



مجلة الدراسات والبحوث التربوية

JOURNAL OF STUDIES AND EDUCATIONAL RESEARCHES

المجلد (٤) العدد (١١) مايو ٢٠٢٤م

مجلة علمية دورية محكمة

يصدرها مركز العطاء للاستشارات التربوية - الكويت بالتعاون مع كلية العلوم التربوية
جامعة الطفيلة التقنية - الاردن

الرقم المعياري الدولي ISSN: 2709-5231

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مجلة الدراسات والبحوث التربوية

Journal of Studies and Educational Researches (JSER)

علمية دورية محكمة يصدرها مركز العطاء للاستشارات التربوية- دولة الكويت
بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن

ISSN: 2709-5231

للمجلة معامل تأثير عربي ومفهرسة في العديد من قواعد المعلومات الدولية



رئيس التحرير

أ.د علي حبيب الكندري

أستاذ المناهج وطرق تدريس العلوم- كلية التربية- جامعة الكويت

مدير التحرير

د. صفوت حسن عبد العزيز- مركز البحوث التربوية- وزارة التربية- الكويت

هيئة التحرير

أ.د لولوه صالح رشيد الرشيد

أستاذ الصحة النفسية وعميد كلية العلوم والآداب-
جامعة القصيم- المملكة العربية السعودية

أ.د بدر محمد ملك

أستاذ ورئيس قسم الأصول والإدارة التربوية سابقاً- كلية
التربية الأساسية- الكويت

أ.د منال محمد خضيري

أستاذ المناهج وطرق التدريس- ووكيل كلية التربية لشتون الطلاب-
جامعة أسوان- مصر

د. أحمد فهد السحيمي

المركز العربي للبحوث التربوية لدول الخليج- الكويت

أ.د عبد الله عبد الرحمن الكندري

أستاذ المناهج وطرق التدريس- كلية التربية الأساسية- الكويت
ورئيس المكتب الثقافي في القنصلية الكويتية بدبي

أ.د أحمد عودة سعود القرارة

أستاذ المناهج وطرق التدريس والعميد السابق- كلية العلوم
التربوية- جامعة الطفيلة التقنية- الأردن

أ.د راشد علي السهل

أستاذ ورئيس قسم علم النفس التربوي- كلية التربية-
جامعة الكويت

د. غازي عنيزان الرشيد

أستاذ مشارك أصول التربية- كلية التربية- جامعة الكويت

اللجنة العلمية

أ.د محمد أحمد خليل الرفوع

أستاذ علم النفس التربوي- كلية العلوم التربوية- جامعة
الطفيلة التقنية- الأردن

أ.د محمد إبراهيم طه خليل

أستاذ أصول التربية ومدير مركز الجامعة للتعليم المستمر
وتعليم الكبار- كلية التربية- جامعة طنطا- مصر

أ.د إيمان فؤاد محمد الكاشف

أستاذ التربية الخاصة والصحة النفسية ووكيل كلية الإعاقة والتأهيل
لشتون الطلاب- جامعة الزقازيق- مصر

أ.د خالد عطية السعودي

أستاذ المناهج وطرق التدريس وعميد كلية العلوم التربوية سابقاً-
جامعة الطفيلة التقنية- الأردن

أ.د صلاح فؤاد مكاوي

أستاذ ورئيس قسم الصحة النفسية والعميد السابق- كلية التربية-
جامعة قناة السويس- مصر

أ.د عمر محمد الخرابشة

أستاذ الإدارة التربوية- كلية الأميرة عالية الجامعية- جامعة البلقاء التطبيقية-
الأردن

- أ.د. فايز منشد الظفيري
أستاذ تكنولوجيا التعليم والعميد السابق- كلية التربية - جامعة الكويت
- أ.د. عبد الناصر السيد عامر
أستاذ القياس والتقويم ورئيس قسم علم النفس التربوي- كلية التربية- جامعة قناة السويس- مصر
- أ.د. السيد علي شهدة
أستاذ المناهج وطرق التدريس المتفرغ- كلية التربية- جامعة الزقازيق- مصر
- أ.د. أنمار زيد الكيلاني
أستاذ التخطيط التربوي- وعميد كلية العلوم التربوية سابقاً- الجامعة الأردنية- الأردن
- أ.د. لما ماجد موسى القيسي
أستاذ الإرشاد النفسي والتربوي ورئيس قسم علم النفس التربوي سابقاً- كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن
- أ.د. سامية إبرييم
أستاذ علم النفس- كلية العلوم الاجتماعية والإنسانية- جامعة العربي بن مهيدي- أم البواقي- الجزائر
- أ.د. عاصم شحادة علي
أستاذ اللسانيات التطبيقية- الجامعة الإسلامية العالمية- ماليزيا
- أ.د. يحيى عبدالرزاق قطران
أستاذ تقنيات التعليم والتعليم الإلكتروني- كلية التربية - جامعة صنعاء- اليمن
- أ.د. صالح أحمد عيابة
أستاذ الإدارة التربوية- كلية العلوم التربوية- الجامعة الأردنية- الأردن
- أ.د. مسعودي طاهر
أستاذ علم النفس- جامعة زيان عاشور الجلفة- الجزائر
- أ.د. عادل إسماعيل العلوي
أستاذ الإدارة- جامعة البحرين- مملكة البحرين
- أ.د. حجاج غانم علي
أستاذ علم النفس التربوي- كلية التربية بقنا- جامعة جنوب الوادي- مصر
- أ.د. جعفر وصفي أبو صاع
أستاذ أصول التربية المشارك وعميد كلية الآداب والعلوم التربوية- جامعة فلسطين التقنية- فلسطين
- أ.د.م. الأميرة محمد عيسى
أستاذ المناهج وطرق التدريس المساعد- كلية التربية- جامعة الطائف- المملكة العربية السعودية
- د. يوسف محمد عيد
أستاذ مشارك الإرشاد النفسي والتربية الخاصة- كلية التربية- جامعة الملك خالد- السعودية
- د. عروب أحمد القطان
أستاذ مشارك الإدارة التربوية- كلية التربية الأساسية- الكويت
- أ.د. محمد سلامة الرصاعي
أستاذ المناهج وطرق التدريس- وعميد البحث العلمي والدراسات العليا سابقاً- كلية العلوم التربوية- جامعة الحسين بن طلال- الأردن
- أ.د. الغريب زاهر إسماعيل
أستاذ ورئيس قسم تكنولوجيا التعليم ووكيل كلية التربية سابقاً- جامعة المنصورة- مصر
- أ.د. نايل محمد الحجايا
أستاذ المناهج وطرق التدريس وعميد كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن
- أ.د. هدى مصطفى محمد
أستاذ ورئيس قسم المناهج وطرق التدريس- كلية التربية- جامعة سوهاج- مصر
- أ.د. محمد سليم الزبون
أستاذ أصول التربية- وعميد كلية العلوم التربوية سابقاً- الجامعة الأردنية- الأردن
- أ.د. عبدالله عقله الهاشم
أستاذ ورئيس قسم المناهج وطرق التدريس سابقاً- كلية التربية- جامعة الكويت
- أ.د. عادل السيد سرايا
أستاذ ورئيس قسم تكنولوجيا التعليم- كلية التربية النوعية- جامعة الزقازيق- مصر
- أ.د. حنان صبيحي عبيد
رئيس قسم الدراسات العليا- الجامعة الأمريكية- مينسوتا
- أ.د. سناء محمد حسن
أستاذ المناهج وطرق التدريس- كلية التربية- جامعة سوهاج- مصر
- أ.د. عائشة عبيزة
أستاذ الدراسات اللغوية وتعليمية اللغة العربية- جامعة عمّارثليجي بالأغواط- الجزائر
- أ.د. حاكم موسى الحسنواوي
أستاذ المناهج وطرق التدريس- كلية التربية- جامعة بغداد- ومعاون مدير مركز كربلاء الدراسي- الكلية التربوية المفتوحة- العراق
- أ.د.م. ربيع عبدالرؤوف عامر
أستاذ التربية الخاصة المساعد- كلية التربية- جامعة الملك سعود- المملكة العربية السعودية
- أ.د.م. هديل حسين فرج
أستاذ التربية الخاصة المساعد- كلية العلوم والآداب- جامعة الحدود الشمالية- السعودية
- د. خالد محمد الفضالة
أستاذ مشارك أصول التربية- كلية التربية الأساسية- الكويت
- د. هديل يوسف الشطي
أستاذ مشارك أصول التربية- كلية التربية الأساسية- الكويت

الهيئة الاستشارية للمجلة

- | | |
|---|--|
| أ.د. عبد الرحمن أحمد الأحمد | أ.د. جاسم يوسف الكندري |
| أستاذ المناهج وطرق التدريس وعميد كلية التربية سابقاً- جامعة الكويت | أستاذ أصول التربية ونائب مدير جامعة الكويت سابقاً |
| أ.د. حسن سوادى نجيبان | أ.د. فريح عويد العززي |
| عميد كلية التربية للبنات- جامعة ذي قار- العراق | أستاذ علم النفس وعميد كلية التربية الأساسية- الكويت |
| أ.د. علي محمد اليعقوب | أ.د. محمد عبود الجراحشة |
| أستاذ الأصول والإدارة التربوية- كلية التربية الأساسية- ووكيل وزارة التربية سابقاً- الكويت | أستاذ القيادة التربوية وعميد كلية العلوم التربوية سابقاً- جامعة آل البيت- الأردن |
| أ.د. أحمد عابد الطنطاوي | أ.د. تيسير الخوالدة |
| أستاذ ورئيس قسم التربية المقارنة والإدارة التعليمية سابقاً- كلية التربية- جامعة طنطا- مصر | أستاذ أصول التربية وعميد الدراسات العليا سابقاً- جامعة آل البيت- الأردن |
| أ.د. محمد عرب الموسوي | أ.د. محسن عبدالرحمن المحسن |
| رئيس قسم الجغرافيا- كلية التربية الأساسية- جامعة ميسان- العراق | أستاذ أصول التربية- كلية التربية- جامعة القصيم- السعودية |
| أ.د. وليد السيد خليفة | أ.د. صالح أحمد شاكر |
| أستاذ ورئيس قسم علم النفس التعليمي والإحصاء التربوي- كلية التربية- جامعة الأزهر- مصر | أستاذ ورئيس قسم تكنولوجيا التعليم- كلية التربية النوعية- جامعة المنصورة- مصر |
| أ.د. أحمد محمود الثوابيه | أ.د. مهني محمد إبراهيم غنايم |
| أستاذ القياس والتقويم- كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن | أستاذ التخطيط التربوي واقتصاديات التعليم- كلية التربية- جامعة المنصورة- مصر |
| أ.د. سفيان بوعطيط | أ.د. سليمان سالم الحجايا |
| أستاذ علم النفس- جامعة 20 أوت 1955- سكيكدة- الجزائر | أستاذ الإدارة التربوية- كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن |

التدقيق اللغوي للمجلة

أ.د.م خالد محمد عواد القضاة- جامعة العلوم الإسلامية- الأردن

أمين المجلة

أ. محمد سعد إبراهيم عوض

التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مفهومة في العديد من قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، معرفة e-MAREFA، شمة Shamaa، قاعدة المعلومات التربوية Edu Searach، وللمجلة معامل تأثير عربي.

أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي.
 2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
 3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية.
 4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:
 - توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
 - أن تحتوي الصفحة الأولى من البحث على:
 - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
 - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
 - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
 - الكلمات المفتاحية بعد الملخص.
 - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
 - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
 - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
 - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:

- اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
- اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
- تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
- أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
- تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.

2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.

3. تحتفظ المجلة بحقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.

4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.

5. بالمجلة باب لنشر موضوعات تهم المجتمع التربوي يكتب فيه أعضاء التحرير.

إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: submit.jser@gmail.com
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمه العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

عناوين المراسلة

البريد الإلكتروني:

submit.jser@gmail.com

الهاتف:

0096599946900

العنوان:

الكويت- العديلية- شارع أحمد مشاري العدواني

الموقع الإلكتروني:

www.jser-kw.com



المحتويات

الصفحة	العنوان	م
viii	الافتتاحية	-
42-1	الوعي بالأمن السيبراني لدى معلمي المرحلة المتوسطة بدولة الكويت وعلاقته بمستوى توظيفهم للتكنولوجيا في التدريس، د. ناجي بدر الضفيري؛ د. إبراهيم غازي العنزي؛ أ.د. دلالة فرحان العنزي.....	1
75-43	الاحتراق الأكاديمي وعلاقته بالصمود الأكاديمي ومدى إسهامهما في التنبؤ بالمعدل التحصيلي لدى طلبة كلية التربية الأساسية في دولة الكويت، د. يوسف راشد المرتجي.....	2
115-76	واقع تطبيق الإدارة الإلكترونية في مدارس المرحلة الابتدائية بدولة الكويت ومعوقاتها من وجهة نظر المعلمات، د. تهاني سعود عبد الله العتيبي.....	3
157-116	الذكاء الروحي وعلاقته بالتفكير الإيجابي لدى طلبة كلية التربية الأساسية في دولة الكويت، د. طلال جزاع باجيه جزاع وزري الشمري.....	4
193-158	تحليل الشبكات العصبية الاصطناعية لمقياس إدمان تطبيقات الهواتف الذكية وانتشاره لعينة من المراهقين المصريين، أ.د. عبد الناصر السيد عامر.....	5
235-194	تصور مقترح في ضوء تطبيقات الذكاء الاصطناعي لتطوير ممارسات الإدارة الإستراتيجية وتحسين جودة مخرجات مدارس المرحلة الثانوية في دولة الكويت، د. مروة محمد حاجي بهباني؛ د. نوف علي فخري الرشيدى؛ د. نوف متروك الرشيدى.....	6
268-236	مدى تضمين قيم حقوق الإنسان المدنية في الإسلام بمحتوى مقرر الفقه للمرحلة الثانوية في المملكة العربية السعودية، أ. علي عبد الله الأسمرى؛ د. ابتسام صالح حبيب الحبيب.....	7
310-269	التدريب الإداري لمديري المدارس في مديرية التربية والتعليم للواء البادية الشمالية الغربية وعلاقته بمستوى التطوير التنظيمي، أ.فايزة حمد الصبيحات؛ أ.د. محمد عبود الجراحشة.....	8
351-311	مستوى الوعي والممارسة لأبعاد المواطنة الرقمية لدى الطالبات المعلمات في كلية التربية الأساسية وعلاقته بالتصورات نحو استخدام تكنولوجيا المعلومات والاتصال، د. بدور مسعد المسعد؛ د. عايدة عبد الكريم العيدان؛ د. علي محمود بوحمد؛ د. رباب داود الصفار.....	9
388-352	اضطراب تَشَوُّه صورة الجسد وعلاقته بفاعلية الذات لدى عينة من المصابات، أ. بندر نواف العنزي.....	10

الصفحة	العنوان	م
419-389	دور تطبيقات الذكاء الاصطناعي في تحسين جودة التعليم في الأردن ومعوقاته من وجهة نظر المعلمين، د. رولا محمد محمود حميدان؛ أ. محمد خلف دعسان الحواتمة.....	11
449-420	دوافع مشاركة الطلبة أو عزوفهم عن تقييم أداء أعضاء هيئة التدريس والمنتدبين لمقرر ورشة إنتاج مواد تعليمية، د. خالد أحمد الكندري، د. راوية محمد الحميدان.....	12
490-450	التحديات التي تواجه مرشدي الطلبة ذوي الموهبة داخل البرامج الإثرائية من وجهة نظرهم، أ. حورية عبد العزيز الشمري؛ د. سارة خالد الفوزان.....	13
534 -491	النظم الخبيرة وإدارة المخاطر والأزمات في المؤسسات التعليمية والبحثية- دراسة ميدانية، د.م إبراهيم حسن توفيق؛ أ.د.م محمد فتحي صديق؛ أ. د. بهلول أحمد سالم.....	14
572-535	دور القصص الرقمية في تنمية المهارات الحياتية لدى طفل الروضة من وجهة نظر المعلمات، أ. وعد بنت فهد بن عوض الجهني؛ د. منار بنت سعود بن ماضي العتيبي.....	15
609-573	Job Satisfaction and Its Impact on Teacher Performance in the Southern District of Al – Mazar, Rasha Abdelwahab Khaleel Najjar.....	16
654-610	Employing Environmental storyboard in the contents of the French and Kuwaiti curricula at the secondary school: a qualitative comparative study, Adel Saad Aldhafeeri; DR. Ali Muhammad Aljodea.....	17

المقالات

الصفحة	العنوان	م
678-655	تقدير الذات وعلاقته بالتحصيل الدراسي: دراسة نظرية، أ. سلوى سعد محمد الهاجري.....	18

الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ علي حبيب الكندري

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



Job Satisfaction and Its Impact on Teacher Performance in the Southern District of Al – Mazar

Mrs. Rasha Abdelwahab Khaleel Najjar

Educational Supervisor- Ministry of Education- Jordan

Email: rasha.najar1977@gmail.com

Received: 16/12/2023

Accepted: 24/1/2024

Published: 10/5/2024

Abstract: The study aimed to explain job satisfaction and its impact on teachers' performance. The study relied on the descriptive approach, the study sample consisted of (149) male and female teachers who were selected by random sampling method, and a tool was developed a questionnaire to collect data. The results of the study indicated that the average of job satisfaction among teachers in the Southern Al-Mazar was at a moderate level, its dimensions (material domain, spiritual domain) were at a moderate level, and domain of teachers' performance received a high score. It was also shown that there were statistically significant differences about material domain of job satisfaction due to gender variable in favor of females, and the presence of differences between years of experience between spiritual domain and the performance of teachers in favor of the group of 11 years and over, and indicated that there are differences between academic qualification and job satisfaction in favor of a master's degree and between academic qualification and teachers' performance in favor of a doctoral degree. It was also found that spiritual domain in favor of the humanities specializations there were differences about teachers' performance and spiritual domain due to specialization variable, there were statistically significant correlation between job satisfaction and teachers' performance.

Keywords: Job Satisfaction, Teacher performance, Southern District of Al - Mazar, Jordan.

Introduction

Effective educational administration is critical for maximizing the utilization of human and material resources, attaining desired objectives, and producing optimal educational results that contribute to societal progress and development while requiring minimal financial investment, time commitment, and effort. As a result, educational administration serves only as a mechanism and a supplement to the ultimate objective of attaining the societal aims of education. The foundation of any organization is establishing and prioritizing its objectives. Given the critical nature of the human element as the most valuable asset an organization possesses, these organizations were obligated to give it their undivided attention. Their success is contingent on the degree to which they are able to regulate and appropriately frame this most valuable resource. Given the limited availability of human capital, which organizations strive to procure in a manner that maximizes their efficiency through both quality and quantity, they are likewise preoccupied with identifying the factors that would elevate the performance of their personnel.

The significance and role of educators in determining the future of their communities has led to a growing interest in examining job satisfaction among professionals in educational institutions (Mittal et al., 2023). Furthermore, instructors possess the authority to shape the aims and objectives of these educational institutions. Education garners significant focus from people, organizations, and nations due to its pivotal role in fostering human capital and driving progress (Rawabih & Bouhanek, 2020). It serves as a catalyst for societal transformation and exerts a significant impact on the younger generation, both in the present and future. It encompasses the vital energy of

individuals from childhood to early adulthood, who then assume crucial roles within society after completing their education.

The efficacy of the educational process depends on the conviction of the human constituents, such as administrators and educators, in the teaching profession, their contentment with it, and their execution of their responsibilities (Runhaar, 2017). Job satisfaction and performance of school teachers are quantifiable aspects of their profession and may be assessed using various methods (Wolomasi et al., 2019). Measuring these dimensions allows decision-makers in the Ministry of Education to gather essential information for ensuring the success of the educational process. It also provides them with opinions and ideas that aid in improving teachers' attitudes towards their work, as job satisfaction is a crucial factor in a teacher's performance and motivation (Kumar, 2023). In order to cultivate strong professional connections with teachers and administration, it is crucial to recognize the profound influence this has on fostering a harmonious school community characterized by mutual respect and trust, devoid of any conflicts or apathy (Abdul et al., 2023). The success of instructors in fulfilling their jobs is influenced by their positive rapport with their management, job satisfaction, and professional dedication. Hence, it is important to prioritize the teacher's job satisfaction as they strive to provide a conducive school atmosphere, given that education and its results are the sole means to meet and fulfil society's expectations and ambitions.

Study problem

Job satisfaction is a contemporary and essential notion that serves as a significant criterion for evaluating the quality of work in educational institutions. The individuals in charge of educational institutions mandate that all staff members, including principals, instructors, and employees, fulfil their

duties with competence and efficiency in order to accomplish the school's objectives. Hence, it is important to sustain a significant degree of job satisfaction among school personnel. Job happiness possesses a strong capacity to forecast significant work behaviors. From this perspective, numerous educational institutions have shown interest in quantifying the rates of job satisfaction among their staff members with the aim of forecasting significant behaviors at the institutional level, such as exemplary performance, work-life balance, and unjustified absences. This endeavor offers various advantages, including psychological benefits for employees and a diminished sense of work-related stress. According to Ahmad et al. (2019), there are numerous instances where the detriments to teachers' job satisfaction vary from positive to negative, or are too insignificant to be considered. In addition, the results of Mashaqbah (2018) indicate that in order to achieve exceptional and distinguished performance among teachers, educational authorities in Jordan must focus on job satisfaction among teachers.

Given the importance of job satisfaction for school principals and its impact on teachers' performance of their tasks effectively, efficiently and with high skill, this research came to determine the extent of this relationship, by knowing the degree of job satisfaction among government school teachers in the Directorate of Education for the Southern Al - Mazar District.

Depending on the problem of the study, the study questions are as follows:

1. What is the level of job satisfaction among public schoolteachers in the Southern Al - Mazar District?
2. What is the level of performance of teachers in public schools in the Southern Al - Mazar District?

3. Are there statistically significant differences at the significance level (0.05) in the degree of job satisfaction among teachers of the Southern Al - Mazar District, due to demographic variables?
4. Are there statistically significant differences at the significance level (0.05) in the performance score of teachers in the Southern Al - Mazar area due to demographic variables?
5. Is there a statistically significant correlation at the significance level (0.05) between the degree of job satisfaction of public-school teachers in the Southern Al - Mazar District?

Objectives of the study

- Statement of the level of job satisfaction among government schoolteachers in the Southern Al - Mazar District.
- Statement of the level of performance of teachers in government schools in the southern Al - Mazar area.
- Explaining the extent to which there are statistically significant differences at the significance level (0.05) in the degree of job satisfaction among teachers in the Southern Al - Mazar area due to demographic variables.
- The extent to which there are statistically significant differences at the significance level (0.05) in the performance score of teachers in the southern Al - Mazar area due to demographic variables.
- Explaining the extent to which there is a statistically significant correlation at the significance level (0.05) between the degree of job satisfaction among public school teachers in the southern Al - Mazar area.

The importance of the study

- Studying the impact of job satisfaction on teachers' performance is important because it helps improve the quality of teaching and learning, increase productivity and creativity, and positive interaction between teachers, students, colleagues, and administration. It also contributes to reducing rates of absence, resignation, stress and frustration among teachers.
- The study is considered important for school principals because it provides them with important information about the degree of job satisfaction of principals in the Southern Al-Mazar District as educational leaders in the domain and its relationship to teachers' performance from their point of view and provides them with feedback about their job satisfaction and its relationship to teachers' performance.
- It is important for officials in the Ministry of Education because it provides educational leaders in the Ministry of Education and its directorates with suggested recommendations to benefit from, and it is hoped that this study will be the nucleus for other similar studies.

The Limitation of the Study

The study was limited to the following limits:

- **Objective Limitation:** This study was limited to studying job satisfaction and its impact on teachers' performance from their point of view.
- **Spatial limit:** Government schools in the southern Al - Mazar district.
- **The human limit:** This study was applied to public school teachers in the southern Al - Mazar district as the study sample.

-
- **Time limit:** This study was applied during the first semester of the 2023/2024 academic year.

Terminology of Study

▪ Job Satisfaction

Job satisfaction expresses the general attitude or impression that a worker feels toward his work, and this attitude should be viewed as closely linked to causal factors that depend on personal factors related to the nature of the work itself, and other factors related to the work environment (Mahmood Aziz et al., 2021). Job satisfaction is measured (procedurally) by the average of the study sample's estimates of the questionnaire items related to job satisfaction.

▪ Teachers' Performance

It is the set of actions, attitudes, and behaviors in the teaching and learning environment that led to the achievement of students' educational goals (Kilag et al., 2023). Performance is measured (procedurally) by the average of the study sample's ratings of the questionnaire items related to their work performance.

Theoretical Framework:

Job Satisfaction:

The domain of job satisfaction has garnered the interest of researchers and experts in order to furnish managers, administrators, and supervisors with insights that can enhance employees' sentiments towards their work or the organization they are affiliated with (Jan & Gul, 2020).

Various theories exist that focus on job satisfaction and can be utilized in developing the skills that managers acquire to enhance their approach in handling the human aspect. This aspect is a crucial resource and its presence contributes to increased satisfaction (Almohtaseb et al., 2021). Consequently, it

reshapes the role of employees within organizations to align with the management philosophy of recognizing and valuing their contributions to the organization. The success of a corporation relies on the philosophy of individuals in top-level positions within the organizational hierarchy, who contribute value to the organization (Sahito & Vaisanen, 2017).

The individual's satisfaction with their work is influenced by both their role within the company and their internal feelings. This satisfaction is determined by various factors related to their profession and life in general (Mete et al., 2016). Job satisfaction, motivation, and performance level significantly influence behavior regulation, organizational commitment, and overall efficiency within the organization (Hanaysha, 2016).

Organizational Factors that Influence Job Satisfaction:

Several organizational factors play a significant role in influencing job satisfaction among employees. These factors include:

- Fair and Adequate Returns: Job satisfaction is influenced by the perception that returns, such as incentives or promotions, are distributed in a fair and appropriate manner (Saiti & Papadopoulos, 2015).
- Supervision: The level of supervision individuals receive impacts their job satisfaction. Employees' perception of supervisors' fairness, their interest in subordinates' affairs, and their supportiveness all contribute to the degree of job satisfaction experienced (Kabir & Parvin, 2011).
- Organizational Policies: The existence of well-defined work systems, regulations, procedures, and rules that effectively organize work and clarify actions can significantly influence job satisfaction. When work processes are streamlined and obstacles are minimized, employees experience greater satisfaction (Hemon-Hildgen et al., 2020).

- Work Design: Job satisfaction is also influenced by the design of the work itself. When job roles allow for diversity, flexibility, integration, importance, independence, and the availability of comprehensive information, it increases the likelihood of job satisfaction (Hemon-Hildgen et al., 2020).
- Favorable Working Conditions: Physical working conditions have an impact on job satisfaction (Boumenkar & Khalifa, 2015). Providing favorable working conditions can enhance overall job satisfaction.

Teacher Performance

Teachers must constantly enhance their skills to keep up with the latest trends, educational methods, and technologies in the education sector (Abu Khairan & Al-Rantisi, 2023). Ensuring that content remains current and applicable is undoubtedly crucial to effectively meeting students' educational requirements and facilitating their optimal development. The term teacher performance refers to the results that can be observed in the classroom that indicate the effectiveness or ineffectiveness of training and development, and includes actions, attitudes, and behaviors that appear in the teaching and learning environment that contribute to the achievement of students' educational goals (Al-Juhani & Al-Harhi, 2023).

The issue of performance is considered an essential aspect of administrative organization because it plays a major role in achieving the organization's goals with maximum efficiency and effectiveness. Teachers are expected to have the experience and pedagogical skills necessary to communicate effectively with their students. While a comprehensive understanding of content is essential, it does not guarantee effective teaching. Teachers must have the ability to deliver educational content or experiences in a

way that ensures optimal learning outcomes when students engage in learning activities. They must also communicate the subject matter and present information in a way that captivates students and improves their experience. Educational (Tjabolo, 2020).

Furthermore, teachers must possess the ability to effectively supervise a range of routine responsibilities, such as managing the teaching program, ensuring proper organization and maintenance of laboratory equipment, coordinating guest lecturers, arranging and supervising school trips, promptly processing order slips for enrollment changes, etc. One of the many tasks (Rababah, 2022). Ensuring the presence and retention of highly skilled teachers is crucial to delivering high-quality education in schools and the effectiveness of teachers is evaluated on the basis of their performance, which is influenced by factors such as salary, working conditions, and job motivation.

Iskandar et al. (2023) have identified the following as staff performance indicators:

- a. Workmanship, the degree to which teachers effectively fulfil their responsibilities.
- b. The teacher's workload refers to the amount of time they spend working in a single day. This workload can be observed through each teacher's work rate.
- c. Task performance refers to the degree to which teachers are able to effectively and accurately carry out their work.
- d. Experiencing a sense of accountability for any errors or inaccuracies in the work if he has made a mistake.

Conversely, the performance standards for teachers who are able to meet their work expectations are primarily focused on four specific competencies:

pedagogic competence, personality competence, professional competence, and social competence (Karim et al., 2021).

Pedagogic competence refers to the capacity to effectively oversee students, encompassing a comprehension of educational principles, student dynamics, curriculum development, learning design, implementation of interactive and educational approaches, assessment of learning outcomes, and fostering the growth of students to realize their diverse potentials (Darmadi, 2016; Ismail et al., 2020). Personal competence refers to a set of personality traits that encompass stability, maturity, wisdom, authority, noble character, and the ability to serve as a role model for both students and the community. It also involves the capacity to assess one's own performance and engage in continuous self-improvement. Professional competence refers to the capacity to thoroughly and comprehensively understand educational materials, encompassing concepts, structures, and scientific/technological/artistic methods that align with the teaching materials. It involves understanding the connections between different subjects within the school curriculum, applying scientific concepts in practical situations, and demonstrating professional competence on a global scale while upholding national values and culture. Social competence refers to the capacity of educators to effectively engage in various roles within the community. This includes proficient oral and written communication, functional utilization of communication and information technology, effective interaction with students, colleagues, education staff, parents/guardians, and polite socialization with the local community (Kartiko & Azzukhrufi, 2019).

Previous Studies

Below is a presentation of some previous studies related to the topic of the current study, and they are presented in chronological order from newest to oldest, as follows:

Abu Irmaila (2023) conducted the influence of job satisfaction on job involvement among secondary school teachers in municipal schools in East Jerusalem was investigated. The study employed a descriptive and correlational approach to accomplish its objective. The study tool employed a questionnaire as a means of gathering data and information. The study sample comprised of secondary school educators employed in municipal schools located in the city of East Jerusalem. The total number of individuals in its population consisted of 780 male and female educators, who were evenly distributed across 27 secondary schools in East Jerusalem. The study was conducted on a simple random sample of 255 male and female teachers, consisting of 99 male teachers and 156 female teachers from municipal schools in the city of East Jerusalem. The study revealed that job satisfaction and job involvement were moderately correlated. Furthermore, the study demonstrated that job satisfaction, specifically in relation to the nature of work, wages and rewards, self-actualization, and belonging to the profession, had a significant impact on job involvement. The findings also indicated that there were no statistically significant disparities among the means. The study sample members' responses regarding their perception of job involvement are influenced by the gender variable, and there are statistically significant variations in their perception of job involvement due to the years of experience variable.

Wolomasi et al. (2019) examined the job satisfaction levels of elementary school teachers in the Boven Digoel district of Papua, and investigated its

relationship with their job performance. In order to accomplish this, they conducted survey-based research. A total of 352 teacher-respondents, selected from a pool of 412 elementary school teachers in Boven Digoel district, Papua, completed two self-administered survey questionnaires. The derived data were statistically analyzed using the simple linear regression analysis method with the Statistical Package for the Social Sciences (SPSS) version 21. The data analysis revealed a significant positive correlation between job satisfaction and job performance among elementary school teachers in the Boben Digoel district.

Baluyos et al. (2019) established the correlation between teachers' job satisfaction and their work performance in the Division of Misamis Occidental for the academic year 2018-2019. A total of 104 school principals and 313 teachers participated in the study. The researcher employed a descriptive-correlational research design and utilized the Teacher Job Satisfaction Survey Questionnaire and Individual Performance Commitment Review Form as research instruments. The statistical tools employed were mean, standard deviation, and Multiple Regression Analysis. The findings indicated that the teachers expressed a high level of job satisfaction, and their work performance was deemed to be very satisfactory. The correlation between teachers' work performance and the satisfaction of school heads' supervision and job security is negative. Schools must be equipped with a faculty lounge to allow teachers to engage in open discussions regarding their personal welfare.

Ahmad et al. (2019) determined the extent and factors influencing job satisfaction among teachers in Jordanian high schools, as well as the correlation between the educational level and teaching experience of these teachers. In addition, an analysis of literary texts was conducted to identify the factors that contribute to teacher satisfaction in Jordanian high schools. This literary analysis

is also conducted to elucidate the current models. In order to investigate the factors that influence teachers' job satisfaction in Jordanian high schools, a quantitative research design was chosen. This decision was based on the belief that the objectives of the study align well with the key characteristics of the quantitative method. Prior research has identified multiple factors that influence teachers' job satisfaction. Factors to consider include recognition, working conditions, salary, incentives, job security, and teaching experience. In addition, there is a lack of uniformity in the empirical findings among various studies. In addition, there are numerous instances where the detriments to teachers' job satisfaction vary from positive to negative, or are too insignificant to be considered. Multiple authors have observed a clear correlation between teacher job satisfaction and the presence of incentives, particularly in terms of salary. However, some individuals argue that there is a negative correlation between a teacher's job satisfaction and the recognition they receive.

Mashaqbah (2018) determined the correlation between motivation and job satisfaction among teachers in public schools located in the Mafraq Province of Jordan. To accomplish this, primary data were gathered through self-completed questionnaires administered to 1260 teachers in public schools. Statistical analysis was employed to examine the relationships. The research findings indicate that teachers in public schools in Mafraq Province have a moderate level of motivation and job satisfaction. Furthermore, the research demonstrates a statistically significant correlation between motivation and job satisfaction among teachers. The study revealed a dearth of material incentives and bonuses, an absence of a well-defined system of motivation that effectively assesses the teachers' performance, and a lack of teacher engagement in decision-making processes. The findings of this study indicate that in order to attain exceptional

and outstanding performance among teachers, educational authorities should focus on enhancing the laws, regulations, and guidelines pertaining to the system of bonuses and rewards, aligning them with the employees' essential living standards.

Shtayat (2018) identified a correlation between job satisfaction and the enhancement of school teacher behavior's in UNERWA school. The research tool utilized was a questionnaire administered to a sample of 302 teachers. The study revealed that the primary factors contributing to job satisfaction among teachers in UNERWA schools were: the security and internal control of the school system, the fulfilment of professional needs as outlined in the school's guidelines, the presence of a safe and open environment, the democratization of decision-making processes for teachers, and the implementation of innovative teaching techniques under effective supervision. 2) The variable of genders, high qualification, and primary school have an impact on job satisfaction for males. 3) The variable of experience has no impact on job satisfaction.

Ibnian (2016) examined the degree of job satisfaction among English as a Foreign Language (EFL) teachers in Jordan. The study sought to address the following inquiries: - What is the extent of job satisfaction among English as a Foreign Language (EFL) teachers in public schools in Jordan? - What are the most gratifying/dissatisfying elements for English as a Foreign Language (EFL) teachers in Jordan's public schools? Is there a correlation between job satisfaction and gender among English as a Foreign Language (EFL) teachers in public schools in Jordan? The study's sample comprised 28 male and female English as a Foreign Language (EFL) teachers from public schools in Amman. A 20-item questionnaire was encoded and analyzed utilizing the SPSS software. The results indicated a high level of job satisfaction among EFL teachers.

Nevertheless, female educators exhibited a greater degree of job contentment compared to their male counterparts. The researchers propose enhancing the working conditions of public-school teachers in order to achieve a greater level of job satisfaction and enhance the outcomes of the teaching-learning process.

Commenting on previous studies

It is worth noting first that the studies differed in naming the concept of teachers' performance. We find that some of them addressed the concept in terms of job performance, while others expressed it in terms of work performance. It is striking when looking at previous studies that dealt with teachers' performance and job satisfaction in particular, that most of them adopted the descriptive approach in conducting them. The questionnaire was the most frequently used tool in this research. While few and limited studies have adopted the qualitative approach by conducting personal interviews. This may be because descriptive studies are conducted more quickly than qualitative studies. Through questionnaires that can be distributed electronically; Researchers can reach the largest number of sample members, and unlike studies that use personal interviews or observation as qualitative methods for collecting data, we find that they take relatively long times. It is also noted that most studies have shown that teachers' performance in educational institutions is positively affected by job satisfaction. While few studies have proven otherwise. The current study also differed from previous studies by selecting the study population represented by teachers in public schools in the southern Al - Mazar district. Whereas Abu Irmala's (2023) study was in municipal schools in East Jerusalem, while the study of Baluyos et al. (2019) was in the Misamis Occidental department. Abu Irmala (2023) also studied the effect of job satisfaction on job engagement, while Hamad et al. (2019) studied the extent and

factors affecting job satisfaction among teachers, Mashaqbah's study (2018) determined the correlation between motivation and job satisfaction among teachers.

Proposed Methodology:

Study Approach:

The descriptive approach was relied upon as it suits the objectives of the study.

Study Population:

The research community consisted of all the teachers of the southern Al - Mazar, numbering (1326) male and female teachers.

Study personnel:

The study sample size was (149) a male and female teacher who were randomly selected. Table 1 shows the characteristics of the study sample.

Table (1)

Frequencies and percentages of study individuals according to demographic variables

Variable	Category	Frequencies	Percentages
Gender	Male	69	46.3%
	feminine	80	53.7%
Specialization	scientific	85	57.0%
	Humanitarian	64	43.0%
Years of Experience	4 years and less	67	45.0%
	years 10 – 5	46	30.9%
	11 years and over	36	24.2%
Academic qualification	Bachelor's	80	53.7%
	Master's	39	26.2%
	D Ph.	30	20.1%
Total marks		149	%100

Study tool:

In order to achieve the aim of the study and answer its questions, a tool was developed to collect data from the study's members, by referring to

theoretical literature and previous studies, which were represented in the study OECD (2018), and it was translated to serve the objectives of this study. It was also based on the study of Bin Muwaffaq and Bin Safi (2017) and the Salem Study (2017), and the tool consisted of two domains, the first represented job satisfaction and included (15) items, and the second axis represented teachers' performance and included (12) items.

Analysis scale:

A five – point Likert scale was relied upon as follows (strongly = 5 / agree = 4 / neutral = 3 / disagree = 2 / strongly disagree = 1).

Validity of the study instrument

- **Content veracity:** After designing the tool in its initial form, it was presented to (7) arbitrators to obtain their opinions on the appropriateness of the items in terms of their linguistic formulation and the extent of their belonging to the domain, In light of their comments, the wording of some paragraphs was modified.
- **Construct validity:** After designing the tool in its initial form, the questionnaire was presented to a group of arbitrators to seek their opinions on the suitability of the paragraphs in terms of their linguistic formulation and the extent of their belonging to the field. In light of their observations, the linguistic formulation of some of the paragraphs was reformulated based on the agreement of the arbitrators.

Table (2)

Correlation coefficients of job satisfaction domain

N	Correlation coefficients	N	Correlation coefficients
Material domain			
1	0.685**	5	0.644**
2	0.692**	6	0.698**
3	0.659**	7	0.806**

4	0.540**	8	0.651**
The domain as a whole			0.589**
Spiritual domain			
9	0.426**	12	0.818**
10	0.643**	13	0.709**
11	0.523**	14	0.784**
The domain as a whole			0.594**

Table (3)

Correlation coefficients of domain of teachers' performance

N	Correlation coefficients	N	Correlation coefficients
1	0.670**	7	0.445**
2	0.530**	8	0.675**
3	0.790**	9	0.678**
4	0.551**	10	0.785**
5	0.398**	11	0.544**
6	0.366**		

It is clear from Tables (2) and (3) that none of the scale items were deleted, because all the correlation coefficients were statistically significant at the (0.01) level, and ranged between (0.523-0.818) of job satisfaction domain and (0.336-0.790) of teachers' performance, and therefore all of them had acceptable correlation coefficients.

Reliability of the questionnaire instrument:

To ensure the internal consistency of the questionnaire tool items, the internal consistency coefficient was extracted, and the following table shows the results of that:

Table (4)

Cronbach's alpha coefficient

the field	Number of items	Cronbach alpha
Material domain	8	0.80
Spiritual domain	6	0.76
the job satisfaction	14	0.86
teachers' performance	11	0.81

It is clear from Table (4) that the internal consistency coefficient for domain of job satisfaction reached (0.86) and for domain of teachers' performance reached (0.81), and these values are considered acceptable for the purposes of the study.

The scale scores were approved through the equation upper limit (5) – lower limit (1) / (3) = 1.33.

1.00 – 2.33 = with low degree / 2.34 – 3.67 = moderately/ 3.68 – 5 = to a high degree.

Statistical processing

Statistical tests were applied (extracting frequencies and percentages, arithmetic means and standard deviations, applying the Cronbach alpha test, extracting the Pearson correlation coefficient, independent samples t-test, and One way Anova).

Study results

This part includes a presentation of the analysis of the study questions, where the results were presented and discussed in the order of the study questions, which are as follows:

The first question:

What is the level of job satisfaction among public schoolteachers in the Southern Al - Mazar District?

To answer this question, the arithmetic means and standard deviations of the estimates of the study sample members were calculated.

Table (5)
Means and standard deviations of study sample responses about job satisfaction

No	Item	Mean	Standard Deviation	Rank	Level
Material domain					
1	Lack of rewards and incentives	3.50	1.10	6	Medium
2	Insufficient financial income to meet my responsibilities	3.17	1.15	8	Medium
3	.Financial income does not equal the effort expended	3.29	1.01	7	Medium
4	Financial income does not enable me to provide the means for learning	3.66	1.05	2	Medium
5	The school administration takes into account my social responsibilities	3.56	1.15	4	Medium
6	The administration appreciates the effort made by offering in-kind prizes.	3.73	1.08	1	High
7	I am looking for another job to cover the financial costs	3.52	1.09	5	Medium
8	The school provides the necessary equipment to do my work	3.64	1.06	3	Medium
Total marks		3.51	1.09	Medium	
Spiritual domain					
9	.I have good relationships with my fellow teachers	3.56	1.14	3	Medium
10	The school principal cooperates with teachers to achieve the goals of the educational process	3.28	1.12	5	Medium
11	The school principal accepts teachers' suggestions about developing school work	3.82	1.16	1	High
12	Fair opportunities for career advancement are provided	3.45	1.18	4	Medium
13	Professional growth standards are clear and fair	3.16	1.05	6	Medium
14	Management provides incentives for innovative businesses	3.61	1.09	2	Medium
Total marks		3.48	1.12	Medium	
The overall score for the instrument as a whole		3.49	1.10	Medium	

It is clear from the table (5) that the arithmetic mean for the job satisfaction tool reached (3.49) to a moderate degree, the arithmetic mean for the material domain ranged from (3.73 – 3.17) to a moderate level, Paragraph 6, which stated "The administration appreciates the effort made by offering in-kind prizes" (M=3.37) received the highest score, and Paragraph 2 received the

lowest score, as it stated "Insufficient financial income to meet my responsibilities" (M=3.17).

The arithmetic mean for the spiritual domain reached (3.48), at an average level. Its arithmetic averages ranged from (3.82-3.16), and Paragraph 11, which states, "The school principal accepts teachers suggestions regarding developing school work" received the highest score (M=3.82), while Paragraph 13, which states, "Clear and fair professional growth standards" obtained the lowest. Grades (M=3.16).

This result is due to teachers' dissatisfaction with the material aspects of the nature of their work, as the study members expressed their insufficient satisfaction with the salaries they receive for their work due to their inadequacy and coverage of their various responsibilities and needs, which prompts them to search for another job to improve their income level. It was also found that there was moderate satisfaction with the moral aspect due to their lack of involvement in drawing up development plans for teachers, in addition to the unfairness of promotion policies.

The level of satisfaction with work depends on the extent to which the needs of teachers are met. When the job is a source of meeting his material, psychological and social needs in addition to being a source that satisfies his ambitions and is commensurate with his abilities, in addition to involving him in decision-making, this increases his level of motivation and satisfaction with work.

This result was consistent with the study of Abu Irmal (2023), which indicated that the level of job satisfaction was moderate. It differed from the study of Baluyos et al. (2019) as it indicated a high level of job satisfaction.

The second question:

What is the level of performance of teachers in public schools in the Southern Al - Mazar District?

To answer this question, the arithmetic means and standard deviations of the estimates of the study sample members were calculated.

Table (6)
Means and standard deviations of the responses of study sample members about teachers' performance

No	Item	Mean	Standard Deviation	Rank	Level
1	I complete the tasks required of me effectively	3.44	1.32	10	Medium
2	I do my best to complete job tasks without regard to incentives.	3.94	1.03	3	High
3	I complete the work on time	3.19	1.22	11	Medium
4	I plan my lessons carefully and perfectly	3.58	1.14	8	Medium
5	Use appropriate educational and technological means appropriate to the goal to be achieved.	3.89	0.94	5	High
6	Diversify the methods of evaluating students	3.95	0.90	2	High
7	Use class time effectively	4.16	0.85	1	Medium
8	Commit to completing the curriculum on time	3.92	0.91	4	High
9	I treat students' behavioral problems in class	3.63	1.08	6	Medium
10	Make sure to adhere to the rules and procedures of school work	3.53	1.40	9	Medium
11	I make sure to form good relationships with colleagues and parents	3.59	1.09	7	Medium
Total marks		3.71	1.08		High

It is clear from the table (6) that the arithmetic mean for domain of teachers' performance reached (3.71) with a high degree, as the arithmetic averages for domain ranged between (4.16 -3.19) and the item 7 which stated "Use class time effectively" obtained the highest score (M=4.16), and the item 3 which stated " I complete the work on time " on the lowest paragraph (M=3.19).

This is due to the teacher's awareness of his role in carrying out his tasks effectively and efficiently, through his use of time in proportion to the class activities and the data it contains that must be presented to the students during the class, in addition to his awareness of the importance of diversifying educational methods in accordance with the needs of the students and their individual differences.

Question Three:

Are there statistically significant difference at the significance level (0.05) in the degree of job satisfaction among teachers of the Southern Al – Mazar District, due to demographic variables?

To answer this question, the independent samples t-test was applied for the variable (gender, specialization), and the one-way Anova test was applied for the variable (years of experience, educational qualification) as follows:

Table (7)

Results of independent sample t-test to examine differences among the averages of study sample responses about job satisfaction due to gender and specialization variables

variable	domain	Category	Mean	Std. deviation	T	Df	Sig	
gender	Material domain	Male	6.96	1.50	0.089	147	0.01	
		Female	7.03	1.91				
	Spiritual domain	Male	7.78	1.39	0.801	147	0.974	
		Female	7.60	1.38				
	Job satisfaction		Male	6.89	1.79	0.762	147	0.428
			Female	6.68	1.57			
Specialization	Material domain	Scientific	6.97	1.76	0.305	147	0.22	
		Humanitarian	7.06	1.62				
	Spiritual domain	Scientific	7.47	1.53	2.200	147	0.00	
		Humanitarian	7.97	1.11				
	Job satisfaction		Scientific	6.56	1.81	1.859	147	0.02
			Humanitarian	7.08	1.45			

It is clear from the table (7) that there are statistically significant differences at the significance level (0.05) about material domain due to gender variable in favor of female, as it obtained the highest arithmetic average of (7.03), where the value of $t = 0.089$, There were no differences between the gender variable, the spiritual domain, and domain of job satisfaction as a whole. This may explain that males are less satisfied than females, and this may be due to the financial burdens that males bear compared to females, especially in light of the income of the teaching profession, which is not compatible with coverage. His life requirements include food, housing, transportation fees, health, and education. This may be due to some males' aversion to resorting to practicing the teaching profession and searching for other professions that enjoy a high level of income. This result agreed with the study of Abu Irmala (2023), which found that there were statistically significant differences for the variable of gender. It also agreed with the study of Ibnian (2016) which indicated that there were statistically significant differences for the variable of gender in favor of females. This result differed with the study of Shtayat (2018) which indicated that there were differences in the gender variable in favor of males.

It was also found that there were statistically significant differences at the significance level (0.05) regarding the spiritual field due to the specialization variable in favor of the humanities, where the T value was = 2.20 in favor of, and between specialization and the field of job satisfaction. With a value of $T = 1.85$, it is attributed to humanities specializations. This is because scientific disciplines require greater efforts than humanities, as they require conducting laboratory experiments and implementing educational activities and methods within the classroom.

Table (8)

Results of variance analysis (ANOVA) to compare means, and standard deviations of study sample responses about job satisfaction due to years of experience and academic qualification variables

variable	The dimension		Sum Squares	Df	Mean Squar	F	Sig
Academic qualification	Material domain	Between Groups	14.564	2	7.282	2.572	0.08
		Within Groups	423.409	146	7.282		
		Total	427.973	148			
	Spiritual domain	Between Groups	5.128	2	2.564	1.342	0.265
		Within Groups	279.046	146	1.911		
		Total	284.174	148			
	Job satisfaction	Between Groups	30.447	2	15.223	5.718	0.00
		Within Groups	388.681	146	2.662		
		Total	419.128	148			
Years of Experience	Material domain	Between Groups	4.170	2	2.085	0.718	0.48
		Within Groups	423.803	146	2.903		
		Total	427.973	148			
	Spiritual domain	Between Groups	19.533	2	9.766	5.388	0.00
		Within Groups	264.642	146	1.813		
		Total	284.174	148			
	Job satisfaction	Between Groups	11.713	2	5.857	2.099	0.13
		Within Groups	407.414	146	2.791		
		Total	419.128	148			

It is clear from Table (8) that there are statistically significant differences at the significance level (0.05) about job satisfaction due to Academic qualification, where the value of $F = 5.718$ reached a significance level of 0.00. This is due to the higher the educational level, the more satisfied the teacher is due to the job stability he enjoys.

It was found that there were statistically significant differences spiritual domain due to years of experience, where the value of $F = 5.388$ reached a significance level 0.00. To identify this and in favor of these differences, the Scheffé test was applied.

Table (9)

Results of scheffe test to reveal the differences among the averages of study sample responses about job satisfaction due to years of experience and academic qualification variables

Job satisfaction	bachelor's	Master's	Ph. D
bachelor's	-	0.0	0.12
Master's	0.0	-	0.73
Ph. D	0.12	0.37	-
Spiritual domain	4 years and less	5 – 10 years	11 years and over
4 years and less	-	0.05	0.54
10 – 5 years	0.05	-	0.00
11 years and over	0.54	0.00	-

It is clear from the table (9) that there are differences between the degree of job satisfaction and the academic qualification variable, as these differences were between bachelor's and master's degrees and were in favor of the master's degree.

It is also clear that there are differences in the variable of academic qualification and spiritual domain between (5-10) and (4 years and less) in favor of (4 years and less) .and there are differences between. (11 years and over) and (5-10) and it was in favor of the category of (11 years and over). This result

agreed with the study of Abu Irmala (2023), which found that there were statistically significant differences for the variable of years of experience.

Question Four:

Are there statistically significant differences at the significance level (0.05) in the performance score of teachers in the Southern Al - Mazar District due to demographic variables?

To answer this question, the independent samples t-test was applied for the variable (gender, specialization), and the one-way anova test was applied for the variable (years of experience, academic qualification) as follows:

Table (10)

Results of independent sample t-test to examine differences among the averages of study sample responses about teacher's performance due to gender and specialization variables

variable	domain	Category	Mean	Std. deviation	T	Df	Sig
gender	teachers' performance	Male	6.88	1.87	0.923	147	0.791
		Female	7.17	1.96			
Specialization	teachers' performance	Scientific	6.46	2.07	4.541	147	0.00
		Humanitarian	7.81	1.35			

It is clear from the table (10) that there are statistically significant differences at the significance level (0.05) about teachers' performance due to specialization variable in favor of humanities, with an arithmetic mean (7.81).

And this is due to the fact that the professional burdens of these specializations are less than the burdens of the scientific specializations, which require greater efforts from the humanities, as they require holding laboratory experiments and implementing educational activities and means within Class rooms.

It was found that there are no differences between the gender variable and teachers' performance, as both male and female teachers perform the same educational professional roles. This result differed from the study of Abu Irmala (2023), which found that there were statistically significant differences for the gender variable.

Table (11)

Results of variance analysis (ANOVA) to compare means, and standard deviations of study sample responses about teacher's performance due to years of experience and academic qualification variables

variable		Sum Squares	Df	Mean Squar	F	Sig
Academic qualification	Between Groups	34.669	2	17.334	4.971	0.00
	Within Groups	509.090	146	3.487		
	Total	543.758	148			
Years of Experience	Between Groups	41.233	2	20.617	5.990	0.00
	Within Groups	502.525	146	3.442		
	Total	543.758	148			

It is clear from the table (11) that there are statistically significant differences at the significance level (0.05) about teacher's performance due to Academic qualification and years of experience. To demonstrate these differences, a test was applied Scheffe.

Table (12)

Results of scheffe test to reveal the differences among the averages of study sample responses about teacher's performance due to years of experience and academic qualification variables

teachers' performance	bachelor's	Master's	Ph. D
bachelor's	-	0.07	0.02
Master's		-	0.84
Ph. D	0.07	0.84	-
teachers' performance	4 years and less	5 – 10 years	11 years and over
4 years and less	-	0.06	0.34
10 – 5 years	0.06	-	0.00
11 years and over	0.34	0.00	-

The table (12) showed that there were differences between the doctoral and bachelor's degrees, and they were in favor of the doctorate degree.

It was found that there were statistically significant differences (11 years and over) and (5-10) in favor of the category 11 years and over. This result agreed with the study of Abu Irmala (2023), which found that there were statistically significant differences for the variable of years of experience.

Question five:

Is there a statistically significant correlation at the significance level (0.05) between the degrees of job satisfaction of public school teachers in the Southern Al - Mazar District?

To answer this question, the correlation coefficient between the degree of job satisfaction and the degree of teachers' performance was calculated using the Pearson correlation coefficient, and the table (7) shows these results.

The strength of the association was judged using the following rule:

- The correlation is considered weak if the correlation value ranges between (0.10-0.29).

- The correlation is considered moderate if the correlation value ranges between (0.30-0.49).
- A correlation is considered strong if the correlation value ranges between (0.50-1.00)

Table (13)

Pearson correlation coefficient between the degree of job satisfaction and the degree of teachers' performance

Domains	Teacher performance	
	Sig	Pearson Correlation
Material domain	0.04	*0.166
Spiritual domain	0.00	**0.605
Job satisfaction	0.00	**0.589

It is clear from the table (13) that there is a statistically significant relationship at the level of significance (0.05), between the degree of job satisfaction among school teachers and the degree of performance, where the correlation coefficient reached (0.589) and at the level of significance (0.00), as well as in all dimensions of Job satisfaction (material & spiritual domain) and teachers' performance.

It was found that there is a relationship between job satisfaction and teachers' performance. This is due to the fact that job satisfaction is one of the factors that contribute to pushing teachers to make tremendous efforts in order to achieve the goals of the educational process with all effectiveness and efficiency. This result agreed with the Wolomasi et al. (2019) study, which indicated a positive relationship between job satisfaction and teachers' performance. While I disagreed with the Baluyos et al. (2019) study, which found a negative relationship between job satisfaction and teachers' performance.

Recommendations:

The following points show some recommendations that are related to this study:

- Conduct similar studies in another research community and address new variables.
- Maintaining a democratic atmosphere in the work environment.
- Strengthening the relationship between teachers and administrative staff.
- Activating an internal incentive system for each school.
- Reorganizing the salary scale structure.
- Reorganizing the school educational environment.
- Increase the level of bonuses.

References

- Abdul, L., Enefu, S. M., & Yunusa, E. (2023). Conflict Management and Teachers' Job Performance in Senior Secondary Schools in Kogi State, Nigeria. *International Journal of Management & Entrepreneurship Research*, 5(6), 418-442.
- Abu Irmala, M. (2023). Job satisfaction and its impact on job immersion among municipal secondary school teachers in East Jerusalem. *Journal of the College of Education (Assiut)*, 39(2), 308-330.
- Abu Khairan, Ashraf, and Rantisi, Nancy. (2023). The level of outstanding performance among teachers from the point of view of school principals in Ramallah and Al-Bireh Governorate. *Al-Qabas Journal for Psychological and Social Studies*, 5(1), 39-59.
- Ahmad, I. T., Salleh, F., Afthanorhan, A., Fadzil, A. F. M., Rashid, N., & Yazid, A. S. (2019, January). Teacher Satisfaction in Jordanian High Schools:

- A Proposed Theoretical Framework and Hypotheses Development. *In 1st Aceh Global Conference (AGC 2018)* (pp. 620-625). Atlantis Press.
- Al-Juhani, Hani, and Al-Harthi, Nashi. (2023). The role of the professional license in improving the professional performance of intellectual education teachers from their point of view. *Journal of Educational Sciences, Faculty of Education in Hurghada*, 6(1), 1-42.
- Almohtaseb, A., Almahameed, M., Sharari, F., & Dabbouri, E. (2021). The effect of transformation leadership on government employee job satisfaction during Covid-19. *Management Science Letters*, 11(4), 1231-1244.
- Al-Salem, A. (2017). *Job satisfaction among government secondary school principals in the Directorate of Education for the Zarqa II region and its relationship to teachers' performance from their point of view* (unpublished master's thesis). Jerash University.
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, 7(8), 206-221.
- Ben Moafaq, A., & Ben Safi, A. (2017). *Job satisfaction and its impact on teacher performance (a comparative study between a teacher in a public school and a teacher in a private school in the state of Djelfa)*. Zayan Ashour University.
- Boumenkar, M., and Khalifa, S. (2015). Manifestations of job satisfaction and its causes. *The World of Education*, p. 16, p. 52, 1-9.
- Darmadi, H. (2016). Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional. *Edukasi: Jurnal Pendidikan*, 13(2), 161-174. <https://doi.org/10.31571/edukasi.v13i2.113>

-
- Hanaysha, J. (2016). Testing the effects of employee engagement, work environment, and organizational learning on organizational commitment. *Procedia-Social and Behavioral Sciences*, 229, 289-297.
- Hemon-Hildgen, A., Rowe, F., & Monnier-Senicourt, L. (2020). Orchestrating automation and sharing in DevOps teams: a revelatory case of job satisfaction factors, risk and work conditions. *European journal of information systems*, 29(5), 474-499.
- Ibnian, S. S. K. (2016). The level of job satisfaction among EFL teachers in Jordan. *International Journal of Humanities and Social Science*, 6(1), 40-46.
- Iskandar, Y., Ardhiyansyah, A., & Jaman, U. B. (2023, August). The Impact of the Principal's Leadership Style and the Organizational Culture of the School on Teacher Performance in SMAN 1 Cicalengka in Bandung City, West Java. *In International Conference on Education, Humanities, Social Science (ICEHoS 2022)* (pp. 453-459). Atlantis Press.
- Ismail, S., Zahrudin, M., Ruswandi, U., & Erihadiana, E. (2020). The Competence of Millennial Islamic Education Teachers in Facing the Challenges of Industrial Revolution. *Nazhruna: Jurnal Pendidikan Islam*, 3(3), 389-405. <https://doi.org/10.31538/nzh.v3i3.823>
- Jan, S. U., & Gul, S. (2020). Job Satisfaction Among Library Professionals at Government Colleges of Commerce and Management sciences Of Khyber Pakhtunkhwa. *Library Philosophy and Practice*, 1-25.
- Kabir, M. N., & Parvin, M. M. (2011). Factors affecting employee job satisfaction of pharmaceutical sector. *Australian journal of business and management research*, 1(9), 113-123.
-

- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. Nidhomul Haq: *Jurnal Manajemen Pendidikan Islam*, 6(3), 497-512.
- Kartiko, A., & Azzukhrufi, jaya R. (2019). Pengaruh Budaya Organisasi Dan Kompensasi Terhadap Kinerja Pendidik Di Madrasah Aliyah Nahdlatul Ulama Mazro'atul Ulum Paciran. Nidhomul Haq : *Jurnal Manajemen Pendidikan Islam*, 4(2), 207–226.
<https://doi.org/10.31538/ndh.v4i2.351>
- Kilag, O. K. T., Uy, F. T., Calledo, M. F. S., Cerna, Y. T. D., Villanueva, K. M., & Angtud, N. A. A. (2023). Quality performance of teachers: work environment, work attitude, and principal supervision: qualitative investigation. *Science and Education*, 4(7), 415-429.
- Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications*, 10(1), 1-11.
- Mahmood Aziz, H., Jabbar Othman, B., Gardi, B., Ali Ahmed, S., Sabir, B. Y., Burhan Ismael, N., ... & Anwar, G. (2021). Employee commitment: The relationship between employee commitment and job satisfaction. *Journal of Humanities and Education Development*, 3(3), 54-66.
- Mashaqbah, N. K. (2018). The relationship between motivation and job satisfaction among teachers of public schools in Mafraq province of Jordan. *European Scientific Journal*, 14(31), 224-239.
- Mete, E. S., Sökmen, A., & Biyik, Y. (2016). The relationship between organizational commitment, organizational identification, person-organization fit and job satisfaction: A research on IT employees.

-
- International Review of Management and Business Research*, 5(3), 870.
- Mittal, A., Mishra, G., & Bishnoi, S. (2023). Workplace Spirituality and Job Satisfaction of Higher Education Teachers in India: Examining Occupational Stress as a Mediator. *Business Perspectives and Research*, 22785337221148822.
- OECD (2018). Teacher Questionnaire. Teaching and learning international survey (TALIS).
- Rababah, Sumaya Khalifa. (2022). The role of the educational supervisor in improving the performance of male and female teachers in the first three grades in the Koura district from the teachers' point of view. *Journal of Arts, Literature, Humanities and Social Sciences*, (85), 73-84.
- Rawabih, E. S., & Bouhanek, A. A. (2020). The role of quality education in human capital development. *Conferences on arts, humanities and natural sciences*.
- Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, 45(4), 639-656.
- Sahito, Z., & Vaisanen, P. (2017). The Diagonal Model of Job Satisfaction and Motivation: Extracted from the Logical Comparison of Content and Process Theories. *International Journal of Higher Education*, 6(3), 209-230.

-
- Saiti, A., & Papadopoulou, Y. (2015). School teachers' job satisfaction and personal characteristics: A quantitative research study in Greece. *International Journal of Educational Management*.
- Shtayat, M. E. F. (2018). The factor of satisfaction job and developing of the effectiveness of school teacher behavior in UNERWA school. *Basic Education College Magazine for Educational and Humanities Sciences*, (41).
- Tjabolo, S. A. (2020). The Influence of Teacher Certification on the Performance of Elementary School Teachers in Gorontalo Province, Indonesia. *International Journal of Instruction*, 13(4), 347-360
- Wolomasi, A. K., Asaloei, S. I., & Werang, B. R. (2019). Job Satisfaction and Performance of Elementary School Teachers. *International Journal of Evaluation and Research in Education*, 8(4), 575-580.