The Impact of Achieving the Fourth Goal of the Sustainable Development Goals (Good Learning) in the First Schools of Irbid Governorate in Raising the Level of Motivation of Teachers Towards Work from Their Point of View

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Abstract

The study aimed to reveal the impact of achieving the fourth goal of the Sustainable Development Goals (good learning) in the first schools of Irbid governorate in raising the level of teachers' motivation towards work from their point of view. To achieve the objectives of the study, the researcher prepared a tool consisting of (26) paragraphs, and the study population consisted of all primary and secondary school teachers in the Jordanian public schools of the Irbid First Directorate, numbering (858) teachers, a simple random sample of (352) teachers was selected during the first semester of the year (2022-2023). The results of the study showed that the total arithmetic averages to achieve the fourth goal in the schools of Irbid Governorate, the first in raising the level of teachers' motivation towards work, came to an average degree and showed that there are differences in the school stage and in favor of secondary school teachers, and the existence of differences due to the difference in the variable years of experience and in favor of more than ten years, and the existence of differences due to the difference in the academic qualification and were in favor of members of the bachelor's qualification. The study recommended the need to prepare educational leaders that achieve the objectives of the strategic plan for education and achieve distinguished administrative systems, and spread awareness of the requirements of employing the fourth goal of sustainable development and ensuring its activation in Jordanian schools, and develop comprehensive and achievable transformational plans to enhance the capabilities of school principals.

Keywords: Sustainable Development, Motivation, Good Learning

INTRODUCTION

Education is one of the most important basic entrances to achieving comprehensive development in pursuit of good and distinguished learning, and it can be said that the great development that characterized human civilization during the second half of the twentieth century in technology and communications, and the achievements made in the fields of industry, energy use and natural resources, and greatly affected the opportunities for sustainability on earth and the emergence of many environmental problems that accompanied the progress of this civilization, where interest in finding solutions to the problems associated with this technical and industrial revolution has decreased in the absence of realistic solutions to these environmental problems. Education is the future of society, and people seek to build society through participatory education in development, which seeks to create educational experiences for the practice of teachers through their participation in decision-making, and thus the ability to find and prepare a complete and integrated personality, which plays its role in achieving sustainable development for its society (Abdul Moati, 2018), the Global Sustainable Development Goals (SDGs) represent the most prominent challenges facing humanity and aim to ensure a sustainable life for the world's population that enjoys equity, prosperity, peace and security, these goals also address a number of global challenges that must be overcome for the survival of humanity (UNESCO, 2017). Jordan is one of the countries that has been interested in education and focused on many principles in equal opportunities and the achievement of compulsory education, which is based on equal opportunities for all Jordanian children, which requires all individuals to enroll in education, which requires many professional teachers to accommodate this increase in demand, which necessitates the need for good preparation for all teachers and educational leaders (Akour, 2019).

The report issued by the United Nations Educational, Scientific and Cultural Organization (2014) entitled Sustainable Development, which starts from education to achieve the goals in a variety of multiple ways, and

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the beginning of interest in sustainable development in (1972) with the increasing interest of states, bodies and institutions in community and environmental issues (United Nations Educational, Scientific and Cultural Organization, 2016), Maria (2019) stressed that education is one of the rights of individuals and a benefit for individuals and the starting point in achieving sustainable development and citizenship and giving him his rights as a citizen and achieving the principle of equality between individuals, so it was the launch of the fourth goal, which is to ensure quality, equitable and inclusive learning for all and promote lifelong learning opportunities, Madsen (2013) pointed out that the inclusion of education among the sustainable development goals that achieve the benefit of the educational community, and the leading agency in the field of education (UNESCO, 2010) believes that it will achieve quality in education and teaching for teachers, achieve efficiency and creativity for its members, and the expansion of the stages of education as a whole to include early childhood and primary education, and facilitating the learning of life skills, achieving a 50% improvement in adult literacy, achieving gender equality and enhancing the quality of education, sustainable development is the best way to solve all the problems and challenges facing societies from poverty and unemployment, and solve many social and environmental problems, the educational system plays the largest role in preparing the generation, and they are required to contribute to the building, formation and advancement of society, which requires high competencies capable of finding learners with high quality of competence and scientific ability, in an effort to enable them to play the role required of them in their society and function. Adipat (2022) pointed out the importance of education reforms that ensure access to quality primary education, which ranks highly among the Millennium Development Goals, and that the fourth goal of the Sustainable Development Plan (2030) emphasized the transformative power of education for the whole world, and the role of public schools and teachers, which are responsible for providing high-quality education to all students, and pointed to the greater role of community institutions in implementing them and making them a reality to help educational institutions develop strategies at the local community level for sustainability.

Jordan has been able to achieve a high percentage among other countries that have established and strengthened their interest in the teacher and his preparation, and all the workforce in educational institutions, and to demonstrate the role of the Jordanian educational system in achieving the goals of comprehensive development, hence the role of the Jordanian educational system through the objectives set in the Jordanian Education Law for the year (1994), which is to set basic goals for the education system in Jordan, which were consistent and achieve the goals of sustainable development, which is the need to understand all terms related to all social, geographical and environmental phenomena, and solve all problems, and create a complete personality integrated in various aspects through the development of foundations and rules of behavior and ethics, and requires the creation of a flexible educational system strong, and keep pace with all these changes and global challenges, the implementation of the fourth goal is to ensure equitable and inclusive quality education for all and to promote lifelong learning opportunities for all, and it is the responsibility of teachers to pay attention to the achievement of the sustainable development goals and to indicate the impact of achieving it (quality learning) on the quality of education and the motivation of teachers in particular, and this will only come through the application of the concept of sustainable development and work to achieve its goals and requirements by ensuring the support of the teacher, developing him, satisfying his needs, supporting education and ensuring its development, supporting the school administration for teachers, ensuring their self-effectiveness and motivation and enhancing it, and ensuring the application and integration of the fourth goal in teaching, the teacher is considered one of the most important elements in educational institutions and is the main element for his survival (Al-Tantawi, 2017), so it is necessary to study his human behavior and try to explain it in order to understand and interpret all aspects of functional performance, and emphasize the understanding of his needs and motives (Youssef, 2018) and work to meet and provide them through career building, instructions, and the extent to which they reflect on raising the individual's motivation towards work and achieving organizational goals for their role in achieving the goals of educational institutions.

Therefore, it is necessary to focus on the motivation of the teacher and motivate him to creativity and innovation, and to take all measures that push for educational reform in all fields by developing teachers in their professional aspects and increasing their motivation to achieve this in order to achieve development in all its aspects (Abdel Basit, 2020). Kaplan (2014) pointed out that reform requires improvement and attention in the educational process by paying attention to the educational efficiency of teachers by paying attention to the
internal and external factors of the teacher (Kartini, 2019) due to the close link in the overall educational process with the performance of teachers in the school, which requires the use of full resources effectively and efficiently from teachers and educational specialists, so it is necessary to focus on their motivation and needs and provide positive personalities and social skills due to its implications on the basic indicators of education (Joni Ruta Pulungtana, 2020). Arlita (2020) states that it is necessary to take into account cognitive, emotional, and psychomotor motives because it is considered a positive mechanism that moves and directs teachers through his study, which aimed to identify the impact of the terminated bonus on the motivation and performance of the teacher, and the study consisted of teachers, who were numbered (55) randomly selected, and the results showed a significant effect between professional bonuses on teacher performance by a significant effect between work motivation on teacher performance variables, and a significant effect between professional bonuses and motivation to work together on teacher performance at a public secondary school in Muara Sugihan district.

Based on the results of studies (Hakim, 2019), which focused on the importance of moral and material motivation on the performance of teachers and their motivation, improving their performance and achieving job satisfaction for them, the researcher used the descriptive approach to achieve the objectives of the study, the results of the study showed that the impact of financial compensation had the greatest impact on teachers' motivation, satisfying needs, achieving school goals, and increasing their efficiency and productivity, considering that the teacher is responsible for meeting his basic functions and that his possession of motivation will affect his degree of perseverance, performance and providing the best skills and abilities to work. Anderson (2002) pointed out that motivation is a set of internal and external needs, and stressed (Raslan, 2012) that motivation is one of the most basic methods of development events in its social and cultural aspects. This is due to the fact that every behavior must be motivated lies behind it, and the study of human motives helps to predict human behavior. Francesco & Gold (1998: 88) stated that it is the amount of effort consumed in performing a given task, Linggi (2021) stressed the importance of motivation (td) the performance of working individuals, and the researcher showed that there are two types of internal motivations, which are the most important driving criteria for self-activity behavior, which is automatically from the individual himself, and his academic and external orientations, which are directly reflected on the relationships of individuals in the work environment, and its repercussions on their performance of work, one of them belongs, which arises from the work environment, which is self-expressive and appears through the situation and is external because it is subject to motives outside the individual, such as material return, educational environment, work system, leadership style followed, and the availability of equipment and machinery, motivation towards work is nothing but interactions between the personal formation of the teacher and the work environment (Afifa, 2014), Al-Masri (2019) pointed out the importance of the driving factors that motivate the employee's professional growth, feeling, respect, a feeling of desire to work, and taking responsibility for the possibility of advancement in the profession and promotion; hence, the importance of making changes in educational systems to support sustainable development by focusing on teacher motivation, and all specialized human energies, which must possess highly qualified and specialized skills, capable of achieving sustainable development by improving the level of performance of working individuals, developing all their skills to achieve global accompaniment in all fields and needs, and professional, psychological and behavioral development, schools adopt modern administrative educational models that promote these changes, and the interest came to know the impact of the application of the fourth goal and highlight its impact on bringing about these changes, through its repercussions on raising the efficiency of teachers, developing them, increasing their motivation and behavior within the organizational units of educational institutions, and then indicating their direct impact on learners and raising their competencies as graduates to achieve the requirements of sustainable development and the requirements of the labor market.

PREVIOUS STUDIES

Radi (2022) conducted a study aimed at identifying moral motivation and its relationship to the perceived life pressures of primary school teachers in all schools in Baghdad, and in order to achieve the goal of the study, the researcher used the descriptive correlational approach, and the study population consisted of teachers in
Baghdad Governorate, and the study sample consisted of (200) teachers in the directorates of Baghdad Governorate, and the results of the study showed that the level of moral motivation came in an average manner, and there were differences in the responses of the sample of teachers that moral motivation came high in terms of perceived pressures, and there were differences in moral motivation and life pressures in favor of males, and there is a statistical relationship between moral motivation and perceived life pressures among primary school teachers.

The Study (Adipat, Chotikapanich, 2022) aimed to discuss the most important links between the sustainable development goals, which is the fourth goal to ensure the provision of quality learning, and studies urging in most countries of the world on the need for education to contribute to the development of societies in a more continuous and stable manner, through expanding opportunities in education and reforming education that includes access to good primary education, it is among the Millennium Development Goals, and this was confirmed by the fourth Sustainable Development Goal (2030), which is the transformative power of education for the entire world, which is the sustainability of education and the provision of high-quality education to all students, through companies and the UNICEF Global Action Plan, which are what they seek to achieve, which is to help education institutions for all students around the world, to be able to do writing and numeracy skills by (2030).

Rehab (2021) conducted a study aimed at identifying psychological stress and its relationship to motivation towards work among kindergarten principals in Iraq, the study was limited to kindergarten principals in the city of Baghdad, the study sample consisted of (150) female directors, and to achieve the objectives of the study, the researcher built two scales: the first scale: psychological stress and the number of its paragraphs (30) paragraphs, and the second scale: motivation has (30) paragraphs, the results of the study showed that kindergarten school principals have low psychological pressure, and the level of motivation of kindergarten principals towards their work came to a high degree and there are no differences in the years of service of kindergarten principals for both psychological pressure and motivation, and there is a positive relationship between psychological pressure and the motivation of kindergarten principals towards their work.

The Study (GN SHAVA, 2021) pointed to increasing knowledge of potential strategies to achieve the United Nations goal of the fourth goal of sustainable development (SDG4), which strives to provide quality education, and this study shows the most important ways in which management and structure in higher education systems can or restrict the universalization of education in order to achieve sustainable development, and was able to confirm the critical realistic perspective that will contribute to understanding and achieving the transition towards sustainability.

A study (Samuel, 2021) emphasized the role of libraries in Ghanaian universities in achieving the fourth goal of the Sustainable Development Goals, which is quality learning, and to achieve the objectives of the study, the study used the research method to examine strategies in libraries and their impact on achieving the fourth goal, and the results showed that university libraries in Ghana are among the first libraries to provide information and various library services in order to support students' capabilities, included inclusiveness of quality learning without discrimination, the results showed that the most important areas that sought to achieve the fourth goal (good learning for teaching), and the statement of the teacher's role as the first influencer and supporter to achieve its goals, which confirms the achievement of the fourth goal (sustainable development), creating awareness and conducting advanced research, maintaining lifelong learning and quality education, and providing high-quality teaching and learning.

The Study (Kwee, 2021) showed that kindergarten teachers up to the twelfth grade feel difficult to integrate and develop, especially language teachers, due to the lack of knowledge, skills and experience, and this study sought to identify important factors that affect teachers' motivation, especially with regard to integrating sustainable development goals into their education, to achieve the objectives of the study, the researcher used the qualitative approach, which is interviews, and the method of classroom observation, by studying how teachers develop, their skills, competence and abilities, the results showed that the personal beliefs of teachers, and achieving the goals of teaching and the supportive school can positively affect their self-efficacy, and enhance their motivation in integrating the sustainable development goals in teaching English, these findings
can be useful for teachers, management of schools, educational institutes and universities, and policymakers to
develop strategies to facilitate the active roles of teachers in ESD by fostering greater collaboration across
disciplines, and providing relevant professional development and goal-related support.

Al-Da'iri (2021) conducted a study aimed at revealing the degree of acquisition of graduate students at Sultan
Qaboos University to the principles of sustainability in education from their point of view, where the researcher
adopted the descriptive approach to achieve the objectives of the study, which was applied to a sample of (206)
students, the results of the study showed that the degree of acquisition of sustainability principles by graduate
students was high, and there were statistically significant differences due to the gender variable, in favor of
males, academic level and in favor of postgraduate students (master's).

Abu Shaqra (2016) conducted a study aimed at revealing the role of Jordanian school principals in achieving
the fourth goal of the sustainable development goals, the study population consisted of (3865) male and female
principals of a basic school, the sample was randomly selected from (378) male and female principals, to achieve
the objectives of the study, the researcher used the questionnaire to collect data, and the results of the study
concluded that the role of Jordanian school principals in achieving the fourth goal of the sustainable
development goals, which came to a medium degree, and the existence of statistically significant differences
due to the gender variable and in favor of males.

Bani Yassin (2018) conducted a study aimed at identifying the level of awareness of school principals in Al-
Zarqa Governorate of the components of education for sustainable development, and to identify
the impact of gender variables, academic qualification, experience and stage, and the study population may consist of all
principals of government secondary and basic schools in Al-Zarqa Governorate, to achieve the objectives of the study, the researcher used the questionnaire to collect data and was applied to the study sample consisting of (257) principals, and the results showed that the level of awareness of school principals in Zarqa Governorate was high for the components of sustainable development, and there were no statistically significant differences
due to the variable of gender and experience, and there were statistically significant differences due to the
variable of scientific qualification and in favor of the Community College diploma.

Sabah (2019) conducted a study aimed at showing a type of new leadership style, which is resonant leadership
capable of making important decisions that affect the life of society by developing the paths and prospects of
education for sustainable development, the results of the study included: the importance of all business
organizations adopting this new concept and style of leadership in order to achieve sustainability goals in all
labor sectors, and work to develop the human element as the most important element of the success of society.

Rajaa (2020) conducted a study aimed at identifying the moral motivation of middle school teachers, and
identifying the statistical differences of moral motivation according to the variables of gender and specialization,
for the center of Karbala province, the study sample consisted of (400) male and female teachers, the results of
the study found that the middle school teachers have a weakness in moral motivation, and there are differences
in the responses of the study sample attributed to the gender variable and in favor of females, and specialization
in favor of literary specialization.

Al-Tantawi (2017) conducted a study aimed at revealing the nature of the relationship between habits of
mind and psychological burnout, and motivation towards work among teachers of intellectual disability in
Riyadh, and the sample consisted of (426) teachers, all of whom are males, the study sample consisted of (30)
schools and institutes for intellectual education, the results of the study found a positive relationship between
habits of mind and burnout, and a positive relationship between burnout, and motivation attributed to the
academic qualification and in favor of the master's and bachelor's qualifications.

Al-Khawaldeh (2013) Study aimed to identify the level of awareness of school teachers in Jordan of the
components of education for sustainable development, and its relationship to some variables, namely: gender,
school stage, specialization, and practical experience, and the study sample consisted of (576) teachers, who
were selected by random stratified method from the directorates of education in Jordan, the study used a
questionnaire to measure the level of perception consisting of (36) items distributed over three areas, and the results of the study showed that the level of awareness of school teachers in Jordan of the components of education for sustainable development was high, and the results indicated that there are statistically significant differences due to variables: gender and in favor of females, and the variable of stage and in favor of the secondary stage, and the variable of specialization and in favor of humanitarian disciplines and variable experience.

Mohamed (2011) Conducted A Study Aimed at identifying the effects and repercussions of the era of knowledge flow on professional accreditation and sustainable professional development of teachers in Assiut schools, and to achieve the objectives of the study, the descriptive approach was used through the development of a proposed vision to link professional accreditation and sustainable professional development for teachers. Dawlat (2021) also conducted a study aimed at developing criteria for classifying development goal topics that are difficult to put in education curricula, and to achieve the objectives of the study, the qualitative approach was used through the methodology of analyzing documents related to the sustainable development goals (2030) and the use of interviews, which are composed of educational experts and curriculum authors, and the results of the study concluded the need to make indicators in light of the sustainable development goals.

Commenting on Previous Studies
The current study benefited from previous studies in many aspects, the most important of which are: enriching the general framework and theoretical background of the current study, in light of the theoretical frames of reference for those studies, choosing the appropriate scientific method and determining its procedures, as well as identifying the research tools and steps followed in their preparation, where some studies used the descriptive approach and used the questionnaire as a tool to collect data such as the study of Khawaldeh (2013), the study of Tantawi (2017), the study of Hasan (2011), the study of Bani Yassin (2018), the study of Al-Da'iri (2021), the study of Radi (2022), the study of Raja (2020), and the use of qualitative research such as the interview as a tool for data collection such as the study (GN SHAVA, 2021), and the study (Samuel, 2021), which used the research method to analyze strategies.

Study Problem
The problem of the study emerged as a result of the researcher's work in university teaching in one of the Jordanian universities, and singled out the human being as the goal and means of development at the same time, and cares about him and for him, and therefore development requires a radical change in human thought, capabilities and behavior, and the global goals of sustainable development represent the most prominent challenges facing humanity, and aim to ensure a sustainable life for the world's population that enjoys equity and prosperity and is full of peace and safety, these goals are also concerned with a number of global challenges that must be overcome for the survival of humanity and the need for its participation in the formulation of development policies and the utmost effort to achieve the objectives of those policies, regardless of its functional level or the sector in which it operates, and the school administration supports teachers and ensures their self-effectiveness and motivation and enhances them and is keen to apply and integrate the fourth goal in teaching, and the teacher is one of the important elements in education institutions and is the main element for his survival, so it is necessary to study his human behavior and try to explain it in order to understand and interpret all aspects of functional performance, and work to meet and provide them through career construction, and the extent to which they reflect on raising the individual's motivation towards work, and achieving organizational objectives due to their role in achieving the goals of educational institutions. The human cannot play his role in development unless he is given sufficient opportunities and guarantees, and unless he is given the reasons and capabilities so that his participation and contributions have a positive impact on development, here, the relationship between education and development is clear, so most countries in the Arab world receive support and encouragement from various organizations in order to develop their educational curricula, in order to ensure effective education for sustainable development, and the scientific references issued by the United Nations Educational, Scientific and Cultural Organization - UNESCO have stressed the need to rebuild school curricula so that they support the ideas of sustainable development, according to a systematic methodology, based on local or national sustainability goals, away from importing
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them from the curricula of other countries or regions. This was confirmed by the study of Al-Khawaldeh (2013), which revealed the level of awareness of school teachers in Jordan of the components of education for sustainable development, and the study of Bani Yassin (2018), which aimed to identify the level of awareness of school principals in Zarqa Governorate of the components of education for sustainable development. The problem of the study was to reveal the impact of achieving the fourth goal of the sustainable development goals (good learning) in the schools of first Irbid Governorate in raising the level of motivation of teachers towards work from their point of view, the researcher saw the need to conduct this study, and for this study answered the following questions:

**Study Questions**

**The First Question:** What is the impact of achieving the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view?

**The second question:** Are there statistically significant differences at the level of significance (α=0.05) between the arithmetic means of the impact of achieving the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view due to variables (school stage, academic qualification, years of experience)?

**Objectives Of The Study: The Current Study Aimed To Achieve The Following**

- Revealing the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view.

- Revealing the role of the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view due to variables (school stage, academic qualification, years of experience).

**The Importance of The Study: The Current Study Gains Its Importance Through The Following**

- The study derives its importance through the importance of the subject of the study, which is centered towards achieving the fourth goal and its contribution to raising the level of motivation of teachers and improving the performance levels of teachers, developing and developing them and increasing job loyalty and job satisfaction.

- The current study comes in line with modern local and global educational trends, which call for attention to the sustainable development of teachers.

- This study seeks to ensure that all students complete equitable, free and quality primary and secondary education that leads to effective and appropriate learning outcomes, and that it is systematic and geared towards providing real learning outcomes.

- This study contributes to the elimination of gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable groups, especially those with disabilities.

- This study seeks to ensure that all learners have the knowledge, skills and competencies necessary to promote sustainable development, human rights, gender equality, promoting a culture of non-violence and global citizenship, and an appreciation of cultural diversity.

- This current study may help education policy planners and decision-makers to uncover obstacles to achieving sustainable teacher development and ways to overcome and solve them.
The current study may benefit those responsible for the departments and sections of training and planning at the Ministry of Education, directors, educational departments, schools and teacher training in activating sustainable development for them.

**Study Limits:** The results of this study are determined by a set of limits, namely

- **Human, Spatial and Temporal Determinant:** This study was applied in the schools of the first Kasbah Governorate of Irbid in Jordan during the first semester of the year (2022-2023).

- **Objective (procedural) Determinant:** The results of the study were limited to the sincerity and stability of the study tool used, which was prepared and developed by the researcher, and was represented by the preparation of a tool consisting of (26) paragraphs in light of the study variables (academic stage, academic qualification, years of experience).

**Terminological And Procedural Definitions of Study Terms**

- **Sustainable Development:** It is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Sinakou, 2018) and the researcher defines it procedurally as an attempt to meet the needs of members of Jordanian society and try to meet their needs permanently and continuously to improve their quality of life in a way that does not undermine the opportunities of future generations, and is measured by the degree given by the respondent to the study tool.

- **Motivation:** Orabi (2022) defined it as an internal force produced by the same individual and directed him to act in a certain direction and with a specific force, to achieve a goal, result or benefit to satisfy a specific physiological and psychological need, motivation means the desire of the individual to make the maximum possible efforts to achieve organizational goals in order to increase his ability to meet his needs. The researcher defines it procedurally as the factors that motivate teachers and guide their behavior, and their activity towards achieving the required goals, which is an internal force that qualifies them to work through the factors and methods provided by the school to teachers, to motivate them to work and move their human abilities, which increases the efficiency of their performance of their work better, increasing effectiveness and productivity and achieving goals, and measured by the degree given by the respondent to the study tool.

- **Good Learning:** Fouad Abu Hatab and Amal Sadek define it in their book “Educational Psychology” as: “An almost permanent change in performance, which occurs as a result of the conditions of experience, practice or training. It is an activity that aims to prepare new skills and knowledge and learning is achieved by changing behaviors, values, ideas, directives, and the way things are understood, as the change that occurs in learning is not temporary, but continues with the human throughout life.

**METHOD AND PROCEDURES:** The following is a description of the study population and sample, the study tool, methods of verifying its validity and stability, study variables, and statistical treatments that will be used to reach the results.

**Study Methodology:** The researcher used the quantitative analytical survey method to collect and analyze data in order to answer the questions of the study, as this approach is the most appropriate for such studies.

**Study Population:** The study population consisted of all primary and secondary school teachers in the Jordanian public schools affiliated to the Irbid First District, numbering (858) teachers, according to the statistics of the Jordanian Ministry of Education for the year (2022-2023).

**Study Sample:** To achieve the objectives of the study, the tool was applied to a simple random sample of primary and secondary school teachers from the study population, consisting of (352) male and female teachers from public schools in the first Irbid District during the first semester of the study population for the year (2022-2023). Table (1) shows the distribution of study members according to the demographic variables of the study sample.
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Table (1): Distribution of study individuals according to their demographic variables

<table>
<thead>
<tr>
<th>Study Variables</th>
<th>Categories</th>
<th>Iteration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Stage</td>
<td>Primary</td>
<td>132</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>220</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>100.0%</td>
</tr>
<tr>
<td>Qualification</td>
<td>Bachelor</td>
<td>152</td>
<td>43.2</td>
</tr>
<tr>
<td></td>
<td>Higher Diploma</td>
<td>136</td>
<td>38.6</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>64</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>100.0%</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>Less than 10 years</td>
<td>189</td>
<td>53.7</td>
</tr>
<tr>
<td></td>
<td>10 years and above</td>
<td>163</td>
<td>46.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Study Tool: To achieve the objectives of the study, which was designed by the researcher, by referring to the criteria of the fourth goal of the Sustainable Development Goals by referring to previous studies such as the study (Rahma, 2017) and the study (Orabi, 2020), as the questionnaire consisted of (26) items, in addition to the demographic variables of the study members. The Likert pentagonal grading was also adopted according to the following grade: (very high - and took (5), high - and took (4), medium - and took (3), low - and took (2), very low - and took (1)) to answer the paragraphs.

Authenticity The Study Tool

A. Authenticity Of The Tool: To verify the apparent validity of the study tool, it was presented in its initial form to a group of competent and experienced arbitrators from the faculty members in the faculties of education in Jordanian and private universities, numbering (12) arbitrators, in order to verify the validity and accuracy of the content of the paragraphs and express their opinions in terms of clarity of paragraphs, linguistic wording, and their appropriateness to measure what they were developed for, and to add, modify or delete paragraphs as they deem appropriate. All observations have been taken into account, and work has been done to reformulate the paragraphs on which (80%) of the arbitrators agreed as a criterion for judgment.

B. Honesty of the construction of the study tool: To verify the validity of the internal structure of the study tool, it was applied to an exploratory sample consisting of (30) teachers from the study community, in order to identify the validity of the study tool, and the values of Pearson's correlation coefficients between the paragraphs and the total degree of the tool were extracted, and Table (2) shows that:

Table (2): Correlation coefficients between paragraphs with the total score of the instrument

<table>
<thead>
<tr>
<th>PARAGRAPH H</th>
<th>Statistics</th>
<th>Correlation Coefficient</th>
<th>Statistical Significance</th>
<th>PARAGRAPH H</th>
<th>Statistics</th>
<th>Correlation Coefficient</th>
<th>Statistical Significance</th>
<th>PARAGRAPH H</th>
<th>Statistics</th>
<th>Correlation Coefficient</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.693**</td>
<td>0.000</td>
<td></td>
<td>10</td>
<td>0.810**</td>
<td>0.000</td>
<td></td>
<td>19</td>
<td>0.722**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0.771**</td>
<td>0.000</td>
<td></td>
<td>11</td>
<td>0.744**</td>
<td>0.000</td>
<td></td>
<td>20</td>
<td>0.773**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0.700**</td>
<td>0.000</td>
<td></td>
<td>12</td>
<td>0.652**</td>
<td>0.000</td>
<td></td>
<td>21</td>
<td>0.700**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0.688**</td>
<td>0.000</td>
<td></td>
<td>13</td>
<td>0.771**</td>
<td>0.000</td>
<td></td>
<td>22</td>
<td>0.716**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0.714**</td>
<td>0.000</td>
<td></td>
<td>14</td>
<td>0.695**</td>
<td>0.000</td>
<td></td>
<td>23</td>
<td>0.729**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0.729**</td>
<td>0.000</td>
<td></td>
<td>15</td>
<td>0.789**</td>
<td>0.000</td>
<td></td>
<td>24</td>
<td>0.672**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0.751**</td>
<td>0.000</td>
<td></td>
<td>16</td>
<td>0.822**</td>
<td>0.000</td>
<td></td>
<td>25</td>
<td>0.707**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>0.744**</td>
<td>0.000</td>
<td></td>
<td>17</td>
<td>0.799**</td>
<td>0.000</td>
<td></td>
<td>26</td>
<td>0.713**</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>0.753**</td>
<td>0.000</td>
<td></td>
<td>18</td>
<td>0.728**</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Statistically significant at the level of (α ≤0.01).

It is noted from Table (2) that the values of the correlation coefficients for the paragraphs of the tool of the degree of achievement of the fourth goal of the sustainable development goals (good learning) in the schools.
of the capital Amman in raising the level of motivation of teachers ranged between (0.652-0.822) with the total degree of the tool, and all these values were statistically significant at the level of (α ≤0.01).

**Stability of the Study Tool:** To verify the stability of the tool used in the study, it was applied to an exploratory sample of the study population consisting of (30) teachers, and then the value of the internal consistency stability coefficient was calculated using the Cronbach Alpha equation for the responses of the study subjects on the paragraphs of the tool, where the value of the Cronbach Alpha coefficient for the paragraphs of the tool as a whole was (0.934). This value is good for study purposes.

To correct the study tool, the **Likert five-point scale was adopted**, where each paragraph is given one score among its grades. For the purposes of judging the arithmetic averages of the paragraphs, the following equation was adopted:

\[
\frac{\text{Maximum for alternatives} - \text{Minimum for alternatives}}{\text{Number of levels}} = \frac{5 - 1}{3} = 1.33
\]

Thus, the standard values for judging the average responses of individuals to the tool become as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.00 – 1.33</td>
</tr>
<tr>
<td>Medium</td>
<td>1.34 – 3.67</td>
</tr>
<tr>
<td>High</td>
<td>3.68 – 5.00</td>
</tr>
</tbody>
</table>

**Study Variables**

**First: Independent Variables, Namely**

- **The School Stage**, which has two categories: (primary, secondary).
- **Academic Qualification**, which has levels: (Bachelor’s, Higher Diploma, Postgraduate Studies).
- **Years of Experience**, which has two levels: (10 years or less, more than 10 years).

**Second: Dependent Variables:** The impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view, which is expressed in the arithmetic averages of the estimates of the sample members on the paragraphs of the questionnaire.

**Statistical processing:** Arithmetic averages and standard deviations were extracted, test for triple variance analysis of multiple dependent variables (Three Way MANOVA).

**Study results and discussion:** This study aimed to reveal “the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view” by answering the following questions:

The results related to the first question, which stated: “What is the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view”? To answer the first question, the arithmetic averages, standard deviations, ranks and grade score were calculated on the paragraphs of what is the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view and the total degree in general, and the results were as shown in Table (4):
The Impact of Achieving the Fourth Goal of the Sustainable Development Goals (Good Learning) in the First Schools of Irbid Governorate in Raising the Level of Motivation of Teachers Towards Work from Their Point of View

Table (4): Arithmetic averages and standard deviations of the paragraphs of the degree of impact of achieving the fourth goal of the Sustainable Development Goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view arranged in descending order according to the averages

<table>
<thead>
<tr>
<th>#</th>
<th>Paragraph</th>
<th>Arithmetic Mean</th>
<th>Standard Deviation</th>
<th>Rank</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>The school provides all students with a good education, which strengthens my reflection and reflection on all effective educational practices.</td>
<td>3.88</td>
<td>0.85</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>19.</td>
<td>When the teacher participates in decision-making, it enhances my sense of common sense of achieving the goal and increasing motivation to achieve it.</td>
<td>3.83</td>
<td>0.92</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>18.</td>
<td>The school provides education that guarantees equal opportunities for all students, which motivates me to develop my skills and I appreciate the appreciation of the school administration for my efforts.</td>
<td>3.72</td>
<td>0.90</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Guiding teachers towards taking responsibility for their school performance to enhance job satisfaction for my tasks</td>
<td>3.70</td>
<td>0.95</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>To accomplish all teachers’ tasks and develop their skills and knowledge to enhance my sense of self-confidence in being able to uncover weaknesses and strengths and perseverance to develop them continuously.</td>
<td>3.56</td>
<td>0.92</td>
<td>5</td>
<td>Medium</td>
</tr>
<tr>
<td>1</td>
<td>Teachers’ preservation of the ethics of education in the teaching profession makes me enjoy performance in accomplishing tasks</td>
<td>3.52</td>
<td>0.99</td>
<td>6</td>
<td>Medium</td>
</tr>
<tr>
<td>17.</td>
<td>Creating a safe educational environment free from all forms of violence, which makes me enjoy the teaching profession</td>
<td>3.42</td>
<td>0.99</td>
<td>7</td>
<td>Medium</td>
</tr>
<tr>
<td>11.</td>
<td>Opening the opportunity for education for every student in the school makes me do all my tasks with perseverance, no matter how hard the work is.</td>
<td>3.40</td>
<td>0.94</td>
<td>8</td>
<td>Medium</td>
</tr>
<tr>
<td>23.</td>
<td>Striving to build gender-sensitive educational facilities, which generates happiness when I attend school and enter the classroom</td>
<td>3.39</td>
<td>1.07</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>24.</td>
<td>Providing the school with advanced opportunities for growth of thinking for students strengthens the desire to develop my skills and professional and cognitive knowledge</td>
<td>3.36</td>
<td>0.96</td>
<td>10</td>
<td>Medium</td>
</tr>
<tr>
<td>9</td>
<td>The school’s enhancement of mastering the technical and vocational skills of teachers, which makes me proud to belong to my school</td>
<td>3.35</td>
<td>1.05</td>
<td>11</td>
<td>Medium</td>
</tr>
<tr>
<td>25.</td>
<td>Learners’ acquisition of the knowledge and skills necessary to support sustainable development and lifestyle requires me to inquire and ask about all the ambiguous and unclear things in it.</td>
<td>3.34</td>
<td>1.01</td>
<td>12</td>
<td>Medium</td>
</tr>
<tr>
<td>15.</td>
<td>The school is interested in providing an effective communication system between him and the teachers, which prompted me to participate in various meetings and seminars in order to develop my performance.</td>
<td>3.31</td>
<td>1.03</td>
<td>13</td>
<td>Medium</td>
</tr>
<tr>
<td>12.</td>
<td>The school’s provision of specialized seminars for psychological support for students makes me keen to enroll in the training courses that the school offers us</td>
<td>3.31</td>
<td>1.05</td>
<td>14</td>
<td>Medium</td>
</tr>
<tr>
<td>21.</td>
<td>Applying the concept of global citizenship in the extracurricular and curricular activities in the school, which enhances the accuracy in completing tasks</td>
<td>3.30</td>
<td>1.01</td>
<td>15</td>
<td>Medium</td>
</tr>
<tr>
<td>26.</td>
<td>The learner’s acquisition of human rights, gender equality instills in the teacher the passion and desire to work and makes him prouder at work</td>
<td>3.29</td>
<td>0.98</td>
<td>16</td>
<td>Medium</td>
</tr>
<tr>
<td>20.</td>
<td>Attention to teacher participation in the school year strengthens and strengthens a common belief in changing the future of students and increasing effectiveness and discrimination in performance.</td>
<td>3.28</td>
<td>0.93</td>
<td>17</td>
<td>Medium</td>
</tr>
<tr>
<td>3</td>
<td>Keen to create a safe educational environment to give my best when carrying out my tasks and always strive for high achievement</td>
<td>3.24</td>
<td>1.02</td>
<td>18</td>
<td>Medium</td>
</tr>
<tr>
<td>16.</td>
<td>The school administration’s endeavor to provide all the requirements for teachers inside the classroom, which drives me to want to work</td>
<td>3.23</td>
<td>1.02</td>
<td>19</td>
<td>Medium</td>
</tr>
<tr>
<td>6</td>
<td>Encouraging teachers to provide educational initiatives to students contributes to the school’s appreciation of all the extra efforts made to encourage me to be creative and innovative.</td>
<td>3.22</td>
<td>0.98</td>
<td>20</td>
<td>Medium</td>
</tr>
<tr>
<td>8</td>
<td>The availability of vocational training opportunities, information and communication technology, and technical and scientific programs for teachers enhances the ability to excel and excel in the work that my profession drives me to.</td>
<td>3.19</td>
<td>1.01</td>
<td>21</td>
<td>Medium</td>
</tr>
<tr>
<td>14.</td>
<td>When the teacher acquires an appreciation of cultural diversity and appreciation of the contribution of culture to sustainable development, it makes me keen to follow everything new in my field of specialization.</td>
<td>3.18</td>
<td>1.01</td>
<td>22</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Encouraging teachers to use school resources effectively contributes to their sense of joy when using them, continuing to be active and raising the level of performance.

Interest in teacher participation in the school year strengthens my sense of self-worth.

There are rooms for extracurricular activities that make the teacher express the desire to contribute to volunteer activities and additional tasks that contribute to the service of students and the community.

Providing appropriate school building for people with disabilities and children.

Table (4) shows that the values of the arithmetic averages of the paragraphs of the impact of achieving the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view, ranged between (2.27 - 3.77), and the degree of evaluation was between high to low on the paragraphs, while the tool as a whole obtained an arithmetic mean (3.31) and a standard deviation (0.69) and a medium degree. The researcher attributes this to the fact that the result of the real responses to the study sample and this is a positive indicator that the Jordanian educational system is moving in the right position in successful steps, and the first place came paragraph No. (22), which states: "The school provides all students with a good education, which strengthens my reflection and reflection on all effective educational practices" the researcher attributes this to the achievement of schools, the Jordanian educational system, and educational systems to the most important principle of the fourth goal of sustainable development, which is to provide opportunities for all its children, which reflects positively on the motivation and behavior of teachers and directs all their efforts to achieve the goals of the educational process and improve the level of learners and strive to achieve sustainable development with a rating score (high) and an arithmetic mean (3.88), and a standard deviation (0.85). It was followed by paragraph (19), which states that "when the teacher participates in decision-making, I have a common sense of achieving the goal and increasing motivation to achieve it" with a rating score (high), an arithmetic mean (3.83), and a standard deviation (0.92). In last place came paragraph No. (10), which states "Providing appropriate school construction for people with disabilities, and children develops my responsibility and desire to work" with an arithmetic mean (2.27), a standard deviation (1.00) and a rating score (low). The researcher attributes this to the need to give special education more support, provide financial allocations commensurate with their needs, and work to harmonize infrastructure for educational interest and move towards progress. This result differed with the results of a study (Sheikho, 2015), which found that the role of non-governmental institutions in supporting education to achieve sustainable development in Gaza governorates was low, and it disagreed with the study (Bani Yassin, 2018), which showed that the level of awareness of school principals in Zarqa Governorate of the components of education for sustainable development came to a high degree, and the study (2021), which revealed the degree of acquisition of graduate students at Sultan Qaboos University to the principles of sustainability in education, was high, and it agreed with the study (Abu Shaqra, 2016), which showed that the role of Jordanian school principals in achieving the fourth goal of the sustainable development goals, which came to a medium degree, and disagreed with the results of the study (Al-Khawaldeh, 2013), which showed the level of awareness of school teachers in Jordan of the components of education for sustainable development, came to a high degree, it agreed with the results of the study (Adipat, Chotikapanich, 2022), which showed the most important links between the sustainable development goals, which is the fourth goal to ensure the provision of quality learning in the need for education to contribute to the development of societies in a continuous, stable manner, more expanding opportunities in education and education reform, which includes access to quality primary education, which is among the Millennium Development Goals, it disagreed with the results of the study (Mohamed, 2011), which showed that there is a need to link the requirements of sustainable development and professional learning for teachers in Egyptian schools, which suffer from a weakness in the application of the principles of sustainable development, and the results of this study agreed with the results of the study (Stricker, 2021), which showed that the degree of implementation of education for sustainable development in schools from the point of view of principals in Germany and the United States of America.
and it agreed with the results of the study (Kwee, 2021) that kindergarten teachers up to the twelfth grade feel difficult to integrate and develop, especially language teachers, and the reason for this is a lack of knowledge, skills and experience.

Second: The results related to the second question, which stated: “Are there statistically significant differences at the level of significance (α=0.05) between the arithmetic means of the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view due to variables (school stage, academic qualification, years of experience)”?

To answer the second question, the arithmetic averages and standard deviations of the responses of the study subjects were calculated after achieving the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view, according to variables (school stage, academic qualification, years of experience) came with a medium degree, the researcher attributes this result to the fact that the implementation of the fourth goal positively affects the self-efficacy of teachers and enhances their motivation, and that public schools and the educational system in Jordan have created appropriate educational environments, which qualifies them to be increasingly relevant to national and global development, it is proceeding in the right way for its aspirations to achieve the fourth goal of sustainable development, including the strategies used by these schools, and to achieve the goal of sustainable development by maintaining lifelong learning, quality education, providing high-quality teaching and learning, encouraging human resources training programs, and demonstrating its impact on the educational capabilities represented by teachers, their needs and motivations, the results of this study agreed with the results of the study (Abu Shaqra, 2016), the results of the study (Samuel, 2021), the results of the study (Adipat, Chotikapanich, 2022), the results of the study (Radi, 2022) and differed with the results of the study (Bani Yassin, 2018), and the results of the study (Al-Khawaldeh, 2013), which were high, the results of the study (Wang Chuang, 2021), and the results of the study (Al-Da’iri, 2021), which were high (Kwee, 2021), and differed with the results of the study (Silalahi & Simatupang, 2021) and the results of the study (Rajaa, 2019), and Table (5) shows that:

Table (5): Arithmetic averages and standard deviations of individuals' responses on the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view according to the study variables

<table>
<thead>
<tr>
<th>Study Variables</th>
<th>Categories</th>
<th>Number</th>
<th>Arithmetic Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Stage</td>
<td>Primary</td>
<td>132</td>
<td>3.19</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>220</td>
<td>3.37</td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>3.31</td>
<td>0.69</td>
</tr>
<tr>
<td>Qualification</td>
<td>Bachelor</td>
<td>152</td>
<td>2.98</td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>Higher Diploma</td>
<td>136</td>
<td>3.52</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>64</td>
<td>3.60</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>3.31</td>
<td>0.69</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>Less than 10 years</td>
<td>189</td>
<td>3.21</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>10 years and above</td>
<td>163</td>
<td>3.41</td>
<td>0.60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>352</td>
<td>3.31</td>
<td>0.69</td>
</tr>
</tbody>
</table>

Table (5) indicates that there are apparent differences between the average responses of the study members on the total degree of the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view according to variables (school stage, years of experience, and academic qualification). To show the significance of the statistical differences between the averages, the triple variance analysis test (3 Way ANOVA) was used on the total score of the instrument, and Table (6) shows this:
Table (6): The results of the analysis of triple variance (3 Way ANOVA) to the degree of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view according to the variables of the study

<table>
<thead>
<tr>
<th>Contrast Source</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Average Squares</th>
<th>F Value</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Stage</td>
<td>2.434</td>
<td>1</td>
<td>2.434</td>
<td>6.364</td>
<td>.012*</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>5.114</td>
<td>1</td>
<td>5.114</td>
<td>13.370</td>
<td>.000*</td>
</tr>
<tr>
<td>Qualification</td>
<td>27.999</td>
<td>2</td>
<td>14.000</td>
<td>36.598</td>
<td>.000*</td>
</tr>
<tr>
<td>Error</td>
<td>132.737</td>
<td>347</td>
<td>0.383</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4005.629</td>
<td>352</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Total</td>
<td>167.423</td>
<td>351</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Statistically significant at the level of (α≤0.05).

Table (6) Shows

The existence of statistically significant differences at the level of (α≤0.05) between the averages of the estimates of the study members on the total score to show the impact of achieving the fourth goal of the sustainable development goals (good learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view, due to the difference in the school stage, as the statistical value of the test (f) on the tool (6.364) with the level of significance (0.012), and this value is considered statistically significant at (α≤0.05). The differences came in favor of secondary school teachers, with an arithmetic average (3.37) higher than primary school teachers with an arithmetic average (3.19). The researcher attributes the reason for this to the keenness of the Jordanian educational system in their selection of qualified teachers with high experience, knowledge and skills, especially secondary school teachers, and the presence of factors that increase their motivation, represented in enhancing and improving the quality of education provided for this stage, this is done through the strategies used to achieve the fourth goal (good learning) and the selection of qualified and trained human resources represented by teachers, creating awareness among teachers, and working to increase knowledge and skills that greatly affect their motivation, self-effectiveness and work behavior. The results of this question differed with the results of a study (Rajaa, 2019), which aimed to identify the moral motivation of middle school teachers, and to identify the statistical differences of moral motivation according to the variables of gender and specialization, and the existence of differences in the responses of the study sample attributed to the gender variable and in favor of females. It agreed with the results of the study of Al-Khawaldeh (2013), which aimed to identify the level of awareness of school teachers in Jordan of the components of education for sustainable development, and its relationship to some variables, and showed that there are differences in the responses of the study sample to know the perception of school teachers in Jordan of the concept of education for development, attributed to the benefit of the secondary stage, while it did not agree and did not disagree with the results of the study of Al-Da'iri (2021), which aimed to reveal the degree to which graduate students at Sultan Qaboos University acquired the principles of sustainability in education from their point of view, due to the absence of the academic stage variable, it agreed with the results of the study (Silalahi, 2021), which aimed to determine the impact of organizational culture, motivation and efficiency on teacher performance, and the results of the study found that there are differences in the responses of the study sample attributed to the teachers of the basic stage, and the presence of an impact of the teacher's motivation significantly on his performance and increase his ability to increase teachers' motivation. The presence of statistically significant differences at the level of (α≤0.05) between the averages of the estimates of the study members on the total degree of achievement of the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work due to the difference in the variable years of experience, in favor of ten years and lack of sufficient knowledge of the application of the fourth goal of the sustainable development goals of the study sample, and attributed the sound educational reality, which aims to understand and achieve the transformation towards sustainability. This result differed with the results of the study (Rehab, 2021), which aimed to identify
psychological stress and its relationship to motivation towards work among kindergarten principals in Iraq, and the results of the study showed that there were no differences in the years of service of kindergarten school principals for both psychological and motivational pressures, and the results of the study (Bani Yassin, 2018), which aimed to identify the level of awareness of school principals in Zarqa Governorate of the components of education for sustainable development, and to identify the impact of gender, academic qualification, experience and stage variables, and showed that there were no statistically significant differences due to the gender and experience variables, it agreed with the results of the study (Al-Khawaldeh, 2013), which aimed to identify the level of awareness of school teachers in Jordan of the components of education for sustainable development, and its relationship to some variables, and the results indicated that there are statistically significant differences due to the experience variable. The existence of statistically significant differences at the level of ($\alpha \leq 0.05$) between the average estimates of the study members on the total score; The impact of achieving the fourth goal of the sustainable development goals (quality learning) in the first schools of the Kasbah of Irbid in raising the level of motivation of teachers towards work from their point of view, due to the difference in academic qualification and in favor of postgraduate studies, as the statistical value of the ($f$) test on the tool was (36.598) with the level of significance (0.000), and this value is considered statistically significant at ($\alpha \leq 0.05$). The differences between the members of the academic qualification (bachelor) and the members of the qualification (higher diploma) were in favor of the individuals of the qualification (bachelor), with an arithmetic average (2.98) higher than the members of the qualification (higher diploma), with an arithmetic average of (3.52). The differences between the members of the academic qualification (bachelor) and individuals (postgraduate) were in favor of the individuals of the qualification (bachelor), with an arithmetic average (2.98) higher than the members of the qualification (postgraduate), with an arithmetic average of (3.60), the researcher attributes this to the endeavor of teachers with a bachelor's degree and keeping pace with educational and scientific changes and developments related to education, its quality and sustainability, developing skills, values, views and procedures related to everything new and getting rid of all factors that hinder their motivation and desire to perform their tasks and duties to the fullest, developing the educational performance of teachers, developing educational practices, and raising their motivation to work and job satisfaction, and these results agreed with the results of the study (Al-Tantawi, 2017), which aimed to reveal the nature of the relationship between habits of mind, psychological burnout and motivation towards work, among teachers of intellectual disability in Riyadh, which showed differences in the responses of the study sample, and the existence of a positive relationship between psychological burnout and motivation attributed to the academic qualification in favor of the master's degree, it agreed also with the results of the study (Bani Yassin, 2018), which revealed a study to identify the level of awareness of school principals in Zarqa Governorate of the components of education for sustainable development, and the existence of statistically significant differences due to the variable of scientific qualification and in favor of the Community College diploma, and the results of the study (Al-Da’iri, 2021), which aimed to reveal the degree to which graduate students at Sultan Qaboos University acquired the principles of sustainability in education from their point of view, and the results showed that there are differences in their responses due to the academic level variable and in favor of master's students, and the results of the study (Rajaa, 2019), which aimed to identify the moral motivation of middle school teachers, showed that middle school teachers showed that they have weak moral motivation, and there are differences in the responses of the study sample due to the gender variable and in favor of females, and specialization (in favor of specialization, literary branch).

RECOMMENDATIONS

In light of the findings of the study, the researcher recommends the following:

- Develop long-term plans to enhance and measure motivation, provide insights for research on how to implement the fourth goal of the sustainable development goals further, increase knowledge of potential strategies to achieve the fourth goal and increase the effectiveness of its impact on various educational dimensions, and help educational institutions develop strategies at the community level to reach educational sustainability.
– The need to develop a proposed vision to link teacher motivation with the principles of the fourth goal of preparing and training teachers to raise the level of motivation of teachers towards work and improve the current performance of teachers.

– The need to rethink the value of education and its role in driving change towards achieving the fourth goal of the Sustainable Development Goals by empowering students and teachers and involving them in reform processes, and protecting freedom of thought and expression.

– The need to take all measures that push for educational reform in all fields through the development of teachers in their professional aspects, and increase their motivation to achieve sustainable development in all its aspects.

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