The Relationship Between Job Satisfaction and Organizational Commitment Among Public Secondary School Principals in Irbid Governorate, Jordan

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Abstract

This study assessed levels of job satisfaction and organizational commitment among public school principals in Irbid Governorate. It aims at highlighting the importance of statistical differences in the average of the levels of job satisfaction and organizational commitment. The research specifically investigated the correlation between organizational commitment and job satisfaction among the secondary school principals in Irbid Governorate. The population of the study consisted of all public education school principals in Irbid. Data were collected via a questionnaire from a random sample of 126 principals drawn from a total population of 526. Statistical analysis, performed using SPSS, employed arithmetic means and standard deviations to quantify job satisfaction and organizational commitment.

The results of the study revealed that there is a statistically significant positive correlation between overall job satisfaction and all three dimensions of organizational commitment (affective, continuance, normative) among secondary school principals. Significant positive relationships were also found between organizational commitment and specific facets of job satisfaction: nature of work, recognition and self-esteem, social satisfaction and status, relationships with superiors, salary, the work itself, supervision, and co-workers. Conversely, a significant negative relationship was observed between commitment and satisfaction with promotion opportunities. Furthermore, significant positive correlations were confirmed between organizational commitment and the remaining job satisfaction elements—work environment, educational management and supervision, relationships with superiors (reinforcing previous findings), social satisfaction and status, recognition and self-esteem, nature of work—as well as the overall job satisfaction score among principals of secondary school in Irbid Governorate .

Keywords: Job Satisfaction, Organizational Commitment, Educational Administration and Supervision, Principals of Secondary Schools in Irbid Governorate.

العلاقات التكاملية المشتركة بين عرض النقد وسعر الصرف والنمو الاقتصادي
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ملخص

تهدف الدراسة الحالية إلى تعرّف مستوى رضا الموظفين وعلاقته بالالتزام التنظيمي بين مديري المدارس الحكومية في محافظة إربد. كما تهدف إلى إبراز أهمية الفروقات الإحصائية في متوسط مستويات رضا الموظفين والالتزام التنظيمي. وستقوم الدراسة أيضاً بالكشف عن العلاقة بين الالتزام التنظيمي ورضا الموظفين بين مديري المدارس الثانوية في محافظة إربد. وتتكون عينة الدراسة من جميع مديري المدارس الحكومية في محافظة إربد.

كما تم اعتماد الاستبيان كأداة لجمع البيانات من 126 مديراً تم اختيارهم عشوائياً من أصل 526 مديراً للمدارس الحكومية للتعليم. وقد تم استخدام برنامج SPSS لتحليل البيانات وكذلك المتوسطات الحسابية والانحرافات المعيارية لتحديد درجة كل من الرضا الوظيفي والالتزام التنظيمي، وقد كشفت النتائج أن الرضا الوظيفي مرتبط بالالتزامات العاطفية، والاستمرارية، ومعايير العمل بين مديري المدارس الثانوية في محافظة إربد في النتائج الإجمالية والأبعاد الفرعية، وهي: طبيعة العمل، الرضا عن التقدير وتقدير الذات، الرضا الاجتماعي والمكانة الاجتماعية، والعلاقة بين الموظفين والرؤساء. الراتب، كما أشارت النتائج إلى أن العمل ذاته، والإشراف والزملاء لهم علاقات إيجابية ملحوظة مع الالتزام الوظيفي، في حين أن الترقيات لها علاقة سلبية مع الالتزام الوظيفي. كما كان من الواضح وجود ارتباط إيجابي وذو دلالة إحصائية بين بقية عناصر الرضا الوظيفي المتمثلة في (بيئة العمل، الإدارة التعليمية والإشراف، العلاقة بين العمال والرؤساء، الرضا الاجتماعي والمكانة الاجتماعية، الرضا عن تقدير الذات، وطبيعة العمل والدرجة الكلية) لمستوى الرضا الوظيفي بين مديري المدارس في التعليم الثانوي في محافظة إربد.

الكلمات الدالة: رضا الوظيفة، الالتزام التنظيمي، الإدارة التعليمية والإشراف، مدراء المدارس الثانوية في محافظة إربد.

1   Introduction

Organizational commitment, which encompasses all processes as well as cerebral, motor, emotional, and social activities that people participate in to augment and adjust, is one of the most important markers of complicated human behavior. The schools are considered to be one of the furthermost significant educational institutions, with the goal of educating people and assisting them in developing and expanding all features of their personality (physical, mental, psychological, social and spiritual), in accordance with their ability, tendencies, readiness, and trends, with this growth aimed at the appropriate social destination. Physical and human resources are required for the school to function properly (Inayat & Jahanzeb Khan, 2021) . The environment in which he lives, to meet his needs, and to solve his problems. It was necessary to study human behavior in different organizations, which led to the development of theories and conducting extensive field and applied research on organizational behavior. The effectiveness of workers in the educational field, including administrators and teachers, is determined by the extent to which they practice organizational behavior, which qualifies them to achieve the objectives of various educational processes. More specifically. The importance of organizational behavior in educational institutions lies in identifying the causes of individual behavior and predicting it in the future based on the availability of reasons (Bacaksiz PhD RN et al., 2017; Claudia, 2018; Grigoropoulos, 2019).

The satisfaction which the worker derives from his job determines the witness of his mobility and the consequent commitment. This is due to the fact that it has been established that job satisfaction is significantly consistent with organizational commitment (Freund, 2005). Non-Satisfaction employees are not committed to the organization, which explains why they frequently leave such jobs. This makes sense because someone who is happy with their job is more committed to the organization than someone who is unhappy with their job.
There is a general understanding that an organization's overall productivity and success are independent on the effective and efficient performance of its

employees (Bacaksiz PhD RN et al., 2017; Freund, 2005) Furthermore, improved performance is contingent on employee work satisfaction. For this reason, researchers have found different aspects of work satisfaction, their relative significance, and their connection with performance and productivity. Job satisfaction is described as an employee's good and bad emotions about his or her employment, as well as the level of pleasure connected with the job (Eliyana et al., 2019; Srivastava & Rathee, 2018). As a consequence, one of the most extensively studied subjects in organizational behavior is employment satisfaction. According to (Locke, 1976; Spector, 2014), work satisfaction is the positive and pleasant sensation that comes from assessing one's employment or job experience.

One of the key things that inspire school administrators to put in more time and effort to develop and improve the educational environment is their job satisfaction level. The educational administration believed that the school principal was the first to implement the educational policy, so they showered him with care and attention appropriate to the role that had been assigned to him. (Wooldridge & Floyd, 1990) Consider how management motivates workers to work and remain devoted to a company in order to accomplish corporate goals and objectives. As a consequence, organizational commitment refers to how much a person connects with and engages in the group (Trice et al., 1984). While job satisfaction is one of the topics that has piqued the interest of management and psychology researchers, as it is a reflection of the individual's effectiveness and adaptation to the work environment, and satisfaction with work and contentment in it pushes the individual to make maximum efforts to achieve it, Job satisfaction drives success, and vice versa. To a significant degree, the individual's giving and professional competence reflect his level of satisfaction with his job, as well as his feeling of success and advancement in it. The principal of the school is considered the cornerstone of the school entity, the generator and engine of its human and material energies and capabilities, and the guide and coordinator of these energies and capabilities in order to achieve the educational goals that the school seeks to achieve. - (Mukhtar, 2019).

According to (Al-Asmari, Muhammad bin Mufreh, Al-Ghamdi, 2018) in order for the school principal to play an important role in leading the school

towards its goals, he must be satisfied with his work, and this satisfaction prompts him to give and make an effort and honesty and seriousness in his work (p. 274). Transformational leadership is one of these behaviors because it is a basic requirement for any organization concerned with its effectiveness, productivity and goal achievement, and the presence of committed leaders is a condition for any organization seeking competition and development in its field, and functionally. Satisfied managers are more able than others to achieve the interests of the organization. The administration's ability to instill a sense of loyalty, sincerity, and competence in individuals, as well as work to find the appropriate organizational climate in terms of wages, incentives, and job satisfaction, will inevitably lead to the success and continuity of the administrative institution, and the achievement of its objectives. Because of their influence on individual and organizational behavior, job satisfaction and organizational commitment have aroused the interest of many researchers in the field of organizational behavior and management. As a result, this research became necessary.

Many studies have found a link between job satisfaction and organizational commitment, including the study of Sophie (Anari, 2012; Asutay et al., 2022; Ćulibrk et al., 2018; Hendri, 2019) and the study of (Mukhtar, 2019) found a significant positive relationship between job satisfaction and organizational commitment among the study sample. Workers who are satisfied with their employment are more likely to be committed to the company and ready to remain on the job, according to (Dalal & Credé, 2013). In repayment, their commitment necessitates their potential or pride in organizational commitment, and they believe in the organization's aims and ideals, resulting in better levels of performance and output.

There have been studies among hotel employees, in the service industry, of job satisfaction and organizational commitment (Azeem & Akhtar, 2014; Ćulibrk et al., 2018; Karem et al., 2019; Lambert et al., 2020; Puspa et al., 2019) However, commitment to one's job has been given less consideration than organizational commitment. For example, (Cohen, 1988, 2013; Muller, 1989; Wassertheil & Cohen,

1970) studied the work-related commitment of nurses while (MacIntyre, 1992) emphasized the importance of professional commitment in nurses. It can also be said that there have been few studies on job satisfaction among teachers mentioned in the literature, and against this background this study is being conducted to ascertain the relation between job satisfaction and organizational commitment of teachers in the Post-Primary School Board. (PPSB) from Osun State.

Given the preceding discussion, the current study aims to shed light on job satisfaction and its relationship to organizational commitment among secondary school principals in Irbid Governorate, as well as all sub-dimensions of organizational commitment and the overall degree of it.

1.1 The research problem

School management is the most important element in implementing the educational policy of a country, and when appropriate school administrations are available, maximum levels of productivity are obtained in the performance of school staff and education outcomes in general. The efficiency of the administrative staff and its output (Al-Samih, 2010). Although many of the findings of the studies agree on a association between job satisfaction and organizational commitment, they were conducted on supervisors, such as the Flempan (2008) study, and on teachers, such as (Mukhtar, 2019) and Hamad (2018) in addition to the studies of (Al Salami et al., 2017; Blazar & Kraft, 2017).

(Al-Shahrani, 2013; Salmi, 2020) confirm that aspects related to society and the work environment, patterns, strategies, and administrative and leadership methods used by school principals affect, in one way or another, the organizational commitment of school principals positively or negatively, while it is noted that there are few studies that dealt with the relationship in the context of its application to School principals, such as the study of Al-Samih (2010), in which it was shown that there is a relationship between organizational commitment and job satisfaction, and the study of (Al-Shammari, 2015) in which it was shown that there is no correlation between organizational commitment and job satisfaction, and that school leaders are required to motivate teachers and contribute to In achieving job

satisfaction for teachers, it is first and most appropriate for the leadership to be motivating and committed. Senior leaders in the educational administration work to motivate them and strengthen their organizational commitment to achieve job satisfaction for them (Al-Asmari, Muhammad bin Mufreh, Al-Ghamdi, 2018).

In view of the current reality, the most prominent problems that top the results of studies conducted on school principals in general in the Kingdom of Saudi Arabia among school leaders is the lack of administrative incentives provided to them, and many studies also revealed a low level of job satisfaction, as it appeared in many local studies as average as a study (Al-Shammari, 2015), which indicated that what achieves job satisfaction for leaders is the interest in the factors and variables affecting and achieving job satisfaction, foremost among which are wages, incentives, and opportunities for professional growth. Based on the above discussion the current study will answer the following questions and achieve the following objectives:

1) What is the self-reported level of job satisfaction among secondary school principals within the Irbid Governorate?

2) What is the self-reported level of organizational commitment among secondary school principals in the Irbid Governorate?

3) Is there a statistically significant relationship between self-reported job satisfaction and organizational commitment among secondary school principals in the Irbid Governorate?

4) Do statistically significant differences exist (at $\alpha = 0.05$) in the mean levels of self-reported job satisfaction based on the demographic variables of years of administrative experience, educational stage managed, and monthly income level?

1.2 Study objectives

- Examining the impact of job satisfaction on secondary school principals in the governorate of Irbid.

- Recognizing secondary school principals' overall organizational commitment in Irbid governorate from their viewpoint.
- examine the correlational relationship between job satisfaction and organizational commitment among secondary school administrators in Irbid Governorate.
- To assess the statistical importance of variations in typical levels of work satisfaction that can be ascribed to factors such as number of years of school management employment, educational stage, and monthly salary level.

2   Job Satisfaction and Organizational Commitment: Theory

Job satisfaction refers to the extent to which an individual accepts and enjoys their job, performing it with energy and enthusiasm. This satisfaction enhances productivity and strengthens commitment to the organization. Organizational commitment, in turn, represents the psychological bond between an individual and their organization, reflecting the alignment of the company's values with those of its employees.

2.1   Job Satisfaction

In both private and public institutions, job satisfaction is closely linked to performance, productivity, efficiency, and organizational loyalty. It reflects an employee's emotional response—positive or negative—towards their job (Al-Serafi, 2005). High satisfaction fosters excellence, loyalty, and resilience under work pressures, while low satisfaction can hinder performance.

Research highlights that job satisfaction supports adaptation in the work environment, stimulates creativity, boosts achievement, and enhances responsibility (Dutta & Sahney, 2016; Hulpia et al., 2009; Kõiv et al., 2019; Wolomasi et al., 2019). It develops human resources, promotes psychological and social well-being, improves motivation, and sustains employees' perseverance. Ultimately, satisfied employees contribute to institutional success and demonstrate stronger commitment.

2.1.1 Characteristics

Job satisfaction varies among individuals due to differences in needs, motivations, and perceptions (Anjum et al., 2014). It is shaped by work-related factors such as responsibilities and conditions, personal attributes like personality and emotions, and social aspects of the profession. Satisfaction in one job aspect does not guarantee satisfaction in others. Understanding these factors enables organizations to enhance and maintain satisfaction.

2.1.2 Theoretical Perspectives

Several theories explain job satisfaction:

- Maslow's Hierarchy of Needs: Satisfaction arises when employees' needs—from basic physiological to self-actualization—are met. Unmet needs lead to dissatisfaction.

- Herzberg's Two-Factor Theory: Differentiates between motivators (e.g., achievement, recognition, responsibility) that enhance satisfaction, and hygiene factors (e.g., policies, salary, work conditions) that prevent dissatisfaction.

- Achievement Theory: Satisfaction stems from successfully completing tasks, regardless of material rewards.

- Reference Group Theory (Howlin & Blood): Satisfaction is influenced by the standards and benefits of the group with which an individual identifies.

- Locke's Value Theory: Satisfaction depends on the match between what an employee wants and what they actually receive, weighted by the importance of each factor.

These theories collectively emphasize that job satisfaction is multi-dimensional, influenced by both internal and external factors, and closely tied to organizational outcomes.

2.1.3 Methods for Measuring Job Satisfaction

The growing scholarly and practical interest in job satisfaction necessitates robust measurement approaches to identify influential factors. Effective assessment enables organizations to strengthen positive indicators, thereby enhancing

satisfaction levels, while simultaneously addressing detrimental influences that impede it. Measurement methodologies encompass diverse techniques, including observational studies, standardized questionnaires, personal interviews, and the quantitative analysis of organizational indicators such as personnel records, attendance data, asset management practices, and expenditure efficiency.

Existing literature classifies contemporary job satisfaction measurement into two primary categories: objective and subjective measures. **Objective measures** utilize quantifiable organizational data as proxies for worker attitudes and satisfaction levels. Common indicators include absenteeism rates, staff turnover (resignation/ separation rates), workplace accident frequency, grievance/complaint volumes, and employee productivity metrics. **Subjective measures**, conversely, rely on gathering self-reported data directly from employees. This is typically achieved through structured questionnaires designed to assess satisfaction across various work dimensions or via researcher-conducted interviews aimed at eliciting employees' perceptions of their job satisfaction.

2.1.4Types of Job Satisfaction

Job satisfaction reflects psychological comfort in the work environment, whether toward colleagues, job content, or working conditions. Based on scope, it may be: Internal satisfaction, relating to personal aspects such as self-recognition, peer acceptance, empowerment, and goal achievement. External satisfaction, linked to environmental factors such as management style, co-workers, and work nature.Overall satisfaction, combining both internal and external dimensions. Based on timing, job satisfaction can be: Expected satisfaction, experienced during job performance when effort is anticipated to match task goals. Actual satisfaction, felt after achieving the desired outcomes.

2.1.5Problems from Low Job Satisfaction

Low job satisfaction can manifest in dissatisfaction with policies, salaries, and incentives; poor attendance; incomplete work despite capacity; workplace conflicts; and resistance to change. In educational institutions, such issues reduce

efficiency, output quality, and job security, while increasing non-compliance with instructions and ongoing organizational conflicts.

2.2 <u>Organizational Commitment</u>

Organizational commitment is vital for educational institutions seeking growth amid technological advancement and competition. It reflects the emotional, normative, and behavioral bonds between individuals and their organization, influencing leadership effectiveness, management stability, and relations with stakeholders.

Scholars emphasize organizational commitment's role in shaping institutional success and achieving goals (Darmin et al., 2022; Rocha et al., 2008; Stewart et al., 2020). High commitment reduces absenteeism, turnover, and inefficiency, while fostering loyalty, morale, and goal achievement. In schools, it strengthens staff retention, enhances morale, and promotes stability between management and employees.

2.2.1 Characteristics of organizational commitment

Organizational commitment reflects an individual's willingness to exert effort for their institution, remain employed there, and embrace its goals and values. It fosters loyalty, social interaction, and a desire to contribute to organizational success. Commitment is influenced by personal traits, organizational factors, and external conditions, and is multi-dimensional, affecting an employee's decision to stay or leave.

2.2.2 Dimensions

Research identifies three main dimensions of organizational commitment (Akkaya, 2020; Grego-Planer, 2020): Affective commitment, or emotional attachment, arises from positive work environment characteristics such as autonomy, skill variety, close supervision, and constructive feedback. Normative commitment reflects a moral obligation to remain, strengthened by institutional support, participation in goal-setting, and shared decision-making. Continuance commitment stems from the perceived cost of leaving due to limited alternatives or significant

personal loss, creating a strong inclination to remain aligned with institutional values, mission, and vision.

3   Literature review

Job satisfaction is one of the most critical topics in management sciences and organizational psychology, as it seeks to study workers' attitudes towards their work with its various components and factors (Aziri, 2011). Interest in job satisfaction began in the 1920s, but the interest of researchers in the subject was in the 1930s and 1940s. Years later, studies on job satisfaction accelerated very quickly. Because of the strong association between job satisfaction, life satisfaction, and human psychological and physical health as seen (D et al., 2018).

The author (Mishra, 2013) indicated that job satisfaction is "a general attitude by the worker towards his work as a result of multiple qualitative trends that cover three aspects: factors related to work, personal characteristics, and social relations, and these factors combine to form the general attitude of the individual, positive or negative. Career arises when work requirements converge with the needs and expectations of workers" (p.45).

According to (Toropova et al., 2021) job satisfaction is "the extent to which the individual feels that the needs he wants to be satisfied from his job is satisfied by performing a specific job" (p. 55).

While (Onuka et al., 2014) in his study defined job satisfaction as a benefit of work that rises with income and decreases with the number of working hours, the employee feels satisfied with the work through the work conditions themselves, the method of executing tasks in it, and the general climate of work especially social relationships among work colleagues.

The author (Ruhela, R., 2017) in his study viewed job satisfaction as "the set of positive feelings and emotions that individuals feel about their work and their jobs".

According to (Matar, 2018) focused her research on job satisfaction, which is the foundation for the school's existence, ensuring its survival as the primary driver of production, development, and development, and creating an ideal job environment among teachers, resulting in an intellectual consensus between teachers and

administration, as job satisfaction is the engine of work quality. School administration, if job satisfaction of school workers is achieved, the quality is high; if it is not achieved, the quality of school work suffers (p. 69).

According to (Benoliel & Barth, 2017) In the Canadian province of Ontario, a research was performed to examine the connection between employment satisfaction and the intensification of primary and intermediate school principals' labour. In the research, the descriptive survey method was used, with a questionnaire distributed to the subject population (2701) The study discovered several findings, the most important of which are that the intensity of principals' work affects their level of job satisfaction, and that as a result of the intensity of work, foreign policy, organizational support, and school principals' relationships with teachers all have a significant impact on job satisfaction.

The study of (Al-Ghanim, 2019) was aimed at determining the reality of administrative incentives (both financial and moral) among leaders of public education schools in the city of Hail, as well as the reality of work happiness among leaders of public education schools in the city of Hail. The descriptive associative method was used in the research. The study population consisted of all adult school leaders in public education (163) leaders. It was found that the degree of job satisfaction is low, with an arithmetic average value of (2.49) with a standard deviation of (1.00), and that the degree of contribution of administrative incentives to achieving job satisfaction is medium. The results also showed that there were no statistically significant differences due to the number of years of service, educational stage, and monthly income, while there were differences in the qualification in favor of the bachelor's degree, and a correlation was found between the degrees of availability of administrative incentives and the degrees of job satisfaction amounted to (0.71).

According to (Al-Dheeb, 2014) examined the level of work value practice among Jordanian education directors and its connection to the degree of organizational commitment of department chiefs working with them. To achieve

the study's objectives, a random sample of (12) directors of education and (213) heads of departments was drawn from the study population. The study's findings also revealed a high level of organizational commitment among department heads in education directorates, as well as a high level of practice of work values by directors of education.

The study by (Qutb, 2015) performed a research to establish the degree of organizational commitment among Buraidah's public secondary school principals and its connection to organizational trust from their point of view. The descriptive method was used in the research, and data was collected using a questionnaire. The organizing dedication of the school chief was found to be very strong, as was confidence in the administration. Amal Al-Badawi (2019) used a descriptive method to identify the role of incentives in attaining the organizational dedication of principals of general education schools in Sarat_Abidah Governorate in Saudi Arabia. The research group included (81) principals from Sarat_Abidah Governorate schools. As a research tool, a questionnaire was used to collect data, and the research discovered results, the most important of which are: The role of incentives in achieving organizational commitment of principals of general education schools in Sarat_Abidah Governorate is significant.

The author (Mutlaq, 2020) conducted an investigation from the perspective of school administrators in Jordan's Mafraq Governorate to determine managerial authority and its connection to organizational dedication. The descriptive survey method was used in the research, and the tool was a questionnaire with (30) questions that was distributed to a random group. It was selected using the accessible technique, which included (150) male and female managers. According to the study's findings, the overall average of corporate commitment was (3.83 out of 5) with a (high) level of commitment. At the axes level, normative commitment received the highest average (3.92), followed by emotional commitment (3.94), and finally continuity commitment (3.73), all of which are rated (high), and there is a positive and statistically significant relationship between administrative empowerment and organizational commitment, with a value of (0.899), indicating a (very strong) relationship.

The authors (Ateş & Ünal, 2021; Kamaylar et al., 2018; Önder et al., 2019) conducted a study in Kaya State schools in Myanmar to examine the association between organizational commitment and work satisfaction The researchers used the descriptive investigation method, and the study sample included (59) female teachers. They concluded that there is high organizational commitment compared to job satisfaction, and there is a medium positive relationship between organizational commitment and job satisfaction.

(Ateş & Ünal, 2021) The purpose of the research, which was observational in nature and used a sample of (85) special education teachers, was to determine the degree to which there is a connection between organizational support, work happiness, and organizational dedication among Pakistani special education teachers. Punjab area special schooling. The results of the study concluded that the level of organizational commitment in its three dimensions (normative, emotional and continuous) was high with a positive correlation. The results showed that there was no statistically significant relationship between organizational support, job satisfaction, and emotional and normative commitment, while there was no significant relationship Statistical significance with continued regulatory adherence.

The current study differentiates from previous studies in its timeline and the span of time it encompasses, as it is defined by modernity in contrast to most of the previous studies that the researcher worked with. In addition, the connection between work happiness and corporate dedication provides access to the relationship between them and how to profit from them when merged to achieve the greatest level of quality, especially in the field of school management and education in general.

4   Research Methodology

The relational descriptive approach was used by the researcher to accomplish the research goals and evaluate variations between research samples based on the various sample population factors.

The current study's sample size of all (131 from 215) secondary education school principals in Irbid Governorate, and the population also represents the study sample. (Department of Education in Irbid Governorate, 1444 AH), as shown in the table1 and figure 1below:

Table (1) Number of school principals in (secondary) education based on Gov. 2022 report [13]

Schools in Irbid Governorate	Male	Female	Mixed schools	Total
Irbid	32	14	22	72
Ar-Ramtha	10	7	5	22
Bani Obaid	7	5	3	15
North Mazar	6	1	12	19
Bani kenana	18	11	8	37
Al-taibah & Al-wasteiah	9	4	6	19
Alkoura	15	3	13	31
Total			215	
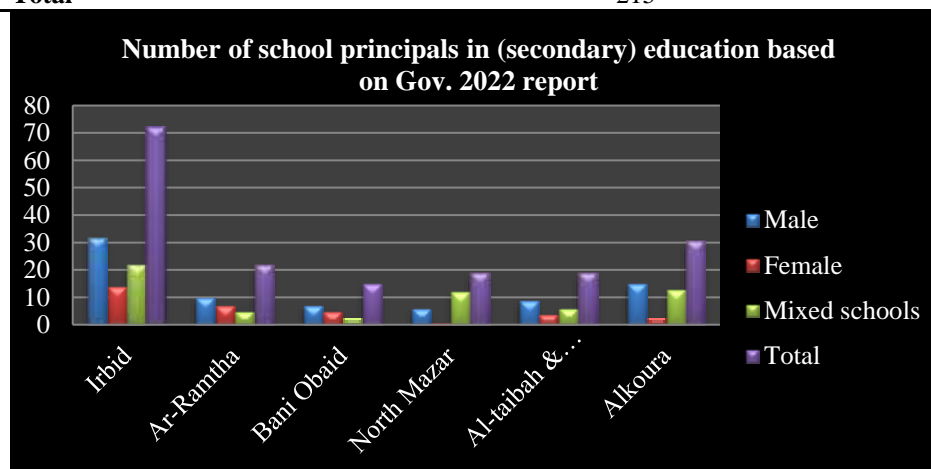
Figure 1: Number of school principals

The researcher sent the electronic questionnaire to all the vocabulary of the study community, until it obtained (131) of the electronic responses, and the

properties of the study community are followed according to their personal and functional variables.

Years of Service

Also the study simple presents the duration of employment in the school administration as shown in the table 2 and figure 2.

Table (2) illustrates the distribution of study employees based on the variable of years of employment in school principals.

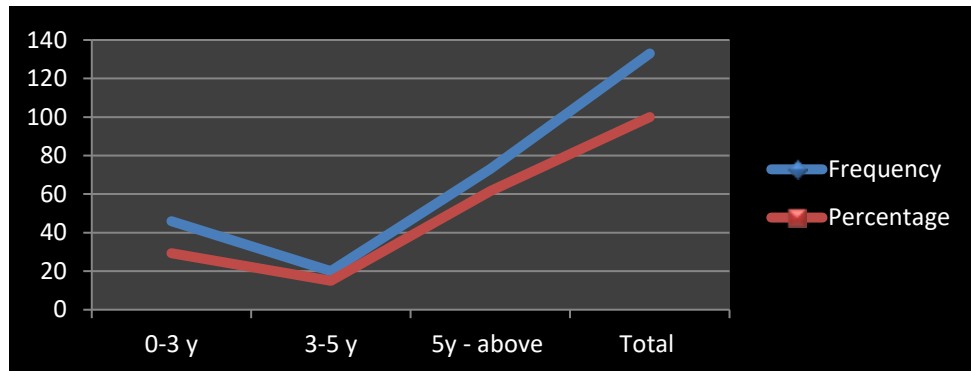| number of years	Frequency	Percent (ratio)
0-3	46	29.4
3-5	20	15
5	73	61.6
Total	133	100

Figure 2. Number of years of service in the school administration

According to the previous schedule, (92) of the study community represents (61.6%) years of service of 5 years or more, and they are the largest category in the study community, while (46) of the study community represents (29.1%)

years of service of 3 years or less. Their service is less than 5 years, and they are in the study community's lower category.

The monthly income level:

Table (3): Distribution of the study population according to the variable of the monthly income level

Income level/ Monthly	Frequency	Percent (ratio)
From 800 of Dinars to Less Than 6 00 Dinars	44	40.9
From 800 dinars or more	87	59.1
Total	133	**%100**

According to the previous schedule, (87) of the study community represents a percentage of (59.1%), their monthly income of 800 Dinars or more, and they are the largest category in the study community, while (44) of the study community represents (40.9%). Their monthly income ranges from ten thousand to less than 800, Dinars placing them in the lowest income category in the study community.

The study tool was constructed and developed after reading the literature and prior studies related to the study variables. To collect statistics for the study's objectives, a questionnaire was used.

First, consider the questionnaires initial impression: In its initial form, the questionnaire consisted of two parts as follows:

• The first part: It measures the primary data, represented by the educational stage, the number of years of experience in school administration, and the level of monthly income.

• The second part: It consists of (70) paragraphs, divided into two axes as follows:

1) The first pivot: It measures (job satisfaction among principles of general education schools), and it consists of (19) items, and it was divided into three dimensions as follows:

– The first dimension: It measures (material satisfaction (salary, incentives, and rewards)) and includes (9) expressions.

– The second dimension: It measures (educational administration and supervision) and includes (10) phrases

– The third dimension: It measures (satisfaction with self-esteem and self-esteem) and includes (4) statements.

2) The second pivot : It measures (organizational commitment among principals of general education schools), and it consists of (51) items, and it has been divided into three dimensions as follows:

– The first dimension: It measures (emotional commitment) and includes (12) phrases.

– The second dimension: it measures (continuity commitment) and includes (10) phrases.

– The third dimension: it measures (normative commitment) and includes (9) phrases

The stability and validity of the research instrument was determined by computing its Cronbach's alpha value, which is displayed in the accompanying table.

Table (4) Cronbach's alpha stability coefficients (n = 30)

Study dimension	Number of items	Cronbach's alpha consistency coefficient
The first dimension: material satisfaction (salary, incentives, and rewards)	6	0.846
The second dimension: educational management and supervision	6	0.873
The third dimension: satisfaction with appreciation and self-esteem	4	0.794
coefficient of first axis consistency	12	0.935
The first dimension: emotional commitment	7	0.872
The second dimension: continuity commitment	5	0.832

The third dimension: normative commitment	4	0.871
of Second axis consistency	16	0.915
Overall coefficient consistency	-	0.945

Through the results presented above, it is evident that the stability of all study axes is high. For example, the alpha **Cronbach's** consistency coefficient ranged (from 0.777 to 0.945), as well as the overall stability coefficient for all questionnaire items was (0.955), both of which are high stability coefficient values that demonstrate the applicability of the study tool..

The researcher used the following technique to determine the degree of reaction to the tool's items, as strength was given to the options shown in the following table to be statistically handled as follows in tables 5 and 6:

Table (5) Study tool point of clarification

Approval score	Very high	High	Medium	Low	Very low
score	5	4	3	2	1

The responses were then classified into five categories of equal range using the following equation: Class length = (highest value - lowest value) number of tool options = (5 - 1) 5 = 0.80 to obtain the classification:

Table (6) Distribution of categories according to the scale used in the study tool

Range of averages	Description
From 1.00-1.80	Very low
From .1.8-2.60	Low
From .2.6-3.40	Medium
From .3.4-4.20	High
From 0.4.2- and more	Very high

Data analysis methods: The researcher used the following statistical techniques to conclude the traits of the research sample, compute the validity and reliability of the instruments, and respond the study's questionnaire:

1) Frequencies and percentages are used to determine the study sample's traits.

2) The mean arithmetic (mean) to decide the degree of rise or decline in the views of the study participants on each of the study variables' statements, as well as the major axes, and to arrange the statements in terms of the degree of reaction according to the highest arithmetic average.

3) Standard deviation, to find out the extent to which the "opinions of the study participants" of each of the study variables' statements and each of the major axis differ. Cronbach's alpha coefficient is used to determine the reliability of study instruments.

4) Determining the truth of the study tool's internal coherence and quantifying the relationship between the study variables by calculating Pearson correlation coefficient values.

5) The Independent Sample T-Test was used to find statistically significant differences in the responses of the study subjects based on their variables, which were divided into two groups.

6) One Way ANOVA was used to evaluate the importance of variations in the responses of the study population to its axis based on functional variables that were divided into more than two groups.

5   Results and Discussion

In this chapter, the study's results are presented using the necessary statistical tests to answer the study's questions, and then analysis and interpretation of data in light of previous studies that were included in the research as follows:

5.1   Explanation to the first question: : What is the self-reported level of job satisfaction among secondary school principals within the Irbid Governorate?

The researcher evaluated the arithmetic means and standard deviations for the expressions of the axes for the principals' job satisfaction level in order to determine their level of job satisfactions among secondary education school administrators in the Irbid Governorate from their perspective. These metrics are enumerated in the following sequence according to the intensity of their support:

Table 7 present the dimensions based on the degree of their approval

Dimension	Mean	Standard Deviation	Degree of Satisfaction
The fourth dimension: satisfaction with appreciation and self-esteem	3.96	0.651	High
The second dimension: the work environment	3.66	0.614	High
The third dimension: educational management and supervision	3.43	0.779	High
The first dimension: resources satisfaction (salary, incentives, and rewards)	3.03	0.699	Medium
The total degree of job satisfaction level among general education school principals	**3.61**	0.546	High

The previous table states clearly that the study's respondents who are secondary school principals in the Irbid governorate have a high level of overall job satisfaction, as their average agreement on the degree of job satisfaction with all factors of the work environment was (in the range of 3.61 out of 5.00), which is the average that falls in the category of excellent. The fourth of the five-degree levels from (range of 3.03 to 3.96), which shows that the degree of job satisfaction among secondary school principals in Irbid governorate is high, and this result indicates the importance of school work in general, and the community's appreciation for the great role that school principals play in community service, which makes school

principals have a great position of appreciation and respect among members of society. The degree of dimension job satisfaction (educational administration and supervision) came in the third rank, with a satisfaction rating of on average (range of 3.43 out of 5.00), and a high degree of satisfaction.), with a satisfaction rating of on average (3.07 out of 5.00), and a medium degree of satisfaction. The study also showed that the degree of resources satisfaction (salary, incentives, and rewards) came in the fourth and last rank, with a satisfaction rating of on average (3.03 out of 5.00), and a medium degree of satisfaction.

It also agreed with the study (Al-Zahrani, 2020) which concluded that the research sample's estimates of the level of job satisfaction among female teachers in Qilwah Governorate came with a (very high) degree, as general estimates came, and the arithmetic mean for the level of job satisfaction for female teachers was (4.39), which is an average that indicates the level of job satisfaction (very high) for job satisfaction among female teachers in Qilwah Governorate.

It also contradicted the findings of another study (Al-Houti, 2018), which found moderate job satisfaction among public school principals in Benghazi. It also differed from the study (Pyne, 2011), which found that job satisfaction among secondary school principals in Michigan was moderate. It also contradicted the findings of (Al-Babtain, 2007), who concluded that job satisfaction among principals of public education schools was moderate in general.

5.1.1 The first dimension: Resources satisfaction (salary, incentives, and rewards)

Overall Degree of Satisfaction: The analysis indicates that secondary school principals within Irbid Governorate exhibit a moderate level of satisfaction concerning material resources (salary, incentives, and rewards). This is evidenced by an overall mean score of 3.05 (SD = 0.692) on a 5-point scale. This mean falls within the third category (2.81 - 3.36) of the five-tiered classification scale, corresponding to a "medium" level of agreement regarding resource satisfaction.

Potential Interpretation: This moderate level of satisfaction may stem from perceptions that the current compensation structure (salaries and incentives) is insufficient to meet personal and familial needs, particularly given rising living costs. Principals may also perceive a misalignment between the remuneration provided and the significant effort expended in fulfilling their complex school leadership responsibilities.

Consistency Across Satisfaction Indicators: Furthermore, the results demonstrate consistent agreement among principals regarding the moderate level of resource satisfaction. Individual item means pertaining to salary, incentives, and rewards ranged from 2.70 to 3.31. Crucially, all these specific means also reside within the "medium" satisfaction category (2.51 - 3.30) of the scale, reinforcing the finding of an overall moderate level of satisfaction with material resources.

Table (8) displays, in decreasing order by arithmetic mean, the study participants' answers to the first dimension's statements of resource happiness (salary, rewards, and awards)

N	Phrase	Arithmetic mean *	Standard deviation	Satisfaction	score
3	My salary is commensurate with my educational qualifications	3.36	0.813	Medium	1
1	My salary meets the needs of my family	3.27	0.751	Medium	2
2	My income from my work is commensurate with the tasks that I do	3.15	0.924	Medium	3
6	Chances of promotion in my business are based on clear criteria	2.92	1.088	Medium	4
5	The salary I receive is commensurate with my ambitions	2.92	0.876	Medium	5
4	Annual bonuses offered to school leaders are rewarding	2.81	1.055	Medium	6
	Average	**3.05**	**0.692**	Medium	

* The arithmetic mean is (5.00).

5.1.2 The second dimension: educational management and supervision

Table 9 Findings: Overall High Satisfaction: Secondary school principals in Irbid Governorate report a high level of satisfaction with educational administration

and supervision. This is evidenced by a mean score of 3.47 (SD =0.777) on a 5-point scale. This mean falls within the fourth category (2.94 – 4.03) of the five-tiered classification scale, indicating a "high" level of agreement.

Potential Interpretation: This elevated satisfaction may reflect principals' perceptions that administrative personnel within education departments and educational supervisors demonstrate a clear understanding of the principals' role and the significance of their administrative practices. Consequently, these entities appear to foster a cooperative working relationship aimed at facilitating the achievement of institutional goals.

Variation Across Dimensions: Analysis of individual components reveals variation in satisfaction levels regarding specific aspects of educational administration and supervision. Item means ranged from 2.94 to 4.03. These means span both the third ("medium" satisfaction: 2.6 - 3.40) and fourth ("high" satisfaction: 3.4 - 4.20) categories of the scale. This indicates that while overall satisfaction is high, principals' satisfaction with specific facets of administration and supervision ranges from medium to high.

Table (9) the responses of the study individuals to the phrases of the second dimension: educational administration and supervision, arranged in descending order according to the arithmetic mean

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
12	I have a relationship of mutual respect with the education officials	4.03	0.817	High
13	Facilitates contact with officials in the Education Department	3.76	0.958	High
15	You delegate to me sufficient powers in my work to accomplish the tasks of the work assigned to him	3.52	0.928	High
14	The officials show understanding of the problems I face at work	3.52	0.955	High
11	The Department of Education appreciates the effort I put into my work	3.18	1.089	Medium

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
16	I have the opportunity to participate with officials in making decisions related to my work	2.94	1.167	Medium
	Average	**3.47**	**0.777**	High

* The arithmetic mean is (5.00).

5.1.3 Third Dimension: Nature of Work:

Table (10) the responses of the study individuals to the phrases of the third dimension: the nature of work are organized in decreasing sequence based on arithmetic mean

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
12	The nature of my work is commensurate with my personal abilities	3.95	0.749	High
13	My work is characterized by clarity of procedures	3.71	0.896	High
15	The field in which I work allows me to be innovative and distinguished	3.51	0.984	High
14	I have access to on-the-job training opportunities	3.39	1.030	High
15	My job allows me enough time to devote myself to my family	3.14	1.159	Medium
	Average	**3.54**	**0.751**	High

Analyzing the results of the previous table, the following can be seen:

First: The members of the study population who are principals of secondary schools in Irbid governorate have a high degree of satisfaction with the nature of work in general, as their average approval of the level of satisfaction with the nature of work was (3.54 out of 5.00), which is the average that falls in the fourth category of the categories. The five-point scale from (3.14 -3.95), which shows that the choice of the study individuals' agreement to be satisfied with the nature of the work indicates (high), and it is clear from that result that the personal

characteristics of many school principals from the study sample, their capabilities and practical capabilities are compatible with the requirements of school work, and therefore They perform their job tasks with a great degree of contentment and satisfaction.

Second: The results of the study showed that there was a variation in the level of satisfaction with the nature of work among the study individuals, with arithmetic averages that ranged between (3.14 to 3.95), which are averages located in the third and fourth categories of the five-scale categories, which shows that the degree of satisfaction with the nature of work indicates (medium/high).

5.2 Response to the second question: What, in their opinion, is the level of organizational commitment of secondary school principals in Irbid governorate?

To determine the degree of organizational commitment among secondary school principals in Irbid Governorate from their perspective, the researcher calculated the arithmetic means and standard deviations for the expressions of the axis of the degree of organizational commitment among secondary school principals in Irbid Governorate from their perspective, and the results are shown in the tables below:

Table (11) the responses of the study individuals on all dimensions of organizational commitment are arranged in descending order according to the arithmetic mean

The dimension	Mean	standard deviation	degree of commitment
The third dimension: normative commitment	4.32	0.517	Very high
The first dimension: emotional commitment	4.02	0.662	Very high
The second dimension: continuity commitment	3.96	0.638	High
The total degree of the level of organizational commitment of principals of general education schools	4.12	0.544	Very high

It is clear from the previous table that the members of the study population who are principals of secondary schools in Irbid governorate have a very high degree of organizational commitment in general, as their average agreement on the level of organizational commitment was (4.02 out of 5.00), which is the average that falls in the fifth category of the scale categories. The quintile of (4.12-5.00), which shows that the choice of the study individuals' approval of the continuity commitment indicates (very high), and this is due to the importance of functional commitment in the school environment in achieving the goals of school work, and that functional commitment by school principals contributes to The commitment of all school employees and they work to carry out the tasks required of them efficiently and effectively.

It was also found that the degree of normative commitment came in the (first) rank, with an average approval of (4.32 out of 5.00), and a very high degree of commitment, while the degree of emotional commitment came in the (second) rank, with an average approval of (4.02 out of 5.00), and with a degree of commitment. Very high, and the degree of continuity commitment came in the third rank, with a satisfaction rating of on average (3.96 out of 5.00), with a high degree of commitment.

This result agreed with the study (Mutlaq, 2020) which concluded that the general average of the degree of organizational commitment (3.83 out of 5) came with a (high) degree of commitment. 3.84) and finally the continuity commitment (3.73), all of which are rated (high). It also agreed with the study (Qutb, 2015)which concluded that the degree of organizational commitment of the school leader was very high. It also agreed with the study (Bibi, Khalid & Hussain, 2019), which concluded that the level of organizational commitment to its three dimensions (normative, emotional, and continuous) was high.

This result differed from the study (Al-Mantashari, 2019), which concluded that the level of organizational commitment among secondary school teachers is high for the two dimensions: emotional commitment and normative commitment, while continuity commitment came in a medium degree.

It also differed with the study (Al-Suhaimat, and Al-Jaafara, 2018), which concluded that the degree of organizational commitment of the principals of public schools in Karak was medium.

The dimensions of this axis are as follows:

5.2.1 The first dimension: emotional commitment

Table (12) the responses of the study subjects to the statements of the first dimension: the emotional commitment are arranged in descending order according to the arithmetic mean

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
16	I feel proud to be one of the people working in the school	4.37	0.703	Very high
17	I have a strong sense of belonging to the school	4.30	0.750	Very high
18	My school means a lot to me personally	4.26	0.830	Very high
19	I feel an emotional attachment to my school	4.13	0.864	Very high
20	I consider my work problems to be my own problems	3.87	1.031	High
21	I feel that it is difficult for me to relate to a school other than my own	3.82	1.040	High
	overall average	**4.12**	**0.692**	**Very high**

* The arithmetic mean is (5.00).

Analyzing the results of the previous table, the following can be seen:

First: The members of the study population who are principals of general education schools in Irbid governorate have a very high degree of emotional commitment in general, as their average agreement on the level of emotional commitment was (4.12 out of 5.00), which is the average that falls in the fifth category of the five-scale categories of (4.12-5.00), which shows that the choice of the study subjects' approval of emotional commitment indicates (very high), and this is due to the awareness of school principals of the importance of school

work, the love of principals to exercise their important job role, and their emotional attachment to a large degree with their schools in which they work.

Second: The results of the study showed that there is agreement in the level of emotional commitment among the study individuals, with arithmetic averages that ranged between (3.82 to 4.37), which are averages located in the fourth and fifth categories of the five-scale categories, which show that the degree of emotional commitment indicates (High / Very high).

5.2.2 The second dimension: continuity commitment

Table (13) shows the responses of the research participants to the second dimension statements: The arithmetic mean is used to organize the continuity commitments in decreasing order.

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
22	I have the desire to do more for my school	4.38	0.752	Very high
23	I have the desire to make greater efforts to make the school's business a success	4.37	0.697	Very high
24	I have a great desire to continue my work in this school	4.16	0.931	Very high
25	Working at school makes me feel good despite the difficult circumstances	3.99	0.820	High
26	I stick to my current job no matter what alternative opportunities are available	3.65	1.057	High
	overall average	4.11	0.668	High

* The arithmetic mean is (5.00).

Analyzing the results of the previous table, the following can be seen:

First: The members of the study population who are principals of general education schools in schools in Irbid governorate have a high degree of continuity commitment in general, as their average agreement on the level of continuity commitment was (4.11 out of 5.00), which is the average that comes into the fourth of five scale groups of (3.41-4.16), which shows that the option of consent of the study subjects to the continuing commitment indicates (high). This is due to

the school principals' belonging to their work environment to a large extent, and their desire to do more work to achieve the goals of school work, as well as their desire to continue school work, which indicates a high level of continuity commitment among school principals.

Second: The results of the study indicated that there is agreement in the level of continuity commitment among the study individuals, with arithmetic averages that ranged between (3.65 to 4.38), which are averages located in the fourth and fifth categories of the five-scale categories, which show that the degree of continuity commitment indicates (high / very high).

5.2.3 The third dimension: normative commitment

Table (14) the responses of the study individuals to the statements of the third dimension: normative commitment arranged in descending order according to the arithmetic mean

N	Phrase	Arithmetic mean *	Standard Deviation	Satisfaction
27	My school deserves my devotion	4.70	0.616	Very high
28	My commitment is great to my classmates	4.65	0.618	Very high
29	I save time for school work	4.62	0.630	Very high
40	I take responsibility for my management decisions	4.42	0.699	Very high
	overall average	**4.58**	**0.547**	Very high

* The arithmetic mean is (5.00).

Analyzing the results of the previous table, the following can be seen:

First: The members of the study population who are principals of secondary education schools in Irbid governorate have a very high degree of normative commitment in general, as their average agreement on the level of normative commitment was (4.58 out of 5.00), which is the average that falls in the fifth category of the five-scale categories of (4.21-5.00), which shows that the choice of the study individuals' approval of normative commitment indicates (very high), and this is due to the importance of normative commitment and its role in

achieving the goals of job work in general, and therefore school principals are highly aware of the importance of normative commitment practices ; To set an example for the rest of the school staff.

Second: The results of the study showed that there is agreement in the level of standard commitment among the study individuals, with arithmetic averages that ranged between (4.42 to 4.70), which are averages located in the fifth category of the five-scale categories, which shows that the degree of standard commitment indicates (very high).

5.3 Response to the third question: Is there a relationship between job satisfaction and organizational commitment among secondary school principals in Irbid Governorate?

The researcher analyzed the correlation coefficient (Pearson) to calculate the relationship between the variables of the study to determine whether there is a relationship between job satisfaction and organizational commitment among secondary school principals in Irbid Governorate, and the results are shown in the table below.

Table (15) Pearson Correlation to calculate the relationship between study variables

Study variables:		emotional commitment	continuity commitment	normative commitment	Total level S of organizational commitment
The first dimension: material satisfaction (salary, incentives, and rewards)	correlation coefficient	0.125	0.128	0.050	0.138
	significance level	**0.135 Non mark	**0.140 Non mark	**0.582 Non mark	**0.099 Non mark
The second dimension: the work environment	correlation coefficient	**0.380	**0.422	**0.412	**0.455
	significance level	**0.000 Mark	**0.000 Mark	**0.000 Mark	**0.000 Mark
The third dimension: educational administration and supervision	correlation coefficient	**0.352	**0.435	**0.310	**0.418
	significance level	**0.000 Mark	**0.000 Mark	**0.000 Mark	**0.000 Mark
The fourth dimension: social satisfaction and social status	correlation coefficient	**0.435	**0.563	**0.293	**0.504
	significance level	**0.000 Mark	**0.000 Mark	**0.000 Mark	**0.000 Mark
The fifth dimension: satisfaction with	correlation coefficient	**0.571	**0.599	**0.493	**0.634

appreciation and self-esteem	significance level	**0.000 Mark	**0.000 Mark	**0.000 Mark	**0.000 Mark
The overall degree of job satisfaction	correlation coefficient	**0.491	**0.567	**0.387	**0.556
	significance level	**0.000 Mark	**0.000 Mark	**0.000 Mark	**0.000 Mark

** Significance correlation coefficients at the level (0.01),

The previous table shows that there is no statistically significant correlation between the variables of material satisfaction (salary, incentives, and rewards) and the variable of organizational commitment in all of its sub-dimensions and total degree, indicating that the level of salary, rewards, or material incentives that school principals receive has no effect on their organizational commitment. This result agreed with the study (Jackson, 2018)which concluded that job satisfaction has a direct effect on organizational commitment. It also agreed with a (Hamad, 2020) that found a link between job satisfaction and organizational commitment. It also agreed with the findings of the study (Mukhtar, 2019) which discovered a significant positive correlation between job satisfaction and organizational commitment among the study sample. It also agreed with Kamaylar and Sripicharn's (2018) study, which discovered a moderately positive relationship between organizational commitment and job satisfaction.

It also agreed with (Kumar Gautam, 2017) study, which discovered a positive relationship between teachers' job satisfaction and organizational commitment in the sampled schools. This result differed from the study ((Al-Badawi, 2019), which concluded that the role of incentives in achieving the emotional, normative, and continuous commitment of principals of general education schools in Sarat Abidah Governorate is high, and very high.

Table 16 it shows the findings of "One Way ANOVA" for variations in the sampling methods responses based on the educational stage variable.

The study's dimensions	One Way ANOVA	Square Total	Degrees of freedom	Mean of squares	F value	Statistical significance

The study's dimensions	One Way ANOVA	Square Total	Degrees of freedom	Mean of squares	F value	Statistical significance
The first dimension: material satisfaction (salary, incentives, and rewards)	Between_group	0.710	2	0.350	0.720	0.489
	Within_groups	76.838	157	0.485		No significance
	Total	78.529	159			
The second dimension: the work environment	Between_group	0.119	2	0.058	0.153	0.858
	Within_groups	58.935	157	0.377		No significance
	Total	59.053	158			
The third dimension: educational management and supervision	Between_group	0.263	2	0.131	0.185	0.832
	Within_groups	94.574	156	0.605		No significance
	Total	94.838	158			
The fourth dimension: social satisfaction and social status	Between_group	0.226	2	0.112	0.185	0.832
	Within_groups	94.070	156	0.602		No significance
	Total	94.296	158			
The fifth dimension: satisfaction with appreciation and self-esteem	Between_group	0.010	2	0.007	0.013	0.992
	Within_groups	66.271	156	0.423		No significance
	Total	66.281	158			
The total degree of job satisfaction level among general education school principals	Between_group	0.070	2	0.034	0.119	0.892
	Within_groups	46.711	156	0.298		No significance
	Total	46.781	158			

The preceding table plainly demonstrates that no statistically significant variations exist at the level of significance (0.05) between the mean scores of job satisfaction due to the educational stage variable, as all of the values of significance levels are higher than (0.05) but not statistically significant, which is what It shows that there is no significant effect of the educational stage variable in which school principals work in the study's level. And clear and specific administrative instructions, so the nature of the educational stage in which they work has little effect on their level of job satisfaction.

This result was consistent with the findings of the study (Al-Ghanim, 2019)which concluded that there were no statistically significant differences in job satisfaction due to educational stage.

It also agreed with the study of (Al-Babtain, 2007), which discovered that there were no statistically significant differences in the level of job satisfaction for all study axes according to the educational stage variable between principals of general education schools.

6   Conclusion

It was discovered that members of the study population who are principals of general education schools in the governorate of Irbid have a high level of job satisfaction in general, as their average agreement on the level of job satisfaction with all components of the work environment was (3.63 out of 5.00), which falls in the fourth category of the categories. The five-point scale (3.41-4.20) indicates that principals of general education schools in Irbid governorate have a high level of job satisfaction.

It was also discovered that they have a medium level of material satisfaction in general (salary, incentives, and rewards), with arithmetic mean of (3.07 out of 5.00), They had a high level of satisfaction with the work environment in general, with an arithmetic mean of (3.76 out of 5.00), and they also had a high level of satisfaction with educational administration and supervision in general, with an arithmetic mean of (3.76 out of 5.00). (3.47 out of 5.00). In terms of organizational commitment, they have a very high level of organizational commitment in general, as evidenced by their average approval of the level of organizational commitment attained (4.16 out of 5.00), which falls in the fifth category of the five-scale categories ranging from (4.21-5.00), indicating that the option of the study subjects agreeing to the continuing commitment indicates (very high), They also observed a very high level of emotional commitment in general, with an arithmetic average of (4.22 out of 5.00), as well as a very high level of normative commitment in general, with an arithmetic average of (4.22 out of 5.00). (4.54 Out of 5.00). Finally, the following limitation may open the opportunities for the future research: Spatial limits: It was applied to some public

secondary schools in the Education Department of Irbid Governorate.Human limits: The study was applied to principals of all public secondary schools in the Irbid Education Department. Temporal limits: The study was applied during the first semester of the year.

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