

Job Satisfaction among Talented Students' Teachers in Jordanian Context

Dr. Mohammad Ali. AL-Swalmeh.

Department of Educational Science, Ajloun University College, AL-Balqa Applied University, Jordan

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Abstract The current study aimed to identify the level of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence in the cities of Amman and Irbid in Jordan in light of gender, scientific qualification, and experience variables. The study was applied during the second semester of the academic year 2018/2019. The sample consisted of (53) male and female teachers using scale for job satisfaction. The results revealed that the level of job satisfaction among teachers was average, indicating that there were no statistically significant differences in the level of job satisfaction according to gender, scientific qualification, and experience variables. Besides, several recommendations were made to include increased interest in providing professional growth opportunities for talented students' teachers, improving the image of education, as a profession, in general and the image of talented students' teacher in particular. This can be achieved through coordination with the various state agencies, especially media institutions, supplying the salary that meets the basic needs of the teacher and the needs of his or her family, and conducting more studies and research related to job satisfaction among the talented students' teachers and its relationship with other variables such as psychological burning and feeling of psychological happiness.

Keywords Job Satisfaction, King Abdullah II Schools of Excellence, Talented Students, Talented-Students' Teachers

1. Introduction

The world is witnessing rapid developments and changes that included education in its various concepts, methods, and programs. It was natural that those changes include teachers in terms of preparing and training them in line with time developments. The educational process will

only be developed by focusing on the teacher who represents the most important pillars in learning and education, so it must be focusing on meeting the teacher's personal and employment needs, and providing various conditions and psychological and material capabilities to improve the reality and achieve job satisfaction with him or her.

The success of the educational process in any society depends on the level of the teacher's performance and achievement of the tasks and responsibilities that are required from him/her., teachers do multitude tasks and roles as a result of the changes that the community is witnessing, and they face challenges in the educational, social, economic and technical fields since their job is most important professions that have a direct relationship to development. [1]

Luchner & Hank[2] states that education is a profession that makes the world a better place for future generations, and school is the second place to help children and young people achieve themselves. Teachers are the essence of the educational process, and they have an opportunity to influence the lives of people regardless their race, cultural background, economic and social condition, or their abilities.

Since the student is the focus of the educational process, it is necessary to sharpen his/ her skills and capabilities to be an effective and productive member in his community, and the teacher has a major role in this by developing the students' thinking skills, increasing their interaction and participation in the classroom, and assigning them with duties and activities. Job satisfaction may give the teacher the ability of developing students' thinking styles which is affected by the class and school climate, the efficiency of the teacher and educational resources. The teacher is the cornerstone of the educational process through his/her practices, such as accepting their opinions and evaluating them. [3]

The talented students 'teacher is considered the main key to the success of the educational process presented to them,

so the teacher is the one who creates opportunities that strengthen or weaken the student's self-confidence, strengthening the spirit of creativity or killing it. Besides, he or she and raises talented students' thinking or frustrates them, paving the way for students' creativity and achievement. The teacher of talented students, who also has the advantage of working with a distinctive group of students, enjoys the characteristics that make his or her work successful in teaching these special groups of students, including personal characteristics such as flexibility, acceptance, openness, and sensitivity to problems, enthusiasm and a sense of responsibility; having educational characteristics such as taking into account individual differences, appreciation of creativity and imagination, And the stimulation of higher mental processes. Moreover, he or she owns common general characteristics such as high intelligence, specialized experience, a sense of personal security, rehabilitation and training, organization and preparation in advance, and knowledge of students' problems and guiding needs [4].

The job satisfaction of teachers is one of the most important concepts that has an effective impact, whether positively or negatively, on work productivity. It is the basis that ensures the psychological and social compatibility of teachers and raises their morale and motivation. Thus, it improves the level of their performance and achieves the desired goals. The success of any organization depends on the administration's interest in workers by increasing their capabilities and skills, and increasing their motivation to work and produce. [5]

The job satisfaction of the teachers is achieved when they are satisfied with what they have accomplished in their work field, their ability to face the challenges, and the opportunities available to them for progress and achievement. Job satisfaction is affected by other variables such as income, school security, Infrastructure, and job security. [6]

1.1. Job Satisfaction

Teachers' job satisfaction is very important because there is a positive relationship between the job satisfaction of the teachers and the job accomplishments for them. The provision of good education for students depends on the satisfaction of teachers, and the way they feel towards their work [7]. The teachers' job satisfaction is also an important issue not only for them but also for the community, and it is one of the factors affecting their efficiency in the profession, as the quality of the teachers' production, performance of their work and their duties towards their profession. Teaching their students depends on how satisfied they are with their work and their stability and reassurance in it. And with multiple professional roles carried out by the teacher, work must be done to rehabilitate the teacher professionally, providing material and moral incentives that would develop his or her

professional sense to raise the level of his or her production and fulfilling his or her duties towards his or her students, school, and community [8]. Job satisfaction can improve the quality of services provided to students, and also provide teachers with enthusiasm and sufficient energy to teach students [9].

Carpara, Barbaraneli, and Steca[10] see job satisfaction as an important and critical element in influencing teachers' performance and attitudes toward the teaching profession. And Evans[11] notes that teachers who are dissatisfied with their work are less committed to their work, and maybe they quit their job early. It also reflects the job satisfaction of the teacher with his or her attitudes and values towards the work that he or she is doing, and the teacher's characteristics constitute one of the factors that play a prominent role in the teacher's job satisfaction. His or her awareness of the size of pressures and challenges facing him or her at work and ability to adapt to it contribute to making decisions now and in the future, having to do with choosing and continuing the profession[12].

Among the factors affecting job satisfaction, as Al-Ruwaili's[13] study pointed out, are the work itself, the conditions surrounding the work, the extent of the individual's sense of security and stability, the existence of a system that determines work, the relationship with colleagues, democracy in work, the availability of opportunities for growth and promotion, equal opportunities, and the social rank of work.

Theories have tried to explain the concept of job satisfaction starting with Maslow's theory, which holds that understanding human needs is very important because it constitutes a strong motivation for human activity. After all, the needs lead to a kind of tension that leads the individual to do certain behaviors to alleviate this tension. From the assumptions of this theory, firstly, the individual's needs begin with the physiological needs, and then the social needs, the need for security, appreciation and respect, and self-realization. Secondly, the satisfied needs affect the individual's behavior, motivating him or her unlike the unsatisfied needs that do not affect the behavior of the individual [14]. Hence, the theory of expectation emerged to be one of the most modern theories that are based on the assumption that the individual's motivation to work and the force that drives him or her to perform the work which depends on the individual's ability to obtain returns and benefits as a result of doing this work [15, 16].

1.2. The Study Problem

Job satisfaction is one of the important factors that cannot be denied or ignored, especially in educational institutions because it has a very large impact on performance and achievement. And through the researcher's direct contact with many teachers, he noticed a

difference in job satisfaction and performance. Hence the idea of this study came in revealing the degree of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence from their points of view regarding its positive reflection on the overall work and educational performance. The researcher believes that knowing the level of job satisfaction among talented students' teachers helps in monitoring reality to improve and develop it.

One of the main reasons for conducting this study is the observation of the researcher through his direct contact with some of the talented students' teachers that some of them are constantly complaining and grumbling as a result of working with this group of students. This indicates their exposure to psychological stress, and the weakness of their strategies to get rid of it, leading to their dissatisfaction with their work.

1.3. Objectives Study

The current study aims at identifying the levels of job satisfaction among talented students' teachers. It identifies the impact of the (gender, scientific qualification, and the number of years of experience) variables on job satisfaction among talented students' teachers.

1.4. The Study Importance

The study acquires its importance from the importance of the talented students' teacher's role in the educational and guiding process for these students, so adequate attention must be given. This study is one of the first studies that dealt with this subject in the Hashemite Kingdom of Jordan. The study is very important because it sheds light on the phenomenon of job satisfaction among talented students' teachers because of its direct role in carrying out their work. It informs decision-makers in the field of education about factors affecting job satisfaction among talented students' teachers to create appropriate conditions that help teachers stabilize and increase their satisfaction with their work. The results of the study in developing knowledge and counseling training programs that enable teachers to achieve better adaptation, which positively reflects on the performance of the students themselves. It may help researchers by paving the way for subsequent studies, through which this topic is addressed along with its relationship with other factors and phenomena.

1.5. The Study Limits

This study was restricted to talented students' teachers at King Abdullah II Schools of Excellence in the second semester of the academic year 2018/2019.

1.6. Literature Review

Studies that dealt with the topic of job satisfaction

among teachers are many, but studies that deal with the topic of job satisfaction among talented students' teachers are very few, especially Arab studies. Al-A'shmawi [17] conducted a study that aimed at identifying the level of job satisfaction among female special education teachers to know if there was a difference in job satisfaction among them according to the difference in years of experience or not. The sample consisted of (15) female special education teachers in Al-Majma'ah Governorate, Saudi Arabia. Measures of psychological burning and job satisfaction were applied to get results indicating that the special education teachers had a high level of job satisfaction. The results also showed that there were no statistically significant differences regarding job satisfaction attributed to years of experience variable. Telfah [18] conducted a study which aimed at identifying the degree of satisfaction among teachers of public schools in Bani Ubaid District, in Jordan, about the education profession from their points of view. Telfah's study determined whether their degree of satisfaction with the education profession differed according to gender, the educational stage, and years of experience variables, acknowledging their perceptions about ways of developing the survey teaching profession. The study sample consisted of (304) male and female teachers chosen in the stratified random method. The results showed that the general level of the teachers' satisfaction degree at public schools, in Bani Ubaid District concerning the education profession from their points of view, was average and that there were differences in terms of the degree of satisfaction depending on the gender variable that went for the benefit of females. The results also showed that there were statistically significant differences in the degree of teachers' satisfaction with the education profession attributed to the effect of the educational stage variable to go for the benefit of the basic educational stage. Besides, the study showed the absence of statistically significant differences in the degree of teachers' satisfaction due to the effect of the variable of years of experience on the fields of study except for the educational supervision.

Msuya's [19] study, in Tanzania, aimed to reveal the level of job satisfaction among teachers in governmental secondary schools, identifying the level of job satisfaction according to the age, gender, marital status, and teachers' practical experience variables. And to achieve the goals of the study, a questionnaire was used, making interviews with study sample respondents. The sample consisted of (86) male and female teachers. The results showed that the level of job satisfaction among teachers came at an average level, clarifying that there were statistically significant differences in the level of job satisfaction attributed to the gender variable that went for the benefit of female teachers; the age, for the benefit of young teachers who are aged (40) years or less. The results indicated that there were no statistically significant differences in the level of job satisfaction due to the social rank and practical experience

variables.

Al-Thobaiti and Al-Enezi[20] conducted a study to identify factors of job satisfaction from teachers' points of view in Al-Qurayyat Governorate in Saudi Arabia regarding the effect the scientific qualification, experience, and educational stage variables on the factors of job satisfaction. The sample consisted of (307) male and female teachers who were chosen in a cluster-randomized manner. The questionnaire was used as a study instrument. The results showed that there were statistically significant differences in the level of job satisfaction among teachers attributed to the scientific qualification of postgraduate studies variable that was in favor of males. Also, there were statistically significant differences attributed to the experience to go for more than ten years. Besides, the results showed that there were no statistically significant differences attributed to the educational stage variable.

The Abu Hassouneh's[21] study aimed to reveal the level of job satisfaction among male and female teachers working in the Ministry of Education in Jordan, its relationship with some variables, and the ability of some of these variables to predict the level of job satisfaction. To achieve the goals of the study, the job satisfaction measure was applied to a sample consisting of (1000) male and female teachers who were chosen via a cluster-randomized method. The results of the study showed that the level of job satisfaction among male and female teachers was high and there were no statistically significant differences in the level of job satisfaction attributed to gender, experience, specialization, and scientific qualifications variables. However, the results showed that there were statistically significant differences in the level of job satisfaction according to the age variable that went for the benefit of those under the age of (30) years. The results showed a statistically significant correlation between the level of the career among male and female teachers and the specialization variables. Unlikely, the results did not show any a statistically significant relationship between the level of job satisfaction and gender, number of years of experience, age, and scientific qualification variables.

A'limat and A'qil[22] conducted a study which aimed at identifying the level of job satisfaction among kindergarten teachers in governmental schools in the Central Region from their points of view in light of some variables. A questionnaire for job satisfaction was applied after verifying its validity and reliability. The results showed that the level of job satisfaction among teachers was average and that there were statistically significant differences in the level of job satisfaction due to the variable of experience that went for the category of ten years or more. On the other hand, the results did not show the presence of statistically significant differences in the level of job satisfaction attributed to the variable of the scientific qualification. The results also indicated that there was no correlation between the level of job satisfaction and the essence of work, the relationship with the managers,

salaries and incentives, social rank, and community appreciation variables.

Tashtooosh, Jarwan, Muhaidat and Bani Ata[23] conducted a study that aimed at identifying the phenomena of psychological burning and job satisfaction, the relationship between them among teachers of resource rooms, acknowledging the extent of the level of psychological burning and job satisfaction among members of the study sample with different variables of gender, scientific qualification, and the number of years of experience. The study sample consisted of (121) male and female teachers in resource rooms. The study found that the level of psychological burning and job satisfaction was at an average degree. The study showed that teachers with a master's degree had a higher level of psychological burning than those with a bachelor's degree. Besides, the teachers with a bachelor's degree had higher job satisfaction than those with a master's degree. There was a statistically significant inverse relationship between psychological burning and job satisfaction.

Through reviewing the previous studies, it is noticed that it touched on various aspects as the researcher concluded by reviewing the results as the following.

Previous studies, related to job satisfaction, focused on the study of job satisfaction and its relationship with many other demographic variables such as the studies of[17,18,19,20,21,22,23].The samples in the previous studies varied in terms of the stage and the target group as some of which targeted kindergarten teachers such as[22]. Nevertheless studies addressed secondary school teachers. Other studies targeted teachers from all educational levels such as the studies[18,20,21].Finally, some studies targeted teachers working with some special groups, such as[17] which targeted special education teachers, and the study[23] that targeted teachers of learning resource rooms.

The previous studies provided the researcher with a lot of important information which he directed in the current study in terms of its selection and identification of its problem, methodology, and procedures. Also those studies directed the researcher towards many researches, studies, and references to form a comprehensive view of the theoretical framework that the study should include. The current study differed from previous studies by specifically addressing the issue of job satisfaction level among teachers of talented students at King Abdullah II Schools of Excellence from their points of view.

2. Methods

The current study, specifically, sought to answer the following questions:

The Study Questions

1. What is the level of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence?

- Does the level of job satisfaction among talented student teachers differ according to gender, scientific qualifications, and the number of years of experience variables?

The study followed the descriptive approach that aims to study reality, being interested in accurately describing and expressing it. It took into consideration the quantitative and qualitatively issues. The qualitative expression describes the phenomenon and clarifies its properties, while the quantitative expression gives a numerical description that explains the size and amount of this phenomenon to reach conclusions that contribute to the interpretation of this reality and its understanding. Thus, this approach is mostly used in the human studies

Study Population and Sample

The study population consisted of all talented students' male and female teachers at King Abdullah II Schools of Excellence in the cities of Ajloun and Irbid in the second semester of the academic year 2018/2019. This school accepts only talented students. A randomly available sample of 53 teachers was selected as table 1 shows the distribution of the study sample respondents according to its variables.

Table 1. Distribution of the study sample according to its variables

Variable	Categories	Frequency	The Ratio
Gender	Male	20	37.7
	Female	33	62.3
Experience	Less than 10 years	21	39.6
	10 years or more	32	60.4
Scientific Qualification	Bachelor's Degree	22	41.5
	Postgraduate Studies	31	58.5
The Total		53	100.0

Study Instrument

The study instrument consisted of a measure of job satisfaction prepared by Tashtooash, Jarwan, Muhaidat and Bani Ata[19] which consists of (36) items distributed in six dimensions:

The essence of work: It measures the conditions that affect the degree of individual's work acceptance and satisfaction with work and it includes items(1-6).

Salary: It measures the adequacy of the monthly salary that a worker receives in terms of its suitability for the given effort at work and in terms of securing his or her future and family, including items(7-12).

Promotion: It measures the privileges, benefits, sense of security, and opportunities for promotion provided by work, including items(13-18).

Relationship with the manager: It measures the quality of the relationship between the worker and the manager and includes items (19-24).

Relationship with colleagues: It measures the nature of the relationship between a worker and co-workers and includes items (25-30).

The Social Rank: measures the social value that a person attains to work, having items (31-36).

Respondents responded to each of the items to determine the level of psychological burning for them, and the grades ranged from (0) to (5) degrees regarding their job satisfaction. Accordingly, high scores on the scale meant a high level of job satisfaction. However, low scores meant a low level of job satisfaction. This scale was used in this study due to its suitability to measure the phenomenon of job satisfaction among teachers.

Scale Validity

In the current study, the researcher verified the apparent honesty of the scale by presenting it to ten specialists in the fields of special education and educational psychology at Al-Balqa Applied University to determine the suitability for the current study and any other notes they see appropriate. All items of the scale were retained without modification, as the indications of the validity of the internal consistency of the scale items on (30) male and female teachers outside the study sample were calculated by calculating Pearson's correlation coefficients between each dimension of the scale and the overall score. The correlation coefficients ranged from (0.64) to (0.79) as table 2 shows.

Table 2. Shows correlation coefficients between each dimension of job satisfaction and the overall degree

Dimension	Pearson- correlation coefficient values
The Essence of Work	(0.77)
Salary	(0.70)
Promotion	(0.72)
Relationship with the manager	(0.64)
Relationship with colleagues	(0.67)
The Social Rank	(0.79)

Scale Reliability

In the current study, the scale was confirmed by the test-retest method, by applying the scale and re-applying it to a sample, outside the study sample consisting of (30) male and female teachers .The Pearson correlation coefficient of their ratings was calculated twice. The reliability coefficient was also calculated by the method of internal consistency.

According to the Cronbach Alpha equation. Table 3 shows the coefficient of internal consistency according to the Cronbach Alpha equation and the reliability of the return for the dimensions and the instrument as a whole. These values were considered appropriate for this study.

Table 3. Reliability indications for the job satisfaction scale

Dimension	Pearson-Correlation Coefficient Values	Cronbach-Alpha Coefficient Values
The Essence of Work	0.87	0.90
Salary	0.88	0.94
Promotion	0.91	0.81
Relationship with the manager	0.90	0.93
Relationship with colleagues	0.92	0.92
The Social Rank	0.89	0.88
Job satisfaction total	0.91	0.94

Study Procedures

The study procedures consisted of the following steps. The researcher acknowledges the educational literature and studies related to the subject of the current study and determines the extent to which the current study can benefit from them. He ensures that the scale is valid and reliable and that it can be applied to talented students' teachers. He collects the data, enters it into the computer to perform statistical treatments for it, extracting results, interprets them, compares them with the results of previous studies, and suggests appropriate recommendations.

Study Design

The study included the following variables. First, the independent variables include Gender (Male and Female), scientific qualification (Bachelor's degree and Post graduate Studies), number of experience years (less than 10 years and 10 years or more). Second, the Dependent Variable includes measuring the level of job satisfaction among talented students' teachers.

Statistical Treatments

The Social Sciences Statistical Package (SPSS) was used to analyze the results of the study, using the following statistical treatments: Cronbach Alpha equation to calculate the reliability of the scale, Arithmetic means and standard deviations, and Triangular Variation Analysis.

3. Results

First: Results Related to the First Question

This question stated: What are the levels of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence? To answer this question, the arithmetic means were calculated for the responses of the study sample respondents on the dimensions of the job satisfaction scale as shown in table 4.

Table 4. Arithmetic means and standard deviations for the level of job satisfaction among teachers of King Abdullah II Schools of Excellence, in descending order according to the arithmetic mean.

Rank	Dimension	Arithmetic mean	Standard deviation	Rating level
1	Relationship with colleagues	3.98	0.837	High
2	The essence of work	3.75	0.848	High
3	Relationship with the manager	3.59	1.065	Average
4	The Social rank	3.52	0.992	Average
5	Promotion	3.16	0.939	Average
6	Salary	2.55	1.059	Average
The dimension of job satisfaction as a whole		3.43	0.740	Average

Table 4 shows that the arithmetic means ranged from (2.55) to (3.98) as the dimension of "the relationship with colleagues" came in the first rank with the highest arithmetic mean of (3.98). However, "the salary" dimension was in the last rank with an arithmetic mean of (2.55). The arithmetic means for "the job satisfaction" dimension as a whole were (3.43).

Second: The Results Related to the Second Question

This question stated: Does the level of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence differ according to (gender, scientific qualification, and the number of years of experience) variables?

To answer this question, mathematical averages and standard deviations for the level of job satisfaction among teachers of King Abdullah II Schools of Excellence were extracted according to gender, the number of years of experience, and scientific qualification variables. The results were as follows.

Table 5. Shows the arithmetic means and standard deviations for the level of job satisfaction among talented students' teachers according to gender, scientific qualification, and the number of years of experience variables

Variable	Category	Arithmetic Mean	Standard Deviation	Number
Gender	Male	3.33	0.839	20
	Female	3.48	0.679	33
Experience	Less than 10 years	3.61	0.718	21
	10 years or more	3.30	0.740	32
The Scientific Qualification	Bachelor's Degree	3.36	0.766	22
	Postgraduate Studies	3.47	0.730	31

Table 5 shows an apparent variation in arithmetic means and standard deviations for the level of job satisfaction among teachers of King Abdullah II Schools of Excellence due to the difference in the categories of gender, the number of years of experience, and the scientific qualification variables. And to show the significance of the statistical differences between the arithmetic means, the Triangular Variation Analysis was used as shown in Table 6.

Table 6. Shows Triangular Variation Analysis of the impact of gender, scientific qualification and number of years of experience on the level of job satisfaction among talented students' teachers at King Abdullah II Schools of Excellence

Variance Source	Squares Sum	Freedom Scores	Squares Average	F	Statistical Significance
Gender	0.196	1	0.196	0.358	0.552
Experience Years	1.265	1	1.265	2.317	0.134
Scientific Qualification	0.291	1	0.291	.5330	.4690
Error	26.750	49	0.546		
Total	28.442	52			

Table 6 shows that There were no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the F value was (0.358) and the statistical significance reached (0.552). it reveals that there were no statistically significant differences ($\alpha = 0.05$) due to the effect of years of experience, as the F value was (2.317) and with a statistical significance of (0.134). Additionally, there were no statistically significant differences ($\alpha = 0.05$) due to the effect of the scientific qualification, as the F value was (0.533) and with a statistical significance of (0.469).

4. Discussion

First: Discussing the results of the first question: What is the level of job satisfaction among the talented students' teachers at King Abdullah II Schools of Excellence from their points of view?

Results related to this question showed that the means of the talented students' teacher sat King Abdullah II Schools of Excellence regarding their level of job satisfaction were average. The dimension of "the relationship with colleagues" was in the first rank, in terms of teachers' job satisfaction, followed by "the essence of work" dimension. "The relationship with the manager" dimension came thirdly, followed by "the social rank" dimension. The fifth place was for "the promotion" domain. And the last rank was for "the salary" domain. The reason for teachers' obtaining an average level of job satisfaction is perhaps

due to the nature of the education profession as it is a profession that has many demands and many variables, as its perception differs despite its importance. Some societies may view it as a profession that is not prestigious, and at the same time, the teacher is demanded with very large responsibilities and roles.

The researcher can explain that the dimension of "the relationship with colleagues" is firstly ranked because of the need of the talented students' teachers to cooperate, coordinate, and participate with each other, as they participate in planning, working with one team spirit to succeed their students' educational programs. Besides, via cooperation, they do their best to transfer experiences and information to them, which makes teachers more satisfied with the relationship with colleagues than other dimensions.

As for the second place that went forth dimension of "the essence of the work", it may be attributed to the nature of the teacher's work with the category of talented students who are usually chosen to enroll at the school according to special bases and conditions. Therefore, the teacher makes double and larger efforts to meet the needs of this different group of students. This may be because the talented students' teachers are also chosen to enroll at schools of excellence according to special conditions and criteria. Thus, the teachers are aware of the nature of their work and tasks with their students.

As for having the domain of "the relationship with the manager" in the third rank, this indicates the need for more planning and coordination, and the partnership between the

director and the teacher, the managers need to work with teachers with the spirit of one team, and involve them more in all school activities, and work to take into account their capabilities and skills when assigning tasks to them.

Also, obtaining the fourth rank for the domain of "the social rank", maybe due to the society's negative view towards the teaching profession and the teacher, the social position of the teacher is no longer sufficiently respected and appreciated, and the school's relationship with the community needs to be reformed and developed so that the perception of the education profession improves, and therefore It is up to the teacher that such a high and prestigious position was previously held by society.

As for the "the promotion" dimension's obtaining the fifth rank, this may be explained by the lack of opportunities for the promotion of the teacher, the difficulty of promotion, the lack of clarity of the conditions and principles for the promotion of the teacher, and the lack of reliance on the performance of the teacher who works with the category of talented and talented and the different required performance.

Finally, obtaining "the salary" dimension the last rank is expected because the salary received by the teacher who works with talented students does not differ much from the salary received by the regular teacher, as the teacher's income level may be low compared to other occupations, as explained by the difficult economic conditions, as the requirements of life are many, and the salaries and wages received by the teacher are no longer sufficient to meet these requirements, in addition to the lack of financial incentives and rewards that encourage the teacher to exert more effort and giving.

This finding was consistent with the studies of [18,19,22,23], indicating that the level of job satisfaction among teachers was average. Unlikely, this result differed from the studies of [17,21] whose results indicated that the level of job satisfaction among teachers was high.

Second: Discussing the results of the second question: Does the level of job satisfaction among talented students' teachers differ according to gender, scientific qualification, and the number of years of experience variables?

The results related to this question showed that there was no difference in the level of job satisfaction among teachers according to the gender of the teachers. This maybe since the two male and female teachers of the outstanding students suffer from the same job conditions, working in the same job so everything that applies to male teachers applies to the female ones. Besides, they teach the same talented students' category who have common needs and special specifications, and the salaries and material incentives that the male teachers receive are the same as those received by the female ones.

This result was consistent with the studies of [21,23]

whose results indicated that there are no statistically significant differences in the level of job satisfaction of teachers according to the gender variable. Nevertheless, this result differed from the studies of [18,19], whose results indicated that there were statistically significant differences in the level of job satisfaction according to the gender variable that went for the benefit of females.

The results showed that there was no difference in the level of job satisfaction among teachers according to the variable of the educational qualification, and this may be since all teachers of different educational qualifications carry out the same job and have the same burdens, duties, and tasks. Also, they teach the same category of students, in addition to the absence of differences in salaries and the rewards between them.

This result was consistent with the studies of [21,22] whose results indicated that there were no statistically significant differences in the level of job satisfaction attributed to the variable of the educational qualification. On the other hand, this result differed with the studies of [20,23] whose results indicated that there were statistically significant differences in the level of job satisfaction among teachers due to the scientific qualification variable.

The results also showed that there was no difference in the level of job satisfaction among teachers according to the number of years of experience variable. And this result may be attributed to the fact that all male and female teachers work with the same category of superior students, being similar in the same social, economic and employment conditions regardless of the number of years of work experience.

This result was consistent with the studies of [17,18,19,21,23] whose results indicated that there were no statistically significant differences in the level of job satisfaction among teachers due to the variable number of years of experience. Dissimilarly, this result differed with the study of [20] that indicated the presence of statistically significant differences attributed to the variable of experience that went for more than ten years dimension. This study opposed the study of [22] that indicated the presence of statistically significant differences in the level of job satisfaction due to the variable of experience that went for the domain of ten years or more.

Recommendations

In light of the results of the study, the study recommends the need to increase interest in providing professional growth opportunities for talented students' teachers. There is a need to improving the image of the teaching profession and the image of the teacher of talented students through coordination with various state agencies, especially media institutions. The study recommends to create a system of promotions, incentives, and rewards for teachers in general, and talented students' teachers in particular. It suggests to

supply the talented students' teachers with the salary that meets the basic needs of the teacher and his or her family. Additionally, the study suggests to conduct more studies and research related to job satisfaction among the talented students' teachers and to have a relationship with other variables such as psychological burning and a feeling of psychological happiness.

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