

Occupational satisfaction of physical education teachers in Jordan

Mohammad Omar AL-Momani ^a Ajloun University College, Al-Balqa Applied University, As-Salt 19117, Jordan 

Randa Saleh Jawarneh ^b, Ajloun University College, Al-Balqa Applied University, As-Salt 19117, Jordan

Suggested Citation:

AL-Momani, M. O., & Jawarneh, R. S. (2022). Occupational satisfaction of physical education teachers in Jordan. *International Journal of Innovative Research in Education*, 9(1), 74–89 <https://doi.org/10.18844/ijire.v9i1.7531>

Received from February 03, 2022; revised from April 11, 2022; accepted from June 10, 2022.

Selection and peer-review under the responsibility of Assoc. Prof. Dr. Zehra Ozcinar, Ataturk Teacher Training Academy, Cyprus

©2022 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi, Lefkosa, Cyprus.

Abstract

The career provides people with a sense of material and intellectual independence and the ability to use their energies in the service of work for society and to reach an achievement that they and those around them are proud of. The study aimed to identify the level of career satisfaction in sports teachers in Jordan and its relationship to variables such as economic level, educational level and professional experience. The descriptive approach was used in addition to the use of the questionnaire as a data collection tool for the study. The study sample consisted of 300 teachers and educators in Jordan. Based on the results, there is a statistically significant relationship between educational level and occupational satisfaction of teachers in sports education. There is a positive, statistically significant relationship between occupational satisfaction and occupational age in teachers in Jordan.

Keywords: Career, career satisfaction, education, sports;

*ADDRESS FOR CORRESPONDENCE: Mohammad Omar AL-Momani, Ajloun University College, Al-Balqa Applied University, As-Salt 19117, Jordan.

E-mail address: m.o.e.m@bau.edu.jo

1. Introduction

Entering the field of work for a person is a goal that he seeks to achieve since the beginning of his youth because it provides him with a sense of material and intellectual independence and the ability to use his energies in the service of work and society to reach an achievement that he and those around him are proud of (Huseyin & Gönül, 2020; Kovalcikiene & Daukilas, 2018; Offordile et al, 2021; Tandogan, 2018). One of the most important problems facing the individual at the beginning is the orientation towards the appropriate profession that is always suitable for them, to enter into the field of work until problems appear.

Industrial psychology limits career professionals in three ways:

Occupational alignment: It means the person's adaptation to his work, i.e., his position in the work that he can perform successfully because it is commensurate with his intelligence and abilities and which he is satisfied with and tends to practice because it is consistent with his inclination, level of ambition and idea of himself. This field includes professional orientation and professional examination, including qualifications in vocational training, for the worker so that he can master his work and adapt it to the working conditions.

Human engineering: it means adapting the work and its conditions for the worker to search for the best ways and its basis for performing the work, as well as modifying the physical conditions of work, such as lighting, ventilation and humidity. This field includes fatigue, boredom, rest periods and work accidents.

Human relationships: It is an aspect that deals with the study of the morale of workers and employees, methods of communication and mutual understanding between them and the work tool. It also studies the psychology of work management, group leadership and psychological guidance for the worker. The avoidance of these problems is one of the conditions that secure occupational satisfaction for the worker and therefore occupational satisfaction was one of the important topics in psychology because it is related to human needs and its role in raising the level, quantity and type of production (Alrawashdeh et al., 2021; Astuti et al., 2022).

Occupational satisfaction has a relationship with the concepts of professional satisfaction and professional compatibility and it constitutes these two topics of professional satisfaction, where its moral, material and psychological foundations are integrated (Chinyamurindi, Hlatywayo, Mhlanga, Marange, & Chikungwa-Everson, 2021; Wang, Wang, Zhang, & Ma, 2020). The professional satisfaction of those working in the field of education is important because it is based on the extent of the ability to deal with students and how to accept all expected cases during this dealing and the reflection of satisfaction among teachers on their relationship with all groups within and outside the school, starting with the student, parents and colleagues and the surrounding community (Kelemen, 2018; Praraksa & Simpol, 2018).

1.1. Theoretical framework

1.1.1. Occupational satisfaction throughout history

The Industrial Revolution was between the years 1750 and 1825 to ensure the loyalty of workers and their support for the goals of the organisations in which they work (Albinsson, 2020). The beginning of the administration interest in workers, but the intervention of many factors, weakened the authority of the administration and its ability to control the workforce, which made it face a fundamental problem represented in how to ensure positive cooperation and loyalty on the part of workers to achieve the goals of the organisation and build legitimacy for its authority. Attention to the moral aspect of individuals is considered one of the modern variables in the field of personnel management studies, whereas, in the past, administration interest was focused on the performance of workers, whether they

were satisfied or dissatisfied. Humanitarian management, where the applied studies of workers in the American ocean began after 1910 with the development, occurred to allocate industrial psychology, which was employed during the First World War to train workers in the military sector with special programmes.

Then, Mayo (1927) conducted a set of experiments aimed at enriching knowledge in the field of occupational satisfaction and concluded that many factors motivate individuals to love work and increase productivity, including emotional factors such as the feelings of workers towards each other and the attention that workers receive from their supervisors.

Since the 1930s, the topic of job satisfaction has been receiving increasing attention in the United States of America and Europe in the field of psychology and organisational behaviour. Individuals employed in their jobs and employees' perceptions of their jobs, especially that the students' attention was directed to how to increase productivity even though the workers were working long hours with low wages and neglecting the human aspect and the human element at work. But the experiences of the Hawthorne factory of the Western Electric Company in America during the period from 1926 to 1932 drew attention to the importance of human relationships and opened new horizons about the importance of the human element and its psychological and social needs and this resulted in a radical change in the perception of work and workers. Workers in New Hope, Pennsylvania, USA, used the survey method, one of the first published systematic studies on occupational satisfaction. Materialism in work, such as lighting and ventilation, affects productivity and revealed that productivity has increased unexpectedly, even in the event of a decrease in emotional and motivational factors, especially the feeling of workers towards each other and the type of care and attention they receive from supervisors and superiors. One of the results of these studies was to shed light on the importance of work groups and the role of the individual worker within the group and that job satisfaction is affected by human relationships that form and grow within the institutional or individual organisation.

The war years affected studies of job satisfaction and as soon as the war ended, research began again to grow and develop rapidly and raised many methodological issues related to job satisfaction and discussed the relationship between job satisfaction and production in the 1940s and 1950s. In the 1960s, research became more complex and extensive than before and this development was accompanied by methodological research methods and it became possible to obtain information related to the status of job satisfaction from large groups of individuals. Work rotation.

In the 1970s, occupational satisfaction research became an independent field by itself, and most of the theories related to occupational satisfaction were developed; research methods and procedures began to be accepted more; and there was a lot of writing and research on the subject and the application expanded to include other professions to search for the causes and results of occupational satisfaction, but the focus was on the industrial field and from then, directed to the service sector.

Al-Salem (2018) summarises the following reasons to care about satisfaction in a career:

- The high degree of job satisfaction leads to a decrease in the absenteeism rate of employees in the institutions different.
- A high level of job satisfaction leads to a high level of ambition among employees different institutions.
- Individuals with higher job satisfaction scores are more satisfied with their free time, especially with their families, as well as more satisfied with life in general.
- The workers who are more satisfied with their work are less exposed to work accidents.

- There is a close relationship between job satisfaction and production at work; the higher degree of satisfaction leads to increased production.

1.1.2. Career satisfaction theories

Many theories have attempted to explain job satisfaction and the following is a presentation of them.

1.1.2.1. Herzberg's theory. This is called the theory of workers, which is originally related to the application of Maslow's theory of needs in the workplace, where 'Herzberg' saw that there are two groups of factors, one of them is considered motives that lead to the satisfaction of workers with their work and he called them factors related to the job or the work itself and he limited them to the individual's sense of achievement and the bearing of responsibility. It provides opportunities for promotion to higher positions and participation in work-related decisions. As for the other set of factors, he considers them motives that lead to workers' dissatisfaction with their work and he called them factors surrounding the job or work and he limited them to those circumstances surrounding work such as the presidency, management, supervision, or Leadership style, the nature of the relationships between the individual and his colleagues and between him and his superiors and the conditions of the environment surrounding the work (Sheikh & Sharir, 2018).

1.1.2.2. Fromm's Vroom theory. Vroom's theory explains job satisfaction based on the process of satisfaction or dissatisfaction occurs as a result of the comparison made by the individual between what he expected from the returns of the behaviour he follows and the personal benefit that he achieves. This comparison leads the individual to trade-off between several different alternatives to choose a particular activity that achieves the expected return so that it matches the benefit that he derives and this benefit includes the material and moral aspects together. The theory of return justice in its interpretation of job satisfaction assumes that the individual tries to obtain the return while doing a job and his satisfaction depends on the extent to which the return he obtains from his work agrees with what he thinks he deserves it (Sheikh & Wicked, 2018).

1.1.2.3. Functional adaptation theory. This theory used the Minnesota Job Satisfaction Questionnaire and its owners believe that satisfaction is the outcome of the compatibility between the individual's needs that are reinforced by the motives of need and self-realisation within the framework of the work system, i.e., the harmony between the personality required for work and the psychological work environment, which explains the individual's adaptation to the work environment (Albinsson, 2020).

1.1.2.4. Maslow's hierarchy of needs theory. It goes back to the American psychologist Maslow, who arranged human needs according to a hierarchy according to their need for satisfaction.

- Basic physical needs;
- The need for security and guarantee;
- The need for friendship, relationships and belonging;
- The need for respect, status and social standing;
- The need to prove oneself.

These unsatisfied needs determine the behaviour of the individual until they are satisfied (Kabalan, 2018; Marta, Georgina, & Lorena, 2022).

1.1.2.5. Justice theory. It was developed by Adfer, in 1963, which emphasises justice in treating the individual in his job and that the degree of equality and justice that the individual realises in his job determines his professional satisfaction and this appears through rewards, salaries and appreciation distributed equally among employees according to their merit. The theory depends on the concepts of

inputs and returns. Input means the person's merit (age, education level, skill and amount of effort). Returns mean sanctions, rewards, recognition, appreciation and promotion.

1.1.2.6. Behavioural reinforcement theory. It was developed by Skinner, which is one of the theories of human behaviour and learning behaviour as a result of the relationship between a stimulus and a response and these stimuli are either stimuli of environmental factors surrounding a person, the private environment, the functional environment and the administrative environment behaviour and hindered by what leads to a feeling of dissatisfaction (Borgsted & Eggert, 2021).

1.1.2.7. Alderver's theory. Alderver (1989) proposed the theory of human needs and classified it into three needs:

- The need for being that can be satisfied by environmental factors, such as food, drink and air;
- The need for relationships that are based on linking and maintaining internal human relationships between individuals;
- Growth needs are concerned with the higher level of the human self and the psychological development of an individual, such as self-realisation and self-satisfaction.

1.1.3. Factors and determinants of job satisfaction

Factors and determinants of job satisfaction were determined by Abdul Khaleq (2016) as subjective factors related to the capabilities, qualifications and skills of employees. Regulatory factors are related to working conditions and environmental factors are related to the environmental conditions affecting the work and the worker. Shuck, Hart, Walker, and Keith (2021) also present the factors and determinants of job satisfaction from the point of view of Keith as follows:

- 1- Adequacy of direct supervision;
- 2- Satisfaction with the work itself;
- 3- Integration with co-workers;
- 4- Providing purposefulness in the organisation;
- 5- Equity of rewards;
- 6- Health status (physical and mental).

1.2. Related studies

A study by Al-Mansoori (2018), titled 'Work satisfaction among teachers in primary schools', aimed to identify the level of job satisfaction among primary school teachers in the city of Baghdad and its suburbs and to identify the factors affecting satisfaction. The researcher reached several results, the most important of which are the factors of satisfaction with the profession, which are limited to the satisfaction achieved by the teaching profession for several basic needs, such as appreciation, social status, freedom, independence and service to others.

A study by Abu Saeed (2020) on occupational satisfaction of workers in the field of special education and its relationship to some variables (professional age, gender and type of work) reached several results. There is a correlation between job satisfaction and the occupational age of workers in the field of special education; there are differences between those who work with persons with disabilities according to the type of disability; and there are differences in the occupational satisfaction of workers in the field of special education according to the nature of work (administrative, supervision and teaching). The study of Al-Tubasi (2017), titled 'Satisfaction of Secondary School Teachers in Jordan', focused on comparing teachers' satisfaction with their demographic characteristics and one of its most important results was

that those female teachers are more satisfied than teachers and in contrast to the first study. This study was not concerned with identifying the basic factors of satisfaction.

The study of Abu Hantash (2019), titled 'Job satisfaction of workers in community colleges in the Hashemite Kingdom of Jordan: an analytical field study', aimed to find out the job satisfaction of workers in these colleges, by identifying their attitudes towards the different elements of job satisfaction. The study found that community college workers in Jordan are generally satisfied with their work. Satisfaction was measured through a set of elements including salary, promotion and work progress. Al-Omari's (2019) study, titled 'The level of job satisfaction of secondary school principals in Irbid Governorate', aimed to measure the level of satisfaction through the principal's characteristics and the study found that the level of satisfaction of school principals was relatively high. The researcher measured the state of satisfaction, through a set of elements, which included: their sense of achievement, society's appreciation of their work, the relationship between them and their colleagues, career progress and salaries.

A study prepared by Alhalim (2015), titled 'Job satisfaction for middle management in public administration organs in Jordan', aimed to identify the level of satisfaction of middle management workers in Jordanian public administration organs, through some job elements that included job grade, experience, salary and relationship with colleagues and officials' nature of work and opportunities for promotion. This study found that the level of job satisfaction for all respondents, in light of all the elements of satisfaction, is average based on the 5-point Likert scale. A study prepared by Tanash (2017), titled 'Work satisfaction among faculty members at the University of Jordan', measured and analysed the level of satisfaction with work and its relationship to the personal variables of the respondents and the study found a high level of satisfaction with work conditions. The study focused on a set of elements of satisfaction, which included working conditions, wages, rewards, personal variables and work experience.

A study conducted by Al-Zakti (2020), titled 'The degree of job satisfaction for workers in the Royal Jordanian Geographical Centre', aimed to determine the level of job satisfaction for Jordanian workers in the geographical centre in Amman staff. The study concluded that there is a high level of satisfaction with the organisational environment and its material elements and very low satisfaction with the salary and bonuses and the management's way of dealing with employees.

The study by Al Shaidi and Khamis (2020), titled 'The impact of incentives on satisfaction: A study of employee attitudes in the units of the administrative apparatus in the Sultanate of Oman', aimed at knowing the impact of the incentive system in force in the Sultanate of Oman on job satisfaction in government departments. The researcher found a high degree of satisfaction concerning moral incentives.

A study prepared by Porter and Lawler (1968) aimed at measuring a set of elements related to job satisfaction, such as feelings of importance and appreciation and extrinsic rewards, such as material rewards and monetary incentives. The study found a relationship between the elements of internal rewards and the elements of external rewards. A study by Kenep (1981) aimed to find out the factors affecting job satisfaction 5 years after graduation. This study concluded that job satisfaction is the sum of several factors and that people's backgrounds and personal characteristics have very little influence on the determinants of job satisfaction. The study also indicated that the job satisfaction of college graduates is affected by work proficiency and the social status of work, more than material rewards, such as salary and privileges.

A study conducted by Harold (2018) aimed at analysing career incentives and job satisfaction among faculty members in community colleges in selected states, budget pressure, salary and benefits, rather

than arising from the nature of the work itself. A study by Shang (2019) aimed to analyse job satisfaction to investigate the effect of several variables in predicting job satisfaction among private institutional education school teachers, the variables whose impact was studied focused on salary, number of years of experience, incentives, peer relationships, student behaviour, reward systems and student achievement, in addition to personal variables. The study found that 10 variables have a statistically significant relationship with predicting job satisfaction among private institutional education teachers.

1.3. Purpose of the study

The research aims to identify the work problems of teachers signed up on 'My teacher education sports in Jordan' and the possibility of overcoming them to develop work and professional relationships, to identify the conditions that can be achieved. The current study aims to identify the level of correlation between job satisfaction among physical education teachers and their economic level; the relationship between job satisfaction among physical education teachers and their educational level; the relationship between job satisfaction among physical education teachers and their professional age; and differences in job satisfaction among physical education teachers according to the study variables (economic level, educational level and occupational age).

1.4. Research questions and hypotheses

As a result of the importance of these conditions and their role in achieving professional satisfaction among workers in general and physical education teachers in particular, the problem of the study came in the form of the following question:

What is the relationship between job satisfaction of physical education teachers, with some variables such as economic level, educational level and occupational age?

This question includes the following set of null hypotheses, which the study seeks to verify:

H₁ There is no statistically significant relationship between occupational satisfaction of physical education teachers and the economic level.

H₂ There is no statistically significant relationship between occupational satisfaction of physical education teachers and their educational level.

H₃ There is no statistically significant relationship between occupational satisfaction of physical education teachers and their professional age.

H₄ There are no statistically significant differences among physical education teachers depending on the variable of their economic level.

H₅ There are no statistically significant differences among physical education teachers depending on the variable of their educational level.

H₆ There are no statistically significant differences among physical education teachers depending on the variable of their occupational age.

2. Materials and methods

The descriptive approach was used for its relevance and the nature of the current study.

2.1. Participants

The study population consisted of all physical education teachers in the schools of the Jordanian Ministry of Education; as for the study sample, it consisted of 300 male and female teachers of physical education in the schools of the Jordanian Ministry of Education, who were chosen by the simple random method.

2.2. Data collection tool

To achieve the objectives of the study, a questionnaire was built and developed to monitor the opinions of physical education teachers about their level of occupational satisfaction and its relationship to some variables such as the economic, social and educational level and occupational age. The questionnaire items were determined after reviewing several previous studies related to the subject of the current study, which was presented to a group of arbitrators, who are specialists in the field of physical education in Yarmouk and Balqa; and in light of their opinions, the researchers made the necessary modification to the paragraphs of the questionnaire until it became the final form as follows: resolution made up of 47 paragraph distributed over 8 domains that express professional satisfaction for sports teachers.

The first area was satisfaction with the relationship with fellow teachers (6 items: 1–6).

The second field was satisfaction with the relationship with the administration (6 items: 7–12).

The third area was satisfaction with the relationship with parents and students (6 items: 13–18).

The fourth domain was satisfaction with the relationship with students (6 items: 19–24).

The fifth area was satisfaction with construction and tools (6 items: 25–30).

The sixth field was self-satisfaction (6 items: 31–36).

The seventh domain was satisfaction with the economic level (6 items: 37–42).

The eighth domain was satisfaction with the social level (5 items: 43–47).

The study included the distribution of a 5-point Likert scale (very satisfied, satisfied, I don't know, dissatisfied and never satisfied) and the distribution values were according to the sequence of 5–1.

2.3. Data analysis

The validity and reliability of the tool were confirmed using the Statistical Programme for the Social Sciences (SPSS 21).

2.3.1. Honesty and persistence for study tool

The validity and reliability of the questionnaire were calculated using vocabulary analysis based on the programme SPSS 21 to identify the stability of the internal consistency (Cronbach) between them and it was found that:

- The general consistency of the items in the questionnaire is 0.88 which is high.
- By comparing the internal consistency of each of the general consistency, it is found that the internal consistency between the items is high and this indicates that the items of the questionnaire are honest.

The validity of the questionnaire was calculated by calculating the correlative validity of the questionnaire vocabulary and reached the level of significance (0.000 Sig) which is smaller than the significance level (0.05). That is, there is a difference between the upper and lower categories and therefore the scale can distinguish between the two categories and has a discriminatory capacity, meaning that the questionnaire is valid (and measures what it was designed to measure) (Table 1).

Table 1. Validity of the study tool used

Decision	Indication Level	Degree of Freedom	Average
There is a Difference D	0.000	28	-15th.358

Calculation of the stability of the resolution according to the equation (Spearman–Brown): Stability by halving and it has been shown that the stability is very high and its value is 0.90.

3. Results

Verification of the first hypothesis, which states that there is no statistically significant relationship between physical education teachers' job satisfaction and their economic level, is evident in Table 2, showing a correlation coefficient between occupational satisfaction and study variables (economic level, educational level and professional experience).

Table 2. Correlation coefficient

Professional Experience	Educational Level	Economic Level	Correlation Coefficient
0.107	-0.183	-0.341*	Career Satisfaction Level of Significance the Decision
0.458	0.204	0.026	
Inverse Statistically Significantly Greater Than 0.05	Inverse Statistically Significantly Greater Than 0.05	My Expulsion is not Statistically Significantly Less Than 0.05	

The relationship between the professional satisfaction of physical education teachers and their economic level is evident from Table 2. Its value $t = -0.341$ and this correlation is significant at the significance level of 0.026, which is smaller than the assumed significance level of 0.05 and therefore there is a correlation, but it is not statistically significant and inverse between the professional satisfaction of physical education teachers and the economic level, i.e., the more the economic level of physical education teachers decreases, professional satisfaction increases. Thus, we reject the null hypothesis, i.e., there is a relationship between occupational satisfaction and the economic level of physical education teachers. But it is inverse and not statistically significant at the significance level of 0.05. Accordingly, this result can be interpreted as teachers in the sample did not have this opinion.

3.1. Verification of the second hypothesis, which states that there is no statistically significant relationship between the professional satisfaction of physical education teachers and their educational level

It is evident from Table 2 that there is a correlation between occupational satisfaction and study variables (economic level, educational level and professional experience).

The correlation coefficient value between the professional satisfaction of physical education teachers and their educational levels is $t = -0.183$, which is a significant correlation at the significance level of 0.204, which is greater than the assumed significance level of 0.05 and therefore there is a correlation, but it is statistically significant but inverse between the professional satisfaction of physical education teachers and the educational level, i.e., the more the educational level decreases for teachers increased professional satisfaction. Thus, we reject the null hypothesis, i.e., there is a statistically significant relationship between the educational level and the professional satisfaction of physical education teachers but it is the opposite. The reason for this may be that working in schools does not meet the aspirations of those who hold high degrees (postgraduate studies), while those who hold intermediate and lower degrees (diploma or bachelor's degree) any kind of work is considered a professional achievement.

3.2. Verify the third hypothesis which states that there is no statistically significant relationship at the significance level of 0.05 between the occupational satisfaction of physical education teachers and occupational age (experience)

It can be seen in Table 2 that there is a correlation between occupational satisfaction and study variables (economic level, educational level and professional experience).

The correlation coefficient value between occupational satisfaction and occupational age of physical education teachers is $t = 0.107$ and there is a significant correlation at the significance level of 0.458, which is greater than the assumed significance level of 0.05 and therefore there is a significant and direct correlation between occupational satisfaction and the occupational age of physical education teachers, i.e., the greater the experience of physical education teachers, the more it has occupational satisfaction. Thus, we reject the null hypothesis because there is a direct statistically significant relationship between occupational satisfaction and the occupational age of physical education teachers. This can be explained by ‘The more experience I have with teachers increases the feeling of achievement and success at work and thus the feeling of satisfaction with the work and its results increases’. As for the study sample, the reason for this result may be that the female teachers have a desire to do this work, especially after practicing it for several years.

3.3. Verification of the fourth hypothesis, which states that there are no statistically significant differences among physical education teachers depending on the variable of their economic level

Table 3 shows the differences within the economic level.

Table 3. The economic level

The Decision	Level of Significance	Mean Difference (ρ)	Economic Level
<i>D</i> at 0.05 There is No Difference	0.834	(2) -5.56	250–300 (1)
<i>D</i> at 0.05 There is No Difference	0.258	(3) 10.11	
<i>D</i> at 0.05 There is No Difference	0.834	(1) 5.56	300–380 (2)
Not Significant at 0.05 There is a Difference	0.036	(3) 15.66	
<i>D</i> at 0.05 There is No Difference	0.258	(1)-10.11	380 – 450 (3)
Not Significant at 0.05 There is a Difference	0.036	(2)-15.66	

It can be seen from Table 3 that there is no statistically significant difference between the two categories (1–3) of the economic level in terms of occupational satisfaction and thus we accept the null hypothesis for the two categories (1–2) (1–3) of the economic level, meaning there is no difference between each of them in terms of occupational satisfaction, in addition to rejecting the null hypothesis for the two categories (2–3) of the economic level, meaning there is a statistically significant difference between the two categories (2–3) in terms of occupational satisfaction. This can be explained by the fact that those who hold postgraduate degrees get wages higher than the diploma and the bachelor’s degree, but diploma holders whose wages are not comparable to those of the university are satisfied with the lowest salaries, while holders of intermediate degrees (bachelor’s) salary for university students with higher degrees (and the fact that the holders of bachelor’s and postgraduate degrees are equal in the sample of the study).

3.4. Verification of the fifth hypothesis, which states that there are no statistically significant differences among physical education teachers depending on the variable of their educational level

Table 4 shows the differences within the educational level.

Table 4. Educational level

The Decision	Level of Significance	Mean Difference (p)	Educational Level
D at 0.05 There is No Difference	0.237	(2) -7.53	Diploma (1)
D at 0.05 There is No Difference	0.246	(3) 10.38	
D at 0.05 There is No Difference	0.237	(1) -7.53	Bachelor (2)
D at 0.05 There is No Difference	0.918	(3) 2.85	
D at 0.05 There is No Difference	0.246	(1) -10.38	Postgraduate (3)
D at 0.05 There is No Difference	0.918	(2) -2.85	

In Table 4, according to the values of *F* for categories 1 and 2, the educational level and its significance level is 0.237, which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (1–2) of the educational level in terms of occupational satisfaction. Also, according to the values of *F* for categories 1 and 3, the educational level and its significance level is 0.246, which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (1–3) of the educational level in terms of occupational satisfaction. According to the values of *F* for categories 2 and 3, the educational level and its significance level is 0.918 which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (2–3) of the educational level in terms of occupational satisfaction. Thus, we accept the null hypothesis that there is no statistically significant

difference in the occupational satisfaction of physical education teachers depending on the educational level variable. This can be explained by the fact that the study sample included the two university categories (bachelor and postgraduate studies) relatively equally, while the diploma was few compared to them.

3.5. Verification of the sixth hypothesis, which states that there are no statistically significant differences among physical education teachers depending on the occupational age variable

Table 5 shows the differences within the occupational age.

Table 5. Occupational age

The Decision	Level of Significance	of	Mean Difference (q)	Professional Age (Experience)
Statistically Significant at 0.05 There is No Difference	1.000		(2) -0.020	1–2 (1)
Statistically Significant at 0.05 There is No Difference	0.873		(3) -4.10	
Statistically Significant at 0.05 There is No Difference	1.000		(1) 0.20	3–4 (2)
Statistically Significant at 0.05 There is No Difference	0.815		(3) -3.90	
Statistically Significant at 0.05 There is No Difference	0.873		(1) 4.10	5– 6 (3)
Statistically Significant at 0.05 There is No Difference	0.815		(2) 3.90	

It can be seen from Table 5, according to the values of F for categories 1 and 2, that the occupational age level and its significance level is 1.000, which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (1–2) of the occupational age level in terms of occupational satisfaction. The p -values for categories 1 and 3 of the occupational age level and its significance level is 0.873, which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (1–3) of the occupational age level in terms of occupational satisfaction. In addition to that, according to the values of F for categories 2 and 3, the occupational age level and its significance level is 0.815, which is greater than the assumed significance level of 0.05 and therefore there is no difference between the two categories (2–3) of the occupational age level in terms of occupational satisfaction. Thus, we accept the null hypothesis that there is no A statistically significant difference between the three categories of occupational age level and this can be explained by the fact that the category that has the greatest experience belongs to category 2, i.e., from 3–6 years of experience.

4. Discussion

In this research, the sum of the degree of the individual's positive or negative responses to the statements related to the various aspects of professional satisfaction presented in the questionnaire, which are domains 1–6, intended to measure the occupational satisfaction of the study sample members. Thus, this study rejects the null hypothesis, i.e., there is a relationship between occupational satisfaction and the economic level of physical education teachers. The real issue about occupational satisfaction, especially concerning the monthly wage, may be attributed to the fact that the salaries that teachers get paid are fixed and determined by the state and cannot be changed. This means physical education teachers in Jordan are not occupationally satisfied because occupational satisfaction, according to Al-Harhasheh (2018), is the attitude and satisfaction of teachers towards the work they do and what is related to that work.

Similarly, based on other studies and research findings, it can be concluded that Jordanian sports teachers are not satisfied with their work conditions. Occupational satisfaction, according to Gruneberg (2019), is the state in which the individual integrates with his job or profession and becomes an individual interested in his job and interacts with it through his career ambition and desire for progress and growth and achieving his goals in it. Klapachan (1984) referred to it as a set of psychological and environmental conditions that make an individual satisfied with his job. Al-Salem (2018) referred to it as the extent to which the worker finds an appropriate outlet for his abilities, inclinations, personality traits and values, as it depends on his practical position and the way of life in which he performs the role that is compatible with his age and experiences.

5. Conclusion

The issue of occupational satisfaction is one of the topics that psychology has dealt with most in research and investigation. For workers to continue their work effectively and achieve happiness and increase production and creativity, they must accept it positively, which is called occupational satisfaction, where occupational satisfaction is influential and influenced by many variables, some of which are related to the individual himself and others are related to the work conditions, the professional environment or the social environment.

The importance of the study lies in the fact that studying job satisfaction among physical education teachers helps to identify and understand the most important problems that physical education teachers suffer and try to suggest solutions to them, which will improve the conditions of their work and performance with students. Working with students requires people who have certain qualities and who can adapt to diverse circumstances as the ideals and models for the student and his family. The importance of the variables being studied, namely educational level and economic level on the job of teachers and productivity and their ability to deal with students, influencing them and increasing the motivation to continue working with sincerity, self-satisfaction and working together.

Based on the studies, the researchers recommend increasing studies related to occupational satisfaction and its relationship to various variables, especially in the field of school education; the need to strengthen work with students and give it the necessary prestige at all levels so that this positively affects job satisfaction; work on rehabilitating teachers educationally and professionally so that experience and education correlate and the quality of work increases; and giving teachers their rights at various levels, especially the physical ones.

References

- Abdel Khaleq, N. (2016). Job satisfaction and its impact on work productivity. *The Arab Journal of Management*, 6(1).
- Abu Hantash, A. M. (2019). *Job satisfaction among workers in community colleges in the Hashemite Kingdom of Jordan – An analytical field study* (Unpublished master's thesis). University of Jordan.
- Abu Saeed, H. (2020). *Occupational satisfaction of workers in the field of special education and its relationship to variables (professional age - gender - type of work) lack of disability* (Master's thesis). Damascus University.
- Alderver, C. P. (1989). Theories reflecting my personal experience and life development. *The Journal of Applied Behavioral Science*, 25(4),351–365. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/002188638902500404>
- Albinsson, S. (2020). New bums on opera seats: The transition from feudalism to liberal society mirrored in European opera houses 1750–1825. *Swedish Journal of Music Research/Svensk Tidskrift för Musikforskning*, (102). Retrieved from <http://musikforskning.se/stm-sjm/sites/default/files/pdf/I7%20sid%2085%E2%80%9393116%20Albinsson%202.pdf>
- Al-Halim, A. A. (2015). Job satisfaction of middle management in public administration organs in Jordan. *Yarmouk Research*, 11,1.
- Al-Mansoori, M. M. (2018). *Satisfaction with the work of male and female teachers in primary schools* (Unpublished Master's Thesis). University of Baghdad, Iraq.
- Al-Omari, K. (2019). Job satisfaction among school principals. *Mutah for Research and Studies*, 10(4),221.
- Alrawashdeh, H. M., Al-Tammemi, A. A. B., Alzawahreh, M. K., Al-Tamimi, A., Elkholy, M., Al Sarireh, F., ... Ghoul, I. (2021). Occupational burnout and job satisfaction among physicians in times of COVID-19 crisis: A convergent parallel mixed-method study. *BMC public health*, 21(1),1–18. Retrieved from <https://link.springer.com/article/10.1186/s12889-021-10897-4>
- Al-Salem, S. M. (2018). *Job satisfaction for university library workers*. Riyadh, Saudi Arabia: Publications of King Fahd National Library.
- Al-Shaidi, M., & Khamis S. (2020). *The Impact of incentives on job satisfaction: A study of employee attitudes in the administrative apparatus units in the Sultanate of Oman* (Unpublished master's thesis). Al al-Bayt University. Retrieved from <https://www.iasj.net/iasj/article/83361>
- Al-Tubasi, A. M. (2017). *Job satisfaction among secondary school teachers in Jordan – An analytical field study* (Unpublished master's thesis). University of Jordan. Retrieved from https://www.researchgate.net/profile/Mohammad_Alzyoud/publication/259216779_Job_Satisfaction_among_Teacher_of_the_Secondary_Stage_and_its_relation_with_their_continuity_in_the_Job/links/00b4953b6a2e8b12f8000000/Job-Satisfaction-among-Teacher-of-the-Secondary-Stage-and-its-relation-with-their-continuity-in-the-Job.pdf
- Al-Zakti, I. (2020, april 6-8). The degree of job satisfaction for employees of the Royal Jordanian geographical center. *Research presented to the organizational behavior symposium*, Jordan. Amman: Jordan Institute of Public Administration
- Astuti, B., Purwanta, E., Lestari, R., Bhakti, C. P., Anggela, E., & Herwin, H. (2022). The effectiveness of digital modules to improve career planning of junior high school students. *World Journal on Educational Technology: Current Issues*, 14(3),940–950. <https://doi.org/10.18844/wjet.v14i3.7396>
- Borgstede, M., & Eggert, F. (2021). The formal foundation of an evolutionary theory of reinforcement. *Behavioural processes*, 186,104370. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0376635721000577>

- Chinyamurindi, W. T., Hlatywayo, C. K., Mhlanga, T. S., Marange, C. S., & Chikungwa-Everson, T. (2021). Career decision-making amongst high school learners: a descriptive-exploratory study from South Africa. *Cypriot Journal of Educational Sciences*, 16(1), 129–147. <https://doi.org/10.18844/cjes.v16i1.5516>
- Gruneberg, M. M. (1979). *Understanding job satisfaction*. New York, NY: Wile.
- Harhasheh, M. A. (2018). The leadership style practiced by school principals and its relationship to the level of job satisfaction of teachers in the Directorate of education in Tafila Governorate. *Damascus University Journal*, 24(1), 323–364.
- Harold, W. J. (2018). *An analysis of career motivation and job satisfaction among public community college faculty in selected states*, (Dissertation International), 42(October 4), 2018.
- Huseyin, U., & Gönül, A. (2020). A content and citation analysis of the studies on learning environments and special education. *International Journal of Cognitive Research in Science, Engineering and Education*, 8(2), 95–104. Retrieved from <https://cyberleninka.ru/article/n/a-content-and-citation-analysis-of-the-studies-on-learning-environments-and-special-education>
- Kelemen, G. (2018). Increasing effective students' engagement in study. *International Journal of Learning and Teaching*, 10(3), 261–268. <https://doi.org/10.18844/ijlt.v10i3.735>
- Kenepp, P. L. (1981). *Determinants of job satisfaction five years after college graduation: The relationship between job factors, academic program factors, and personal factors*. Pennsylvania, AR: The Pennsylvania State University. Retrieved from <https://search.proquest.com/openview/23d8574232d27a5be23f0d4ca98d51b3/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Klapachan, P. (1984). A study of the relationships between participation in the decision-making process and job satisfaction among the faculty of a Midwestern Regional State University. Retrieved from <https://elibrary.ru/item.asp?id=7390310>
- Kovalcikiene, K., & Daukilas, S. (2018). Vocational teachers' personality, career calling, and the aspects of teaching quality. *Contemporary Educational Researches Journal*, 8(1), 39–49. <https://doi.org/10.18844/cej.v8i1.3431>
- Marta, G. C., Georgina, B. R., & Lorena, F. L. (2022). Development of soft skills while learning numerical analysis. *Global Journal of Computer Sciences: Theory and Research*, 12(1), 32–40. <https://doi.org/10.18844/gjcs.v12i1.7439>
- Offordile, E. E., Umeano, E. C., Adene, F. M., Obi, M. C., Ugwuanyi, C. S., Okeke, C. I., & Adimora, D. E. (2021). Improving the academic achievement of low achieving secondary school students in physics using peer tutoring learning strategy: Implications for engineering career. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 11(3), 201–212. Retrieved from <https://tinyurl.com/5n6saau5>
- Porter, L. W., & Lawler, E. E. (1968). *What job attitudes tell about motivation*. Boston, MA: Harvard Business Review Reprint Service. Retrieved from [http://pzacad.pitzer.edu/~jlewis/Sakai%20articles/What%20job%20attitudes%20tell%20about%20motivation%20-%20Porter%20and%20Lawler%20\(1968\).PDF](http://pzacad.pitzer.edu/~jlewis/Sakai%20articles/What%20job%20attitudes%20tell%20about%20motivation%20-%20Porter%20and%20Lawler%20(1968).PDF)
- Praraksa, P., & Simpol, W. (2018). Life and career skills of primary school students: A tentative model and an online scale. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 5(1), 17–23. <https://doi.org/10.18844/prosoc.v5i1.3377>
- Shang, G. M. (2019). *An analysis of job satisfaction* (Dissertation Abstracts International).
- Shuck, B., Hart, J., Walker, K., & Keith, R. (2021). Work determinants of health: New directions for research and practice in human resource development. *Human Resource Development Quarterly*. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/hrdq.21468>
- Tanash, SY. (2017). Job satisfaction among faculty members at the University of Jordan. *Dirasat Journal*, 17(3).

AL-Momani, M. O., & Jawarneh, R. S. (2022). Occupational satisfaction of physical education teachers in Jordan. *International Journal of Innovative Research in Education*, 9(1), 74–89 <https://doi.org/10.18844/ijire.v9i1.7531>

Tandogan, M. (2018). Career planning and management in businesses. *International Journal of New Trends in Social Sciences*, 2(2),58–65. <https://doi.org/10.18844/ijntss.v2i2.3818>

Wang, W., Wang, Y., Zhang, Y., & Ma, J. (2020). Spillover of workplace IT satisfaction onto job satisfaction: The roles of job fit and professional fit. *International Journal of Information Management*, 50,341–352. Retrieved from <https://www.sciencedirect.com/science/article/pii/S026840121831257X>