



Job Satisfaction Among Teachers of English Learning Disabilities in English Language in Light of Some Variables

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Abstract

The current study investigated the levels of job satisfaction of teachers of learning disabilities in English language according to some variables. The correlative survey method was used to collect data. For this purpose, the study developed a questionnaire to check the effect of gender and years of experience on the teachers' level of job satisfaction. The questionnaire was administered to a sample of 30 teachers from both genders. The appropriate statistical methods using the (SPSS) statistical program were used to analyze the data. The results showed that there are negative levels in the degree of job satisfaction for teachers of LDs in English language according to their gender and their experience.

Introduction

The teacher is an important pillar in the educational process and plays a vital role in achieving its best outcomes at all levels. It is very necessary to pay attention to the factors that contribute to strengthening this role, by supporting the psychological aspect and providing an appropriate work environment for the teacher's functional tasks (Al-Zaydan, 2014). Job satisfaction is one of the important aspects and one of the basic components of the educational process, where the degree of satisfaction of the teacher affects his level of motivation, which affects his attitudes towards students and the educational process (Alkhalwaldeh, 2020). Therefore, job satisfaction is an important issue and has an impact on increasing the efficiency of the teacher in his work, carrying out his job duties towards his students and their families, and cooperating with the work team (Nasser, 2012).

Given the importance of providing job satisfaction for teachers of LDs in English language, which will result in an increase in performance and there will be greater productivity, the researcher has the idea of investigating the degree of job satisfaction among teachers of English language learning difficulties.

Problem Statement

The researcher noticed through his supervisory work in the educational field that teachers of LDs in English language differ in their job satisfaction, some have high job satisfaction, others have low job satisfaction for various reasons, and some are frustrated with working with students with disabilities. Accordingly, the researcher sent an exploratory questionnaire to the teachers of English language by asking two open questions, measuring their opinion of their job satisfaction. The exploratory sample was about (15) male and female teachers, and from what the researcher touched through the exploratory sample, that there is a deficiency in job

satisfaction for various reasons. This prompted the researcher to increase his desire to know the reasons that lead to their low job satisfaction.

Therefore, this study aimed at determining the level of job satisfaction among teachers of LDs in English language and the impact of some variables such as gender and years of experience

Significance of the Study

This study is significant because it tackles the topic of job satisfaction for English language teachers. Job satisfaction constitutes one of the important reasons and motives for the outstanding performance of teachers of English language and it is an indicator of his success in the educational process. This study contributes to providing insights on the distinctive and suitable work environment for teachers of LDs in English language and to know the factors that help make the work environment more productive.

Delimitations of the Study

The current study is limited to applying an instrument that measures job satisfaction among teachers of LDs in English language to find the relationship between gender and experience and job satisfaction. The study sample included 30 teachers of LDs in English language, who work in public schools in Irbid city, Jordan. The study was implemented during the first semester of the academic year (2020-2021).

Literature Review

Job satisfaction is the sum of the reactions and responses of the individual about some factors that affect the individual's satisfaction with his work, such as personal satisfaction, social satisfaction, salary satisfaction, job content satisfaction, work conditions satisfaction, promotion satisfaction, supervision satisfaction, and workgroup satisfaction (Al-Zeyoudi, 2018; Alkhaldeh & Khasawneh, 2020).

Job satisfaction constitutes the basis for productivity, which increases the effectiveness of teachers within the educational environment, provided that their basic psychological needs are met (Deci & Ryan, 2014). The level of job satisfaction experienced by teachers working in all fields in general, and the special education branches in particular, is an important factor in the learning and teaching process (Kara, 2020).

For the job satisfaction of teachers of English language learning disabilities to reach the required level, the problems and obstacles they face in the school must be overcome, such as shifts, supervision, guidance, writing records, and the financial level of teachers (Alkhaldeh & Khasawneh, 2021). The incentive system and training courses should be provided and more technological tools and development should be met (Adigun, 2020).

To improve job satisfaction for teachers of LDs in English language, they should have the freedom to express their views and opinions. Teachers should be provided with enough time to plan, analyze and deepen information and theories, instead of only concerning about the process of finishing the curriculum on time (Marie, 2018). The weak performance of the teacher with learning disabilities in English language will inevitably lead to the failure of the educational system to achieve its goals and objectives and will lead to the graduation of students who are weak in reading and writing (Alkhaldeh & Khasawneh, 2021). This in turn will lead to the students' inability to adapt to the surrounding environment, which affects the national level (Al-Shahrani, 2018).

Job satisfaction of individuals can be improved by providing a set of general indicators for successful performance (Khasawneh & Arabia, 2016). Individuals are followed up in light of the achievement of these indicators, and that these indicators are an effective means of

controlling quality and following up on maintaining its level. People responsible for managing complex and large systems such as educational services need key indicators to help them in managing their institutions (Khasawneh, 2020). The quality control process requires the selection of clear and specific performance indicators (Muslim, 1994).

Also, all school curricula must be computerized and linked to each other and public libraries so that the student can obtain information in an easy way and in the shortest possible time. The teacher can direct the student to obtain information with the least effort and time possible, which leads to improving and raising the level of job satisfaction for teachers of LDs in English (Khasawneh, 2020).

The researcher believes that incentives are of great importance in improving job satisfaction for teachers, whether these incentives are material or moral. It is important also to enroll school principals in training courses to improve their skills and abilities to make the best choice among these incentives when motivating teachers (Khasawneh, 2020). The level of job satisfaction of individuals within their organizations is measured by knowing the quantity of work performed by individuals, as well as the accuracy and quality of completion of these tasks and the extent of the worker's knowledge of the tasks and duties required of him to perform (Al-Awar, 1999).

Improving the performance of teachers, raising their productivity, and improving the quality of school education require several benefits. The most prominent of these is preparing the English language teachers and training them in a way that suits the requirements of the rapid and comprehensive change and the rapid explosion of technology (Al-Masad, 2001). Studies have shown that teachers with high job satisfaction are effective teachers in the teaching process, teamwork, active participation with children and youth, effective classroom and workshop management skills, student-centered teaching methods, and student motivation (Sahin & Shelley, 2008).

Previous Studies

Al Jundiu (2020) investigated the effect of job satisfaction on teachers' performance in Amman. The sample included 45 teachers, who answered a questionnaire on the levels of job satisfaction. The findings showed that the level of job satisfaction differs according to gender, as females have a better sense of satisfaction more than male teachers. The more experience the teacher has the more is job satisfaction higher.

Kasalak & Dagyar (2020) examined the effect of teachers' self-efficacy and their job satisfaction. The study used a meta-analysis as a methodology. The data were collected from different databases on 426.515 teachers. The findings showed that there is a strong relationship between job satisfaction and self-efficacy. The findings also revealed that different factors and variables are affecting the levels of job satisfaction depending on each country's regulations.

Al-muhaisen (2019) explored the relationship between job satisfaction and job-related stress among the staff of Princess Nourah bint Abdulrahman University. The study included 180 participants, who responded to two instruments. The findings showed that there is a high connection between stress and job satisfaction (Khasawneh, 2012). The job satisfaction levels among the sample were moderate (Khasawneh, 2019). The level of occupation and position did not affect the level of job satisfaction (Khasawneh, 2021).

Usman (2019) investigated the effect of the organizational culture, communication, and supervision on the levels of job satisfaction. The investigation included 137 employees, where the participants responded to some instruments to collect data. The findings revealed that these variables affect the levels of job satisfaction of staff who work from distance.

Shtayat, (2018) investigated how job satisfaction has a great role in the job performance of the teacher in UNERWA schools. The survey method was used in this study, for which a questionnaire was developed and distributed to 302 teachers. The results show several factors affecting the levels of job satisfaction, such as a safe school environment, the provision of required equipment, and the democracy in management.

Methods

Population and Sample

The population of the study consisted of all 60 male and female teachers of LDs in English language, who work in Irbid city, Jordan. The sample of the study was selected from this population, and their number was 30 teachers.

Research Instrument

The job satisfaction scale was prepared by the researcher and it consisted of four sub-fields: personal and social satisfaction, satisfaction with management and supervision, satisfaction with the nature of work, and satisfaction with salaries and incentives. The five-point Likert scale was selected.

Validity

To verify the validity of the scale, it was presented in its initial form to 10 judges with competence and experience. Their opinions and observation of the formulation of the statements of the questionnaire were considered. The questionnaire in its final form consisted of 30 statements.

Reliability

To extract the construct validity of the scale, the correlation coefficients of the scale items with the total score were extracted in an exploratory sample from outside the study sample that consisted of (25) male and female teachers. The scale items were analyzed and the correlation coefficient of each item was calculated, and the scores were for the total scale between (0.60-0.89), and with each field, they ranged between (0.59-0.90).

To ensure the stability of the scale, the internal consistency was calculated using the Cronbach alpha equation, and the table below shows these results.

Table1. The internal consistency coefficient of the job satisfaction scale according to Cronbach's alpha

Fields	Internal consistency
personal and social satisfaction	0.80
satisfaction with management and supervision	0.89
satisfaction with the nature of work	0.94
satisfaction with salaries and incentives	0.91
Total job satisfaction	0.95

Results and Discussion

To answer the main question of the study, the mean scores and standard deviations of the level of job satisfaction for teachers of LDs in English language were extracted, as illustrated in the following table.

Table 2. The mean scores and standard deviations of the level of job satisfaction for teachers arranged in descending order according to the fields of the study

Rank	No.	Field	Mean score	Standard deviation	Level
1	1	personal and social satisfaction	4.08	.589	High
	Item 1	I feel secure and job stability	3.86	.985	
	Item 2	I feel proud and honored as a teacher	4.37	.928	
	Item 3	My experience as a teacher is outstanding	4.39	.897	
	Item 4	Work provides teachers with English language disabilities with a social status	4.15	1.045	
	Item 5	I receive praise and respect from others for the work I do	4.03	1.024	
	Item 6	I feel satisfied with my academic and career abilities	4.19	.683	
	Item 7	I am settled in the city where I work	3.70	1.046	
	Item 8	I feel energetic and dynamic while working	3.96	.960	
2	4	satisfaction with salaries and incentives	3.46	.768	Medium
	Item 9	The criteria for the list of educational jobs are objective and fair	3.13	1.084	
	Item 11	The terms of promotions and bonuses are understandable and clear	3.04	1.031	
	Item 20	I feel satisfied with the monthly salary	3.69	.987	
	Item 24	I feel satisfied with the moral and motivational support	3.18	1.038	
	Item 25	I get my money regularly	4.12	1.034	
Rank	No.	Field	Mean score	Standard deviation	Level
3	3	satisfaction with the nature of work	3.45	.777	Medium
	Item 19	The nature of my work corresponds to my academic qualifications.	4.16	.851	
	Item 21	The work of teachers is characterized by the clarity of the functional tasks.	3.54	1.214	
	Item 22	I feel that the work is distributed in a fair and equal manner.	3.67	1.021	

Item 23	The English language teacher's room is suitable for carrying out the educational process.		3.07	1.159	
Item 28	I feel satisfied according to the type of program I work in (center, institute, integration program)		3.44	1.172	
Item 26	I feel good working with all categories of students with disabilities		3.96	1.081	
Item 27	I am satisfied with the cooperation of the family in carrying out the tasks assigned to them.		2.81	1.043	
Item 29	I am satisfied with the distance education and training services.		2.90	1.154	
Item 30	The e-services of the Ministry keep me from visiting the Ministry.		3.08	1.246	
Rank	No.	Field	Mean score	Standard deviation	Level
4	2	satisfaction with management and supervision	3.07	.806	Medium
Item 10	There is clarity in the bylaws and regulations in my field		2.85	1.070	
Item 12	Job evaluation criteria are objective and fair		3.17	1.085	
Item 13	I feel satisfied with the services provided by my employer to me as a teacher of English language difficulties		2.99	1.260	
Item 14	My employer provides the necessary diagnostic and training tools for teachers of English language learning difficulties		2.77	1.064	
Item 15	The educational supervisor supports me well in my job duties		3.84	1.042	
Item 16	I am satisfied with what the management and the supervision department can offer me		3.19	1.183	
Item 17	I feel underappreciated by my work for what I do		3.09	1.110	
Item 18	I feel that my employer is keen to hear my suggestions		3.18	1.108	
30 items	Total job satisfaction		3.50	.590	Medium

Table (2) shows that the mean scores were between (3.09-4.19). Personal and social satisfaction ranked first with the highest mean score of (4.08), while satisfaction with management and supervision ranked last with a mean score of (3.07). The total mean score of the instrument as a whole was (3.50) with a medium degree. The researcher attributes the reason to the nature of the teaching profession in general, which is a profession with many variables, demands, and

troubles, in addition to the difficulty of dealing with students with learning disabilities in English.

Conclusion

From the results of the current study, it is recommended to guide teachers of LDs in English language to build positive relationships with families, and to ensure that families are aware of the importance of their role. It is also recommended to develop and create websites and communication programs that serve teachers of LDs in English language in all practical tasks (electronic transactions - preparing plans and reports for diagnosis and training) and reduce paperwork by switching to electronic transactions.

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