

THE DIFFICULTIES ENCOUNTERED BY TEACHERS OF KING ABDULLAH II FOR EDUCATIONAL EXCELLENCE SCHOOLS, AND THEIR JOB SATISFACTION

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Abstract

This study aims to extract results to understand the relationship between motives and incentives of King Abdullah II for educational excellence school teachers, how to encourage them and achieve their job satisfaction. In this study, the researcher seeks to understand King Abdullah II for educational excellence teachers' work conditions, investigate obstacles and difficulties facing them in playing their important role, what patterns of excellence they face and their effect and implications on doing their job.

Keywords: Teachers, educational excellence, schools, job satisfaction

Introduction:

To achieve the vision of his majesty king Abdullah II, and within the strategic plan and projects to develop the structure of educational system, the ministry of education makes efforts to provide a school for distinguished students in each governorate, as a response to the instructions and guidance of kings Abdullah II as well as his interest in all students, catenaries (segments) especially appreciation of creative and high achievements students.

The Hashemite kingdom of Jordan in considered at the front of Arab countries which devoted special care to the gifted and highly achieving students. The ministry designed a group of educational programs and services that meet the requirements and needs of such segment, this package of programs and services offered includes the schools of kind Abdullah II for districted service which offer specialized educational service that meet the needs of distinguished students

The ministry established the first school at zarqa governorate in the academic year 2000/2001 to be the nucleus of launch to the other governorates.

These schools aim to provide distinguished students with a strong theatrical background in basic sciences including the professional and development levels , beside enriching them with the useful life skills related to science and technology as will as preparing promising leaders in different areas of knowledge. These schools also aims to develop talents and creativity of distinguished students and invest their capabilities to the maximum, besides developing their personalities through enhancing their self confidence and capacities, developing their future vision and planning, preparing them to encounter the challenging aspects, developing the upper skills of thinking and scientific research besides increasing the national sense and belonging of those students.

The targeted segment include those students who completed the sixth grade and were nominated to join such schools according to servile bases and criteria issued by specific instructions

These schools also offer the enriching curricula carefully through high technical committees and expertise to satisfy the educational needs of their students besides the official curricula these schools prepare materials and curricula according the credit hours system throng both curricula. The first curriculum is the official one adopted by the ministry schools from 1st to 12th grade, while the second one is a development enriching curriculum which designed upon the needs and attitudes of students from the 1st to 11th grade.

The criteria to nomination students for these schools insist that 5 % of the highly achieving students in the sixth grade of each ministry school can be approved taking into account the nomination enteric by teachers and families besides the behavioral characteristics if such students .

In 2008/2009 there were more than 1300 students at the distinguished school at Irbid , Zarqa and salt the academic and administrative staff of these schools are alerted upon strict conditions from the highly qualified and expel people .

There are many educational facilities in these school that fit the curricula offered to this targeted segment These facilities include the advanced labs of languages, computer, biology, chemistry, Physics and electronic, a library rich of books, magazines and sources, besides using suitable technologies and device that contribute to employing the program effectively.

The topic of job satisfaction is one of the most important topics to develop these schools. Several definitions were used as a result of multi theories and opinions of reason and consequences.

One dentition links between job satisfaction and morale as a solid part indicating to the feeling of satisfaction. It was common that them are situations where teachers have high morale but unproductive in addition to situations where teachers have low level of morale but highly productive these situations caused the emergence of new explanations of job satisfaction which indicates the feelings of employees and their attitudes resulting from the work itself.

Literature Review

Arrowalili (2001) studied the job satisfaction of headmasters of public schools at northern borders. The study aimed at recognizing the degree of job satisfaction among the targeted population in the Saudi public schools. the researcher found no statistically significant difference among the female and male headmasters in terms of job satisfaction at the total dimension and all items of study expect the item of social prestige where researcher found statistically significant differences to the favor of female headmasters , while there were statistically significant difference in the job satisfaction in the total dimension and the items of job conditions opportunities of growth and job program attributed to the educational stage to the favor of the headmasters of basic schools .In addition , the researcher found that there were some factors that job satisfaction such as : un care of the opinions of headmaster when recruiting new teacher, inability of headmaster to save some of the salary to meet the future needs ; unavailability of physical requirements at the work ; the financial awards and privileges related to job ; incorporation of parents in serving the goals of the schools and unequal opportunities of promotion.

Almoaili (2006) study aimed at investigating the view points of science teachers for secondary stage in Saudi Arabia on the factors affecting their job satisfaction . The study was applied on a random sample of 88 teachers of science at Dammam's secondary schools. The researcher used a questionnaire of 44 items representing the factor that might affect the job satisfaction of teachers. The study showed that there were factors affected the job satisfaction mainly the incorporation of parents with schools ; recruitment of teacher was under valued ; adopt the view point of parents without getting advice of teachers , assign their classes in the late afternoon , request teachers to study materials bryony their specialization , for distance of school away the origin city of the teachers . the results revealed that there were statistically significant difference of level of 0.05 according to the nationality of teachers , and there same level in the degree of impact according to the difference of expertise in teachings .upon these results the researcher recommended the necessity of activation of the role of parents , council

review the job levels of under vaulted teachers and take the notes of teachers into account when developing the best books .

Ashawmrih (2007) study aimed at investigating the professional satisfaction among the female and male teachers of private schools of noor al hoda at Betonia, Palestine . The study showed that there were statistically significant differences in the job satisfaction according to gender , while there were no statistically significant differences according to both the level of education and expertise

Defrock and strop (1989) aimed at assessing the mutual relationship between personal factors job stress , job satisfaction and pathologic symptoms . the study sample consisted of 2y5 female teachers from the basic schools at southern Texas . The researchers employed a questionnaire to obtain data. The questionnaire include several questions such as that demographic factors and teaching background didn't affect both job stress and job satisfaction . The study results showed that job stress didn't have a direct relationship with health problems; despite that job stress was the strongest indicator to job satisfaction. such result was not expected . results also showed that teachers showed additional sources of stress mostly political or environmental .

Conway et al prepared a model for job satiation included 17 items to measure the job satisfaction, mainly the promotion, training, opportunities, independency, work groups, supervision top management wages, job security, style of organizing, work and or organizational commitment

Fred nick Taylor study (1911) focused on the important of material incentives, where he assumed that employees were lazy so they could only be motivated by salaries and financial incentives. He suggested that work should be broken down to smaller bits then these bits should be integrated again effectively. He described such prows by the name "study of time and movement". His theory was criticized due to its focus on one method for motivation.

On the contrary, Hawthorn performed experiments between 1927-1932 which emphasized that the material incentives were not the only factor affecting the job satisfaction but also there were other factors contributing to increase of job satisfaction.

Problem of the study

The researcher seeked to determine the status of teachers at the schools of king Abdullah II for educational excellence, types of difficulties that teacher encounters when doing their encountered and its impacts on their professional performance .

Question of the study

such study was explicative and analytical one adopted on the mentioned schools . The researchers tried to answer the following questions:

1. what were the opportunities training and development for teachers?
2. what was the job satisfaction of teachers ?
3. what were the social and field obstacles that faced teachers throughout their professional life ?
4. what were the view points and suggestion of teachers to improve their professional conditions .

Objectives of the study

the study aimed at including results that might help in recognizing and understand the relationship between motifs and incentives and the satisfaction of teachers motives at king Abdullah schools besides achieving their job satisfactions .

Therefore the study sought to investigate the condition of teachers from all aspects as well as creating a future plan to develop these objectives through determining following topics:

1. state the states of work environment at the dusting wish mint schools .
2. understand such status .
3. the professional development , training and development at these schools .
4. states of job satisfaction of teachers .

Important of the study

This study was designed to determine the conditions of teachers at king Abdullah II for educational excellence schools , the obstacles against practicing and performance ; the affecting factors on job satisfaction ;hype results if the study would be submitted to decision makers in the education sector to be considered.

The study showed the relationship between teachers and job satisfaction besides some demographic characteristics to contribute to how to handle the psychological impacts of work stress resulting from the perception of teachers to such variables this study was important as the educational sector which plays an important role in the social and economic development in Jordan . The study prepared a database and indicators necessary to educational stages

Hypotheses of the study

1. There no statistically significant relationship between releasing the work stress of teachers at distinction schools and their job satisfaction .
2. There is in statically significant relationship between the program of security and safety at the schools and job satisfaction
3. There is no statistically significant relationship between the program of training and development at the schools and job satisfaction of teacher .
4. There is no statistically significant relationship between interrelationships of teachers with each others and job satisfaction .
5. there is no statistically significant relationship between relations teachers with their headmasters and their job satisfaction.
6. there is in statistically significant relationship between material and moral incentives offered to teachers and their satisfaction .
7. there are no statistically significant difference attributed to the monthly salary of teachers and their job satisfaction .
8. There is no statistically significant relationship between gender , age , experience years and income levels and job satisfaction .

Difficulties of the study

Lack of similar studies in Jordan

Type and methodology of the study

This study was an explorative and analytical one where it adopted the methodology of data collection and analysis to reach the results the researcher distributed 65 copies if the questionnaire and retrieved 60 while she ignored 6 copies she due to lack or misleading importation so the approved copies number was 52 teachers where they represented the population and sample of the study at the same time .

The tool used for data collection and procedures of reliability and stability.

The study depended on a designed questionnaire to collect data and deter mine the attitudes and viewpoints of the sample that respond the study questions and reflect its objectives.

The reliability of the questionnaire was assured by a group of specialized academics where the researcher made the necessary modifications so as to be reliable and valid objective.

Description of respondents job and personal factors

Table 1 shows the description of the sample's job and personal factors ad follows .

- Gender there was 57.7% of the sample of male members
- Age : The tables shows that 42.3 % of the sample were equal or more that 35 years while 38.5% were between 30 _ 34 years , and 11.5 % were between 25 _29 where 7.7 % were between 20 _24 years
- years of experience :The data shows that 57.7 % of the sample have experience equal or more than years , while 38.5 % have experiences between 6-10 years , and 17.3 % have experience between 1_2 years
- The monthly salary :The study shows that 50 % of the sample have a monthly salary more than 400 (JOD) , while 32.7 % have salaries between JD 351-400. followed by 13.5 % who have salaries between JD 301-350 and 3.8% have salaries between JD 250 -300

Table 1: frequencies and percentage of the respondents' personal variables

Factor	Type	Freq	%
Gender	Male	30	57.7
	Female	20	42.3
Age	20_24	4	7.7
	25_29	6	11.5
	30_34	20	38.5
	35->	22	42.3
Experience (years)	1_2	3	5.8
	3_5	9	17.3
	6_10	10	19.2
	11->	30	57.7
Salary	250_300		
	301_350		
	351_400		
	400->		

- Stability of the tool: The tool stability was tested by kronbach-Alpha test where table (2) shows the followers
- Alpha value for the aspect of releasing the job stress was 0_77
- Alpha value for the aspect of security and safety program was 0_76
- Alpha value for the aspect of training and development program was 0.72
- Alpha value for the aspect of relations of teachers with each others was 0.74
- Alpha value for the aspect of teachers relations with headmasters was 0.85
- Alpha value for the aspect of the material and moral insentient 0.66
- Alpha value for the aspect of monthly salary was0.64
- Alpha value for the all aspects was 0.78

Therefore the tool was stable since the values exceeded 0.60

Table (2) values of kronbach-alpha

Aspect	Alpha kronbach
.release the job stress	0-77
.Security and safety program	0-76
.Training and development program	0-72
.Relations of teachers with each others	0-74
Relations of teachers with headmasters	0-85
.Material and moral Incentives	0.66
Monthly salar	0.64
Total Alpha	0.78

Table 3 : means , standard derivation talus and observed significant levels for the aspect of releasing work stress

Item content	Ar.th mean	Std.	T	Sig

		Dev	value	Level
Your Duties and tasks are suitable to 1.your potentials and capabilities	3.68	1.30	3.25	0.00
2. your work in routinely redundant plus having other works	3.79	1.19	4.09	0.00
3. you have rest hours to escape the routine and control	4.03	0.91	6.92	0.00
4. you are committed to your work time completely (8hours)	4.03	0.91	6.92	0.00
5. The school considers your own private conditions by providing you the suitable work	3.42	1.42	1.85	0.03
6. Teachers have a rest room	3.76	1.62	2.91	0.01
	3.92	1.34	4.23	0.00
Total	3.77	0.93	4.42	0.00

Test of hypothesis :

- First hypotheses :

"There is no statistically significant relationship between releasing work stress at king Abdullah schools and teachers job satisfaction"

Table 3 shows that all items have erythematic means >3 each and significant level <0.00 which means they were statistically significant .Item 3, which measured the availability of rest hours to get rid of routine and control on work , obtained the first rank with a mean of 4.03 .Item 6, which measured the availability of places for teachers rest , obtained the second

rank with a mean of 3.92 Item 4, which measured the commitment to the work hours , obtained the last rank , with a mean of 3.42

For all items together the arithmetic mean was 3.77 and significance level was 0.000 Therefore the analysis rejected the first hypotheses

- Second hypotheses :

"There is no statistically significant relationship between the security and safety program and the teachers job satisfaction "

Table 4 showed that all obtained means > 3.00 and significance levels < 0.05 , which means its statistical significance .Item 8. which

Measured the instructions that inhibit the handing of device and sharp tools, obtained the first rank , with a mean of 4.29 Item 10, which measured the care of schools to prepare awareness programs on the operations of evacuation during catastrophes and accidents obtained the second rank , with a mean of 4.13 Item 9, which measured the availability of warning signs against touch or approach closely the electrical and mechanical derives , obtained the last rank , with a mean of 3.58

All items together obtained a mean of 3.77 and a significance level of 0.00 Therefore the analysis rejected the second hypotheses .

Table 4: mean m std ,pev, t value and sig. level for security and safety program

Item	Item content	Mean	Std. Dev	T value	Sig level
7	Schools prepare vocational awareness programs to warn teachers the dangers of mis use of equipment tools	3.76	1.22	3.86	0.00
	There are instructions that inhibit misuse of equipment				
8	Schools have warning signs against approaching closely some derisions and elect	4.29	0.69	11.46	0.00

	mechanical devices				
9	The schools keen to prepare awareness program related to evacuation during catastrophe and accidents	3.58	0.95	3.76	0.00
10	Schools have a clinic , appliance and first aid equipment	4.13	0.62	11.20	0.00
11		3.77	0.28	3.67	0.00
	Total	3.91	.97	9,05	0.00

- Third hypotheses

"There is no statistically significant relationship between programs of trains and development in the schools and teachers job satisfaction "

Table 5 shows that except item 13 , all items obtained means > 3.00 and significance levels < 0.05 , which means its statistical significance Item 14, which measured the availability of work shops to refresh the in information of teachers obtained the first rank with a mean of 4.24 item 18, which measured the extent to which the schools seek to develop the ability of teachers to administer their classes better obtained the second rank, with a mean of 4.04

Item i5. which measured the availability of modern techniques and training methods in the training program , obtained the last rank , with a mean of 3.39 for item 13, despite that the mean was > 3.00 but significance level was $> 0,05$, which means no statistical significance , the schools didn't care in development the skills and experience of teachers through participations in conferences , seminars and meetings

For all items together , the mean was 3.62 and significance level was 0.00 Therefore the analysis rejected the third hypotheses.

Table 5: Means , std .Dev <t value and sig Levels for training and development

Item	Item content	Mean	Std Dev	T value	Sig Level
12	The school provide the opportunities for training and development	3.56	0.68	2.36	0.02
13	The school in interested in development your skills and experiences through participation in conferences , seminars, and meeting	3.09	1.20	0.96	0.74
14	The schools provides workshops to refresh information of teachers The schools is keen provide the most modern techniques and methods of training for you	4.24	0.85	8.95	0.00
15	The schools in interested in providing expert trainers to manage the training and development programs	3.39	0.72	3.39	0.00
16	The schools provides free internet services to teachers to enhance their abilities and knowledge for future innutrition and creativity The school seeks to develop the abilities of teachers for better class managing	3.45	1.18	2.34	0.03
17		3.58	1.29	2.77	0.01
18		4.04	0.78	6.78	0.00
	Total	3.62	0.62	5.90	0.00

- Fourth hypotheses

"There is no statistically significant relationship between the interrelations of teachers with colleagues and their job satisfaction's

Table 6 shows that all items obtained means > 3.00 and significances levels < 0.05 . This inculcates that such items were statistically significant. Item 19, which measured the seek of school to enhance the spirit of team, obtained the first rank, with a mean of 4.92

Item 23, which measured the participation of these schools in the sad and happy events of the teachers, got the second rank, with a mean of 3.32. Item 20, which measured the adoption of team work by the schools to create the cooperation among teachers, obtained the test rank, with a mean of 3.64

For all items together the mean was 4.20 and level of significance was 0.00. This indicates that such hypotheses was refused

Table 6 : Mean Std .Dev. T value, sig. level for the interrelationships of teachers :

NO	Item content	Mean	Sd. Dev	T Value	Sig. level
19	Schools seek effety to enhance the spirit of team work	4.92	0.27	34.67	0.00
20	The school depends on the spirit of team to create friendship and cooperation among teachers	3.64	1.25	2.55	0.01
21	The schools in ambitions to create the spirit of loyalty and belongness of teacher within the same division and group	4.08	0.81	6.64	0.00
22	The schools clarify that achieving its objectives in the achieving of teachers objectives The school shares teachers their sad and happy events by instruction of management	4.28	0.89	7.18	0.00
23	There are committees for voluntary works at the school	4.32	0.85	7.742	0.00

24		3.92	1.03	4.433	0.00
	Total	4.20	0.76	11.19	0.00

- Fifth hypotheses :

"There is no statistically significant relationship between the relations of teachers with their head masters their job satisfaction"

Table 7 shows that all items got means > 3.00 and significance levels < 0.05 , which indicates their statistical .Item 32. which measured the autocracy of headmaster in making instruction even they were against the teacher, obtained the first rank, with a mean of 4.60 .Item 29, which measured the dependency of school headmasters on the simplicity without sacrificing duties of teachers, obtained the last rank, with a mean of 4.00 .Item 27. which measured the adoption of suggestions of teachers by head measured, obtained the second rank, with a mean of 4.52 For all items, the mean was 4.30 and significance level of 0.00 Therefore the fifth hypotheses was refused analysis

Table 7 : mean; sd.dev;t value and sig . level

Item	Item content	Mean	Std. dev	T value	Sig Level
25	The headmaster deals with teachers equally	4.16	1.14	5.074	0.00
26	The head master complies with orders and regulations The head master is interested the suggestion of teachers with attention	4.36	0.90	7.494	0.00
27	The head master lets teachers participation in decision making process	4.52	0.71	10.642	0.00
28	The head master takes the proper punishment against the teacher The head master always supports the teachers	4.24	0.51	12.196	0.00
29	The head master pays attention to the humanitarian cases of teachers	4.00	0.81	6.124	0.00
30	The head master only issues the instructions even it was against the teachers The head master seeks the development	4.20	0.64	9.295	0.00

31	of teachers and promoting them	4.23	0.87	7.050	0.00
32		4.60	0.70	11.315	0.00
33		4.32	0.94	6.988	0.00
	Total	4.30	1.12	7.33	0.00

- Sixth Hypotheses

"There is no statistically significant relationship between material and moral incentives and teachers job satisfaction "

Table 8 shows that all items obtained means > 3.00 and significance levels < 0.05 This indicates its statistical significances Item 34 , which measured adoption of incentives by head master , ranked the first , with a mean of 4.11 Item 37 , which measured the providing of free accommodation for teachers , got the second rank , with a mean of 3.99 .Item 29, which measured the availability of free transportation service by the school m obtained the last rank , with a mean of 3.63

All items together obtained a mean of 3.88 and significance level of 0.00 Therefore the sixth hypotheses was refused by the analysis

Table 8 mean , std . dev ; t value and sig. level for material and moral incentives

Item	Item content	Mean	Sd. dev	T Value	Sig Level
34	The head masters always adopts the material and moral incentives	4.11	0.79	6.52	0.00
35	The school offers free transport The school contributes to financial adranee upon recruitment date	3.63	1.09	0.27	0.00

36	The school offers free accommodation	3.91	0.86	3.67	0.00
37	The school offers suitable health insurance	3.99	0.97	4.07	0.00
38		3.76	0.98	1.62	0.00
	Total	3.88	0.76	3.76	0.00

- Seventh hypotheses :

There is no statically significant difference attributed to the level of teachers salaries and their job satisfaction

Table 9 shows that all items obtained means > 3.00 and significances levels < 0.05 , which means that such items were statistically significance . Item 39 , which measured the meeting of salaries to the needs of teachers , obtained the first rank , with a mean of 4.070 Item 40 , which measured the availability of overtime wage , obtained the second rank , with a mean of 3.94 .Item 41, which measured the availability of annual increment on salary , obtained the last rank , with a mean of 3.90

For all items together the mean was 3.97 and the level of observed significances was 0.00 therefore the analysis rejected the seventh hypotheses

Table 9 : arithmetic Mean , standard deriaron t level and significances level

Item	Item content	Mean	Std. Dev.	T Value	Sig Level
39	Amount of salary meets the life needs if the teachers	4.07	0.95	10.38	0.00
40	There is an reliable overtime wage system in the school	3.94	1.03	8.46	0.00
	There is a regular annual increment				

41		3.90	1.06	7.81	0.00
	Total	3.97	0.93	8.42	0.00

- Eight Hypotheses :

There is statistically significant relationship between job satisfaction and the fallaring attributes (gender, age , segment , experience , years , levels of income).

1.Gendar :

Table a0 shows that there are differences attenuated to the gender variable , for the dimensions of stress release , training and development programs, material and moral incentives to the favor of male teachers where significance level was < 0.05 for the dimension of interrelationships of teacher with each others the significance level was also < 0.05 which means statistical differences to the furor of female teachers for aorhe dimensions the significance level was > 0.05 here for were no differences

Antedated to gender .

Table 10 : Means of responses related to gender viral and significances levels for means and significances levels for differences among these responses by using Independent samples Test (IST)

	Dimension	Male		Female		Sig. level diff
		Mean	Sig. Level	Means	Sis.le v	
1.	Release job stress	3.87	0.00	3.63	0.00	0.02
2.	Safety and security program	3.90	0.00	3.92	0.00	0.91
3.	Training and development programs	3.76	0.00	3.57	0.00	0.00
4.	Inter relationships pf teachers with each other Relationships of	4.15	0.00	4.27	0.00	0.01

5.	teachers with head master	4.37	0.00	4.20	0.00	0.06
6.	Material and moral incentives	3.96	0.00	3.77	0.00	0.00

2 Age :

Table 11 shows that except the dimension of teachers inter relationships with each others , all other dimensions obtained significance levels > 0.05 Therefore the were no differences attributed to the variable of gender . for the dimension of inter relationships of teachers with each others the significance level was < 0.05 , which means there were differences attributed to the age variable . to detect the sources of differences

The researcher conducted turkey Test . Table 12 shows that there was only one statistical differences between age segment (20 _ 24) and segment (25 _ 29) to the favor of the second one

Table 11 : ANOVA test for age variable

	Dimension	F Value	Sig Level
1.	Release the stress of job	11.07	0.08
2.	Security and safety program	0.93	0.23
3.	Development and training programs	1.23	0.18
4.	Inter relationships of teachers with each others	5.97	0.04
5.	Relationships of teachers with head masters	1.38	0.39
6.	Materials and moral incentives	2.12	0.09

Table 12 : Results of Turkey for the differences attributed to age variable

Age seg	20_24	29_25	30_34
20_24	/	0.225	/

25_29	/	/	/
30_34	/	/	/

Experiences Years :

Table 13: showed that all dimensions got significance levels > 0.05 which means insignificance statistically , therefore there no differences that attributed to the variable experience years

Table 13 : ANOVA result for experience years

Dimension	F Value	Sis Level diff
Release of job stress	0.80	0.54
security and safety program	1.42	0.16
Development and training program	0.92	0.21
Inter relations of teachers	0.05	0.09
Relations of teacher with head masters	0.99	0.54
Material and moral incentives	1.23	0.22

Level of Income

Table 14 : shows that all dimensions obtained significance levels > 0.05 , which means there no differences attenuated to the level of income variable

Table 21 : Results of ANOVA test for level of

Dimension	F value	Sig.level Diff
Release of job stress	1.30	0.27

Security and safety program	1.44	0.23
Development and training programs	3.99	0.01
Inter relationships of teachers	0.58	0.62
Relations of teachers with head masters	0.88	0.49
Material and moral incentives	1.20	0.31

Results :

1. There Was a astatically significant relationship between releasing job stress at the schools of king Abdullah and teachers job satisfaction
2. There was a statistically significant relationship between security and safety program at the schools of king Abdullah and teachers job satisfaction
3. There was a astatically significant relationship between development and training program at the schools of king Abdullah and teachers job satisfaction
4. There was a between inter relationships of teachers at the schools of king Abdullah and teachers job satisfaction
5. There was a astatically significant relationship between relationships of teachers with headmaster / mistresses the schools of king Abdullah and teachers job satisfaction
6. There was a astatically significant relationship between material and moral incentives of teachers and their job satisfaction
7. There was statistically significant differences attenuated to the level of teachers salaries and their job satisfaction
8. There was no astatically significant relationship between job satisfaction of teachers attributed years of experiences and level of income.
9. There was a astatically significant relationship between releases of job stress , development and reining programs, material and moral incentives , in revelation of teachers attributed to gender variable but both dimensions of security and safety program and relations of teachers with head masters / mistresses have no relationship with job satisfaction
10. There was no statistically significant relationship between job satisfaction attenuated to the age except the dimension of inter relations of teachers where there was one statistical differences between segments of (20_24) and (25 _29) to the favor of the second one .

Recommendation

- Reconsidering salaries, morale and financial rewards offered to employees and increasing them according to requirements of cost living.
- Educating King Abdullah II for educational excellence school teachers relating to their work diligently and development.
- Directing teachers to innovation and creativity through identifying a general framework and giving them an opportunity for thinking and achievements
- The researcher recommends conducting similar studies investigating other directorates in Ministry of education and comparing the results.
- Conducting specialized training workshops in different work areas in King Abdullah II for educational excellence schools

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