5%). Researchers have resorted to the use of T-test to make sure of the differences between average male and female employees with statistical significance at the level of significance ($\alpha = 0.05$).

Table No.(2)
Test results (Independent Samples Test) to the degrees of job satisfaction in both groups of staff and employees in the Directorate of Education for the province of Aqaba.

| | | Levine's Test of Equal variances | T – test of Equal Averages | | | | | Confidence intervals 95% | |
|------------------|-------------------------------------|----------------------------------|---------------------------------|--------------------|---------------------------------|---------------------------------|-----------------|-----------------------------|------------------|
| | | F | Statistically Significant Level | of Degrees Freedom | Statistically Significant Level | The difference between Averages | Normative Error | The Highest level | The lowest level |
| Job satisfaction | The imposition of Equal variances | 1.18 | 0.278 | 115 | 0.26 | 0.08 | 0.07 | 0.24 | -.067 |
| | The imposition of Unequal variances | | | 106.76 | 0.240 | 0.08 | 0.07 | 0.23 | -.060 |

The results of Table (2) indicates to the possibility of accepting the hypothesis “There is no statistically significant difference at the level ($\alpha = 0.05$), attributable to the sex of the employee affects the extent of job satisfaction for staff in the Directorate of Education in Aqaba”. The table indicates that statistical significance differences at the level ($\alpha = 0.278$) between the two groups of staff members. This value is much more than the required level ($\alpha = 0.05$). This means that the differences in the degree of satisfaction among male and female employees are not significant.

Results of the second question and the second hypothesis that emerged from it: “There is no statistically significant difference at the level (α d’ 0.05), attributable to the employee’s age affects job satisfaction.”

To answer this question and test his hypothesis averages and standard deviations of four groups representing different age groups for the staff who works The Directorate of Education in Aqaba. Table (3) shows the averages and standard deviations of the four groups:

Table No. (3)
Averages and standard deviations of the satisfaction degrees of the four groups that represent different age groups of staff in The Directorate of Education in Aqaba

Table No.(3) indicates ,on the one hand, that the oldest group 35 – year and more is the most job satisfied employee with an average (2.46) rated (61.5%) and a standard deviation of (0.40). On the other hand, the youngest group 20- 25- year old was the least job satisfied with an average (2.29) rated (57.3%) and a standard deviation (0.49).

Researchers have resorted to the use of single-test analysis of variance (ANOVA) to make sure that the differences between averages for different age groups of Directorate of Education are statistically significant at the level of significant (α d’ 0.05) as Table No. (4) shows.

Table (4)
Results of one way analysis of variance (ANOVA) for the degree of satisfaction of the four members of groups that represent different age groups to the staff in The Directorate of Education in Aqaba

| | Sums of squares | Degrees of freedom | The average of Squares | F- value | Statistical significant level |
|-----------------------|-----------------|--------------------|------------------------|--------------|-------------------------------|
| Among Groups | .931 | 3 | 0.310 | 1.840 | 0.144 |
| Within a group | 19.065 | 113 | 0.169 | | |
| Total | 19.996 | 116 | | | |

We note from Table No.(4) the differences between degrees of satisfaction of staff in The Directorate of Education in Aqaba are not statistically significant at the level ($\alpha = 0.05$) regarding the age groups.

To be more sure a (Post Hoc Tests) is made to come up with a different comparison table. As shown in following Table No. (5).

Table (5)

Results of one way analysis of variance (LSD) (Post Hoc Tests) for the degree of satisfaction of the four members of groups that represent different age groups of the staff in The Directorate of Education in Aqaba

| Age group | Age group (J) | The differences between averages | Normative Error | Level of Statistical significance | Confidence intervals 95% | |
|-----------|---------------|----------------------------------|-----------------|-----------------------------------|--------------------------|------------------|
| | | | | | The Highest level | The lowest level |
| 1 | 2 | -.06 | .14 | .65 | .22 | -.35 |
| | 3 | .04 | .14 | .77 | .32 | -.23 |
| | 4 | -.17 | .13 | .19 | .08 | -.42 |
| 2 | 1 | .06 | .14 | .65 | .35 | -.22 |
| | 3 | .10 | .11 | .35 | .33 | -.12 |
| | 4 | -.10 | .10 | .31 | .09 | -.30 |
| 3 | 1 | -.04 | .14 | .77 | .23 | -.32 |
| | 2 | -.10 | .11 | .35 | .12 | -.33 |
| | 4 | -.21 | .09 | .02 | -.02 | -.40 |
| 4 | 1 | .17 | .13 | .19 | .42 | -.08 |
| | 2 | .10 | .10 | .31 | .30 | -.09 |
| | 3 | .21 | .09 | .02 | .40 | .02 |

(*) means that the difference is statistically significant at the level of (0.05)

Table No.(5) clarifies that there is no statistically significant difference between the averages for the degree of satisfaction of Directorate of Education in Aqaba attributed to age groups.

Results of the third question and the third hypothesis that emerged from it “There is no statistically significant difference at the level (α d’ 0.05), due to years of service affects employee job satisfaction.”

To answer this question and test his hypothesis, averages and standard deviations for the four groups represent years of service in the Ministry of Education were extracted. Table No. (6) shows the averages and standard deviations of the four groups:

Table No. (6)
Averages and standard deviations of the satisfaction degrees of the four groups that represent the employee’s years of experience of the staff in The Directorate of Education in Aqaba

| The Experience | Years of Experience | Number | The average | The standard deviation | Ratio |
|-----------------------|----------------------------|---------------|--------------------|-------------------------------|--------------|
| 1 | 1-2 | 18 | 2.28 | 0.45 | 57% |
| 2 | 3-5 | 28 | 2.27 | 0.35 | 56.8% |
| 3 | 6-10 | 16 | 2.28 | 0.38 | 57% |
| 4 | More than 11-year | 55 | 2.49 | 0.41 | 62.3% |
| Total | | 117 | 2.38 | 0.41 | 59.5% |

As it is clear of Table No.(6) the staff with the highest number of year - experience are more satisfied than less experienced staff with an average of satisfaction (2.49), a rate (62.3%) and a standard deviation (0.41) while the first and third groups score an average of (2.28), the proportion (57%) and standard deviations (0.45) (0.38) respectively. The second group is the staff of an experience between 3 and 5 years, has the average of satisfaction (2.27), a rate (56.8%) while the standard deviation of them (0.35).

The researchers used (ANOVA) test to make sure that the differences between the averages of satisfaction related to number of year -experience

by the staff of The Directorate of Education are statistically significant at the level of significance ($\alpha = 0.05$). As it is shown in the following Table No. (7).

Table No.(7)
Results of analysis of variance unilateral (ANOVA) for the degree of satisfaction of the four members of groups that represent years of experience to the staff of The Directorate of Education in Aqaba

| | Sums of squares | Degrees of freedom | The average of Squares | F- value | Statistical significant level |
|-----------------------|-----------------|--------------------|------------------------|--------------|-------------------------------|
| Among Groups | 1.29 | 3 | .432 | 2.610 | 0.05 |
| Within a group | 18.69 | 113 | .165 | | |
| Total | 19.996 | 116 | | | |

Table No. (7), illustrates the statistically significant differences between degrees of satisfaction of staff in The Directorate of Education in Aqaba and the experience at the level of statistically significant ($\alpha = 0.05$). In order to be sure at this level of statistical significance and to determine which group has the most significant difference, a different scale comparisons was extracted using (Post Hoc Tests) as shown in Table No. (8).

Table (8)

Results of one way analysis of variance (LSD) (Post Hoc Tests) for the degree of satisfaction of the four members of groups that represent the years of experience of the staff in The Directorate of Education in Aqaba

| Experience group (I) | | The differences between averages (I-J) | Error | Level of Statistical significance | Confidence intervals 95% | |
|----------------------|---|--|--------|-----------------------------------|--------------------------|------------------|
| | | | | | The Highest Level | The Lowest Level |
| 1 | 2 | .0035 | .12289 | .977 | .2470 | -.2400 |
| | 3 | -.0016 | .13977 | .991 | .2753 | -.2785 |
| | 4 | -.2098 | .11046 | .060 | .0091 | -.4286 |
| 2 | 1 | -.0035 | .12289 | .977 | .2400 | -.2470 |
| | 3 | -.0051 | .12748 | .968 | .2475 | -.2577 |
| | 4 | -.2133* | .09444 | .026 | -.0262 | -.4004 |
| 3 | 1 | .0016 | .13977 | .991 | .2785 | -.2753 |
| | 2 | .0051 | .12748 | .968 | .2577 | -.2475 |
| | 4 | -.2082 | .11555 | .074 | .0207 | -.4371 |
| 4 | 1 | .2098 | .11046 | .060 | .4286 | -.0091 |
| | 2 | .2133* | .09444 | .026 | .4004 | .0262 |
| | 3 | .2082 | .11555 | .074 | .4371 | -.0207 |

(*) means that the difference is statistically significant at the level of (0.05)

Table No.(8) sheds light upon the group of experience (4)

employees ,who have an experience for more than (11) years, are more satisfied with statistically significant difference than the second group, who has an experience from 3 to 5 years.

Results of the fourth question and hypothesis emanating from: “ There is no statistically significant difference at the level (á d” 0.05), attributed to the salary received by the employee impact on job satisfaction.”

To answer this question and test the hypothesis averages and standard deviations of four groups representing categories of the monthly salary received by the employee of in The Directorate of Education in Aqaba. Table (9) shows averages and standard deviations for the four groups:

Table No. (9)
Averages and standard deviations of the satisfaction degrees of the four groups that represent the employee’s monthly salary of the staff in The Directorate of Education in Aqaba

| The Experience | The Salary | Number | The average | The standard deviation | Ratio |
|-----------------------|------------------------|---------------|--------------------|-------------------------------|--------------|
| 1 | 200-250 JD | 22 | 2.30 | 0.47 | 57.5% |
| 2 | 251-300 JD | 44 | 2.32 | 0.45 | 58% |
| 3 | 301-350 JD | 25 | 2.36 | 0.29 | 59% |
| 4 | More than 351JD | 26 | 2.56 | 0.35 | 64% |
| Total | | 117 | 2.38 | 0.41 | 59.5% |

Table No. (9) clarifies that employees who earn higher salaries,

they are represented in the fourth category, and who earned more than (351) JD are the most satisfied employees compared to other groups with an average of satisfaction (2.56), rated (64%) and a standard deviation (0.35) It is obvious from Table No, (9) that the first group got the average of satisfaction (2.30) with a percentage of (57.5%).

The researchers used (ANOVA) to make sure that the differences between the averages of satisfaction related to the salary of the staff in The Directorate of Education are statistically significant at the level of significance (α d' 0.05). Table No. (10) illustrates that as follows:

Table No. (10)
Results of (ANOVA) test for the degree of satisfaction members of groups that represent the four categories of the monthly salary received by the staff in The Directorate of Education in Aqaba

| | Sums of squares | Degrees of freedom | The average of Squares | F value | Statistic al significant level |
|-----------------------|-----------------|--------------------|------------------------|-------------|--------------------------------|
| Among Groups | 1.11 | 3 | .373 | 2.23 | .088 |
| Within a group | 18.87 | 113 | .167 | | |
| Total | 19.98 | 116 | | | |

We note from Table No. (10), the differences between salaries do not affect the degree of satisfaction of staff in The Directorate of Education in Aqaba at the level of significance (α d' 0.05). In order to be sure, researchers make (Post Hoc Tests) (LSD) as in Table No. (11).

Table No. (11)

Results of (LSD) (Post Hoc Tests) on the degree of satisfaction of the four members of groups that represent different categories of salary for the staff of The Directorate of Education in Aqaba

| Salary group (I) | Salary group (J) | The differences between averages (I-J) | Error | Level of Statistical significance | Confidence intervals 95% | |
|---------------------|---------------------|--|--------|--------------------------------------|--------------------------------|---------------------|
| | | | | | The Highest Level | The Lowest Level |
| 1 | 2 | -.0191 | .10672 | .858 | .1923 | -.2305 |
| | 3 | -.0571 | .11948 | .634 | .1797 | -.2938 |
| | 4 | -.2558* | .11840 | .033 | -.0213 | -.4904 |
| 2 | 1 | .0191 | .10672 | .858 | .2305 | -.1923 |
| | 3 | -.0380 | .10236 | .711 | .1648 | -.2408 |
| | 4 | -.2367* | .10110 | .021 | -.0364 | -.4370 |
| 3 | 1 | .0571 | .11948 | .634 | .2938 | -.1797 |
| | 2 | .0380 | .10236 | .711 | .2408 | -.1648 |
| | 4 | -.1988 | .11449 | .085 | .0280 | -.4256 |
| 4 | 1 | .2558* | .11840 | .033 | .4904 | .0213 |
| | 2 | .2367* | .10110 | .021 | .4370 | .0364 |
| | 3 | .1988 | .11449 | .085 | .4256 | -.0280 |

(*) means that the difference is statistically significant at the level of (0.05)

On the contrary of Table No.(10), Table No.(11) indicates that the staff salaries in the fourth category, which represent the staff who earned more than (351) JD are more satisfied than employees who are under the first category and their salaries range between 200 to 250JD. They got the level of significance (0.033) which is less than the required level (α = 0.05), as well as for the third category which salary's range between 251 and 300. The differences in the degree of satisfaction related to the salary

are statistically significant for the fourth category.

II: Questions and hypotheses in the fields of study:

To test these six hypotheses averages of the degrees of satisfaction and standard deviations for each field has been calculated as shown in Table No. (12).

Table (12)
Averages and standard deviations of the degrees of job satisfaction for staff in The Directorate of Education in Aqaba regarding the sixth fields of the Study

| The Field | The Average | The Standard Deviation | The Ratio |
|---|--------------------|-------------------------------|------------------|
| The first field: compatibility between work and the routine | 2.83 | 0.47 | 70.8% |
| The fifth field: relationship with heads departments | 2.41 | 0.46 | 60.3% |
| The third field: development and training | 2.35 | 0.74 | 58.8% |
| The second field: security program the and professional safety | 2.31 | 0.62 | 57.8% |
| The fourth field: relations with colleagues | 2.30 | 0.62 | 57.5% |
| The sixth field: physical and moral incentives | 2.19 | 0.37 | 54.8% |

With a reference to Table No. (12), it is clear that t the first field received the highest average (2.83), a rate (70.8%) and a standard deviation (0.47),while the average for the fifth (2.41) with a rate (60.3%), followed by the third field average (2.35) and percentage (58.8%),then the second

area average (2.31) and percentage (57.8%) and the fourth field average (2.30) and percentage (57.5%) lastly, the sixth field in an average (2.19) and percentage (54.8%). We note from Table No. (11) that there are clear differences in average job satisfaction according to the six field of the study and to ensure that these differences are statistically significant, the researcher made (T) and Table No. (13) shows the results of this analysis.

Table No. (13)

Results of degrees of job satisfaction (Paired Samples Test) (T) test to the staff in The Directorate of Education in Aqaba regarding the sixth fields of the study

| The Field (job satisfaction) | The differences between averages | The Standard Deviation | The Normative Error | Confidence intervals 95% | | T-value | Degrees of Freedom | Level Statistical significance Velin |
|--|----------------------------------|------------------------|---------------------|-----------------------------|------------------|---------|--------------------|--|
| | | | | The highest Level | The lowest Level | | | |
| The first field: compatibility between work and the routine | -.4516 | .64954 | .06005 | -.3327 | -.5706 | -7.521 | 116 | .000 |
| The second field: security program the and professional safety | .0746 | .70537 | .06521 | .2038 | -.0545 | 1.144 | 116 | .255 |
| The third field: development and training | .0279 | .79747 | .07373 | .1740 | -.1181 | .379 | 116 | .705 |
| The fourth field: relations with colleagues | .0827 | .64889 | .05999 | .2015 | -.0361 | 1.378 | 116 | .171 |
| The fifth field: relationship with heads departments | -.0313 | .60238 | .05569 | .0790 | -.1416 | -.562 | 116 | .575 |
| The sixth field: material and moral incentives | .1863 | .52100 | .04817 | -.0364 | .0909 | 3.868 | 116 | .000 |

Table No. (13) demonstrates that the statistically significant

differences are only in two fields the first area: compatibility between work and the routine and material and moral incentives. The rest of the fields ,as Table No. (13),have no impact on job satisfaction it seemed that this effect is not statistically significant.

Discussing Results of Study

Firstly: Discussing results regarding demographic factors of the staff: Discussing results of the first question and its hypothesis regarding the staff's sex:

Results of the first question are outlined in Table No. (2) Results showed that differences were not statistically significant between employee's satisfaction and their sex. The reason for this result maybe ascribe to the similarity of the conditions of employment between male and female employees in terms of monthly salary and working hours. By reference to Table No.(1) we note that the male staff's average of satisfaction was (2.43), rate (60.8%) while female staff's average of satisfaction was (2.34), rate (58.5%). The convergence between male and female employees is very clear. The researchers believe that this percentage logical and reasonable in the circumstances surrounding the work and because they have the same rights and duties. This finding corresponds with the results of each of (Aldjanini and Farah, 1995), (Alfreed, 1987), (Zaza, 1992 and (Sergeeoghani, 1967).

Discussing results of the second question and its hypothesis regarding the staff's age:

The analysis of results on the second question explained in Table No.(4) clarified the lack of statistically significant differences due to the age of the employee in general affect the average of job satisfaction. This confirms the findings of the researchers in the discussion of the first hypothesis of the similarity of working conditions in terms of the number of working hours and salary. In more detail Table No.(5) showed that the oldest employees got the highest averages of satisfaction, whereas the youngest employees got the lowest averages of satisfaction. Researchers may attribute this result to the stability of oldest staff. The researchers believe that this result was also reasonable and logical the oldest staff members

are often satisfied with an evidence of their long continuing in the job.

Discussing results of the third question and its hypothesis regarding the staff's years of experience:

The results of the analysis by using (ANOVA) test as in Table No.(7) expounded that there were statistically significant differences at the level ($\alpha = 0.05$) in the degree of employee satisfaction due to their experience (number of active service years they have). Staff with a long experience obtained on average a higher satisfaction than any other with an average of (2.49), a rate (62.3%). This result is a reasonable and expected one. Staff with a long experience is satisfied and happy doing their work whereas staff with a short experience is not. They may be looking for other jobs in the same department or other administrators or looking to transfer to another ministry than the Ministry of Education. Staff with a long experience, namely, the fourth group and those with an experience of (11) years is more satisfied employees more than the second group of staff whose experience ranging between (3) to (5) years, while the difference between the fourth group and the first group whose experience ranging from (1) and (3) years is not descriptive. Researchers attributed this difference to the additional premium, (100) to (150) JD, which is granted to employees who has an experience less than (3 years) and come from other Directorates of Education and it is not granted to any other group.

Discussing results of the fourth question and its hypothesis regarding the staff's salary:

As it is clear from Table No.(9), there is no statistically significant differences at the level ($\alpha = 0.05$) affect the degree of job satisfaction due to the amount of the monthly salary received by the employee. In details, the fourth who receive more than (351 JD) are more satisfied than any other group (see Table No.(10)). Possibly, this confirms the findings, researchers discussed previously. We know that the most experienced staff have received the additional allowances. It is worth mentioning here that the logical consequence and the expected findings of this study demonstrate the validity and reliability of the questionnaire used to measure job satisfaction for staff and the safety of procedures used in reaching these results.

Secondly: Discussion questions and hypotheses in the sixth fields of the study:

With reference to Table No.(11) we noted that the first field received the highest proportion compared with other fields. The percentage of job satisfaction for staff who has a work characterized by repetitive periodic routine is (70.8%) and the difference in the average of job satisfaction for this group of staff is statistically significant at the level of significance (α d' 0.05). The reason for this result, as researchers believe that most of the staff of the Directorate wish to engage in specific tasks does not already have room for creativity and innovation.

The fifth field captured the second order sequence after the one. The average of job satisfaction for the staff who are keen on good relations with their superiors is (60.3%) but differences in average of job satisfaction for this domain are not statistically significant as well as areas that follow as shown in Table No. (12). This result may indicates, as the researchers think, the reasonable social relations between the principle and the employee. Staff in the Directorate did not show more job satisfaction towards the training and development programs that they benefit from. As well the percentage of job satisfaction for the staff in this area is (58.8%), which is low and non-statistically significant as indicated in Table No.(12).

Regarding the sixth area ,material and moral incentives, it has the lowest proportion of job satisfaction for staff who consider the material and moral incentives that give them enough (54.8%). It is the lowest satisfaction among the six areas at the level of significance (α d' 0.05). This result is logical and consistent with the findings of the researchers in their analysis and discussion of the results of the fourth hypothesis of the employee's salary.

Recommendations of the Study:

In the light of the findings of this study, the researchers recommend the following:

1. Reviewing salaries and financial and moral premium granted to employees and increasing them as much as possible.

2. Holding workshops and special training courses for staff training on matters concerning the proficiency of their work and development.
3. Encouraging and helping employees' innovation and creativity through setting out the framework required for the completion of the work and given an opportunity for reflection and achievement.
4. Conducting studies similar to the current study takes into account the other directorates of the Ministry of Education and comparing between them.
5. Rehabilitating staff in The Directorate of Educational in Aqaba for (ICDL).
6. Organize specialized courses in different areas of work in the Directorate.

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