



Report on Developing a Professional Wellbeing Scale for Teachers in Jordan

An English translation of the report written in the Arabic language

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Research Team

Prof. Ahmad Al-Shraifin, Professor of Psychology – Yarmouk University

Dr. Mutasem Akour, Associate Professor, Measurement and Statistics, Faculty of Educational Sciences, Hashemite University

Dr. Souad Ghaith/Associate Professor, Psychology and Educational Counseling, Faculty of Educational Sciences, Hashemite University

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Research Team	2
Acknowledgment	2
List of Tables	6
List of Figures	7
Introduction	8
Professional Wellbeing	9
Defining Professional Wellbeing	10
Dimensions of Professional Wellbeing.....	13
Factors Affecting Professional Wellbeing of Teachers.....	15
Measurement of Professional Wellbeing	17
Previous Studies.....	19
Problem of the Study	28
Objectives of the Study	28
Questions of the Study	29
Significance of the Study	29
Conceptual and Procedural Definitions.....	30
Study Limitation.....	30
Research Methodology and Tools.....	31
Research Methodology	31
Study Tools	31
1. Determine the definition and dimensions of professional wellbeing.....	31
2. Initial definition of professional wellbeing of teachers.....	31
3. Determining the final definition and dimensions of professional wellbeing for teachers	32



Development of the Scale's Items.....	35
Experts' Review of an Initial Version of the Scale.....	35
Piloting the Scale.....	35
Exploratory factor analysis.....	36
Study Sample.....	36
Results and Discussion	36
Confirmatory Factor Analysis	51
Study Sample.....	51
Statistical Analysis	51
Results and Discussion	53
<i>First, Descriptive Statistics</i>	<i>53</i>
<i>Second, Confirmatory Factor Analysis</i>	<i>56</i>
Reliability.....	67
Convergent Validity.....	67
Professional Wellbeing Scale	68
Depression, Anxiety, and Stress Scale (DASS-21).....	68
Statistical Analysis	69
References	71
Appendix A: The Final Scale of Professional Wellbeing of Teachers in Jordan.....	78



List of Tables

Table (1): Factors resulting from exploratory factor analysis of the responses of the sample (n = 392) on the professional wellbeing scale consisting of (103) items, using the unweighted least squares method and oblique rotation.....	37
Table (2): Factor loadings of the items of the professional wellbeing scale for teachers (n = 68 items) on the (6) dimensions resulted from exploratory factor analysis using the unweighted least squares method.	42
Table (3): Correlation coefficients between the dimensions of the teachers' professional wellbeing scale.....	50
Table (4): Mean, standard deviation, skewness, and kurtosis for each item of the professional wellbeing scale after it was applied to a sample of (570) male and female teachers.	53
Table (5): <i>Modification Indices for the items of the professional wellbeing scale whose value exceeds 100.</i>	58
Table (6): Standard loadings for each item of the professional wellbeing scale.	61
Table (7): Correlation coefficients between the dimensions of the professional wellbeing scale for teachers in Jordan.....	66
Table (8): Cronbach's Alpha reliability coefficient for each of the dimensions of the professional wellbeing scale for teachers in Jordan in its final form, and the scale as a whole.	67
Table (9): Correlation coefficients between the scores of the professional wellbeing scale for teachers in its final form, the scores of the professional wellbeing and mental health scales, and of each of the dimensions of these two scales.....	69



List of Figures

- Figure (1): *Graphical representation of the eigenvalues of the factors constituting the professional wellbeing scale for teachers (number of items = 103) when performing exploratory factor analysis using the unweighted least squares method. 40*
- Figure (2): *Factor structure of the professional wellbeing scale for teachers in Jordan to be verified using confirmatory factor analysis..... 57*
- Figure (3): *The final model for the professional wellbeing scale for teachers in Jordan. 66*



Introduction

Teachers are the most valuable resource of an educational system while also the most costly. Therefore, preserving their wellbeing and happiness, as well as enhancing their contribution to the education of students, should be the primary goal of leaders and educators. The positive psychology movement has provided an opportunity to address the issue of professional stress and fatigue that teachers endure, not only by dealing with the components and symptoms of professional stress, but also by working to strengthen the positive aspects—as well as the personal and professional strengths of teachers—to help them overcome this stress, which is referred to as “the concept of professional wellbeing” (Chan, 2010). The term “professional wellbeing” refers to the feeling that gives an individual the confidence to take on new professional roles, overcome professional obstacles, and accept challenges for professional development (Hepburn et al., 2021).

Many scholars have addressed different components and indicators of professional wellbeing, including (Butt & Retallick, 2002), who established three components of professional wellbeing: professional commitment, creativity, and risk tolerance. On the other hand, (Aelterman et al, 2007) indicated that professional wellbeing includes job satisfaction, self and professional efficacy, confidence, and personal and professional independence. They also emphasized that the primary component of professional wellbeing, from their point of view, is self-efficacy and effectiveness, stating that this component is closely related to professional achievement and growth, and is also an indicator of an individual's job satisfaction.

Teachers face many obstacles and difficulties in their work and personal life that may be reflected in their professional performance. Among these difficulties are the low standard of living and the school environment. Many teachers feel the need to search for additional work to raise their standard of living, and a negative school environment may be uncomfortable for teachers and students alike. Issues such as overcrowded classrooms, poor school infrastructure,



high teacher quotas, and society’s lack of appreciation for the teacher’s profession—among others—may decrease the effectiveness and efficacy of teachers.

This highlights the need to conduct predictive research and studies on the professional wellbeing of teachers, and to direct international and societal efforts, including shaping educational policies, in order to provide them with the necessary support to improve and enhance the quality of education. These endeavors will surely have an impact on elevating the Jordanian society, since the human element is the primary capital.

Building on the above and realizing the critical role that teachers play in teaching the new generation, it is essential to focus on addressing the issues and challenges that teachers are facing on both the professional and personal levels. This requires a deep understanding of these issues, understanding their causes, and attempting to find effective solutions.

Professional Wellbeing

Since professional wellbeing constitutes a large part of both an individual’s happiness in life and his or her psychological wellness, it is linked to the importance of the professional career in an individual’s life. This point is reinforced when taking into consideration the challenges and pressures that must be addressed effectively. Since people today spend considerable time performing the requirements of their professions, any given individual’s professional wellbeing contributes to a number of things, including personal happiness, a sense of satisfaction with work and life, and achievement of the desired social status. These matters are positively reflected in the productivity and success of institutions and organizations.

The success, growth and adaptability of different organizations and institutions is highly dependent on having professional employees who enjoy a healthy psychological wellbeing. For this reason, organizations are becoming more invested in professional wellbeing, noting that contemporary societal norms emphasize the notion of success leading to more success. This is why it comes as no surprise that the terms “professional success” and “professional wellbeing”



are two of the most researched topics in the field of organizational behavior in recent years (Bester, 2020).

The teaching profession is classified as one of the professions with the lowest levels of professional wellbeing when compared to professions such as medicine, social work, finance, and human resources (Grenville-Cleave & Boniwell, 2012). Teachers deal with many factors that increase work-related pressure and stress, including the following: high workload, student behavior, overcrowded classrooms, increased lessons, school environment, and relationships with both management and colleagues.

These factors negatively affect the quality of life and wellbeing of teachers. It is therefore important to shed more light on the professional wellbeing of teachers (McCallum and Price, 2010). According to a study involving the importance of paying attention to teachers' wellbeing, the most valuable and costly part of the education system is its teachers, so maintaining their wellbeing and happiness—and enhancing their contribution to the education of students—should be the primary goal of leaders and educators (Maslach et al., 2001). The professional wellbeing of teachers is linked to the success of their educational mission and the increase in their motivation toward teaching (Hoekstra et al., 2007). In addition, the professional wellbeing of teachers also has a positive impact on the psychological and mental health and wellbeing of students.

Defining Professional Wellbeing

Professional wellbeing is a complex, multifaceted, and dynamic concept closely related to the personal wellbeing of individuals. It includes cognitive, emotional, social, and behavioral factors, and can be understood in the context of the level of individual satisfaction with one's professional choices, professional decisions, and the results of these decisions (Efeoglu & Ulum, 2017). Therefore, there are a variety of definitions of this concept; including the following:

- Butt & Retallick (2002) define professional wellbeing as the feeling that gives an individual the confidence to take on new professional roles, overcome professional obstacles, and accept challenges for professional development.
- Horn et al. (2004) define professional wellbeing as the positive evaluation of different aspects of the profession, including the associated emotional, psychological, and cognitive components.
- Rosales (2005) describes professional wellbeing as the set of feelings and perceptions that teachers develop regarding their daily professional activity, whether with themselves, with colleagues, or with students.
- Siegrist and colleagues (Siegrist, 2006) define professional wellbeing as the quality of life of employees and their psychological state at work. They also believe that the concept of professional wellbeing refers to an emotional state of positivity resulting from the harmony between a set of environmental factors and needs on one hand, and the personal expectations of the profession on the other.
- Aelterman and colleagues also believe that professional wellbeing refers to the individual's awareness of the level of one's possession of the qualities necessary for professional tasks (Aelterman et al., 2007).
- On the other hand, Soini et al. (2010) used the term “professional wellbeing” to refer to teachers' achievements, the effectiveness of their learning outcomes, and the extent to which students benefit from them scientifically. They also focused on teaching and learning processes within the school community, and selected professional competency, teacher job satisfaction, professional participation, and control as indicators of a teacher's professional wellbeing.
- Professional wellbeing is defined by (Schulte and Vainio, 2010) as a concept that describes the quality of life related to an individual's work.
- The concept of professional wellbeing for teachers also refers to the individual sense of professional and personal achievement, satisfaction, determination, and



happiness, all of which are achieved through interaction with co-workers, students, and school management (Acton & Glasgow, 2015).

- Cassidy et al. (2017) see that professional wellbeing refers to the feelings that individuals have toward their work, the ability to make independent professional decisions, and the wages needed to maintain a decent and comfortable standard of life.
- The Organization for Economic Cooperation and Development (OECD, 2018) defines professional wellbeing as a set of features that include the cognitive, psychological, physical, and social wellbeing of teachers in their schools.



Dimensions of Professional Wellbeing

Many scholars have established dimensions for general psychological wellbeing, including Ryff (1989), who focused on the dimensions of self-acceptance, independence, personal growth, adaptation to an environment, positive relationships with others, and purpose in life.

On the other hand, Warr (1994) developed dimensions in which he differed from his predecessors by focusing on wellbeing in the work context, directing attention to employees, and how the characteristics and conditions of work can affect them and their levels of personal wellness. Warr's dimensions include emotional wellbeing, ambition, independence, and self-efficacy.

Horn et al. (2004) developed a model of wellbeing in which they benefited from Ryff and Warr's models, combining the dimensions developed by their two predecessors while coming up with a model that includes five dimensions. Their first is the emotional dimension, which includes job satisfaction and constant professional enthusiasm and pleasure. Second is the social dimension, which refers to a positive relationship with students, the school administration, and colleagues, the ability to provide support and assistance to them, a sense of comfort in dealing with students, and sincere concern for students and colleagues. Third is the cognitive dimension, which includes the ability to focus at work, to be effective in using work-related skills and tools, and to constantly strive to learn everything new in the professional field. Fourth is the psycho-physical dimension, which includes feeling tired, physical and psychological exhaustion, and suffering from physical symptoms related to work, including back pain, orthopedic pain, distress or discomfort, and the absence or presence of symptoms of mental or physical disorders. Last is the professional dimension and its scales, which—according to their views—includes professional competence, ambition, independence, job motivation, self-efficacy, and achievement.



Butt & Retallick (2002), in contrast, indicated that professional wellbeing includes many indicators and dimensions, including: professional commitment, creativity, and risk tolerance.

Aeltrman et al. (2007) indicated that the most important dimensions of professional wellbeing are job satisfaction, independence, and self-efficacy. They also emphasized that self-efficacy is the main dimension of professional wellbeing, pointing out that the relationship between self-efficacy and professional achievement is a reciprocal relationship. On this note, Soini, Vihalto and Petarini (Soini et al., 2010) as well as (Yildirim, 2014) agreed with Aeltrman et al. in considering self-efficacy as the most important dimension of professional wellbeing. Yildirim (2014) also sees that self-efficacy is the most indicative determinant of professional wellbeing in addition to job satisfaction, ambition, appreciation, and control.

In the context of talking about indicators and dimensions of professional wellbeing, the term “self-efficacy” refers to the extent to which teachers believe in their ability to discover and highlight the abilities of their students (Capri & Celikkaleli, 2008). Ross, Romer and Horner (Ross et al., 2012) add that the teacher's self-efficacy includes judgments about their ability to influence their students and their results. They consider self-efficacy to include not only personal skills and abilities, but also how external factors—such as available resources, the school environment, and management support—affect the teaching process.

Johnson et al. (2014) put forward a set of factors that, in their opinion, affect the efficacy of the teacher: educational policies, the nature of the teacher’s work, the school’s culture, relations within the school (whether with the administration, colleagues, or students), and the identity and personality of the teacher. Caprara and colleagues (Caprara et al., 2006) believe that teachers' self-efficacy affects the way they are appreciated indirectly, as it leads to good performance through which teachers get acknowledgement, rewards, and reinforcement. Self-efficacy plays an effective role in maintaining job satisfaction, which is significantly linked to personal achievement, often improving and boosting it (Briones et al., 2010).



The concept of job satisfaction refers to a set of emotional, cognitive, and behavioral characteristics associated with work. It also includes the employee's personal perceptions and evaluation of the time they invest, as well as the physical and mental effort they give to their work, and what they receive from this work in terms of pay, dignity, and the fulfillment of social and moral needs, in addition to how an employee feels about this evaluation (Horn et al., 2004).

Ambition means showing interest in the environment, engaging in activities, having motivation, and striving for self-development in several ways. Work-related ambition refers to the degree to which the individual seeks to achieve difficult goals at work and reach the highest level of the professional ladder. The concept of independence at work describes the degree through which individuals can resist the pressures of the environment and society, and their ability to make their own work-related decisions independently (Warr, 1994).

Factors Affecting Professional Wellbeing of Teachers

There is a set of factors that plays a role in influencing the level of professional wellbeing of teachers. Save the Children (2021) and the Inter-Agency Network for Education in Emergencies (INEE, 2019) have classified these factors into three levels: the individual level, the school level, and the community level:

Individual-level factors include:

(1) **Self-efficacy:** As mentioned previously, self-efficacy is one of the most important factors that describe and influence professional wellbeing. Research has shown that teachers with higher levels of self-efficacy also have higher levels of job satisfaction and collaboration with colleagues and parents, have lower levels of job-related stress, and have fewer difficulties dealing with student misbehavior (Caprara et al., 2003; Skaalvik & Skaalvik, 2007).



(2) **Resilience:** This refers to the ability to positively adapt despite difficulties at work, and the ability to deal with said difficulties effectively. Resilience also includes the ability to manage conflicts at work with minimal losses. However, resilience is affected by the nature of educational policies in the school, the nature of relationships between employees, as well as the teacher's personality.

(3) **Emotional Intelligence and Social Competence:** The teacher's emotional and social intelligence helps create a positive study environment, develops supportive relationships with the students, and helps the teacher effectively manage the classroom (Efeoglu & Ulum, 2017).

School-level factors include:

(1) **Relational factors:** Relational factors include student behavior, teachers' relationships with parents, the presence or absence of administrative support, and interactions with co-workers, both positive and negative (Ross et al., 2012). (Spilt et al., 2011) confirm that positive teacher relationships with students, parents, and colleagues both reduce their stress and are associated with an increase in professional wellbeing and job satisfaction, positively affecting student academic achievement and increased wellbeing. Relational factors include the teacher's relationship with students, parents, colleagues, and school management. Good relationships within the school community improve the school environment, which supports job satisfaction and enhances the wellbeing of teachers, and—by extension—the wellbeing of students and learning outcomes (Hills & Robinson, 2010).

(2) **School Resources:** The shortage of these resources will increase the levels of pressure and fatigue among teachers. It will also make it hard for them to provide their daily lessons, which will reduce the teachers' sense of self-efficacy and motivation and will negatively affect both their wellbeing and that of their students.

Finally, it is important to understand the context of the society in which teachers work. This is particularly essential in order to obtain a comprehensive understanding of the



professional wellbeing of teachers. The following factors are considered community-level factors and are important for improving the level of professional wellbeing of teachers:

(1) Respect and Appreciation: Respect and appreciation are part of the community-level factors that interact with the professional wellbeing of teachers, which are teacher dignity, professional identity, and motivation. Teachers may feel respected and appreciated by members of the community who perceive themselves to be teachers, not only of the students, but of the whole community. This respect and appreciation has a positive impact on the teacher's dignity, professional identity, and motivation. Teachers also associate themselves with the respect and appreciation of the community and the motivation and pride they feel as teachers (Bragin, 2015).

(2) Cooperation and Trust: Society's cooperation with teachers in carrying out their educational mission, and society's confidence in teachers' abilities to improve students' learning, can boost the teachers' sense of pride, thus achieving job satisfaction and increasing professional wellbeing. Consequently, teachers are keen to clarify aspects of the community's relationship with the school and participate positively in social events and events that enhance their relationships within the community (Kirk, 2004).

Measurement of Professional Wellbeing

It seems that the measurement of professional wellbeing can be approached with a variety of methods, as there are many definitions of the concept of "professional wellbeing." Despite the overlap between general wellbeing dimensions and professional wellbeing dimensions, general wellbeing dimensions do not fully represent professional wellbeing. We can also see that research in the field of professional wellbeing associated with employees is limited due to the permanent focus on measuring job satisfaction exclusively, without taking any other dimensions or aspects into consideration (Rode, 2004).

Daniels (2000) argued that it is necessary to develop specific scales of professional wellbeing rather than measuring it through the usual scales of job satisfaction. By developing



separate scales, it will become possible to know the details related to the cognitive, emotional, and behavioral changes of employees. Daniel also criticized the idea of ignoring work-related happiness and its effects on employees. Therefore, researchers have developed different perceptions in measuring professional wellbeing, including each of the following:

Cotton & Hart (2003) measured professional wellbeing through the positive and negative effects of work, emotional responses, and cognitive evaluations of teachers, in addition to the extent of job satisfaction.

On the other hand, Munn, Barber & Fritiz (1996), unlike many researchers, measured professional wellbeing through a set of negative criteria, such as stress, job dissatisfaction, intentions to quit the job, characteristics of job role stress, and sources of social support. The results of their research indicated that job role stress—especially ambiguity and lack of clarity in the job role—was one of the strongest indicators of stress and job dissatisfaction. They also found that the absence of social support in the workplace was an indicator of job dissatisfaction and an intention to quit the job.

Diener & Ryan (2011) have taken the same approach in including in their study of professional wellbeing a measurement of negative feelings toward work.

Vanhala and Tumi (2006) argued that the measure of professional wellbeing should not be limited to studying the working conditions of employees and their health, but should also consider social and family relationships, levels of life satisfaction, and the extent of emotional exhaustion. They measured the wellbeing of employees through scales of general health, general satisfaction, and emotional exhaustion, in addition to a set of scales related to the work environment and conditions, such as job security, and its physical and mental requirements.

On the other hand, Page & Vella-Brodrick (2009) based their measurement of professional wellbeing on the idea that professional wellbeing it includes psychological experiences related to work, and health status both at work and outside it. They also indicated that the use of scales



related to work and general wellbeing can provide a more accurate assessment of professional wellbeing than using scales related only to personal wellbeing. Accordingly, they measured professional wellbeing through three components: subjective wellbeing, which includes life satisfaction, and negative influences; wellbeing in the workplace, which includes job satisfaction; work-related negative and positive influences; and psychological wellbeing, which includes self-acceptance, positive relationships with others, environmental mastery, independence, personal growth, and purpose in life.

Fatima and Wolf (2020) measured professional wellbeing through scales of job satisfaction, personal achievement, and professional stress. On the other hand, Yildirim (2014) pointed out the importance of using both quantitative and qualitative research methods when measuring professional wellbeing, to ensure clear understanding.

Previous Studies

Aelterman et al. (2007) conducted a study aimed at establishing a measure of professional wellbeing for teachers in Belgium. The study also attempted to determine the school factors and conditions related to teacher levels of wellbeing. The study procedures began with the formation of a sample of teachers and school principals, (n1 = 306) participants, who were distributed into (51) groups with (6) persons in each group. In the qualitative stage of the study, the researchers conducted interviews and discussion sessions with the sample members about their perceptions of professional wellbeing, and their needs in order to reach it. An empirical scale was prepared after analyzing the results of the discussion sessions and interviews. The scale included personal and demographic information, and a set of items related to satisfaction and feelings about various issues related to school and profession. The scale was based on the results of the first stage and literature review and a set of items related to effective teaching, which were adapted from the Den Hertog scale (Den Hertog, 1990). It also included a number of questions that allowed teachers to express their opinions on the length and quality of the questionnaire.



After piloting in (29) primary schools and (19) secondary schools, the scale was used on a sample of ($n_2 = 1000$) male and female teachers, who were selected using random stratified sampling. Afterward, a factorial analysis of the data was conducted, and necessary modifications were made to the questionnaire, as some items were deleted from the measure. In the last stage of the study, after making the necessary adjustments to the measure, the scale was used on a sample of ($n_3 = 2000$) male and female teachers from secondary and primary schools.

The results showed that the most important factors and determinants of professional wellbeing among teachers are: self-efficacy, appreciation from the principal and colleagues, peer support and cooperation, relationships with parents, work pressure, and attitude toward innovations at work, with the most important factor being self-efficacy.

Saaranen, Tossavainen, Kiviniemi & Vertio (2007) also conducted a study aimed at developing a theoretical framework and a measure of professional wellbeing among school workers. The study procedures were implemented during the years (2002) and (2004) with a sample of ($n = 537$) employees from (12) primary schools in eastern Finland. The data was collected through a scale that included a set of indicators of professional wellbeing at work, which was developed for the purposes of the study. The first model of the measure was designed and applied to a sample of a total of ($n_1 = 211$) participants, based on previous literature, the results of quantitative and qualitative research for professional wellbeing, and the empirical measurement procedures were done before the onset of the research and applied to exploratory samples to ensure its validity.

The scale included information related to the scientific and environmental background of the school staff. It also included a set of elements related to various aspects of professional wellbeing: working conditions, worker and work, work community, professional competence, and elements related to personal wellbeing and general wellbeing.



The second model was designed in (2004) based on the first model. However, some sub-factors were added in connection to professional wellbeing: workload, appreciation of the work of others, objective efficacy, and successful interaction at work. The sample at this stage consisted of ($n_2 = 266$) participants working in primary schools. The measure in its final form consisted of (22) items divided into four dimensions. The results showed the existence of a correlative relationship between workload, work atmosphere, appreciation of the work of others, and objective and professional competence and interaction. They also showed the existence of a correlation between workspaces, equipment, and workload. The results also highlighted the positive impact of the work atmosphere, work appreciation, workspaces, and equipment on the professional wellbeing of the work community. The sub-factor of “work atmosphere” showed the greatest impact on this aspect, while the greatest impact on self-professional wellbeing was for the sub-factors of workload and professional competence and objectivity.

In order to develop a professional wellbeing scale for teachers based on positive psychology, and to establish basic determinants of professional wellbeing, Yildirim (2014) conducted a multistage study in Turkey that included quantitative and qualitative research methods. The total sample size was ($n = 4345$) male and female teachers from Turkish schools. In the first stage, the sample consisted of ($n_1 = 3637$) male and female teachers (1436 male participants and 2174 female participants). A scale developed by the researcher for the purposes of the study was applied, including demographic information and a scale of the dimensions of professional wellbeing for teachers, where self-efficacy, job satisfaction, ambition, appreciation, and authority were assumed as scales of representing professional wellbeing, based on previous literature. The scale also had an open question about the teacher’s feelings toward the teaching profession.

The scale was re-applied in the second stage after excluding the open question, as well as adding, deleting, and reformulating some items. The new sample consisted of ($n_2 = 679$) male and female teachers from primary schools (38.2% males and 63.2% females). In the third stage,



interviews were conducted with a sample of ($n = 29$) male and female class teachers in the city of Cappadocia. The interview included questions about teachers' evaluation of themselves and their professional performance, their feelings toward their profession, and the most important effects on their professional wellbeing from their point of view. The qualitative data was divided into 355 units of information. The units were grouped into six categories, each category with five parts: self-efficacy, job satisfaction, ambition, appreciation, and authority. After conducting the analysis of the data, the ambition and authority parts were excluded.

The results in the third stage showed that teachers have a good level of knowledge and competence in the teaching profession. However, many teachers feel uncomfortable because of the behaviors of the administration. These teachers were expecting the administration to appreciate their efforts, as they believe that they were working under difficult conditions.

The results of the three stages indicated that the most important determinants of professional wellbeing are self-efficacy, job satisfaction, and appreciation, whereas the dimensions of ambition and authority were excluded as independent dimensions and were combined with other dimensions. The results indicated that the dimension of job satisfaction was the highest in quantitative analyses, while the dimension of self-efficacy was the most important determinant in qualitative analyses.

In 2015, Yildirim, Arastaman, and Dasci conducted a study which aimed at developing a scale for measuring professional wellbeing and verifying its suitability for use. The study was conducted in the Turkish province of Aksaray on a sample consisting of ($n = 301$) teachers in primary, middle, and high schools. The teachers had a teaching experience ranging between (1-16 years and above), and were selected by stratified sampling. An empirical scale of 32 items was initially applied. The scale was based on literature and previous studies related to professional wellbeing. It consisted of three sections. The demographic information included gender, professional seniority, educational branch, school location, and the educational grade taught by the teacher. The professional wellbeing scale was also applied. The third section



included open-ended questions that require writing details about teachers' perceptions of their professional wellbeing.

The results of the study showed that the most important components of professional wellbeing are self-efficacy, ambition, and appreciation, along with professional participation and cooperation. After that, a new professional wellbeing scale was developed based on the analysis of the responses. The new scale included the previous elements and was then re-applied. Following the reapplication process, the results indicated that there is an average level of professional wellbeing among teachers, with positive general perceptions regarding their professional wellbeing.

In another study, Yildirim, Arastaman & Dasci (2016) aimed to examine the relationship between teachers' attitudes toward measurement and assessment and their perceptions of professional wellbeing. The study sample consisted of (n = 299) male and female teachers from primary and secondary schools in Turkey (147 males and 152 females). The scale of teachers' attitudes toward assessment, which was developed by researchers in 2015, was applied, as well as the scale of professional wellbeing that they developed in the same year. The researchers excluded the dimension of ambition and added a set of items to other dimensions, which included self-efficacy and appreciation, as well as professional participation and cooperation.

The results showed a positive correlation between teachers' attitudes toward the assessment process and their perceptions of professional wellbeing. The results also showed that the dimension of "self-efficacy" was the strongest in relation to the attitude toward assessment, while the dimension of "professional participation and cooperation" was the least related to the attitude toward professional assessment.

In a study aimed at exploring the theoretical model and structural dimensions of wellbeing among corporate employees in China, Zheng, Zhu, Zhao & Zhang (2015) constructed a multistage professional wellbeing scale for employees, using quantitative and qualitative



methods. The qualitative stage of the study consisted of (n = 310) participants from workers in several sectors. The participants were interviewed and engaged in discussions on their views and concepts of professional wellbeing, and the factors they believe could affect their wellbeing. The responses were coded and categorized under nine main categories: salaries, worker protection, logistics, management style, work organization, personal and family care, family problems, learning and growth, and achievements at work.

The quantitative stage of the study was applied to seven samples in several sub-stages. The initial sample consisted of (n = 400) managers and employees in various professional and educational institutions. A professional wellbeing scale was developed from a set of scales, namely life satisfaction, the Job Diagnostic Survey, the psychological wellbeing scale, and the positive and negative impact scale. The scale consisted of (93) items, most of which were deleted after analyzing, leaving a total of (18) items in the second stage, which included the exploratory factor analysis. The 18-item scale was applied to a sample of (295) employees of an airline company. The internal consistency of the scale was (0.93).

The third stage included the confirmatory factor analysis of the scale by applying it to a sample of (n = 424) participants working in restaurants, markets, petroleum, and engineering. The results of the factor analysis indicated that the analysis values for all elements ranged between (0.82 - 0.70). The stability of the scale was tested in the fourth stage of the study by re-testing the scale on a sample consisting of (201) employees from a technology company in Beijing. The retesting was done in two stages during a period of one month. The validity of the scale was tested in the fifth stage, which consisted of (n = 290) employees. During this stage, the scale of professional wellbeing of the employees was developed, and the scales of positive and negative impact and the job satisfaction were applied. The results showed that the professional wellbeing of employees was positively related to job satisfaction and positive influence, and a negatively related to negative influence. The sample of the sixth stage consisted of (n = 277)



employees. During this stage, scales of professional wellbeing, job satisfaction, organizational commitment to work, intention to quit the job, and job performance were applied.

The results showed a positive correlation between professional wellbeing on one side, job satisfaction, organizational commitment, and job performance on the other. They also showed a negative correlation between the professional wellbeing of employees and their intention to quit the job. With regard to the general results pertaining to the development of a professional wellbeing scale for the employee, the results of the two qualitative and quantitative studies showed that the scale not only includes the employees' perceptions and feelings about their work, but also includes their psychological experiences and their personal and family lives, and therefore the final form scale may consist of: wellbeing in life, wellbeing in the workplace, and psychological wellbeing. Each of the aforementioned dimensions consists of six items, enjoying high reliability that is applicable to different cultures. This was proven by the last stage of the study, during which the developed scale was applied to a sample of employees in the United States of America.

As for the studies that dealt with the relationship between professional wellbeing and other variables related to teachers, Brouskeli, Kaltsi & Loumakou (2018) aimed to examine the relationship between the flexibility of secondary school teachers and their professional wellbeing and the role that a group of demographic factors and school characteristics plays in the level of professional wellbeing among teachers. The study sample consisted of (201) secondary school teachers from (15) throughout Greece. A number of scales were used, namely: the psychological resilience scale, the professional wellbeing scale, and a scale for personal, professional, and demographic characteristics.

The results showed a positive correlation between the psychological resilience of teachers and their professional wellbeing. They also indicated that there were no statistically significant differences levels of flexibility attributable to gender. There was also an absence of gender differences in levels of professional wellbeing, with the exception of the dimension of work



conditions, regarding which the degree of males was higher than females in this dimension. On top of that, the results indicated that there are no significant differences in the levels of flexibility and professional wellbeing attributable to the difference in age, but revealed the presence of statistically significant differences in the levels of flexibility and professional wellbeing attributable to the academic degree, in favor of teachers who hold a postgraduate degree. Moreover, the results indicated the presence of significant differences in the levels of psychological resilience attributable to chosen major, in favor of teachers who specialized in the humanities, while there were no differences in the levels of professional wellbeing attributable to major.

The results showed a statistically significant effect for each of the schools' locations (rural or city) and the level of its urbanization on psychological resilience and professional wellbeing. For teachers, on the other hand, the results did not show any statistically significant differences in the level of psychological resilience and professional wellbeing attributable to the size or type of school (primary or secondary).

In another study by Klusmann et al. (2008), the researchers aimed to examine the relationship between teachers' professional wellbeing (measured by the level of emotional burnout and job satisfaction), quality of teaching, and the role that self-regulation plays in this relationship. The study sample consisted of (1789) mathematics and science teachers in Germany, whose ages ranged from (25 - 65 years), with experience ranging from (1 - 44) years of experience in the field of teaching. The professional commitment and flexibility scale, emotional exhaustion scale, and job satisfaction scale were applied. The results showed a correlation between flexibility and commitment at work on one side, and the professional wellbeing of teachers on another. They also showed a correlation between positive self-regulation and a decrease in emotional exhaustion on one hand, and an increase in professional wellbeing on the other hand. Moreover, the results indicated a positive correlation between



positive self-regulation and teaching effectiveness but did not show a correlation between teachers' self-regulation and student achievement.

Problem of the Study

The problem of the study is represented by the need for an accurate measurement tool to measure the professional wellbeing of teachers in Jordan that is also consistent with the measurement standards which is considered a basic entry point for understanding individuals and as part of a group. The measurement tools, which were designed to measure professional and psychological wellbeing, were developed a long time ago or in contexts different from the Jordanian context. Therefore, Martin & Friedman (2000) believe that the psychometric properties of these tools, such as validity and reliability, need to be re-verified, as they believe that the validity and reliability of scales are affected by various factors—such as environmental factors—which affect their values and how they are measured over time. The aforementioned details prompted the efforts to develop a scale for professional wellbeing for teachers in Jordan, so that psychometric properties—such as validity and reliability—are available in this scale.

Objectives of the Study

The study aimed at the following:

- Developing a professional wellbeing scale for teachers in Jordan, with acceptable psychometric characteristics.
- Revealing the psychometric properties of the items of the professional wellbeing scale for teachers in Jordan.
- Providing a sound and easy-to-apply measuring tool for the level of professional wellbeing that can be used by decision-makers in the Ministry of Education to detect the levels of professional wellbeing of teachers. Such an approach would enable these decision-makers to help teachers achieve psychological, social, educational and professional adjustment.



Questions of the Study

Specifically, this study sought to answer the following questions:

- What are the validity pieces of evidence of the professional wellbeing scale for teachers in Jordan?
- What are the discrimination indices of the items for each dimension of the professional wellbeing scale for teachers in Jordan?
- What are the reliability indices of the professional wellbeing scale for teachers in Jordan?

Significance of the Study

The significance of the current study is evident in two aspects; the first is theoretical, and the second is practical. In terms of theoretical significance, the study is expected to contribute to finding an objective measurement tool to measure the professional wellbeing of teachers in Jordan. In terms of practical importance, this scale will have a special educational value, as it will be an easy and quick measuring tool to reveal the level of professional wellbeing of teachers in Jordan. In light of the results of the scale, training programs, lectures, or seminars will be planned by stakeholders, officials, and decision-makers in the Ministry of Education, in line with the Ministry's strategic plan (2018-2022). These planned activities will provide the possibility to correct the teachers' performance, refine their personalities, and train, as well as ensure active and effective interactions in schools and various areas of life, which will all reflect positively on the plans of the Ministry and society in general.



Conceptual and Procedural Definitions

Professional wellbeing of teachers: the availability of all the material, social, physical, psychological, cognitive, and physical components associated with the teaching profession, to help teachers perform their job duties to the fullest and allow them to be happy in their work. Operationally, it is defined as the degree that the teacher obtains on the scale of professional wellbeing that was developed/constructed in this study.

Psychometric properties of the scale: They are the indications of validity, reliability, exploratory factor analysis, and confirmatory factor analysis that give researchers confidence in the use of the scale in the future.

Study Limitation

The results of the current study have the following limitations:

- The sample: the study was conducted on a sample of teachers in the Jordanian Ministry of Education; these were chosen by the random cluster method. In this method, the different directorates of education were treated as sub-clusters in order to ensure a heterogeneous sample. The sample included teachers of different educational levels, age, academic levels, and therefore the possibility of generalizing the results is determined by the extent to which this sample represents teachers in Jordan.
- The time period during which the data was collected from the study sample, which ranged from (September-2020) to (May-2021).
- The indications of the concepts and terms mentioned in the study are limited to the procedural and conceptual definitions specified therein.



Research Methodology and Tools

Research Methodology

This study is a non-experimental study that relies on the descriptive analytical approach to the reality of the professional wellbeing of teachers, as is, without any intervention from researchers. The data on the professional wellbeing of teachers in Jordan was collected through their responses on the developed professional wellbeing scale. The psychometric properties of the scale (validity and reliability) were then verified, and exploratory factor analysis and confirmatory factor analysis were conducted.

Study Tools

To achieve the objectives of the study, a professional wellbeing scale was developed according to the following steps:

1. Determine the definition and dimensions of professional wellbeing.

This step is one of the most difficult steps in developing scales, in which the initial definition and the dimensions of the measured trait (the professional wellbeing of teachers) were determined by referring to the literature and previous studies. Afterward, a study was conducted in which a sample of teachers was used to identify teacher's perceptions about the concept of professional wellbeing, in order to reach the final definition of the professional wellbeing of teachers and determine its dimensions.

2. Initial definition of professional wellbeing of teachers

Building on a previous review of the literature related to professional wellbeing of teachers, the definition developed by Horn et al. (2004) was adopted to represent the primary definition of professional wellbeing for teachers in Jordan, which defines professional wellbeing as: "Positive evaluation of different aspects of the profession, including the associated affective, emotional, psychological, cognitive, and professional dimensions." This definition includes the following five main dimensions of professional wellbeing:



Emotional dimension: includes feelings of job satisfaction along with constant enthusiasm for and pleasure with regard to the profession.

Social dimension: refers to a positive relationship with students, school administration, and colleagues, as well as the ability to provide support and assistance to them, a sense of comfort in dealing with students, and sincere concern for students and colleagues.

Cognitive dimension: includes the ability to focus on work, effectiveness in using work skills and tools, and continuously striving to learn everything new in the professional field.

Psychophysical dimension: includes feeling physical and psychological exhaustion, and suffering from physical pain due to work, as well as the presence or absence of symptoms of mental or physical disorders.

Professional dimension: includes professional competence.

3. Determining the final definition and dimensions of professional wellbeing for teachers

To determine the final definition and dimensions of professional wellbeing, a study was conducted to identify the opinions of the target community, which represents teachers in Jordan, on the concept of professional wellbeing, by distributing a scale with open questions to a sample of teachers.

The study sample consisted of (68) participants who were reached by using one of the following methods: face-to-face meetings inside the school or outside the official working hours, phone interviews, sending the scale via e-mail to those in remote areas, and delivery of the questionnaires in paper form.

To analyze the data resulting from the application of the open-ended scale to the sample of teachers, the “Grounded Theory” method was adopted. This is a form of qualitative research used when obtaining a theory or a theoretical definition based or rooted in the data collected

(Strauss & Corbin, 1999). One of the researchers analyzed the responses of all participating individuals in three steps in an attempt to control subjectivity, reduce bias resulting from the presence of more than one data analyst, and obtain indicators of the credibility of the observations and the stability of the analyst. These steps were the following:

- Read all responses thoroughly and adopt coding for all the ideas in these responses, without interfering with the meaning, keeping the idea “as is.”
- Form sub-categories by putting all the ideas that are similar in meaning or have common denominators together in the same category.
- Determine the main categories that are related to the professional wellbeing of teachers in Jordan, by placing the intersecting sub-categories in the same main category.

Based on the previous steps, the responses to teachers’ definitions of professional wellbeing were first analyzed. Since there were many definitions, based on the foregoing, the following main categories were reached, which represent the dimensions of professional wellbeing among teachers in Jordan: material dimension, social dimension, physical dimension, psychological dimension, physical environment dimension, and cognitive dimension.

Thus, it is possible to reach the following definition of the professional wellbeing of teachers: “the availability of the material, social, physical, psychological, and cognitive components and the appropriate physical environment to assist teachers in performing their job duties to the fullest and make them happy in their work.” Looking at the initial picture of the dimensions of professional wellbeing, and those that were reached through the opinions of a sample of teachers, the final picture of the dimensions of professional wellbeing among teachers was formulated as follows:

Financial dimension: refers to the availability of a decent life for the teacher, and a comfortable standard of living and financial situation. This can be achieved by receiving a



sufficient monthly income and appropriate health insurance for the teachers and their family members, in addition to other bonuses.

Social dimension: refers to a respectable social position worthy of the teacher's status, and a positive relationship between the teacher and the students, the local community, the school administration, and the Ministry of Education. It also includes the provision of the legislation that protects teachers and preserves their dignity, and a syndicate that defends teachers and protects their rights.

Physical dimension: refers to a set of procedures and means that would make teachers feel physically comfortable by reducing their workload, cutting tasks that are not directly related to the education process, and providing amenities and entertainment means inside and outside the school.

Psychological dimension: refers to the teacher's feeling of peace and psychological comfort inside and outside the school, being free of various psychological disorders and problems related to his work, having a feeling of stability and job security, and experiencing justice in dealing with different teachers in different regions and schools.

Physical environment: refers to the provision of a school infrastructure appropriate for the teachers and students (clean toilets, modern laboratories, modern computers,...etc.), and the provision of an appropriate and modern classroom environment for learning (modern and appropriate teaching aids, spacious classrooms, suitable classroom atmosphere in summer and winter, etc.).

Cognitive dimension: refers to the ability to focus on work, development opportunities for teachers from scientific and professional points of view and benefiting from teachers' experiences in everything related to students.



Development of the Scale's Items

In this step, (169) items were developed to be used in the draft of the teachers' professional wellbeing scale. The items were developed by using the teachers' responses to the open questionnaire, analyzing the items of the most prominent standards used in foreign studies, and requesting help from some stakeholders in the educational process to write, check, and distribute some items according to the assumed dimensions of professional wellbeing.

Experts' Review of an Initial Version of the Scale

In this step, the scale was presented to a group of experts in the fields of education and psychology. The experts were asked to judge the appropriateness of the items for the target group in the current project, the extent of language integrity, and the extent to which the items belong to the field and the scale as a whole. A meeting was held by the research team to discuss the opinions of the arbitrators and make the proposed modifications to the items of the scale in terms of wording and language. At the end of the meeting, a draft was formed consisting of (151) items, distributed over (6) dimensions.

Piloting the Scale

In this step, the initial form of the scale consisting of (151) items was applied to a sample of teachers to solicit their opinions on the extent of clarity of the items, the extent to which they are related to professional wellbeing, in order to determine the time required for the response process, and to prepare a new draft scale based on the observations of the sample. Following this process, the scale consisted of (149) items.



Exploratory factor analysis

Study Sample

The scale was distributed electronically to the study sample consisting of (428) male and female teachers. A total of (34) responses were deleted due to repetition, and two responses were also deleted, because the variance was equal to zero as the respondents chose the same answer (to a moderate degree) on all items. As a result, the sample size became (392) male and female teachers, with ages ranging from (22) to (54) years, of whom (283) were female (72%) and (109) were male (28%). Regarding academic qualification, a total of (17) respondents (4%) hold an associate's degree or less, (270) participants (69%) hold a bachelor's degree, and (105) (27%) hold a postgraduate degree.

Results and Discussion

The corrected item-total correlation coefficient was calculated between the score on each item of the teachers' professional wellbeing scale and the total score on the scale. It was noted that the corrected item-total correlation coefficient values between the score on each item and the total score on the scale ranged between (-0.018) for: "I tend to use the techniques I am accustomed to when doing things" to (0.652) for: "My work environment is generally comfortable." Based on the recommendation of (Nunnally and Bernstein, 1994) to delete items that have a correlation coefficient of less than (0.30), a total of (27) items were deleted after determining that their deletion would not affect the content validity of the scale.

Reliability was estimated using the internal consistency method by calculating Cronbach's Alpha, which was (0.97). This is considered a very high value (DeVellis, 2016), indicating consistency between items in measuring the professional wellbeing of teachers.

Since the characteristics of a good scale include a variance in the answer to the items, the mean and variance were calculated for each of the items of the scale (122 items). The variance of the items ranged from (0.427)—"I have a good relationship with students"—to (2.104) for: "I

have a strong desire to change my profession.” Accordingly, the items in which the variance was equal to (0.7) or less were deleted: a total of (19) items were highlighted in yellow, and thus the new scale consisted of (103) items.

To verify the scale’s internal structure in terms of the number of its dimensions and their consistency with the proposed theoretical construction, exploratory factor analysis was performed using the unweighted least-squares method. This method was used since the data on the items is located on the ordinal level. Also, the (Promax) method was used in Oblique Rotation, with the assumption that factors or dimensions are interrelated.

In order to verify the suitability of the data for conducting the exploratory factor analysis on the (103) items, the results indicated that the (Kaiser-Meyer-Olkin) coefficient was (0.92), indicating that the data was appropriate for conducting exploratory factor analysis. This was also confirmed by the value of Bartlett's test of sphericity, which was (25009.11) with a statistical significance level of (0.000). The residual matrix for correlation coefficients was also examined, where (85) residuals were found with a percentage of (1%) whose absolute value is greater than (0.05), meaning that the data is appropriate for conducting the exploratory factor analysis (Mulaik, 2009). Accordingly, the factors were extracted, with their eigenvalues, along with the explained variance for each factor, as shown in Table (1).

Table (1): Factors resulting from exploratory factor analysis of the responses of the sample (n = 392) on the professional wellbeing scale consisting of (103) items, using the unweighted least squares method and oblique rotation.

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	24.626	23.908	23.908	24.246	23.540	23.540
2	6.916	6.715	30.623	6.508	6.319	29.858
3	5.437	5.278	35.902	5.075	4.927	34.785
4	4.050	3.932	39.834	3.676	3.569	38.354
5	3.694	3.586	43.420	3.292	3.196	41.551
6	2.784	2.703	46.123	2.391	2.322	43.873
7	2.196	2.132	48.255	1.830	1.776	45.649
8	2.141	2.079	50.334	1.743	1.692	47.341
9	1.885	1.831	52.165	1.502	1.458	48.799



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10	1.713	1.663	53.828	1.364	1.325	50.124
11	1.600	1.553	55.381	1.234	1.198	51.322
12	1.495	1.451	56.832	1.128	1.095	52.417
13	1.438	1.396	58.228	1.065	1.034	53.451
14	1.391	1.351	59.579	.980	.951	54.402
15	1.278	1.241	60.820	.902	.876	55.278
16	1.263	1.226	62.046	.849	.825	56.103
17	1.189	1.154	63.200	.754	.732	56.835
18	1.160	1.126	64.326	.731	.710	57.545
19	1.103	1.071	65.397	.677	.657	58.202
20	1.079	1.047	66.444	.664	.644	58.847
21	1.037	1.006	67.451	.623	.605	59.451
22	1.007	.978	68.429	.596	.579	60.030
23	.919	.893	69.321			
24	.898	.872	70.193			
25	.890	.864	71.057			
26	.857	.832	71.890			
27	.839	.814	72.704			
28	.825	.801	73.505			
29	.805	.782	74.287			
30	.788	.765	75.052			
31	.747	.725	75.777			
32	.738	.716	76.494			
33	.722	.701	77.195			
34	.687	.667	77.862			
35	.672	.653	78.515			
36	.661	.642	79.157			
37	.641	.622	79.779			
38	.633	.614	80.393			
39	.617	.599	80.992			
40	.591	.574	81.566			
41	.578	.562	82.128			
42	.563	.547	82.675			
43	.558	.541	83.216			
44	.540	.524	83.740			
45	.535	.520	84.260			
46	.530	.514	84.774			
47	.511	.497	85.271			
48	.497	.482	85.753			
49	.489	.475	86.228			
50	.477	.463	86.691			
51	.467	.453	87.144			
52	.461	.447	87.592			
53	.447	.434	88.025			
54	.435	.422	88.447			
55	.420	.408	88.855			
56	.413	.401	89.256			
57	.407	.395	89.651			



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58	.399	.388	90.039
59	.391	.379	90.418
60	.377	.366	90.784
61	.360	.350	91.134
62	.357	.346	91.480
63	.348	.338	91.818
64	.338	.328	92.146
65	.334	.324	92.470
66	.329	.319	92.789
67	.321	.312	93.101
68	.312	.303	93.404
69	.302	.293	93.697
70	.295	.286	93.983
71	.287	.279	94.262
72	.277	.269	94.531
73	.275	.267	94.798
74	.271	.264	95.061
75	.263	.256	95.317
76	.257	.249	95.566
77	.250	.242	95.809
78	.245	.238	96.047
79	.235	.228	96.275
80	.226	.219	96.494
81	.220	.213	96.708
82	.216	.209	96.917
83	.202	.196	97.113
84	.196	.190	97.303
85	.195	.189	97.492
86	.194	.188	97.680
87	.188	.182	97.862
88	.186	.180	98.043
89	.178	.173	98.215
90	.177	.172	98.387
91	.164	.159	98.546
92	.162	.157	98.704
93	.148	.144	98.848
94	.147	.143	98.991
95	.143	.139	99.129
96	.138	.134	99.263
97	.122	.118	99.382
98	.121	.118	99.500
99	.118	.114	99.614
100	.106	.103	99.716
101	.104	.101	99.817
102	.099	.097	99.914
103	.089	.086	100.000

Table (1) shows that there are (22) factors whose eigenvalue exceeds (1), and they explain (60%) of the total variance. To help determine the number of factors, the graph showing the eigenvalues of the extracted factors (Scree Plot) was used, as shown in Figure (1).

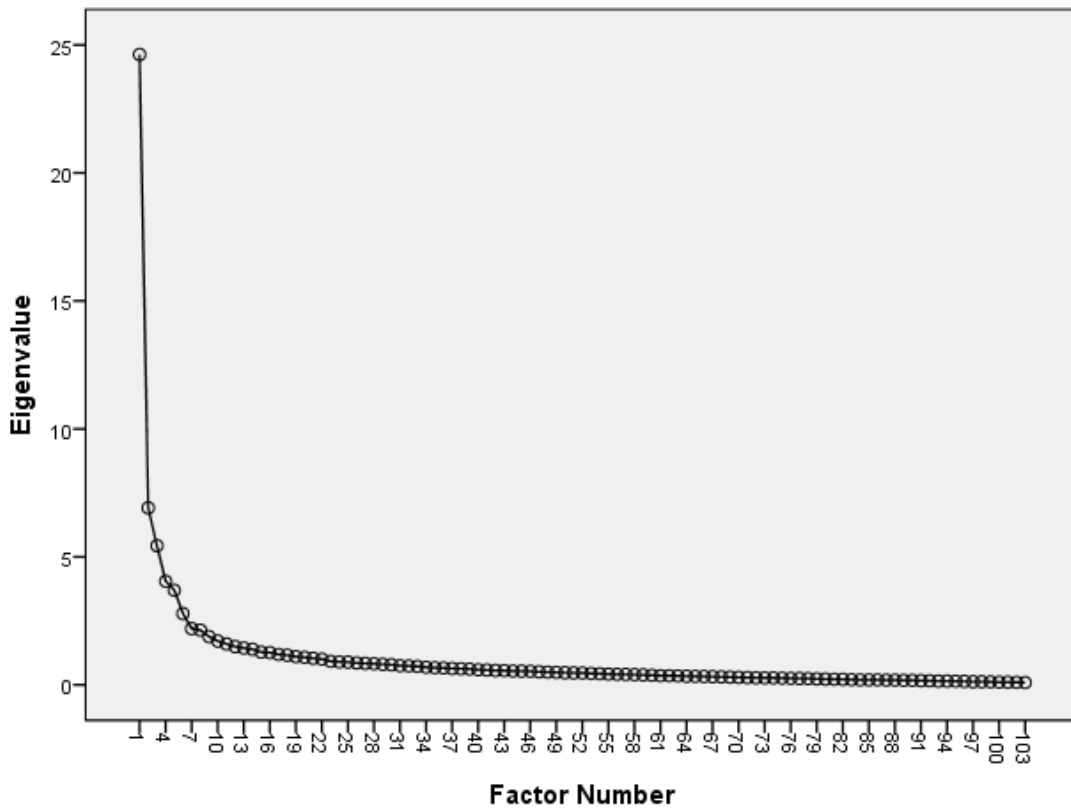


Figure (1): Graphical representation of the eigenvalues of the factors constituting the professional wellbeing scale for teachers (number of items = 103) when performing exploratory factor analysis using the unweighted least squares method.

By examining the Scree Plot, it is evident that the factors began to converge, and that the line began to take a horizontal shape after the sixth factor, which means that the number of the proposed factors is (6) factors. Looking at Table (1), which represents the dimensions and the proportion of the explained variance, we find that the (6th) dimension has an eigenvalue close to

(3), while all the eigenvalue of the other factors was (2) or less, which means that the number of the proposed factors may be (6) factors.

Looking at the (Factor Loadings) after rotation, and relying on the following criteria for keeping items and factors (Netemeyer, Bearden, and Sharma, 2003), we can see the following:

- The loading of the item should not be less than (0.3), since the sample size is greater than (300);
- Each dimension should contain more than 3 items.
- The loaded items carry the same meaning on one factor so that it can be considered a factor.
- An item should not load on more than one factor at the same time.
- An item needs to logically belong to the dimension based on the meaning of the rest of the items.

The number of dimensions that make up the scale of professional wellbeing for teachers has been determined to be (6 dimensions), which explains (43%) of the total variance of the responses of the sample members to the items of the scale, where (68) items were loaded on these factors. The following table, No. (2), shows the factor loadings of the items on the 6 factors.

Table (2): Factor loadings of the items of the professional wellbeing scale for teachers (n = 68 items) on the (6) dimensions resulted from exploratory factor analysis using the unweighted least squares method.

Items	Factor					
	1	2	3	4	5	6
I strive every day to learn something new that develops my personality.	.809	.005	-.149	-.161	.001	.008
I keep track of the latest developments in education and the subjects I teach.	.785	.025	-.084	.025	.053	-.087
I regularly read publications related to my profession, such as books, articles, and the like.	.753	-.035	-.172	-.030	-.125	.104
I participate in specialized courses and workshops on the professional development of teachers.	.750	.010	-.227	.164	-.069	-.243
I participate in discussions on the development of the educational process.	.729	-.011	-.074	.000	-.159	.015
I possess the knowledge, and cognitive and technical skills necessary to perform my profession effectively.	.706	.132	-.153	-.010	.116	-.215
I have effective discussions with the about professional issues.	.657	-.069	.081	-.187	-.123	.068

Teaching gives me the opportunity to use many skills.	.654	.075	-.068	.062	.027	.053
I use technology effectively in my professional field.	.601	.214	-.026	.120	.001	-.221
I cooperate with the administration and relevant stakeholders in developing a plan for the development of the school and the educational process.	.591	-.077	.159	-.074	-.110	.080
Teaching provides me with a good opportunity for professional growth and development.	.583	.055	-.017	.173	.001	.075
Communication with the students helps me develop everything related to them.	.538	.029	.086	-.116	-.018	.034
I feel that I've improved over the years.	.534	.055	.070	.117	.116	-.167
I can discuss work-related matters at school frankly and openly.	.508	-.049	.154	-.113	.101	-.150
I have received adequate education and training for the tasks that I carry out in my work.	.408	.080	.008	.236	.034	-.221
Schools have clean toilets suitable for teachers.	-.012	.798	.032	-.013	-.005	-.117
The temperature inside the classrooms is appropriate during summer and winter.	-.032	.792	-.069	.020	.084	-.058
The school has modern computer labs.	-.054	.730	.053	-.003	-.051	-.053

The classrooms are spacious and comfortable.	.140	.725	-.148	-.064	.050	-.080
The size of the classrooms is adequate for the number of students.	.103	.723	-.265	.046	.058	-.074
Science laboratories in schools are equipped with modern and appropriate equipment.	-.055	.659	.077	.048	.013	.000
The teacher has a desk and a comfortable chair.	-.039	.656	-.039	.050	-.038	-.036
Schools have a fast and convenient internet connections.	-.065	.590	.080	.055	.009	-.024
Modern teaching aids are available.	.082	.560	.015	-.023	.077	.065
Equipment and tools are available for use in the teaching process.	-.067	.476	.185	-.051	-.005	.223
The classroom environment is not suitable for the learning and teaching process.	-.015	.445	-.053	-.046	.138	.058
I can find a place that gives me peace and comfort in my school when I need it.	.009	.416	.173	.072	-.143	.245

The physical environment of the school is poor.	-.018	.416	-.006	-.135	.274	.133
I have the necessary equipment and devices for extra-curricular activities.	.021	.398	.058	.091	-.111	.216
School provides all the personal teaching supplies for the teacher, such as pens, papers, and the like.	-.022	.386	.124	-.040	-.021	.172
School provides photocopying services for examination papers, work papers, and everything related to the educational process.	-.034	.323	.184	-.060	-.019	.169
My professional achievements are recognized by the school administration.	-.071	-.023	.872	-.004	-.016	-.081
I get support from the school administration when I need it.	-.063	.080	.864	-.133	-.147	-.008
The school administration cooperates with me when I face any problems.	-.092	-.010	.848	-.107	-.055	.008
I am happy to work with my colleagues.	-.007	-.091	.784	.027	.168	-.231
My colleagues motivate me to do better.	-.093	.009	.782	-.007	-.068	-.112

I share my interests with my fellow teachers.	.048	-.092	.779	.027	.204	-.262
The spirit of fair competition prevails in my work environment.	-.113	.047	.776	.115	.172	-.358
I have a good relationship with the school administration.	.028	-.001	.766	-.083	.031	-.165
I get help from my colleagues to develop myself professionally.	-.024	-.040	.737	-.004	-.094	-.026
I get help and support from my colleagues when needed.	-.146	-.017	.561	.078	.108	-.105
Parents of students appreciate my efforts with their children.	.089	-.003	.407	.253	.087	-.181
I am popular at school.	.275	-.054	.371	-.121	.173	-.188
Parents of students cooperate with me to make the educational process a success.	.052	-.035	.345	.202	-.019	.023
As a teacher, I am highly respected by the local community.	.157	-.054	.325	.243	.080	.024

The teaching profession provides me with financial security.	-0.072	.042	-0.004	.775	.019	-.169
I enjoy a comfortable financial position similar to the employees of other sectors.	-.096	-.010	.031	.763	-.046	-.172
I feel satisfied with my monthly income.	-.083	.006	-.087	.761	.026	-.076
I receive a salary that matches my abilities and qualifications.	-.124	.024	-.045	.750	-.092	-.027
I get a decent bonus when I am promoted.	.025	-.008	-.091	.733	-.089	-.037
I get the financial rewards I deserve.	.023	.013	-.033	.585	-.139	.017
My chances of getting rewards are related to the quality of my teaching.	.076	-.052	-.025	.499	-.205	.071
I feel sad and gloomy.	-.017	.006	-.032	.007	.773	.085
I feel confused and upset.	.003	.060	-.074	.033	.754	.135

My mood fluctuates between happiness and sadness.	.004	.112	-.072	-.082	.716	.091
I find it hard to relax and unwind.	-.080	.112	-.047	-.073	.712	.258
I miss feeling excited about anything.	.141	-.049	.016	-.073	.658	.174
I feel like I have little value as a person.	.158	-.045	.045	-.136	.601	.102
I feel pessimistic about the future.	-.034	.084	-.037	.197	.576	.057
I find it hard to take the initiative to do things.	.172	-.006	-.051	-.211	.571	.255
I am worried about my future career.	-.090	.047	-.132	.382	.405	-.030
I feel great joy in life.	.135	.014	.108	.178	.363	.059
Taking care of my class and handling my shifts exhausts me.	-.035	-.066	-.279	-.027	.200	.787
The daily tasks required of me are beyond my physical capabilities.	-.220	-.097	-.112	-.019	.310	.758

The number of lessons I teach per week exhausts me.	-.116	.017	-.130	-.038	.103	.725
Dealing with students causes me stress and fatigue.	-.045	.038	-.177	-.069	.254	.682
It exhausts me to deal with students with special needs.	-.013	.063	.008	-.166	.226	.404
My workload matches my physical capabilities.	-.026	-.045	-.051	.255	-.039	.401

Looking at the following items, which are loaded on the 1st dimension, we find that the common meaning of these items relates to providing opportunities that will develop teachers from a personal, professional, and scientific point of view, and to benefiting from teachers' experiences in everything related to students and the educational process. Thus, we can call this dimension the "knowledge dimension." As for the items loaded on the 2nd dimension, it is evident that the meaning shared by these items relates to providing the appropriate school infrastructure for teachers and students and providing an appropriate classroom environment for the educational process. Thus, we can call this dimension the "physical environment dimension." With regard to the items that are loaded in the 3rd dimension, they refer to the positive relationship between the teacher, the administration, colleagues, and the local community, as well as the cooperation of these components for the benefit of the educational process, and the preservation of the teacher's position and rights. Thus, we can call this dimension the "social dimension." As for the items that are loaded on the 4th dimension, they involve the teacher's access to a comfortable salary and living standard. Thus, we can call this dimension the "financial dimension." As for the items that are loaded on the 5th dimension, they indicate that the teachers are free of problems and psychological disorders related to their work. Thus, we can call this dimension the "psychological dimension." As for the 6th and final dimension, the items

that are loaded on it refer to the procedures related to the physical comfort of the teacher in the school. Thus, we can refer to it as representing the "physical dimension." The results indicate that the correlation coefficients between the six dimensions were as shown in Table (3).

Table (3): Correlation coefficients between the dimensions of the teachers' professional wellbeing scale.

Factor	2	3	4	5	6
1	.334	.576	.428	.286	.408
2		.496	.485	.229	.523
3			.537	.280	.578
4				.400	.505
5					.267

It is clear from Table (3) that there is a correlation between the six factors that make up the teachers' professional wellbeing scale, which means that these factors represent dimensions or facets of a particular trait. We can call this trait "teachers' professional wellbeing." The presence of a correlation between the dimensions of the professional wellbeing of teachers indicates that the scores of each dimension and the total score of the scale can be calculated by adding the scores resulting from the six dimensions.

From the above, we can conclude that the professional wellbeing scale in its new form contained (68) items distributed over the six dimensions as follows: The cognitive dimension (15 items), the physical environment dimension (16 items), the social dimension (14 items), the financial dimension (7 items), the psychological dimension (10 items), and the physical dimension (6 items).



Confirmatory Factor Analysis

In the previous stage, and through the exploratory factor analysis, a draft of the professional wellbeing scale was obtained, which consisted of (68) items distributed over six dimensions of professional wellbeing. In the current stage, this form of the scale has been applied to a new sample of teachers in order to reach the structure and the final form of the scale using confirmatory factor analysis, in addition to verifying the reliability and convergent validity of this final form.

Study Sample

The scale was distributed electronically to a number of teachers working in the schools of the Ministry of Education during the second semester of 2020/2021. A total of (570) complete and valid responses were obtained for analysis. The number of female teachers in the sample was 323 (57%), while the number of male teachers was (247) participants (43%). The largest number of the participants were holders of a bachelor's degree (63%), followed by those with postgraduate degrees, such as an M.A. or Ph.D. (34%), while the lowest percentage was holders of academic degrees less than bachelor's (3%).

Statistical Analysis

In order to verify the structure of the scale and reach the final form of the professional wellbeing scale for teachers, Confirmatory Factor Analysis was applied using (Lisrel Software / Application v. 8.80) (Jöreskog & Sörbom, 2006). To verify the suitability of using Confirmatory Factor Analysis, the means, standard deviation, skewness, and kurtosis were calculated for each item of the scale. The absolute values of the skewness and kurtosis coefficients—if less than 2 (Pituch & Stevens, 2016)—indicate that the assumption of normality for each item of the scale is



fulfilled. This assumption is one of the important assumptions for using the “Maximum Likelihood” method in the estimation process, as this estimation method is preferred over other methods of estimation, because it gives less biased estimates of model parameters. It also obtains more accurate fit indicators (Olsson et al., 2000).

To judge the degree of fit between the proposed model consisting of (68) items distributed over six dimensions and the data, the following indicators were used: Relative Chi-square test (χ^2/df), Comparative Fit Index (CFI), Normal Fit Index (NFI), Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR).

In order to judge the fit level between the model and the data, the model is considered to have an acceptable fit if the values of the previous indicators were as follows: (χ^2/df) is less than 5, (CFI, NFI, IFI) values are greater than or equal to 0.90 (Bentler, 1990), the (RMSEA) value is less than 0.08 (Browne & Cudeck, 1992), and the (SRMR) value is less than 0.09 (Collier, 2020). If the values of the previous indicators are as follows, the model is considered to have a good fit: (χ^2/df) is less than 3, (CFI, NFI, IFI) values are greater than or equal to 0.95 (Hu & Bentler, 1999), the (RMSEA) value is less than 0.05 (Browne & Cudeck, 1992), and the (SRMR) value is less than 0.05 (Collier, 2020).

Reliability was estimated through the internal consistency method, i.e. by calculating Cronbach's alpha coefficient for each dimension of the scale, in addition to the scale as a whole, where values greater than 0.70 indicate acceptable reliability (Nunnally & Bernstein, 1994).

In order to verify the convergent validity of the scale, the correlation coefficients were calculated between the scores on the teachers' professional wellbeing scale in its final form and the scores on the other two scales: the teachers' professional wellbeing scale and the mental health scale, where a significant positive correlation is expected between the scores of the two scales of professional wellbeing as they measure the same trait. Another significant positive correlation is expected between the scores of the developed scale of professional wellbeing and the scores of the mental health scale, as indicated by previous studies.

Results and Discussion

First, Descriptive Statistics

The mean, standard deviation, as well as skewness and kurtosis were calculated for each item of the scale. Table No. (4) shows the values of these statistics.

Table (4): Mean, standard deviation, skewness, and kurtosis for each item of the professional wellbeing scale after it was applied to a sample of (570) male and female teachers.

Item	Mean	Standard Deviation	Skewness Coefficient	Kurtosis Coefficient
S1	1.8789	.89585	.005	.408
S2	1.6368	.82345	.059	.387
S3	1.6298	.86820	-.145	-.040
S4	1.4649	.88713	-.022	-.458
S5	.9333	.86065	.627	-.163
S6	.9877	.93074	.654	-.168
S7	.9807	1.02413	.748	-.292
S8	2.6561	1.01535	-.667	.149
S9	2.5702	1.05198	-.536	-.201
S10	2.7561	.94961	-.794	.702
S11	3.0719	.82156	-.897	1.289
S12	2.6193	.92835	-.510	.165
S13	2.7298	.84927	-.559	.465
S14	2.4930	.94717	-.702	.396
S15	3.0561	.86952	-.962	1.348
S16	2.4053	.93495	-.448	.141
S17	2.6246	.85675	-.357	.077
S18	2.5404	.96837	-.406	-.083
S19	3.1211	.70729	-.416	.023



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S20	2.0632	.93151	-.047	.064
S21	2.6860	.89008	-.542	.274
S22	1.1825	1.03287	.685	-.020
S23	1.8737	1.02079	.086	-.374
S24	1.4860	1.10311	.363	-.500
S25	1.6596	1.06053	.233	-.471
S26	2.1860	1.30181	-.128	-1.107
S27	2.1246	.84902	-.240	.396
S28	2.5053	1.18313	-.495	-.579
S29	2.5333	1.13722	-.446	-.564
S30	2.2439	1.08925	-.144	-.588
S31	2.0193	1.11767	.060	-.697
S32	2.3070	1.11648	-.315	-.544
S33	2.9737	1.09689	-.910	.089
S34	2.2158	1.31268	-.207	-1.048
S35	2.3982	1.01535	-.263	-.361
S36	2.2140	1.25058	-.237	-.902
S37	2.1368	.91974	-.043	.271
S38	1.5526	1.14879	.202	-.667
S39	1.3526	1.14511	.478	-.547
S40	1.5561	1.13941	.215	-.778
S41	1.6386	1.16144	.181	-.760
S42	1.5930	1.18394	.236	-.802
S43	1.3000	1.09617	.365	-.789
S44	1.3228	1.22123	.508	-.760
S45	1.1018	1.07381	.608	-.543
S46	1.2175	.96787	.288	-.631

S47	1.4912	.97279	.105	-.502
S48	2.2035	1.04587	-.174	-.335
S49	1.3649	1.07381	.353	-.494
S50	2.0807	1.07397	-.084	-.397
S51	1.3281	.96115	.341	-.211
S52	2.2368	1.08919	-.202	-.479
S53	2.4070	1.15994	-.424	-.557
S54	2.8175	.84992	-.418	-.031
S55	2.8351	.82204	-.448	.266
S56	2.5825	.89779	-.322	-.007
S57	2.6246	.96298	-.351	-.183
S58	2.4439	.96576	-.340	-.073
S59	2.9912	.74163	-.531	.698
S60	2.7018	.88066	-.356	-.101
S61	2.6789	.80666	-.523	.786
S62	2.2667	.95732	-.169	-.135
S63	2.5368	.95204	-.529	.246
S64	2.3895	.96105	-.333	-.247
S65	2.7544	.80379	-.322	.124
S66	2.9333	.86878	-.710	.545
S67	2.8526	.89090	-.665	.457
S68	2.5596	.93410	-.421	.067

It is clear from Table No. (4) that the mean values for the items of the professional wellbeing scale ranged between (0.9807), with a standard deviation of (1.02413) for the (S7), to (3.1211), with a standard deviation of (0.70729) for the (S19). Since the lowest score of one item was (zero) and the highest score was (four), this indicates that the means were distributed



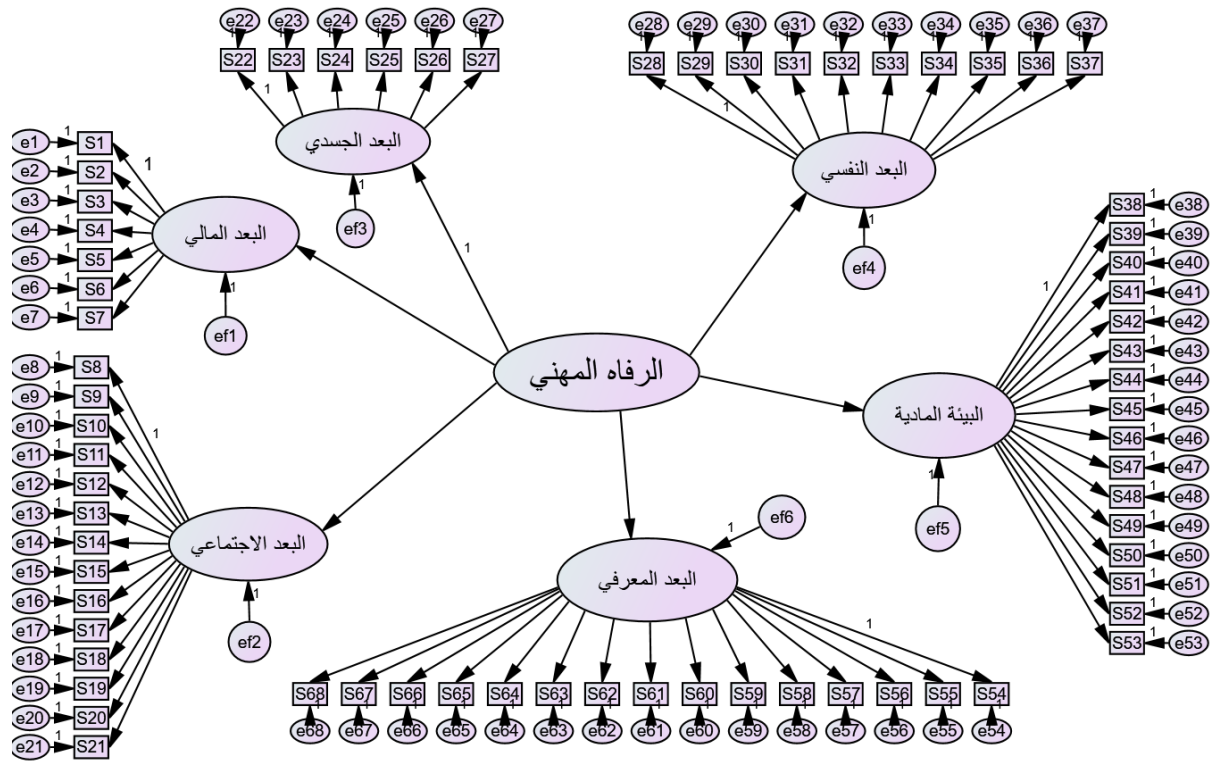
between these two limits without reaching the minimum or upper limit (no floor or ceiling effects).

Looking at the values of the skewness coefficients, we find that, as absolute values, they ranged between (0.005) for the item (S1) to (0.962) for the item (S15), while the absolute values of the kurtosis coefficients ranged between (0.007) for the item (S56) and (1.348) for the item (S15). We can also observe that the absolute values of the skewness and kurtosis coefficients did not reach the value (2), which indicates that the scores of every scale item follow a normal distribution, and this supports the use of the Maximum Likelihood method in the estimation process in the confirmatory factor analysis.

Second, Confirmatory Factor Analysis

To conduct confirmatory factor analysis, the factor structure of the scale was first determined by distributing (68) items on the six dimensions of the professional wellbeing scale, which were previously reached through exploratory factor analysis. Since the results of the exploratory factor analysis have also indicated that there is a correlation between the six dimensions of the professional wellbeing scale, this indicates the presence of a second-order factor that explains the interrelationships between these dimensions, which can be called the professional wellbeing of teachers. Figure No. (2) shows the factor structure of the professional wellbeing scale; its fit to the data in the current study was verified by applying the scale to a sample of (570) male and female teachers.

Figure (2): Factor structure of the professional wellbeing scale for teachers in Jordan to be verified using confirmatory factor analysis.



After conducting a second-order confirmatory factor analysis, the following values were found for the fit indices: ($\chi^2/df=3.43$), a value greater than (3) and less than (5); the value of the Chi-squared test was (7549.81) with a degree of freedom of (2204), while the values of the other indicators were (CFI = 0.93, NFI = 0.90, IFI = 0.93), which is equal to or higher than (0.90) but less than (0.95). The value of RMSEA was (0.072), which is less than (0.08) and greater than (0.05), while the SRMR value was (0.085), which is less than (0.09) and greater than (0.05). All of these indicators highlight an acceptable fit between the model and the data.

In order to improve the fit between the model and the data, the Modification Indices related to the errors of each item were investigated. Based on this process, high values of these indices between a number of items were found, which indicates that there is something else besides the six factors to explain the variance in the scores on these items. This may be due to similarities in

the content measured by those items. Therefore, the content of these items was examined to identify the reason for the rise in these indicators, and Table No. (5) shows the values of the Modification Indices that exceeded (100).

Table (5): Modification Indices for the items of the professional wellbeing scale whose value exceeds 100.

Item		Modification Index
e42	<--> e41	313.891
e10	<--> e9	240.617
e52	<--> e53	189.916
e18	<--> e20	159.976
e9	<--> e8	155.592
e28	<--> e29	128.221
e16	<--> e17	127.418
e10	<--> e8	122.948
e47	<--> e46	111.510
e55	<--> e54	109.718
e56	<--> e55	100.606

Referring to Table No. (5), it appears that the highest Modification Index was between two items, namely: (the classrooms are spacious and comfortable: S41) and (the size of the classrooms is appropriate for the number of students: S42) from the dimension of the physical environment. It was evident here that the reason for the rise in the Modification Index was due to the similarity in the content of the two items. Referring to the definition of this dimension, it was found that item (S41) is more relevant to the definition. It is also more general and comprehensive content compared to the other item, as its content addresses the capacity of classrooms for all components of the educational process (students, teachers, and others); therefore, item (S42) was deleted and item (S41) was retained.

Continuing to look at the physical environment dimension, the Modification Indices indicated the possibility of a similarity in the content of two other items: (S52: the school provides all the teacher's personal teaching supplies, including pens, papers, etc.) and (S53: the school provides photocopies of exam papers, worksheets, and everything related to the

educational process). By examining the content of the two items, we find that there is an intersection in the content, as both items address the requirements of the educational process. In addition, the content of item (S53) was more general and comprehensive than the other item, as it focuses on the provision of everything related to the educational process, and not only the personal requirements of the teacher; therefore, item (S52) was deleted and item (S53) was retained.

In addition, a correlation was detected in this dimension between the errors of two items (S46: modern teaching aids are available) and (S47: equipment and tools are available to be used in the teaching process). It appears here that the commonality between the two items is the availability of the necessary means for the teaching process, so S47 has been retained. Its content is related to the availability of equipment necessary for the teaching process, regardless of whether it is modern or traditional; therefore, S46 was deleted.

As for the social dimension, a correlation was detected between errors for a group of items, the largest of which was between (S8: my professional achievements are appreciated by the school administration), (S9: I get support when I need it from the school administration) and (S10: the school administration cooperates with me when confronting me), which may indicate that there is some common content between the three items. Upon further examination, item (S9) was retained as it contains more comprehensive content than the remaining two items. Item (S9) references teachers obtaining the support they need from the school administration, and this includes all kinds of support, including cooperation with the teacher when facing any problems or being appreciated. Based on that, (S8) and (S10) were deleted.

Another correlation was detected in this dimension between the errors of (S18: parents of students appreciate my efforts with their children) and (S20: parents of students cooperate with me to make the teaching-learning process successful). After reviewing the definition of the social dimension and the content of these two items, (S20) was retained as it scales the cooperation of parents with the teacher, which implies that they appreciate the efforts of the teacher; thus, (S18) was deleted.

There was also a correlation between the errors in two items (S16: I get help from my colleagues to develop myself professionally) and (S17: I get help and support from my colleagues when needed). Reviewing the content of each item and linking it with the definition of this dimension, (S17) was retained as it includes the meaning of the other item, in which teachers get help and support from their colleagues when needed; they also get support to develop themselves professionally as well as other forms of assistance and support.

The cognitive dimension had three items that required review. The Modification Indices showed that the sample members believe these items to be similar in terms of content, namely (S54: I strive every day to learn something new that develops my personality), (S55: I keep track of the latest developments in education and the subjects I teach), and (S56: I regularly read publications related to my profession, such as books, articles, and the like). Returning to the definition of this dimension and the content of these items, (S55) was retained, and the remaining two items were deleted, since following up on the latest developments in education includes reading everything related to the profession. This also includes learning everything that develops from the character of the teacher.

As for the psychological dimension, there was a problem with two items, namely: (S28: I feel sad and gloomy) and (S29: I feel troubled and upset), so (S29) was retained, because the scale contains another item that tackles the feeling of sadness; (S28) was deleted.

In summary, (10) items were deleted, which are items (8, 10, 16, 18, 28, 42, 46, 52, 54, and 56). These were the items for which the Modification Indices showed a similarity in their content with other items. After that, the confirmatory factor analysis was re-conducted, and its results showed an improvement in the fit of the modified model to the data, but most of these indicators remained indicative of acceptable fit. The values of the fit indicators were as follows: ($\chi^2/df=2.80$), which is less than (3), while the value of the Chi-Square test reached (4443.81) with a degree of freedom of (1589). The values of the other indicators (CFI = 0.94, NFI = 0.92, IFI = 0.94) were equal to or higher than (0.90), but were still less than (0.95), and the value of RMSEA was (0.06), which is less than (0.08) but still greater than (0.05); the value of SRMR

was (0.082), which did not change much from the previous value, remaining below (0.09) and above (0.05). All of these indicators indicate an acceptable fit between the model and the data.

After that, the completely standardized factor loadings of the items were obtained on each of the dimensions to which they belong, as illustrated in Table No. (6).

Table (6): Standard loadings for each item of the professional wellbeing scale.

Dimension	Items	Model Post-Amendment	Final Model
Financial	The teaching profession provides me with financial security.	0.73	0.74
	I enjoy a comfortable financial position like employees of other sectors.	0.71	0.72
	I feel satisfied with my monthly income.	0.83	0.86
	I receive a salary that matches my ability and qualifications.	0.78	0.78
	I get a decent bonus when I am promoted.	0.69	0.66
	I get the financial rewards I deserve.	0.63	0.59
	My chances of getting rewards are related to the quality of my teaching.	0.51	
Social	I get support from the school administration when I need it.	0.59	0.56
	I am happy to work with my colleagues.	0.77	0.77
	My colleagues motivate me to do better.	0.83	0.86
	I share interests with my fellow teachers.	0.75	0.76
	The spirit of fair competition prevails in my work environment.	0.76	0.75
	I have a good relationship with the school administration.	0.58	
	I get help and support from my colleagues when needed.	0.76	0.77
I am popular at school.	0.50		

	Parents of students cooperate with me to make the educational process a success.	0.43	0.40
	As a teacher, I am highly respected by the local community.	0.41	
Physical	Taking care of my classes and handling my shifts exhausts me.	0.71	0.72
	The daily tasks required of me are beyond my physical capabilities.	0.77	0.75
	The number of lessons I teach per week exhausts me.	0.74	0.75
	Dealing with students causes me stress and fatigue.	0.64	0.65
	It exhausts me to deal with students with special needs.	0.45	0.45
	My workload matches my physical capabilities.	0.33	
	Psychological	I feel confused and upset.	0.81
My mood fluctuates between happiness and sadness.		0.75	0.76
I find it hard to relax and unwind.		0.72	0.73
I miss feeling excited about anything.		0.79	0.80
I feel as if I have little value as a person.		0.67	0.66
I feel pessimistic about the future		0.68	0.66
I find it hard to take the initiative to do things.		0.67	0.66
I am worried about my future career		0.56	
I feel great joy in life.		0.56	
Schools have clean toilets suitable for teachers.	0.60	0.60	
The temperature inside the classrooms is appropriate during summer and winter.	0.70	0.69	
Schools have modern computer labs.	0.72	0.73	
The classrooms are spacious and comfortable.	0.73	0.72	
Science laboratories in schools are equipped with modern and appropriate equipment.	0.72	0.73	
The teacher has a desk and a comfortable chair.	0.66	0.66	
Schools have a fast and convenient internet connection.	0.66	0.67	

	Equipment and tools are available for use in the teaching process.	0.76	0.76
Physical Environment	The classroom environment is not suitable for the learning and teaching process.	0.43	
	I can find a place that gives me peace and comfort in my school when I need it.	0.66	0.66
	The physical environment of the school is poor.	0.37	
	I have the necessary equipment and devices for extra-curricular activities.	0.64	0.65
	School provides photocopying services for examination papers, work papers, and everything related to the educational process.	0.40	
	I keep track of the latest developments in education and the subjects I teach.	0.64	0.63
	I participate in specialized courses and workshops on the professional development of teachers.	0.64	0.63
	I participate in discussions on the development of the educational process.	0.67	0.67
	I possess the knowledge, cognitive, and technical skills necessary to perform my duties effectively.	0.57	
	I have effective discussions with the administration about professional issues.	0.70	0.69
	Teaching gives me the opportunity to use many skills.	0.69	0.68
Cognitive	I use technology effectively in my professional field.	0.60	0.61
	I cooperate with the administration and stakeholders in developing a plan for the development of the school and the educational process.	0.64	0.65
	Teaching provides me with a good opportunity for professional growth and development.	0.73	0.74
	Communication with the students helps me develop everything related to them.	0.67	0.67
	I feel like I have improved over the years.	0.67	0.68
	I can discuss work-related matters at school frankly and openly.	0.61	0.59
	I have received adequate education and training for the tasks that I carry out in my work.	0.51	Final Model

Table No. (6) shows that the loadings for each of the scale items ranged from (0.33) for the item: “My workload matches my physical capabilities” to (0.83) for two items: “I feel satisfied

with my monthly income” and “my colleagues motivate me to work better.” In order to reach the final form of the scale, which is preferably as short as possible without affecting the content validity of the scale, the items with loadings less than (0.60) (Bagozzi & Yi, 1988) were deleted, which are the ones highlighted in yellow in Table No. (6). However, the two items highlighted in blue were kept, namely: “Parents of students cooperate with me to make the teaching-learning process successful” from the social dimension and “It exhausts me to deal with students with special needs” from the physical dimension. These two items were kept due to their importance in the content validity, as they assist in better representing the definition of the dimensions to which each of these belongs.

After that, the confirmatory factor analysis was re-conducted to reach the final values of the loadings of the items as shown in Table (3), and to reach the fit indicators of this final form of the scale.

The values of the fit indicators showed a significant improvement in the extent of the final model’s fitness with the data. Most indicators are now a “good fit” instead of an “acceptable fit.” The value of the Chi-Square test was (2849.32) with degrees of freedom of (983), while the values of the other indicators were (CFI = 0.95, NFI = 0.93, IFI = 0.95). The value of RMSEA was (0.058), and that of SRMR was (0.077), which did not change much from the previous ones, as it remained less than (0.09) and greater than (0.05). All these indicators indicate a good fit between the model and the data, meaning that the final form of the scale is better than the previous forms. Figure No. (2) represents the distribution of items to each of the dimensions of the scale.

The final form of the scale consists of (46) items distributed over (6) dimensions as follows: financial dimension (6 items), social dimension (7 items), physical dimension (5 items), psychological dimension (7 items), physical environment dimension (10 items), and cognitive dimension (11 items).



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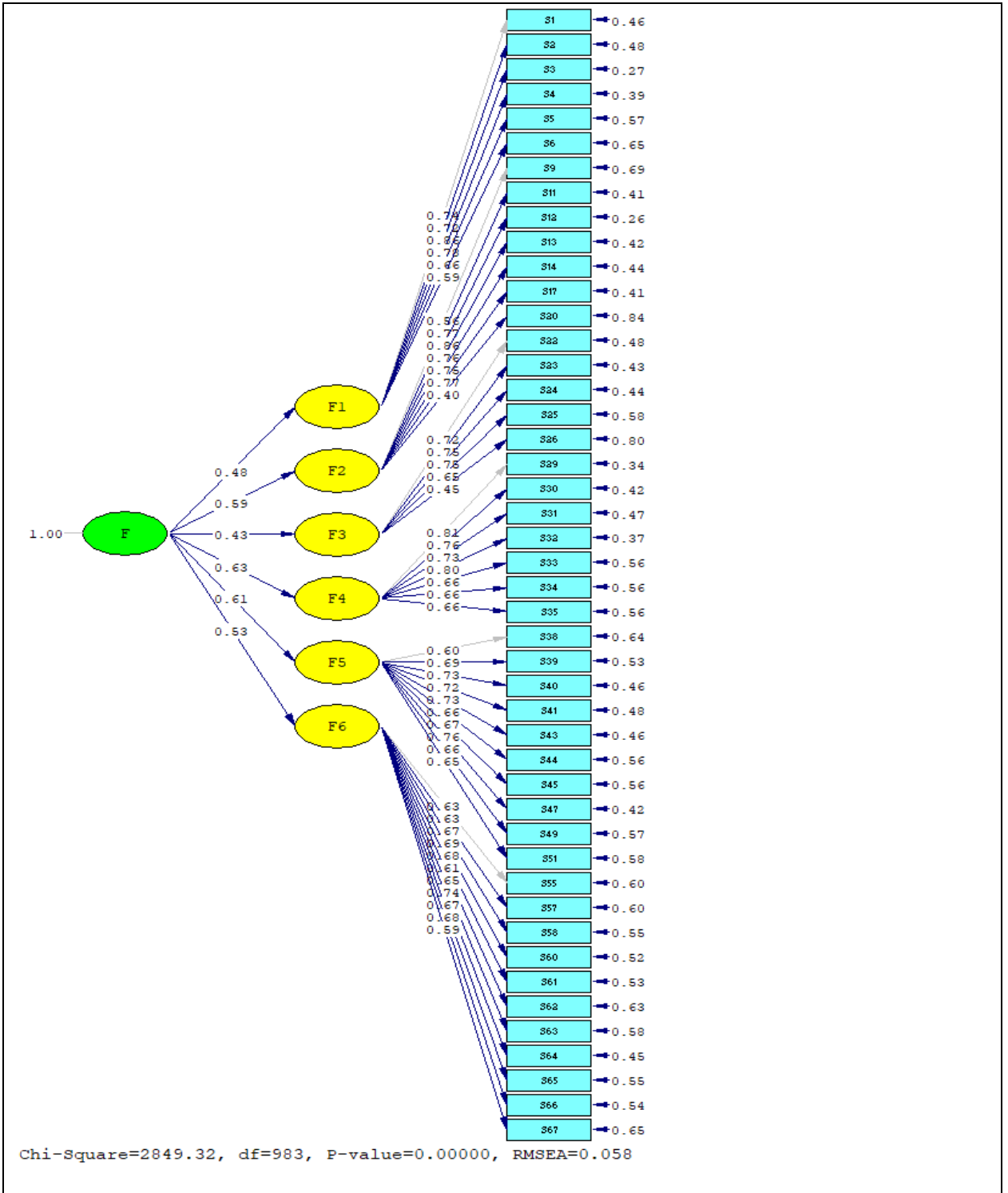


Figure (3): The final model for the professional wellbeing scale for teachers in Jordan.

Figure No. (3) shows that the factor loading for the dimensions of the overall construct, which is professional wellbeing, ranged from (0.43) for the physical dimension to (0.63) for the psychological dimension, which means that the construct of professional wellbeing explained (19% to 40%) of the variance in scores on each dimension of the scale. As for the loadings for each item of the scale—except for the two items that were kept to support content validity—it ranged from (0.56 to 0.86), which indicates that the six factors explained (31% to 74%) of the variance in scores of each item of the scale.

With regard to the correlation coefficients between the six dimensions of the professional wellbeing scale for teachers in Jordan, Table No. (4) shows that they ranged from (0.21) for the financial and physical dimensions to (0.39) for the psychological and physical environment dimensions. It is noted that the values of the correlation coefficients were average (between 0.2 and 0.6), which indicates that the dimensions are distinct from each other, and that they represent forms of professional wellbeing; therefore, a total score can be obtained for each respondent on the scale by adding the sub-scores for each of these dimensions. It is also possible to calculate reliability coefficients for each dimension of the scale and for the scale as a whole.

Table (7): Correlation coefficients between the dimensions of the professional wellbeing scale for teachers in Jordan.

Dimension	2	3	4	5	6
1	0.29	0.21	0.30	0.29	0.25
2		0.26	0.38	0.36	0.31
3			0.27	0.26	0.23
4				0.39	0.33
5					0.32

Reliability

Reliability was estimated through the internal consistency method by calculating Cronbach's Alpha coefficient. Table No. (8) shows the Alpha coefficient values for each of the scale dimensions in addition to the scale as a whole.

Table (8): Cronbach's Alpha reliability coefficient for each of the dimensions of the professional wellbeing scale for teachers in Jordan in its final form, and the scale as a whole.

Dimension	No. of Items	Cronbach's Alpha Coefficient
Financial	6	0.87
Social	7	0.86
Physical	5	0.79
Psychological	7	0.89
Physical Environment	10	0.90
Cognitive	11	0.89
Whole scale	46	0.92

Table No. (8) shows that Cronbach's Alpha coefficients for each dimension of the professional wellbeing scale for teachers in Jordan ranged from (0.79) for the physical dimension to (0.90) for the physical environment dimension, all of which are higher than (0.70). This indicates that the reliability of the scores resulting from each dimension of the professional wellbeing scale is an acceptable reliability. The reliability coefficient of the professional wellbeing scale as a whole was higher than (0.90), which indicates that the reliability of the scores resulting from the professional wellbeing scale was excellent (DeVellis, 2016); therefore, the results can be trusted for use in measuring the professional wellbeing of teachers in Jordan.

Convergent Validity

The professional wellbeing scale developed by Yildirim, Arasttaman, & Dasci (2015) was used to check convergent validity. Also, the Arabic version of the Depression, Anxiety, and Stress Scale (DASS-21) was used, which scales the state of mental health. The final form of the professional wellbeing scale for teachers developed in the current study.



Professional Wellbeing Scale

The professional wellbeing scale for teachers, developed by Yildirim, Arasttaman, & Dasci (2015) was used. In its original form, the scale consists of (21) items, distributed over the following dimensions:

- Self-efficacy, measured by items 1-8.
- Professional ambition, as measured by items 9-14.
- Professional assessment, measured by items 15-18.
- Professional participation and cooperation, measured by items 19-21.

The scale, in its original form, has psychometric properties that qualify it for use in similar studies.

Depression, Anxiety, and Stress Scale (DASS-21)

The Arabic version of the Depression, Anxiety, and Stress Scale (DASS-21), which scales the state of mental health, was used. The scale was translated into Arabic and adapted by the Australian researcher, Maryam Moussa, in cooperation with the authors of the scales (Moussa, Lovibond, & Laube, 2001), on a sample of Arab immigrants residing in Australia. The scale consists of (21) items divided into three sub-scales (depression, anxiety, and stress), each of which consists of seven items. The Arabic version has high internal consistency and reliability indicators (Moussa et al., 2001). Al-Zahrani (2019) reached the following values: Cronbach's Alpha value for the scale as a whole ($\alpha = 0.94$), depression ($\alpha = 0.86$), anxiety ($\alpha = 0.81$), and stress ($\alpha=0.90$).

Statistical Analysis

Correlation coefficients were calculated between the scores on the teachers' professional wellbeing scale in its final form and the scores of the teachers' professional wellbeing and mental health scales, as well as the scores of each of the dimensions of these two scales, as shown in Table No. (9).

Table (9): Correlation coefficients between the scores of the professional wellbeing scale for teachers in its final form, the scores of the professional wellbeing and mental health scales, and of each of the dimensions of these two scales.

Scale	Dimension	Professional Wellbeing
Mental Health	Stress	-0.56**
	Anxiety	-0.44**
	Depression	-0.64**
	Whole Scale	-0.58**
Professional Wellbeing of Teachers	Self-efficacy	0.34**
	Ambition	0.44**
	Professional Appreciation	0.60**
	Whole Scale	0.52**

** Statistically significant at the level of significance > 0.001

Table No. (9) shows that there is a statistically significant negative relationship between the professional wellbeing of teachers and mental health and its dimensions (stress, anxiety, and depression.) The values of the correlation coefficients ranged from (-0.44) for the relationship between professional wellbeing and anxiety to (-0.64) for the relationship between professional wellbeing and depression. Meanwhile, the value of the correlation coefficient between the two scales was (-0.58). These values indicate that the professional wellbeing of teachers decreases with the increase of stress, anxiety, and depression, which is expected and consistent with the findings of previous studies.



Table (9) also shows a statistically significant positive correlation between the scores of the teachers' psychological wellbeing scale in its final form and the scores of the teachers' professional wellbeing scale and its dimensions. The value of the correlation coefficient between the scores of the two scales is (0.52), which is a high value indicating that the developed scale in its final form reflects the professional wellbeing of teachers. These correlations provide further evidence of the validity of the scale; therefore, the interpretations that can be reached based on the scores of the scale can be trusted.



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Appendix A: The Final Scale of Professional Wellbeing of Teachers in Jordan

Please read the following (46) items carefully and answer by choosing one of the 5 answers that represent your opinion:

#	Item	Agree				
		To a very large degree	To a large degree	Moderately	A little	Very little
1.	The teaching profession provides me with financial security.					
2.	I enjoy a comfortable financial position like employees of other sectors.					
3.	I feel satisfied with my monthly income.					
4.	I receive a salary that matches my abilities and qualifications.					
5.	I get a decent bonus when I am promoted.					
6.	I get the financial rewards I deserve.					
7.	I get support from the school administration when I need it.					
8.	I am happy to work with my colleagues.					
9.	My colleagues motivate me to do better.					
10.	I share my interests with my fellow teachers.					
11.	The spirit of fair competition prevails in my work environment.					
12.	I get help and support from my colleagues when needed.					
13.	Parents of students cooperate with me to make the educational process a success.					
14.	Taking care of my classes and handling my shifts exhausts me.					
15.	The daily tasks required of me are beyond my physical capabilities.					
16.	The number of lessons I teach per week exhausts me.					
17.	Dealing with students causes me stress and fatigue.					
18.	It exhausts me to deal with students with special needs, including students with learning difficulties.					
19.	I feel confused and upset.					

20.	My mood fluctuates between happiness and sadness.					
21.	I find it hard to relax and unwind.					
22.	I miss feeling excited about anything.					
23.	I feel like I have little value as a person.					
24.	I feel pessimistic about the future.					
25.	I find it hard to take the initiative to do things.					
26.	Schools have clean toilets suitable for teachers.					
27.	The temperature inside the classrooms is appropriate during summer and winter.					
28.	Schools have modern computer labs.					
29.	The classrooms are spacious and comfortable.					
30.	Science laboratories in schools are equipped with modern and appropriate equipment.					
31.	The teacher has a desk and a comfortable chair.					
32.	Schools have fast and convenient internet connection.					
33.	Equipment and tools are available for use in the teaching process.					
34.	I can find a place that gives me peace and comfort in my school when I need it.					
35.	I have the necessary equipment and devices for extra-curricular activities.					
36.	I keep track of the latest developments in education and the subjects I teach.					
37.	I participate in specialized courses and workshops on the professional development of teachers.					
38.	I participate in discussions on the development of the educational process.					
39.	I have effective discussions with the administration about professional issues.					
40.	Teaching gives me the opportunity to use many skills.					
41.	I use technology effectively in my professional field.					
42.	I cooperate with the administration and stakeholders in developing a plan for the development of the school and the educational process.					
43.	Teaching provides me with a good opportunity for professional growth and development.					
44.	Communication with the students helps me develop everything related to them.					



45.	I feel like I've improved over the years.					
46.	I can discuss work-related matters at school frankly and openly.					