

Teachers' Job Satisfaction and Perceptions of Online Courses during Covid-19: A Comparative Study among Israel, Jordan and Lebanon

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Abstract

This paper is a comparative study of teacher job satisfaction in Israel, Jordan, and Lebanon. This study will examine the extent to which demography, teacher satisfaction in online classes, and teacher-student interaction, affect their job satisfaction. The study will also examine the challenges that confront teachers in the process of online learning during the Covid-19 pandemic. The study adopted a quantitative approach. To achieve the objectives of this study, the author utilized responses from 431 teachers working across Israel, Jordan, and Lebanon. The study revealed that the perception of teachers and teacher-student interaction in online classes influenced the job satisfaction of teachers. The findings revealed that teacher job satisfaction in (Israel) and (Jordan and Lebanon) were independent of demographic attributes. The online classes also came along with their challenges such as, attitude of students toward learning via online classes, to technical problems affecting the speed and pace of learning in online classes which all the countries' teachers ranked high.

Keywords: Job satisfaction, Teachers, Students, Interaction, Challenges, COVID -19

Introduction

In the recent times of Covid-19, the educational world has witnessed the digital transformation of knowledge which has enhanced both conventional and distance learning. Virtual learning uses a web-based technology that has been used to make learning enjoyable and accessible to a lot of people distantly, it also makes available a variety of tools to enhance learning. Easy accessibility, flexibility, profitability, and reduction of cost are

among the magnificent benefits provided by the e-learning process. One can access the teaching from anywhere and at flexible times. The requirement of physical attendance is not necessary. The infinite resources and unlimited topics are accessible even across borders. The updated information and new concepts are easily brought to knowledge (Alsulimani & Kaabi, 2018; Sokal et al., 2021).

E-learning or distance learning is often considered to be a lonely concept of learning, where no physical attendance is essential. Thus, interaction with the teachers is lacking (Kulikowski, Przytuła & Sułkowski, 2021). Moreover, some teachers and students also feel uncomfortable interacting virtually. However, unfamiliarity with a computer makes teachers and students anxious, oftentimes. To be good at e-learning or virtual learning, one must have a good command of virtual programs and a real passion for learning. Teachers, on the other hand, should provide an interesting way for the students to keep engaged in online classes. Commitment and experience are the two crucial aspects of online education (Goh et al., 2020; Sokal, et. al., 2020).

However, teachers also found it difficult to keep students engaged in online classes of one hour or so to see if everyone is present or not, or whether they are interested in the topic, or are responding to the topic being taught. Some may have difficulty accessing the internet. Checking the papers online is also one of the difficulties faced by teachers (Chowdhury et al., 2020).

Online learning has its advantages and disadvantages. It is more versatile than the traditional method of learning. It is much easier for students; they do not need to visit the teachers for interaction, as it can be done online. The online process nevertheless, has inconveniences. It is difficult for students to understand the resources available for the research. Besides, during the learning process, the teachers have no chance to control the student's behavior (Sokal et al., 2020a).

The paper aims to investigate the teachers' job satisfaction during the Covid-19 period, the challenges encountered, and factors that influenced the learning process. And to compare Israeli, Jordanian, and Lebanese teachers.

Objectives of the study

To study the degree of job satisfaction among Israeli, Jordanian, and Lebanese teachers during the Covid-19 pandemic; and compare between them. To study the differences in job satisfaction among Israeli, Jordanian, and Lebanese teachers based on demographic features such as gender and years of experience during the Covid-19 pandemic.

To study the challenges that teachers confront (in the process of online learning) during the Covid-19 pandemic.

Literature Review

In the literature, the concept of online learning was first used to refer to learning patterns that make use of computer-based internet technology (Kuntarto, 2017). The advancement of online or virtual learning will be of great benefit to students as they consider ways to utilize self-regulation strategies (Delen & Liew, 2016). Several pieces of research have been carried out on online learning, and most of these studies concluded that it is an effective learning medium and should be applied to teaching (Wei & Chou, 2020).

Though technology indeed plays a dominant role in making processes easier and more effective, it has its limitations where the issue of internet use as a learning platform by students and teachers is concerned. As Purwanto et al. (2020) stated, the impact of the pandemic is deeply felt by students, parents, and teachers. The challenges posed by having been forced to shift to online learning and teaching almost overnight are associated with attendance and participation in online learning sessions using this platform. Physical classroom settings can provide prompt feedback to teachers and students about the importance and quality of the lesson, the delivery, and the experience. This critical element in education is absent in the online world (Purwanto et al., 2020).

Teachers and students are partners in the learning environment, and the perspective of the former is equally as important as the latter. If teachers, as providers of education, are discontented and find the online mode unsatisfactory, then the educational base itself becomes weaker. The enforced rapid introduction of online classes has been challenging for teachers (as well as students), many of whom are struggling to adjust to this method of teaching. Mai and Masha (2020) assert that the transition from the conventional mode of education to the online platform has resulted in significant challenges for the role of teachers in providing educational services. The comfort of teachers with online class structure, relationship with students, the course content, technical support, and overall experience with online class delivery not only influence the general teaching and learning experience but also is a determinant of the outcome of the online method of learning (Sokal et al., 2020b; Karalar, H., Sidekli, S., 2021).

Despite its many challenges, online learning will continue to be implemented during the present Covid-19 era and there is no reason to expect that once the pandemic is over, the implementation will cease and the challenges will disappear. To enhance the benefits and limit present and future problems, it is important to examine in detail how online learning is being executed.

The advent of the Covid-19 pandemic forced educators around the world to move to the use of a distance teaching strategy within a matter of a

few days. This situation has also caused and exposed a significant gap in teachers' preparation and training to meet emergency distance teaching, as well as the attendant provision of technology services critical for ensuring that the learning exercise continues as seamlessly as possible for students locked in their homes. Many teachers have stated that they would not have opted for online learning if the pandemic has not occurred. The teacher considers it a daunting task to engage in online classes because of lockdown restrictions, which may mean that their families are at home, and when their homes are small, finding a quiet place in which to teach becomes a major challenge. If the teacher has small kids who need attention, it becomes an even more difficult task for them to fulfill (Trusrt et al., 2020).

Early evidence has demonstrated that the pandemic has worsened the quality of education (Bacher-Hicks et al., 2020; Chetty et al., 2020; Kuhfeld et al., 2020). Teachers and other educational instructors are being challenged with work overload (Hodges et al., 2020), which has a negative impact on their teaching and results in their having a reduced sense of self-efficacy. It has also been found that similar factors that determine satisfaction and performance during in-person education seem to apply online, such as perceived relevance, self-efficacy, and the quantity and quality of content, systems, and student–instructor interactions (Mayer, 2019; Noetel et al., 2018).

Apart from this, the pandemic has also caused serious transformation for schools and practicing teachers. To contain these issues, schools must provide the needed support that educators require to succeed in the current status quo. Teachers mustn't work alone. Efforts to ensure that temporary and lasting change in schools must address the organizational conditions that make it possible for teachers to work and ensure that students' learning is made possible (Gross & Opalka, 2020).

One challenge for teachers in distance teaching is they cannot give the same feeling of community as the physical class can offer, though online classes are more social in which students communicate effectively. Teachers are having to learn how to reach their students who are on the other end of a distant internet link (Sobko, Unadkat, Adams & Hull, 2020).

Sometimes students leave the online session without any tangible reason. Other times students lack of interest in an online session. In parallel to the challenges of day-to-day teaching through the various platforms available (webinars, Zoom, etc.), giving and taking exams is posing additional hurdles. Cheating online during exams sessions is easier online, (Hilmi and Hamzah 2020).

When teachers and their students are situated in the same classroom, learning and teaching activities are carried out in a building where usually the process' supporting facilities were also located. Learning through e-learning is very different. Teachers and students are not meeting face-to-face directly;

rather, they utilize a variety of electronic devices to establish communication in different places. For some people, the change from studying in a classroom to distance learning is not easy (Nambiar, 2020).

Today, not only teachers but super teachers are needed for education. A super teacher has a unique idea of teaching and is reliable for the students. One who can help students with their problem solving, but yet balances their own life when opposing demands collide. Only a super teacher can solve problems and provide the right guidance to their students. Successful teacher does not only impart knowledge to their learner. He or she nurtures their students, helping to build a better society through its younger generation and guiding it in the right direction (Fauzi et al., 2020).

Job Satisfaction

According to MBA school team, job satisfaction is the degree to which an employee feels self-motivated, satisfied and pleased with their present employment. This occurs when an employee has a sense of job security, with a clear career growth and a balanced and comfortable work life. As noted by Harper Collins, the term job satisfaction is the extent to which an employee feels pleasure from carrying out task associated to his/ her job. Simon (2015) stressed that, the level of job satisfaction (1-5) is necessary for the growth in the educational sector all over the world. Kapoor (2018) argues that the job satisfaction of employees is determined by the presence of pleasure related to their job and the absence of related dissatisfactions.

Research Methodology

Research Instrument

A quantitative research approach was used for this study (Nambiar, 2020) to achieve the set objectives. A survey was carried out for the collection of data. The survey consists of 4 demographic questions and 26 questions, and 4 items were adopted from the (Pepe, 2011) questionnaire "Measuring Teacher Job Satisfaction.

The questionnaire is in two parts: Demographic data {Gender, Experience, Academic qualification, School type, Country} and main study {Teacher's perception of online classes; teachers-students interaction in online classes; challenges in online classes; teachers' satisfaction in online classes}.

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Study sample:

The sample of the study contains 431 teachers from Israel, Lebanon and Jordan, it was selected randomly according to the distribution in table 1

Table 1. Demographic attributes of the study sample

Item	Level	Israel		Jordan		Lebanon	
		Frequen cy	%	Freque ncy	%	Frequen cy	%
Gender	Male	31	23.3%	47	31.3%	68	45.9%
	Female	102	76.7%	103	68.7%	80	54.1%
Experience	1-15 y	54	40.6%	95	63.3%	76	51.4%
	more than 15 y	79	59.4%	55	36.7%	72	48.6%
Academic qualification	BA	38	28.6%	116	77.3%	104	70.3%
	MA	95	71.4%	34	22.7%	44	29.7%
School type	Elementary school (1-6 classes)	92	69.2%	50	33.3%	54	36.5%
	High school (7-12) classes	41	30.8%	100	66.7%	94	63.5%
Total		133		150		148	

Table (1) shows the distribution of the demographic sample of the 3 countries, Israel 133 teachers, males (23.3%), females (76.7%), years of experience 1-15 years (40.6%), more than 15 years, (59.4%), Academic qualification, B.A. (28.6%), M.A, (71.4%), Type of school, Elementary school, (69.2%), High school, (30.8%). Jordan 150 teachers, males (31.3%), females (68.7%), years of experience 1-15 years (63.3%), more than 15 years, (36.7%), Academic qualification, B.A. (77.3%), M.A, (22.7%), Type of school, Elementary school, (33.3%), High school (66,7%), Lebanon 148 teachers, males (45.9%), females (54.1%), years of experience 1-15 years (51.4%), more than 15 years, (48.6%), Academic qualification, B.A. (70.3%), M.A, (29.7%), Type of school, Elementary school, (36.5%), High school (63.5%).

Validity and Reliability of the Research Instruments

Table 2. Reliability of the study domains

The domain	Cronbach's Alpha
Teachers' perception of online classes	0.89
Teachers' students' interaction in online classes	0.88
Challenges in online classes	0.89
Teachers' satisfaction in online classes	0.81
All items	0.91

Table (2) shows the Cronbach alpha for the study domains (0.81-89) and all domains (.91).

Result and Analysis

The data collected were analyzed statistically, the result presented in tables and the discussion as it relates to “teacher job satisfaction”

Table 3. Means and Standard deviations for the study domains for Israeli teachers (n=133)

Rank	No.	Domains	Mean	Std. Deviation	Degree of Agreement
3	3	Challenges in online classes	3.56	.572	High
2	2	Teachers' students' interaction in online classes	3.49	.741	High
1	1	Teachers' perception of online classes	3.25	.499	Moderate
4	4	Teachers' satisfaction in online classes	2.98	.577	Moderate
All items			3.32	.384	Moderate

Table (3): shows that the means of job satisfaction dimension among teachers in Israel are ranged from (2.98) to (3.56) This value means that the teachers judge their job satisfaction with moderate level. Challenges in online classes dimension got the highest mean value of (3.56), And the lowest mean was for Teachers' satisfaction in online classes with mean value (2.98) which is considered as moderate level also we observed that the overall job satisfaction mean (of the Israel) is (3.32) which is moderate.

Table 4. Means and Standard deviations for the study domains for Jordanian teachers (n=150)

Rank	No.	Domains	Mean	Std. Deviation	Degree of Agreement
1	3	Challenges in online classes	3.69	.710	High
2	2	Teachers' students' interaction in online classes	3.61	1.044	High
3	4	Teachers' satisfaction in online classes	3.22	.728	Moderate
4	1	Teachers' perception of online classes	3.05	.670	Moderate
All items			3.39	.567	Moderate

Table (4): shows the teachers response on the level of job satisfaction was moderate (3.39), This value means that the teachers judge their involvement in this dimension at the moderate level, in which the highest mean for the item (Challenges in online classes) with mean value (3.69), and at the lowest mean the item (Teacher's perception of online classes) with mean value (3.05). This value is being judge as moderate.

Table 5. Means and Standard Deviations for the Study Domains for Lebanese Teachers (n=148)

Rank	No.	Domains	Mean	Std. Deviation	Degree of Agreement
1	4	Teachers' satisfaction in online classes	2.91	.558	Moderate
2	3	Challenges in online classes	2.82	.541	Moderate
3	1	Teachers' perception of online classes	2.65	.457	Moderate
4	2	Teachers' students' interaction in online classes	2.54	.752	Low
All items			2.73	.394	Moderate

Presented in **Table (5)** is the response of the Lebanese teachers on the level of teacher job satisfaction, which is moderate (2.73). This value means that the teachers judge their (Teachers' satisfaction in online classes) with mean value (2.91), and at the lowest mean the item (Teachers' students' interaction in online classes) with mean value (2.54). This value is being judge as moderate. The overall Mean job satisfaction of the Arabs (Jordan and Lebanon) was 3.06.

Table 6. Multivariate Analysis for Teachers' Satisfaction in Online Classes due to Study Variables

		ISRAEL					JORDAN					LEBANON				
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Type III Sum of Squares	df	Mean Square	F	Sig.	Type III Sum of Squares	df	Mean Square	F	Sig.
f Gender	Teachers' perception of online classes	.488	1	.488	1.963	.164	.022	1	.022	.051	.822	.040	1	.040	.207	.650
	Teachers' students' interaction in online classes	.933	1	.933	1.672	.198	.102	1	.102	.100	.753	.822	1	.822	1.494	.224
	Challenges in online classes	.599	1	.599	1.824	.179	.184	1	.184	.366	.546	.359	1	.359	1.235	.268
	Teachers' satisfaction in online classes	.003	1	.003	.009	.925	.000	1	.000	.000	.983	.195	1	.195	.616	.434
	All items	.388	1	.388	2.629	.107	.004	1	.004	.012	.914	.191	1	.191	1.269	.262
Exp.	Teachers' perception of online classes	.051	1	.051	.204	.652	1.689	1	1.689	3.807	.053	.726	1	.726	3.715	.056
	Teachers' students' interaction in online classes	.000	1	.000	.001	.979	.807	1	.807	.793	.375	.137	1	.137	.249	.619
	Challenges in online classes	.510	1	.510	1.554	.215	.857	1	.857	1.705	.194	.054	1	.054	.186	.667
	Teachers' satisfaction in online classes	1.196	1	1.196	3.630	.059	3.930	1	3.930	7.919	.006	.016	1	.016	.050	.823
	All items	.021	1	.021	.145	.704	.685	1	.685	2.120	.148	.044	1	.044	.294	.588

acad	Teachers' perception of online classes	.314	1	.314	1.264	.263	1.036	1	1.036	2.335	.129	.140	1	.140	.716	.399
	Teachers' students' interaction in online classes	.001	1	.001	.001	.975	.789	1	.789	.775	.380	2.671	1	2.671	4.857	.029
	Challenges in online classes	.033	1	.033	.102	.750	1.000	1	1.000	1.990	.161	.942	1	.942	3.239	.074
	Teachers' satisfaction in online classes	.073	1	.073	.221	.639	.096	1	.096	.193	.661	.231	1	.231	.728	.395
	All items	.013	1	.013	.086	.770	.087	1	.087	.270	.604	.748	1	.748	4.981	.027
School	Teachers' perception of online classes	.008	1	.008	.033	.855	.008	1	.008	.019	.892	1.887	1	1.887	9.654	.002
	Teachers' students' interaction in online classes	.200	1	.200	.358	.550	11.958	1	11.958	11.749	.001	.305	1	.305	.554	.458
	Challenges in online classes	.465	1	.465	1.416	.236	.326	1	.326	.649	.422	.085	1	.085	.291	.590
	Teachers' satisfaction in online classes	.148	1	.148	.449	.504	1.527	1	1.527	3.078	.081	.006	1	.006	.020	.887
	All items	.044	1	.044	.296	.588	.520	1	.520	1.609	.207	.285	1	.285	1.901	.170
Error	Teachers' perception of online classes	31.842	128	.249			64.317	145	.444			27.958	143	.196		
	Teachers' students' interaction in online classes	71.387	128	.558			147.586	145	1.018			78.647	143	.550		

	Challenges in online classes	42.049	128	.329			72.881	145	.503			41.595	143	.291		
	Teachers' satisfaction in online classes	42.179	128	.330			71.960	145	.496			45.285	143	.317		
	All items	18.911	128	.148			46.832	145	.323			21.472	143	.150		
Total	Teachers' perception of online classes	1439.250	133				1462.344	150				1070.953	148			
	Teachers' students' interaction in online classes	1688.400	133				2112.240	150				1039.480	148			
	Challenges in online classes	1731.609	133				2112.859	150				1215.891	148			
	Teachers' satisfaction in online classes	1226.520	133				1630.400	150				1298.520	148			
	All items	1485.960	133				1771.075	150				1125.389	148			

The Table 6 gives insight into how different variables are associated with teachers' satisfaction in online classes across the three countries - Israel, Jordan and Lebanon. From the result presented in Table 6, the teachers' gender has no statistically significant impact on their perception of online classes.

Israel

The presented multivariate analysis table 6 reveals that the p-values associated with each independent variable are all greater than 0.05. This indicates that the observed differences in 'teachers' perception of online classes' attributed to each variable, including gender, experience, academic qualification, and school type are not statistically significant at the significance level of 0.05. In other words, the differences in the dependent variables (teachers' perception of online classes)' scores between different levels or groups of these variables could plausibly be due to random variation rather than actual effects. Also, a similar observation was made in the other dependent variables (teacher-students' interaction in online classes, challenges in online classes, and teachers' satisfaction in online classes) attributable to each of the dependent variables; as they were statistically insignificant ($p > 0.05$).

Jordan

With respect to Jordan, the presented multivariate analysis reveals that the p-values associated with the independent variable – gender and academic qualification, are all greater than 0.05. This indicates that the observed differences in the dependent variables (teachers' perception of online classes, teacher-students' interaction in online classes, challenges in online classes, and teachers' satisfaction in online classes) attributable to each variable, including gender and academic qualification are not statistically significant at the significance level of 0.05.

Additionally, the observed differences in 'teachers' perception of online classes. ($p = 0.053$), teacher-students' interaction in online classes ($p = 0.375$) and challenges in online classes ($p = 0.194$) attributed to teachers' experience are not statistically significant ($p > 0.05$). However, it was indicated that the observed difference in teachers' satisfaction in online classes ($p = 0.006$)' attributed to experience is statistically significant ($p < 0.05$). Furthermore, the observed differences in 'teachers' perception of online classes ($p = 0.892$), challenges in online classes ($p = 0.422$), and teachers' satisfaction in online classes ($p = 0.081$) attributed to school type are not statistically significant ($p > 0.05$). However, it was indicated that the observed difference in teacher-students' interaction in online classes ($p = 0.001$) attributed to school type is statistically significant ($p < 0.05$).

Lebanon

With regards to Lebanon, the presented multivariate analysis reveals that the p-values associated with the independent variable – gender and experience, are all greater than 0.05. This indicates that the observed differences in the dependent variables (teachers' perception of online classes, teacher-students' interaction in online classes, challenges in online classes, and teachers' satisfaction in online classes) attributable to each variable, including gender and experience are not statistically significant at the significance level of 0.05.

Furthermore, the observed differences in 'teachers' perception of online classes ($p = 0.588$), challenges in online classes ($p = 0.074$), and teachers' satisfaction in online classes ($p = 0.395$) attributed to academic performance are not statistically significant ($p > 0.05$). However, it was indicated that the observed difference in teacher-students' interaction in online classes ($p = 0.029$) attributed to academic performance is statistically significant ($p < 0.05$).

The observed difference in 'teachers' perception of online classes ($p = 0.002$)' attributed to school type is statistically significant ($p < 0.05$). Conversely, the observed differences in teachers' satisfaction in online classes ($p = 0.887$), teacher-students' interaction in online classes ($p = 0.458$) and challenges in online classes ($p = 0.490$) attributed to school type are not statistically significant ($p > 0.05$).

Comparison between Israel, Jordan and Lebanon

Multivariate analysis across the three countries shows non-significant gender-related differences in teachers' online class perceptions, their interactions with students, challenges, and satisfaction, as p-values for gender exceed 0.05. In Jordan, the observed differences in teachers' satisfaction in online classes ($p = 0.006$), attributed to experience are statistically significant ($p < 0.05$). Whereas in Israel ($p = 0.059$) and Lebanon ($p = 0.823$), the observed difference in teachers' satisfaction in online classes attributed to experience is not statistically significant ($p > 0.05$). The observed differences in teachers-students interaction in online classes ($p = 0.029$), attributed to academic qualification are statistically significant ($p < 0.05$) in Lebanon. Contrary to the observed difference in Lebanon, the result from Israel ($p = 0.975$) and Jordan ($p = 0.380$) indicated that the observed difference in teachers' satisfaction in online classes attributed to experience is not statistically significant ($p > 0.05$). Statistically significant differences were observed in teachers' perception of online classes ($p = 0.002$) and teacher-students interaction in online classes ($p = 0.001$) both of which were attributed to school type, in Lebanon and Jordan respectively. However, no significant differences were observed in Israel

Discussion

The study aimed to ascertain the degree of job satisfaction among Israeli, Jordanian, and Lebanese teachers during the COVID-19 pandemic and compare the. The findings show a higher job satisfaction among teachers in Jordan (3.39), this was followed by teachers in Israel (3.32) and then teachers in Lebanon (2.73). Although Israeli teachers generally expressed higher levels of job satisfaction than their Arabic colleagues, the differences were not statistically significant. It may be that although the educated Arab male teachers, who make up about 39% of the Jordanian, and Lebanese teachers in the survey, went unexcitedly into education, they established another basis of job satisfaction in their place of work (Bogler, 2005). The result revealed that Israeli, Jordanian, and Lebanese encounter challenges in online classes (Izhar, Na & Na, 2021; González-Sanmamed, Sangrà, & Muñoz-Carril, 2017). A high level of teacher-student interaction in online classes was observed. All three countries – Israel, Jordan, and Lebanon showed a moderate degree of job satisfaction among teachers alongside teachers' perception of online classes. According to Bogler (2005:29), "The male Arab teachers' satisfaction may, therefore, stem from maintaining relationships with colleagues and from the interaction with students, even in a seemingly frustrating situation or one that was frustrating a priori. It should be noted that all the teachers (3 countries), viewed internal conditions of work as most contributing to satisfaction and viewed the physical conditions of work as least contributing to satisfaction. "

Teachers' perception of online classes

Israel

In Israel, the study revealed high-quality relationships between teachers, coupled with a high degree to which teachers are encouraged and supported by co-workers in their workplace; it was highly acknowledged that poor computer skills make it difficult for teachers to effectively use the online teaching platform. Hence, there is a need for efficient integration of technology into education and possibly information technologists could work in partnership with teachers to enhance their use of computers (Shi & Bichelmeyer, 2007). Other variables such as a decrease in job satisfaction when taking online classes, the degree to which students act in a disciplined manner that is good and satisfactory, the degree of support provided by parents to the school and its programs are good and satisfactory, online classes are more convenient and comfortable than face to face classes and, online classes are more effective than face to face classes were all moderately agreed on.

Jordan

In Jordan, the case was almost similar to that of Israel. The teachers judge their involvement in this dimension at the moderate level, in which they

reported having high-quality relationships with their co-workers; this was coupled with the high degree to which co-workers encourage and support one another. It was highly acknowledged that poor computer skills make it difficult for teachers to effectively use the online teaching platform. Teachers reported a satisfactory level of discipline among students, as well as the support provided by the parents of students. As reported by the teachers, online classes were neither as convenient nor effective when compared to traditional face-to-face classes. This was relatable to the study carried out by Rahayu and Wirza (2020) who reported that teaching online is neither more comfortable nor more convenient. Contrary to the report from the teachers, the author thinks that the reverse is the case in terms of convenience as students learn at their own pace at any time anywhere. Teaching online may not be convenient but certainly not learning online, as it saves a lot of time, and learning can be done anytime and anywhere. Moreover, online classes may not be as effective as conventional classes, as their no physical interaction between teachers and students, and in most cases, online students are more likely to withdraw from school than a physical student (Garratt-Reed, Roberts & Heritage, 2016; Francis, Wormington & Hulleman, 2019).

Lebanon

Though teachers reported poor job satisfaction when taking online classes, they acknowledged that they had very good relationships with their colleagues. Notwithstanding the level of job satisfaction, one factor that generally boosts the morale of teachers is a quality relationship with their co-workers (Tabancali, 2016). This is coupled with the willingness on the part of students to learn alongside the support of their parents to schools and their programs. This is in agreement with Buckman and Pittman (2021) whose findings provide evidence of student discipline's impact on teachers' overall job satisfaction. The teachers (just like those in Jordan) thought that online classes are not as convenient and comfortable as a conventional (face-to-face) class. The teachers generally had a moderate perception of online classes.

Teacher-student interaction in online classes

The relationship between teachers and students (that is, their interaction) was high (in Israel and Jordan) which in turn, is a good factor that favors teacher job satisfaction. This is consistent with O'Shea (2021:290) who reported that "teacher-student relations presented the largest effect on teacher job satisfaction". A lack of teacher-student interaction as well as teacher guidance could cause dissatisfaction among students (Zhu, 2012). This is so, as a healthy teacher-student relationship would enhance students' learning and performance (Bevilacqua et al., 2019)

This was generally seen in the ability of students to learn from anywhere, anytime, and at their own pace; safety and secure way to learning; the degree of poor communication between the teacher and students in online classes is less than the face-to-face classes, as teachers focus on their strength; though it is difficult to get students involved in the online classes, in other words, they could be easily distracted, as online learning requires self-discipline on the part of the students. There is an interaction between the teacher and the student in online classes, especially during group lessons. However, on evaluation of online classes, in terms of interaction with their professors, students reported they had fewer opportunities (Bowers & Kumar, 2015).

However, in Lebanon, teacher-students interaction was reportedly low. This was due to the low degree of communication between teachers and students in the online class and; difficulty in getting students involved in the online classes.

Challenges that confront teachers in online classes

Teachers in all three countries reported challenges in online classes. These challenges ranged from the attitude of students toward learning via online classes, to technical problems affecting the speed and pace of learning in online classes (Habibu, Abdullah-Al-mamuun & Clement, 2012; Venkataram, 2020). This could also be a result of. The obviously high challenges include: a lack of seriousness among students; making excuses for absenteeism; lack of interest on the part of students; the need for employment of innovative methods of teaching; difficulty in controlling the interaction between groups during the online classes.

Teachers' satisfaction with online classes

In the three countries – Israel, Jordan, and Lebanon, teachers judge their satisfaction in online classes at a moderate level; in which teachers reported (moderately) that teaching online has increased their self-confidence, and at the same time it reduces teacher anxiety, and it is flexible (Khan et al., 2020). They reported online classes to be fun and interactive as compared to face-to-face classes.

Demographic variables

Another important outcome is that demographic variables (gender, years of experience, academic qualification, and school type) did not satisfactorily elucidate the differences in teacher satisfaction (Kremer-Hayon & Goldstein, 1990). The findings revealed that for each of the four domains of teacher job satisfaction utilized, there was no significant difference observed between the demographic features (gender, experience, academic

qualification, and school type) and job satisfaction of teachers. Several studies however, reported the possibilities of demographic factors playing a role in the level of job satisfaction (Bender, Donohue & Heywood, 2005; Clark, Oswald & Warr, 1995; Scott & Dinham, 2001) It was not surprising that the result showed no effect of gender on job satisfaction (Scott, Cox & Dinham, 1998; Shamma & Badarny, 2019; McCann, 2002) notwithstanding the reported differences that existed both in favor of males (Crossman & Harris, 2006; Hill, 1994) and females (Bogler, 2005).

Conclusion

The perception of teachers, their satisfaction with online class, their interaction with students, and the challenges in online classes all constitutes the factors investigated for this study. Several factors can influence teacher job satisfaction. This includes a quality relationship with co-workers, superior computer skills or collaboration with information technologists, discipline on the part of students, support from the parents of students, teacher students' relationships, and convenience of online classes, among others. The findings revealed that teacher job satisfaction in (Israel) and (Jordan and Lebanon) were independent of demographic attributes. Both Jewish and Arab teachers ranked teacher-student interaction in online classes as high; their satisfaction with online classes and perception of online classes as moderate. The online classes also came along with their challenges, which all the teachers ranked high. Here we can add and conclude that the uncertainty that the corona posed change mind for all the partners (Teachers, Parent, Students), and the realize the fact that they should work and support each other in order to overcome this unexpected pandemic, we can see that the collaborative work make its effect and one of the important things that we can see the relationships between the partners became more strength and the need to each other is very essential, in all the sample it was the same despite the cultural differences that's because all were in the same boat or to deal or to vanish.

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