

The level of Job Satisfaction among EFL Teachers in Jordan

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Abstract

The current study aimed at investigating the level of job satisfaction among teachers of English as a Foreign Language (EFL) in Jordan. The study attempted to answer the following questions:

- *What is the level of job satisfaction among public schools EFL teachers in Jordan?*
- *What are the most satisfying/dissatisfying aspects for public schools' EFL teachers in Jordan?*
- *Is there a relationship between job satisfaction and gender among public schools EFL teachers in Jordan?*

The sample of the study consisted of 28 male and female EFL teachers from public schools in Amman. A 20- item questionnaire was coded and analyzed using the SPSS. The findings revealed that the overall level of job satisfaction among EFL teachers is high. However, female teachers showed a higher level of job satisfaction than male teachers. The researchers recommend improving conditions of teachers of public schools so as to gain a higher level of job satisfaction and improve outcomes of the teaching-learning process.

Keywords: Job Satisfaction, EFL teachers, public schools, Jordan

1-Introduction:

Job satisfaction is crucial for long-term growth in any education system. It is important in the same way as professional knowledge, teaching skills, and access to educational resources (Oloube, 2005).

"One important reason for measuring job satisfaction is related to the presumed relationship with the organizations' short-term goals of increasing individual productivity, reducing absences, tardiness, and other related issues", (Smith, 1992).

Job satisfaction for teachers occurs when they are satisfied with the success they have in the areas of their individual responsibility, challenging work, and opportunities for achievement and advancement (Johnson & Johnson, 1999). Extrinsic factors affecting job satisfaction include salary, fringe benefits, school safety, level of building-level support, and job security.

"Job satisfaction contains both intrinsic and extrinsic factors. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth, and personal growth", (Davis & Wilson, 2000). Job satisfaction might also originate from the success in working with students, interactions with colleagues, and the success of daily activities in the classroom (Perie & Baker, 1997).

Herzberg, Mausner, Peterson, and Capwell (1957) identified three main aspects of job satisfaction including: (a) specific activities of the job; (b) place and working conditions of the job; and (c) factors including economic rewards, security, or social prestige. In order to enhance the level of job satisfaction among teachers, there are a number of strategies that can be done by the school administrators.

According to Shen (1997), creating good work environment within the school leads to greater levels of job satisfaction and empowerment and ultimately, increased teacher retention. Herzberg and Frederick (1959) believe that "people are made dissatisfied by a bad environment, but they are seldom made satisfied by a good environment, and the prevention of dissatisfaction is just as important as the encouragement of motivator satisfaction.... An individual can be highly motivated in his work and be dissatisfied with his work environment.

Thus, the current study comes to explore the level of job satisfaction among teachers of English as a Foreign Language (EFL) in Jordan, with the aim of helping the Ministry of Education improve conditions of teachers working in public schools and contribute to developing outcomes of the educational process in the kingdom.

2-Problem of the Study:

Exploring the level of job satisfaction among teachers is considered to be one of the key issues that should be taken into consideration to improve the entire teaching-learning process outcomes.

Studies conducted in the educational field stressed the importance of revealing job satisfaction among teachers; Alzaidi (2008) pointed out that "job satisfaction has become an increasingly urgent in the educational context, because both head teachers and teachers are dealing with the future of the community or society in which they operate".

Consequently, the current study comes to address the following questions:

- What is the level of job satisfaction among public schools EFL teachers in Jordan?
- What are the most satisfying/dissatisfying aspects for public schools' EFL teachers in Jordan?
- Is there a relationship between job satisfaction and gender among public schools' EFL teachers in Jordan?

3-Objectives of the Study:

The current study aims at:

- Revealing job satisfaction among EFL teachers in Jordan.
- Exploring the most satisfying/dissatisfying aspects for EFL teachers in Jordan.
- Investigating the relationship between job satisfaction and gender.

4-Significance of the Study:

The current study is expected to help the Ministry of Education explore the level of job satisfaction among public schools teachers and EFL teachers in particular. Such research can give an insight about teachers' job related needs. The study may also reveal basic principles or bases that may be taken as starters for identifying the proper conditions for evoking job satisfaction among EFL male and female teachers. The study can be an encouraging motivation for further complementing studies that may help in improving conditions of teachers in Jordan.

5-Tools of the Study:

To achieve objectives of the study, the researcher used a 20-item questionnaire consisting of two sections. The first section includes information about teachers' demographic background (age, gender, years of teaching experience, level of education). The second section consists of 20 items covering various areas concerning their job. (See appendix 1)

6-Limitations of the Study:

- This study is confined to exploring job satisfaction among teachers of English as a Foreign Language.
- This study is confined to revealing job satisfaction among EFL teachers in public schools in Jordan.
- This study was conducted in the first semester of the academic year 2015-2016.

7-Review of Related Literature:

Job satisfaction is an important issue for the individuals and societies because the individual's satisfaction of his job is necessary for achieving his social and psychological compatibility. Thus, job satisfaction is closely connected to success in job which in turn is the subjective criteria upon which the society's assessment of its individuals is based. Bataineh (2014). Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Robbins (2005) points out that job satisfaction is a collection of feelings an individual holds towards his or her job, adding that "a person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job. Schmidt (2007) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. According to Buitendach & De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual.

These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999).

Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work .

Veldman (2005) studied the development of teacher-student relationships and teachers' job satisfaction throughout the careers of four veteran teachers who retained high job satisfaction. Teachers' job satisfaction appeared positively related to the self-reported quality of the teacher-student relationships. Positive retrospective teacher perceptions did not always coincide with positive student perceptions. The researchers found that teachers might have positive job satisfaction despite, in the eyes of the students, a poor teacher-student relationship.

Saiti and Papadopoulous (2015) investigated primary school teachers' perceptions regarding their job satisfaction, and examine whether or not the personal characteristics of primary school educators (such as gender, age, family status, educational level, and the total years of service in public primary education) have any impact on their job satisfaction. A total of 360 questionnaires were administered to primary school teachers in the metropolitan area of Athens (region of Attiki). The sample was randomly selected. The questionnaire was based on 41 closed and was divided into two sections. Findings of the study showed that Greek school teachers are generally satisfied with their profession.

Mahmoud (1980) investigated the differences in the degree of job satisfaction among teachers with respect to their sex, marital status, and teaching experiences. The questionnaire on job satisfaction contained various job related subscales like school administration, educational supervision, curriculum, parental co-operation and teacher pupil relationships. The researcher found all the main effects were statistically significant at alpha 0.05 level. Female teachers reported greater satisfaction than did the male teachers, married ones greater than the unmarried ones, and more experiences ones greater than did less experienced ones.

Chohan, Naseem&Shafiq (2011) examine job satisfaction among female primary school teachers from public and private sectors in District Lahore based upon the demographic variables involve in job satisfaction. A questionnaire was developed by the researchers to measure job satisfaction among teachers. The data was analyzed using SPSS and applied different techniques like Chi-square and Z-Test. Results showed that the satisfaction level of government teachers is higher than the private sector as far as salary level is concerned and it is also observed that government teachers feel their jobs are secure as compared to private school teachers. However, there are some important problems faced by female teachers like public transport, encashment of leave at the end of year and live long distance from school. Results showed that there is an association between sectors [public/private] and demographic variable.

Bataineh (2014) investigated the level of job satisfaction among educational faculty members in Jordanian universities. The sample of the study comprised (118) faculty members who responded to a (75-items) instrument designed to measure five dimensions of job satisfaction. Results indicated that faculty members had a moderate level of job satisfaction. Moreover, results showed differences in the level of job satisfaction for the fever of males, higher teaching experience, higher rank level and university type.

8-Methodology:

The purpose of the study was to reveal the overall level of job satisfaction among EFL teachers in public schools in Jordan. After examining the theoretical literature related to job satisfaction and reviewing the previous studies and theories that addressed the different aspects of job satisfaction, a questionnaire was used for the purpose of gathering information and data related to job satisfaction among EFL teachers in public schools in Jordan.

The target population for this study consisted of all EFL teachers working in public schools in Amman. A total of 28 EFL male and female teachers, chosen from four public schools in Amman, participated in this study. The study sample distributed as shown in (table 1).

Distribution of Study Sample

No.	School	Number of EFL Teachers	Total
1	Tariq bin Ziad School for Boys	8	15 male teachers
2	Sharif al-Hussein bin Ali School for Boys.	7	
3	Nahawand School for Girls	6	13 female teachers
4	Al Qadesiah School for Girls	7	

Table 1**9-Procedures:**

To carry out the current study, the researcher has:

- Reviewed the related literature in the field of job satisfaction, mainly in the educational field.
- Developed a questionnaire to measure the level of job satisfaction among EFL teachers in public schools in Amman.
- Chosen the sample of the study.
- Distributed the questionnaire to the sample of the study.
- Collected and analyzed data.
- Discussed results of the study.
- Introduced recommendations and suggestions for further research.

10-Data analysis and Findings:

Results will be shown according to questions of the study:

First question:

- What is the level of job satisfaction among public schools EFL teachers in Jordan?

To answer this question, means and standard deviations were calculated as seen in Table 2. The overall mean of job satisfaction among EFL teachers, is (M=3.52), with Std. Deviation (0.823) which is considered high.

Mean and SD of Overall Job Satisfaction among EFL Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Overall job satisfaction	28	1.00	5.00	3.5200	.82325
	28				

(Table 2)

As for the second question:-

- What are the most satisfying/dissatisfying aspects for public schools EFL teachers in Jordan?

Findings of the study, as shown in table 3, indicate that items number 3,4, and 9 are the most satisfying ones, while items number 11, 8 and 18 were the least satisfying aspects.

Mean, SD of the Most Satisfying and Dissatisfying Items

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00011	28	1.00	5.00	2.8400	1.06771
VAR00008	28	1.00	5.00	2.8800	1.05357
VAR00018	28	1.00	5.00	3.0800	1.15181
VAR00009	28	3.00	5.00	4.1600	.68799
VAR00004	28	2.00	5.00	4.2000	.76376
VAR00003	28	2.00	5.00	4.2800	.84261

(Table 3)

Based on the teachers' responses on the questionnaire, it was clear that the most satisfying items were ordered as follows:

- Job security and stability. (Item number 3).
- Cooperation among colleagues and overall working environment.(Item number 4)
- Training programs, sessions and workshops held by The Ministry of Education on various teaching- learning fields. (Item number 9).

On the other hand, the least satisfying aspects, according to the instructors' responses on the questionnaire, were ordered as follows:

- Your salary is competitive and meets your expectations. (Item number 11).
- Your job gives you respect in society. (Item number 8).
- Scopes for career growth. (Item number 18).

As for the third question: Is there a relationship between job satisfaction and gender among public schools EFL teachers in Jordan?

Findings of the study, as seen in Table 4, show that there are statistically significant differences for the level of job satisfaction among EFL teachers in accordance to the variable of gender (male, female) in favor of female teachers. The mean for the female teachers was (3.98) compared with (3.08) for male teachers. This means that female teachers have a higher level of job satisfaction than the male teachers.

Means of Job Satisfaction among EFL teachers According to Gender

Total (28)	Gender	Number	Mean	Std. Deviation
	Male	15	3.08	1.51
	Female	13	3.98	1.76

Table 4

11-Discussion:

This study examined whether EFL teachers are satisfied or not with their job.

The study revealed that basic needs and desires for public schools EFL teachers must be fulfilled. Satisfaction of male and female EFL instructors is influenced by a number of factors such as, salary, job security and stability, working environment, benefits, possibility for career growth, and services extended to teachers, including transportation and medical insurance.

The data collected from the current study's participants were analyzed and results were obtained. From the findings of the study it can be concluded that the overall level of job satisfaction among EFL teachers is high. Most of the EFL teachers like the teaching profession. Likewise, the results of the questionnaires show that most of the EFL instructors are satisfied with their job. However, the findings showed that female EFL teachers have a higher level of job satisfaction than male teachers.

The study revealed that most teachers are satisfied with the level of security and stability of their jobs, cooperation among their colleagues, working environment, as well as the training sessions and workshops held by the Ministry of Education on various educational areas. Such results were in line with Saiti and Papadopoulos (2015) and Mahmoud (1980), who noted that most EFL teachers are satisfied with their jobs, indicating that "female teachers reported greater satisfaction than did the male teachers".

The results were also in harmony with findings of Chohan, Naseem & Shafiq (2011) who noted that "government teachers feel their jobs are secure as compared to private school teachers".

On the other hand, response of EFL teachers on the questionnaire showed that most teachers were dissatisfied with their salaries, the public images of teachers and the teaching profession in society and possibility of career growth. Such results were in line with Pedzani(2012), who stated that "teachers feel that they are not well paid and therefore can barely live on the income from their salaries".

12- Recommendations and suggestions for further research:

Based upon the findings of this study, the researcher recommends the following:

- The Ministry of Education must review the current salary scheme for public schools teachers.

- The Ministry of Education must revise the long working hours for teachers so as to help them feel at ease and work smoothly.
- The Ministry of Education must give the teachers a chance to improve their knowledge and skills through high level training and degrees.

On the other hand, the researcher suggests conducting further studies in the following areas:

- Job satisfaction among public and private schools' teachers.
- Job satisfaction among primary and secondary schools' teachers.
- The relationship between job satisfaction and years of teaching experience, level of educational and age.

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Appendix 1: The Final Form of Job Satisfaction Questionnaire

How satisfying do you find:	Highly Satisfying	Satisfying	Neither satisfying nor dissatisfying	Dissatisfying	Highly dissatisfying
1- Services extended by the Ministry of Education including health insurance and transportation.					
2-The amount of recognition you receive for your efforts from your employer/ governing body.					
3- Job security and stability.					
4-Cooperation among colleagues and overall working environment.					
5- The way that your employer works for the betterment of your status.					
6-Your status as an EFL instructor in your school.					
7-The image of EFL instructor as portrayed in the media.					
8- -Your job gives you respect in society.					
9- Training programs, sessions and workshops held by The Ministry of Education on various teaching- learning fields.					
10- Your opportunities for promotion and advancement.					
11- Your salary is competitive and meets your expectations.					
12-The physical working environment of your school (infrastructure, resources, etc..)					
13- Your benefits (holidays, educational leaves, etc....)					
14- Your official working hours.					
15- Possibility to take part in events abroad.					
16- The amount of recognition you receive for your efforts from your students.					
17-Authority and independence.					
18-Scopes for career growth.					
19- Contribution to serving local community.					
20- Overall job satisfaction.					