

National Survey of the Professional Wellbeing of Teachers in Jordan

An English translation of the report written in the Arabic language

Save the Children – Jordan

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Glossary of Terms

Professional well-being	الرفاه المهني
One-Way ANOVA	تحليل التباين الأحادي.
One-Way MANOVA	تحليل التباين الأحادي متعدد المتغيرات
MANOVA	تحليل التباين متعدد المتغيرات
Post hoc comparisons	المقارنات البعدية
Wilks' Lambda	اختبار ويلكس لامبدا
Multiple Linear Regression	تحليل الانحدار المتعدد
Mean	الوسط الحسابي
Std. Dev.	الانحراف المعياري
N.	العدد
Frequency	التكرار
Games-Howell	المقارنات البعدية باستخدام طريقة جيمس-هاول
LSD	طريقة الفرق الأقل دلالة
Corrected item-total correlation	الارتباط المصحح بين الدرجة على الفقرة والدرجة الكلية على البعد الذي تنتمي له الفقرة
Cronbach's alpha	معامل ثبات الفا لكرونباخ
Unweighted least squares	طريقة المربعات الصغرى غير الموزونة
Oblique Rotation	التدوير المائل
Scree Plot	مخطط سكري
Second-order factor	عامل من الدرجة الثانية
The scale of teachers' professional wellbeing	مقياس الرفاه المهني للمعلمين

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Executive Summary:

Main Findings of the National Survey of Professional Wellbeing of Teachers in Jordan

Save the Children's study of the professional wellbeing of teachers in Jordan is the first study of its kind; that is, representing teachers of public schools in Jordan at the national level. This study is an extension of the first phase, conducted in the year 2020-2021, which led to the development of a scale for measuring the level of professional wellbeing of teachers in Jordan. This scale has high psychometric properties that qualify it for use in studies and on similar samples. As for the current study, which was conducted in the academic year 2021-2022, a total of 4,687 teachers participated in the study. The teachers were selected from various directorates of education in Jordan to represent teachers in the three regions: north, central, and south, and teachers of both genders. The study provided many significant results which can be utilized in several fields. The following is a summary of the main results of the study:

- The level of professional wellbeing of teachers in Jordan was moderate. The lowest level of professional wellbeing for teachers in Jordan was in the financial dimension, while the highest level of professional wellbeing was in the social dimension;
- The level of professional wellbeing of teachers in the southern region was higher than that of teachers in the northern and central regions;
- The level of professional wellbeing of teachers with educational qualifications lower than a bachelor's degree was higher than that of teachers with higher educational qualifications;
- The level of professional wellbeing was the same for teachers of different ranks;
- The level of professional wellbeing was highest among KG and teachers grades 1-3 teachers, while the level of professional wellbeing was similar for teachers who teach grades 4-10 and secondary grades;
- The level of professional wellbeing of female teachers in Jordan was higher than that of male teachers;
- The level of professional wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence;
- The level of professional wellbeing of teachers who teach in single-shift schools was similar to that of teachers who teach in double-shift schools;
- The level of professional wellbeing of teachers who work in schools owned by the Ministry of Education was higher than that of teachers who work in rented school buildings;
- The level of professional wellbeing of teachers who instruct in schools located in cities was similar to that of teachers who teach in schools located in rural areas;
- The level of professional wellbeing of teachers in Jordan decreases with the increase in their years of teaching experience.

Detailed Summary:

1. Measuring the level of professional wellbeing of teachers in Jordan

- In general, the level of professional wellbeing of teachers in Jordan was moderate.
- Three dimensions of professional wellbeing of teachers in Jordan had low scores, namely: financial wellbeing, physical environment wellbeing, and physical wellbeing.
- Three dimensions of professional wellbeing of teachers in Jordan had average scores, namely: psychological wellbeing, cognitive wellbeing, and social wellbeing.
- The lowest level of professional wellbeing of teachers in Jordan was in the financial dimension, while the highest level of professional wellbeing was in the social dimension.
- With regard to financial wellbeing, teachers' responses indicated that the biggest problem they face is that they do not receive the appropriate allowances and bonuses that they deserve, and that the salary they receive is not commensurate with their abilities and competencies.
- With regard to physical environment wellbeing, the biggest problem from the teachers' point of view lies in the schools' lack of fast and adequate Internet, the lack of modern devices and equipment in laboratories or those needed to carry out various extracurricular activities, and the lack of places where teachers can relax and be comfortable.
- With regard to physical wellbeing, the most important causes of low wellbeing levels in this dimension was reported to be the fatigue resulting from class management and shifts, the daily lessons, and from dealing with students.
- With regard to psychological wellbeing, the most prevalent problem among teachers was inadequate relaxation and rest.
- With regard to cognitive wellbeing, teachers' observations centered on ineffective use of relevant technologies in their professional fields. They also mentioned that teaching does not provide them with good opportunities for professional growth and development, making reference to the lack of participation by the administration and other educational stakeholders in developing plans for the development of the school and the educational process.
- With regard to social wellbeing, the main factor in the lack of a high level of professional wellbeing in this dimension was due to the parents' failure to participate with teachers in making sure that the educational process was successful, as well as the lack of teacher support from the school administration when needed.

2. Determining the difference in the level of professional wellbeing in different regions

- The level of professional wellbeing of teachers in the southern region was higher than that of teachers in the northern and central regions, while the level of professional wellbeing of teachers in the northern region was similar to that of teachers of the central region.

- Levels of both psychological wellbeing and financial wellbeing were similar among teachers in each of the three regions of Jordan.
- Levels of cognitive wellbeing, physical environment wellbeing, and social wellbeing among teachers in the northern region were similar to respective levels among teachers of the central region, and were lower than that of teachers in the southern region.
- The level of physical wellbeing among teachers in the central region was similar to that of teachers in the southern region, and was higher than that of teachers in the northern region.

3. Determining the difference in the levels of professional wellbeing according to the educational qualification of the teachers.

- The level of professional wellbeing of teachers with educational qualifications lower than a bachelor's degree was higher than that of teachers with higher educational qualifications, while levels of professional wellbeing for teachers holding a bachelor's degree or higher were similar.
- Levels of physical environment wellbeing and psychological wellbeing were similar among teachers with different educational qualifications.
- Levels of cognitive, physical, social, and financial wellbeing were similar for teachers holding master's and doctoral degrees.
- The level of cognitive wellbeing among teachers who hold a postgraduate diploma was higher than that of teachers who hold a bachelor's degree, while it was similar for teachers in all other categories of educational qualification.
- The level of physical wellbeing of teachers holding an educational qualification lower than a bachelor's degree was higher than most of those holding higher educational qualifications.
- The level of social wellbeing for teachers holding master's and doctoral degrees is lower than that of those possessing lower educational qualifications. Regarding remaining educational qualification categories, the level of social welfare was similar.
- The level of financial wellbeing of teachers holding a bachelor's degree and a postgraduate diploma was higher than that of teachers holding a master's degree.

4. Determining the difference in the level of professional wellbeing according to the rank of the teacher

- Levels of professional wellbeing in general were the same for teachers of different ranks.
- Levels of psychological wellbeing, physical wellbeing, social wellbeing, and financial wellbeing were similar for teachers of different ranks.
- The level of cognitive wellbeing was similar among teachers holding the following ranks: assistant teacher, teacher, and expert teacher. It was also similar among teachers holding the ranks of lead teacher and expert teacher, while the level of cognitive wellbeing of teachers holding the rank of senior teacher was better than that of teachers of lower ranks (assistant teacher and teacher).

- The level of physical environment wellbeing among teachers of the rank of teacher and senior teacher was higher than that of assistant teachers, while it was similar when comparing teachers with all other ranks.

5. Determining the difference in the level of professional wellbeing according to grade levels

- The level of professional wellbeing was similar among kindergarten teachers and teachers of basic grades 1-3 (those who instruct the first three grades). Likewise, the level of professional wellbeing was similar for teachers who instruct basic grades 4-10 and secondary grades, while the level of professional wellbeing among kindergarten teachers and teachers of basic grades 1-3 was higher than that of teachers who instruct basic grades 4-10 and secondary grades.
- The level of cognitive wellbeing and physical environment wellbeing was highest among kindergarten teachers, followed by teachers of basic grades 1-3, then teachers who instruct the basic grades 4-10 and secondary grades (provided that their level of cognitive wellbeing was similar).
- The level of psychological wellbeing was the same among all teachers regardless of the grades they instruct.
- The level of physical wellbeing was the same for all teachers regardless of the grades they instruct. However, it was lower for teachers of basic grades 1-3 compared to teachers who instruct higher grades.
- The level of financial wellbeing among kindergarten teachers and teachers of basic grades 1-3 was higher than that of teachers who instruct basic and secondary stages. Also, the level of financial wellbeing was similar for teachers who instruct basic grades 4-10 and secondary grades, and it was similar among kindergarten teachers and teachers of basic grades 1-3.

6. Determining the difference in the level of professional wellbeing according to the gender of the teacher

- The level of professional wellbeing of female teachers in Jordan was higher than that of male teachers.
- Levels of all types of professional wellbeing were higher among female teachers in Jordan compared to respective levels among male teachers, except for the level of physical wellbeing, which was higher among male teachers.

7. Determining the difference in the level of professional wellbeing according to the teacher's type of residence

- The level of professional wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence.

- Levels of physical environment wellbeing, psychological wellbeing, social wellbeing, and financial wellbeing of teachers who own their places of residence were higher than that of teachers who rent their places of residence.
- Levels of both cognitive wellbeing and physical wellbeing of teachers in Jordan did not differ according to the type of residence.

8. Determining the difference in the level of professional wellbeing according to the school system

- The level of professional wellbeing of teachers who instruct in single-shift schools was similar to that of teachers who instruct in double-shift schools.
- Levels of each of the six types of professional wellbeing among teachers who instruct in single-shift schools were similar to those of teachers who instruct in double-shift schools.

9. Determining the difference in the level of professional wellbeing according to the type of school

- The level of professional wellbeing of teachers who work in schools owned by the Ministry of Education was higher than that of teachers who work in rented schools.
- Levels of each type of professional wellbeing among teachers working in schools owned by the Ministry of Education were similar to those of teachers working in rented schools, except for the level of physical environment wellbeing, which was higher for teachers working in schools owned by the Ministry of Education.

10. Determining the difference in the level of professional wellbeing according to the location of the school

- The level of professional wellbeing of teachers who instruct in schools located in cities was similar to that of teachers who instruct in schools located in rural areas.
- The level of each type of professional wellbeing did not differ according to the location of the school, with the exception of the level of physical environment wellbeing, which was higher for teachers who instruct in schools located in cities.

11. Determining the difference in the level of professional wellbeing according to the teachers' experience

- The level of professional wellbeing of teachers in Jordan decreases with the increase in the number of years of teaching experience.
- The level of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in Jordan did not differ according to the teachers' experience.
- Levels of psychological wellbeing, physical wellbeing, and financial wellbeing of teachers in Jordan decrease with the increase in the years of teaching experience.

Introduction and Study Objectives

Introduction

Teachers are the most valuable and costly part of the educational system. It stands to reason, therefore, that the primary goal of leaders and educators should be twofold: to both ensure and maintain teachers' wellbeing and happiness, and to enhance their contributions to the education of students. The results of numerous studies have provided opportunities to consider the problem of professional stress and fatigue teachers face, not only by dealing with the symptoms and components of professional stress, but also by working to enhance the positive aspects of the vocation and the personal and professional strengths of teachers to help them overcome professional stress. This is called the concept of professional wellbeing (Chan, 2010), which refers to the feeling that gives the teacher confidence to take on new professional roles, overcome professional obstacles, and accept challenges for professional development (Hepburn et al., 2021).

The concept of professional wellbeing became a center of interest due to the importance of the professional career in the life of the teacher, and the part it plays in the happiness and psychological wellbeing of teachers. It is also understood that a professional career has its challenges and pressures that must be dealt with effectively; therefore, the wellbeing of teachers is associated with their work. Finally, each teacher's compatibility with his or her work requirements contributes to personal happiness, a sense of satisfaction with work and life, and achievement of desired social status. These matters are positively reflected in both the realm of productivity and the success of the educational and learning process.

Objectives of the Study

The current study aims to determine the following:

- Level of professional wellbeing of teachers in Jordan.
- How the level of professional wellbeing of teachers in Jordan varies according to each of the following variables: region, the teacher's academic qualification, the teacher's rank, the grades the teacher instructs, the teacher's gender, the type of residence, the school system, the type of school, the school's location, and the number of years of teaching experience.

The Significance of the Study

The significance of this study stems from two aspects: the first is theoretical, and the second is practical. In terms of theoretical significance, the study contributes to determining the reality of the professional wellbeing of teachers in Jordan, and the relationship between the level of professional wellbeing among teachers in Jordan and the various variables of the study: region, the teacher's academic qualification, the teacher's rank, the grades the teacher instructs, the teacher's gender, the type of residence, the school system, the type of school, the school's location, and the number of years of teaching experience. On the grounds that the relationship between these variables and the level of professional wellbeing of teachers is still unclear, this study is considered a new addition to the scarcity of Arab and local studies that look into the reality of professional wellbeing in Jordan, and the factors contributing to the formation of professional wellbeing among teachers in Jordan. In terms of practical significance, the results of this study can reveal the factors that contribute to the professional wellbeing of teachers in Jordan. This is particularly important for stakeholders and educators in the Ministry of Education and various institutions that are concerned with each of the following: working with teachers; developing plans, training, and capacity-building programs; and conducting group activities that raise the level of professional wellbeing of teachers. All these measures aim to make the teachers more productive, and up to the philosophy of the Ministry of Education and the Knowledge Economy, which effectively contributes to developing students with sound character, equipped with the knowledge and skills that will help them shape their futures.

Study Questions and Methodology

Study Questions

1. What is the level of professional wellbeing of teachers in Jordan?
2. Does the level of professional wellbeing of teachers in Jordan differ significantly according to the region (north, center, and south)?
3. Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teachers' educational qualification (less than B.A., B.A., postgraduate diploma (Pg.D.), M.A., Ph.D.)?
4. Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teacher's rank (assistant teacher, teacher, senior teacher, expert teacher)?
5. Does the level of professional wellbeing of teachers in Jordan differ significantly according to the grades instructed by the teacher (kindergarten, basic grades 1-3, basic grades 4-10 and secondary grades)?
6. Do the study variables (teacher gender, type of teacher residence, school system, school type, school location, and years of teaching experience) have a statistically significant effect on the level of professional wellbeing of teachers in Jordan?

Study Methodology

The study is a predictive study, aiming to identify the contribution of independent (predictive) variables (teacher gender, type of teacher residence, school system, type of school, school location, and years of teaching experience) in predicting the level of professional wellbeing of teachers (dependent or predicted variable).

Study Sample

A number of boys' and girls' schools were selected from each of the three regions of Jordan. The study team visited these schools in the first semester of the 2021/2022 school year to meet with the teachers. During the visit, the purpose of the study was shared with the teachers, and they were encouraged to participate. Those who opted to participate in the study were given an electronic link through which they could access the professional wellbeing scale and answer the different items at a time that suited them. After obtaining the teachers' responses on the scale, both the repeated responses and the patterned responses were deleted (in the case of the latter, the teacher chose the same answer for all items regardless of their content). As a result, the study sample in its final form consisted of (4,687) male and female teachers, who were distributed over the three regions of Jordan.

Table No. (1) : Shows the distribution of the study sample members according to the categorical study variables.

Variable	Variable Level	Number	Percentage
Region	North	1738	37.1
	Center	2269	48.4
	South	680	14.5
Academic Qualification	Less than B.A.	136	2.9
	B.A.	3401	72.6
	Pg.D.	614	13.1
	M.A.	456	9.7
	Ph.D.	80	1.7
Grade	Kindergarten	104	2.2
	Basic Grades 1-3	797	17
	Basic Grades 4-10	2392	51
	Secondary	1394	29.7
Rank	Assistant Teacher	1723	36.8
	Teacher	2088	44.5
	Senior Teacher	738	15.7
	Expert Teacher	15	.3
Gender	Female	3071	65.5
	Male	1616	34.5
Type of Residence	Rented	1175	25.1
	Owned	3512	74.9
	One Shift	3886	82.9

School System	Two Shifts	801	17.1
School Type	Rented	429	9.2
	Owned by MoE	4258	90.8
School Location	Urban	2070	44.2
	Rural	2617	55.8

Study Scale

To achieve the objectives of the study, the professional wellbeing scale was used. The scale was established in the first phase of the study according to the following steps: reach an initial definition of professional wellbeing and its dimensions, determine the final definition and dimensions of professional wellbeing for teachers, develop the items of the scale (initially 169), and then arbitrate the scale in its initial form. After arbitration, the scale consisted of (151) items, which was further reduced to (149) after taking the observations of a sample of teachers into consideration and conducting exploratory factor analysis on a sample of (392) male and female teachers. In this step, the corrected correlation coefficient was calculated by taking in the score on each item of the teachers' professional wellbeing scale and the Corrected item-total correlation score.

Consistency was verified by using the internal consistency method, i.e. calculating Cronbach's alpha. In order to verify the structure of the scale in terms of the number of dimensions that make it up and its consistency with the proposed theoretical construction, an exploratory factor analysis was performed using the unweighted least squares method, along with the use of the Promax method in oblique rotation. The results indicated that the (Kaiser-Meyer-Olkin) coefficient was (0.92), which suggests that performing factor analysis on the data is appropriate. The residual matrix for correlation coefficients (Residuals) was also examined, where it was found that there were (85) residuals, and only (1%) of those whose absolute value exceeds (0.05), which supports the appropriateness of performing factor analysis on the data.

Accordingly, the factors were extracted, alongside their eigenvalues and the explained variance ratio. It was found that there are 22 factors whose eigenvalue exceeds (1), and these factors explain 60% of the total variance. To help determine the number of factors, the plot that shows the eigenvalues of the extracted factors (Scree Plot) was used. It was found that the number of the proposed factors is (6). The number of dimensions that make up the professional wellbeing scale for teachers has been determined to be (6), which explain (43%) of the total variance in the responses of the sample members to the scale items, with (68) saturated items, distributed over the six dimensions as follows: the cognitive dimension: (15) items, physical environment dimension: (16) items, social dimension: (14) items, financial dimension: (7) items, psychological dimension: (10) items, and physical dimension: (6) items.

In a later step, a confirmatory factor analysis was conducted, and at this point the scale (68 items) was applied to a new sample of teachers. The purpose of this step was to formulate the structure and the final form of the scale using confirmatory factor analysis, in addition to verifying the consistency and convergent validity of this final form. The scale was distributed electronically to a number of teachers working in the schools of the Ministry of Education in the second semester of 2020/2021; at that time, 570 responses were completed and validated for analysis. The number of female teachers in the sample was 323, or (57%) of the participants, while the number of male teachers was 247 participants, or (43%). In order to verify the structure of the scale and to arrive at the final form of the teachers' professional wellbeing scale, Confirmatory Factor Analysis was

applied by using Lisrel v. 8.80 software (Jöreskog & Sörbom, 2006)). To perform the confirmatory factor analysis, the factorial structure of the scale was first defined by distributing (68) items on the six dimensions of the professional wellbeing scale, which was previously reached through exploratory factor analysis. Since the results of the exploratory factor analysis have also indicated that there is a correlation between the six dimensions of the professional wellbeing scale, this indicates the existence of a second-order factor that explains the interrelationships between these dimensions, which can be called the professional wellbeing of teachers.

After conducting a second-order confirmatory factor analysis, the following values were found for the matching indicators: The scale in its final form consisted of (46) items, distributed over the six dimensions as follows: financial dimension (6 items), social dimension (7 items), physical dimension (5 items), psychological dimension (7 items), physical environment dimension (10 items), and cognitive dimension (11 items).

Consistency was also verified through the internal consistency method, by calculating Cronbach's alpha coefficient. The results indicated that the Cronbach's alpha coefficients for each dimension of the professional wellbeing scale for teachers in Jordan ranged from (0.79) for the physical dimension to (0.90) for the physical environment dimension. Since all of these values are higher than (0.70), this indicates that the consistency of the scores resulting from each of the dimensions of the scale of professional wellbeing is acceptable. On the other hand, the reliability coefficient of the professional wellbeing scale as a whole was higher than (0.90), which indicates that the consistency of the scores resulting from the professional wellbeing scale was excellent (DeVellis, 2016), and therefore it can be trusted for measuring the professional wellbeing of teachers in Jordan.

To check convergent validity, the scale of teachers' professional wellbeing, developed by Yildirim and colleagues (Yildirim, Arasttaman, & Dasci, 2015), and the Arabic version of the Depression, Anxiety, and Stress Scale (DASS-21) —which measures the state of mental health, and the upgraded version of the Professional Wellbeing Scale for Teachers —were both used. The correlation coefficients were calculated in relation to the scores of the teachers' professional wellbeing scale in its final form and the scores of the combined teachers' professional wellbeing scale and DASS-21 scale, as well as the scores of each of the dimensions of these two scales. It was found that there is a negative and statistically significant correlation between the professional wellbeing of teachers and each of the dimensions of DASS-21 (stress, anxiety, and depression), where the values of the correlation coefficients ranged between (-0.44) for the correlation between professional wellbeing and anxiety, to (-0.64) for the correlation between professional wellbeing and depression, while the value of the correlation coefficient between the two scales was (-0.58). These values indicate that teachers' professional wellbeing decreases with increased stress, anxiety, and depression, which is expected and consistent with what previous studies have indicated.

The results also showed a positive and statistically significant correlation between the scores of the teachers' psychological wellbeing scale in its final form, and the scores of the teachers'

professional wellbeing scale and its dimensions. The value of the correlation coefficient between the scores of the two scales was (0.52), which is a high value indicating that the developed scale in its final form measures the trait of professional wellbeing of teachers. These correlations provide further evidence of the validity of the scale, suggesting that the interpretations that can be reached based on the scores obtained from the use of this scale in measuring the professional wellbeing of teachers in Jordan can be trusted.

Professional Wellbeing: Basic Concepts and Definitions

Professional Wellbeing of Teachers: refers to the availability of all the material, social, physical, psychological, cognitive, and physical environments related to the teaching profession that help teachers perform their job duties to the fullest, while also being happy at work. It is defined operationally: the score that the teacher obtains on the scale of professional wellbeing that was developed and established in the first stage of this study, consisting of each of the following dimensions:

Financial Dimension: refers to the availability of the essentials of a decent life and a comfortable standard of living for the teachers, which is obtained through a sufficient monthly income, appropriate health insurance for the teachers and their family members, and a number of other benefits.

Social Dimension: refers to the existence of a respectable social position worthy of the teacher's status; a positive relationship between the teacher, students, the local community, the administration, and the Ministry of Education; legislation that protects teachers and preserves their dignity; and a union that defends teachers and protects their rights.

Physical Dimension: refers to the set of procedures and means that would make teachers feel physically comfortable, including reducing the teaching load, cutting down work that is not directly related to the education process, and providing all available means of comfort and entertainment both inside and outside the school.

Psychological Dimension: refers to the teacher's sense of safety and psychological comfort inside and outside the school. It includes being free of various psychological disorders and problems related to work, having a sense of stability and job security, and fairly treating all teachers in different regions and schools.

Physical Environment Dimension: refers to the provision of an appropriate school infrastructure for the teacher and student (clean toilets, modern laboratories, modern computers, etc.) and the provision of an appropriate and modern classroom environment for learning (modern and appropriate teaching aids, spacious classrooms, an appropriate classroom conditions in the summer and winter, etc.).

Cognitive Dimension: refers to the ability to focus on work, along with providing opportunities that would support academic and professional development for teachers in addition to learning from the different experiences of fellow teachers in all matters related to students.

Study Variables

First: main variables, as follows:

1. The level of overall professional wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the scale of professional wellbeing.
2. The level of financial wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the financial dimension of the professional wellbeing scale.
3. The level of wellbeing of the physical environment for teachers in Jordan, or the total scores of teachers in Jordan on the physical environment dimension of the professional wellbeing scale.
4. The level of psychological wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the psychological dimension of the professional wellbeing scale.
5. The level of physical wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the physical dimension of the professional wellbeing scale.
6. The level of social wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the social dimension of the professional wellbeing scale.
7. The level of cognitive wellbeing of teachers in Jordan, or the total scores of teachers in Jordan on the cognitive dimension of the professional wellbeing scale.

Second: categorical variables, as follows:

1. **Region:** the region in which the school is located, which includes three categories: north, center, and south.
2. **Academic qualification,** which has five categories: less than a bachelor's, a bachelor's, a postgraduate diploma, a master's, and a doctorate.
3. **Rank,** which has five categories: an assistant teacher, a teacher, a senior teacher, an expert teacher, and a lead teacher.
4. **Grade,** which has four categories: kindergarten, basic grades 1-3, basic grades 4-10, and secondary school (the first and second grades of secondary school).
5. **Gender,** which has two categories: male and female.
6. **School location,** which has two categories: urban and rural.
7. **School type,** which has two categories: owned and rented.
8. **School system:** which refers to the number of shifts in the school, which includes two categories: one-shift and two-shift.
9. **Type of residence,** which has two categories: owned and rented.
10. **Years of teaching experience,** which is a numerical variable.

Statistical Processing

To answer the first study question, which aimed to determine the level of professional wellbeing of teachers in Jordan, the following were calculated:

1. The arithmetic mean and standard deviation of the total scores of the sample members on the scale of professional wellbeing.
2. The arithmetic mean and standard deviation of the total scores of the sample members on each of the dimensions of the professional wellbeing scale.

In order to judge the significance of the arithmetic means in terms of high or low level of professional wellbeing, the following criterion were used:

- A- The teacher's response indicates a high level of professional wellbeing if most of the teacher's responses are from the categories of (Agree to a good extent) and/or (Agree to a very good extent) to the positively-worded items, or if most of his/her responses are from the categories of (agree to a small extent) and/or (agree to a very small extent) with negatively-worded items, meaning that the scores of the items are either 4 or 3.
- B- The teacher's response indicates a low level of professional wellbeing if most of the responses are from the categories of (agree to a small extent) and/or (agree to a very small extent) to the positively-worded items, or if most of his responses are from the categories of (Agree to a good extent) and/or (Agree to a very good extent) on negatively-worded paragraphs), meaning that the scores of the items are either 0 or 1.

In order to calculate the scores that represent the boundaries of the two categories (both high level and low level of professional wellbeing), the two scores that represent the boundaries of the intermediate level of professional wellbeing category were determined as follows:

- The score that represents the low end of the intermediate level category of professional wellbeing was determined by the teacher responding to at least half of the scale items with (agree to a small extent), which equals (1) for positively-worded items or (agree to a good extent), which equals (1) for the negatively-worded items, and responding to the remaining half with (moderately agree), which equals (2) at most. Thus, the score that represents the low end of the intermediate level of professional wellbeing was (1.50) out of (4).
- The score that represents the high end of the intermediate level category of professional wellbeing was determined by the teacher responding to half of the scale items with (moderately agree), which equals 2, and responding to the remaining half with (agree to a good extent), which equals 3 for positively-worded items or (agree to a small extent) which equals 3 for negatively-worded items at most. Thus, the score that represents the high end of the intermediate level category of professional wellbeing was (2.50) out of (4).

Therefore, the criteria used in interpreting the mathematical averages of the scores on each of the dimensions of the professional wellbeing scale —and in interpreting the mathematical averages of the total scores on the scale —were as follows:

Professional Wellbeing Level	Arithmetic Mean (Minimum Limit)	Arithmetic Mean (Maximum Limit)
Low	0	1.49
Intermediate	1.5	2.5
High	2.51	4

3. In order to obtain statistics on the responses to each item of the scale, the following were calculated:

- A- The percentage of teacher responses to each item of the professional wellbeing scale.
 - The percentage of teachers who selected (agree to a very small extent)
 - The percentage of teachers who selected (agree to a small extent)
 - The percentage of teachers who selected (moderately agree)
 - The percentage of teachers who selected (agree to a good extent)
 - The percentage of teachers who selected (agree to a very good extent)
- B- The arithmetic mean of the percentage of responses that exceed (moderately agree) and those that are less than (moderately agree) for each of the scale's items.

That is, for each item of the scale, the following were calculated:

- The arithmetic mean of the percentage of those who selected (agree to a small extent) and the percentage of those who selected (agree to a very small extent) to represent the percentage of teachers who indicated a low level of the quality measured by the positively-worded items, and the arithmetic mean of the percentage of those who selected (agree to a good extent) and the percentage of those who selected (agree to a very good extent) for the percentage of teachers who indicated the presence of a low level of the quality measured by the negatively-worded items.
- The arithmetic mean of the percentage of those who selected (agree to a good extent) and the percentage of those who selected (agree to a very good extent) to represent the percentage of teachers who indicated a high level of the quality measured by the positively-worded items, and the arithmetic mean of the percentage of those who selected (agree to a small extent) and the percentage of those who selected (agree to a very small extent) to represent the percentage of teachers who indicated the presence of a high level of the quality measured by negatively-worded items.
- C- The arithmetic mean of the percentages of responses that exceed (moderately agree), those that are below (moderately agree), and those that answer (moderately agree with) each dimension of the scale. For example, for the financial dimension, which contained (6) items, the following was calculated:

- The arithmetic mean of the percentage of responses that exceed (moderately agree) for all items. The mean was calculated by calculating the sum of the percentage of responses that are below (moderately agree) corresponding to each item and dividing them by (6). This represented the percentage of teachers who indicated a high level of financial wellbeing.
- The arithmetic mean of the percentage of responses that are below (moderately agree) for all items. The mean was calculated by adding the percentage of responses that are below (moderately agree) corresponding to each item and dividing them by (6). This represented the percentage of teachers who indicated a low level of financial wellbeing.
- The arithmetic mean of the percentage of responses that answer (moderately agree) to all items. The mean was calculated by adding the percentages of responses that answer (moderately agree) corresponding to each item and dividing them by (6). This represented the percentage of teachers who indicated a moderate level of financial wellbeing.

To answer questions 2 to 5, which aimed at determining the significant differences in the level of professional wellbeing of teachers in Jordan according to the region, the teacher's educational qualification, the teacher's rank, and the grades the teacher instructs, the following steps were taken:

- One-Way ANOVA analysis was conducted to reveal the significance of differences in the level of the total professional wellbeing of teachers in Jordan for each of the four aforementioned variables, separately.
- One-Way MANOVA analysis was conducted to reveal the significance of differences in the levels of the six types of professional wellbeing of teachers in Jordan for each of the four aforementioned variables, separately.
- If the differences were statistically significant, post hoc comparisons were conducted using the James-Howell method if homoscedasticity was not met, otherwise the Least Significant Difference (LSD) method was conducted.

To answer the 6th question, which aimed at revealing the effect of the variables (gender, school location, school type, school system, type of residence, and the teacher's years of teaching experience) on the level of professional wellbeing of teachers in Jordan, the following steps were taken:

- Multiple linear regression analysis was conducted to reveal the significance of differences in the level of the total professional wellbeing of teachers in Jordan for each of the aforementioned variables.
- Multiple linear regression analysis was conducted to reveal the significance of the differences in the level of each type of the total professional wellbeing of teachers in Jordan for each of the aforementioned variables.

The level of statistical significance ($\alpha = 0.01$) was used in all statistical analyses to judge the significance of the differences. This high degree of accuracy was used as the sample size was large, which could render differences that are small in terms of magnitude but statistically significant. Therefore, differences were not deemed statistically significant unless they were significant differences in terms of magnitude.

Study Results

Results of the first question: What is the level of professional wellbeing of teachers in Jordan?

To answer this question, the arithmetic means and standard deviations of the scores of the sample members were calculated for each of the dimensions of the professional wellbeing scale, as well as for the total scores of the sample members on the scale. Table No. (2) represents the values of these statistics.

Table No. (2): The arithmetic mean and standard deviation of teachers' scores in Jordan on each dimension of the professional wellbeing scale (ranked ascending) and for the total scores of teachers on the scale (n = 4687).

Dimension	No. of Items	Arithmetic Mean	Standard Deviation	Level
Financial	6	1.13	0.83	Low
Physical Environment	10	1.37	0.91	Low
Physical	5	1.44	0.92	Low
Psychological	7	2.09	0.95	Moderate
Cognitive	11	2.38	0.79	Moderate
Social	7	2.43	0.80	Moderate
Professional Wellbeing Scale	46	1.86	0.54	Moderate

First: Results related to determining the general level of professional wellbeing of teachers in Jordan.

It is clear from Table (2) that the general level of professional wellbeing among teachers in Jordan is moderate. The value of the arithmetic mean of the teachers' scores on the professional wellbeing scale was (1.86), with a standard deviation of (0.54). It can be inferred from the low value of the standard deviation of the scores of each dimension —and of the total scores of the scale —that there is homogeneity, or agreement, between teachers in their judgment on the level of professional wellbeing in terms of being low or moderate. Figure No.(1) shows the distribution of the total scores of teachers in Jordan on the professional wellbeing scale, which shows the concentration of most teachers' scores in the middle region of the scale of scores.

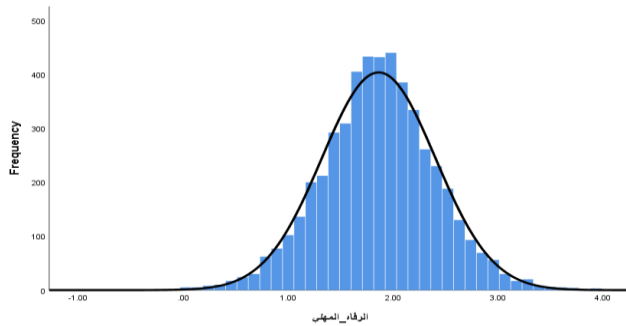


Figure No. (1): the distribution of the total scores of teachers in Jordan on the professional wellbeing scale

Second: Results related to teachers' professional wellbeing classified by wellbeing type/dimension.

With regard to each of the dimensions of professional wellbeing, the arithmetic mean values ranged between (1.13), for financial wellbeing, to (2.43), for social wellbeing, so that the level of professional wellbeing was low in the following three dimensions: financial (mean = 1.13, standard deviation = 0.83), physical environment (mean = 1.37, standard deviation = 0.91), and physical (mean = 1.44, standard deviation = 0.92).

On the other hand, the level of professional wellbeing was moderate in the following three dimensions: psychological (mean = 2.09, standard deviation = 0.95), cognitive (mean = 2.38, standard deviation = 0.79), and social dimension (mean = 2.43, standard deviation = 0.80). Figures (2) to (7) show the distribution of teachers' scores in Jordan on each dimension of professional wellbeing.

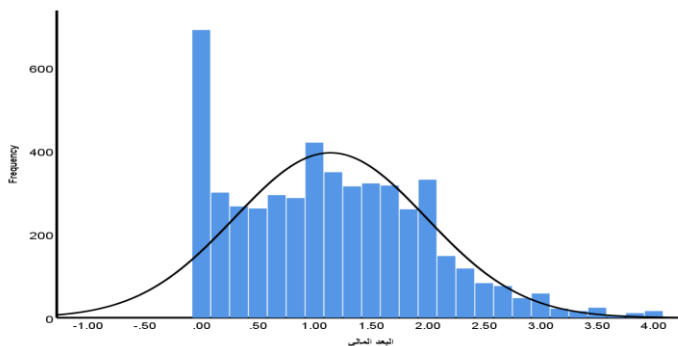


Figure No. (2): the distribution of teachers' scores in Jordan in the financial dimension.

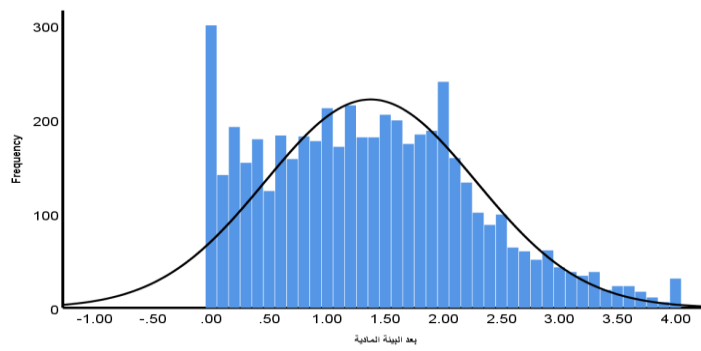


Figure No. (3): the distribution of teachers' scores in Jordan in the physical environment dimension.

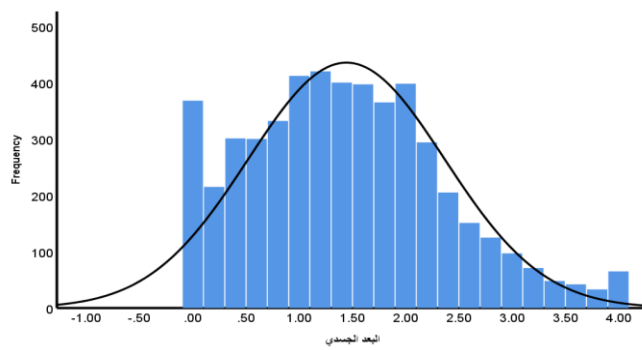


Figure No. (4): the distribution of teachers' scores in Jordan in the physical dimension.

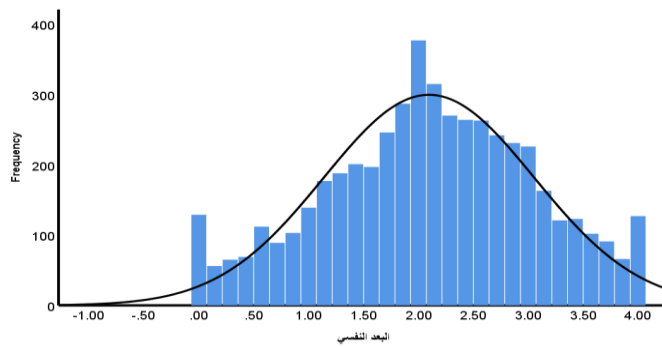


Figure No. (5): the distribution of teachers' scores in Jordan in the psychological dimension.

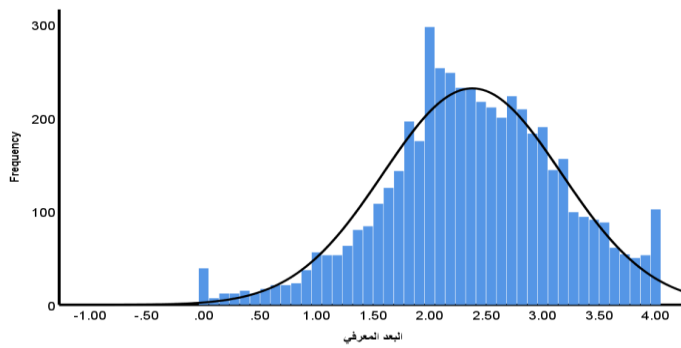


Figure No. (6): the distribution of teachers' scores in Jordan in the cognitive dimension.

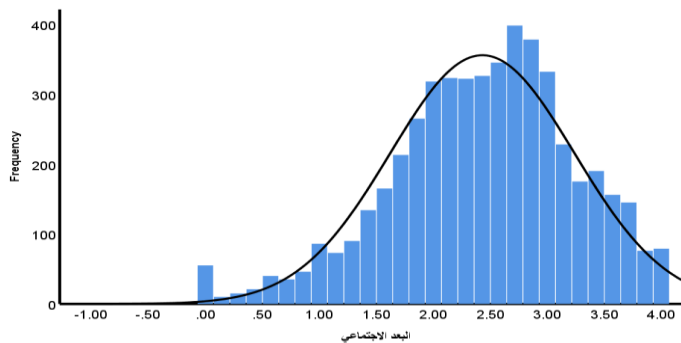


Figure No. (7): the distribution of teachers' scores in Jordan in the social dimension.

Referring to Table (2), it is clear that the level of financial wellbeing was the lowest from the teachers' point of view, as the arithmetic mean of the teachers' scores on this dimension was (1.13) with a standard deviation of (0.83). This indicates a low level of financial wellbeing from the teachers' point of view.

In order to identify the teachers' responses to each of the items of the financial dimension in detail, the percentages of teacher responses to each item of the financial dimension were calculated—in addition to the average percentages for the responses that exceed (moderately agree) and those that are below (moderately agree) —for each item and the dimension as a whole, as shown in Table (3).

Table No. (3): The percentages of teacher responses to each item of the financial dimension, and the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole.

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately Agree	Agree to a Good Extent	Agree to a Very Good Extent
The teaching profession provides me with financial security.	25.3	22.5	35.1	12.2	4.9
	47.8			17.1	
I feel satisfied with my monthly income.	30.6	27.1	33.6	6.8	1.9
	57.7			8.7	
I enjoy a comfortable financial position like other employees in other sectors.	30.7	28.0	31.5	6.8	3.0
	58.7			9.8	
I receive a salary commensurate with my ability and qualifications.	34.9	28.7	28.2	6.5	1.8
	63.6			8.3	
I receive the bonuses I deserve.	44.6	28.7	19.8	5.3	1.6
	73.3			6.9	
I receive a decent raise when I got promoted.	45.8	28.4	19.4	4.6	1.7
	74.2			6.3	
Average Percentages on All Items	62.55		27.93	9.52	

Table No. (3) shows that approximately 63% of teachers in Jordan reported a low level of financial wellbeing, compared to 28% who reported a moderate level and 10% who reported a high level of financial wellbeing. Consequently, the teachers reported a low level of financial wellbeing from their point of view (the arithmetic mean of their scores was 1.14). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that:

- 74% of the teachers reported that they did not receive an appropriate raise when promoted, and that they did not get the financial bonus they deserved;
- 64% of teachers reported that the salary they receive is not commensurate with their abilities and competencies;
- 59% of teachers believe that their financial situation is uncomfortable, compared to other employees of other sectors, and that they are not satisfied with their monthly income.
- 48% of teachers believe that the teaching profession does not provide them with financial security.

The physical environment dimension of professional wellbeing came in **second place**. The arithmetic mean of the teachers' scores in this dimension was (1.37), with a standard deviation of (0.91). This indicates that this dimension of professional wellbeing was also low from the point of view of teachers in Jordan. In order to identify in detail the teachers' responses to each of the items of the physical environment dimension, the percentages of teachers' responses to each item of this dimension were calculated, in addition to the average percentages for the responses that exceed

(moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole, as shown in Table (4).

Table No. (4): The percentages of teacher responses to each item in the physical environment dimension, and the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole.

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately Agree	Agree to a Good Extent	Agree to a Very Good Extent
Classrooms are spacious and comfortable	27.2 45.2	18.0	30.1	16.3 24.7	8.4
Schools have clean toilets suitable for teachers	26.2 45.4	19.2	30.9	15.4 23.7	8.3
Schools have modern computer labs	31.2 51.1	19.9	27.8	14.4 21.1	6.7
Equipment and tools are available for use in the teaching process	27.8 51.8	24.0	32.6	11.3 15.7	4.4
The temperature of the classrooms is suitable in summer and winter	31.0 52.1	21.1	28.5	12.8 19.4	6.6
The teacher has a desk and a comfortable chair	34.8 53.7	18.9	25.1	13.9 21.1	7.2
Scientific laboratories in schools are equipped with modern and appropriate equipment	36.6 58.2	21.6	27.3	10.2 14.5	4.3
There is a place in my school that gives me peace and comfort when I need it	35.1 58.8	23.7	27.3	9.3 13.9	4.6
I have the necessary equipment and devices for extra-curricular activities	31.8 59.2	27.4	29.7	7.7 11	3.3
Schools have fast and adequate internet	40.7 63.6	22.9	23.7	9.2 12.6	3.4
Average Percentages of All Items	53.91		28.3	17.77	

It is clear from Table No. (4) that approximately 54% of teachers pointed out the low quality of the physical environment for schools in Jordan, compared to 28% who considered the physical environment to be of moderate quality and 18% who believe that the physical environment of schools is of high quality. Consequently, the teachers reported a low level of this dimension of professional wellbeing from their point of view (the arithmetic mean of their score was 1.37). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that:

- The biggest problem from the point of view of 64% of teachers in Jordan was that schools did not have fast and adequate Internet.
- 59% of teachers believe that next-biggest problem is the lack of modern devices and equipment in laboratories to carry out various extra-curricular activities.

- As for the teachers themselves, 59% of the teachers indicated that there is no place to provide them with peace and comfort when they need it, and about 54% of the teachers indicated the lack of a desk and a comfortable chair to use.
- On the other hand, about 52% of the teachers indicated that the classroom conditions are inappropriate in varied weather conditions, also pointing out the perceived lack of equipment and tools necessary for the teaching process and the lack of modern computer laboratories.
- As for the lowest percentage in this dimension, 45% of teachers had observations about teachers' toilets, about classrooms in terms of their capacity for students, and the comfort of those who are in them.

The physical dimension of professional wellbeing came in **third place**. The arithmetic mean of the teachers' scores on this dimension was (1.44), with a standard deviation (0.92). This indicates that this dimension of professional wellbeing was also low from the point of view of teachers in Jordan. In order to identify the teachers' responses to each of the items in the physical dimension in detail, the percentages of teachers' responses to each item of this dimension were calculated, in addition to the average percentages for the responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole, as shown in Table (5).

Table No. (5): The percentages of teachers' responses to each item of the physical dimension, along with the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole.

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately Agree	Agree to a Good Extent	Agree to a Very Good Extent
Dealing with special needs students—slow learners and those with learning difficulties—exhausts me	14.3 28.3	14.0	25.5	22.4 46.1	23.7
The daily tasks required of me are beyond my physical capabilities	7.5 20.8	13.3	32.6	26.1 46.5	20.4
Dealing with students causes me stress and fatigue	6.5 16.8	10.3	26.7	28.8 56.4	27.6
I am tired of the number of lessons I provide per week	6.6 17.1	10.5	25.5	25.3 57.4	32.1
Classroom management and work shifts tire me out	6.1 12.9	6.8	21.1	26.8 66	39.2
Average Percentages of All Items	19.18		26.28	54.48	

Table No. (5) shows that 55% of teachers in Jordan reported a low level of physical wellbeing, while 26% reported a moderate level and 19% reported a high level of physical wellbeing. Consequently, the teachers reported a low level of this dimension of professional wellbeing from their point of view (the arithmetic mean of their score was 1.44). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that:

- The biggest problem from the viewpoint of 66% of the teachers lies in the fact that classroom management and work shifts tired them out.
- This factor is followed by fatigue resulting from the lessons given weekly, along with the burden of dealing with students, as indicated by 57% of the teachers.
- For 46% of the teachers, the daily tasks required of them exceed their physical abilities. They also pointed out that dealing with students with special needs—those who have learning difficulties—causes them exhaustion.

The psychological dimension of professional wellbeing came in **fourth place**. The arithmetic mean of the teachers' scores on this dimension was (2.1), with a standard deviation of (0.96). This indicates that this dimension of professional wellbeing was also moderate from the point of view of teachers in Jordan. In order to identify in detail the teachers' responses to each of the items of the physical dimension, the percentages of teacher responses to each item in this dimension were calculated, in addition to the average percentages for the responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole, as shown in Table (6).

Table No.(6): The percentages of teacher responses to each item of the psychological dimension, along with the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole.

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately Agree	Agree to a Good Extent	Agree to a Very Good Extent
I feel like I have little value as a person	39.6	19.5	21.2	10.4	9.3
	59.1			19.7	
I find it hard to take initiative	17.4	21.6	37.0	14.9	9.0
	39			23.9	
I feel pessimistic about the future	22.6	19.0	26.8	15.2	16.4
	41.6			31.6	
I feel confused and upset	16.3	20.4	31.6	17.9	13.9
	36.7			31.8	
I miss feeling excited about something	14.2	20.4	33.0	17.6	14.7
	34.6			32.3	
My mood fluctuates between happiness and sadness	14.1	16.4	33.5	21.1	14.9
	30.5			36	
I find it hard to relax and unwind	7.4	12.5	30.2	27.5	22.4
	19.9			49.9	
Average Percentages of All Items	37.34		30.47	32.17	

Table No. (6) shows that 32% of teachers in Jordan reported a low level of psychological wellbeing, while 31% reported a moderate level and 37% reported a high level of psychological wellbeing. Consequently, the teachers reported a moderate level of professional wellbeing in this dimension from their point of view (the arithmetic mean of their score was 2.1). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that:

- 50% of the teachers indicated that they find it difficult to relax and unwind.
- Nearly a third of teachers reported problems with mood swings between joy and sadness, lack of enthusiasm for anything, feelings of uneasiness, and pessimism about the future.
- As for the less prevalent problems among teachers, they were represented in the difficulty of taking initiative and the feeling of a lack of personal value, as indicated by nearly 20% of the teachers.

The cognitive dimension of professional wellbeing came in **fifth place**. The arithmetic mean of the teachers' scores on this dimension was (2.38), with a standard deviation (0.79). This indicates that this dimension of professional wellbeing was also moderate from the point of view of teachers in Jordan. In order to identify in detail the teachers' responses to each of the items of the physical dimension, the percentages of teachers' responses to each item of this dimension were calculated, in addition to the average percentages for the responses that that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole, as shown in Table (7).

Table No. (7): The percentages of teacher responses to each item of the cognitive dimension, along with the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole.

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately agree	Agree to a Good Extent	Agree to a Very Good Extent
I use technology effectively in my professional field	10.3 27.1	16.8	41.0	22.2 31.9	9.7
Teaching provides me with a good opportunity for professional growth and development	9.7 24.6	14.9	37.5	27.7 38	10.3
I participate with the administration and stakeholders in developing a plan for the development of the school and the educational process	8.9 23.9	15.0	37.0	26.0 39.2	13.2
I engage in effective discussions with the administration about professional issues	7.1 19.9	12.8	38.1	27.9 42	14.1
I participate in discussions on the development of the educational process	6.6 18.4	11.8	36.6	29.0 44.9	15.9
Teaching allows me to use many skills	5.6 16.3	10.7	38.6	32.3 45.2	12.9
I participate in specialized courses and workshops designed to develop teachers professionally	6.9 18	11.1	31.9	30.2 50.1	19.9
I keep track of the latest developments in education and the subjects I teach	7.7 17.5	9.8	31.6	33.2 50.8	17.6
I can discuss work-related matters frankly and clearly in the school	6.2 14.9	8.7	30.3	33.6 54.9	21.3
I make use of my communication with the students to develop everything related to them	4.2 13.1	8.9	30.9	37.6 56.1	18.5
I feel like I've improved over the years	4.8 11.4	6.6	24.5	37.2 64.1	26.9

Average Percentages of All Items	18.65	34.36	47.02
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Table No. (7) shows that the percentage of teachers with high levels of cognitive wellbeing has increased compared to the levels of the previous dimensions (with 37% reporting high levels, 18% reporting low levels, and 34% reporting moderate levels). Consequently, the teachers reported a moderate level of this dimension of professional wellbeing from their point of view (the arithmetic mean of their score was 2.38). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that:

- 64% of the teachers confirmed that they have experienced a level of development over the years, while 56% of the teachers indicated that they used their communication and relationships with the students to develop everything related to the student's lives, and that they were able to discuss issues related to work in the school frankly and clearly.
- 51% of the teachers indicated that they follow the latest developments in education, and participate in seminars and workshops to develop themselves professionally.
- In addition, 45% of the teachers indicated that they participate in discussions on developing the educational process, and that teaching allows them to use many skills.
- Approximately 40% of teachers indicated that they have effective discussions with the administration on professional issues, they participate with the administration and all educational stakeholders in developing a plan for the development of the school and the educational process, and that teaching provides them with good opportunities for professional growth and development.
- 32% of teachers indicated that they use technology effectively in their professional field.

The social dimension of professional wellbeing came in **sixth and last place**. The arithmetic mean of teacher scores in this dimension was (2.43), with a standard deviation of (0.81). This indicates that this dimension of professional wellbeing was also moderate from the point of view of teachers in Jordan. In order to identify in detail the teachers' responses to each of the items of the physical dimension, the percentages of teachers' responses to each item of this dimension were calculated, in addition to the average percentages for the responses that that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole, as shown in Table (8).

Table No.(8): Percentages of teacher responses to each item of the social dimension, and the average percentages of responses that exceed (moderately agree) and those that are below (moderately agree) for each item and the dimension as a whole .

Item	Agree to a Very Small Extent	Agree to a Small Extent	Moderately Agree	Agree to a Good Extent	Agree to a Very Good Extent
Parents of students participate and work with me to make the educational process a success	16.1 39.9	23.8	38.9	15.2 21.1	5.9
I get support from the school administration when I need it	13.8 27.7	13.9	30.6	27.1 41.8	14.7
The spirit of fair competition prevails at work	5.8 14.8	9.0	31.3	37.3 53.8	16.5
My colleagues motivate me to do better	5.1 14.1	9.0	31.2	35.7 54.8	19.1
I share my interests with my fellow teachers	3.9 11.9	8.0	31.0	37.0 57.1	20.1
I get help and support from my colleagues when needed	4.5 12.8	8.3	28.5	38.3 58.7	20.4
I am happy to work with my colleagues	3.6 8.2	4.6	22.7	39.4 69	29.6
Average Percentages of All Items	18.49		30.6	50.9	

Table No. (8) shows that 51% of teachers in Jordan reported a high level of psychological wellbeing, while 31% reported a moderate level and 19% reported a high level of psychological wellbeing. Consequently, teachers reported a moderate level of this dimension of professional wellbeing from their point of view (the arithmetic mean of their score was 2.43). Looking at the corresponding percentages of responses to each of the items of this dimension, we find that everything related to colleagues ranked first, followed by relationships with the administration, and in the final place came relationships with parents, as follows:

- 69% of teachers indicated that they are happy to work with their colleagues.
- Nearly 59% of the teachers indicated that they get help and support from their colleagues when needed, and that they share their interests with their fellow teachers.
- 55% of teachers indicated that their colleagues motivate them to work better, and that the spirit of fair competition prevails at work.
- 42% of the teachers indicated that they get support from the school administration when needed.
- 21% of the teachers indicated that parents work with them in making everything related to the educational process a success.

Results of the second question: Does the level of professional wellbeing of teachers in Jordan differ significantly based on the region (north, center, and south)?

To answer this question, the arithmetic means and standard deviations of the scores of the sample members were calculated for each dimension of the professional wellbeing scale, and the total scores of the sample members on the scale by region. Table No. (9) shows the values of these calculations.

Table No.(9): Arithmetic mean and standard deviation of teachers' scores in Jordan on each dimension of the professional wellbeing scale (ascending), and for the teachers' total scores on the scale by region (n = 4687).

Dimension	North		Center		South	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Financial	1.16	0.81	1.09	0.84	1.17	0.86
Physical Environment	1.37	0.86	1.33	0.92	1.48	0.95
Physical	1.39	0.89	1.47	0.93	1.49	0.93
Psychological	2.08	0.93	2.12	0.97	2.03	0.97
Cognitive	2.34	0.77	2.37	0.80	2.51	0.77
Social	2.38	0.77	2.44	0.83	2.53	0.80
Professional Wellbeing Scale	1.84	0.51	1.85	0.56	1.93	0.54

First: results related to determining significant differences in the levels of general professional wellbeing among teachers in Jordan based on the region.

Looking at the arithmetic mean values of the total scores on the scale of professional wellbeing, we note that the level of professional wellbeing of teachers within each region was moderate, as is the case with the level of professional wellbeing of teachers in Jordan on a broader basis. The arithmetic mean values ranged from (1.84) for teachers' scores in the northern region to (1.93) for teachers' grades in the southern region. To determine whether these differences in the levels of professional wellbeing among teachers in the three regions are statistically significant, one-way ANOVA was performed. Table No. (10) depicts the results of this analysis.

Table No. (10): Results of a one-way ANOVA analysis to identify the significance of the differences between the levels of professional wellbeing of teachers in the three regions of Jordan (north, center, and south).

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Region	4.247	2	2.124	7.341	.001
Error	1355.004	4684	0.289		
Total	1359.251	4686			

Table No. (10) shows that there are statistically significant differences between the levels of professional wellbeing of teachers in Jordan based on the region to which the teacher belongs. The value of the statistical test was ($F = 7.34$) at (0.001) level of statistical significance. In order to

discover which region was favored by these differences, post hoc comparisons were made using the James-Howell method, because the condition of homoscedasticity was not met. Table No. (11) shows the results of these comparisons.

Table No.(11): Results of the dimensional comparisons to identify the differences in the level of professional wellbeing of teachers in the three regions.

Region	Center	South
North	- 0.01	-0.09*
South	0.08*	

* Statistically significant at 0.01

Table (11) shows that the differences were not statistically significant between the teachers' scores in the north and central regions, which indicates that the level of professional wellbeing of teachers in these two regions is similar. As for the differences between teachers' scores in the north and south regions, they were statistically significant and in favor of the teachers in the south, indicating that the level of professional wellbeing of teachers in the south was both higher and statistically significant. In addition, the differences between teachers' scores in the south and central regions were statistically significant, and in favor of teachers in the south, indicating that the level of professional wellbeing of teachers in the south was both higher and statistically significant. Thus, we conclude that:

- The level of professional wellbeing of teachers in the southern region was higher than that of teachers in the northern and central regions.
- The level of professional wellbeing among teachers in the northern region was similar to that of teachers in the central region.

Second: results related to determining the significant difference in the level of each type of professional wellbeing among teachers in Jordan based on the region.

Referring again to Table No. (9), and looking at the arithmetic mean values for teacher scores on each dimension of the professional wellbeing scale, we note that the level of each dimension of professional wellbeing within each region was similar to the levels of these dimensions among teachers in Jordan in general. In order to determine the difference in the level of each type of professional wellbeing among teachers in Jordan in different regions, a multivariate analysis of variance (MANOVA) was conducted. The value of the Wilks' Lambda test was equal to (0.98), and the value of F-test $(12, 9358) = 6.43$, with a significance level of (0.000), indicating that there are statistically significant differences between teachers in the three regions in the level of each type (or each dimension) of professional wellbeing. In order to identify the differences in each of the dimensions of professional wellbeing separately, the results of the one-way analysis of variance (One-Way ANOVA) were extracted as shown in Table No. (12).

Table No. (12): Results of the one-way analysis of variance (One-Way ANOVA) conducted to determine the significance of the differences in the levels of each type of professional wellbeing among teachers in the three regions.

Source of Variation	Professional Wellbeing Dimensions	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Region	Financial	5.819	2	2.910	4.180	.015
	Social	10.879	2	5.440	8.426	.000
	Physical	8.207	2	4.104	4.901	.007
	Psychological	4.621	2	2.310	2.537	.079
	Physical Environment	11.010	2	5.505	6.733	.001
	Cognitive	13.763	2	6.882	11.116	.000
Error	Financial	3260.261	4684	.696		
	Social	3023.892	4684	.646		
	Physical	3921.686	4684	.837		
	Psychological	4265.218	4684	.911		
	Physical Environment	3829.424	4684	.818		
	Cognitive	2899.814	4684	.619		
Corrected Total	Financial	3266.081	4686			
	Social	3034.771	4686			
	Physical	3929.893	4686			
	Psychological	4269.839	4686			
	Physical Environment	3840.434	4686			
	Cognitive	2913.577	4686			

Table No. (12) shows that there are no statistically significant differences between teachers in the three regions in terms of levels of psychological wellbeing (F-test value = 2.54, significance level = 0.079), and financial wellbeing (F-test value = 4.18, significance level = 0.01). This means that the levels of psychological wellbeing and financial wellbeing were similar for teachers in each of the three regions of Jordan.

On the other hand, Table No. (12) shows that there are statistically significant differences between teachers in the three regions in the levels of cognitive wellbeing (F-test value = 11.12, significance level = 0.000), physical environment wellbeing (F-test value = 6.73, significance level = 0.001), physical wellbeing (F-test value = 4.90, significance level = 0.007), and social wellbeing (F-test value = 8.43, significance level = 0.000). In order to find out which region these differences favored, dimensional comparisons were made using the James-Howell method for the social dimension and the physical environment, since the condition of homoscedasticity was not met. Also, the method of least significant difference (LSD) was used on the cognitive dimension and the physical dimension to verify the condition of homoscedasticity in these two dimensions. Table No. (13) shows the results of these comparisons.

Table No. (13): Results of the dimensional comparisons to identify the differences in the levels of some dimensions of professional wellbeing of teachers in the three regions.

Dimension	Region	Center	South
Cognitive	North	-0.03	-0.17*
	South	0.14*	
Physical Environment	North	0.03	-0.11*
	South	0.15*	
Social	North	-0.05	-0.15*
	South	0.10*	
Physical	North	-0.08*	-0.10*
	South	0.01	

* Statistically significant at 0.01

It is evident from Table (13) that the differences in the cognitive, physical environment, and social dimensions were not statistically significant among teachers of the north and central regions, while the differences were statistically significant between teachers of the north and south regions, as well as between teachers of the south and central regions, and in favor of teachers in the south in both cases. This indicates that:

- The level of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in the northern region was similar to respective levels among teachers of the central region.
- The level of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in the southern region is higher than that of teachers in the northern and central regions.

As for the physical dimension, Table (3) shows that the differences between the teachers of the central region and the teachers of the southern region were not statistically significant. However, there were statistically significant differences between the teachers of the northern region and the teachers of both the central and southern regions favoring of the teachers of the central region and the southern region. Therefore, it can be said that:

- The level of physical wellbeing among teachers in the central region was similar to that of teachers in the southern region.
- The level of physical wellbeing among teachers in the central and southern regions is higher than that of teachers in the northern region.

Results of the third question: Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teacher's educational qualification (less than B.A., B.A., postgraduate diploma, master's, doctorate)?

To answer this question, the arithmetic mean and standard deviation of each score of the sample members was calculated on each dimension of the professional wellbeing scale, along with the total scores of the sample members on the scale by the teachers' academic qualifications. Table No. (14) shows the values of these calculations.

Table No. (14): Arithmetic mean and standard deviation of teachers' scores in Jordan on each dimension of the professional wellbeing scale (ascending), and for the teachers' total scores on the scale by the teachers' academic qualifications (n = 4687).

Dimension	Less than B.A.		B.A.		Pg.D.		M.A.		Ph.D.	
	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
Financial	1.03	0.82	1.16	0.84	1.14	0.82	0.99	0.82	0.96	0.90
Physical	1.60	0.96	1.37	0.91	1.36	0.91	1.29	0.87	1.34	0.88
Physical	1.84	1.05	1.44	0.91	1.33	0.92	1.46	0.88	1.65	1.00
Psychological	2.28	0.85	2.09	0.95	2.04	0.98	2.09	0.95	2.26	1.02
Cognitive	2.53	0.71	2.34	0.78	2.53	0.78	2.39	0.82	2.37	0.89
Social	2.46	0.75	2.46	0.80	2.42	0.81	2.27	0.83	2.18	0.88
Professional Wellbeing Scale	2.01	0.53	1.86	0.54	1.87	0.54	1.80	0.53	1.84	0.57

First: results related to determining the significant difference in the level of professional wellbeing in general among teachers in Jordan based on the teachers' academic qualification.

Looking at the arithmetic mean values of the total scores on the scale of professional wellbeing, we note that the level of professional wellbeing of teachers for each academic qualification was moderate, as is the case with the level of professional wellbeing of teachers in Jordan in general. The arithmetic mean values ranged between (1.80) for teachers' scores who hold an M.A., to (2.01) for teachers' scores who hold less than a B.A. To determine whether these differences in the levels of professional wellbeing among teachers of differing academic qualification are statistically significant, one-way ANOVA was performed. Table No. (15) shows the results of this analysis.

Table No. (15): Results of a one-way ANOVA analysis to identify the significance of the differences between the levels of professional wellbeing of teachers of differing academic qualification (less than B.A., B.A., Pg.D., M.A., and Ph.D.).

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Academic Qualification	4.441	4	1.110	3.837	.004
Error	1354.810	4682	.289		
Total	1359.251	4686			

Table No. (15) shows that there are statistically significant differences between the levels of professional wellbeing of teachers in Jordan based on the teachers' academic qualification. The value of the statistical test was ($F = 3.84$) at (0.004) level of statistical significance. In order to find which qualification these differences favored, post hoc comparisons were made using the Least Significant Difference (LSD) method, because the condition of homoscedasticity was met. Table No. (16) shows the results of these comparisons.

Table No. (16): Results of the dimensional comparisons to identify the differences in the levels of professional wellbeing of teachers based on differing academic qualifications.

Academic qualifications	B.A.	Pg.D.	M.A.	Ph.D.
Less than B.A.	0.15*	0.14*	0.20*	0.17*
B.A.		-0.01	0.05	0.02
Pg.D.			0.07	0.03
M.A.				-0.03

* Statistically significant at 0.01

It is evident from Table (16) that there were not statistically significant differences between the scores of teachers who hold bachelor's degrees and above, which means that the level of professional wellbeing of teachers holding bachelor's degrees and above is similar. As for the differences between the scores of teachers who hold academic qualifications that are less than a bachelor's degree and the scores of teachers who hold a bachelor's degree and above, the differences were statistically significant and in favor of teachers who have academic qualifications that are less than a bachelor's degree, meaning that the level of professional wellbeing of teachers who hold academic qualifications that are less than a bachelor's degree was both higher and statistically significant. Thus, we conclude that:

- The level of professional wellbeing of teachers holding a bachelor's degree or higher was similar.
- The level of professional wellbeing of teachers with academic qualifications lower than a bachelor's degree was higher than that of teachers with higher academic qualifications.

Second: results related to determining the significant difference in the level of each type of professional wellbeing among teachers in Jordan based on the teachers' academic qualifications.

Referring again to Table No. (14), and looking at the arithmetic mean values for teacher scores in each dimension of the professional wellbeing scale, we note that the level of each dimension of professional wellbeing for each academic qualification was similar to the levels of these dimensions among teachers in Jordan in general. In order to determine the difference in the level of each type of professional wellbeing among teachers in Jordan with different academic qualifications, a multivariate analysis of variance (MANOVA) was conducted. The value of the Wilks' Lambda test was equal to (0.97), and the value of F-test (24, 16317.3) = 6.73, with a significance level of (0.000), which means that there are statistically significant differences between teachers of different academic qualifications in the levels of each dimension of professional wellbeing. In order to identify the differences in each of the dimensions of professional wellbeing separately, the results of the one-way analysis of variance (One-Way ANOVA) were extracted as shown in Table No. (17).

Table No. (17): Results of the one-way analysis of variance (One-Way ANOVA) conducted to determine the significance of the differences in the levels of each type of professional wellbeing among teachers of different academic qualifications.

Source of Variation	Professional Wellbeing Dimensions	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Academic Qualification	Financial	14.604	4	3.651	5.257	.000
	Social	19.209	4	4.802	7.456	.000
	Physical	32.792	4	8.198	9.849	.000
	Psychological	8.802	4	2.200	2.418	.046
	Physical Environment	9.723	4	2.431	2.971	.018
	Cognitive	20.093	4	5.023	8.128	.000
Error	Financial	3251.477	4682	.694		
	Social	3015.562	4682	.644		
	Physical	3897.101	4682	.832		
	Psychological	4261.037	4682	.910		
	Physical Environment	3830.711	4682	.818		
	Cognitive	2893.484	4682	.618		
Corrected Total	Financial	3266.081	4686			
	Social	3034.771	4686			
	Physical	3929.893	4686			
	Psychological	4269.839	4686			
	Physical Environment	3840.434	4686			
	Cognitive	2913.577	4686			

Table No. (17) shows that there are no statistically significant differences among teachers of different academic qualifications in terms of levels of physical environment wellbeing (F-test value = 2.97, significance level = 0.018), and psychological wellbeing (F-test value = 2.42,

significance level = 0.046). This means that the levels of physical environment and psychological wellbeing were similar for teachers of different academic qualifications.

On the other hand, table No. (17) shows that there are statistically significant differences between teachers of different academic qualifications in the levels of cognitive wellbeing (F-test value = 11.12, significance level = 0.000), physical environment wellbeing (F-test value = 8.13, significance level = 0.000), physical wellbeing (F-test value = 9.85, significance level = 0.000), social wellbeing (F-test value = 7.46, significance level = 0.000), and financial wellbeing (F-test value = 5.26, significance level = 0.000). In order to find out which qualifications the differences favored, dimensional comparisons were made using the James-Howell method for the cognitive dimension, since the condition of homoscedasticity was not met. Also, the method of least significant difference (LSD) was used on the remaining dimensions to verify the condition of homoscedasticity in these two dimensions. Table No. (18) shows the results of these comparisons.

Table No. (18): Results of the dimensional comparisons to identify the differences in the levels of some dimensions of professional wellbeing of teachers of different academic qualifications.

Dimensions	Academic Qualification	B.A.	Pg.D.	M.A.	Ph.D.
Cognitive	Less than B.A.	0.18	0.00	0.13	0.16
	B.A.		-0.18*	-0.05	-0.02
	Pg.D.			0.13	0.16
	M.A.				0.03
Physical	Less than B.A.	0.39*	0.51*	0.38*	0.19
	B.A.		0.12*	-0.01	-0.21
	Pg.D.			-0.13	-0.32*
	M.A.				-0.19
Social	Less than B.A.	0.00	0.04	0.19*	0.29*
	B.A.		0.04	0.18*	0.28*
	Pg.D.			0.14*	0.24*
	M.A.				0.10
Financial	Less than B.A.	-0.12	-0.10	0.05	0.07
	B.A.		0.02	0.16*	0.19
	Pg.D.			0.15*	0.18
	M.A.				0.03

* Statistically significant at 0.01

It is evident from Table No. (18) that the differences in all dimensions were not statistically significant among teachers who hold M.A. and Ph.D. degrees. Moreover, the differences in cognitive and financial dimensions were not statistically significant among most teachers, except for Pg.D. holders who enjoyed higher cognitive wellbeing compared to B.A. holders. However, Pg.D. and B.A. holders had higher financial wellbeing than M.A. holders. As for physical wellbeing, teachers with an academic qualification lower than a bachelor's degree had higher physical wellbeing than those of the remaining academic qualifications, with the exception of Ph.D. holders. With regard to the social dimension, teachers with M.A. and Ph.D. degrees had lower wellbeing levels than those with lower academic qualifications. This indicates that:

- Levels of cognitive, physical, social, and financial wellbeing were similar for teachers holding M.A. and Ph.D. degrees.
- The level of cognitive wellbeing among teachers holding a Pg.D. were higher than that of teachers holding a B.A., while cognitive wellbeing was similar for teachers holding any of the other academic qualifications.
- The level of physical wellbeing of teachers holding an academic qualification lower than a B.A. was higher than most of those holding higher academic qualifications.
- The level of social wellbeing of teachers holding M.A. and Ph.D. degrees is lower than that of holders of lower academic qualifications. As for the remaining categories of academic qualification, the level of social wellbeing was similar among them.
- The level of financial wellbeing of teachers holding a B.A. and a Pg.D. was higher than that of teachers holding an M.A.

Results of the fourth question: Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teacher's rank (assistant teacher, teacher, senior teacher, expert teacher)?

To answer this question, the arithmetic mean and standard deviation of each score of the sample members was calculated on each dimension of the professional wellbeing scale, as were the total scores of the sample members on the scale based on the teachers' rank. However, the data of teachers whose rank was unknown was excluded (a total of 121 teachers), leaving a sample of (4564) male and female teachers across all ranks.

Table No. (19) shows the values of these calculations.

Table No (19): Arithmetic mean and standard deviation of teachers' scores in Jordan on each dimension of the professional wellbeing scale, and for the teachers' total scores on the scale based on the teachers' rank (n = 4564).

Dimension	Assistant Teacher		Teacher		Senior Teacher		Expert Teacher	
	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
Financial	1.10	.84	1.13	.82	1.21	.88	1.25	.83
Physical Environment	1.31	.91	1.40	.90	1.45	.89	1.79	1.24
Physical	1.47	.93	1.44	.91	1.41	.91	1.23	.75
Psychological	2.11	.96	2.07	.95	2.10	.94	2.24	1.20
Cognitive	2.36	.82	2.37	.76	2.47	.77	2.88	.71
Social	2.43	.84	2.44	.78	2.44	.78	2.79	1.01
Professional Wellbeing Scale	1.84	0.55	1.86	0.53	1.91	0.53	2.14	0.49

First: results related to determining the significant differences in the levels of general professional wellbeing among teachers in Jordan based on the teachers' rank.

Looking at the arithmetic mean values of the total scores on the scale of professional wellbeing, we note that the level of professional wellbeing of teachers for each rank was moderate, as is the case with the level of professional wellbeing of teachers in Jordan. The arithmetic mean values ranged between (1.84) for the scores of assistant teachers to (2.14) for the scores of expert teachers. To determine whether these differences in the level of professional wellbeing among teachers across the different ranks are statistically significant, one-way ANOVA was performed. Table No. (20) shows the results of this analysis.

Table No. (20): Results of a one-way ANOVA analysis to identify the significance of the differences between the levels of professional wellbeing of teachers across the different ranks (assistant teacher, teacher, senior teacher, expert teacher).

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Teacher Rank	3.225	3	1.075	3.731	.011
Error	1313.862	4560	.288		
Total	1317.087	4563			

Table No. (20) shows that there are no statistically significant differences between the levels of professional wellbeing of teachers in Jordan based on the teachers' rank. The value of the statistical test was ($F = 3.73$) at (0.011) level of statistical significance, which indicates that, generally, the levels of professional wellbeing among teachers of all ranks are similar.

Second: results related to determining the significant differences in the levels of each type of professional wellbeing among teachers in Jordan based on the teachers' rank.

Referring again to Table No. (19), and looking at the arithmetic mean values for teachers' scores on each dimension of the professional wellbeing scale, we note that the level of each dimension of professional wellbeing for each rank was similar to the levels of these dimensions among teachers in Jordan in general. In order to determine the differences in the levels of each type of professional wellbeing among teachers in Jordan with different ranks, a multivariate analysis of variance (MANOVA) was conducted. The value of the Wilks' Lambda test was equal to (0.99), and the value of F-test ($18, 12884$) = 2.45, with a significance level of (0.001), which means that there are statistically significant differences between teachers of different ranks in the level of each dimension of professional wellbeing. In order to identify the differences in each of the dimensions of professional wellbeing separately, the results of the one-way analysis of variance (One-Way ANOVA) were extracted as shown in Table No. (21).

Table No. (21): Results of the one-way analysis of variance (One-Way ANOVA) conducted to determine the significance of the differences in the levels of each type of professional wellbeing among teachers of different ranks.

Source of Variation	Professional Wellbeing Dimensions	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Teachers' rank	Financial	5.847	3	1.949	2.790	.039
	Social	2.056	3	.685	1.060	.365
	Physical	3.133	3	1.044	1.242	.293
	Psychological	2.118	3	.706	.776	.507
	Physical Environment	14.763	3	4.921	6.037	.000
	Cognitive	10.366	3	3.455	5.609	.001
	Financial	3185.380	4560	.699		

Error	Social	2948.572	4560	.647
	Physical	3833.269	4560	.841
	Psychological	4147.695	4560	.910
	Physical environment	3717.083	4560	.815
	Cognitive	2809.269	4560	.616
Corrected Total	Financial	3191.227	4563	
	Social	2950.628	4563	
	Physical	3836.402	4563	
	Psychological	4149.813	4563	
	Physical environment	3731.846	4563	
	Cognitive	2819.635	4563	

Table No. (21) shows that there are no statistically significant differences among teachers of different ranks in terms of levels of psychological wellbeing (F-test value = 0.78, significance level = 0.51), physical wellbeing (F-test value = 1.24, significance level = 0.29), social wellbeing (F-test value = 1.06, significance level = 0.37), and financial wellbeing (F-test value = 2.79, significance level = 0.04). This means that the levels of psychological, physical, social, and financial wellbeing were similar for teachers of different ranks.

On the other hand, Table No. (21) shows that there are statistically significant differences between teachers of different academic qualifications in the levels of cognitive wellbeing (F-test value = 5.61, significance level = 0.001) and physical environment wellbeing (F-test value = 6.04, significance level = 0.000). In order to find out which rank the differences favored, dimensional comparisons were made using the method of least significant difference (LSD), since the condition of homoscedasticity was met. Table No. (22) shows the results of these comparisons.

Table No. (22): Results of the dimensional comparisons to identify the differences in the levels of some dimensions of professional wellbeing of teachers of different ranks.

Dimensions	Rank	Teacher	Senior Teacher	Expert teacher
Cognitive	Assistant teacher	-0.01	-0.11*	-0.52
	Teacher		-0.10*	-0.51
	Senior teacher			-0.41
Physical Environment	Assistant teacher	-0.09*	-0.14*	-0.47
	Teacher		-0.05	-0.39
	Senior teacher			-0.34

* Statistically significant at 0.01

It is evident from Table No. (22) that the differences in the cognitive dimension between the scores of assistant teachers, teachers, and expert teachers were not statistically significant. The same thing applies to the differences between the scores of teachers and expert teachers, and between the scores of senior teachers and expert teachers. This indicates the similarity of cognitive wellbeing among teachers who hold these ranks. However, the differences in the levels of

cognitive wellbeing when comparing both assistant teachers and teachers to senior teachers were statistically significant and in favor of senior teachers. This means that:

- Levels of cognitive wellbeing were similar for teachers holding the following ranks: assistant teacher, teacher, and expert teacher.
- Levels of cognitive wellbeing were similar among senior teachers and expert teachers.
- Levels of cognitive wellbeing of senior teachers were better than that of teachers of lower ranks (assistant teacher and teacher).

As for the physical environment dimension, the differences between the scores of assistant teachers and the scores of teachers and senior teachers were statistically significant and in favor of the higher ranks, while the differences between the scores of teachers in the remaining ranks were not statistically significant. This indicates that:

- Physical environment wellbeing of senior teachers was higher than that of assistant teachers.
- Physical environment wellbeing of teachers of the remaining ranks was the same.

Results of the fifth question: Does the level of professional wellbeing of teachers in Jordan differ significantly according to the grades instructed by the teacher (kindergarten, basic grades 1-3, basic grades 4-10, and secondary grades)?

To answer this question, the arithmetic mean and standard deviation of the scores of the sample members was calculated for each dimension of the professional wellbeing scale, and the total scores of the sample members on the scale were compared to the grades instructed by the teacher. Table No. (23) shows the values of these calculations.

Table No. (23): The arithmetic mean and standard deviation of teacher scores on each dimension of the professional wellbeing scale (ascending), and for the teachers' total scores on the scale based on the grades instructed by the teacher (n = 4687).

Dimension	Kindergarten		Basic Grades 1-3		Basic Grades 4-10		Secondary	
	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard	Arithmetic	Standard
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
Financial	1.35	0.90	1.28	0.81	1.10	0.84	1.08	0.82
Physical Environment	1.71	0.92	1.44	0.90	1.32	0.91	1.38	0.88
Physical	1.37	0.89	1.30	0.92	1.45	0.91	1.52	0.91
Psychological	2.08	0.86	2.16	0.94	2.05	0.96	2.12	0.96
Cognitive	2.82	0.78	2.57	0.75	2.30	0.78	2.37	0.79
Social	2.68	0.75	2.55	0.77	2.41	0.81	2.38	0.81
Professional Wellbeing Scale	2.10	0.51	1.95	0.52	1.82	0.54	1.86	0.54

First: results related to determining the statistically significant differences in the levels of professional wellbeing in general among teachers in Jordan based on the grades instructed by the teacher.

Looking at the arithmetic mean values of the total scores on the scale of professional wellbeing, we note that the level of professional wellbeing of teachers for each grade instructed was moderate, as is the case with the level of professional wellbeing of teachers in Jordan in general. The arithmetic mean values ranged between (1.82) for the scores of teachers who instruct basic grades and (2.10) for the scores of teachers who instruct kindergarten. To determine whether the differences in the levels of professional wellbeing among teachers across the different grades instructed are statistically significant, one-way ANOVA was performed. Table No. (24) shows the results of this analysis.

Table No. (24): Results of a one-way ANOVA analysis to identify the significance of the differences between the levels of professional wellbeing of teachers across the different grades instructed.

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Grade	17.328	3	5.776	20.157	.000
Error	1341.923	4683	.287		
Total	1359.251	4686			

Table No. (24) shows that there are statistically significant differences between the levels of professional wellbeing of teachers in Jordan based on grades instructed. The value of the statistical test was ($F = 20.16$) at (0.000) level of statistical significance. In order to find out which grades the differences favored, post hoc comparisons were made using the Least Significant Difference (LSD) method, because the condition of homoscedasticity was met. Table No. (25) shows the results of these comparisons.

Table No. (25): Results of the dimensional comparisons to identify the differences in the levels of professional wellbeing of teachers based on the different grades instructed.

Grades Instructed	Basic Grades 1-3	Basic Grades 4-10	Secondary
Kindergarten	4.10	*8.20	*4.20
Basic Grades 1-3		*4.10	*0.10
Basic Grades 4-10			-.04

* Statistically significant at 0.01

It is evident from Table (25) that there were not statistically significant differences between the scores of the teachers who instruct basic grades and the teachers who instruct secondary grades. This is also the case regarding the scores of teachers who instruct kindergarten and teachers who instruct basic grades 1-3. However, the differences were statistically significant between the scores of teachers who instruct kindergarten and the scores of teachers who instruct all other grade categories, favoring teachers who instruct kindergarten. Moreover, the differences were statistically significant between the scores of teachers of basic grades 1-3 and the scores of teachers who instruct the higher grades (in favor of teachers of basic grades 1-3). Thus, we conclude that:

- The levels of professional wellbeing of teachers who instruct kindergarten and teachers who instruct teachers of basic grades 1-3 was higher than that of teachers who instruct higher grades.
- The level of professional wellbeing was similar for teachers who instruct basic and secondary grades.
- The level of professional wellbeing was similar for teachers who instruct kindergarten and teachers who instruct the basic grades 1-3.

Second: results related to determining statistically significant differences in the levels of each type of professional wellbeing among teachers in Jordan based on the grades instructed by the teacher.

Referring again to Table No. (23), and looking at the arithmetic mean values for teacher scores on each dimension of the professional wellbeing scale, we note that the level of each dimension of professional wellbeing for each grade instructed was similar to the levels of these dimensions among teachers in Jordan in general. In order to determine the difference in the level of each type of professional wellbeing among teachers in Jordan with different grades instructed, a multivariate analysis of variance (MANOVA) was conducted. The value of the Wilks' Lambda test was equal to (0.96), and the value of F-test (18, 13231.8) = 10.78, with a significance level of (0.000), which means that there are statistically significant differences between teachers of different grades instructed in the level of each dimension of professional wellbeing. In order to identify the differences in each of the dimensions of professional wellbeing separately, the results of the one-way analysis of variance (One-Way ANOVA) were extracted as shown in Table No. (26).

Table No. (26): Results of the one-way analysis of variance (One-Way ANOVA) conducted to determine the significance of the differences in the levels of each type of professional wellbeing among teachers instructing different grades.

Source of Variation	Professional Wellbeing Dimensions	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Significance Level
Grade instructed	Financial	28.031	3	9.344	13.513	.000
	Social	22.967	3	7.656	11.904	.000
	Physical	24.960	3	8.320	9.978	.000
	Psychological	10.168	3	3.389	3.726	.011
	Physical Environment	23.442	3	7.814	9.587	.000
	Cognitive	62.720	3	20.907	34.343	.000
Error	Financial	3238.050	4683	.691		
	Social	3011.804	4683	.643		
	Physical	3904.933	4683	.834		
	Psychological	4259.671	4683	.910		
	Physical Environment	3816.992	4683	.815		
	Cognitive	2850.857	4683	.609		
Corrected Total	Financial	3266.081	4686			
	Social	3034.771	4686			
	Physical	3929.893	4686			
	Psychological	4269.839	4686			
	Physical Environment	3840.434	4686			
	Cognitive	2913.577	4686			

Table No. (26) shows that there are no statistically significant differences between teachers who instruct different grades in terms of levels of psychological wellbeing (F-test value = 3.73, significance level = 0.011).

On the other hand, there are statistically significant differences between teachers who instruct different grades in the levels of cognitive wellbeing (F-test value = 11.12, significance level = 0.000), physical environment wellbeing (F-test value = 34.34, significance level = 0.000), physical wellbeing (F-test value = 9.98, significance level = 0.000), social wellbeing (F-test value = 11.9, significance level = 0.000), and financial wellbeing (F-test value = 13.51, significance level = 0.000). In order to find out which grades the differences favored, the method of least significant difference (LSD) was used, since the condition of homoscedasticity was met. Table No. (27) shows the results of these comparisons.

Table No. (27): Results of the dimensional comparisons to identify the differences in the levels of some dimensions of professional wellbeing of teachers who instruct different grades.

Dimensions	Grades Instructed by the Teacher	Basic Grades 1-3	Basic Grades 4-10	Secondary
Cognitive	Kindergarten	0.25*	0.52*	0.45*
	Basic Grades 1-3		0.27*	0.20*
	Basic Grades 4-10			-0.06
Physical Environment	Kindergarten	0.27*	0.40*	0.33*
	Basic Grades 1-3		0.13*	0.06
	Basic Grades 4-10			-0.07
Physical	Kindergarten	0.07	-0.08	-0.15
	Basic Grades 1-3		-0.15*	-0.21*
	Basic Grades 4-10			-0.06
Social	Kindergarten	0.12	0.27*	0.29*
	Basic Grades 1-3		0.15*	0.17*
	Basic Grades 4-10			0.02
Financial	Kindergarten	0.08	0.25*	0.28*
	Basic Grades 1-3		0.17*	0.20*
	Basic Grades 4-10			0.03

* Statistically significant at 0.01

Table No. (27) shows that the differences on the cognitive dimension and the physical environment were not statistically significant when comparing the scores of teachers who instruct the basic grades and the scores of teachers who instruct the secondary grades. On the other hand, the differences were statistically significant when comparing the scores of teachers who instruct kindergarten and the scores of the teachers who instruct the rest of the grades (in favor of the teachers who instruct kindergarten). Moreover, the differences were statistically significant between the scores of the teachers of basic grades 1-3 and the scores of the teachers who instruct the higher grades (in favor of the teachers of basic grades 1-3).

With regard to the physical dimension, the differences between the scores of teachers who instruct the different grades were not statistically significant, except for the differences between the scores of teachers of basic grades 1-3 and the scores of teachers who instruct the higher grades (in favor of the teachers who instruct the higher grades).

Finally, the differences on the financial dimension between the scores of teachers who instruct the basic grades and the scores of teachers who instruct the secondary grades were not statistically significant. The same applies to the scores of teachers who instruct kindergarten, and the scores of teachers of basic grades 1-3. However, the differences were statistically significant between the scores of teachers who instruct kindergarten and the scores of teachers who instruct basic and secondary grades, in favor of teachers who instruct kindergarten. Moreover, the differences were statistically significant between the scores of teachers of basic grades 1-3 and the scores of teachers who instruct basic grades 4-10 and secondary grades, in favor of teachers of basic grades 1-3. Thus it can be said that:

- The levels of cognitive wellbeing and the physical environment wellbeing were highest among teachers who instruct kindergarten, followed by teachers of basic grades 1-3, followed by teachers who instruct the basic and secondary grades, for whom the level of cognitive wellbeing was similar.
- The levels of physical wellbeing were similar among teachers who instruct different grades, except that it was lower for teachers of basic grades 1-3, compared to teachers who instruct higher grades.
- The level of financial wellbeing of teachers who instruct kindergarten, as well as of teachers of basic grades 1-3, is higher than that of teachers who instruct the basic grades 4-10 and secondary grades.
- The levels of financial wellbeing were similar among teachers who instruct basic grades 4-10 and secondary grades, as well as for teachers who instruct kindergarten and teachers of basic grades 1-3.

Results of the sixth question: Do the study variables (teacher gender, type of teacher's residence, school system, type of school, school location, and the teacher's years of teaching experience) have a statistically significant effect on the level of professional wellbeing of teachers in Jordan?

To know the effect of these variables on the level of professional wellbeing in general, and the level of each type of professional wellbeing among teachers in Jordan, the arithmetic mean and standard deviation of the total scores of the teachers were calculated for each dimension of the professional wellbeing scale, based on each variable. Table No. (28) shows the values of these calculations.

Table No. (28): Arithmetic mean and standard deviation of the total scores of the teachers on the professional wellbeing scale, and each of its dimensions, based on some of the variables.

Variable	Variable Levels	Calculations	Professional Wellbeing Dimensions						PW scale
			Cognitive	Physical Environment	Psychological	Physical	Social	Financial	
Gender	Female	Arithmetic Mean	2.46	1.43	2.14	1.40	2.49	1.24	1.92
		Standard Deviation	0.74	0.89	0.93	0.90	0.77	0.82	0.52
	Male	Arithmetic Mean	2.22	1.27	2.00	1.52	2.32	0.95	1.75
		Standard Deviation	0.86	0.93	1.01	0.97	0.87	0.86	0.57
Type of Residence	Rented	Arithmetic Mean	2.32	1.29	1.99	1.45	2.32	0.95	1.77
		Standard Deviation	0.83	0.90	0.97	0.94	0.84	0.83	0.56
	Owned	Arithmetic Mean	2.40	1.40	2.13	1.44	2.47	1.21	1.89
		Standard Deviation	0.78	0.91	0.95	0.92	0.79	0.84	0.53
School System	One shift	Arithmetic Mean	2.38	1.38	2.08	1.44	2.42	1.12	1.86
		Standard Deviation	0.79	0.91	0.96	0.93	0.81	0.85	0.54
	Two shifts	Arithmetic Mean	2.37	1.35	2.18	1.44	2.49	1.22	1.89
		Standard Deviation	0.77	0.90	0.95	0.90	0.79	0.84	0.54
School Type	Rented	Arithmetic Mean	2.41	0.84	2.08	1.40	2.53	1.09	1.76
		Standard Deviation	0.82	0.74	0.97	0.98	0.81	0.81	0.52
	Owned by MoE	Arithmetic Mean	2.37	1.43	2.10	1.45	2.42	1.15	1.87
		Standard Deviation	0.79	0.91	0.96	0.92	0.81	0.85	0.54
School location	Urban	Arithmetic Mean	2.36	1.41	2.13	1.45	2.42	1.13	1.87
		Standard Deviation	0.78	0.92	0.96	0.92	0.80	0.85	0.55
	Rural	Arithmetic Mean	2.39	1.34	2.07	1.44	2.43	1.15	1.86
		Standard Deviation	0.80	0.90	0.95	0.92	0.81	0.84	0.53

Table (28) shows that there are differences in the averages of total scores on the cognitive wellbeing scale as well as in the averages of total scores on each dimension of the wellbeing scale across all variables. In order to identify the significance of these differences, a Multiple Linear Regression analysis was carried out. Below are the results of this analysis:

First: results related to determining the effect of the variables (teacher gender, type of residence, school system, school type, school location, and years of teaching experience) on the general level of professional wellbeing of teachers in Jordan.

The results of the Multiple Linear Regression analysis showed that all the variables had a statistically significant effect on the general level of professional wellbeing among teachers in Jordan. The value F-test was ($F= 27.90$) with a significance level of (0.000). In order to identify which variables had a statistically significant effect on levels of professional wellbeing in general, the values of standard and non-standard regression coefficients were calculated, as shown in Table No. (29).

Table No. (29): Results of Multiple Linear Regression analysis to reveal the effect of some variables on the general level of professional wellbeing among teachers in Jordan.

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Significance
	B	Standard Error	Beta		
Gender	-.154	.016	-.134	-9.40	.000
Type of Residence	.093	.018	.075	5.24	.000
School System	.015	.021	.011	0.72	.472
School Type	.137	.026	.074	5.29	.000
School Location	-.021	.016	-.020	-1.33	.185
Teaching Experience	-.003	.001	-.037	-2.62	.009

It is evident from Table No. (29) that the school system and school location variables did not have any statistically significant effect on levels of professional wellbeing of teachers in Jordan. The value of (T) for the school system variable was (0.72), with a significance level of (0.47), and the value of (T) for the school location variable was (-1.33), with a significance level of (0.19). As for the rest of the variables, the effect was statistically significant, as follows:

- The value of T for the gender variable was (-9.40), with a significance level of (0.000), and the differences favored females.
- The value of T for the type of residence variable was (5.24), with a level of significance (0.000), and the differences favored teachers who own their residences.
- The value of T for the school type variable reached (5.29) with a level of significance (0.000), and the differences favored teachers in schools owned by the MoE.
- The value of T for the years of teaching experience variable reached (-2.62) with a significance level of (0.009), as the level of professional wellbeing decreased with the increase in years of teaching experience.

Therefore, the previous results can be summarized as follows:

- The level of professional wellbeing of teachers who teach in single-shift schools was similar to that of teachers who teach in double-shift schools.
- The level of professional wellbeing of teachers who teach in schools located in cities was similar to that of teachers who teach in schools located in villages.

- The level of professional wellbeing of female teachers in Jordan was higher than that of male teachers.
- The level of professional wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence.
- The level of professional wellbeing of teachers who work in schools owned by the Ministry of Education was higher than that of teachers who work in rented schools.
- The level of professional wellbeing of teachers in Jordan decreases with the increase in their years of teaching experience.

Second: results related to determining the effect of variables (years of teaching experience, gender, type of residence, school system, school type, and school location) on the level of each type of professional wellbeing among teachers in Jordan.

The results of the Multiple Linear Regression analysis showed that all the variables had a statistically significant effect on the level of each type of professional wellbeing among teachers in Jordan. The value of the statistical test for the cognitive dimension was ($F = 18.77$, significance level = 0.000), for the physical environment dimension was ($F = 44.11$, significance level = 0.000), for the psychological dimension was ($F = 10.16$, significance level = 0.000), for the physical dimension was ($F = 6.13$, significance level = 0.000), for the social dimension was ($F = 13.95$, significance level = 0.000), and for the financial dimension was ($F = 34.82$, significance level = 0.000). In order to identify which variables had a statistically significant effect on the level of each type of professional wellbeing, the values of standardized and non-standardized regression coefficients were calculated, as shown in Table No. (30).

Table No. (30): Results of Multiple Linear Regression analysis to determine the effect of some variables on the level of each type of professional wellbeing among teachers in Jordan.

PW Dimensions	Variable	Non-standardized Coefficients		Standardized coefficients		Significance
		B	Standard Error	Beta	T	
Cognitive	Gender	-.242	.024	-.145	-10.094	.000
	Type of Residence	.020	.026	.011	.758	.448
	School System	-.034	.031	-.016	-1.098	.272
	School Type	-.014	.038	-.005	-.365	.715
	School Location	.034	.024	.022	1.460	.144
	Teaching Experience	.001	.002	.006	.416	.677
Physical Environment	Gender	-0.177	.027	-.092	-6.527	.000
	Type of Residence	.077	.030	.037	2.594	.010
	School System	-.049	.035	-.020	-1.402	.161
	School Type	.615	.043	.198	14.274	.000
	School Location	-.111	.027	-.061	-4.134	.000
	Teaching Experience	.001	.002	.005	.354	.723
Psychological	Gender	-.109	.029	-.054	-3.714	.000
	Type of Residence	.138	.032	.062	4.320	.000
	School System	.081	.038	.032	2.145	.032
	School Type	.040	.046	.012	.870	.384
	School Location	-.060	.029	-.031	-2.092	.036
	Teaching Experience	-.008	.002	-.053	-3.734	.000

Physical	Gender	.119	.028	.061	4.206	.000
	Type of Residence	.032	.031	.015	1.031	.302
	School System	.018	.037	.007	.486	.627
	School Type	.037	.045	.012	.816	.414
	School Location	-.029	.028	-.016	-1.051	.293
	Teaching Experience	-.008	.002	-.059	-4.127	.000
Social	Gender	-.141	.025	-.083	-5.753	.000
	Type of Residence	.125	.027	.067	4.653	.000
	School System	.058	.032	.027	1.832	.067
	School Type	-.096	.039	-.035	-2.464	.014
	School Location	.024	.024	.015	.994	.320
	Teaching Experience	-.003	.002	-.028	-1.977	.048
Financial	Gender	-.246	.025	-.137	-9.658	.000
	Type of Residence	.218	.028	.112	7.850	.000
	School System	.084	.033	.037	2.539	.011
	School Type	.085	.040	.029	2.103	.036
	School Location	.024	.025	.014	.965	.335
	Teaching Experience	-.006	.002	-.045	-3.187	.001

With regard to cognitive wellbeing, it is clear from Table No. (30) that the only variable that had a statistically significant effect on cognitive wellbeing was the gender variable ($T = 10.09$, significance = 0.000), and the differences were in favor of females. As for the rest of the variables, they did not have a statistically significant effect on cognitive wellbeing, as presented below:

- Type of residence: the value of (T) was (0.76) with a significance level of (0.45).
- School system: the value of (T) was (-1.10), with a significance level of (-0.45).
- School type: the value of (T) was (-0.37), with a significance level of (0.72).
- School location: value of (T) was (1.46), with a significance level of (0.14).
- Years of teaching experience: the value of (T) was (0.42), with a significance level of (0.68).

Therefore, it can be said that:

- The level of cognitive wellbeing of female teachers in Jordan was higher than that of male teachers.
- The level of cognitive wellbeing of teachers who live in rented residences was similar to that of teachers who live in residences they own.
- The level of cognitive wellbeing of teachers who work in single-shift schools was similar to its level among teachers who work in double-shift schools.
- The level of cognitive wellbeing of teachers working in rented schools was similar to that of teachers in schools owned by the MoE.
- The level of cognitive wellbeing of teachers who work in schools located in cities was similar to that of teachers who work in schools located in villages.
- The level of cognitive wellbeing of teachers in Jordan does not differ based on the years of teaching experience.

As for the physical environment wellbeing, it is evident in Table No. (30) that the school system and teaching experience variables did not have a statistically significant effect on the physical environment wellbeing. The value of the statistical test for the school system variable was

($T = -1.40$, significance = 0.16), and the variable of teaching experience was ($T = 0.35$, significance = 0.72). The remaining variables had a statistically significant effect on the physical environment wellbeing, as demonstrated below:

- Gender: the value of (T) was (-6.53) with a significance level of (0.000) in favor of females.
- Type of residence: the value of (T) was (2.59) with a significance level of (0.01) in favor of teachers who own their places of residence.
- School type: the value of (T) was (14.27) with a significance level of (0.000) in favor of teachers in schools owned by the MoE.
- School location: the value of T was (-4.13) with a significance level of (0.000) in favor of teachers who work in schools located in cities.

Therefore, it can be said that:

- The level of physical environment wellbeing among female teachers in Jordan was higher than that of male teachers.
- The level of physical environment wellbeing for teachers who own their places of residence was higher than for teachers who rent their places of residence.
- The level of physical environment wellbeing among teachers working in single-shift schools was similar to that of teachers working in double-shift schools.
- The level of physical environment wellbeing of teachers working in schools owned by the MoE was higher than that of teachers working in rented schools.
- The level of physical environment wellbeing for teachers who work in schools located in cities was higher than for teachers who work in schools located in villages.
- The level of physical wellbeing of teachers in Jordan does not differ based on the years of teaching experience.

With regard to psychological wellbeing, it is clear from Table No. (30) that the variables that had a statistically significant effect on psychological wellbeing are: gender ($T = 3.71$, significance = 0.000, in favor of females), type of residence ($T = 4.32$, significance = 0.000, in favor of teachers who own their place of residence), and years of teaching experience ($T = 3.73$, significance = 0.000). On the other hand, there was no statistically significant effect for the rest of the variables on psychological wellbeing, as demonstrated below:

- School system: ($T = 2.15$, significance = 0.032)
- School type, ($T = 0.87$, significance = 0.38)
- School location ($T = 2.09$, significance = 0.036)

Therefore, it can be said that:

- The level of psychological wellbeing among female teachers in Jordan was higher than that of male teachers.
- The level of psychological wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence.

- The level of psychological wellbeing among teachers who work in schools that follow the single shift system was similar to its level among teachers who work in schools that follow the double shift system.
- The level of psychological wellbeing of teachers working in rented schools was similar to that of teachers in schools owned by the MoE.
- The level of psychological wellbeing of teachers who work in schools located in cities was similar to that of teachers who work in schools located in villages.
- The level of psychological wellbeing of teachers in Jordan decreases with the increase in years of teaching experience.

With regard to physical wellbeing, it is clear from Table No.(30) that the variables that had a statistically significant effect on physical wellbeing are: gender ($T = 4.21$, significance = 0.000, in favor of males), and years of teaching experience ($T = -4.13$, significance = 0.000). On the other hand, there was no statistically significant effect for the rest of the variables on physical wellbeing, as demonstrated below:

- Type of residence: ($T = 1.03$, significance = 0.30)
- School system: ($T = 0.49$, significance = 0.63)
- School type: ($T = 0.82$, significance = 0.41)
- School location: ($T = -1.05$, significance = 0.29)

Therefore, it can be said that:

- The level of physical wellbeing among male teachers in Jordan was higher than that of female teachers.
- The level of physical wellbeing of teachers who own their places of residence in was similar to that of teachers who rent their places of residence.
- The level of physical wellbeing among teachers who work in single-shift schools was similar to that of teachers working in double-shift schools.
- The level of physical wellbeing of teachers working in rented schools was similar to that of teachers in schools owned by the MoE.
- The level of physical wellbeing of teachers working in schools located in cities was similar to that of teachers working in schools located in villages.
- The level of physical wellbeing of teachers in Jordan decreases with the increase in years of teaching experience.

With regard to social wellbeing, it is evident from Table No.(30) that the variables that had a statistically significant impact on social welfare are: gender ($T = 5.75$, significance = 0.000, in favor of females), and type of residence ($T = 4.65$, significance = 0.000, in favor of teachers who own their places of residence). On the other hand, there was no statistically significant effect for the rest of the variables on social wellbeing, as demonstrated below:

- School system: ($T = 1.83$, significance = 0.067)
- School type: ($T = -2.46$, significance = 0.014)
- School location: ($T = 0.98$, significance = 0.32)
- Years of teaching experience: ($T = 1.98$, significance = 0.048)

Therefore, it can be said that:

- The level of social welfare among female teachers in Jordan was higher than that of male teachers.
- The level of social welfare for teachers who own their places of residence was higher than for teachers who rent their places of residence.
- The level of social wellbeing among teachers who work in single-shift schools was similar to that of teachers working in double-shift schools.
- The level of social welfare among teachers working in rented schools was similar to that of teachers in schools owned by the MoE.
- The level of social wellbeing of teachers who work in schools located in cities was similar to that of teachers who work in schools located in villages.
- The level of social wellbeing was the same for teachers in Jordan based on the different years of teaching experience.

As for financial wellbeing, it is evident from Table No. (30) that the variables that had a statistically significant effect on financial wellbeing are: gender ($T = -9.66$, significance = 0.000, in favor of females), type of residence ($T = 7.85$, significance = 0.000, in favor of teachers who own their places of residence), and years of teaching ($T = -3.19$, level of significance = 0.001). On the other hand, there was no statistically significant effect for the rest of the variables in financial wellbeing, as demonstrated below:

- School system: ($T = 2.54$, significance = 0.011)
- School type: ($T = 2.10$, significance = 0.036)
- School location: ($T = 0.97$, significance = 0.34)

Therefore, it can be said that:

- The level of financial wellbeing among female teachers in Jordan was higher than that of male teachers.
- The level of financial wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence.
- The level of financial wellbeing among teachers who work in single-shift schools was similar to that of teachers working in double-shift schools.
- The level of financial wellbeing of teachers working in rented schools was similar to that of teachers in schools owned by the MoE.
- The level of financial wellbeing of teachers working in schools located in cities was similar to that of teachers working in schools located in villages.
- The level of financial wellbeing of teachers in Jordan decreases with the increase in years of teaching experience.

Discussion of Results

First: Discussion of the results of the first question, which states: “What is the level of professional wellbeing of teachers in Jordan?”

The results of the study indicated that the level of professional wellbeing of the male and female teachers participating in the study was generally moderate. The level of professional wellbeing was low for the financial, physical environment, and physical dimensions, and average for the psychological, cognitive, and social dimensions. This means that the Jordanian male and female teachers participating in the study did not evaluate their personal levels of professional wellbeing as low, but they also did not report those levels in a manner that can be considered high. Additionally, the level of financial wellbeing was the lowest from a teacher viewpoint, while the level of social wellbeing was the highest from their point of view.

This particular result of this study agrees with the result of (Vorkapić & Čepić, 2020), which found that the level of professional wellbeing of early childhood teachers was moderate.

This result can be explained in the light of the diversity of the material and moral dimensions that form the professional wellbeing scale, which allowed participants to make their judgments on the scale's items between low and moderate levels. The integration of these dimensions led to a result that indicated a moderate level of professional wellbeing. It is possible to understand the current level of these teachers' professional wellbeing in the light of the knowledge of the obstacles and difficulties teachers face in their work and personal lives, a fact that may be reflected on the teachers' professional performance. These difficulties include the low standard of living that may push them to search for additional work to raise that standard, as well as the school environment with limited financial possibilities and weak services. This is confirmed by Yildirim, who sees that a positive school environment is created through positive interactions between teachers, school administration, and students. Yildirim also believes that the method of organization and leadership used by the school administration—and the consequent support provided to male and female teachers—plays an important role in activating a positive and healthy professional environment, encouraging professional participation and cooperation between teachers and school administration, thus enhancing their general professional wellbeing.

The moderate level of professional wellbeing of male and female teachers can also be attributed to the fact that all male and female teachers in Jordan were exposed to the same conditions during the COVID-19 pandemic as employees in other sectors. However, these circumstances placed additional burdens on teachers, obligating them to rethink their methods of receiving and communicating information to students during the remote learning process. This prompted teachers to adopt new techniques to deal with exceptional circumstances, learn new technologies via the Internet, and design educational lessons that fit the technological platforms launched by the Ministry of Education, thus breaking new ground and moving away from familiar patterns. The wellbeing of male and female teachers is also linked to the results of students, and it appears that the COVID-19 pandemic has negatively affected the outcomes of the educational process and the progress of students in particular, which in turn affected the levels of professional wellbeing among teachers.

The result can be interpreted in the light of teacher responses on the study scale. The responses indicate a general lack of financial security and dissatisfaction with a number of things, including their monthly incomes, financial situations in general, and the teacher restrooms in schools. Moreover, the teachers pointed out the lack of necessary laboratories and equipment, the challenging weather conditions and temperatures in the classrooms, their dealing with students with special needs, their daily tasks, and many other factors that played a role in the emergence of a moderate level of professional wellbeing.

The results of the study also showed that the lowest level of professional wellbeing for male and female teachers in Jordan was in the financial wellbeing dimension, while the highest level of professional wellbeing was in the social dimension. With regard to financial wellbeing, the responses of both male and female participants indicated problems they face in terms of the salaries they receive for their work as teachers in the Ministry of Education. They believe that their salaries are not commensurate with the magnitude of responsibilities placed on them, and are inconsistent with their abilities and competencies. Workers in occupations that are described as arduous occupations—including teaching, which is also described as a “high responsibility” career—expect to receive wages commensurate with the effort and energy expended to carry out their vocational duties and tasks. Teachers of the third millennium have responsibilities that have doubled compared to teachers from several decades ago. Modern education is moving toward digital and self-development skills, life-long learning, reflection on professional practices, developments in scientific and technical knowledge, constantly-expanding specialized professional knowledge, joining learning communities, and networking with families and the local community, not to mention the new roles of teachers as mentors, guides, and advisors (Vorkapić et al., 2016). None of these things were imposed on teachers several decades ago. Despite these increasing responsibilities, salaries have remained the same or have marginally increased, which may contribute to a feeling of frustration among teachers, accompanied by a decrease in their satisfaction with an important profession that is essential for raising generations, preparing them for the future world, and building local societies.

The participants in the study also gave low rankings to the bonuses and financial rewards they receive. This issue carries significant weight in the professional satisfaction of workers in any profession (Al-Ma’aytah, 2017), and the teaching profession in particular according to (Barry, 2002) in a study on the principals of Michigan state schools in the United States of America. (Al-Otaibi, 2012) also mentioned teaching as a profession with multiple requirements, noting that teachers do not receive appropriate financial returns compared to the effort they exert. All of this was confirmed by a number of educational leaders during a workshop¹ to present the results of the study. They indicated the lack of proportionality between the academic degree obtained by male and female teachers and the consequent financial bonuses that are almost negligible compared to the teachers’ educational level. A number of educational leaders also emphasized that the ranking system for male and female teachers has many requirements, but the financial return resulting from the ranking system is poor. These leaders also emphasized that the high standard of living in Jordan

¹ Save the Children Foundation and the Ministry of Education, (8-9, June, 2022 AD). The workshop was held to discuss the results of the study "National Survey of Professional Wellbeing for Teachers in Jordan, 2021-2022" in the presence of representatives of the various departments in the Ministry of Education, Amman, Jordan.

and the constant pursuit of making ends meet among workers in general—and teachers in particular—may have a role in decreasing the level of professional wellbeing among teachers. It is also worth mentioning that most teachers have monthly financial obligations as a result of obtaining different types of loans in an effort to satisfy one of their basic needs, which is housing. This may be associated with social pressures, as many social events come with economic obligations that may be one of the reasons for the low sense of financial wellbeing.

With regard to the physical environment wellbeing—which was at a low level—the results of the study indicated that the teachers participating in the study gave a low evaluation of the availability of facilities and physical resources. They referred to the presence of challenges related to the Internet, its speed and connectivity, the lack of equipment and modern devices in laboratories, and a lack of resources necessary to implement interactive and extra-curricular activities. They also indicated problems related to teachers' rooms and equipment, including the lack of quiet facilities and places for teachers to relax.

This is confirmed by a number of educational leaders who have pointed out the reasons that may lead to a decline in physical environment wellbeing. The leaders named the lack of personal computers, up-to-date technology, and reasonably fast Internet in the school's physical environment. They believe that the presence of these requirements would help teachers complete their work without stress or psychological pressure, especially toward the end of the school year, which is accompanied by requirements that depend heavily on internet services. A number of educational leaders also indicated that one of the factors that may lead to a poor feeling of physical environment wellbeing is the lack of adequate office furniture for the teachers; in many cases, they may not have their own offices in which privacy and independence are provided.

It should be noted here that there are 1,200 public schools in which male and female teachers work alternately between morning and evening shifts. They also work in rented schools scattered in all governorates of the Kingdom, numbering 773 schools, which constitute 19.5% of the total public schools and host 9% of students of both genders. Most of these rented schools are located on the outskirts of well-populated areas and were originally designed to be houses. Consequently, the size of the classrooms in these schools between 16 and 25 square meters (Al-Dustour Newspaper, February 28, 2022, interview with the Secretary-General of the Ministry of Education for Administrative and Financial Affairs). Some teachers work in such environmental conditions, which can affect their sense of professional wellbeing and satisfaction with their profession.

Among the studies whose results offered support for the importance of the physical environment in the wellbeing of male and female teachers is the study of (Saaranen et al., 2007), which was conducted in Finland with both male and female teachers. The study showed that there is a positive effect of workspaces and equipment on the professional wellbeing of workers. It also showed a correlation between workspaces, equipment, and workload.

As for the low level of physical wellbeing, this may be explained in light of the contribution of some issues related to fatigue resulting from classroom management, rotations, the teachers' quorum of lessons given weekly, and dealing with students. These issues were mentioned by the teachers in their evaluation of their physical wellbeing. In a meeting set up to explain this result, a number of male and female teachers indicated that the different tasks assigned to them, such as

preparing daily and semester plans, especially for those teaching more than one subject or grade—and the subsequent rotation—may have a significant impact on reducing the level of physical wellbeing of teachers. In addition to that, the work that some teachers might have to do in the evening, which can include private tutoring or working in another field, may have a role in reducing the level of physical wellbeing, as teachers in this case drain their energy in pursuit of financial gain to ensure that they provide for their various needs.

Although the teaching profession is considered an intellectual profession that requires high mental activity during the planning, implementation, and evaluation of teaching or various subjects, it also requires high physical energy, physical health, and fitness. This result may indicate a form of weak self-care applied by male and female teachers in public schools, given that the teaching profession is classified as a humanitarian service in which workers are exposed to levels of physical exhaustion over time. If teachers don't follow a routine to replenish their energies and their physical fitness, they may expose their bodies to such fatigue. This appears to be all too common among teachers. The North Carolina Association of Middle Education reported in 2021 that teachers fall short of living a balanced lifestyle, poorly taking care of themselves in terms of exercise, nutrition, sleep, and entertainment.

Self-care is an important component of a teacher's mental health. With that being said, there are misconceptions about what self-care actually is. It is common for teachers to reject self-care, perhaps perceiving it as "selfish" or "superficial," but for teachers, self-care is much more than breakfast in bed or pampering oneself with a day at the spa. It is about taking care of one's health in a way that makes it easier to be in the best position both personally and with students. Self-care is defined as any action or activity that is used to improve health and wellbeing. According to the National Institute of Mental Illness (NAMI), there are six components to self-care: physical, psychological, emotional, spiritual, social, and professional.

On the other hand, male and female teachers have weekly, quarterly, and summer vacations, which they can invest in renewing their energies, but their actual practices may reflect otherwise. Due to low wages and salaries, many teachers are forced to take on additional jobs after working hours and during vacations. Some of these extra jobs are related to the teaching profession—such as private tutoring—and some are not related to education. These practices represent additional burdens on all teachers, making them more susceptible to fatigue while performing duties with multiple demands and diverse competencies, within a context of many professional and social pressures. Teachers realize these realities themselves, as they believe that they “work under difficult and stressful conditions,” as noted in (Yildirim, 2014).

The results of the study also indicated that the overall level of psychological wellbeing of teachers was moderate. Teachers enjoy a degree of mood control, optimism about the future, and a sense of competence and value as people, which are important aspects of psychological wellbeing. The personal characteristics of teachers and their mental health are reflected in their sense of psychological wellbeing. Teaching is a profession in which the characteristics and qualities of a person actively interact with their mission and role as teacher. One may reasonably conclude that any given teacher's desire to continue in the teaching profession would be complicated by difficulties if their mental health declines, especially if they suffer from mental health problems. The reason why psychological wellbeing was not reported as high among this

study's sample of teachers may result from the low levels of psychological support provided to the teachers compared to the higher efforts being exerted to raise the levels of mental health and wellbeing among students. The results of the study of (Brouskeli et al., 2018) indicated that there is a positive correlation between some psychological characteristics of teachers, including psychological resilience and their professional wellbeing. (Zheng et al., 2015) showed that professional wellbeing does not only include an employee's perceptions and feelings about his or her work, but also psychological experiences, personal experiences, and family life.

The results of the study also indicated that the most prevalent complaint among participating teachers was the difficulty of obtaining relaxation and rest, which can be explained in light of the lack of psychological stress management skills, among the most important of which are the practices of relaxation, meditation, deep breathing strategies, and mindfulness. This means that teachers are in need of learning and implementing such healthy practices, and it may be worthwhile to draw the attention of those in charge of training teachers to such psychological needs (Debi, 2013).

Cognitive wellbeing scored on an average level in this study. The observations of the teachers participating in the study revolved around the low effective use of technological techniques in their professional fields, which can be attributed—at least in part—to the poor supply of electronic devices and technological means of communication provided to these teachers. This was confirmed by the teachers' responses, especially in cases in which they indicated that teaching does not provide them with good opportunities for professional growth and development. They believe that teachers who choose a career in education face limited opportunities to advance in the career ladder. Leadership positions seem to be limited, and competition is high in light of the number of teachers working in public schools.

The teachers participating in the study also complained about the lack of administrative participation and those tasked with creating a plan for the development of the school and its educational process. This seems to be a particularly frustrating matter for teachers, especially those who perceive themselves as competent, having the ability to make proposals that contribute to the development of performance and practices in schools. This may draw attention to the management patterns public school principals use in schools in Jordan, along with the degrees to which they practice cooperative leadership patterns and participatory organizational patterns, away from sources of dictatorship.

The result of this study agrees with the result of (Zheng et al., 2015), a study which indicated that the concept of professional wellbeing for male and female teachers is affected by factors such as management style and work organization. Moreover, (Yildirim et al., 2015) indicated that the most important elements of professional wellbeing for male and female teachers are professional participation and cooperation.

This result is also consistent with the result of (Yildirim, 2014), which indicated that male and female teachers have a good level of knowledge and competence in the teaching profession,

and many of them—on the other hand—feel uncomfortable due to the behaviors they note in the administrations of their schools.

The results related to cognitive wellbeing seem inconsistent with the results of (Socha et al., 2017), which indicated a weak negative relationship between professional progress and wellbeing at work, as well as the study of (Yildirim et al., 2016), which showed that the dimension of professional participation and cooperation is less related to the attitude toward the professional assessment of male and female teachers than may otherwise be assumed.

Social wellbeing scored a moderate level in this study. The issue of feeling happy to work with colleagues in the profession scored a high mark, as well as motivating colleagues, encouraging them, obtaining support from them, and enjoying the prevailing spirit of positive competition among one's colleagues. On the other hands, matters like the lack of parental engagement with teachers in the success of items related to the educational process, along with the lack of support for teachers from the school administration, prevented the social wellbeing dimension from reaching a higher level.

The result of this study is consistent with the result of (Aelterman et al., 2007), which showed that the most prominent determining factor in one's sense of professional wellbeing is feeling appreciated by the principal and one's colleagues, as well as peer support, cooperation, and teacher relationships with parents and caregivers (Aelterman et al., 2007). The study is also consistent with (Yildirim et al., 2015), which showed the importance of appreciation in the professional wellbeing of both male and female teachers.

Teachers participating in the study seemed to place great importance on the cooperation between teachers, parents, and caregivers. However, the practices of parents and caregivers appear to disappoint the expectations of teachers, as the latter realize that a child's learning is not limited to the time spent in school. However, the issue of limited partnership between the school and parents/caregivers seems common, even though teachers and decision-makers—as well as parents and caregivers—seem to agree that strong relationships between home and school are a good thing. Studies point to the need for a more in-depth understanding of these intertwined relationships, since they involve multiple parties, each with its own understanding, needs, and roles (Harris & Goodall, 2007).

Discussion of the results of the second question: which states, “Does the level of professional wellbeing of teachers in Jordan differ significantly according to the region (north, center, and south)?

The results of the study indicated that the level of professional wellbeing of teachers within each region was moderate, as is the case with the level of professional wellbeing of male and female teachers in Jordan on a general basis. This result is consistent with the findings of (Yildirim et al., 2015), which indicated that male and female teachers participating in the study enjoyed a moderate level of professional wellbeing. Teachers in public schools serve in similar working conditions and are subject to unified regulations and common work requirements, regardless of the region in which they work. Thus, their assessments converged on the dimensions of financial, physical environment, physical, psychological, cognitive, and social wellbeing.

As for the results that examined the existence of statistically significant differences between the levels of professional wellbeing of teachers in Jordan according to the region to which each teacher belongs, they showed that the level of professional wellbeing of teachers in the south region was higher than that of teachers in the north and central regions. These results also indicated that the levels of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in the northern region was similar to respective levels among teachers of the central region, and that the level of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in the south region is higher than that of teachers in the north and central regions.

The result of this study agrees with what was indicated by the result of the study of (Brouskeli et al., 2018), which presented a statistically significant effect for each of the school's locations (rural or urban), and the level of the locations' urbanization on the professional wellbeing of teachers.

It is possible to attribute the level of professional wellbeing of male/female teachers in the southern region—which was higher than that of male/female teachers in the north and central regions—to the fact that the number of graduates in the south region may be lower than in the north and central regions. This allows the teachers in the south region to be hired faster and feel accomplished immediately after graduation. This sense of accomplishment in and of itself indicates the existence of a general state of professional wellbeing. It is possible that the migration resulting from the Syrian crisis in recent times has caused a low level of professional wellbeing among teachers due to overcrowding in the classroom, especially before the two-shift system was introduced. It is noted that the impact of migration resulting from the Syrian crisis was focused on the regions of the north and then the center, putting consequent pressure on the resources of schools and teachers in those regions.

As for the level of professional wellbeing of teachers in the northern region, the study showed that the level was similar to that of teachers in the central region. Perhaps this result can be attributed to the convergence and similarity in the nature of the professional life, as well as working conditions and requirements between the two regions.

As for the statistically significant differences in the levels of each of the dimensions of professional wellbeing among teachers in the three regions (north, central, and south), no differences appeared in the dimensions of psychological and financial wellbeing; meaning that

these dimensions were similar among the teachers participating in the study in all the three regions of Jordan. It appears that the teachers receive equitable salaries and are subject to the same financial systems. It also seems that the teachers live in a common state of psychological wellbeing—which was moderate—to which a number of personal factors related to their psychological wellbeing and mental health contribute, including optimism about the future, along a sense of self-worth, enthusiasm, and mood stability.

On the other hand, there were statistically significant differences in the levels of wellbeing among male and female teachers in the three regions for the following dimensions of wellbeing: cognitive, physical, physical environment, and social. With regard to the levels of cognitive wellbeing, physical environment wellbeing, and social wellbeing of male and female teachers in the northern region, these were similar to their levels among the teachers of the central region. This may point out that the teachers of these regions share similar conditions when it comes to the development of their knowledge and skills, as well as similar opportunities for professional growth, specialized training, and access to knowledge sources and learning communities.

The level of physical wellbeing among teachers in the central and southern regions is higher than that of teachers in the northern region. This can be attributed to the fact that the number of students in classrooms and the population density in the central and southern regions is less than in the northern region, and dealing with large numbers in classrooms places additional burdens on teachers. This makes these teachers prone to physical complaints and the feelings of exhaustion, thus causing them to report lower levels of physical wellbeing.

In addition, the results of this study showed that the levels of cognitive wellbeing, physical environment wellbeing, and social wellbeing of all teachers in the south region was higher than that of teachers in the north and central regions. This result may reflect the advantages enjoyed by the teachers of the south region in terms of opportunities for continuous learning and training. Also, when it comes to physical environment wellbeing, the availability of spaces, infrastructure, and technical equipment plays an important role in this result. Similarly, the factors of social ties, shared social culture, and convergence in the lifestyle between teachers, principals, students, parents, and caregivers may have helped teachers in the south region reach social wellbeing.

It is possible to explain the high level of cognitive wellbeing, physical environment wellbeing, and social wellbeing of teachers in the south region compared to teachers in the north and central regions by realizing that teachers in the south region are subject to more training courses compared to the teachers in the north and central regions. It is also worth mentioning that officials in the Ministry of Education may be feeling that the southern region must be given priority in terms of intensifying training courses and supplying the physical environment with equipment and supplies necessary for the educational process, since these areas are far more distant from the country's capital and lack these requirements.

Discussion of the results of the third question: which states: “Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teacher’s educational qualification (less than B.A., B.A., postgraduate diploma (Pg.D.), M.A., and Ph.D.)?”

The results indicated that the level of professional wellbeing of male and female teachers within each qualification was moderate, as is the case with the general level of professional wellbeing of male and female teachers in Jordan. Teachers from various educational levels enjoy a moderate degree of professional wellbeing, and no differentiation has been shown between them in the level of professional wellbeing based on their academic degrees. This result may carry meaning related to the convergent perceptions of professional wellbeing among male and female teachers, and the shared commonalities despite the difference in academic qualification.

On the other hand, the results of the study showed that there are statistically significant differences between the levels of professional wellbeing of male and female teachers in Jordan (and the participants in the study) based on the educational qualifications they hold. Professional wellbeing is thus similar to the results of (Bruskeli et al., 2018), who found statistically significant differences in the level of professional wellbeing were attributed directly to each teacher’s academic degree. However, this study differs in that the differences in (Bruskeli et al., 2018) were in favor of teachers who hold a postgraduate certificate, while the current study found differences in the level of professional wellbeing in favor of teachers with educational qualifications that are less than a bachelor's degree (B.A.). Teachers with less than a BA had a level higher than that of teachers with higher educational qualifications. On top of that, there were no differences in the levels of professional wellbeing of teachers who hold a bachelor's degree or higher.

It is possible to explain this result in the light of knowing that the work pressure on male and female teachers with academic qualifications less than a B.A. may be compared on a lower level to other teachers who hold a B.A. or higher. The nature of the tasks assigned to the former may not be compared with other teachers, especially regarding the number of weekly classes they deliver. Thus, teachers with academic qualifications less than a B.A. clearly realize that the amount of work and the pressure imposed on them are not often compared with other colleagues. Moreover, teachers with an associate’s degree realize that landing a job is an opportunity that will not be repeated for others who have the same qualification, especially in light of the diminishing employment opportunities for this category. Therefore, this feeling among this category of teachers may have raised the level of their professional wellbeing compared to other teachers.

It is possible to attribute the higher professional wellbeing in favor of teachers with academic qualifications less than a B.A. to the fact that these teachers often carry out administrative work and do not bear the teaching burdens borne by other teachers. And since their work is close to that of the administration, they receive constant supervision and continuous self-evaluation, and thus feel greater satisfaction and higher wellbeing compared to other teachers with other academic degrees.

Teachers with higher qualifications—such as M.A. and Ph.D. —may realize higher levels of professional identity than those with lower educational qualifications. This may make them feel that the roles they play must rise to higher levels—which is contrary to reality—and therefore this

may contribute in the dissatisfaction of teachers who hold these degrees under their current conditions. When teachers dive deeper into their specializations and get more informed about all that is new in their respective fields, they may feel a desire to search for other professional environments where they can put their knowledge into practice, rise up the career ladder, and secure a better income. This desire may be one of the factors that may prevent such teachers from reaching high levels of professional wellbeing. This factor was confirmed by a number of teachers in a meeting where they indicated that their desire to obtain an M.A. or a Ph.D. was motivated by career advancement or an opportunity to be appointed at a Jordanian or Arab university. A number of male and female teachers indicated that many of their colleagues—unlike them—managed to secure jobs outside schools. This could make teachers feel frustrated, affecting the quality of their academic work life. A number of teachers indicated that obtaining a scientific qualification higher than a B.A. did not help them apply for some leadership positions, because they did not obtain an educational diploma, and this may result occasional dissatisfaction with their professional realities.

The low level of professional wellbeing of male and female teachers with higher educational qualifications may explain what a number of them have indicated. Many teachers believe that their access to educational qualifications and the number of expenditures they incur to develop themselves—along with the positive effects of these endeavors and acquired knowledge on students—did not get them the required appreciation, and only resulted in a limited financial bonus. They believe that it is very important to link qualifications to both job descriptions and shares.

As for the result of the physical wellbeing of male and female teachers holding an intermediate certificate, this could possibly be attributed to the same previous reasons: the administrative work they do and the lack of a study load, which reduces the feeling of physical exhaustion, thus elevating their physical wellbeing compared to other teachers.

As for the interpretation of the level of social wellbeing among teachers who hold M.A. and Ph.D. degrees, while scoring lower than that of holders of lower educational qualifications, the result may seem different from what is expected, as the development of knowledge is expected to appear first at the social level, as Vygotsky sees, and then at the psychological level. Vygotsky believes that meaning is not formed unless it is linked to the social context, explaining that the importance and role of mature social relations is seen as a necessity for the occurrence of learning. It is expected that higher educational qualifications may give the teacher a higher social status, but if teachers remain in their schools and do not move to another place commensurate with the higher educational qualification they obtained, they may feel that their social position has not improved, and that their stay in their school negatively affects their social position, which may affect their personal level of social wellbeing. On the other hand, the idea of competition between teachers with high academic qualifications with other teachers with lower qualifications may contribute to a high level of frustration among teachers with higher qualifications. Consequently, the motivation of these teachers for relationships and communication within the school framework may decrease, which could negatively affect their levels of social wellbeing.

The level of financial wellbeing of male and female teachers holding bachelor's degrees and Pg.D. degrees is higher than that of male and female teachers holding M.A. degrees. This can be attributed to the fact that teachers who hold M.A. and Ph.D. degrees feel that their monthly salaries

are not commensurate with their academic qualifications. They also often feel that they deserve more bonuses than what they receive, because—according to them—having higher educational qualifications should contribute to job promotion and the improvement of their monthly salaries.

Discussion of the results of the fourth question: which states: “Does the level of professional wellbeing of teachers in Jordan differ significantly according to the teacher’s rank (assistant teacher, teacher, senior teacher, expert teacher)?”

The results of this study indicated that the level of professional wellbeing of both male and female teachers of different ranks was similar. This result can be explained upon realizing that—for this study—the ranking systems were implemented simultaneously, which did not give a chance for male and female teachers to perceive the positive impacts of the respective ranks.

Climbing up the ranks may reflect positively on the teacher. For example, moving up to the rank of “teacher” requires five years of actual educational experience, a bachelor’s degree as a minimum, and a performance evaluation of “good” during the last two years as a minimum. This means that the teacher has achieved a sort of psychological stability. Those with the rank of “senior teacher” require educational experience of no less than 10 years, a permanent teaching license, and training courses of no less than 160 accredited training hours.

Climbing up the ranks may in many cases involve positive results, including increasing teachers’ self-confidence, participating in problem solving, increasing job satisfaction, increasing organizational effectiveness, increasing productivity and improving performance, and creating balance and harmony between professional and family roles. Among the positives that may also be noted are creating a more flexible and loyal workforce, building a sense of job security, promoting better working conditions, maximizing competitiveness, and contributing to setting goals, making decisions, and encouraging teachers to participate in solving problems. On the other hand, the negatives of reaching a higher rank may involve some teachers feeling frustrated and wanting to rise to something better than the current situation, along with an increased sense of competition between teachers for administrative jobs. This reflects the desire of teachers to change their current conditions for the better. Thus, the presence of negatives and positives within each rank may lead to the same sense of professional wellbeing among teachers.

These results also indicated that the levels of psychological wellbeing, physical wellbeing, social wellbeing, and financial wellbeing were similar among teachers of different ranks. The levels of cognitive wellbeing were similar for teachers of lower ranks (assistant teacher and teacher), as well as for teachers of higher ranks (senior teacher and expert teacher). Also, the levels of cognitive wellbeing among teachers of higher ranks (senior teacher and expert teacher) were better than that of teachers of lower ranks (assistant teacher and teacher).

These results can be explained in light of the definition of each dimension of the professional wellbeing of teachers. The physical dimension refers to the availability of the essentials of a decent life and a comfortable standard of living for the teachers, which is obtained through a sufficient monthly income, appropriate health insurance for the teachers and their family members, and a number of other benefits. These elements are similar across the salary ladder for all male and female teachers.

The social dimension refers to the existence of a respectable social position worthy of the teacher’s status; a positive relationship between the teacher, students, the local community, the administration, and the Ministry of Education; legislation that protects teachers and preserves their

dignity; and a union that defends teachers and protects their rights. From this standpoint, it is noted that there is one stance that the ministry takes with teachers, and that the status that male and female teachers enjoy is a reflection of the philosophy of society as a whole, in addition to the existence of legislation that defines the nature of tasks and the career ladder.

The physical dimension refers to the set of procedures and means that would make teachers feel physically comfortable, including reducing the teaching load, cutting down work that is not directly related to the education process, and providing all possible means of comfort and entertainment inside and outside the school. The physical environment dimension refers to the provision of an appropriate school infrastructure for the teacher and student (clean toilets, modern laboratories, and up-to-date computers, among other things), and the provision of an appropriate and modern classroom environment for learning (modern and appropriate teaching aids, spacious classrooms, or an appropriate classroom environment in the summer and winter). The Ministry of Education has established a unified policy on the distribution of quotas for teachers at all educational levels according to their ranks. Also, the environmental conditions and the services and infrastructure included in it—even the designs of schools—are almost similar, which supports the similarity in the levels of professional wellbeing among teachers.

The psychological dimension refers to the teacher's feeling of peace and psychological comfort inside and outside the school. This includes being free of various psychological disorders and problems related to work, having a sense of stability and job security, and the MoE's fair treatment of all teachers in different regions and schools. In light of these points, it is noted that there is job stability for a large percentage of teachers, so they do not feel threatened in that regard. Generally speaking, teachers do not suffer from psychological illnesses that affect their work, since teachers need to be free of mental disorders prior to entering the classroom and giving lessons, and if a teacher suffers from certain mental conditions, there are many measures that can be taken in this regard.

The level of cognitive wellbeing of teachers of higher ranks (senior teachers and expert teachers) is better than that of teachers of lower ranks (assistant teachers and teachers). This result was interpreted in light of the definition of the cognitive dimension, which refers to the ability of teachers to focus on work while simultaneously making for opportunities that will provide academic and professional development for teachers and help them benefit from teachers' experiences in everything related to students. This cognitive wellbeing may be linked here to a set of factors that play a role in influencing the level of wellbeing of teachers, including self-efficacy—where higher-ranking teachers are perceived as being more efficient and more capable of positive adaptation despite difficulties at work—while also being more capable of dealing with said difficulties effectively. This also includes the ability to manage conflicts at work with minimal losses. As a result of the long experience of teachers who are in higher ranks, such teachers may develop emotional intelligence and social competence. This helps create a positive learning climate, develop supportive relationships between them and their students, and help teachers practice effective management of the classroom, including student behavior and the teacher's relationship with the students' parents and caregivers. (Spilt et al., 2011) confirm that positive

relationships between the teacher and the students, parents, caregivers, and colleagues reduce fatigue. They are associated with increased professional wellbeing, increased job satisfaction, and positively affect student academic achievement and their level of wellbeing.

The level of cognitive wellbeing is similar among teachers holding the rank of senior teacher and those holding the rank of expert teacher. This can be attributed to the fact that teachers who hold the rank of expert teacher have climbed up the career ladder in a similar way to teachers who hold the rank of senior teacher. They underwent training programs similar to those that senior teachers have undergone, thus they will have similar levels of cognitive wellbeing. Moreover, the years of experience that teachers of these two ranks have are similar. This makes them view their cognitive competence to the same degree.

The level of cognitive wellbeing of teachers who hold the rank of senior teacher is higher than that of teachers who hold lower ranks (assistant teacher and teacher). This result can be interpreted in light of the fact that teachers climb up the career ladder based on their years of experience, as well as taking training courses and passing the examinations related to those courses. This makes teachers strive to obtain knowledge in their field and keep abreast of everything new in their area of specialization in order to get promotions. By doing so, they increase their knowledge, thus obtaining a higher level of cognitive wellbeing compared to their colleagues with lower ranks (assistant teachers and teachers).

The level of physical environment wellbeing among teachers who hold the rank of teacher is higher than that of teachers who hold the rank of assistant teacher. The reason behind this disparity may be that teachers who hold the rank of teacher or senior teacher—by virtue of their experience—may be able to make better use of available environmental resources in the educational process.

Discussion of the results of the fifth question: which states: “Does the level of professional wellbeing of teachers in Jordan differ significantly according to the grades instructed by the teacher (kindergarten, basic grades 1-3, basic grades 4-10, and secondary grades)?”

The results of the study indicated that the level of professional wellbeing among male and female teachers within each school grade was moderate, as is the case with the general level of professional wellbeing for male and female teachers in Jordan. The result of the study is consistent with the result of (Vorkapić & Čepić, 2020), which found a moderate level of professional wellbeing among early childhood teachers.

The result of the study also agrees with the result of (Broskeli et al., 2018), whose results did not show any statistically significant differences in the level of professional wellbeing among male and female teachers linked directly to the school grade (elementary and secondary). On the other hand, the result of the current study differs from the results of the (Kinnunen et al., 1994) study of teachers in Finland, which found that elementary school teachers have higher levels of professional wellbeing than secondary school teachers.

The results of the current study also revealed that the level of professional wellbeing was the highest among kindergarten teachers and male and female teachers of basic grades 1-3. This result is consistent with what was indicated by (Cassidy et al., 2016), which indicated the role of behaviors and emotional expressions in professional wellbeing. It can also be said that children in kindergarten classrooms learn through play and expressive methods, such as drama, music, singing, exercises, drawing, coloring, and clay. Such methods put focus on lighthearted activity and spending pleasant and enjoyable times in which teachers participate. Such a pedagogical focus contributes to renewing the energy, joy, and vitality of these teachers. However, use of such classroom methodology decreases as students move through elementary school, and it almost disappears completely with the transition to secondary education. Here we can refer to the result of the study that found that the level of professional wellbeing was the same for male and female teachers who teach the elementary and secondary grades, despite the differences between the nature of the two levels.

It is possible to explain this result in the light of information provided by some members of the study sample. A number of teachers, both male and female, believe that the reason behind the high level of professional wellbeing of kindergarten teachers is that this grade level is only taught by female teachers who have emotional characteristics that differ from male teachers. A group of teachers indicated that the high level of professional wellbeing among female teachers at this level may be due to the nature of the age group they instruct and the nature of the behavioral issues that this age group exhibits, most of which can be controlled. This may give female teacher a sense of confidence and control, enabling them to assume their professional roles well. On the other hand, the behavioral problems of students in the elementary and secondary grades are diverse, especially with as students enter into adolescence. This requires female and male teachers to make more effort in their classroom management, which may reduce their sense of professional wellbeing.

The high level of professional wellbeing of kindergarten teachers compared to teachers in other grades observed in the current study can be attributed to the fact that preschool students often

need emotional support because of their stage of development and the requirements of that stage. Therefore, female kindergarten teachers play an important role in building competencies and developing positive relationships and feelings with their students, and thus they feel valued and respected by students, colleagues, and parents. Consequently, they receive support from the school administration and enjoy flexibility in decision-making, and they experience feelings of achievement, job satisfaction, and professional wellbeing (Crider, 2022).

Students at this age also share personal stories with their teachers. This allows teachers to communicate with these students more deeply, thus building relationships and establishing teacher-student links. Such relationships may make students feel that their interests are important to the teachers; therefore, they will be more willing to participate in the learning process in an engaged manner, which in turn makes the teacher feel satisfied with her profession. It is relevant to note that, according to Seligman's PERMA model, positive emotions, engagement, and participation increase professional wellbeing (Yang et al., 2022).

The level of professional wellbeing was the highest among female kindergarten teachers and male and female teachers of basic grades 1-3. This can be explained in light of the belief that female kindergarten teachers and the teachers of basic grades 1-3 have their own classrooms, which are equipped with many practical teaching resources. These facilities are not available to teachers who instruct the other grades, and consequently some teachers believe that the use of the classroom may help these teachers to experience independence and privacy. Moreover, some teachers consider their classrooms to be their second homes. This may contribute to raising the levels of professional wellbeing among male and female teachers.

With regard to determining the statistically-significant difference in the levels of each type of professional wellbeing among teachers in Jordan based on the grades taught, the results of the study revealed that the level of cognitive wellbeing and the physical environment wellbeing was the highest among female teachers who teach kindergarten, followed by teachers of basic grades 1-3, followed by teachers of basic grades 4-10 and secondary grades. This result can be explained by looking at the nature and conditions of the physical environment that the schools of the Ministry of Education need to provide for the kindergarten grades. These conditions include safe and cheerful facilities, spaces, classrooms, furniture, playing areas, and tools that facilitate the children's motor, mental, and social and emotional development, supporting the learning process based on interaction, play, and creative activities. Many of these conditions remain available for students in basic grades 1-3, but to a lesser degree than for kindergarten students.

It also appears that the cognitive wellbeing of female kindergarten teachers is ahead of the rest of the teachers studied. This may demonstrate that female kindergarten teachers have more opportunities for cognitive growth, following developments in teaching methods, and reaching states of personal satisfaction with their cognitive competencies and their skills in managing the learning of kindergarten students. The results of the study also indicated that there were no differences in cognitive wellbeing among elementary and secondary school teachers, as their levels of cognitive wellbeing were similar.

It is possible to attribute this result to the educational courses that teachers undertake at this stage. Examples of those courses are numerous, such as the RAMP course for female kindergarten

teachers and teachers of basic grades 1-3. The training period for course lasts for five years and goes through multiple stages. There are also sustainable professional development courses, along with courses that help the teachers of these grades keep abreast of all that is new in their field of specialization. The teachers of these grades are continuously supervised, because they instruct a critically important body of students who represent the future. Also, the reading promotion program approved by the Ministry of Education for the kindergarten and basic grades 1-3 had a significant impact on enriching the linguistic and cognitive outcomes of students and teachers. This enabled the teachers of these grades to possess higher levels of knowledge than the teachers in the other grades. Moreover, the Parental Participation Program, also approved by the Ministry of Education, has opened up horizons for teachers to communicate with parents, contributing to increased social wellbeing of this group of teachers. The physical environment wellbeing of female kindergarten teachers can also be attributed to the classroom environment being equipped with the necessary requirements for the educational process, as well as to the extended size of kindergarten classrooms in proportion to physical shape and furniture in these classrooms, which is a prerequisite from the Ministry of Education.

As for the level of psychological wellbeing, the results of this study showed that it was the same for male and female teachers who teach different school grades. This result can be explained in the light of the similarity of self-management and self-regulation skills of teachers who teach different grades, as well as their ability to manage psychological stress, control their moods, and maintain balanced lives.

In addition to these results, the current study found that levels of physical wellbeing were similar among teachers who teach different grades, except that they were lower for teachers of basic grades 1-3, compared to teachers who teach higher grades. This is due to similarities in the teachers' classes, teaching duties, and the levels of physical energy they exert. It is possible that teachers of basic grades 1-3, who are responsible for following up with their students and teaching them various subjects, may experience increased physical exhaustion although their working hours are relatively shorter than teachers of higher grades. Supervising students' education, behavior, and development can be tiresome; on the other hand, the study was conducted during the COVID-19 pandemic, as students transitioned from government schools to distance learning and experienced educational loss. So with the beginning of the 2021-2022 school year, teachers were forced to compensate for this loss in basic grades 1-3, and perhaps this increased the burden placed on them. Moreover, students returning after the pandemic experienced some trouble in adapting to learning requirements, which is something the teachers noticed and had to address. This was yet another thing added to their physical burden, as they had to better manage their time to complete everything imposed on them by the Ministry of Education (World Bank Blogs, 2020).

The low level of physical wellbeing among teachers of basic grades 1-3 can also be attributed to their extensive office work duties and the increase in the number of records and reports that these teachers were required to complete each month. On top of that, the teachers of these grades spend an extended amount of time in the classroom, where they deliver all the classes and subjects, which makes them spend their school day among the students without sufficient breaks.

As for the results of the level of financial wellbeing among male and female teachers, the level was the same among teachers who teach the elementary and secondary grades, with no

statistically significant differences. The same applies to female teachers who teach kindergarten, and those who teach the first three grades.

However, there were differences between male and female teachers who teach kindergarten, as well as among male and female teachers of basic grades 1-3, as their financial wellbeing was higher than that of those who teach basic grades 4-10 and secondary grades. This result can be attributed to the fact that teachers of higher grades believe that if they teach older students, their income should improve, due to the difficulty of dealing with older students. They also believe that teaching higher grades puts a higher cognitive burden on the teacher, as teaching students in these grades requires more effort compared to lower grades. Therefore, they feel that they deserve a salary increase to match this effort.

Discussion of the results of the sixth question, which states: “Do the study variables (teacher gender, type of teacher's residence, school system, school type, school location, and years of teaching experience) have a statistically significant effect on the levels of professional wellbeing of teachers in Jordan?”

The results of the study showed that there were no statistically significant differences in the levels of professional wellbeing among teachers who teach in single-shift schools, teachers who teach in double-shift schools, teachers who teach in urban schools, and teachers who teach in rural schools. It appears that these variables do not contribute to differences in the levels of general wellbeing of teachers in Jordan, but show the adaptation of teachers to the one- and two-shift work system. This result also reflects the similarity in working conditions between cities and villages, suggesting that the geographical region does not contribute a significant difference to the general level of professional wellbeing. Such a result is inconsistent with (Brouskeli et al., 2018), which showed a statistically significant effect for each location (rural or urban) and its level of urbanization on the professional wellbeing of teachers. It should also be noted that the only difference related to professional wellbeing is the one found between urban teachers and rural teachers in the physical environment wellbeing dimension, where public schools in urban areas seem to have a more satisfactory physical environment—from the teachers’ point of view—compared to public schools in rural areas. The physical environments of these school include an abundance of equipment, tools, internet, and laboratories. Looking at an issue such as internet coverage in rural areas, we may find that it is generally weaker than the coverage in cities, and public schools may be affected by such challenges.

On the other hand, there were statistically significant differences in the levels of professional wellbeing between the two genders. It was found that female teachers generally enjoy a higher level of professional wellbeing than male teachers in all dimensions—except for physical wellbeing—which was higher among male teachers. This result contradicts the findings of (Brouskeli et al., 2018), which showed that there were no statistically significant differences in the levels of professional wellbeing between male and female teachers. The higher psychological wellbeing among female teachers in Jordan is a positive indicator of what working women enjoy in terms of advantages and benefits. The survey results of female teachers in the dimension of professional wellbeing show higher levels of satisfaction than that of male teachers. The result can be explained in the context of the characteristics of Jordanian society, which considers a job in education for women as one of the most acceptable, supported, and welcomed jobs for women. This job becomes more attractive in the context of the government sector, presenting an opportunity for work in an environment that is relatively free of any interaction with men, which is a socially-preferred condition for many Jordanian women, aligned with the local customs and traditions.

The level of professional wellbeing among female teachers in Jordan was higher than that of male teachers. This is possibly due to female teachers having strong emotional ties and positive feelings that make them enjoy higher degrees of professional wellbeing. In addition, women who have the opportunity for employment are more psychologically stable and balanced, especially when comparing themselves to their female peers who do not have jobs, whether they are related to them by a degree of kinship, friendship, or collegiality.

As for the financial wellbeing of female teachers, the reason may be that female teachers are not required to directly support their families, as this task falls on the shoulders of men, making women more satisfied with their financial levels. As for the higher levels of cognitive wellbeing of female teachers compared to male teachers, this may be due—as indicated by a number of teachers—to the keenness shown by many female teachers to stay up to date with the cognitive developments in their field of specialization, which is greater than that shown by male teachers, in addition to the fact that female teachers enroll in more training workshops.

The reason for female teachers to have a higher level of social wellbeing is that females in general have a higher ability to socialize with others, and have the ability to maintain those relationships. Some studies have shown that females are more empathetic, send more positive verbal signals, and are more able to form social relationships (Stewart, 2010; Argyle & Lu, 1990). In addition, the teaching profession, for women, is one of the most desirable professions with a high social standing in Jordanian society, in addition to the respect and appreciation that female teachers receive from parents and educational administrations.

On the other hand, the study demonstrated that male teachers have higher levels of physical wellbeing than female teachers. This factor can be explained in light of the diversity and multiplicity of roles assigned to female teachers and imposed by our Arab society. In many cases, the pressures that female teachers have to endure as part of their educational role can exceed their abilities, rendering them unable to adapt to these pressures, and consuming most of their energy in a pursuit of stability and psychological and family adjustment. Female teachers may suffer from increased pressures unrelated to their professional lives affecting physical health, including challenges related to pregnancy, childbirth, household chores, childcare, and following up on their children's studies, all of which are roles that can directly affect the physical wellbeing of female teachers.

The results of the study also indicated that the levels of professional wellbeing of teachers who own their places of residence was higher than that of teachers who rent their places of residence. It is expected that owning a house will achieve a state of satisfaction among the heads of families in general, not only the teachers. On the other hand, rented houses impose pressures on teachers, since they consider them a waste of money. It is possible to explain this result in the light of knowing that secure housing is intrinsically something that provides individuals with stability and psychological relief. In addition, people who own their houses form strong relationships with neighbors, relatives, and friends. All these factors, when combined, help boost feelings of wellbeing and satisfaction, thus alleviating levels of professional wellbeing.

The results of the study also showed that the levels of both professional wellbeing and physical environment wellbeing of teachers working in schools owned by the Ministry of Education were higher than that of teachers working in rented schools. In many cases, these buildings were originally designated to be homes, and are not designed to function as schools with the usual organization, facilities, and spaces suitable for schools. Such rented buildings may not provide attractive and stimulating physical environments for work, interaction, and implementation of classroom activities.

The higher levels of professional wellbeing among teachers who work in schools owned by the Ministry of Education can be understood by realizing that the workplace is exactly like the place of residence in that it provides psychological stability. The schools owned by the Ministry of Education are built to the correct specifications in terms of the total area and the size of the classrooms, since such structures are built for the purpose of teaching—unlike rented schools—which may not have the specifications of a building suitable for the educational setting.

One of the remarkable results of the study is that levels of professional wellbeing of teachers in Jordan decrease with increasing years of teaching experience. These results are consistent with the findings of (Vorkapić & Čepić, 2020), which was conducted on teachers in Croatia. The study showed that older and more experienced teachers had lower job satisfaction, compared to younger teachers with less experience. It may be that long working years, increased teaching experience, and advanced skills are not properly reflected in teachers' salaries, opportunities for professional growth, and access to senior leadership positions. Such circumstances may contribute to a general feeling of dissatisfaction with work and professional wellbeing. The results of the study also indicated that levels of psychological wellbeing, physical wellbeing, and financial wellbeing decrease among both male and female teachers in Jordan with increasing years of teaching experience. Stress in teaching practices over time, advancing age, and poor annual bonuses, incentives, and rewards may be accompanied by decline in these noted dimensions of professional wellbeing.

The previous result can be explained by the fact the teaching profession is one of the arduous professions that requires more effort than many other professional, and as years of experience accumulate, levels of physical exhaustion and physical illness rise. On the other hand, the salaries do not increase at levels commensurate with the years of experience, which reduces the financial wellbeing of teachers and thus decreases professional wellbeing significantly.

Conclusions and Recommendations

In light of the results of the current study and the meeting held to discuss the results and its findings, the following recommendations were produced:

First: general recommendations

- Approve the study by the competent authorities, then publish and disseminate it at national, regional, and global levels.
- Apply the scale periodically to measure the extent of change in the levels of professional wellbeing in general and in the level of each of the dimensions of professional wellbeing.
- Expand the study by developing measures that are specific to non-teachers to include principals, counselors, assistants, and other jobs in the education sector.
- Develop and carry out participatory training programs that can be implemented in the school environment, contributing to improving a range of dimensions related to teacher wellbeing.
- Disseminate the study to workers in the private sector in order to benefit from their experiences in wellbeing in areas such as education, the UNRWA, and military culture.

Second: recommendations related to the specific dimensions of the professional wellbeing of teachers

Physical Environment Dimension:

- Improve the physical environment of schools to render them more encouraging to teachers in the practice their job duties. This can be accomplished by providing internet services, computers, and equipment for teachers' rooms, so as to provide them with more privacy, comfort, and the most basic needs of education support.
- Increase the number of schools owned by the Ministry of Education to reduce the number of rented schools.
- Provide various sources of support by strengthening partnerships with donors to improve school infrastructure and establish new schools, with the aim of improving the professional wellbeing of teachers.
- Develop mechanisms to activate partnership and social responsibility with local business sectors with the aim of providing support for the physical environment of schools, which can contribute to enhancing teacher wellbeing.

Financial Dimension:

- Improve the financial conditions of teachers by reconsidering the allowances granted for the obtaining of educational qualifications or being promoted; granting them advantages such as government exemptions, university fees, and soft financing opportunities, and disbursing financial compensation as a reward for performing certain tasks.
- Find mechanisms that support teachers in owning their places of residence.

Social Dimension:

- Ensure the existence and activation of a clear mechanism for linking teachers' ranks with the additional tasks assigned to them in addition to their classes, including class administration and rotation, in a way that gives an advantage to those achieving the higher ranks.
- Develop plans and strategies to uplift the teacher's social status and enhance the positive public image of the educator, including working with the media and on community initiatives.
- Activate the role of the teacher as a leader, guide, or supporter by assigning them roles that contribute to providing support to their fellow teachers in the school environment with regard to wellbeing.

Psychological Dimension:

- Establish a department in the Ministry of Education concerned with raising the level of professional wellbeing (Department of Happiness and Professional Wellbeing of Teachers).
- Provide social and psychological support for male and female teachers in line with gender, through the active participation of institutions specialized in this aspect, in addition to activating the role of school principals and senior teachers.

Physical Dimension:

- Create an intentionally teacher-friendly school environment that provides for the requirements of physical wellbeing.

Cognitive Dimension:

- Develop the competencies and skills of male and female teachers that would contribute to enhancing the various dimensions of professional wellbeing.

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