

**JOB SATISFACTION AND THE MECHANISM TO DEVELOP THE EFFECTIVENESS  
OF THE PERFORMANCE OF TEACHERS IN THE SCHOOLS OF THE JORDANIAN  
MINISTRY OF EDUCATION**

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**ABSTRACT:** *The study aimed at finding out the relationship between the factors of job satisfaction and improving the performance of teachers in the schools of the Directorate of Education in Jerash Governorate. The study tool consisted of a questionnaire consisting of five fields. The study sample consisted of (100) teachers. The study reached the following results: The most functional factors that contribute to the development of teachers' performance effectiveness were: the integrity of the system and school discipline, the needs of professional teachers in the school schedule, the provision of security, safety, freedom and democracy to teachers, the use of diverse and modern methods of educational supervision.*

**KEYWORDS:** Job Satisfaction, Ministry of Education, Performance Teachers.

## **INTRODUCTION**

The management of all its administrative operations occupies an influential position in all the different institutions in society, Whether it is industrial, commercial, educational or educational, as it is the tool responsible for managing progress and progress towards the goals by introducing necessary improvements in administrative organization, employee behavior, administrative means and methods, or all These aspects combined, which affects the process of the institution negatively or positively, so it can be said that effective management is the necessary foundation to form a suitable basis for development and progress .

The Department of Education column thousand s irrigation in the instruction process, which returns them to develop and improve the process of education j of the educational institutions through the provision of conditions and material and moral potential and improve job satisfaction for all employees of the educational process, especially teachers who are primarily based for the development of teaching and learning processes.

Meeting the needs of teachers n And provide them with public services in the educational institution that will strengthen ties of affinity and belonging and improve job satisfaction I have teachers about their school, and this is in line and in tune with my main objective , which found the educational administration for him , namely the development of the educational process, and the provision of services For all employees, including teachers, and respond to the physical and moral needs, and improve the organizational climate of school to help them on the T. Hussein performance and effectiveness of education, and therefore management is no longer a traditional routine operation depends on implementing its orders within one and consistent approach, but has become a humanitarian dynamic process designed to meet the needs of The necessary general services necessary for the education process .

And longer job satisfaction for teachers of the most influential yes factors towards further efforts towards the improvement and development of teachers ' performance and thus develop the educational process, and theories that tried to explain the job satisfaction and its factors and causes of scientific management theory, which focused on the hands of patrons ( Taylor, Fayol, Feber ) Material incentives as the only incentive investigator for the satisfaction of work, and tried to provide all material ways that raise the adequacy of the worker and make him lead his work perfectly and top speed, however, the administration has not been able to achieve satisfaction required, and taken by neglecting the humanitarian aspects and related m n working conditions ( Macneil, 1993 ) , Therefore, the focus of this study is on the concept of factors that contribute to improving the functional satisfaction of teachers and the relationship of this development of the process of learning in order to consolidate a positive relationship between teachers themselves and teachers and school administration and education .

Hence, this study was used to identify the most important factors affecting the improvement of job satisfaction and its relation to the development of teachers' performance School staff schools and international relief agency, in order to try to improve it , in addition to studying the impact of some demographic variables, such as race, age, educational qualification, experience, the degree of satisfaction.

#### **Study problem:**

In light of the development and modernization of all aspects of the physical and technical education process, teachers remain the most important aspects of this process. Their role is central to the development and improvement process. Teachers working in Jordan in general and the staff of the Jerash Education Directorate are particularly concerned with many conditions related to the nature of their work. this administrative and educational school and technical obstacles to school work side, so it must be available to them factors and circumstances , the appropriate for the success of school work during the direct dealings with m Hur instruction process they are students, which everyone seeks to increase their growth and development as they are the most important brain Gat educational process, and therefore study the problem of how to provide favorable conditions for the work of teachers directly contribute to improved job satisfaction in the difficult conditions experienced by teachers, and the large number of administrative instructions and a system of education negate teachers more democracy in the deal with the students and the local community emerged , And teachers cannot express their hopes and opinions freely through the many administrative instructions that restrict the freedom of teachers to work .

#### **Study Questions:**

It crystallized the study of the problem in question E. confronted the next president:

**What factors affect the level of job satisfaction and its relation to the development of the effectiveness of the performance of the teachers of schools Jerash?**

#### **Directorate of Education?**

The question stems from President Ales a bug following sub - questions:

- 1- What are the factors affecting the job satisfaction of teachers working in the schools of Jerash Education Directorate?
- 2- What is the relationship between factors affecting job satisfaction and development effectiveness the performance of teachers n Schools Jerash Education Directorate?

### **Objectives of the study:**

This study aims to achieve the following:

- 1- Identify the factors affecting the job satisfaction of the teachers working in the schools of Jerash Education Directorate.
- 2- To identify the relationship between job satisfaction and the development of the effectiveness of teachers performance in the schools of Jerash Education Directorate
- 3- Put some recommendations and proposals late Hussein job satisfaction for teachers to develop effective They perform In Jerash Education Directorate.

### **The importance of the study:**

The importance of this study appears in it:

- 1- This study highlights the most important conditions and factors faced by teachers in schools in order to reduce their seriousness.
- 2- Learn about the school's educational climate and its impact on teachers' motivation.
- 3- Contribute to the identification of the real needs of teachers for improvement and development.
- 4- Contribute to the exposure in the psychological and emotional atmosphere associated with the work of teachers in order to improve it.
- 5- To knows the type of services provided by the E. educational and school management for teachers.
- 6- Contribute to the service of other studies linking the field of teachers and development.

### **Study tool:**

The tool of the study in a questionnaire prepared by the researcher and was judged and finds a degree of honesty and consistency to it, and the study tool consists of several areas:

- School Leadership Style - Incentives - Rehabilitation and Training - School Organizational Climate
- Methods of educational supervision.

### **The limits of the study**

The study limits include the following:

- 1- Objective limits include the following job satisfaction factors : Rehabilitation and training - Incentives - School organizational climate - Methods of supervision - Leadership style and its relation to the development of the effectiveness of teachers' educational performance .
- 2- Temporal and spatial limits

Six bugs i study the teachers of schools and UNRWA for the preparatory phase and primary for the

academic year 2018/2019.

### **Methodology of the study:**

Six of the researcher followed the descriptive analytical approach through the identification and analysis of the level of job satisfaction for teachers and factors affecting its pain and its relationship to the development of the effectiveness of the performance of teachers n In Jerash Education Directorate .

### **Study terms:**

The researcher will adopt the following procedural terms

**Factors:** And is concerned with a set of positive and negative influences that affect the level of career satisfaction of teachers working in schools Jerash Education Directorate.

**Job Satisfaction:** The degree of acceptance or rejection of teachers for their profession and performance result For the procedures available and the schools of the Directorate of Education Jerash, which relate to the nature of their work based on the educational policy followed by the educational administration.

**Ride factors career:** are positive or negative effects of a group that leads to the acceptance or refusal of teachers to the nature of their work as teachers as a result of the procedures schools raising the Directorate of Jerash based on educational policy pursued by the administration of learning hydrates.

**Developing teachers' performance :** Improving the positive practices of teachers within the school that contribute to increasing their ability to achieve educational and school goals effectively, providing a climate and material and moral conditions suitable for the learning process .

#### **Theoretical Framework:**

Administration is determined by u each year are two elements: the organizational element, the human element (humanitarian). The element of organization consists of structures and functions that can be changed and restructured so that they become more efficient and effective and more suited to evolving environmental conditions. The human element relates to the human aspect through continuous training of staff and administrators, imparting appropriate skills to their work, And the ability to make decisions that fall within the scope of their powers, in addition to meet the needs of functional and personal workers, and the provision of public services to them in the institution will strengthen the bonds of familiarity and belonging to the workers towards their institution, This is consistent with the fundamental objective that the administration has found for it, namely serving individuals and responding to their needs .

As such, educational institutions of all types are affected to a great extent by the type of management and the type of their various operations, and are subject to a set of laws, regulations and instructions that the management tries to raise and improve the conditions of their employees and their welfare, by responding to their needs and providing them with public services for their satisfaction career, which increases the energy and motivation to achieve and accomplish educational goals.

Based on the development of the administration in general and the breadth of its fields in the present era, the educational administration is no longer A traditional routine process where The orders are implemented within a single, consistent approach, but have become a dynamic humanitarian process designed to meet the needs of teachers and all educational elements Provide essential public services and everything related to them and improve their job satisfaction.

In order to consolidate the positive relationship between teachers and educational management and school for achieving the goal that I found for him, to be treated using objective criteria and achieve justice and satisfaction of the beneficiaries of the distribution of services provided by the Department of Education for teachers.

Drawer large number of researchers and writers to use the term job satisfaction, despite jurisprudence in its definition, it was defined Campbell Skarabil (1983: 36) that: "Increasing the reward earned by the individual to work with what was expected,"

And he knows ( Herbert: 1990: 146 ), That " the feelings of individuals their direction, these feelings are based on what is believed to work moving him now, any perception of what is the object in terms of what should be achieved by function on the other hand"

While he knows ( Nestern: 1994: 319 ), As " the outcome of the feeling felt by the individual through his organization, which consists of a set of trends that are formed by the individual nature of the job occupied, and the remuneration received by and promotion opportunities and relationships with the working group to which it belongs and the services provided by Organization to him . "

It is clear through the previous definitions that it focuses on many things that concern improving the psychological aspects of the individual including teachers through the use of many influences and factors related to the policy of the educational system , in addition to improving the material aspects such as wages and incentives, which will return the positive impact on teachers , which leads to improved security And job satisfaction And to improve the effectiveness of their educational performance .

Hence , job satisfaction is influenced by my teachers in many of the factors and influences that care about the status of psychological and physical teachers, in terms of educational policy and what the educational administration for teachers of potential material incentives of and spirits significantly affect teachers ' activity and performance, as management style teacher J of leadership affecting From the practices of democracy or authoritarian to the practices and behavior of teachers towards work and improve performance , where the principals of schools that they are directly interacting with the teachers through the pattern of leadership and human relations with teachers who rely on justice and equality and the grassroots Their affairs in all fields , and the increase and improvement in their professional growth .

Justice yield to explain job satisfaction theory assumes that the individual is trying to get the return while he was doing what, depending on the extent of satisfaction with the yield agreement , which he gets from his work what he thinks he deserves to return ( (Tharrington: 1995 , And this confirms the extent of the service provided by the institution to the individuals working and its impact on the performance of the individual to his job, especially teachers , so it is believed that " there is an inverse correlation between the lost return and the actual return on the one hand and job satisfaction on the other , where the individual process balanced between the process of return and the support of the individual institution, if equal to the yield as provided by the individual institution is getting a sense of satisfaction, and any disruption of the balance in favor of the institution less job satisfaction.

There are many factors that can be used by the educational administration and school administration directly to influence and guide teachers ' behavior and improve school performance and classroom as reflected positively on improving the educational process in general, and E. Happenings growth of been full and comprehensive students in all aspects of which are seeking educational administration with the help of administration School students to achieve them as they are the center of the educational process through the provision of what The following ( Ahmed , 2003) :

- 1- Pay attention to the process of professional growth of teachers through the use of many new methods and in a scientific manner based on their professional and administrative needs, which qualify them to work and obtain a meaningful and effective learning reflected on the students.
- 2- Provide teachers with material and moral incentives based on their activities, experiences and abilities, while teachers feel that they belong to the school. This requires a clear educational policy

by the educational administration that provides them with an educational environment and a suitable educational environment for their job performance.

3- To identify the needs of professional teachers in the process of teaching and to provide training courses during the service to them based on these needs in order to equip them with many skills that help them to deal with the components of the school material and moral easily, and contribute to achieve school goals in the least effort and cost and time.

4- The use of democratic leadership styles by the school administration focuses on raising the morale and belonging to teachers, and increases their motivation towards learning and love the teaching profession through increased delegation and good dealing and taking into account personal affairs at school, and establish balanced relationships with them in school.

5- The methods of educational supervision used by principals and educational supervisors with teachers should be democratic and take into account the needs of professional teachers. It should be devoid of the authoritarian approach and catch the mistakes of teachers. The classroom visits should be carried out according to the modern scientific principles which depend on cooperation and participation in the preparation, implementation and evaluation of the classroom visit.

### **Second: Effectiveness of teacher's performance:**

The teachers are the main element in the success of the educational process , and therefore they need more care and care and search for the reasons to hinder their activity in order to get rid of them and strengthen positive attitudes and strengthen them and provide all the material and moral potential that increase this educational activity , and help teachers to improve their performance and increase their effectiveness teaching, a teacher has the roles and tasks of the task and responsibilities in the instruction process, and these roles relate to the nature of his work, including the ( Nashwan , 2000):

1- The teacher is an educational leader capable of using motivation, understanding the role of readiness in learning, planning educational situations, and proficient in the planning, implementation and evaluation skills of schools.

2- Teacher social leader is interested in providing an educational environment suitable n and adjusts the activities of interaction and adapt them to suit students growth.

3- The teacher stimulates the normal emotional growth by strengthening the weaknesses of learners, and reduces the level of anxiety and tension among learners, and focuses on the psychological and social aspects of learners and contributes to the improvement.

4- The facilitator's teacher continues to work effectively with parents and the local environment.

These roles are important and the tasks required of the teacher you need to provide many of the competencies and skills that will help him perform his duties effectively Alamut for the rich, and these competencies (Nashwan, 2000 ):

- Ability to plan lessons by setting appropriate learning objectives.
- The ability to choose methods and methods of education appropriate to the potential of the school and students.
- Ability to use calendar and different methods effectively.
- Leading classrooms effectively.
- Organize managerial and technical skills that help him to achieve his goals.
- Mastering the skills of communication and communication with students, teachers and all those who support the educational process

These e tasks, responsibilities and competencies of teachers showing how important it is required of them to improve the teaching and learning process roles, and must therefore be

linked to these roles and tasks to provide many influences and factors that help teachers achieve their goals and to do with the different roles in school seriously and effectively, so While the teachers' motivation towards work increases and their moral spirit increases, which helps them to accept their work and to do it in an appropriate social psychological atmosphere .

The teachers need more attention in all the material and moral aspects that help them to play their big role towards the students, the school and the community , hence the role of educational administration and school administration in providing all the material services needed by teachers, which is one of the most important factors that teachers feel the availability of Security, safety, morale and tranquility , and increase their motivation to improve performance. These services relate to improving wages, promotion methods and transportation to school premises close to their homes, and providing them with material and moral incentives that encourage them to give more. Effort, the moral aspects should be focused on improving the professional management development in the process of teaching and learning through continuous in - service training to strengthen and generate educational skills in all areas , increase effectiveness performance, and work appropriate to their needs training courses under the supervision of specialized professional aspects necessary for teachers to do their work within And the job description required of them , and this requires the provision of an appropriate school environment and this is linked to the leadership style followed by school principals In carrying out their administrative, technical and social tasks at the school .

This also requires the provision of leadership skills and abilities from school principals and educational supervisors in the process of communication and effective communication with teachers in the use of various and modern assessment methods that take into account the psychological and social conditions and conditions of teachers by building constructive social relationships with them and participating in decision-making related to the process of teaching and learning, and respect their opinions, ideas and preferences, away from the use of old methods of supervision that focus on phishing and hold them accountable teachers errors, which generates have negative aspects about the learning process, and also generates their counting Desire to improve and improve their performance effectively

### **Search procedures**

#### **First: Research Sample**

The sample of the research was chosen from among teachers and teachers of elementary and preparatory stage in a random manner, in which all the variables to be studied were represented. The number of the sample members reached ( 100 ) teachers and teachers .

#### **Second: Study Tools**

The study tool represented by a questionnaire to determine job satisfaction factors and their relationship with the development of the effectiveness of the performance of teachers schools raising the Directorate of Jerash.

#### **Steps to prepare the questionnaire:**

**A - Determination of the objective of the questionnaire:** A closed questionnaire was designed to measure the relationship between job satisfaction of teachers and the development of their educational performance in the light of some variables.

**B. Building and drafting paragraphs of the questionnaire:** Designed T researcher of the questionnaire in the form of information concerning the rate of job satisfaction among teachers of Education Jerash Directorate, and require a response from the teacher expresses his opinion on

the degree of job satisfaction among the four alternatives to a code in front of each exercise ( a lot, a little, rarely, non - existent), it has formed the questionnaire In its initial form of ( 41 ) paragraphs distributed in the fields of study ( leadership style , incentives , organizational climate, qualification and training , methods of educational supervision ).

**C - Believe the answer:**The questionnaire was presented in its preliminary form to a group of arbitrators, including specialists in the field of educational and school administration, to verify the veracity of the questionnaires, and the amendments were made according to their opinions.

**D - Stability of the questionnaire:**Questionnaire was applied on a prospective sample of (40) teachers preparatory stage , and the results of this application reached T researcher of to calculate the coefficient of the stability of the questionnaire using a formula Kuder & Richardson Where it was (0.8 6 ), a value that can be trusted in the application of the questionnaire on the research sample, and thus became a resolution in its final form , consisting of ( 44 ) items distributed on the areas of resolution five , as shown in Table ( 1 ) Next .

**Table ( 1 ) Specification of the questionnaire in its final form**

Areas of resolution	Paragraphs that measure each area	Number of paragraphs	Relative weight
School Leadership Style	1, 2, 3, 4, 5, 6, 7, 8, 9	9	0. 20 %
Incentives	10, 11 , 12 , 13, 14, 15, 16, 17, 18	9	0. 20 %
School Organizational Climate	19 , 20 , 21 , 22 , 23, 24, 25, 26, 27, 2 8	10	1 and 23 %
Rehabilitation and training	29,31, 32,33,34,35, 36	8	1 and 18%
Methods of educational supervision	37,38, 39, 40, 41, 42, 43, 44	8	1 and 18%
<b>Total</b>		<b>44</b>	<b>100%</b>

**Statistical Processes:**

For the results of the field study used T researcher of the following statistical treatments:  
The mean and standard deviations of paragraphs, and the square of Kay .

**CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS:**

**First: Results**

To make sure link each paragraph of Wallace Tabanh to the total of the questionnaire, the chi square account (Chi - Square) for each paragraph as shown in the following table No. ( 2 )

**Table ( 2 ) Calculation of the Kay box for the resolution paragraphs**

the number	Paragraph	chi square
1	Use authorizations for teachers properly	73
2	To establish human relations with all teachers in a balanced manner	49



3	Taking into consideration the needs and desires of professional teachers	61
4	Develop the spirit of cooperation between teachers	43
5	Participation of teachers in school decision-making	92
6	Taking into account the abilities and competencies of teachers	1 22
7	Strengthen the relationship between the school and the community	130
8	Working in the spirit of the school team	1 15
9	Stay away from instructions and public to the written routine	48
10	Annual increases provided by the Department of the Agency	1 10
11	Encouraging increases for some effective teachers	1 01
12	Taking into consideration the movements of teachers between schools according to their residence	92
13	Honoring active and effective teachers in schools	4 3
14	Honoring teachers who completed school service	91
15th	Promotions system	108
16	Dealing with teachers according to the contracting system	54
17	Inform the school administration of the results of the annual reports	122
18	Assessment of school administration for the efforts of creative teachers	90
19	Dealing with teachers according to their higher qualifications	73
20	Safety of the school system and discipline and classroom	61
21	Pay attention to school hygiene and hygiene	130
22	Taking into consideration the needs of teachers in the school schedule and rotation	126
23	Provide the opportunity for teachers to carry out extracurricular activities	73
24	The school assessment system is suitable for teachers' performance and abilities	71
25	Provide greater freedom and democracy for teachers as they work	48
26	Provide an atmosphere of security and safety for teachers within the school	49
27	Provide physical school facilities that take into consideration the numbers of students in the classes	131
28	The good reputation of the school in all respects on the level of the region	122
29	Train teachers in a timely manner	128
30	Holding training courses for teachers on school holidays	101
31	Focus the training topics on the real needs of teachers	127
32	Teachers' evaluation of training courses is objective	83
33	Length and duration of training courses	121

34	Presenting the subjects of training courses by specialized experts	5 8
35	The contribution of training courses to improving the professional growth of teachers	4 8
36	The contribution of the training courses in strengthening the relationship between teachers and supervisors	4 9
37	Focus on classroom visits	70
38	Meet the needs and desires of professional teachers	10 1
39	Focus on classroom performance	8 3
40	Attention to providing an emotional and emotional atmosphere for teachers	1 2 7
41	Contribute to greater acceptance and motivation of teachers in practical ways of learning	121
42	To focus on developing the professional growth of teachers effectively	99
43	The diversity of educational supervision methods according to classroom situations	12 1
44	It relies on cooperation and participation between teachers and supervisors	6 7

The result of the previous table shows that all the paragraphs are statistically significant and are related to their fields due to the high value of a square of kai per paragraph.

**Answer the first question and the second and his J :** What factors of job satisfaction I have teachers Educational Directorate of Jerash and the relationship between them ?

In order to answer the first and second questions of the study, the paragraphs of the questionnaire were sorted as a whole according to their arithmetic mean as shown in Table ( 3 ) .

**Table (3) The order of the averages of the paragraphs of the questionnaire as a whole, ascending by the arithmetic mean**

Paragraph number	Paragraph	SMA	standard deviation
33	Length and duration of training courses	2.45	0.99
30	Conduct training courses on school holidays	2.56	1.1
37	Focus on classroom visits	2.78	0.95
39	Focus on classroom performance	2.88	0.97
7	Focus on strengthening the relationship between the school and the community	2.93	1.02
9	Stay away from instructions and routines	2.95	1.1
5	The participation of teachers in making educational decisions	2.98	2.1
10	Annual increases provided by the Department of the Agency	3.13	0.98
16	Dealing with teachers according to the contracting system	3.17	0.97
6	Taking into account the abilities and competencies of teachers	3.18	1.1

28	The good reputation of the school in all respects on the level of the region	3.23	2.1
15th	Promotions system	3.33	1.01
19	Dealing with teachers according to their higher qualifications	3.38	0.98
14	Honoring teachers who have completed the service	3.45	0.89
8	Using modern democratic methods in dealing with teachers	3.51	1.1
1	Use authorizations for teachers properly	3.57	1
36	The contribution of the training courses in strengthening the relationship between teachers and supervisors	3.62	0.85
43	The diversity of educational supervision methods according to classroom situations	3.62	1.0
34	Presenting the subjects of training courses by specialized experts	3.63	1.1
44	Adopting supervisory methods for cooperation and between teachers and supervisors	3.63	1.1
25	Provide greater freedom and democracy for teachers as they work	3.63	1.1
31	Focus the training topics on the real needs of teachers	3.64	0.81
32	Teachers' evaluation of training courses is objective	3.67	0.87
11	Encouraging increases for some effective teachers	3.69	0.99
42	To focus on developing the professional growth of teachers effectively	3.70	1.0
26	Provide an atmosphere of security and safety for teachers within the school	3.76	0.95
40	Attention to providing a pleasant emotional atmosphere	3.77	0.97
38	Meet the needs and desires of professional teachers	3.78	0.87
36	The contribution of the training courses in strengthening the relationship between teachers and supervisors	3.80	1.1
27	Provide school facilities that take into account the number of students in the classroom	3.83	0.1
29	Train teachers in a timely manner	3.84	0.97
35	The contribution of training courses to improving the professional growth of teachers	3.85	0.1
21	Pay attention to school hygiene and hygiene	3.87	0.98
35	The contribution of training courses to improving the professional growth of teachers	3.90	0.98
22	Taking into consideration the needs of teachers in the school schedule and rotation	3.91	0.95

41	<b>Contribute to increasing the acceptance of teachers towards the learning process</b>	<b>3.95</b>	<b>1.1</b>
20	<b>System integrity and school discipline</b>	<b>3.99</b>	<b>0.99</b>
3	<b>Taking into consideration the needs and desires of professional teachers</b>	<b>4.10</b>	<b>1.1</b>
24	<b>The school assessment system is suitable for teachers' performance and abilities</b>	<b>4.13</b>	<b>0.60</b>
23	<b>Provide the opportunity for teachers to carry out extracurricular activities</b>	<b>4.16</b>	<b>0.98</b>
2	<b>To establish human relations with all teachers in a balanced manner</b>	<b>4.50</b>	<b>1.1</b>
24	<b>The school assessment system is suitable for teachers' performance and abilities</b>	<b>4.73</b>	<b>2.1</b>
4	<b>Develop the spirit of teacher-team collaboration</b>	<b>4.75</b>	<b>1.0</b>
17	<b>Inform teachers of the results of annual reports</b>	<b>4.77</b>	<b>1.1</b>

It is clear from the previous table that the most satisfactory factors of job satisfaction as an expression of job satisfaction in the paragraphs of the questionnaire as a whole by the sample of the study, which obtained the highest averages are :

System safety and school discipline , taking into account the teachers ' needs in the school schedule and rotation , teacher training during the service, the provision of security and safety myself emotional atmosphere pleasant for the teachers , teachers develop professionally , and their calendars objectively in training courses , Turkish g on the real needs of teachers , and Tovey see freedom and democracy for teachers and the practice of democratic methods and variety in educational supervision , to that must attention to these factors and improve them so as not Tartars as a negative impact on the educational process , especially the school system and discipline , and to meet the needs of teachers and administrative and professional and his j c Administrative aspects of T. linked to the work of school management, this confirms that the school management a significant role in improving job satisfaction for teachers .

While the lowest paragraphs practiced by the study sample, which obtained the lowest averages are:

The length and plentiful training courses , held training courses in school holidays , focus on classroom visits , focusing on the performance of teachers classroom , focus on strengthening the relationship between the school and the local community , to move away from the instructions and routines , the participation of key programming to Maine in making educational decisions , annual increases Provided by the administration of the Agency , dealing with teachers according to the system of contracting , taking into account the abilities and competencies of teachers .

The results confirm the previous table that can improve job satisfaction for teachers by reducing the duration of the training sessions of the number , and the use of democratic methods in the supervision of education which do not leave the g on the performance of only the teacher , but is interested in all aspects of growth professional for teachers , and the teachers do not care much Improving the physical aspects such as annual increases and the work system , and this confirms satisfaction with the system of incentives provided to them by the Directorate .

## **Second: Recommendations and Suggestions:**

In light of the results of the field study and the theoretical framework, the researcher suggests a n following:

- 1 - Improve and develop the leadership styles of school principals, and follow the democratic leadership styles that take into account the levels and needs of teachers and their abilities and qualifications of scientific and educational in order to increase their job satisfaction, which will reflect positively on improving their performance and career growth.
- 2 - Improve and develop the system of incentives and promotions in the Directorate of physical education materially and morally, and take into account the competencies and abilities of professional teachers, development and innovation, and encourage creators to continue creative work that will help to develop their educational performance.
- 3 - Work to improve the professional growth of teachers through the principals of schools , and reduce the training courses and duration during service and school holidays because it causes distress and fatigue for teachers, especially if teachers felt that not benefit from them in practice, and focus these training courses and the process of rehabilitation on the side Applied and gifted teachers , and meet the training and rehabilitation operations professional needs , and that these courses are made after the real inventory and the actual needs of the teachers prior to the implementation of these training courses .
4. The provision of material and moral appropriate regulatory environment for teachers to do their school by improving the system of the school environment and discipline teacher j , and establish balanced relations with the school community to contribute to the operations of the maintenance of order through cooperation and participation in school decisions , in order to improve job satisfaction for teachers market their own urine And increase their motivation for action .
5. Improving the methods of educational supervision and its diversity, and not limited to classroom visits that cause anxiety and distress for teachers , and reduce their motivation and their ability to work , and cause discontent and lack of cooperation between teachers and educational supervisors , and thus reduce the job satisfaction of teachers towards work and weaken their attitudes towards educational supervision .
6. Improve system upgrades and appointments T contracts followed in the agency in order to make more efforts and work by teachers to get a more functional area growing , and this is associated with increased effort and work by teachers .

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