

The Extent of Job Satisfaction among Teachers of Faculties of Education at the University of Mosul

By

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Abstract

The current research aims to identify the extent of job satisfaction among the teachers of the faculties of education at the University of Mosul in the light of some variables (scientific title, years of service, gender) in College of Education for Pure Sciences, College of Basic Education, College of Education for Girls) at the University of Mosul in Nineveh Governorate for the academic year (2021-2022). The sample was distributed in a stratified random manner according to the variables of 185 male and (115) female teachers, of whom (28)) the title of professor, (99) the title of assistant professor, (117) the title of teacher, and (56) the title of assistant teacher from the two categories of service years (1-15) years at the rate of (138) teaching and teaching, and (162) in the category of duration Service (16 years or more). To achieve the goal of the research and answer its questions, the tool was a measure of job satisfaction that the researcher adopted and made adjustments to (ready scale) and it is in its final form of (23) paragraphs, equally distributed on (8) the field of nature and work environment, scientific research, salaries and wages, relationship with the faculty The relationship with the heads of departments in the college, systems of promotion and incentives, appointment, dispatch and participation in scientific conferences), and the validity of the virtual and constructivist scale (discrimination and correlation relations) was also verified, as well as extracting its stability by the two methods of re-testing, and its ratio was (0.82). Then, the coefficient was calculated for Spearman Brown if it reached (0.90) is considered a high correlation coefficient. In light of the results of the research, the researcher came out with a number of conclusions, including the enjoyment of the teachers of the faculties of education at the University of Mosul with a high level of (job satisfaction) they have. The study also suggests a number of titles for future studies in light of the current research variables and other qualitative variables.

Introduction

Research Problem

The human element is one of the most important resources in educational institutions (teaching cadres), as no one takes their role despite the technological development that serves everyone. No scientific application can take the endeavor of their role in the educational process as a whole from supervision, guidance, management and societal values because they are the most important segment in society because of their scientific, technical and professional expertise and skills in the processes of science and education. All scientific and technology applications in the educational field are the teacher who manages them and makes them at the heart of the educational institution's goals.

Research Importance

The satisfaction of the teaching staff and the work to develop their skills and various things that are in the interest of the educational process, these advantages are manifested in the first place as they are teachers in the educational process classes, and this in turn enhances the development of students. To the task of planning and developing scientific research skills, and there is a third aspect, being people of social standing, and this in turn enhances their satisfaction and skills that serve the institution, as well as training on improvisation in the fluency of scientific ideas strongly, and enhancing the possibility of planning (time management) taking into account when planning is appropriate, proportional to the time available, until the work pressure is no longer within the scope of the academic work, all thanks to the organization and division of time (Gilaspie, 2002: 11).

Research Objective

- 1 What is the level of job satisfaction for teachers of faculties of education in light of some variables: academic title, years of service, and gender?
- 2 Are there statistically significant differences at the level of significance (0.05) between the expected arithmetic averages about the research sample members' practice of job satisfaction and the hypothetical average according to the variables: scientific title, years of service, and gender?

Research Limits

The current research is limited to the following limits

- 1 For Human Frontiers: Teaching Faculties of Education at the University of Mosul.
- 2 Spatial boundaries: Colleges of Education within the University of Mosul (College of Education for Human Sciences, College of Education for Pure Sciences, College of Basic Education, College of Education for Girls).
- 3 Time limits: (2021-2022).

Defining Terms

- 1 Hakeem (2009): An internal feeling of the individual that consists in his feeling of satisfaction and happiness to satisfy his needs and desires through the practice of his profession in which he works, which resulted from this type of individual satisfaction and acceptance of what his job represents for him in terms of duties and tasks (Hakim, 2009: 57).
- 2 Al-Dulaimi (2009): The various activities that an individual engages in for the purpose of production and help him achieve his goals through his professional capabilities and capabilities. (Al-Dulaimi, 2009: 123).
- 3 The researcher defines job satisfaction as entering the world of work with a full energy of enthusiasm, because the place helps creativity and achievement and to provide what is best to suit the level of personal ambition (maximum effort), but in a spirit of peace, because the self enjoys a high level of appreciation and importance, and the physical environment is suitable to work in what is best with Knowing the vision and mission of the organization and working to achieve its goals (strategic or operational).

The Concept of Job Satisfaction

At the beginning of the twentieth century, the concept of job satisfaction appeared, and there were many and diversified studies until they touched on education (Nawawi, 2008: 16). Frederick Taylor in the United States and Henry Fayol in France (1910-1930) presented ideas

for factories that summarized Taylor's ideas in the possibility of:

1. Increasing the production of workers.
2. Increasing the profits of those who work.
3. Rewards for every increase in production.

These ideas led to the development of industrial and managerial psychology, as the ideas presented by Taylor and Henry represented the growth of the scientific management movement. Taylor's idea was that the work would be at a higher level, with fewer material losses, as there was an increase in wages through improved work performance and production rewards. These lines are the first emergence of the concept of job satisfaction (Obeid, 1997: 557). There are circumstances surrounding the individual during his work or job that affect the individual's desires, views, and level of productivity. Among the most prominent forms of job dissatisfaction are indicators of dissatisfaction at the opposite level of meaning.

Theories of Job Satisfaction

Herzberg's Two-Factor Theory

This theory was founded by the American psychologist Frederick Herzberg in 1959. It is one of the theories that specialize in job motivation, meaning that there are factors that affect the work environment, which are divided into two categories.

Health Factors

If these factors are not available, the prevailing atmosphere will be frustrating, and they are considered among the main factors on the basis of which job satisfaction is based, and that their lack of availability leads to serious consequences in the functional environment:

- A The nature and work environment, i.e. appropriate lighting, ventilation and heating, and office space suitable for the nature of the job, as well as the presence of a library equipped with books, magazines and periodicals that help to conduct scientific research and provide financial support for scientific research.
- B Job security and it is intended to achieve that the job achieves stability, security and survival in this field without the presence of threats.
- C Salary and wages the salary should be appropriate to the amount of work he performs, i.e. it should be commensurate with the cost of living, and the annual increase should also be appropriate.
- D The relationship with the administration to respect the superiors' opinions and suggestions of the employee. There is keenness by the college administration to qualify the faculty members and an academic evaluation by the officials.
- E Relationship with colleagues Faculty members work as a team work cooperation between colleagues and faculty members together in terms of administrative and technical problems and supervision, that is, there must be fairness in the evaluation by the heads and the use of expressions of thanks.

Motivating Factor

- A Growth, meaning that the job provides opportunities to acquire new skills and experiences, including professional development.

- B Appreciation, meaning that there is support and encouragement from higher administrations for scientific development, as well as the use of expressions of thanks and the extent to which officials accept constructive criticism.
- C Achievement, i.e. the extent to which the teaching staff participates in scientific conferences and the extent to which the instructor possesses the required skills in the field of specialization.
- D Responsibilities, that is, he gets his role in the work in order to do it, as it is considered a challenge on the level of the self.
- E The nature of the work, which means the atmosphere in which appreciation and respect prevail within the administrative structure or the functional environment, as well as the extent of the task assigned to the teaching staff.
- F Career development, which means promotion and its advantages such as a scientific title and an increase in wages.

Skinner's Theory

Its scientific name (reinforcement theory) is that behavior depends on the results and after the result of reinforcement, and the theory states that reinforcement alone decides to repeat the behavior or stop it. The Ministry of Higher Education relies in its method on the principle of (modifying organizational behavior) by the teachers themselves, i.e. improving performance. In order for the teacher to use this method successfully, he must follow the following steps:

- A Defining academic salaries clearly (teacher, assistant professor, professor.
- B Clearly defining the academic rank (scientific titles) that promotes access to that achievement.
- C Linking the reward directly with promotions, i.e. the scientific title allocations.
- D Choosing a schedule of reinforcement, meaning that there are schedules for promotions from a scientific title to a higher scientific title according to specific times and written steps for presenting solid research.

In Skinner's view, rewards are reinforcers designed to continually evoke positive behaviors in an individual, but what is perceived as a reinforcement in one person may not be reinforced in another. Anticipating their occurrence becomes easy because managers do not know how important praise and recognition are as reinforcement and motivation. As for punishment, it is rejected as a supporter; because while it prevents negative behavior it is a cause of anger, aggression and eventually defiance and disobedience, but it tends to follow negative behavior when it is not rewarded, and disappears over time.

Statistical Means

The researcher adopted the statistical package (SPSS) and the following statistical methods:

1. Pearson correlation coefficient.
2. T-test for two independent samples.
3. T-test for correlation coefficient.
4. T-test of one sample.
5. The positive test for the correlation coefficients of two independent samples.

Regarding the results related to the third question: What is the level of job satisfaction for teachers of faculties of education in light of some variables: academic title, years of service, and

gender? In order to answer this question according to the researcher's job satisfaction, he repeated the responses of the individuals of the research sample as a whole at each, and then extracted from them the arithmetic means for each of them, and their relative importance (relative weight) and their rank level (illustrated in the first question) and as shown in Table (1).

It is evident from Table (18) that the level of job satisfaction among the research sample members of the teaching faculties of education at the University of Mosul was high with a percentage (76%) of their various academic titles, duration of years of experience, and gender. There are relative discrepancies between these levels. These results agree with the study of (Moussa, Hadi and Hamid, 2017) in that the level of job satisfaction for the teaching staff was high. It was found that the level of job satisfaction among female teachers is higher than male teachers.

Table 1. The results of the t-test for one sample in the light of some variables (scientific title, years of service, and gender)

Variable	Sample Type	Number	SMA	Standard Deviation	Percentage	Rank Level
The Scientific Title	Professor	28	90.96	13.898	0.79	high
	Assistant Professor	99	89.19	13.048	0.775	high
	Teacher	117	85.61	15.331	0.744	high
	Assistant Teacher	56	89.95	8.839	0.782	high
Years of service	Less than 15 years old	138	87.53	13.370	0.761	high
	16 years and over	162	88.59	13.686	0.77	high
Gender	male	185	87.61	13.986	0.761	high
	female	115	88.89	12.780	0.772	high
Total		300	88.1000	13.52923	0.766	high

Rank level: Low = (23 - 41.4), Fair = (41.5 - 59.8), Medium = (59.9 - 78.2), High = (78.3 - 96.6), Very High = (96.7 - 115).

This study agrees with (Khalaf, 2019) in the presence of differences in job satisfaction in favor of females because female teachers enjoy a higher focus during job performance and this is attributed to advanced success, while their male counterparts enjoy a slightly lower degree, the researcher attributes. The reason is that the two teachers have areas of work and achievement not only restricted to the career side, but their success is multiple in terms of areas of work outside the career structure, such as commerce, for example. As for those whose scientific title (Professor) enjoys a higher level than their peers in terms of job satisfaction, the reason is due to the appreciation and scientific position they have in terms of leadership in all aspects such as discussions and supervision of master's theses and doctoral theses.

The scientific title of professorship gives teachers self-confidence and scientific status in university circles because it comes from many researches and scientific experience accumulated for many years in the field of scientific research, seminars and supervision of graduate studies. As for the title (teacher), it is less in terms of job satisfaction for not holding administrative positions. The researcher may attribute the reason to the fact that the educational

quorum is intense compared to their colleagues with scientific titles (professor, assistant professor), as the more the scientific title increases, the less the educational quorum in terms of delivering lectures. Also, due to their lack of supervision over research as privileges added to them, and the nature of their dealings with primary studies, as the primary studies are enormous as students compared to the title (Professor). The title (teacher) devotes his time to educational quorum or simple administrative tasks only; we must not forget that the category of (professor) is an individual who has reached the top of his goals. These categories enjoy the vitality to reach a goal in terms of promotion, and it is known that when a person strives to achieve his goals, he does not enjoy sufficient achievement and satisfaction only when he reaches his goal. It was found that the teachers with years of experience (1-15 years) were of equal level with a very small difference with their teaching peers with service (15 years or more). The researcher attributes these indicators to the fact that their academic numbers were at the best, since the University of Mosul is one of the oldest and distinguished universities in terms of preparation and dedication to the principles of discipline during job performance, as well as professionalism in accuracy at work. Through the scale during distribution as the research sample in terms of filling the scale, and do not forget that there is follow-up at various administrative levels (hierarchical) from top to bottom as well as the training courses that they entered by default, educational and training workshops towards the use and employment of time and electronic platforms that stimulate

achievement and excellence. Regarding the results related to the fourth question "Are there statistically significant differences at the level (0.05) between the arithmetic averages achieved for the practice of the research sample individuals, job satisfaction and the hypothetical average according to the variables: scientific title, gender, and years of experience?"

In order to answer this question, the researcher prepared the previous procedures for the second question, by comparing the arithmetic averages achieved about the practice of the research sample, job satisfaction as a whole, and the average hypothesis (96) according to the variables: gender, scientific title, years of experience, and the sample as a whole. The results were included in Table (2).

Table 2. The results of the t-test for one sample between the arithmetic averages achieved about the practice of the research sample members.

Variable	Sample Type	Number	Hypothetical Mean	SMA	Standard Deviation	T-Value		Degree of Freedom
						Tabular	Calculation	
The scientific title	Professor	28		90.96	13.898	8.363	2.06	27
	Assistant Professor	99		89.19	13.048	15.397	1.98	98
	Teacher	117	69	85.61	15.331	11.717	1.98	116

Assista nt Teache r	56	89.95	8.839	17.734	1.67	55	
	138	87.53	13.370	16.280	1.98	137	
Less than 15 years old	162	88.59	13.686	18.216	1.98	161	
	185	87.61	13.986	18.099	1.98	184	
Years of service	115	88.89	12.780	16.687	1.98	114	
	185	87.61	13.986	18.099	1.98	184	
Gender	Male	185	87.61	13.986	18.099	1.98	184
	Female	115	88.89	12.780	16.687	1.98	114
Total	300	88.10 00	13.529	24.452	1.98	298	

All the calculated values are greater than the tabular values, so there is a statistically significant difference. It is clear from the table that the calculated t-values are all greater than the tabular t-values at the level (0.05) and the degree of freedom (1 (n-), which means that there are statistically significant differences between these achieved arithmetic averages and the hypothetical average (69) and in favor of those achieved averages. These results indicate that the teachers of the faculties of education possess an appropriate (above average) amount of job satisfaction, and this comes through what was mentioned in the previous question and what was detailed. years of experience), and this question is consistent with Abdullah's study (Abdullah, 2021) in terms of the presence of statistically significant differences at (0.05) between the arithmetic averages achieved for a trend of job satisfaction for sample individuals and the average according to the gender variable and years of service. By observing the above table, we see that the percentages according to gender, number of years of experience and scientific title are almost similar or closely related, and this indicates that satisfaction is not affected by scientific title, years of service, or gender, and this result above is consistent with the study of Carleo (Carleo, 1989) in terms of satisfaction. Occupation does not differ according to age, gender and marital status.

Conclusions

In light of the research results, the researcher came up with the following conclusions:

- 1 The teachers of the colleges of education at the University of Mosul enjoyed a high level of job satisfaction over their professional performance.
- 2 The higher the job satisfaction of teachers of faculties of education, the positively it will be reflected on their time management.
- 3 The teaching staff (teacher) and females in general enjoy high job satisfaction and time management.
- 4 It was found that the level of job satisfaction among female teachers is higher than that of male teachers.
- 5 For the title (teacher), less in terms of job satisfaction.

Recommendations

In light of the results of the research, the researcher recommends directing teachers of the rank of assistant teacher with the constants and skills of university education to enhance their job satisfaction.

Suggestions

To complement the current research, the researcher suggests conducting the following future studies: Job satisfaction and its relationship to self-management among the administrators of the University of Mosul, and the effectiveness of an educational program in enhancing job satisfaction among the teachers of the University of Mosul.

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