ERICC
EDUCATION RESEARCH IN CONFLICT AND PROTRACTED CRISIS

TECHNICAL BRIEF

Temporary contract teachers in Jordan: quantitative findings

The Education Research in Conflict and Protracted Crisis (ERICC) Research Programme Consortium is a global research and learning partnership that strives to transform education policy and practice in conflict and protracted crisis around the world — ultimately to help improve holistic outcomes for children — through building a global hub for a rigorous, context-relevant and actionable evidence base.

ERICC seeks to identify the most effective approaches for improving access, quality, and continuity of education to support sustainable and coherent education systems and holistic learning and development of children in conflict and crisis. ERICC aims to bridge research, practice, and policy with accessible and actionable knowledge — at local, national, regional and global levels — through co-construction of research and collaborative partnerships.

ERICC is led by the International Rescue Committee (IRC) with Academic Lead IOE, UCL's Faculty of Education and Society, and expert partners include Centre for Lebanese Studies, Common Heritage Foundation, Forcier Consulting, ODI, Osman Consulting, Oxford Policy Management and Queen Rania Foundation. During ERICC's inception period, NYU-TIES provided research leadership, developed the original ERICC Conceptual Framework and contributed to early research agenda development. ERICC is supported by UK Aid.

Countries in focus include Bangladesh (Cox's Bazar), Jordan, Lebanon, Myanmar, Nigeria, South Sudan and Syria.

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A. Study background

For children displaced from conflict, attending school can be a lifeline, providing stability, learning and opportunities for socialisation. In such contexts, teachers become more than facilitators of learning as they find themselves providing social-emotional support and guidance to traumatised students and their families. Yet, teachers of refugees and other vulnerable children are often the least supported, compromising their ability to teach effectively and provide high-quality education to students. This is the case in Jordan where most Syrian refugees are taught by temporary contract teachers (TCTs), who are Jordanian nationals and typically begin teaching with little to no training or classroom experience. Although nearly all hold bachelor degrees, TCTs are precariously employed and usually paid the national minimum wage, which is a fraction of the salaries their permanently employed counterparts receive.

The lack of attention to TCTs and their needs is reflected in the fact that recent national teacher reforms were not made with them in mind nor do they apply to them. The three major reforms enacted in recent years are:

1. The Ministry of Education (MoE) has shifted the **role of supervisors**, changing from largely teacher evaluators to that of supportive coaches for teachers. TCTs are, in theory, supposed to be supported and informally assessed by these supervisors. However, due to their limited number, the capacity of supervisors to do so is stretched and, in practice, evidence suggests that such support is not always given to those teachers.
2. The MoE has developed a **new teacher ranking system** that has replaced the teacher licensing system to clearly set out a pathway for promotions. This new ranking system is not applied to TCTs since they are not considered permanent employees.
3. The MoE has developed a **new multi-purpose evaluation framework for teacher evaluations**, which seeks to link teacher performance with student outcomes. This new evaluation system is not required to be applied to TCTs because they are not considered permanent employees.

This lack of support for teachers of refugees in Jordan stems from the country's struggle to provide adequate education for all residents after receiving approximately 1.3 million Syrian refugees since 2011. While nearly 90% of Syrian refugees reside in host communities, the remaining live in three refugee camps in the remote eastern regions of the country. To increase access to education, the Jordanian government set up second-shift schools primarily for Syrian refugee students in host communities while schools were established in refugee camps with the support of international donors and aid organisations such as UNICEF. Stakeholders in Jordan commonly acknowledge the poorer quality of Syrian refugees' education due to a lack of resources as well as the exclusive use of TCTs to staff schools. In Jordan, TCTs are recruited by regional education field directorates in second-shift schools and camps. Hence, these teachers are key to providing and improving educational access, quality and continuity for Syrian refugee students. To improve outcomes for both TCTs and their students, policy-makers and other stakeholders in Jordan must consider what can be done to improve support for TCTs, starting with understanding their motivations, challenges and experiences in schools.

B. Overview of the study, evidence gaps and research questions

This mixed-methods research study aims to investigate: (1) how the current policies and field practices related to the hiring, training and evaluation of TCTs affect their motivation to teach, and (2) how support for TCTs might be improved. The design of the study was informed by a review of the research evidence regarding teachers of refugees, which found that there was little evidence related to: (a) national teachers of refugees, (b) alternative "best practice" models for teacher management in refugee settings, and (c) the perceptions of teachers of refugees. With these evidence gaps in mind, the study addresses all three aspects to varying degrees.

The study's overall research objective was to understand the effects of current hiring, training and evaluation policies and practices on TCTs' motivation to work and their perceptions of teacher management policies, system practices and working conditions in Jordan. The study is primarily descriptive in that it assesses TCTs' perspectives and needs, current practices and possible solutions, laying the groundwork for intervention design and testing in a later phase. The following research questions (RQs) guided the study:

- **RQ1:** What are TCTs' motivations, challenges and experiences with hiring processes (recruitment, selection and deployment) under the current policies?
- **RQ2:** What are TCTs' motivations, challenges and experiences with the application (or lack thereof) of current teacher evaluation and training protocols and practices?
- **RQ3:** What interventions (strategy, policy or programme) do teachers and system-level stakeholders perceive to be desirable and potentially cost-effective and scalable to improve motivation, management and support?

C. Methods

The study employed a large-scale survey of TCTs working in camp schools and second-shift schools across five governorates, four of which have the highest concentration of Syrian refugees living within them. To complement the survey data and gain additional perspectives on the impact of policies and actual practices on TCTs, the study's researchers conducted focus groups with principals and Ministry of Education supervisors who work closely with TCTs. Finally, semi-structured interviews were conducted with key government policy-makers and other education stakeholders to gain their perspectives on the rationale behind current policies and what policy reforms may improve the work-related conditions for TCTs. While an associated technical brief focuses on the qualitative findings[1] of the study, **this technical brief focuses on the quantitative findings**, and the following subsections provide the details of how the participant sample for the survey was selected and how data were collected and analysed.

1. Population and stratification

The population of interest for the TCT study consisted of TCTs in second-shift and refugee-camp schools. The "population" of schools was first stratified by governorate, type of school (evening shift, Jordanian and camps) and gender (male, female). A maximum of 72 strata were created to ensure

[1] Rauschenberger, E. & Sarabi, H. (September, 2024). Temporary contract teachers in Jordan: Qualitative findings. ERICC Technical Brief.

that the different groups within the population are adequately represented in the final sample. Many strata were empty, for example because there are no camp schools in areas such as Irbid or Balqa.

2. Sample size and sampling method

The study employed a two-stage stratified cluster sampling method. In the first stage, stratification, the overall population was divided into distinct subgroups, or strata, based on specific characteristics. The second stage, clustering, involved redistributing the sample units within each stratum into clusters (in this case, schools). Schools were then selected and subsequently the individual TCTs to be interviewed were chosen from within these schools. A sample of n=1000 schools was drawn for teacher sampling. After counting the number of schools in each stratum (noted N_h) the total sample was distributed among the strata such that the sample allocated to stratum h is n_h and computed as

$$n_h = n \times \frac{\sqrt{N_h}}{\Sigma\sqrt{N_i}}$$

This allocation provided a good compromise between the most precise stratum-level estimates (when all n_h are equal) and the most precise national estimates (when n_h is strictly proportional to N_h). Finally, a systematic random sample of size n_h was drawn with probability proportional to size from each of the h strata. In the second stage of sampling, a sample of m_{hi} = 8 TCT was selected, with equal probability from the total number of TCTs M_{hi} found in the selected school j of stratum h.

3. Actual survey sample of participants

The final survey sample contained **994 teachers** in second-shift and refugee-camp schools. Amman and Mafraq pooled the highest number of teachers (comprising 46% of the teacher sample), followed by Zarqa and Irbid, which are urban areas that represented 21% and 20% of teachers, respectively. These four governorates (Amman, Mafraq, Zarqa and Irbid) are all urban centres in the north and central parts of Jordan that host significant numbers of Syrian refugees, unlike the south. The least number of teachers were from Karak, Maan and Aqaba, which are all smaller population centres in the southern regions of the country. This uneven geographical spread of the sample reflects the reality that most TCTs - a group that primarily teaches Syrian refugee students in the afternoon in double-shift schools, are found in the cities of central and northern Jordan. Of the total sample of 994 teachers, 36% were male and 64% were female. Nearly all (99%) of teachers were from double-shift schools, while the remaining 1% were from single-shift schools in camps. Reflecting the fact that more than 80% of Syrian refugees live in host communities in Jordan and attend public schools, 77% of teachers were from regular MoE schools in host communities and 23% were from refugee-camp schools. For further information on the weighting and adjustment for non-response, please refer to the full report[2].

4. Data collection

The Queen Rania Foundation (QRF) held a competitive tender to select a local data collection agency to administer the survey across the 12 governorates in Jordan. Once selected in October 2023, the data collection agency reviewed the survey with QRF to ensure understanding, coded the

[2] Rauschenberger, E., Brown, L., Belafi, C., Ammash, C., & Sarabi, H. (September 2024). ERICC Application of the RISE Diagnostic for Teacher Management in Jordan. ERICC Working Paper.

questionnaire into their electronic application, and held a training for enumerators in November 2023. The survey was then piloted with a small sample of teachers to assess and revise the survey's duration and questions to ensure both were viable for the larger sample. Practical adjustments were made to question wording, choices and coding as needed. The survey was administered in-person to **994 teachers** in second-shift and refugee-camp schools in December 2023. Written consent forms were filled out by the respondents before completing the survey. Once collected, the data were analysed by the QRF team with assistance from a consultant specialising in quantitative analysis methods.

5. Data analysis

The data from the survey of teachers were first aggregated, and descriptive techniques used to identify patterns and highlight differences among subgroups. These techniques included constructing tables of quantiles and means, methods of dispersion such as variance or standard deviation and cross-tabulation. Inferential statistics including t-tests, chi-square goodness of fit tests and analysis of variance (ANOVA) were used to confirm the statistical significance of key findings. These tests were conducted with a 95% confidence interval and p-values are reported where relevant throughout this report. The selection of **regression model and quantitative specification** was based primarily on the nature of the data collected. After several approaches were considered, a mixed-effect linear regression was chosen. The rationale behind this is that the data collected on teachers are nested/hierarchical, where many teachers share the same characteristics at the school level. The outcome variables of interest were ordinal in nature but were transformed into indices of satisfaction (a continuous outcome variable) in line with the approach used in the analysis of TALIS 2018 data. Specifically, eight attitudinal statements were converted into two indices of satisfaction (one addressing job satisfaction with the profession and the other addressing job satisfaction with the work environment) and six models were fitted to test each index incrementally. This incremental approach allows for a better understanding of the conceptual model of teacher satisfaction that the regression models are trying to understand. It is a robust method that helps control for confounders and ensures that the final model is additive and informative. Further details on the specification of the regression used for this analysis can be found in the final analysis report[3].

D. Findings

Research Question 1: What are TCTs' motivations, challenges and experiences with hiring processes (recruitment, selection and deployment) under the current policies?

The quantitative data provide multi-faceted information on the experiences, motivations and challenges faced by TCTs upon being hired, working in their respective schools and undergoing evaluations. In terms of the hiring process, a key finding was that most TCTs reported being satisfied with the process. However, the survey data highlight the over-reliance on the use of online assessments to determine who is selected for the job, with only 4% of teachers surveyed undergoing interviews. This process could be reconsidered and more comprehensive or individual assessment may be worth developing.

Recruitment: TCTs largely rely on the MoE website for job openings, with 69% of female and 54% of

[3] Ibid

male teachers using this source. Others find openings via advertisements. While 58% of TCTs report a passion for teaching as their motivation, 22% (particularly male teachers) mention a lack of job alternatives. Most TCTs aspire to secure permanent employment with the Civil Service Bureau, with an average waiting time of nine years for such positions.

Selection process: Content-knowledge tests are a significant selection criterion, with 97% of teachers undergoing these assessments, though only 4% face interviews. The field directorate hiring committees are the most involved in hiring decisions, with greater involvement of school principals and subject supervisors for female teachers and those with more experience. Despite the generally positive application experience, many TCTs express dissatisfaction with the selection process due to perceived nepotism and a lack of priority for experienced teachers.

Contracts and work conditions: Only 54% of TCTs have contracts and job security is a major concern. Female teachers are more likely than male teachers to have contracts. Teachers in MoE schools tend to work longer hours than those in refugee-camp schools. Pay is a significant issue, with only 16% of TCTs finding it adequate. Additionally, TCTs receive no financial support for job-related expenses and often incur out-of-pocket costs.

Deployment and working environment: School allocation is largely decided without teacher input and TCTs in refugee-camp schools face more challenging commutes. Only 24% of MoE teachers have a choice in their school placements. Despite these challenges, 83% of TCTs report a positive deployment experience, with more female and MoE-school teachers reporting satisfaction than their counterparts in refugee camps.

Research Question 2: What are TCTs' motivations, challenges and experiences with the application (or lack thereof) of current teacher evaluation and training protocols and practices?

The findings reveal varied experiences with training, support and evaluation protocols. A significant number of TCTs (71%) participated in induction programmes, with female and more experienced teachers more likely to receive such support. Professional development was common, especially through coaching and workshops, although peer mentoring was less prevalent. Female teachers and those with contracts were more likely to receive training on teaching methods, classroom management and assessment. Additionally, school administration generally provided positive support but issues arose around taking time off and some teachers reported inadequate physical resources. Teacher evaluation, both formal and informal, was seen as essential for quality assurance and professional growth, yet perceptions of support varied depending on school type and teacher experience.

In Jordan, TCTs in refugee-camp and second-shift schools are primarily evaluated by principals and subject supervisors, with 98% and 96% of teachers reporting their involvement, respectively. Other evaluators include field directorate staff, with varying involvement based on teacher experience and occasional participation from organisations like UNICEF. Teachers are commonly evaluated through visits from principals or supervisors (98%) and classroom observations (95%), though the effectiveness of test score analysis for teacher evaluation remains questionable. Schools' improvement plans for TCTs are often unclear, with only 40% of teachers reporting a formal plan and 14% having mentors. Despite this, most teachers (96%) feel evaluation feedback is followed up, influencing teaching practices, though male teachers are more likely to feel the feedback has little impact. Informal observations are less frequent, reported by only 40% of teachers. TCTs experience

significant stress, primarily from inadequate pay, lack of time with students, excessive workload and limited promotion prospects.

TCTs in Jordan express mixed feelings about their profession. While 92% are satisfied with their current job, over 30% believe that the teaching profession is undervalued in society. Teachers who feel that the profession is valued are more likely to report job satisfaction (97%) compared to those who do not (83%). Gender differences are significant, with male teachers more likely to believe the profession is undervalued and less satisfied overall compared to female teachers. Two-thirds of female teachers would choose to work as a TCT again, while only 55% of males would. Teachers with more experience are also more likely to regret choosing the profession. Despite these concerns, 93% of TCTs enjoy working at their current school.

Research Question 3: What interventions (strategy, policy or programme) do teachers and system-level stakeholders perceive to be desirable and potentially cost-effective and scalable to improve motivation, management and support?

The survey data provided only limited answers to the research question above, as most of the relevant information was drawn from focus groups with principals and supervisors as well as interviews with key stakeholders involved in policy. Still, the results of the Teacher Survey are drawn on twice, when teachers provided their input on possible improvements to the application process and on the school allocation process.

When asked for suggestions to improve the application, the majority of teachers (63%) had none. However, 10% mentioned considering seniority or experience, while 6% suggested providing longer contracts and improving job benefits to encourage application (Table 1). The next three suggestions, which 5% of TCTs suggested, related to having an interview in addition to or in lieu of an exam, eliminating nepotism in the process, and giving hiring priority to those with experience. These suggestions will be further discussed in sections below, but the key takeaway appears to be that TCTs are largely satisfied with the application process. With that said, it should be noted that this survey question was open-ended, a format prompting respondents to come up with their own answers. This open-ended question format, which requires more effort from respondents and tends to produce more missing data, may have influenced results and potentially led many respondents to simply continue past the question by answering “there are no suggestions”.

Table 1: Reported suggestions for improving application process[4]

Suggestion for Improving Application Process	% of TCT responses
There are no suggestions	63%
Considering seniority or experience	10%
Providing longer contracts and improving job benefits to encourage application	6%
Conducting an interview instead of an exam/cancelling the exam	5%
Eliminating nepotism	5%
Prioritising those with experience	5%
Improving the quality of the exam and giving an opportunity to retake the exam	2%
Prioritising fresh graduates	1%
When selecting teachers, the exam score should be taken into consideration	1%

When asked about ways the deployment could be improved, 60% of TCTs surveyed reported their need to be assigned a school that is close to their residence (Table 2). Notably, the other two top suggestions from TCTs regarding how to improve the school allocation process related to having a choice in school assignments. Considering that teacher residence was one of the main reported reasons behind positive experiences, it seems that residence is a main driver of school placement satisfaction.

Table 2: Reported suggestions for improving deployment process[5]

Suggestion for Improvement of Deployment Process	% of TCT responses
Choose a school close to the teacher's residence	59%
There are no suggestions	18%
Giving the teacher an opportunity to accept or reject the school or giving options for more than one school	10%
Choose a school that has vacancies that suit the teacher's specialty	9%
Make an application to help in choosing the school or submit an additional request	3%
Choose a school that has good infrastructure	1%

[4] Based on open-ended responses
[5] Based on open-ended responses

Regression analyses: factors influencing teacher satisfaction with the profession and teacher satisfaction with the work environment

a. Rationale and description of the regression analyses

The regression analysis aims to address the study's research question regarding the factors that drive or influence the satisfaction of temporary contract teachers through the data collected in the survey. As a result of the exploratory nature of the study, and based on data presented through the descriptive analysis, the research question was refined to focus specifically on measurable dimensions of TCTs' experiences and attitudes. Satisfaction with the profession (referring to a teacher's career) and satisfaction with the work environment (referring to a teacher's current working conditions within their assigned school) were selected as the outcome variables of interest, since they can help answer the question, "What factors affect the job satisfaction of temporary contract teachers?"

A set of seven mixed-effect nested regression models was run: **Model A** examines the relationship between teacher satisfaction with the profession and school characteristics; **Model B** adds predictors related to teacher background characteristics; **Model C** adds predictors about teacher qualification and preparation; **Model D** adds predictors about teacher working conditions; **Model E** adds variables about workplace support; **Model F** adds variables about evaluations; and **Model G** adds variables concerning teacher professional development.

b. Summary of insights from comparing the two regression analyses

Several key differences and similarities emerge when comparing the two sets of models, one of which focused on TCTs' satisfaction with the profession while the other assessed their satisfaction with their current working environment.

1. While **school-related factors** initially influence satisfaction with the profession in less complex models, their impact diminishes when more variables are added. In contrast, these factors have minimal and inconsistent effects on teachers' satisfaction with the work environment.

2. **Male teachers** consistently show lower satisfaction with the profession but gender has no significant impact on satisfaction with the work environment, indicating different influences on professional identity versus day-to-day job duties.

3. **Passion as the reason to become a teacher** is a strong predictor of satisfaction with the profession but is not significant for satisfaction with the work environment, suggesting that passion drives long-term career contentment, while work environment factors are more crucial for daily satisfaction.

4. **Higher qualifications** and **more teaching experience** negatively affect satisfaction with the profession, suggesting unmet expectations among experienced teachers, while these factors have a minor influence on satisfaction with the work environment.

5. **The stress index** is a strong negative predictor for satisfaction with both the work environment and the profession, pointing to the critical role of stress management in improving overall satisfaction of teachers. There is also a role for schools in this regard – where support from administration and peers has been shown to significantly enhance both profession and work satisfaction.

6. **Higher evaluation quality** (regular, constructive and fair assessments paired with support for improvement) positively influences teacher satisfaction with both the profession and the work environment. This highlights the critical role that evaluations conducted for the purposes of supporting professional development can have on teachers.

7. **Having a work contract** and **daily working hours** do not significantly predict satisfaction in either profession or work for temporary teachers, leaving other factors like stress and support to have a larger effect on satisfaction. This finding may be related to the fact that teachers in the sample were all temporary contract teachers and, therefore, different findings are to be expected with samples that included permanent contract teachers.

8. While overall **professional development factors** have limited impact, diversity in training types and subjects positively influences work satisfaction, indicating the importance of ongoing growth opportunities for job contentment.

E. Conclusion

The quantitative data provides a multi-faceted look at the experiences, motivations, and challenges faced by TCTs while being hired, working in their respective schools, and undergoing evaluations. While there are many findings worthy of attention, three notable insights are highlighted here along with their implications and potential solutions.

In terms of the hiring process, a key finding was that most TCTs reported being satisfied with the process itself. However, the survey data highlights over-reliance on the use of online assessments to determine who is selected for the job, with only 4% undergoing interviews. In order to better screen for candidates who are likely to be successful in teaching, a more comprehensive assessment involving a teaching demonstration or an interview could be considered and piloted.

With regards to work placements and environment, TCTs noted they have little to no say on where they are placed, while their satisfaction with their placement relies heavily on how manageable their school location is considering they are not compensated for their transportation costs.

Pay was TCTs biggest frustration as their compensation is lower than permanent teachers, while they perform the same job. The MoE and international donors who fund TCTs in camp schools may

consider how to provide additional pay, benefits, or non-monetary rewards to both motivate TCTs and reduce inequities between permanent and temporary contract teachers.

The data from the survey of TCTs provides critical insight into teacher morale and ways they can be better supported. The finding that higher qualifications and more teaching experience negatively affect satisfaction with the profession, suggests that there are unmet expectations among experienced TCTs. This may be due to the fact that while TCTs become more experienced and better trained, their pay remains the same with no possibility for promotion unless they are hired as permanent teachers. Policy-makers may consider some forms of promotion or benefits for those who accumulate years of service, to provide greater professional satisfaction and incentives to remain in teaching.

Another key insight comes from the finding that the stress index is a strong negative predictor for satisfaction with both the work environment and the profession. This suggests that policy-makers should consider ways to reduce workplace-related stress, which TCTS arguably shoulder as much as or more than permanent teachers, due to the fact they teach primarily Syrian refugees with limited resources. There is also a role to be played by schools in this regard, where support from administration and peers has shown to significantly enhance both profession and work satisfaction.

Finally, it is a notable finding that male teachers consistently show lower satisfaction with the profession, but gender has no significant impact on satisfaction with the work environment. This likely links back to TCTs motivations in becoming a teacher, in which more female teachers report choosing the profession out of a passion for teaching than male teachers, and male teachers report in higher numbers that they entered the teaching profession due to lack of other job opportunities. As a result, policy-makers and other education stakeholders may consider what benefits or interventions they could provide to male TCTs in particular to improve their recruitment, job satisfaction, and retention.


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