

Professional Identity and Its Relationship to Job Satisfaction Among General Education Teachers in Light of Some Variables

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Abstract

The current study aimed at identifying the level of professional identity and its relationship to job satisfaction in light of some demographic variables among general education teachers. The study used the descriptive survey approach, and two scales were prepared for professional identity and job satisfaction. They were administered to a sample of (472) teachers in the Eastern Province of the Kingdom of Saudi Arabi; selected randomly. The study results showed a high level of professional identity and job satisfaction among teachers with a total score and various dimensions. There was a weak direct relationship between professional identity and job satisfaction. The results indicated the following: there are differences in professional identity according to the gender variable (males - females) in favor of females. There are no differences in job satisfaction in its various dimensions due to the gender variable except for the dimension of satisfaction with social status. There are no differences in professional identity and job satisfaction in their various dimensions due to the variable of the educational stage except for the dimension of satisfaction with wages and salaries. The current study recommended the need to pay attention to professional identity and develop it among teachers at all educational stages, which is reflected in professional job satisfaction and the absence of teachers' dropout.

Keywords: Professional Identity; Job Satisfaction; Demographic Variables.

1. Introduction

In light of the knowledge explosion and rapid technological developments, individuals face many challenges at various levels and in all aspects of life; including professional life. Thus, the issue of professional identity, in general, has become one of the most pressing and priority issues.

These challenges have imposed on higher education institutions the necessity of graduating professional teachers who form an appropriate professional identity that enables them to obtain a job opportunity that is consistent with their values, interests and goals (Trede & McEwen, 2012).

The professional identity of the teacher is a research field that researchers were interested about since the end of the twentieth century. The professional identity of the teacher has become an independent research field, and has become a focus in the field of preparing and developing teacher training; as a result of the continuous developments occurring in the teaching profession. Thus, the importance of professional identity in the teaching practice and professional learning of the teacher has been highlighted (Seward, 2018; Steinbeiss, 2021, 151; Zare-ee & Ghasedi, 2014; Zembylas, 2018).

In addition, the teacher's professional identity is considered as different situations through which teachers interact: the teacher as an educator, the teacher as an expert in his subject, the teacher as a member of his school, as a member of society (Stenberg & Maaranen, 2020). Professional identity helps individuals advance and progress on the professional and social levels, and contributes to achieving success and professional development while practicing professional roles related to the educational process.

Teacher preparation is the most important stage that helps developing professional identity; therefore, gaining a better understanding of the process of forming professional identity among teachers may contribute positively to its development, growth and prevention of dropout. Teacher training provides important opportunities to develop their knowledge and skills. Teaching practice is an important source for developing teachers' professional identity (Anspal, Eisenschmidt & Löfström, 2012; Ivanova & Skara-MincEne, 2016; Lu, Luo, Chen & Wang, 2019; Wong & Liu, 2022).

The teacher's professional identity is also important as it is a focal point for the beliefs, values, and practices that guide teachers' engagement, commitment, and actions inside and outside the classroom. The teacher's professional identity is linked to the teacher's desire to teach, and to grow and develop in a changing professional environment (Cohen, 2010). Moreover, previous experiences are important for understanding the teacher's professional identity. Aspects such as the teacher's experiences during training that make them distinguished teachers, and the basic experiences in formal and informal teaching; are important aspects in the growth and development of the teacher's professional identity (Hendrickson, 2016).

In an attempt to reach a deeper understanding of this problem, the researchers reviewed some previous studies and research. The survey study conducted by Abdulmalik (2021) indicated a low level of professional identity among (34%) of pre-service teachers, which contradicts the results of Hussein's study (2017), which concluded that the general level of professional identity among teachers is high. A study by Guangwen & Shuhua (2007), showed that Chinese teachers have a high level of professional identity. Hong's study (2010) indicated that pre-service teachers tend to have ideal perceptions of teaching. A study by Canrinus et al (2011) confirmed that professional job satisfaction and self-efficacy play an important role in predicting professional

identity. Ajwa's study (2012) indicated a high level of professional identity for teachers, and that self-efficacy and job satisfaction contribute to predicting professional identity. As for Zivkovic's study (2016), it indicated that personal professional growth is the most influential factor in professional identity. There is a positive relationship between psychological factors and the level of formation of the teacher's professional identity.

Some studies handled professional identity and its relationship to job satisfaction. Corina & Anghelache (2012) indicated a correlation between professional motivation and job satisfaction among teachers. Al Thabeti and Al Anzi (2014) confirmed the availability of a level of job satisfaction among teachers. Xu et al. (2022) indicated that teachers' professional identity is positively related to job satisfaction. Wu et al. (2024) confirmed a positive correlation between professional identity and job satisfaction among college teachers in Pakistan. This contradicts Mahmoud's study (2018), which confirmed the absence of any positive correlation between job satisfaction and the development of teachers' professional identity.

Some studies focused on studying the differences in the level of professional identity and job satisfaction of teachers according to some variables, as studies by (Al Baqi, 2014, Al Maqbali and Al Fawaeer, 2021). They found out statistically significant differences in professional identity in favor of females, which contradicts the results of the study by (Hussein, 2017, Mahmoud, 2018; Corina & Anghelache, 2012). That study showed that there were no statistically significant differences in the level of professional identity of the teacher according to the gender variable, while other researchers were interested in identifying the differences attributed to the variable of number of years of experience and educational stage. The study of Al Thabeti and Al-Anzi (2014) indicated that there were statistically significant differences in the level of job satisfaction attributed to the variable of experience in favor of teachers with 10 years or more, and that there were no statistically significant differences in the level of job satisfaction attributed to the variable of educational stage. This contradicts what was reached by the study of Al Baqie (2014) that there were no differences due to the variable of number of years of experience. The study by Canrinus et al. (2011) confirmed that there were no differences between the novice teacher, the experienced teacher, and the senior teachers regarding the professional identity.

The problem of the current research was observed through the practical experience of the researchers; through teaching in colleges of education, applying practical research in schools, teaching in graduate programs, and teaching in optimal investment programs in the Kingdom of Saudi Arabia. It was noted that some indicators of professional identity were low among some of them, and that some of them lacked motivation to work in the teaching profession. Izadinia (2013) indicated that most of the research on the professional identity of teachers was conducted in America, Britain, and Australia, and it is somewhat absent in Arab countries, including the Kingdom of Saudi Arabia. Hence, this study was carried out to reveal the professional identity level among teachers and its relationship to job satisfaction among teachers. The problem of the study is determined by the following questions:

- What is the level of professional identity among teachers in the general education stages in the Kingdom of Saudi Arabia?

- What is the level of job satisfaction among teachers in general education stages in the Kingdom of Saudi Arabia?
- What is the relationship between the level of professional identity and job satisfaction among teachers in the Kingdom of Saudi Arabia?
- What are the differences between the mean scores of teachers in professional identity and job satisfaction according to the variables of gender, educational level, and number of years of experience?

This research may benefit officials and teachers in the Ministry of Education in the Kingdom of Saudi Arabia in identifying the level of professional identity and the level of job satisfaction among teachers.

2. Theoretical Framework:

2.1 Professional Identity for Teachers:

Developing a professional identity is important for teachers because it affects their problem-solving, decision-making, and long-term retention in the profession. A strong sense of professional identity enhances teachers' understanding of the demands and nature of the teaching role upon entering the profession, which may contribute to reducing the rate of early dropout from the profession (Seward, 2018).

There are many definitions that tackle the professional identity of teachers. Izadinia (2013) defined it as teachers' perceptions of their knowledge, their sense of power, self-awareness, and confidence, and their relationship with colleagues, students, and parents, as shaped by their educational contexts, previous experiences, and educational communities.

Hanna, Oostdam, Severiens & Zijlstra (2020) defined teachers' professional identity as: a socially coherent set of meanings that defined the specific professional role of teachers. It reflects every part of a teacher's identity. In general, for example, beliefs and attitudes; as long as they have the ability to guide the teacher's behavior, thoughts or emotions. Al Buhairi et al. (2023) defined it as a set of positive qualities, characteristics, values and beliefs, a combination of his professional interests and aspirations, the development of his professional practices, the internal and external influences of his personality and his perceptions of professional goals and beliefs, his relationship with himself, his academic specialization and his profession, the ways and means he understands and uses, his job satisfaction and what is communicated to learners, his relationship with his educational institution and his interactions with others and his vision for increasing his professional competence.

The teacher's professional identity is of great importance because it is the dimension around which the beliefs, values, and practices that guide teachers' participation inside and outside the classroom revolve. It is linked to his desire to be creative in teaching, and to grow and develop in a rapidly changing professional environment (Cohen, 2010). The teacher's professional identity can be understood from the teacher's expression of his experiences during

conversation (Cohen, 2010). Previous experiences are important for understanding the growth of the teacher's professional identity. Aspects such as teachers' experiences in the field training period in schools and initial experiences in formal and informal teaching are important for the growth and development of the teacher's professional identity (Hendrickson, 2016).

Moukaddam (2022) points out that building a professional identity deeply shapes a teacher's personal style and stimulates his development and commitment to the profession; therefore, developing this identity during initial training was essential.

Psychosocial studies and theory agree that the formation of professional identity is an ongoing, flexible, changeable, and evolving process. It includes knowledge, positive experience, and attitudes toward the teaching profession and its role. In addition, it depends on the beliefs that teachers adopted about teaching and about being teachers. These beliefs are formed and modified through experiences (Seward, 2018). The process of forming a teacher's professional identity is closely related to important aspects of teachers' lives, namely: knowledge, socialization and emotions (Yuan & Lee, 2015).

Based on the analysis of the review of literature, Zare-ee & Ghasedi, (2014) summarized a set of main factors that affect and consist of teachers' professional identity and fall into four categories: 1) historical factors related to personal experiences, 2) social factors related to the teacher's surroundings, 3) psychological factors related to the importance of self-awareness in forming the teacher's professional identity, and 4) cultural factors related to his institutional relationships and professional affiliation, government policies, and education policies.

Accordingly, the researchers define the professional identity of teachers as: the teacher's possession of knowledge about his profession, his knowledge and awareness of its tasks, his view of it, his feeling of internal satisfaction with it, his motivation to work as a teacher, his belonging to teachers, his academic and educational view of himself, and his possession of the basic skills and competencies that enable him to practice education.

Professional identity depends on individuals' knowledge of themselves and their interaction with their environment. It is a dynamic, multidimensional process. It involves effectiveness and is affected by personal values, beliefs, cognitive skills, emotions, and educational skills. Also, it is affected by personal experiences and the extent of the individual's belonging to his country, his institution, its educational laws, and its societal context.

2.2 Teacher Job Satisfaction:

Job satisfaction is an important determinant of the effectiveness of educational institutions, because it is an indicator of employees' sense of belonging to work, their ability to bear its pressures, their ability to bear job burdens, and their increased motivation for creativity at work.

Mu et al. (2016) defined job satisfaction as the general feelings and subjective opinions of teachers towards their profession and working conditions (p. 341). Erdamer and Dermirel (2016) defined it as the individual's acceptance of what he does, his success in what he does, and his feeling of happiness, in general. Al Abyad (2021) defined it as the positive feeling that a

teacher has towards the following: his specialty and his internal happiness, his community and his relationships with others, his material incentives, and the factors surrounding his work that affect his performance.

Wei-change et al. (2008) believed that job satisfaction is one of the most important factors that lead to the continuation of workers in work and bearing job burdens and work pressures. The higher the rate of job satisfaction, the higher the degree of continuity of workers in work. Edwards et al. (2008) also indicated that job satisfaction expresses the happiness achieved through work, and thus it refers to the job feelings or the psychological state that the individual feels towards work.

Hence, job satisfaction enables the teacher to adapt to his work, continue in it, innovate in it, and develop it. Moreover, it enables him to increase his ability to perform his work efficiently and effectively, and increase his loyalty and belonging to the educational institution where he works. The job satisfaction of teachers consists of several dimensions, which are as follows:

- **Satisfaction with Work Environment and its Nature:** The work environment; including its work tasks, specializations for institutional units and individuals, job descriptions, work practice requirements, and the freedom available to employees to make decisions, and the delegation of powers and authorities that enable them to accomplish their work, are among the factors that affect the job satisfaction of employees in the institution (Al Rakhees, 2017).
- **Satisfaction with Salaries and Incentives:** The salary is one of the basic factors that represents the satisfaction of the basic needs of the individual, and the availability of this source causes satisfaction and happiness, especially when the individual feels that the salary he receives is fair compared to the level of effort exerted and compared to what others receive on one hand, and covers his living expenses and his family and personal needs on the other hand (Fans, 2013).
- **Satisfaction with Promotion Opportunities:** The promotion opportunities available to employees according to their efficiency and skills achieve a high degree of job satisfaction, because they are accompanied by greater responsibilities, less effort, and an increase in incentives and wages. Thus, the individual's material and moral needs are more satisfied, and all of this increases the level of job satisfaction for individuals (Ibrahim, 2016).
- **Satisfaction with Social Status and Society Appreciation:** The teacher's social status and society appreciation are among the most important factors that affect job satisfaction. Social status expresses the position that the individual occupies in the system of social relations existing in society. It is what determines the individual's rights, duties, and behaviors, and the nature of his relationship with members of society (Al Fadala, 2019).

3. Study Methodology and Procedures:

3.1 Study Methodology: The descriptive survey method was used because it is appropriate for the current study.

3.2 Study Sample: The study sample consisted of (472) teachers in the Eastern Province of the Kingdom of Saudi Arabi, who were selected using a stratified random method, The following table shows the characteristics of the study sample:

Table (1) Study Sample Characteristics

Variable		N.	Percentage
Gender	Male	206	43.6 %
	Female	266	56.4 %
Educational Stage	Primary	212	44.9 %
	Preparatory	120	25.4 %
	Secondary	140	29.6 %
Number of Years of Experience	Less than 5 years	58	12.3 %
	From 5 years to 10 years	76	16.1 %
	10 years and more	338	71.6 %
Total		472	100%

3.3 Study Instruments:

To achieve the aims of the current study, a questionnaire was designed to measure the reality of professional identity and its relationship to job satisfaction for teachers, after reviewing previous studies. It consists of two pivots:

3.3.1 The pivot of the reality of the professional identity of general education teachers: It consists of (29) statements divided into four main dimensions, which are: the personal dimension (6) statements, the psychological and social dimension (8) statements, the academic dimension (11) statements, and professional and institutional affiliation (4) statements, on a Five-Point Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and is given a rating of (5, 4, 3, 2, 1).

3.3.2 Job satisfaction pivot for general education teachers: It consists of (19) statements divided into four main dimensions, which are: satisfaction with the work environment (6) statements, satisfaction with wages and salaries (4) statements, satisfaction with promotion opportunities (4) statements, and satisfaction with social status (5) statements, on a Five-Point Likert Scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and is given a rating of (5, 4, 3, 2, 1).

3.4. Validity:

The validity of the questionnaire was calculated by submitting it to jury members in the specializations of (Principles of Education and Educational Psychology) numbering (9) members, who recommended amending some of the formulations, and they were amended, and the agreement exceeded more than 85%. After administering the questionnaire to a pilot sample of university students consisting of (35 male and female teachers), the internal consistency coefficient of the questionnaire was calculated between the statements and sub-dimensions of each of:

- Professional Identity: The degree of correlation of the statements of the first dimension with its total score ranged between (0.72-0.85), while the degree of correlation of the statements

of the second dimension with its total score ranged between (0.72-0.82), while the degree of correlation of the statements of the third dimension with its total score ranged between (0.65-0.82). The degree of correlation of the statements of the fourth dimension with its total score ranged between (0.76-0.84). The correlation coefficient of the dimensions with the total score of the questionnaire was calculated. They were, in order, as follows: (0.90, 0.92, 0.94, 0.87), and all of them are high consistency coefficients and significant at a significance level of (0.01), which means the validity of the results found out through using the questionnaire.

- Job Satisfaction: The degree of correlation of the statements of the first dimension with its total score ranged between (0.72-0.85), while the degree of correlation of the statements of the second dimension with its total score ranged between (0.88-0.92). The degree of correlation of the statements of the third dimension with its total score ranged between (0.85-0.92), and the degree of correlation of the statements of the fourth dimension with its total score ranged between (0.52-0.92). The correlation coefficient of the dimensions with the total score of the questionnaire was calculated. They were, in order, as follows: (0.65, 0.89, 0.86, 0.78), and all of them are high consistency coefficients and significant at a significance level of (0.01), which means the validity of the results found out through using the questionnaire.

3.5. Reliability:

The questionnaire's reliability was calculated using Cronbach's alpha coefficient. The questionnaire's reliability coefficient for professional identity was (0.955), and for job satisfaction it was (0.876). These are highly significant reliability coefficients at a significance level of (0.01), which means the reliability of the results found out through using the questionnaire.

4. Results:

4.1 To answer the first question: What is the level of professional identity among general education teachers?

The means and standard deviations were used to begin arranging the basic dimensions and then arranging the statements within the dimensions; Table (2) shows the results regarding the level of professional identity among teachers and its dimensions.

Table (2) Arithmetic Mean and Standard Deviation of the Professional Identity Level among General Education Teachers

N	Dimension	Mean	Std. Deviation	Rank
1	Personal Dimension	4.66	0.44	2
2	Psychological and Social Dimension	4.62	0.43	3
3	Academic Dimension	4.51	0.51	4
4	Professional and Institutional Affiliation	4.69	0.45	1
Professional Identity Reality Pivot		4.62	0.42	

It is clear from the previous table that the arithmetic mean of the pivot of the reality of the professional identity of teachers was (4.62) and the standard deviation was (0.42), and their responses were (strongly agree). The professional and institutional affiliation dimension came in first rank with an arithmetic mean (4.69), and the personal dimension came in second rank with an arithmetic mean (4.65), followed by the psychological and social dimension in third rank (4.62), and the academic dimension came in last rank with an arithmetic mean of (4.51). By analyzing the statements of the sub-dimensions of professional identity, the following becomes obvious:

- The personal dimension of the teacher's professional identity: Statements (4, 2) came in first and second rank with an arithmetic mean of (4.75, 4.74) respectively, and the teachers' response was (strongly agree), and statements (1, 3) came in third and fourth rank, respectively with a mean of (4.71, 4.61), while statements (5, 6) came in the last two ranks, respectively with a mean of (4.58, 4.55).
- The psychological and social dimension of the teacher's professional identity: Statements (13, 10) came in first and second rank with an arithmetic mean of (4.77, 4.74) respectively, and statement number (8) came in third rank with a mean of (4.64), and statements number (12, 14) came in fourth rank with a mean of (4.63), then statements (11, 7) came in sixth and seventh rank respectively with a mean of (4.62, 4.56), and statement number (9) came in last rank with a mean of (4.41).
- The academic dimension of the teacher's professional identity: Statements (16, 15) came in first and second rank with an arithmetic mean of (4.72, 4.65) respectively, and the teachers' response was (strongly agree), and statements (24, 19) came in third and fourth rank respectively with a mean of (4.63, 4.59), and statement number (18) came in fifth rank with a mean of (4.51), and statements number (17, 23) came in sixth rank with a mean of (4.50), followed by statements (22, 21) in eighth and ninth rank respectively with a mean of (4.48, 4.44), while statements (25, 20) came in last rank with a mean of (4.37, 4.19) respectively.
- Professional and institutional affiliation: Statements (28, 27) came in first and second rank with an arithmetic mean of (4.85, 4.72) respectively, and the teachers' response was (strongly agree), and statements (29, 26) came in last rank with an arithmetic mean of (4.63, 4.57) respectively.

4.2 To answer the second question: What is the level of job satisfaction among general education teachers? The means and standard deviations were used to begin arranging the basic dimensions and then arranging the statements within the dimensions. Table (3) shows the results regarding the level of job satisfaction among teachers.

Table (3) Arithmetic Mean and Standard Deviation of Job Satisfaction Level among General Education Teachers

N	Dimension	Mean	Std. Deviation	Rank
1	Satisfaction with work environment	4.51	0.57	1
2	Satisfaction with salaries and wages	3.36	1.15	3
3	Satisfaction with promotion opportunities	3.16	1.10	4

4	Satisfaction with social status	4.23	0.67	2
	Job Satisfaction Pivot	3.82	0.72	

It is clear from the previous table that the arithmetic mean of the pivot of the reality of job satisfaction for teachers was (3.82) and the standard deviation was (0.72), and their responses were "Yes". The dimension of satisfaction with the work environment ranked first with an arithmetic mean of (4.51), and that satisfaction with social status ranked second with an arithmetic mean of (4.23), and that the dimension of satisfaction with salaries and wages ranked third (3.36), while satisfaction with promotion opportunities ranked fourth and last with an arithmetic mean of (3.16). By analyzing the statements of the sub-dimensions of job satisfaction, the following becomes obvious:

- Satisfaction with the work environment: Statements (6, 1) came in first and second rank with an arithmetic mean of (4.66, 4.64) respectively, and the teachers' response was (strongly agree), and statements (5, 2) came in third and fourth rank with an arithmetic mean of (4.55, 4.53), while statements (3, 4) came in the last two ranks with an arithmetic mean of (4.37, 4.30) respectively.
- Satisfaction with wages and salaries: Statements (7, 8) came in first and second rank with an arithmetic mean of (3.47, 3.37) respectively, and the teachers' response was "Agree", while statements (9, 10) came in last rank with an arithmetic mean of (3.32, 3.28) respectively, and their response was (neutral).
- Satisfaction with promotion opportunities: Statements (14, 12) came in first and second rank with an arithmetic mean of (3.43, 3.28) respectively, while statements (11, 13) came in last rank with an arithmetic mean of (3.13, 2.82) respectively, and their response was (neutral).
- Satisfaction with social status: Statements (18, 19) came in first and second rank with an arithmetic mean of (4.75, 4.59) respectively, and the teachers' response was (strongly agree), and statement number (15) came in third rank with an arithmetic mean of (4.29), while statements (17, 16) came in last rank with an arithmetic mean of (3.86, 3.70) respectively, and their response was (agree).

4.3 To answer the third question: What is the relationship between professional identity and job satisfaction among general education teachers? To answer this question, the correlation coefficient was calculated between teachers' responses to professional identity and teachers' job satisfaction, as shown in the following table:

Table (4) Pearson's Correlation Coefficient between Professional Identity and Job Satisfaction among General Education Teachers

Variables	Pearson Correlation	Sig. (2-tailed)
Professional Identity	0.368**	.000
Job Satisfaction		

It is clear from the previous table that the Pearson correlation coefficient between professional identity and job satisfaction was (0.368), which is a positive and significant correlation coefficient, but it is average at the significance level (0.001).

4.4 To answer to the third question: What are the differences between the mean scores of teachers in the level of professional identity and the level of job satisfaction according to the variables of gender, educational stage, and number of years of experience? To answer this question, the t-test and one-way analysis of variance (ANOVA) were applied, and this is explained below:

4.4.1. Differences between teachers' mean scores on the level of professional identity and job satisfaction according to the gender variable:

Table (5) Results of the t-test for the Differences between the Mean Scores of Teachers in the Level of Professional Identity and Job Satisfaction according to the Gender Variable

Dimension	Gender	N	Mean	S.D	DF	F	Sig.
Personal Dimension	Male	206	4.63	0.48	234	.887	.347
	Female	266	4.68	0.42			
Psychological and Social Dimension	Male	206	4.59	0.46	234	.733	.393
	Female	266	4.65	0.41			
Academic Dimension	Male	206	4.44	0.56	234	1.693	.195
	Female	266	4.56	0.46			
Professional and Institutional Affiliation	Male	206	4.64	0.52	234	7.934	.005
	Female	266	4.74	0.38			
Professional Identity Reality Total	Male	206	4.57	0.46	234	4.010	.046
	Female	266	4.66	0.37			
Satisfaction with Work Environment	Male	206	4.44	0.58	234	.372	.543
	Female	266	4.56	0.56			
Satisfaction with Salary and Wage	Male	206	3.34	1.17	234	.394	.531
	Female	266	3.38	1.13			
Satisfaction with Promotion Opportunities	Male	206	3.25	1.05	234	1.780	.183
	Female	266	3.09	1.14			
Satisfaction with Social Status	Male	206	4.12	0.74	234	3.971	.047
	Female	266	4.31	0.60			
Job Satisfaction Total	Male	206	3.79	0.73	234	.264	.608
	Female	266	3.84	0.70			

The previous table shows the following:

- There are statistically significant differences among teachers in the total score of professional identity according to the gender variable, as well as professional and institutional affiliation in favor of females, while there are no statistically significant differences among teachers in the personal, psychological, social, and academic dimensions according to the gender variable.
- There are no statistically significant differences among teachers in the total score of job satisfaction, satisfaction with the work environment, satisfaction with salaries and wages, and satisfaction with promotion opportunities according to the gender variable, while there were statistically significant differences between teachers in the dimension of satisfaction with social status in favor of females.

4.4.2 Differences among teachers' mean scores on professional identity and job satisfaction according to the educational stage variable (primary – preparatory – secondary):

Table (6) Results of the t-test for the Differences between the Mean Scores of Teachers in Professional Identity and Job Satisfaction according to the Educational Stage Variable

		Sum of Squares	df	Mean Square	F	Sig.
Personal Dimension	Between Groups	.410	2	.205	1.035	.357
	Within Groups	46.129	469	.198		
	Total	46.539	471			
Psychological and Social Dimension	Between Groups	.318	2	.159	.841	.432
	Within Groups	43.979	469	.189		
	Total	44.296	471			
Academic Dimension	Between Groups	.033	2	.017	.063	.939
	Within Groups	61.687	469	.265		
	Total	61.720	471			
Professional and Institutional Affiliation	Between Groups	.140	2	.070	.349	.706
	Within Groups	46.622	469	.200		
	Total	46.761	471			
Professional Identity Reality Total	Between Groups	.162	2	.081	.466	.628
	Within Groups	40.509	469	.174		
	Total	40.671	471			
Satisfaction with Work Environment	Between Groups	2.273	2	1.137	3.542	.031
	Within Groups	74.783	469	.321		
	Total	77.057	471			
Satisfaction with Salary and Wage	Between Groups	15.053	2	7.526	5.958	.003
	Within Groups	294.340	469	1.263		
	Total	309.393	471			
Satisfaction with Promotion Opportunities	Between Groups	7.294	2	3.647	3.050	.049
	Within Groups	278.656	469	1.196		
	Total	285.950	471			
Satisfaction with Social Status	Between Groups	.820	2	.410	.905	.406
	Within Groups	105.626	469	.453		
	Total	106.446	471			
Job Satisfaction Total	Between Groups	4.936	2	2.468	4.989	.008
	Within Groups	115.273	469	.495		
	Total	120.209	471			

The previous table shows the following:

- There were no statistically significant differences among teachers in the total score of professional identity and its four dimensions according to the educational stage variable.
- There were no statistically significant differences among teachers in the overall score of job satisfaction, and the dimensions of satisfaction with the work environment, and satisfaction with social status, while statistically significant differences were found among teachers in the dimension of satisfaction with wages and salaries at (0.001) significance level, and in the dimension of satisfaction with promotion opportunities at (0.05) significance level. To clarify the direction of the differences, the LSD test will be applied.

Table (7) LSD Test Results among Teachers' Responses according to the Educational Stage Variable

Dependent Variable	(I) stage	(J) stage	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Satisfaction with Salary and Wage	Primary	Preparatory	-.61832*	0.18158	0.001	-.9761	-0.2606
		Secondary	-.31415	0.17310	0.071	-.6552	0.0269
	Preparatory	Primary	.61832*	0.18158	0.001	.2606	0.9761
		Secondary	.30417	0.19774	0.125	-.0854	0.6938
	Secondary	Primary	.31415	0.17310	0.071	-.0269	0.6552
		Preparatory	-.30417	0.19774	0.125	-.6938	0.0854
Satisfaction with Promotion Opportunities	Primary	Preparatory	-.43388*	0.17668	0.015	-.7820	-0.0858
		Secondary	-.19757	0.16843	0.242	-.5294	0.1343
	Preparatory	Primary	.43388*	0.17668	0.015	.0858	0.7820
		Secondary	.23631	0.19240	0.221	-.1428	0.6154
	Secondary	Primary	.19757	0.16843	0.242	-.1343	0.5294
		Preparatory	-.23631	0.19240	0.221	-.6154	0.1428

*. The mean difference is significant at the 0.05 level.

- It is clear from the previous table by applying LSD Test; that there are differences between primary and preparatory school teachers in favor of primary school teachers, while there are no statistically significant differences between preparatory and secondary school teachers and primary and secondary school teachers. There were statistically significant differences in the dimension of satisfaction with promotion opportunities at (0.05) significance level. By applying the LSD test, it was shown that these differences between primary school teachers and preparatory school teachers are in favor of preparatory school teachers, while there are no differences between preparatory and secondary school teachers and primary and secondary school teachers. This is shown in the following table:

4.4.3 Differences between the mean scores of teachers in professional identity and job satisfaction according to the variable of number of years of experience:

Table (8) Results of ANOVA Test among Teachers' Responses In Professional Identity and Job Satisfaction according to the Variable of Number of Years of Experience

		Sum of Squares	df	Mean Square	F	Sig.
Personal Dimension	Between Groups	.397	2	.198	1.002	.369
	Within Groups	46.142	469	.198		
	Total	46.539	471			
Psychological and Social Dimension	Between Groups	.158	2	.079	.416	.660
	Within Groups	44.139	469	.189		
	Total	44.296	471			
Academic Dimension	Between Groups	.710	2	.355	1.356	.260
	Within Groups	61.010	469	.262		
	Total	61.720	471			
Professional and Institutional Affiliation	Between Groups	.816	2	.408	2.069	.129
	Within Groups	45.945	469	.197		
	Total	46.761	471			
Professional Identity Reality Total	Between Groups	.480	2	.240	1.392	.251
	Within Groups	40.191	469	.172		
	Total	40.671	471			

Satisfaction with Work Environment	Between Groups	.433	2	.217	.658	.519
	Within Groups	76.624	469	.329		
	Total	77.057	471			
Satisfaction with Salary and Wage	Between Groups	5.704	2	2.852	2.188	.114
	Within Groups	303.689	469	1.303		
	Total	309.393	471			
Satisfaction with Promotion Opportunities	Between Groups	.389	2	.195	.159	.853
	Within Groups	285.561	469	1.226		
	Total	285.950	471			
Satisfaction with Social Status	Between Groups	2.102	2	1.051	2.346	.098
	Within Groups	104.344	469	.448		
	Total	106.446	471			
Job Satisfaction Total	Between Groups	.259	2	.129	.251	.778
	Within Groups	119.951	469	.515		
	Total	120.209	471			

It is clear from the previous table that there are no statistically significant differences between the mean scores of teachers in the total score of professional identity and its four dimensions, as well as the absence of any statistically significant differences in the total score of job satisfaction and its four dimensions according to the variable of the number of years of experience.

5. Study Results Discussion:

5.1 The reality of professional identity among general education teachers: The results showed that teachers strongly agreed that they have a professional identity ($M=4.62$). Investigating these results, it is found out that they are consistent and in line with the efforts made by the Ministry of Education to deepen the professional identity of teachers by providing training courses, activating the professional license for teachers, and teacher competency tests to raise their personal, psychological, social and academic efficiency and increase their professional and institutional affiliation. This result is consistent with the findings of studies by: (Zare-ee & Ghasedi, 2014, Zivkovic, 2016, Guangwen & Shuhua, 2007, Ajwa, 2012), which confirmed the high level of professional identity of teachers.

5.1.1 Personal dimension of teachers' professional identity: The results showed that teachers strongly agreed on the achievement of the personal dimension of professional identity ($M=4.65$), as teachers possess good personal traits to achieve the integrated growth of their professional personality. Teachers are also keen on practicing their work with love, developing their personalities and themselves continuously, encouraging positive interaction among learners, using various methods to stimulate learners' motivation. They are also interested in encouraging learners to solve problems and think critically and creatively. This result is consistent with what was found out by Ajwa's study (2012), which confirmed that self-efficacy and job satisfaction contribute to predicting professional identity, and Zivkovic's study (2016), which confirmed that personal professional growth is the most influential factor in professional identity.

5.1.2 Psychological and social dimension of teachers' professional identity: The results showed that teachers strongly agreed on the achievement of the psychological and social

dimension of professional identity ($M=4.62$), as teachers are keen on the availability of a supportive social environment to achieve the targeted professional outcomes, share and exchange cultural and professional experiences with their colleagues and benefit from their experiences, be familiar with social and cultural issues and problems and how to solve them. They can also cooperate with their colleagues and school administration to serve students, encourage learners to express their opinions and feelings in the educational process, respect learners' personalities, abilities and needs, in addition to their interest in creating a spirit of competition and cooperation among learners. This result is consistent with the findings of the studies by Zivkovic (2016) and Zare-ee & Ghasedi (2014), which indicated the impact of the teacher's psychological dimensions on his/her retention in the profession and maintaining a distinctive professional identity.

5.1.3 The academic dimension of teachers' professional identity: The results showed that teachers strongly agreed on the achievement of the academic dimension of professional identity ($M=4.51$), as teachers confirmed their possession of academic competence in the specialty, the ability to simplify information related to the specialty, the continuous use of technology and modern techniques in the educational process, knowledge of appropriate teaching strategies that are compatible with my specialty, planning the curriculum at the beginning of the year, engaging students in the evaluation mechanisms and requirements, developing appropriate tests that measure the true level of students, and setting standards to accurately measure learning outcomes and objectives. In addition, they can the educational process efficiently within the classroom in a manner that suits the learners' abilities and needs. This result is consistent with the study results by Ajwa (2012), which confirmed that teachers' awareness of the academic role contributes to predicting their professional identity.

5.1.4 Professional and institutional affiliation: The results showed that teachers strongly agreed on the achievement of professional and institutional affiliation ($M=4.69$), as teachers confirmed their efficient affiliation to the teaching profession and to the teachers' community, and their commitment to the regulations set by the school administration, and the ethics and morals of the teaching profession, in addition to employing the culture of the community surrounding the school in the educational process. This result is consistent with a study by Cheung (2008) and Al Baqie(2014).

5.2 The reality of job satisfaction for teachers: The results showed that teachers agreed that they have a job affiliation ($M=4.51$). This is consistent with the efforts made by the Ministry of Education to increase job satisfaction for teachers in terms of improving the work environment, improving salaries, and raising their social status in society. This is consistent with what was indicated by the study of Al Thabeti and Al Anzi (2014) regarding the availability of a level of job satisfaction for teachers, and that school leadership, the work environment, supervisory visits, material aspects, incentives, qualification, and training are factors influencing job satisfaction. The study of Wu et al. (2024) confirmed the achievement of a level of job satisfaction among college teachers.

5.2.1 Satisfaction with work environment: The results showed that teachers were highly satisfied with work environment ($M=3.82$), as teachers confirmed their satisfaction with work environment and their feeling of appreciation and respect from all school employees, happiness

and satisfaction when performing their work, the suitability of the work environment to the nature of their work, their connection with the school administration with good relationships inside and outside the school, and their establishment of good social relationships with all school employees to a balanced degree. This result is consistent with the study of Al Thabeti and Al Anzi (2014) that the environment of factors is one of the most influential factors in teachers' job satisfaction.

5.2.2 Satisfaction with social status: The results showed that teachers were highly satisfied with their social status in society ($M=4.23$). Teachers confirmed that parents give them the appreciation and respect they deserve, that the teaching profession enjoys appropriate social appreciation, that members of society appreciate their work in the teaching profession, and that working in the teaching profession is a source of pride and appreciation for them from the family.

5.2.3 Satisfaction with wages and salaries: The results showed that teachers were somewhat satisfied with salaries and wages ($M= 3.36$), as teachers confirmed that the salary was appropriate to the workload they perform, and that they received the salary and incentives appropriate to the nature of their work. Furthermore, the salary somewhat covered their personal and family needs. This result is consistent with the study of Al Thabeti and Al Anzi (2014) regarding the material aspects and incentives as factors influencing teachers' job satisfaction.

5.2.4 Satisfaction with promotion opportunities: The results showed that teachers are somewhat satisfied with promotion opportunities ($M=3.16$). Teachers confirmed that they obtain promotions to some extent in a timely manner, that promotions are based on objective and somewhat clear criteria. The promotion opportunities in the teaching profession are somewhat equal to promotions in other professions, in addition to the fact that promotion criteria are somewhat announced.

5.3 The relationship between professional identity and job satisfaction among general education teachers: The results confirmed the existence of a positive, but moderate correlation between teachers' professional identity and their level of job satisfaction ($P. C = 0.365$). This result is consistent with the findings of the study Canrinus et al. (2011) which indicated that professional job satisfaction and self-efficacy play an important role in predicting professional identity. The study of Corina & Anghelache (2012) which confirmed the existence of a correlation between professional motivation and job satisfaction among teachers. The study of Wu et al. (2024) indicated the existence of a positive correlation between professional identity and job satisfaction among college teachers in Pakistan. The study of Mahmoud (2018) and the study of Zivkovic (2016) differ, which indicated the absence of any positive correlation between job satisfaction and professional identity.

5.4 Differences between teachers' mean scores on the level of professional identity and job satisfaction of teachers according to the variables of gender, educational stage, and number of years of experience:

5.4.1 According to the gender variable: The results confirmed the rejection of the null hypothesis, which indicates the existence of statistically significant differences between males and females in the reality of professional identity in favor of females. This indicates that females

have a greater sense of professional identity than males. This result differs from what was indicated by the study of Canrinus et al. (2011), Mahmoud's study (2018), and Ajwa's study (2012). They indicated that there were no statistically significant differences between teachers in the development of professional identity due to the gender variable. The results also confirmed the acceptance of the null hypothesis, which indicates the absence of statistically significant differences between males and females in the reality of job satisfaction. This indicates that males and females feel job satisfaction with their work in the teaching profession. This result is consistent with the study of Corina & Anghelache (2012), and Mahmoud's study (2018) as they confirmed that there were no statistically significant differences between teachers in job satisfaction due to the gender variable.

5.4.2 According to the educational stage variable: The results confirmed the acceptance of the null hypothesis, which indicates that there are no statistically significant differences between teachers in the reality of professional identity and the reality of job satisfaction. This indicates the agreement of teachers in primary, preparatory and secondary schools on the achievement of professional identity and job satisfaction for them. This result is consistent with the results of the study by Al Thabeti and Al Anzi (2014), the study of Canrinus et al. (2011). They indicated that there are no statistically significant differences between teachers due to the variable of educational stage.

5.4.3 According to the variable of number of years of experience: The results confirmed the acceptance of the null hypothesis, which indicates that there are no statistically significant differences in the reality of professional identity and the reality of job satisfaction according to the variable of number of years of experience. This indicates that teachers agreed, regardless of the number of years of their experience, on the realization of the reality of identity and professionalism, and the reality of job satisfaction. This result differs from what was indicated by the study of Al Thabeti and Al Anzi (2014), which indicated the existence of statistically significant differences between teachers due to the variable of experience in favor of teachers with 10 years of experience or more.

6. Study Recommendations:

In light of the current study results, the following suggestions and recommendations can be indicated:

- Conducting more descriptive and experimental research and studies that tackle the professional identity of teachers.
- Designing training programs to develop the professional identity of teachers.
- Directing the attention of those responsible for preparing pre-service teachers to the need for continuous development of teacher preparation programmes in a way that keeps pace with the needs of the labour market and enhances the growth of professional identity among teachers.

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