

Assessment of Job Satisfaction among Faculty Members and its Relationship With Some Variables in Najran University

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Abstract

It is vital that colleges and universities monitor the satisfaction levels of their employees to secure high levels of their performance. The current study aimed to identify the impact of some variables (gender, Teaching experience and college type) on assessing the level of job satisfaction among faculty of Najran University. A survey was conducted in this study by a 23-item questionnaire, distributed to (262) male and female faculty members from various colleges. The questionnaire items distributed to four domains: Academic environment, salaries and financial support, psychological and social aspects, and interpersonal communication. The results showed a moderate degree of job satisfaction in general, and there are statistically significant differences due to (gender, teaching experience and college type), where the differences in favor of males, scientific colleges and more experienced.

Keywords: job satisfaction, assessment, faculty and Najran University

1. Introduction:

Significantly, monitoring of job satisfaction is very essential to the continuing growth of educational systems around the world. Identifying the success and failure of an institution can be measured by job satisfaction level among its employees, because of the great effect caused by this satisfaction upon the performance of employees, which will reflect positively or negatively on the quality of institution services, so successful organizations seek to focus on achieving job satisfaction among employees, so that they feel institutional belonging that results in the loyalty and dedication of employees to achieve its objectives.

Job satisfaction of faculty of higher education institutions is an essential motivation for the Advancement of the educational systems of these institutions towards achieving efficiency and effectiveness in the processes of learning and education. It also reinforces psychological stability for employees, which in turn reflect positively on the efficiency in completing the work and the achievement of psychological, social and professional poise when faculty members do their various roles in academic institutions. The faculty, at the universities, must feel high level of job satisfaction as they are the most significant pillars of these educational institutions for efficiently and effectively providing students with theoretical and practical experience in various fields of knowledge. Lack of job satisfaction causes professional backward of institutions and employees, where a lot of studies indicated that job satisfaction positively affects the achievement of psychological adjustment, reduces the psychological distress and also fully increases practical and professional outcomes among faculty.

Many educational researchers paid great attention to job satisfaction because of its positive impact on achieving the psychological adjustment of the individual, raising productivity level, and reducing the level of psychological stresses related to work environment. (Al-Sheikh 1997) assured that when employees of any institution feel satisfied with their jobs, they are going to be more efficient, motivated and more belonging to that institution. Job satisfaction raises, when it comes from the work environment, not from financial return. Abu Sheikha (1998) defines job satisfaction as a positive trend towards the job performed by an individual, where they feel satisfied with various environmental, social, economic and administrative factors that related to his job; while (Newstern 1994) defined it as "the employee's feeling about his work in an institution, and his attitudes towards the nature of the position occupied, salary received, available promotion opportunities, his interaction with the working group and services offered".

Job satisfaction can be defined in this study as the extent of job satisfaction among faculty at the University of Najran with their profession, procedures and facilities provided by the university owing to the systems and policies of the university.

The importance of job satisfaction lies in associating with labor issues in general and the issues of job designing and performance in particular. One of the objectives of job designing is to create opportunities for individuals to achieve high levels of performance and high levels of job satisfaction, and job satisfaction is linked to job performance in terms of the quality of tasks performed and the amount of achievement done by individuals or

groups in the workplace. Job satisfaction also contributes to increase productivity that takes part in achieving the objectives of the organization; many organizations have increasingly used the standard of added value to evaluate the profit or importance of productivity returns. (Abdullah 2008) sees that an individual's feeling about job satisfaction raises the productivity, which is an important key issue for both individual and community; and if the individual felt satisfied with work and bosses, psychological and social compatibility would be emerged between him and others in the institution, which in turn reflects its positive impact on the individual performance, and may extend out of the institution.

The nature of the factors that influence the parameters of job satisfaction can positively or negatively affect job satisfaction level, where (Mohammed & Raslan 1982) showed that job satisfaction parameters represented inadequate supervision, satisfaction with the profession, easily integration and interpersonal communication, administrative organization, fairly-distributed bonuses and employees' physical and psychological health status. While (Abdul Khaliq 1986) divided job satisfaction parameters into two sets of factors: Self-factors are the employee's capabilities, qualifications and skills; and organizational factors are work environment and surrounding conditions affecting work such as institutional organization and job stability, salaries and incentives.

2. Literature Review:

The general purpose of this study was to document job satisfaction among faculty of Najran University. The primary goal of this part is to review and summarize literature that is relevant to the understanding of job satisfaction among faculty of Najran University. So there are many studies conducted to investigate job satisfaction. (Abu Merq and Jerjawi 2000) showed a low level of job satisfaction among faculty, and there are no statistically significant differences in the level of job satisfaction among public and private universities due to university type and academic specialization. The study of (Al-Sheraidah 2002) aimed to identify the viewpoints of faculty about the educational services provided by Yarmouk University, and the results showed that there were no statistically significant differences between the views and impressions of faculty at Yarmouk University about the services provided owing to the variable of age, gender, teaching experience and academic qualification. Moreover, (Al-aghbari 2003) aimed to identify the level of job satisfaction among a sample of principals of general education schools in the Eastern area of Saudi Arabia; the results showed that the individuals are greatly satisfied with the monthly salary, a sense of achievement, teachers' cooperation, sense of security and job stability. (Al-Aajizand Nashwan 2004) investigated Factors of Job Satisfaction and Effectiveness of Performance Development of school Teachers in UNERWA Schools in Gaza, and the results showed that job satisfaction factors contribute to the development of effective performance. (Al-Sheikh and Shareer 2008) studied the relationship between job satisfaction among teachers and some of the variables such as (gender, academic qualification, teaching experience and educational stage), and the results showed that there are statistically significant differences at the level of job satisfaction due to all variables with the exception of years of teaching experience. The study of (Al-auksh and Hussein 2008) indicated that the job satisfaction level of faculty is moderate; the results of the study showed statistically significant differences in the level of job satisfaction in the domains of academic environment and performance evaluation in favor of private universities. (Mansour 2010) showed that the level of job satisfaction among faculty at the University of Al-Najah was moderate; it also showed statistically significant differences in the level of job satisfaction according to variable of experience in favor of more experienced faculty, and variable of academic qualification in favor of those who are low qualified. But the study of (Al-Taher 2011) concluded that the procedures related to salaries, wages and incentives weren't minimized, and the faculty's increasing burdens and tasks results in low level of job satisfaction.

Curtis et.al (1999) examined relationships between the professional practices of school psychologists and the factors of practitioner training, experience, gender, school district setting, and students-to-school-psychologist ratio. School psychologists with more years of experience and those with higher levels of training were found to have served more students through consultation and to have conducted more in-service programs than did those with less experience or training. (Castillo and Cano 2004) described the amount of variance in faculty member's overall level of job satisfaction explained by Herzberg, (Mausner, and Snyderman's 1995) job motivator and hygiene factors. Additionally, the study sought to investigate the suitability of a one-item versus a multi-item measure of overall job satisfaction. The faculty was generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty members. The factor "work itself" was the most motivating aspect for faculty. The least motivating aspect was "working conditions." The demographic characteristics were negligibly related to overall job satisfaction. All of the job motivator and hygiene factors were moderately or substantially related to overall job satisfaction. The factors "recognition," "supervision," and "relationships" explained the variability among faculty members' overall level of job satisfaction. The one-item measure of overall job satisfaction was not different from a multi-item measure of overall job satisfaction.

(Zarafshani and Alibaygi 2008) investigated the overall level of job satisfaction of faculty engaged in Razi University in Iran. The modified version of the Minnesota Satisfaction Questionnaire (MSQ) was used to elicit information from 128 faculty members using stratified random sampling technique. Iranian faculty members

were most satisfied with intrinsic aspects of the work such as "social service", "activity", and "ability utilization" and less satisfied with extrinsic aspect of work such as "security", "university policies, and "compensation". Publication count and tenure (years of teaching experience) contributed significantly to the prediction of overall level of job satisfaction among faculty members. Intervention efforts must involve socializing the faculty at the early stage of their career to engage in research activities and writing for reputable journals, while providing superior monetary compensation and improving job security in order to encourage faculty members to remain in their position.

The results of (Rewaili 2009) showed that there were no statistically significant differences between males and females in the overall level of job satisfaction, and also showed statistically significant differences due to gender variable in the social domain in favor of females.

(Platsidou&Diamantopoulou 2009) concluded that that the Greek academics were moderately satisfied with their job; no statistical significant effects of the demographic factors (such as age, gender, working experience and marital status) were found. They assessed most of the problems under inquiry as very severe to quite severe. Their job satisfaction was significantly (negatively) related to specific problem assessments (e.g., dependency of universities on the State and political parties). Finally, the more satisfied faculty members assessed as less serious the higher education problems compared to their less satisfied peers.

(Dave and Ravel 2014) showed that the most important individual factors in job satisfaction of faculty are: his engagement in development and training programs and cooperation with colleagues; and the most important institutional factors are: equipment and appropriate environmental conditions, rewards and incentives, security, job stability, clear institutional objectives and policies and participation in decision-making.

The literature review in the field of job satisfaction indicates that there is a general trend towards job satisfaction assessment among employees in various sectors(faculty in particular), and towards identifying the effect of some variables on the level of job satisfaction for those faculties. This study focuses on identifying the level of job satisfaction among faculty of Najran University that considered an emerging university striving to achieve the requirements of overall quality, and the top requirement is to achieve a high level of job satisfaction among faculty as well as identifying the impact of some variables on this level of job satisfaction.

2.1 Statement of the problem:

The following research questions determine the study problem:

1. What is the overall level of job satisfaction among faculty at the University of Najran?
2. Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to gender?
3. Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to college type (scientific or humanities)?
4. Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to teaching experience?

3.Methodology:

3.1 Study population and sample:

All faculty at the University of Najran, Saudi Arabia, constituted the population of the study; and the study sample consisted of (262) faculty selected randomly.

3.2 Instrument

To achieve the objectives of the study a questionnaire was developed. However, the first draft of the questionnaire was modified by the professional from the college of Education, Najran University. However, the final draft of the questionnaire consisted of (23) items, which distributed to five domains; academic environment, satisfaction with salaries and financial support, satisfaction in the psychological and social aspects, Satisfaction with the nature of the relationship with others, Five-Point Likert Scale was used. For the purpose of analyzing the results of the study, the questionnaire has been classified into three levels (low, average, and high). The three levels become as follows: 1-2.33 (low), 2.34-3.67 (Moderate), and 3.68-5 (high). To examine the internal consistency reliability of the questionnaire, the Cronbach's Alpha was calculated. This technique revealed a highly reliability coefficient ($r=.88$).

4.Results:

Results of the first question: What is the level of job satisfaction among faculties at the University of Najran?

Means and standard deviations of the level of job satisfaction among faculty were statistically calculated as shown in Table (1):

Table 1. shows the means and standard deviations of the level of job satisfaction among faculty.

Domain	N	M	SD	Level
Academic environment	262	3.65	.84	Moderate
Salaries and financial support	262	3.25	.88	Moderate
Psychological and social aspects	262	3.82	.93	High
Interpersonal communication	262	3.80	.88	High
The overall level of job satisfaction for faculty	262	3.62	.75	Moderate

The results shown in table (1) indicate that the overall level of job satisfaction among faculty was moderate, with a mean (3.62), the domains (psychological and social aspects and interpersonal communication) contributed most to job satisfaction with the highest mean(3.82 and 3.80), followed by the domains of (academic environment and salaries and financial support), a mean of (3.65 and 3.25) with moderate order.

Results of the second question: Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to gender?

The means, standard deviations and T-test calculated to indicate significant differences between the means according to the variable of gender, as shown in table (2).

Table 2. shows the means, standard deviations and T-test for the impact of gender on the level of job satisfaction among faculty:

Domain	Gender	N	M	SD	D.F	T	Sig.
Academic environment	Male	137	3.79	.73	260	2.710	.007*
	Female	125	3.51	.93			
Salaries and financial support	Male	137	3.30	.86	260	.959	.339
	Female	125	3.19	.90			
Psychological and social aspects	Male	137	3.96	.78	260	2.419	.016*
	Female	125	3.68	1.06			
Interpersonal communication	Male	137	3.93	.75	260	2.513	.013*
	Female	125	3.65	.99			
The overall level of job satisfaction.	Male	137	3.73	.66	260	2.527	.012*
	Female	125	3.49	.82			

The results of the second question shown in table (2) indicate that there are statistically significant differences in the overall level of job satisfaction among faculty due to gender in favor of males in all domains except for the second domain, "salaries and financial support", which doesn't show statistically significant differences due to the variable of gender.

The results of the third question: Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to college type (scientific or humanities)?

The means, standard deviations and T-test calculated to indicate significant differences between the means according to the variable of college type, as shown in table (3).

Table 3. shows the means, standard deviations and T-test for the impact of college type on the level of job satisfaction among faculty:

Domain	Gender	N	M	SD	Df	T	Sig.
Academic environment	Scientific	138	3.75	.76	260	1.923	.056
	Humanity	124	3.55	.91			
Salaries and financial support	Scientific	138	3.43	.83	260	3.474	.001
	Humanity	124	3.05	.89			
Psychological and social aspects	Scientific	138	3.88	.92	260	1.101	.272
	Humanity	124	3.76	.95			
Interpersonal communication	Scientific	138	3.86	.85	260	1.262	.208
	Humanity	124	3.72	.92			
The overall level of job satisfaction.	Scientific	138	3.72	.68	260	2.342	.020
	Humanity	124	3.50	.80			

The results of the third question shown in table (3) indicate that there are statistically significant differences in the overall level of job satisfaction among faculty due to variable of college type in favor of scientific colleges; and significant differences only for the second domain, "salaries and financial support", and there are no statistically significant differences due to the rest of domains.

The results of the fourth question: Are there statistically significant differences ($\alpha \leq 0.05$) in the level of job satisfaction among faculty due to teaching experience?

The means and standard deviations calculated for the level of job satisfaction among faculty due to the variable of teaching experience, and unilateral analysis of variance used to indicate the significance of differences

between means as shown in table (4).

Table 4. shows the means, standard deviations and unilateral variance analysis for the impact of the variable of teaching experience at the level of job satisfaction among faculty:

Domains	Experience	N	M.	Std. D.	Source	Sum of Squares	D. F	Mean Square	F	Sig.
Academic environment	1 - 5 year	98	3.27	.95	Between Groups	24.38	2	12.19	19.48	.000
	6 - 10 year	90	3.79	.66	Within Groups	162.02	259	.626		
	More 10 year	74	3.96	.67	Total	186.40	261			
Salaries and financial support	1 - 5 year	98	2.99	.98	Between Groups	11.20	2	5.60	7.56	.001
	6 - 10 year	90	3.35	.79	Within Groups	191.89	259	.741		
	More 10 year	74	3.45	.76	Total	203.09	261			
Psychological and social aspects	1 - 5 year	98	3.44	1.10	Between Groups	25.71	2	12.85	16.37	.000
	6 - 10 year	90	3.89	.77	Within Groups	203.37	259	.785		
	More 10 year	74	4.18	.68	Total	229.09	261			
Interpersonal communication	1 - 5 year	98	3.46	1.04	Between Groups	18.75	2	9.37	13.03	.000
	6 - 10 year	90	3.89	.76	Within Groups	186.28	259	.719		
	More 10 year	74	4.08	.65	Total	205.03	261			
The overall level of job satisfaction.	1 - 5 year	98	3.28	.84	Between Groups	19.44	2	9.72	19.75	.000
	6 - 10 year	90	3.72	.61	Within Groups	127.45	259	.492		
	More 10 year	74	3.90	.59	Total	146.89	261			

Results of table (4) showed statistically significant differences to the overall level of job satisfaction among faculty due to variable of experience and all domains of the measure. Scheffé's method of Posteriori comparisons used to illustrate the significance of differences between the means due to experience variable, as shown in table (5).

Table 5. shows the results of posteriori comparisons using Scheffe method due to the variable of experience:

Domain.	Experience (I)	Experience (J) sig	Sig.
Academic environment	(1 - 5)	6 - 10 year	.000*
		More 10 year	.000*
Salaries and financial support	(1 - 5)	6 - 10 year	.023*
		More 10 year	.001*
Psychological and social aspects	(1 - 5)	6 - 10 year	.005*
		More 10 year	.000*
Interpersonal communication	(1 - 5)	6 - 10 year	.005*
		More 10 year	.000*
The overall level of job satisfaction for faculty	(1 - 5)	6 - 10 year	.000*
		More 10 year	.000*

Table (5) showed, using the method of Scheffé, that there are statistically significant differences between the low level of experience (1-5 years) and the moderate and high levels of experience (6-10 years) and (≤ 10 years) in favor of more experienced, moderate, then less experienced orderly at all domains.

5. Discussion:

1. Assessing the level of job satisfaction among faculty at the University of Najran. The study results shown in table (1) conveyed that the general job satisfaction among faculty at the University of Najran is moderate with a mean (3.62). The two domains (psychological and social satisfaction and interpersonal communication) are the highest domains with high level and a mean (3.82 and 3.80), respectively. The authors of this study account for this result due to the high social status of this profession and its prestigious nature, where faculty try to appear socially decent, as the profession of teaching at universities is respected and honored, which will reflect positively on the self-confidence and appreciation of others, while the domains of salaries and financial support and the academic environment are the lowest and moderately with a mean (3.25 and 3.65), respectively. This may be due to the nature of the rules and regulations relating to salary ladder, which depends on the scientific qualification, academic rank and years of experience. There is also a large disparity in main salaries between various scientific degrees of faculty, resulting in the feeling of dissatisfaction with salaries and financial support to some extent among some faculty. The moderate level of satisfaction in the domain of academic environment may be explained by Najran University direction to apply for

academic accreditation through the National Commission for Assessment and Academic Accreditation, which caused administrative overload among faculty with shortage of financial support. Hence, the results of this study are in consistent with the studies of(Curtis et.al, 1999; Al- auksh and Hussein 2008; Abu Merq and Jerjawi 2000; Mansour 2010; Plastsidou & Diamantopoulou 2009; Zarafshani and Alibaygi 2008) while inconsistent with the results (Dave and Raval2014).

- 2.The study results showed that there are statistically significant differences in the level of job satisfaction of faculty due to gender variable in favor of males for all domains of job satisfaction except for the domain of “salaries and financial support” that showed no statistically significant differences – that may due to the university’s depending on a pre-determined ladder of salaries for all faculty prepared by the Ministry of Higher Education in Saudi Arabia, while the significant difference in the level of job satisfaction in favor of males for the domain of academic environment may be due to the establishment of a big university city well furniture and equipped with laboratories, halls classrooms and offices for faculty. But the significant difference in the level of job satisfaction in favor of males for the psychological and social domain and the domain of interpersonal communication may be due to full-time work done by male faculty while the female ones do chores and care for children in addition to her work. Males are more interactive and interpersonal than females as Saudi community imposes a lot of restrictions on females in addition to lack of time that makes them less interactive and less compatible with the psychological and social domain. The results of this study have been consistent with the study of (Al-Sheikh & Shareer 2008; Dave and Raval2014; Mansour 2010; Rewaili 2009) while the results are inconsistent with the study of (Al-Sheraidah2002; Plastsidou & Diamantopoulou ;2009).
- 3.The results showed that there are statistically significant differences in the level of job satisfaction among faculty due to the variable of college type to the scale as a whole and the domain of “satisfaction with salaries and financial support” in favor of scientific colleges, and this may be due to the scarcity of scientific specialization in general, creating a competition between universities to attract scientific talents and give them more incentives and financial support through the so-called extra bonus, which is a ratio determined by the decision-makers based on the main salary –making salaries of faculty in science colleges are higher than the salaries of those in colleges of humanities. These results are in consistent with the results of Abu Merq and Jerjawi 2000; Al-Sheraidah 2002).
- 4.The study results indicated that there are statistically significant differences in the level of job satisfaction among faculty due to variable of experience, between the low level of experience (1-5 years) and the moderate and high levels of experience (6-10 years) and (≤ 10 years) in favor of those who are more experienced, then, those of moderate experience for all domains. This result may be due to that the more experienced enjoy a higher degree of job stability and psychosocial compatibility than those of less experience. Those with less experience may have family/work commitments and financial burdens, so they have a lower level of job satisfaction than those of more experience. These results agreed to the results of (Mansour 2010)disagreed to the results of (Al-Sheraidah 2002; Plastsidou & Diamantopoulou 2009).

6.Conclusion:

1. Review of administrative procedures relating to the nature of work making modern technology accessible to facilitate the work and duties of faculty such as-exams, automatic marking and equipping the classrooms, to achieve work objectives and raise the level of job satisfaction in the domain of academic environment.
2. Improving the living conditions for faculty in line with price rises and adopting of approved mechanism for incentives, rewards and promotions for faculty to improve the level of job satisfaction in the domain of salaries and financial support.
3. Improving the hiring and recruiting systems for faculty in order to achieve job stability.
4. Conducting of further future comparative research studies for job satisfaction assessment among faculty of the University of Najran – a benchmark against other universities inside and outside the Kingdom.
5. Conducting of further future comparative research studies to assess job satisfaction and its relation to scientific outcomes of faculty at the University of Najran and Saudi universities.

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