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Prevailing Educational Philosophy and Its Relationship to Job Satisfaction of English Language Teachers in Public Schools in Jordan

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Abstract

This study aimed at investigating the prevailing educational philosophy and its relationship to job satisfaction of English language teachers in public schools in Jordan. The sample of the study consisted of (200) English Language teachers chosen randomly from schools in the Amman III Directorate of Education. In order to answer the questions of the study, two questionnaires were developed. One was used to measure the prevailing educational philosophy and the other was used to measure the level of job satisfaction of English language teachers. Validity and reliability of the two questionnaires have been ensured. In order to analyze the data, the researcher used means, standard deviations and Pearson Correlation Coefficient. The findings of the study revealed that: 1) The prevailing philosophy among English Language teachers was existentialism, 2) The level of job satisfaction among English Language teachers in Amman, the capital of Jordan was moderate, and 3) There is a statistically significant relationship between all the educational philosophies and job satisfaction among English language teachers in Amman. In the light of these findings, the researcher recommended mainly to work on the adoption of a clear educational philosophy for English language teachers emanating from our teachings and culture. The researcher also recommended that the decision makers have to support teachers throughout incentives that sustain positively the teachers' behaviors and their performance at schools. The researcher in his recommendations also pointed out to conduct studies to analyze the contents of the curricula in Jordan in general and English language curricula, in particular to explore the nature of the educational philosophy reflected in these curricula.

Keywords: philosophy, educational philosophy, job satisfaction

الفلسفة التربوية السائدة وعلاقتها بالرضا الوظيفي لمعلمي اللغة الإنجليزية في المدارس الحكومية في الأردن

المخلص

هدفت هذه الدراسة إلى التعرف على الفلسفة التربوية السائدة وعلاقتها بالرضا الوظيفي لمعلمي اللغة الإنجليزية في المدارس الحكومية في الأردن، وتكونت عينة الدراسة من (200) معلما للغة الإنجليزية تم اختيارهم عشوائيا من مدارس عمان الثالثة من أجل الإجابة على أسئلة الدراسة، وتم تطوير استبانتيين أحدهما لقياس الفلسفة التربوية السائدة، والأخرى لقياس مستوى الرضا الوظيفي، وقد تم قياس صدق وثبات الاثنيتين، وتحليل البيانات استخدم الباحث المتوسطات الحسابية والانحرافات المعيارية ومعامل ارتباط بيرسون، وأظهرت نتائج الدراسة أن: (1) الفلسفة السائدة بين معلمي اللغة الإنجليزية هي الفلسفة الوجودية. (2) مستوى الرضا الوظيفي لدى معلمي اللغة الإنجليزية في العاصمة الأردنية كان معتدلا. (3) وجود علاقة ذات دلالة إحصائية بين جميع الفلسفات التربوية والرضا الوظيفي لدى معلمي اللغة الإنجليزية في العاصمة الأردنية عمان، وفي ضوء هذه النتائج أوصى الباحث بشكل أساسي العمل على تبني فلسفة تعليمية واضحة لمعلمي اللغة الإنجليزية، وكما أوصى بضرورة دعم صناع القرار للمعلمين من خلال الحوافز التي تعكس إيجابيات سلوك وأداء المعلمين في المدارس، وأشار أيضا إلى إجراء دراسات في تحليل محتويات المناهج في الأردن بشكل عام، ومناهج اللغة الإنجليزية بشكل خاص لاكتشاف طبيعة الفلسفة التربوية الموجودة في هذه المناهج.

كلمات مفتاحية: الفلسفة، الفلسفة التربوية، الرضا الوظيفي

Introduction

Philosophers were interested in education because it is a theory of an inconcrete nature . Philosophy builds a comprehensive system to achieve its goals , outputs and human support in the community. It is necessary to search for a philosophy to help the process of education concerned with human to link him with life skills and applications to achieve a system of organized educational thought. Philosophy in education also depends on educational institutions to define methods and means to sustain the educational policy and build a curriculum for learners. Moreover, job satisfaction is an essential factor for any working group because it is connected with human. It is considered a main pillar for successful organizations to achieve their goals.

For ages, man has asked about the universe, he lives in. He started asking about the creator of this universe and he asked about the destiny of man and where he is being directed. Then he started asking about himself and the acts he has to fulfill on this earth. He made many attempts to reach the high quality of wisdom to figure out the universe and its relation to the natural world (Al Taweel, 1967). Philosophy is a science originated from the reality of the need to form an overview of the world, to study its components, and its laws and the need to maintain excellence approach in thinking and logics. Philosophy is an effective factor in the evolution of human culture; in fact, it represents a powerful tool to identify the essence of human beings and the nature of its activities, which is also an important factor in access to the further development of knowledge and practice (Nasser, 2002).

Furthermore, philosophy has emerged since the inception of human interaction with nature to look for knowledge, and to get access to the logical answers to frequently asked questions that revolve around it. In the philosopher`s opinion, such as Aristotle and Thales, the philosophy originated in Greece in the mid-seventh century BC, when philosophers began searching for the causes of natural phenomena. Apart from the place where philosophy originated and the contributions of the philosophers, philosophical thinking is not a private matter for certain people over others (Al Rashidi, 2008).

Samuelson and Markowitz (1988) mentioned that the awareness of the work in the modern school requires an understanding of educational philosophy conditions. Without this understanding the workers will find themselves unable to realize the diversity of the goals of public and private education.

In this vein, Harber (1990) indicated that the adoption of clear educational philosophy would lead to feelings of satisfaction and contentment or happiness in the work the teachers do. They develop positive feelings toward their work in the field of education. As a result philosophy enhances their attitudes and increases their motivation towards work.

In support of this, Al-Khatib (1995) added that paying attention to the educational philosophy in the twentieth century has increased substantially in many societies to respond to the political events and social economic crisis affecting all aspects of life. Since the need for education is evident to interact with these events in order to respond to and interact with them, the need for urgent educational philosophy is vital to lead the educational process and guide it towards the right direction. Al-Khatib (1995) also added that teachers need more attention to all aspects of life to meet their physical and moral needs to help them do their best. The role of educational supervision highlighted the application of educational philosophies that may increase teachers` understanding

of their duties. It also improves the performance of the teachers` jobs to raise their motivation to work and guide their behaviors towards the positive direction of the educational process. It also improves their levels of technical and performance development.

Thus, Al Haj (1998) stated that philosophy is the mother of education and education gives birth to philosophy. This may seem contradictory, but philosophy and education are very close. Philosophy furnishes the goals of life and education gives the means to achieve those goals. Philosophy and education are interrelated and inseparable from each other. No system of education is completely separable from philosophy. This means that philosophy and education are two sides to a coin. In the light of this, Brennen, (1999) added that educational philosophy is a philosophy applied to education as a specific area of human endeavor. It involves bringing those critical reflections which characterize philosophy in general to influence and direct the range of experiences and possessions that may be referred to as education.

The researcher claims, from his experience in administration, that the presence of educational philosophy has an impact on the direction of job satisfaction among teachers. In support of this the researcher also claims that feeling comfortable at work helps teachers to be content and happy. Good income and promotions contribute in strengthening the relationship among colleagues at work, which in turn can maximize their efforts to achieve the goals of the school where they work.

Fadlallah (1988) stated that the educational institutions concerned with the achievement of justice and equity among employees to support them professionally. Justice is very important to support teachers for the work they are doing or other conditions of work. It builds good relations between them on the basis of mutual respect and appreciation. Job satisfaction is the collection of feeling and beliefs that people have about their current job (George et al, 2008). Accordingly, this study investigates the prevailing educational philosophy and its relationship to job satisfaction of English language teachers in public schools in Amman, the capital of Jordan.

Statement of the problem

Al Irsan (1998) stated that there is no clear educational philosophy in Arab education; consequently, the researcher conducted this study that aimed at investigating the prevailing educational philosophy and its relationship to job satisfaction of English language teachers in public schools in Jordan.

Questions of the Study

The purpose of this study is to answer the following questions:

1. What is the prevailing educational philosophy among English language teachers in public schools in Amman, the capital of Jordan?
2. What is the level of job satisfaction among English language teachers in public schools in Amman, the capital of Jordan?
3. Is there a statistically significant relationship between the educational philosophies and job satisfaction among English language teachers in public schools in the Jordanian capital, Amman?

Significance of the Study

The study is worth of academic research on the following grounds: First, the study was expected to reveal the prevailing educational philosophy and its relation to job satisfaction among English language teachers in public schools. Second, the study findings were expected to benefit decision makers in the field of education to put forward policies that would select a suitable

philosophy for teachers of English language to follow since they teach a foreign language and a foreign culture. Finally, the findings of this research may add a knowledge in this field and a basis for future researchers.

Limitations of the Study

- This study was limited to the five educational philosophies: idealism, realism, pragmatism, existentialism and Islamic.
- This study was limited to English language teachers in public schools in Amman, the capital of Jordan in the first semester in the academic year 2009/2010.

Literature Review

Definition of Philosophy

Philosophy is a Greek term composed of two words: **Philo** that means sense of love and **Sophy** that means wisdom, so philosophy is love of wisdom (Oxford English Dictionary, Oxford University Oxford, 1971). Despite the attractiveness of this concept at first glance, the philosophers and thinkers didn't agree on what "love of wisdom" means. The contradictions and differences still exist up to this day (Al Taweel, 1967). He also stated that philosophy is the study of human behavior in relation to the universe around.

Morsi (1982) mentions that philosophy shows interest in the individual to possess a special system of values or a general overview towards life. He adds that the Arab philosopher, Al Kindi defined it as the science of things with straight facts since the philosopher is conscious in his knowledge that leads to the right work he does. Philosophy seeks to understand the nature of things and to examine ways of thinking and tools used by human knowledge. It also seeks to study the problem of human behavior and address values.

Al Khatib (1995) indicates that philosophy organizes mental work aiming at forming a distinctive belief of probability when obtaining appropriate information to gain access to the experimental results. Aljanini (2004) also states that philosophy is an organized mental effort in order to make life meaningful. The task of intelligence is to guide this effort whenever possible. Ancient philosophy showed interest in the existence and man relationship with the universe and the truth, but modern philosophies are interested in knowledge and human freedom.

Concept of Educational Philosophy

There is a close relationship between education and philosophy since both are looking at life itself. If philosophy refers to the set of principles and guidelines that reflect the ideas that emanate from culture, education will be the effort of practicing the actual ideas depending on the transfer of human experiences from one generation to another. It simplifies these experiences and development to all people (Aljanini, 2004).

Education is considered a social process derived its goals from the society using appropriate methods to achieve these goals. The philosophy of education concentrated on those goals which represent the conceptual framework of the social environment and interaction with the problems of this environment by diagnosing the problems facing society and the search for appropriate solutions. The basic principle in educational philosophy concentrates on the development of societies.. Educational philosophy intends to adapt the prevailing social education realities. It also seeks to search the analysis of this fact in order to apply changes appropriately in order to achieve the desired goals (Abdeldayim, 1988).

Many theorists are interested in educational philosophy. They believe that philosophy is a system of thought that arises in a social environment to interact with the problems of this environment, and diagnose the strengths and weaknesses of them (Khatib, 1995). Al Nijih (1991) confirmed that the educational philosophy rely on key assumptions that help in organizing educational thought in order to reach solutions to problems and to judge the validity of these solutions and their suitability. He also stated that philosophy never transcends the level of reality and the present life of human beings. It is not symbolic, verbal, emotional, or intellectual. It must relate to human experience to transform its symbols and ideas to intellectual trends and behavioral patterns affecting human life. It is worth mentioning that the system of selected values may vary from one society to another. This system is flexible and changes according to experience and social interaction.

Hamdan (1988) mentions that the educational philosophy helps to develop the individual. It also helps him to discover the knowledge. Based on this, the educational philosophy is adopted by the society through scrutiny creating good manners for man to follow. It also focuses on a desired individual.

A) Educational philosophies

There are several types of philosophies in the field of education, but the researcher used five common philosophies including:

1. Idealism

The roots of this philosophy refer to Plato in the fifth century BC. Plato is considered the father of the philosophy of idealism. He thought there were two worlds: the true world that includes true independent fixed public ideas, and the real world which is a shadow of the true world (Niller, 1971). Al-Khatib (1995) confirmed that this philosophy, with a comprehensive view of the entire world, has been seen as the ideal philosophy to the world in order to explore the secrets, and accommodate the essence of the mind through meditation.

Abedel Rahman (2002) stated that philosophy is based on a world of values that support stability, complexity, and sophistication. He also stated that Plato mentioned the ideal world through triangle of the highest values as the following (367-427):

(A) The value of the right consisted of three levels: 1) the inherent in the nature of words, 2) the extent compliance with ethical rules, and 3) the extent of compliance with the reality and principles of mental principles,

(B) The value of good that refers to the capacity inherent in the nature of the acts that means any cause for satisfaction and approval and

(C) The value of beauty that expresses the character list in the nature of things.

The teacher occupies the position of great power in this philosophy, so he must be a moral source of knowledge because he is the legislator of the laws of the great powers. The teacher is charismatic in idealism. He has the ability to communicate knowledge because his ideas and meanings are generated from the mind of students, as the innate meanings inherent in the learner.

2. Realism

Aristotle was a Greek philosopher who greatly influenced educational, philosophical thought for centuries. His search for truth led him to research in science. The realistic current philosophy is considered historically a reaction to the philosophy of idealism. Realism can be a view about the

nature of reality in general. Philosophers who adopt realism often claim that the truth is cognitive representations and reality (Mohammad, 1987).

Nasser (2004) pointed out that the realistic education does not only represent the concrete psychological aspects but it also goes beyond that by saying all human knowledge is the result of experience. This experience is connected tightly to perception. Saleh (1967) pointed out that this philosophy looks at man as a simple character.

Realism sees the teacher as the key to education and as a carrier of cultural heritage to decide the teaching material in the classroom. The teacher in this philosophy presents the knowledge of the subject matter before the students in such a way as to make himself one with it. It gives the teacher a chance to be cooperative in relying on themselves.

3. Existentialism

Existential thinking began taking its place in the continent of Europe after World War I, particularly in German and French societies. It has gone through three stages. Sa`ada and Ibrahim (1997) stated that the Dutch philosopher, Soren Care Kigard (1813 -1855), started the first stage . He was the first philosopher who used the word existence of the substance of the philosophy. That philosopher believed that the existent individual is the man characterized by an endless relationship with himself and his fate. The second stage began when the German philosopher, Heidegger (1899 - 1973), scrutinized the views of Kigard in the French philosopher. He said that we understand our existence by our presence or in the core of our being. His view was that we had to take our responsibility to our presence. The French philosopher, Jean-Paul Sartre (1905-1980), started the last stage. He spread the existentialism, especially in Europe and North America. Sartre's primary goal was to discredit determinism and defend the creativity, contingency and freedom of human action.

The researcher found that existentialists gave the individual the freedom to do things. It means that man is responsible for his acts. As a result, the existential philosophers look at humans through a set of behaviors that would be fully accountable. It is the most important feature of the educational emphasis on the existential philosophy of true freedom of the individual. It focused on some sort of consensus between the individual and the community while conserving individual freedom.

Abdel Dayim (1988) confirmed that the existential philosophy of education is a multifaceted dialogue with the dimensions of educational sciences, which promotes the adoption of educational philosophy introduction based on the presence of such an inclusive dialogue with the educational and social reality in all its dimensions and senses. Badran and Mahfouz (1993) confirmed that the teacher clarifies to his disciples the inevitability of death. The student is pushed to ask "Who am I?, Why do I live?, What is the goal of my life?". For this, he lives for his existential experience.

Existentialism rejects the traditional relationship between teacher and student. An existential learning theory in which the student-teacher relationship fosters self-worth and fulfillment of personal destiny. The teacher -student relationship should be one of mutual respect and a regard for one another as dynamic human beings (Hamshari, 2001).

4. Pragmatism

This philosophy is called the philosophy of utilitarianism, which traces its roots to the Greek philosophers and returns the historical roots of the pragmatic to the ancient Greek philosopher Herakulaitts (535-475 BC), who believed that there was no absolute or fixed truths. He said that

practice is the basis of education. Its general framework was put by John Dewey, who believed that education should focus on the individual as an active participant in the society. The pragmatism is based on human experience of truth. The truth is not a renewable idea. The truth is not a thing accessed through the senses, but it is the outcome of the practical application of these ideas (Hayari, 1993). This philosophy considers the human mind as a set of experiences which is formed by the individual through his work and his activity (Morsi, 2003). This philosophy also focuses on the individual who learns through work and experience. He added that education is for development of social competence. It meets the needs of individual according to his abilities and talents from aspects of intellects and mind.

Pragmatic philosophy has become a leading educational philosophy which reflects the social institution as a place of remarkable social construction. The teaching of pragmatics aims to facilitate the learners' sense of being able to find socially appropriate language for the situations that they encounter. The pioneers of this philosophy, Pierce, William James and John Dewey believe that education is for life and by life and in life .

Pragmatic philosophy sees that the teacher takes many roles. He is not a carrier of knowledge, but he is a facilitator. The teacher in this philosophy is a participant to develop the talents, desires, inclinations and the needs of the student. The teacher in this philosophy focuses on self- control. This philosophy does not believe in the punishment and full control of the teacher.

5. Islamic Philosophy:

This philosophy has a full approach for life and components of the educational system. This philosophy consisted of all balanced aspects of mankind. It deals with life and afterlife at the same time. Its constitution is based on the Qur'an and Sunnah. A teacher should use innovative methods, aspiration and a good role model in teaching to mould the students. The teacher focuses on a set of moral values and disciplines that are derived from legal provisions. It is a center of piety which is measured by the work so as to achieve human happiness in this world. All the aspects of human life whether they are related with this world or with the life hereafter have been guided by the religion (Sharif,1983).

Comment on the educational philosophies

Through previewing the philosophies of education, the researcher comments on them by saying that philosophy of education addresses the nature, aims, and problems of teaching and learning processes. The idealists see the teacher as a charismatic person. The knowledge has to be generated from the minds of students, but the realists see him as a person who has knowledge before students. This means he is given a chance to depend on himself. The absolute freedom is in the existential philosophy. It means that man is responsible for his acts. This philosophy looks at the teacher through a set of behaviors that would be fully accountable. The pragmatists sees the teacher as a facilitator, not a carrier of knowledge. The Islamic philosophy has a full approach for life and components of educational system. This philosophy consists a balanced aspects of mankind. A teacher of this philosophy should use innovative methods, aspiration and a good role model in teaching to mould the students.

B) Job Satisfaction

Many theoreticians talk about the concept of job satisfaction. Harvard Group (1998) defines job satisfaction as feelings of achievement and success associated with productivity and the desire to work in terms of enjoying it and appreciates the efforts. Al Rajhi (2003) also adds that job

satisfaction is the emotional psychological phenomenon arising from the case of compatibility between the expectations of the individual from his work and what he gets effectively. He also mentions that job satisfaction leads to contentment or happiness in the work. Herbert (1990) defines it as the feelings of individuals to acts performed by them depending on what they achieve as a result of these actions. Nestern (1994) also defines it as a sense of individual to a particular job that consists of a set of trends regarding the nature of the work done by the individual and promotion that he gets, and its relationship with the working group, and services provided by the organization to him. The researcher sees job satisfaction as consistency and harmony between the work done by the teacher and the interior motives with him. That would lead to compatibility between the public interests and private interests represented by desires, inclinations and hobbies.

Factors Affecting Job Satisfaction

There is no doubt that there are influential factors affecting job satisfaction related to the teachers' autonomy, a work environment, and nature of the job. Among these factors: (1) Feeling that the teacher satisfies his achievement and motivates himself through putting the right man in the right place. 2) Feeling that the teacher serves the values that he believes in, (3) Feeling that the teacher fulfills his personal interests such as stability and promotion in the job, (4) Justice achieves equality, (5) Feeling that the teacher's working conditions are suitable for him, (6) Human warm relations between him and his colleagues, and (7) Feeling that he is convinced with goals of the organization where he works (Abdelbaqi, 2003).

Al Rashidi (2008) pointed out that the scientific management of tangible incentives is the best way to increase job satisfaction. The theory of justice is a level of satisfaction of individual career depending on the actual return achieved by his work as compared to his expectations. Al Sarraf et al (1994) also pointed out that the system of justice and equality is very important to satisfy the workers. The standards the teacher used are identifying the justice achieved by comparing the effort with the rewards he gets and what he gives and others get.

Methodology

Sample of the study

The study population consisted of all English language teachers (1997 teachers) in the public secondary schools in the five directorates in Amman the capital of Jordan in the first semester in the academic year 2009 / 2010. in Amman Third Directorate for Education was chosen purposefully. The population of study were chosen randomly (20%), so the study sample was (200) English language teachers.

Instruments of the Study

The researcher used two instruments in his study:

1. Educational Philosophy Questionnaire

The researcher reviewed the tool used by Rashidi (2008) and developed a questionnaire to measure the prevailing educational philosophy among English language teachers. The final version consisted of (60) items measuring the five educational philosophies (idealism, realism, pragmatism, existentialism, Islamic). The researcher used the Likert Five-Scale (strongly disagree, disagree, neutral, agree, and strongly agree).

The items of the five educational philosophies in the instrument were distributed as the following:

Items (1-13) measure philosophy of idealism, items (14-22) measure philosophy of realism, items (23-35) measure philosophy of pragmatism, items (36-48) measure existential philosophy, and items (49-60) measure Islamic philosophy.

Validity of the Questionnaire

To ensure the validity of the questionnaire, a jury of five specialists reviewed it and their comments were taken into consideration.

Reliability of Educational Philosophies Questionnaire

The researcher used Cronbach Alpha to estimate the reliability of the questionnaire. It was found that the reliability of the instrument was (0.82) for idealism, (0.85) for realism, (0.88) for pragmatism, (0.92) for existentialism and (0.81) for Islamic philosophy. The reliability of the coefficient domains of the questionnaire indicated acceptable reliability (0.82, 0.85, 0.88, 0.92, 0.81). Table (1) includes the results of this statistical treatment.

Table (1): Cronbach Alpha Coefficient of Educational Philosophy Questionnaire

No	Educational Philosophy	Cronbach Alpha Coefficient
1	Idealism	0.82
2	Realism	0.85
3	Pragmatism	0.88
4	Existentialism	0.92
5	Islamic	0.81

2. Job Satisfaction Questionnaire

To achieve the objectives of the study, the researcher developed an instrument to measure job satisfaction among the teachers, relying on the tool used in Al Rashidi study (2008), McCormick Nobile study (2005), Al Sarraf, Abu Allam, Al Naqeeb and Al Rifa'i (1994) and Al Omari (1992). The final version of this questionnaire, which was designed according to the Five Likert Scale, included 15 items.

Validity of Job Satisfaction Questionnaire

To ensure the validity of the job satisfaction questionnaire, a jury of five specialists reviewed it and their comments and recommendations were taken into consideration before editing the final version of this questionnaire. It was modified in accordance with their suggestions.

Reliability of Job Satisfaction Questionnaire

The researcher used Cronbach Alpha to estimate the reliability of the questionnaire. The reliability of the coefficient domains of the questionnaire indicated acceptable reliability (0.87).

Findings of the Study

To answer the first question: "What is the prevailing educational philosophy among English language teachers in public schools in the Jordanian capital, Amman?". The researcher computed means, standard deviations for each educational philosophy for English language teachers as shown in the table (2).

Table (2): Means, Standard Deviations and Ranks for Each educational Philosophy for English language teachers in Jordanian Capital, Amman

Rank	Philosophy	Means	Standard Deviation
1	Existentialism	3.98	0.39
2	Pragmaticism	3.96	0.46
3	Idealism	3.88	0.37
4	Realism	3.84	0.38
5	Islamic	3.02	0.48

Table (2) showed that existentialism is the most prevailing educational philosophy among the teachers of English. Table (2) also showed that the existential educational philosophy mean was (3.98) and its standard deviation was (0.39). Pragmatic educational philosophy came second with a mean (3.96) and a standard deviation (0.46). Ideal philosophy came third with a mean (3.88) and a standard deviation (0.37), followed by real educational philosophy with a mean (3.84) and a standard deviation (0.38). Islamic Educational Philosophy was the lowest with a mean (3.02) and a standard deviation (0.48).

To answer the second question: "What is the level of job satisfaction among English language teachers in public schools in the Jordanian capital, Amman?" The researcher presented means, standard deviations of the level of job satisfaction for English language teachers as shown in the table (3).

Table (3): Means, Standard Deviations and the Highest & the Lowest Rank for job satisfaction for English language teachers in Amman, the capital of Jordan

	Means	Standard deviation
Teachers	3.56	0.61
The highest and the lowest ranks for job satisfaction Items		
7. I feel safe in education job	4.05	0.66
14. I feel there is a satisfaction between my salary and the effort I do at school	3.02	0.59

Table (3) showed the mean, standard deviation for job satisfaction among teachers of English language teachers. The mean was (3.56) and its standard deviation was (0.61). Item (7), which states, "I feel safe in education job." ranked first with a mean (4.05) and a standard deviation (0.66). Item (14) which states: "I feel there is a satisfaction between my salary and the effort I do at school", ranked the last with a mean (3.02) and a standard deviation (0.59). For the lowest on (14), the researcher thinks that this may refer to dissatisfaction between a salary and the effort the teacher does at work.

To answer the third question: "Is there a statistically significant relationship ($\alpha = 0.05$) between the educational philosophies and job satisfaction of English language teachers in public schools in Amman, the capital of Jordan? The researcher computed Pearson correlation coefficients among the teachers' educational philosophies and their job satisfaction, in addition, Chai Square (X^2) was used as shown in Table (4):

Table (4) Pearson Correlation Coefficients among the Teachers of English Educational Philosophies and Their Job Satisfaction and the Results of Chai Square (X^2)

Educational Philosophies	R	R ²	X ²	Significant
Idealism	0.24	0.08	33.04	*0.000
Realism	0.30	0.10	42.31	*0.000
Pragmaticism	0.29	0.09	38.35	*0.000
Existentialism	0.33	0.12	49.06	*0.000
Islamic	0.23	0.04	26.10	*0.000

Significant difference: ($\alpha = 0.05$)

Table (4) showed that the highest correlation coefficient was between existentialism and teachers' job satisfaction (0.33). The lowest correlation coefficient was between Islamic Philosophy and teachers' job satisfaction (0.23). Chai Square values (X^2) for the relationship between the educational philosophies and job satisfaction were idealism: 33.04, realism: 42.34, existentialism: 38.35, pragmatism: 29:10, Islamic: 49.06. The Significance difference was (0.000) for each philosophy. This showed that there is a statistically significant correlation at the significance level ($\alpha = 0.05$) among the educational philosophies and teachers' job satisfaction.

Discussion of the Findings

The results study showed that existential educational philosophy of English language teachers in Amman, the capital of Jordan, was high compared with other philosophies, while the Islamic philosophy occupied the lowest level of philosophies. This finding might be attributed to the fact that existential educational philosophy gives learners a serious responsibility in achieving their setting aims. And recent educational philosophy concentrates upon the learners' role as a responsible for all his acts. This was in agreement with Mughaniyya (1397) who stated that

existentialists believe in the learner's freedom. In addition, this assertion is consistent with Niller (1392) who stated that a teacher presents values and the student has a right to select what suits him. Sa`ada and Ibrahim (1997) also supported the idea of freedom of human action . This showed that it is necessary to adopt an educational philosophy in Arab countries in general and Jordan in particular to prepare teachers intellectually, scientifically and professionally to help build Arab communities. This also helps in forming the goals in educational field and reforming the educational system to improve the teachers` skills and performance. The Islamic philosophy was the lowest, this may be due to the political factors or the absolute freedom for foreign culture they teach at schools through the material.

Findings of this study, also, revealed that English language teachers in Amman are satisfied with respect to their job. This may be attributed firstly to job safety that supports teacher's attitude towards their job. This seems to have positive effects to teachers` performance. Secondly, the human values might have been oriented to support teachers fairly and with respect. This may be a sign of emotional and mental state of teachers to feel satisfied at school. Thirdly, factors such as attitudes, benefits, relations with colleagues or promotion may satisfy teachers at their job satisfaction. These factors may help teachers feel successful at school. This result also verifies the study conducted by Ghazi (2004) who did a research on elementary Head teachers in District Toba Tek Singh, the Punjab, Pakistan. He found that elementary head teachers were generally satisfied with their jobs. The same results were obtained in the studies of (McCann 2001, DeMato, 2001 and Newby, 1999). This result is also consistent with the studies of (Mahmood 2004, Ghazi 2004). The result is also consistent with Bavendam (2000) who stated that job satisfaction of teachers is too important because their attitudes towards job affect the learning process of the students. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves. They show greater commitment to the teaching learning process.

Finally, the findings of the showed that a significant correlation between the educational philosophies and job satisfaction for English language teachers in the Jordanian capital, Amman. The researcher stated that the correlation was the highest between the existential philosophy and job satisfaction, while the lowest correlation coefficient between Islamic philosophy and job satisfaction. The researcher stated that the expected nature of the relationship between educational philosophy and job satisfaction resulted from achieving the main goals of the educational system and educational administration to develop educational process. The relation meets the needs of teachers materialistically and morally to improve the efficiency of education. Thus, the work to meet the needs of teachers, whether psychologically or morally is the pillar that raises job satisfaction. This work, in turn sustains an

educational philosophy for teachers to follow to achieve educational goals. The researcher stated that adopting a philosophy for English language teachers helps sustain the ties between education and job. He adds that knowing another culture means knowing another philosophy to achieve the goals of the foreign or the second language. This result is also consistent with the studies (Samuelson & Markowitz, 1988, Harber, 1990, Al-Khatib, 1995). In support of this study Al Haj (1998) stated that philosophy is the mother of education and education gives birth to Philosophy. It means philosophy and education are very close. Philosophy furnishes the goals of life and education gives the means to achieve those goals.

Conclusion of the Study

On the basis of the findings of this study, the following conclusions can be drawn: the study has discovered that philosophy is significant because it organizes the mental work (Al Khatib, 1995), makes life meaningful (Al Janini, 2004) and possesses a system of values towards life (Morse, 1982). The prevailing philosophy among teachers is the existential one which was neutral religiously as it looks to the learner as a responsible for all his acts. The researcher in his views supports adopting an educational philosophy. Moreover, this philosophy might help the teacher to provide an environment that is safe, supportive, and sharing ideas to a student who needs a secure, caring and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. The educational philosophy also supports the teacher to provide access to information rather than acting as the main source of information. Supporting the teachers may help work in an organized way so as to improve their performance. Job satisfaction may help teachers to deepen love and respect to themselves, others and their environment as well as instilling a love of teaching and learning at school.

Recommendations

The following recommendations should be taken into consideration:

1. The educational system should adopt a clear educational philosophy for English language teachers emanating from Islamic teachings and culture.
2. Urging the decision makers to support teachers throughout incentives to sustain positively the teachers` behaviors and their performance at schools.
3. Urging the decision makers to balance between the teachers` efforts and their salaries.

4. Conducting studies to analyze the contents of the curricula in Jordan in general and English language curricula, in particular to explore the nature of the educational philosophy reflected in these curricula.

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