

The Level of Job Satisfaction of Academic Staff Members at Zarqa University in the Light of Some Academic Variables

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Abstract

The study aims at investigating the level of job satisfaction of academic staff members at Zarqa University in the light of some professional and individual variables. The study was conducted on a sample included a total of 309 academic staff members At Zarqa university, for the academic year (2013-2014). To achieve the objectives of the study, the researcher distributed a questionnaire of 38 items in four Fields. Tool validity was tested by a group of arbitrators as Internal Constancy of questionnaire items was calculated by the use of Cronbach Alpha Formula. Thus, total reliability coefficient was (0.96). The researcher also used Statistical methods such as, arithmetic mean, standard deviation, T-test for two independent samples and ANOVA (One-way Analysis of Variance) for testing the hypotheses of the study.

The study found the following main results:

1. Results indicated that the realization of job satisfaction and its variables for academic staff members at Zarqa University was considered High in their points of view.
2. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Sex variable.
3. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Age variable.
4. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Education variable.
5. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Years of experience variable.
6. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Faculty type variable.
7. There were statistically significant differences at the level of significance ($\alpha= 0.05$) in the level of job satisfaction attributed to Academic rank variable.

According to the results, the study came to a set of recommendations and suggestions.

Keywords: Job Satisfaction, Academic administration, Institutions of Higher education, Zarqa University.

Introduction

Institutions of higher education come first in the academic pyramid, at the level of all countries, represented by universities and colleges. Academic staff members are considered the main and the most important element in educational institutions because of their imposing stature in society. Their constant goals include enhancing and improving the quality of education, fulfilling the needs of the society, constructing morals, affirming knowledge and transferring information to students. Thus, educational institutions have a big role in the industry of intellectuality.

Academic (university) administration is one of most sensitive types of dministration because of its leading role in education, scientific and technological fields, exploration, scientific researches as well as in serving the surrounding area. Hence, there appears the need for an aware leading administration which is always thirsty for enhancing the present and creating brighter future in spite of people's satisfaction and acceptance. A wise academic administration must have competent and efficient individuals since the institutions of higher education, represented by universities, get affected by the type and process of administration. Academic administration is also regulated by a set of laws and instructions which must be fully applied in order to assure the enhancement of jobs and positions as well as providing employees with general services and needs. (Al-Ghayth, 2000)

An academic staff member has good reputation because of his role in optimizing the quality of education, in conformity with recent feeds and community needs. Another thing is that an academic staff member is deemed the building block of success inside the walls of university. He\she is also considered the core of the scientific and academic activities because he\she helps individuals develop intellectually and morally, transfers information, guides and assesses students, executes programs of community service. Therefore, He\she is the one who mostly contributes to the development at university and in the universe. (Khasawnah et al, 2001)

Providing the academic staff members at Jordanian universities with services could foster the feelings of warmness and loyalty among them and increase satisfaction with their jobs. This conforms to the main goal of

administration which is based on education enhancement, service provision, psychological and physical needs fulfillment, organizational-climate refinement. So, administration is an epidermal and dynamic activity which leads to more efficiency at work if applied properly. (Batainah et al, 2010).

First: The approach of the study

1-Problems and questions of the study:

The concept of job satisfaction:

Job satisfaction is a goal that all employees wish to have, especially academic staff members. Therefore, job dissatisfaction could lead to bad consequences when it comes to the way of performance and the process of education. Regarding the frame of reference of studies about job satisfaction of academic staff members at the institutions of higher education, the researcher found that studies on job satisfaction at private universities were rarely conducted. The researcher also found, as a professor at a private university, that the level of job satisfaction and psychological stability of academic staff members at private universities was low. This could be referred to Administrative, materialistic and professional factors. As a result, the dimensions of the problem could be summarized by the two following questions:

- a- What is the level of job satisfaction of academic staff members at Zarqa University?
- b- Does the level of job satisfaction academic staff members at Zarqa University differ according to individual and professional factors including (Sex, Martial status, Age, Academic rank, Years of experience and Faculty type)?

2-The objective of the study:

The study aimed at investigating the level of job satisfaction of academic staff members at Zarqa University in the light of some academic variables as it particularly aimed to achieve the following objectives:

- a- Investigating the factors affecting the level of job satisfaction of academic staff members at Zarqa University.
- b- Providing a theoretical and intellectual frame of reference about the level of job satisfaction of the sample of the study.
- c- Investigating the fields contributing to the boost of the level of job satisfaction of academic staff members at Zarqa University including (Academic administration, Job conditions and environment, Salary, promotion and performance evaluation).
- d- Measuring differences in the level of job satisfaction of academic staff members at Zarqa University according to individual and professional characteristics including (Sex, Martial status, Age, Academic rank, Years of experience and Faculty type).
- e- Submitting full results provided with recommendations to the university administration as feedback for promoting the level of job satisfaction of academic staff members at Zarqa University.

3- The importance of the study:

The importance of the study stems from the requirements of the contemporary life characterized by high levels of dynamism and complexity. This causes educational institutions to shoulder the responsibility of responding to internal and external changes as well as drawing university officials' attention to job satisfaction in order to take the matter into consideration and insert it in their programs of administrative development. This study reveals general basics and principles used to find the appropriate conditions and determine the level of job satisfaction of academic staff members at Zarqa University. This study could also be a motive for making more integral studies that shall help in enhancing job satisfaction at Zarqa University.

3- The hypotheses of the study:

To achieve the objectives of the study, the researcher sat one main hypothesis with a Zero value (H_0) as follows:

According to the main hypothesis, six secondary hypotheses branched out as follows:

The study hypotheses:

- H_{01} : There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of job satisfaction attributed to Sex.
- H_{02} : There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of job satisfaction attributed to Martial status.
- H_{03} : There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of job satisfaction attributed to Academic rank.
- H_{04} : There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of job satisfaction attributed to Years of experience.
- H_{05} : There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of

job satisfaction attributed to Age.

H_{06} : There were no statistically significant differences at the level of significance of $(\alpha \leq 0.05)$ job satisfaction attributed to Faculty type variable.

Second: The theoretical frame and previous studies

1- The theoretical frame:

The concept of job satisfaction

The concept of job satisfaction is the same as many other administrative concepts when it comes to the problem that researcher didn't agree upon one specific definition for it. However, it can be said that Job satisfaction is the sensation of comfort, gratification at work, enjoyment of work performance and contentment with job permanency. Such sensation is, above all, the result of a group of job elements including, academic (university) administration, and social distance with workmates, salaries, privileges, promotions and job conditions. (Barbara, 2000)

(Al-aghbari, 2003) says that job satisfaction reflects the poise of positive and negative feelings toward job with all its dimensions such as salary, job conditions, the skills of communication with headquarters and workmates, promotion and professional excellence.

The issues of job satisfaction, promotion and gratification at work were first taken into consideration in the late 1600's of the 20th century. This was because of the notion saying that academic staff members represent the most salient inputs of the educational process at universities. Therefore, satisfied academic staff members are considered more efficient and capable of performing their mere educational duties than their dissatisfied mates. (As-Su'oud, 2001)

The more the role of a university, in leading the scientific and technological awakening as well as participating in community service, is big and distinctive, the more the role an academic staff member can be salient and magnificent. An academic staff member is believed to be the building block in the academic construction because of his role in forming student personality, sharing knowledge and writing scientific researches which shall serve the fields of scientific and technological development. (At-Ta'I and Al-A'bbadi, 2011)

The more the surrounding environment was positive and comfortable alongside the elements of encouragement and ingenuity, the more the academic professor can be happy and satisfied with his job. Thus, he would do his work perfectly and serve his university in the first place, then himself, his society and his nation. (Abu Samrah, 2005)

2- Previous studies:

To achieve the objectives of the study, the researcher relied on a group of relevant studies:

1-2- Arabic Studies:

- **A study (Rudhwan, 2013) titled *Job Satisfaction and its Relation to Administrative Ingenuity of Academic Staff Members of Physical Education Departments at Yemeni Universities and Colleges.***

This study aimed at investigating the level of job satisfaction and administrative ingenuity of academic staff members of physical education departments at Yemeni universities and colleges and the relation between those two concepts. A questionnaire of two sections was prepared. The first section was to measure job satisfaction while the second one was to measure administrative ingenuity. The sample of the study consisted of 41 out of 85 academic staff members of physical education departments at Yemeni universities and colleges. Statistical methods such as arithmetic mean, percentage rate, Pearson correlation equation were used for data processing. Results showed that the level of job satisfaction and administrative ingenuity of academic staff members of physical education departments at Yemeni universities and colleges was moderate. Thus, the study recommended encouraging academic staff members to more administrative ingenuity by appeasing them and providing them with services.

- **A Study (Mansour, 2010) titled *The Level of Job Satisfaction of Academic Staff Members at An-Najah University of Palistine.***

This study aimed at investigating the level of job satisfaction of academic staff members at An-Najah National University as well as determining the effect of education and experience on Job satisfaction. The sample of the study included 138 out of the total number of academic staff members. A questionnaire consisted of 51 items in six fields was prepared. Results showed that the total level of job satisfaction was moderate while the rate of response reached (61.8%). Job satisfaction according to promotion and raises was the least with a rate of (56%). Also, results indicated statistically significant differences in the level of job satisfaction attributed to experience variable (with an advantage given to people with the most years of experience), and education variable (with an advantage given to people with the highest degrees of education).

- **Astudy (Adbullah, 2008) titled *Job Satisfaction of Executives at Al-Khartoum University.***

This study aimed at investigating the total level of job satisfaction of Executives at Al-Khartoum University and

the differences in the level of job satisfaction among them according to “experience”, “age”, “education” and “position”. The sample of the study consisted of (56) Executives at Al-Khartoum University. The study showed that the level of job satisfaction of executives was statistically and significantly negative according to the fields of “salary and raises”, “professional growth” and “promotion”. The level of job satisfaction of executives was statistically significant according to social distance with workmates and the job itself, job security and stability, direct administration as well as supervision. Also, there was no statistically significant relation between job satisfaction and years of experience according to “social distance with workmates”, “salary and raises”, “direct administration”, “supervision”, “job security and stability”, “professional growth” and “promotion”. At last, there was a statistically and significantly negative relation between job satisfaction and “years of experience” according to the kind of job as well as “job security and stability”.

- A study (Ash-shraidah, 2002) titled *Some Factors Affecting the Level of Job Satisfaction of Academic Staff Members at Yarmouk University and the Services Provided There.*

This study aimed at investigating the level of job satisfaction of academic staff members at Yarmouk University. The sample of the study included all 657 academic staff members at university, of which 247 (37%) were chosen randomly. The results showed that there were no statistically significant differences in opinions and impressions of academic staff members, at Yarmouk University, about the services provided at university.

- A study (As-Su'oud, 2001) titled *Job Satisfaction of Academic Staff Members At Jordanian Private Universities.*

This study aimed at investigating the level of job satisfaction of academic staff members at Jordanian private universities and its relation to some variables. The sample of the study included 105 out of 612 PhD-holding academic staff members. A questionnaire consisted of 32 items in five fields was prepared. Results showed that the level of job satisfaction of academic staff members at Jordanian private universities was moderate on the total level scale, according to “social distance with workmates” and “job conditions”. The level of job satisfaction according to “salary and raises” was low. There were statistically significant differences in the level of job satisfaction according to “sex” and “faculty type”, in three or more of the five fields of job satisfaction. Also, there were no statistically significant differences in the level of job satisfaction according to “marital status”, “age”, academic rank and “years of experience”, in, at least, three fields of job satisfaction.

-A study (Shdeafat, 1999) titled *Job satisfaction of Academic Staff Members at Yarmouk University.*

This study aimed at investigating the level of job satisfaction of academic staff members at Yarmouk University according to “job conditions”, “raises”, “mental motivation”, “sex”, faculty type”, “years of experience”, “academic rank” as well as “social distance with workmates and administration”. Results of the study showed that job satisfaction according to raises and mental motivation was low. Also, “job conditions” was considered an important factor for academic staff members. There were no statistically significant differences in the level of job satisfaction according to “sex” and “faculty type”. Moreover, there were statistically significant differences in the level of job satisfaction according to “years of experience” and academic rank.

- A study (Ma'ai'ah, 1995) titled *Leadership and its Impact on Job Satisfaction of Faculty Deans at Jordanian Governmental Universities as Seen by Academic Staff Members Thereof.*

This study aimed at investigating leadership and its impact on job satisfaction of faculty deans at Jordanian governmental universities as seen by academic staff members thereof. Results showed that the level of job satisfaction academic staff members at Jordanian governmental universities was moderate, according to four fields used in the study. Results also indicated that there were statistically significant differences in the level of job satisfaction according to “university” (with an advantage given to University of Jordan and Yarmouk University), “faculty type” (with an advantage given to humanitarian faculties) and academic rank (with an advantage given to assistant professors).

- A study (Tannash, 1990) titled *Job Satisfaction of Academic Staff Members at University of Jordan.*

This study aimed at investigating the level of job satisfaction of academic staff members at University of Jordan and its relation to some academic variables. The study was conducted on 51% of academic staff members of 500 people. The researcher distributed a 40-item questionnaire in five fields. Results showed that the level of job satisfaction according to “salary and raises” was the least among all fields. There were no statistically significant differences in the level of job satisfaction according to “sex” and “marital status”. But, there were statistically significant differences in the level of job satisfaction according to “age”, “years of experience”, “academic rank”, the “nature of the academic job” and “faculty type”.

2-2- Foreign Studies:

- A study (Roman, 2004) titled *An Evaluation of Job Satisfaction of Public Physical Educators in Portorico.*

This study aimed at investigating the evaluation of internal and external factors affecting the level of job satisfaction of public physical educators in Portorico. The study included external factors including “salary” and “job conditions”; in addition to internal factors concerning “achievements”, “appreciation” and “occupation”.

Results showed that external factors could have an effect on decreasing the level of job satisfaction as internal factors could have an effect on increasing the level of job satisfaction. Moreover, there were no differences in the level of job satisfaction between males and females.

- **A study (McCracken, 2002) titled *The Relationship between Stress Level and Job Satisfaction among Community College Faculty in East Tennessee.***

This study aimed at investigating the relationship between stress level and job satisfaction of academic staff members in 25 faculties at Community College in East Tennessee. The study also aimed at investigating the impact of some variables on the level of job satisfaction. Results of the study showed that there was a strong reverse relationship between both variables of stress level and variables of job satisfaction of academic staff members. Also, there were feelings of positivity and satisfaction concerning all variables, except for “salary” and “promotion”.

- **A study (Helgel, 2001) titled *Job Satisfaction of Full-time Faculty at Colleges of Pharmacy in the United States.***

This study aimed at investigating the sources of job satisfaction and dissatisfaction of academic staff members at colleges of pharmacy in the United States. The study was conducted on a total of 259 academic staff members at colleges of pharmacy in the United States. Results showed that academic staff members were generally satisfied with their jobs. Academic staff members were satisfied according to academic environment and occupation. Dissatisfaction of academic staff members was because salary, whereas the policy of the academic administration had no effect on the level of satisfaction at all.

- **A study (Whippy, 2001) titled *Leadership and Faculty Job Satisfaction at the University of Guam.***

This study aimed at investigating leadership of academic heads and the level of job satisfaction of academic staff members at the University of Guam, by the use of Leader-Participant model (Fiddler Model) which sets three elements of administration; head-employee relationship, head authority and clarity of tasks. Results showed that “head authority” and “head-employee” relationship were weak, whereas tasks were clear. Also, there was a high level of internal satisfaction and low level of external satisfaction

- **A study (Koastelios, 2001) titled *Personal Characteristics and Job Satisfaction of Greek Teachers.***

This study aimed at investigating the level of job satisfaction on a sample of Greek teachers. The study also investigated the relationship between job satisfaction and some individual features of teachers. Results showed that sample of the study were satisfied with job and educational supervision, and dissatisfied with salary and promotion. Results also showed that “age” and “sex” could indicate the nature of job that teachers have.

Third: The methodology and procedures of the study

1- The approach of the study:

Descriptive and analytical approaches were used in this study. Descriptive approach was used to present job satisfaction evaluated by academic staff members at Zarqa University. Analytical approach was used to measure differences in the level of job satisfaction according to individual and professional features including (sex, marital status, age, academic rank, years of experience and faculty type).

2- The sample of the study:

The sample of the study included a total of 309 academic staff members at Zarqa University for the academic years (2013-2014). Academic staff members included in the study were of the following ranks; instructor, assistant professor, associate professor and (full) professor. Table (1) gives a description about the sample of the study:

Table (1): A description of individual and professional features of the sample of the study (N=252)

Percentage rate%	Frequency	characteristics	variable
63.49	160	Male	Sex
36.51	92	Female	
88.89	224	Married	Marital status
11.11	28	Unmarried	
11.11	28	Instructor	Academic rank
39.68	100	Assistant professor	
36.90	93	Associate professor	
12.30	31	(full) Professor	Years of experience
25.40	64	Less than 5 years	
34.92	88	5 - 10 years	
39.68	100	10 years or more	Age
16.67	42	Less than 35	
61.90	156	35 – 50 years	
21.43	54	50 years or more	Faculty
44.84	113	Scientific	
55.16	139	literature	

3- Sources of data and information:

This study relied on two sources of data:

Primary sources of data: gathered from a 38-item questionnaire prepared to investigate the level of job satisfaction of academic staff members at Zarqa University.

Secondary sources of data: gathered from theoretical studies, books, references, articles and scientific researches published in journals, and on the internet.

4-Statistical tools used in the study:

To achieve the objectives of the study, the researcher used some statistical tools to calculate the level of job satisfaction of academic staff members at Zarqa University. The researcher also prepared a 38-item questionnaire in four fields; “academic administration”, “Job conditions and environment”, “salary and raises” as well as “performance evaluation”. Five-Point Likert scale was used for calculating the level of job satisfaction. For field-and-item evaluation, a tool of three categories was used. The value of the cutoff was calculated by dividing the subtraction of the peak value and the threshold value by three. Thus, the value of the cutoff was $\{(5-1)/3=1.33\}$. The degrees of evaluation were as follows:

High evaluation degree	Average evaluation degree	Low evaluation degree
5 - 2.68	3.67 - 2.34	2.33 - 1

Tool validity and internal constancy were calculated as follows:

a- Tool validity:

To measure tool validity, the tool was reviewed by eight arbitrators from academic staff members of the following majors; administration, research methodology and applied statistics. Arbitrators provided the researcher with feedback and recommendations about the correlation between the items of the questionnaire. Feedback of the arbitrators was taken into consideration.

b- Internal constancy:

To measure internal constancy, the researcher calculated tool reliability coefficient (the correlation between the items of the study) by the use of Cronbach Alpha formula. Thus, total reliability coefficient was (0.96) as it is shown in Table (2):

Table (2): Results of internal constancy (the correlation between the items of the study) test

Reliability value	Number of paragraphs	Fields	No
0.92	10	Academic Administration	1
0.83	10	Job conditions and environment	2
0.88	10	Salary and raises	3
0.91	8	Performance evaluation	4
0.96	38	Total	-

The results showed that constancy value of the four fields and the total value of reliability tool ranged between (0.83-0.96). These values of internal constancy were considered extremely high and enough for the purpose of the study.

5- Statistical analysis methods:

After putting questionnaire data in tables, there were used descriptively and analytically statistical methods available in the Statistical Package for Social Scientifics (SPSS). These methods were used to answer the questions of the study and test hypotheses. Here are the statistical methods used for data statistical analysis:

- 1- (Cronbach Alpha) formula.
- 2- Frequency and percentage.
- 3- Arithmetic mean and standard deviation.
- 4- T-test for two independent samples.
- 5- ANOVA (One-way Analysis of Variance).
- 6- Scheffe Test.

Fourth: Data statistical analysis

In this section, the researcher presents the statistical-analysis results of the sample's answers. These results were measured by the use of some statistical indicators available in the SPSS. These results are presented as follows:

1-Results related to the answer of the study question:

What is the level of job satisfaction of academic staff members at Zarqa University?

To answer this question, arithmetic mean and standard deviation were used.

Table (3) shows the analysis results of the answers of academic staff members, at Zarqa University, about some academic variables related to job satisfaction.

Arithmetic mean was used to determine the level of concentration of each variable. Also, standard deviation was calculated in order to determine the level of dispersion from the average.

Table (3): Arithmetic means and standard deviations of the answers of academic staff members at Zarqa University about some academic variables related to job satisfaction

Evaluation degree	Order	Standard deviation	Arithmetic mean	Academic variables	No.
High	1	0.49	4.09	Academic administration	1
High	4	0.57	3.83	Job conditions and environment	2
High	2	0.65	3.88	Salary and raises	3
High	3	0.72	3.84	Performance evaluation	4
High	-	0.54	3.91	Total Arithmetic mean of variables	-

Table (3) also shows that the sample's answers about the variables related to job satisfaction of academic staff members at Zarqa University were positive, with an arithmetic mean of (3.91), and a standard deviation of (0.54). This means that the academic staff members' evaluation of these variables was also positive in their points of view. Results showed that the sample of the study had a clear idea about the level of job satisfaction of academic staff members at Zarqa University. The level of Job satisfaction according to each variable was as follows:

-1 Academic administration:

According to table (3), results showed that the sample's answers about evaluating "academic administration" at Zarqa University were positive, with an arithmetic mean of (4.09) and a standard deviation of (0.49). This means that academic staff members' evaluation of "academic administration" was also positive in their points of view.

“Academic administration” variable topped the list of priorities of academic staff members at university because of the “open door” policy applied by the academic administration at Zarqa University.

2 -Job conditions and environment:

According to table (3), results showed that the sample’s answers about evaluating “job conditions and environment” at Zarqa University were positive, with an arithmetic mean of (3.83) and a standard deviation of (0.57). This means that academic staff members’ evaluation of “Job conditions and environment” was also positive in their points of view. “Job conditions and environment” variable came fourth (last) in the list of priorities of academic staff members at university because of the good job conditions and environment. The level of job satisfaction was also high because of the mutual respect among workmates. On the other hand, the level of job satisfaction of academic staff members was low because of the interference of faculty administration in the sample’s work. So, it was recommended that faculty administration decreases its interference in academic staff members’ work in order to spread comfort and contentment among them.

3 -Salary and raises:

According to table (3), results showed that the sample’s answers about evaluating “salary and raises” and environment at Zarqa University were positive, with an arithmetic mean of (3.88), and a standard deviation of (0.65). This means that academic staff members’ evaluation of “salary and raises” was also positive in their points of view. “Salary and raises” variable came second in the list of priorities of academic staff members at university because of the supreme academic administration’s interests concerning the issues of salary, raises and rewards.

4 -Performance evaluation:

According to table (3), results showed that the sample’s answers about “performance evaluation” at Zarqa University were positive, with an arithmetic mean of (3.84) and a standard deviation of (0.72). This means that academic staff members’ evaluation of performance was also positive in their points of view. “Performance evaluation” variable came third in the list of priorities of academic staff members at university because the sample had a clear idea about faculty administration’s evaluation of academic staff members.

2- The test of the study hypothesis:

H₀ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to sex, Martial status, age, academic rank, years of experience and faculty type.

The study hypothesis was tested by the use of T-test for two independent samples as well as one-way analysis of variance (ANOVA).The results of the study hypothesis test is explained with details as follows:

The first secondary hypothesis

H₀₁ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to Sex.

In order to check hypothesis validity, arithmetic mean and standard deviation of the sample’s answers about the level of job satisfaction of academic staff members at Zarqa University, according to “sex”, were calculated. Table (4) shows the results of T-test:

Table (4): T-test results of measuring differences in arithmetic means of the level of job satisfaction of academic staff members at Zarqa University, according to sex

Statistical significance	T value	Standard deviation	Arithmetic mean	Quantity	Age	Fields
0.000	5.49	0.86	4.22	160	Male	Academic administration
		1.14	3.88	92	Female	
0.001	3.38	0.87	3.74	160	Male	Job conditions and environment
		0.90	3.98	92	Female	
0.000	3.88	1.55	4.00	160	Male	Salary and raises
		0.92	3.68	92	Female	
0.802	0.25	1.20	3.85	160	Male	Performance evaluation
		0.85	3.82	92	Female	
0.127	1.53	0.80	3.95	160	Male	Total variables
		0.70	3.84	92	Female	

Results in Table (4) showed that:

- a- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in the fields of “academic administration”, “Job conditions and environment”, and “salary and raises”, according to “sex”. The calculated T values of (5.49), (3.38) and

(3.88), had significance values ($\alpha \leq 0.05$) less than (0.05). These differences in values gave an advantage to “males” and “females” according to (academic administration, job conditions and environment) and to (salary and raises), respectively. Differences were proved by saying that the arithmetic mean value of males were higher than the arithmetic mean values of females.

b- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in the fields of “faculty type” and “performance evaluation”, according to “sex”. T values, according to “faculty type” and “performance evaluation”, were (1.53) and (0.25) with significance values of (0.127) and (0.802), respectively. These values had statistical significance because the values of statistical significance ($\alpha \leq 0.05$) were more than (0.05).

The second secondary hypothesis

H₀₂ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to martial status.

To check hypothesis validity, arithmetic mean and standard deviation of the sample’s answers about the level of job satisfaction of academic staff members at Zarqa University, ,according to “martial status”, were calculated.

Table (5) shows the results as follows:

Table (5): T-test results of measuring differences in arithmetic means of the level of job satisfaction of academic staff members at Zarqa University, according to martial status

Statistical significance	T value	Standard deviation	Arithmetic mean	Quantity	Martial status	Fields
0.000	8.24	0.44	4.17	224	Married	Academic administration
		0.46	3.45	28	Unmarried	
0.796	0.25	0.56	3.83	224	Married	Job conditions and environment
		0.71	3.80	28	Unmarried	
0.000	4.79	0.56	3.95	224	Married	Salary and raises
		0.97	3.35	28	Unmarried	
0.000	3.72	0.51	3.90	224	Married	Performance evaluation
		1.53	3.38	28	Unmarried	
0.000	4.51	0.45	3.96	224	Married	Total variables
		0.92	3.49	28	Unmarried	

Results in Table (5) showed that:

a- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “ academic administration”, “salary and raises”, “evaluation performance” and “total variables”, according to “martial status”. T values of (8.24, 4.79, 3.72 and 4.51) proved the differences since their statistical significance values ($\alpha \leq 0.05$) were less than (0.05).These differences in all fields gave an advantage to “unmarried” staff members.

b- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “job conditions and environment”, according to “martial status”. The calculated T value was (0.25), with a significance value of (0.796). This value of statistical significance ($\alpha \leq 0.05$) was more than (0.05).

The third secondary hypothesis

H₀₃ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to Academic rank.

To check hypothesis validity, ANOVA (One-way Analysis of Variance) was calculated. Table (6) shows the results as follows:

Table (6): ANOVA results of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to academic rank

Statistical significance	F value	Mean squares	Degrees of freedom	Sum of squares	Variance source	Field
0.000	6.74	1.53	3	4.60	Between-Groups	Academic administration
		0.23	248	56.40	within-Groups	
			251	61.00	Total	
0.054	2.58	0.84	3	2.51	Between-Groups	Job conditions and environment
		0.32	248	80.38	within-Groups	
			251	82.89	Total	
0.003	4.72	1.88	3	5.65	Between-Groups	Salary and raises
		0.40	248	98.89	within-Groups	
			251	104.54	Total	
0.000	22.89	9.30	3	27.90	Between-Groups	Performance evaluation
		0.41	248	100.76	within-Groups	
			251	128.66	Total	
0.000	6.22	1.69	3	5.06	Between-Groups	Total variables
		0.27	248	67.22	within-Groups	
			251	72.28	Total	

Results in Table (6) showed that:

a- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “job conditions and environment”, according to “academic rank”. The calculated F value was (2.58), with a significance value of (0.054). The value of statistical significance ($\alpha \leq 0.05$) was more than (0.05).

b- There were statistically significant differences, at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “salary and raises”, “evaluation performance” and “total variables”, according to “academic rank”. F values of (6.74, 4.72, 22.89 and 6.22) proved the differences since their statistical significance values ($\alpha \leq 0.05$) were less than (0.05).

In order to measure these differences, Scheffe test was used. Table (7) shows the results of this test:

Table (7): Results of Scheffe test of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to academic rank

(full) Professor	Associate professor	Assistant professor	Academic rank	Arithmetic mean	Fields
*	*		Instructor	3.80	Academic administration
			Assistant professor	4.03	
			Associate professor	4.23	
			(full) Professor	4.15	
		*	Instructor	3.55	Salary and raises
			Assistant professor	4.01	
			Associate professor	3.89	
			(full) Professor	3.72	
	*		Instructor	3.19	Performance evaluation
			Assistant professor	3.91	
			Associate professor	4.13	
			(full) Professor	3.34	
	*		Instructor	3.62	Total variables
			Assistant professor	3.93	
			Associate professor	4.04	
			(full) Professor	3.72	

(*) indicates that the subtraction of two arithmetic means is statistically significant

Table (7) shows that differences in the level of job satisfaction according to “academic administration” and “performance evaluation” were between the rank “instructor” and the two ranks “associate professor” and “(full) professor”. The significance of these differences gave an advantage to “associate professor” and “instructor”, whose arithmetic mean values were higher compared to that of “(full) professor”. This means that the more the academic rank was higher, the more the level of satisfaction was higher. As for “Salary and raises”, there were differences between the arithmetic means of both “Instructor” and “Assistant professor”(with an advantage given to assistant professor). Differences in total variables were between “Instructor” and “associate professor” (with an advantage given to associate professor, whose arithmetic mean value was the highest in the table hereinabove).

The fourth secondary hypothesis

H₀₄ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to Years of experience.

To check hypothesis validity, ANOVA (One-way Analysis of Variance) was applied, as seen in table (8):

Table (8): ANOVA results of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to years of experience

Statistical significance	F value	Mean squares	Degrees of freedom	Sum of squares	Source of variance	Fields
0.032	3.49	0.83	2	1.66	Between-groups	Academic administration
		0.24	249	59.34	Within-groups	
			251	61.00	Total	
0.000	18.41	5.34	2	10.68	Between-groups	Job conditions and environment
		0.29	249	72.21	Within-groups	
			251	82.89	Total	
0.037	3.35	1.37	2	2.74	Between-groups	Salary and raises
		0.41	249	101.80	Within-groups	
			251	104.54	Total	
0.000	11.00	5.22	2	10.44	Between-groups	Performance evaluation
		0.47	249	118.22	Within-groups	
			251	128.66	Total	
0.000	9.40	2.54	2	5.07	Between-groups	Total variables
		0.27	249	67.20	Within-groups	
			251	72.28	Total	

According to table (8), Results show that there were statistically significant differences, at the level of significance ($\alpha \leq 0.05$), in the level of job satisfaction attributed to years of experience. Total F values (3.49, 18.41, 3.35, 11.00 and 9.40), respectively, proved the differences since total statistical significances value ($\alpha \leq 0.05$) was less than (0.05).

In order to determine the sources of these differences, Scheffe test was used. Table (9) shows the results of the test as follows:

Table (9): Results of Scheffe test of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to years of experience

10 years or more	Between 5 and 10 years	Years of experience	Arithmetic mean	Fields
*		Less than 5 years	3.96	Academic administration
		5 - 10 years	4.10	
		10 years or more	4.17	
*		Less than 5 years	3.68	Job conditions and environment
*		Between 5 and 10 years	3.65	
		10 years or more	4.08	
		Less than 5 years	3.85	Salary and raises
*		Between 5 and 10 years	3.76	
		10 years or more	4.00	
*		Less than 5 years	3.73	Performance evaluation
*		5 - 10 years	3.63	
		10 years or more	4.09	
*		Less than 5 years	3.81	Total variables
*		5 - 10 years	3.79	
		10 years or more	4.08	

(*) indicates that the subtraction arithmetic means are statistically significant.

Table (9) shows that the differences in the level of job satisfaction, according to “academic administration” and “salary and raises”, were between “less than 5 years” and “10 years or more” (with an advantage given to 10 years or more). As for “job conditions and environment”, “performance evaluation” and “total variables”, differences in these fields were between “10 years or more” and the other two year groups (with an advantage given to “10 years or more” year group, " arithmetic mean value was the highest among all arithmetic mean values in the table).

The fifth secondary hypothesis

H₀₅ : There were no statistically significant differences at the level of significance in job satisfaction ($\alpha \leq 0.05$) attributed to Age.

To check Hypothesis validity, ANOVA (One-way Analysis of Variance) was applied, as seen in table (10):

Table (10): ANOVA results of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to age

Statistical significance	F value	Mean squares	Degrees of freedom	Sum of squares	Source of variance	Fields
0.000	42.08	7.70	2	15.41	Between-groups	Academic administration
		0.18	249	45.59	Within-groups	
			251	61.00	Total	
0.000	10.61	3.26	2	6.51	Between-groups	Job conditions and environment
		0.31	249	76.38	Within-groups	
			251	82.89	Total	
0.000	15.44	5.77	2	11.54	Between-groups	Salary and raises
		0.37	249	93.00	Within-groups	
			251	104.54	Total	
0.019	4.04	2.02	2	4.04	Between-groups	Performance evaluation
		0.50	249	124.62	Within-groups	
			251	128.66	Total	
0.000	12.02	3.18	2	6.36	Between-groups	Total variables
		0.26	249	65.92	Within-groups	
			251	72.28	Total	

Table (10) shows that there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in all fields, according to “age”. F vales of (42.08, 10.61, 15.44, 4.04, 12.02), respectively, proved the differences since total statistical significance ($\alpha \leq 0.05$) was less than (0.05).

In order to determine the sources of these differences, Scheffe test was used, as seen in table (11):

Table (11): Results of Scheffe test of measuring differences in the level of job satisfaction of academic staff members at Zarqa University, according to age

50 years or more	50 - 35 years	Age group	Arithmetic mean	Fields
		Less than 35 years	3.83	Academic administration
*		35 – 50 years	4.29	
		50 years or more	3.74	
		Less than 35 years	4.13	Job conditions and environment
*		35 – 50 years	3.82	
		50 years or more	3.61	
		Less than 35 years	3.80	Salary and raises
*		35 – 50 years	4.03	
		50 years or more	3.50	
		Less than 35 years	3.75	Performance evaluation
*		35 – 50 years	3.93	
		50 years or more	3.63	
		Less than 35 years	3.88	Total variables
*		35 – 50 years	4.02	
		50 years or more	3.62	

(*) indicates that the subtraction of arithmetic means are statistically significant

According to table (11), differences in the level of job satisfaction, according to “age”, were between “35 – 50 years” and “50 years or more”(with an advantage given to “50 years or more” age group, whose arithmetic mean value was the highest among all arithmetic mean values in the table).

The fifth secondary hypothesis:

H₀₆ : There were statistically significant differences at the level of significance of job satisfaction ($\alpha \leq 0.05$) attributed to the faculty type variable.

To check hypothesis validity, arithmetic mean and standard deviation for sample’s answers, about the level of job satisfaction, were calculated, as seen in table (12):

Table (12): T-test results of measuring differences in arithmetic means of the level of job satisfaction of academic staff members at Zarqa University, according faculty type

Statistical significance	T value	Standard deviation	Arithmetic mean	Quantity	Faculty type	Fields
0.549	0.60	0.49	4.07	113	Scientific	Academic administration
		0.49	4.11	139	Humanitarian	
0.187	1.32	0.43	3.88	113	Scientific	Job conditions and environment
		0.67	3.78	139	Humanitarian	
0.496	0.68	0.67	3.91	113	Scientific	Salary and raises
		0.63	3.85	139	Humanitarian	
0.007	2.70	0.86	3.70	113	Scientific	Performance evaluation
		0.55	3.95	139	Humanitarian	
0.639	0.46	0.56	3.89	113	Scientific	Total variables
		0.52	3.92	139	Humanitarian	

Table (12) showed the following results:

- a-** There were statistically significant differences, at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “evaluation performance”, according to “faculty type”. T value of (2.70) proved the differences since the value of statistical significance was (0.007); less than (0.05). An advantage was given to humanitarian faculties because it had the highest arithmetic mean value among all arithmetic means in the table)
- b-** There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “job conditions and environment”, “salary and raises” and “total variables”, according to “faculty type”. The calculated T values of (0.60, 1.32, 0.68 and 0.46) had a total significance value of (0.639); more than (0.05).

Fifth: Results and recommendations:

1- Results:

According to the statistical analysis of the given data, the outputs of the study were as follows:

- a-** Results showed that the sample’s answers about the performance evaluation related to the level of job satisfaction of academic staff members at Zarqa University, were positive. This means that academic staff members evaluated the academic variables as “high”, in their points of view. These results indicated that the sample of the study had a clear idea about the level of job satisfaction of academic staff members at Zarqa University.
- b-** Results showed that “academic administration” topped the academic staff members’ list of priorities, followed by “salary and raises” in the second place, “performance evaluation” in third place and “job conditions and environment” in the fourth (last) place.
- c-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “job conditions and environment” and “salary and raises”, according to “sex”. “Males” were given an advantage concerning differences in “academic administration” and “salary and raises” while “females” were given an advantage according to “job conditions and environment”. Arithmetic mean values of “male” proved differences since their values were higher than those of “females”.
Results also showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “total variables” and “performance evaluation”, according to “sex”.
- d-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “salary and raises”, “performance evaluation” and “total variables”, according to “academic rank”. “Males” were given an advantage, regarding differences in all of the fields concerned.
Results also showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “job conditions and environment”, according to “marital status”.
- e-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “salary and raises”, “performance evaluation” and “total variables”, according to “academic rank”.
Results also showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “job conditions and environment”, according to “academic rank”.
- f-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in all fields (total variables), according to “years of experience”.
Academic professors and instructors, whose experience reached 10 years or more, were given an advantage according to differences in all fields concerned.
- g-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in all fields (total variables), according to “age”.
Academic professors and instructors, whose ages were between 36 – 50 years, were given an advantage according to differences in all fields concerned.
- h-** There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “performance evaluation”, according to “faculty type” (with an advantage given to humanitarian faculties).
Results also showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) of job satisfaction of academic staff members at Zarqa University in “academic administration”, “job conditions and environment”, “salary and raises” and “total variables”, according to “faculty type”.

1-recommendations:

According to the results of the study, the researcher recommends:

- a- That academic administration pays more attention to “job conditions and environment” because it came last in the academic staff members’ list of priorities.
- b- Working on fostering the concept of “organizational loyalty” among academic staff members at university.
- c- Promoting cooperation between employees at university because it can increase their affectivity, by expressing gratitude and appreciation to the most cooperative faculty administration.
- d- Encouraging researchers to conduct studies including variables different from the ones mentioned in this study, and to use advanced statistical methods to be used in these studies, in future.

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