



Job Satisfaction in Achieving Performance Quality Among Academic Staff and Its Relationship to the Level of Performance and Job Achievement at Al-Imam University College (Private)

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Abstract

Study Aims:

1. To identify the level of job satisfaction among academic staff in the departments of Al-Imam University College (Private) and its relationship to career continuity.
2. To examine the impact of certain variables on the level of job satisfaction among academic staff in the departments of Al-Imam University College (Private) and how this relates to remaining in the profession. These variables include gender, academic qualification, teaching experience, and teaching load.

The researcher employed the descriptive-analytical method, which aims to describe the phenomenon under study, analyze its data, explore the relationships between its components, and examine the perspectives presented. The study sample was randomly selected from academic staff in the departments of Al-Imam University College, totaling 172 individuals. An exploratory sample of twenty participants was excluded from the main study, as shown in the table below.

Based on the results obtained from the study sample, the researcher concluded the following:

1. The study found that the assignment of teaching tasks according to specialization is a top priority for job satisfaction among instructors, ranking first among the items listed in the measurement scale.
2. The researcher also concluded that positive relationships within the same work team contribute to better job performance among instructors, as indicated in item (18) of the scale.
3. It was also found that lack of financial support for the educational institution leads to failures, frustration at work, and lower productivity.
4. If institutional decisions are not objective, this leads to a decline in employee contribution, as reflected by the low ranking of some scale items.

Recommendations:

1. Assign important administrative positions based on academic competence, particularly to those with extensive professional experience.
2. Give due attention to the financial resources of the institution to ensure the availability of necessary and diverse needs.
3. Adopt objective decision-making processes that are based on realistic and evidence-based studies.
4. Establish clear guidelines and precise regulations to foster healthy competition among employees.
5. Organize seminars and effective programs aimed at promoting the principle of job satisfaction and how it can be achieved.
6. Strengthen social ties and relationships among members of the educational institution.

Keywords: Job Satisfaction, Performance Quality, Job Achievement



1. Introduction to Research

1.1 Introduction and Importance of Research:

The human element is considered the most crucial factor in production and in enhancing its efficiency. Real capital does not lie in the existence of various machines and devices, but rather in the presence of a qualified, trained, and significant human resource. Therefore, the efficiency of the performance of administrative institutions in general, and educational institutions in particular, is linked to the efficiency of the human element in terms of his ability, willingness to work, and job satisfaction¹.

Job satisfaction is a variable that represents the various feelings an individual has toward their work. These feelings are positive when the individual perceives that their job fulfills their needs, thus making them satisfied with their job. Conversely, if the individual believes that their job does not satisfy their needs through its various components, then these feelings may become negative².

The teaching profession is considered one of the most important professions contributing to comprehensive development. Its success depends on many factors, including the teacher, who is the core of the educational process and represents all elements of the educational system. The teacher is one of its fundamental pillars, as the level of his performance of educational tasks and responsibilities determines the level of the educational process in society. The degree of job satisfaction is reflected in the teacher's behavior, either positively or negatively, affecting students' attitudes, ways of thinking, values, habits, diverse abilities, and academic achievement.

Many educational studies have stated that teaching is one of the most psychologically stressful professions. Teachers are exposed to various pressures that may hinder their continuation in this profession³.

The job productivity of teachers and the availability of public services for them within the educational institution contribute to strengthening bonds of affinity and belonging, and to enhancing their job satisfaction toward the educational institution. This aligns with the fundamental goal for which educational administration was established, namely, the development of the educational process and the provision of services to all staff members, including teachers, as well as responding to their material and emotional needs.

¹ **Mustafa Salah**, *Job Satisfaction of Secondary School Teachers in the United Arab Emirates*, Al-Tarbiyah Al-Jadidah (The New Education), 1989, pp. 5–30.

² **Ahmad Ashour**, *Manpower Management: Behavioral Foundations, Research Tools, and Applications*, Dar Al-Nahda Al-Arabia for Printing and Publishing, Beirut, Lebanon, 1986, p. 43.

³ **Mona Youssef**, *Job Satisfaction Among Female Graduates of the Home Economics Division Working in Their Specialty Compared to Those Teaching Other Subjects in the State of Qatar*, Annals of the College of Education, Qatar, p. 14.



The topic of job satisfaction has received considerable attention from many scholars in the fields of management and human behavior, due to their belief that there is a relationship between employees' satisfaction with their jobs, their productivity, and their continuity in the workplace. An individual's satisfaction with their job is considered the foundation for achieving psychological and social harmony for the worker.

Job satisfaction has been defined in many ways. Gruenberg (1984) defined it as "a set of emotional responses that result in specific psychological behavior that either brings the worker closer to or further away from their job." Nestern (1994) defined it as "the outcome of feelings that an individual experiences through their work within an institution, formed from a set of attitudes the individual develops about the nature of the position they hold, the salary they receive, the promotion opportunities available, their relationships with colleagues, and the services provided by the institution."⁴

The importance of job satisfaction lies in the fact that individuals who feel satisfied with their work are more likely to be enthusiastic and committed, which increases their productivity and dedication. It also enhances their attachment to their job, giving them a positive sense toward their work and life in general, considering that people spend most of their time at work. The psychological state of employees influences their attitudes and feelings toward the institutions they work in. Some feel comfortable due to their sense of belonging to a certain institution and may hesitate to leave it for fear of losing the comfortable environment they enjoy in their current position. This indicates that satisfaction is often the result of an individual's success at work, which contributes to self-confidence and becomes a strong motivator for increased productivity and continued employment⁵.

1.2 Research Problem:

Through my experience in teaching and the numerous variables from various specialties I encountered in my professional life, I have observed that there are many unresolved problems. These include organizational factors related to organization and work conditions, and environmental factors related to the environment and other systems within which the institution exists or interacts with, such as society's perception of the employee and how they value and assess their profession.

Therefore, the researcher has decided to undertake this study to explore the level of job satisfaction among male and female academic staff at Imam College, to understand the extent and spread of this phenomenon within the work community. The researcher hopes that this study will contribute to improving the perception of teachers toward their work, leading to enhanced job satisfaction.

1.3 Research Objectives:

The study aims to:

1. Investigate the level of job satisfaction among male and female academic staff in the departments of Imam College and the relationship between job satisfaction and career continuity.
2. Examine the effect of certain variables (gender, academic qualification, teaching experience, and teaching load) on the level of job satisfaction among male and female academic staff in the departments of Imam College, and the relationship between job satisfaction and career continuity.

1.4 Research Scope:

1.4.1 **Human Scope:** Male and female academic staff at Imam College.

1.4.2 **Spatial Scope:** The departments of Imam College.

⁴ Awad Sultan Al-Mishaan, *Studies on Gender Differences in Job Satisfaction*, 1st ed., Dar Al-Qalam Library for Publishing and Distribution, Kuwait, 1993, p. 87.

⁵ Sabah Salim Mustafa, *Job Satisfaction Among Male and Female Directors of Departments in the Ministries of the Palestinian National Authority Working in Northern Palestine*, Unpublished Master's Thesis, Jordan University, Jordan, 2000, p. 98.



1.4.3 Temporal Scope: The period from November 1, 2024, to March 31, 2025.

1.5 Definition of Terms:

Job Satisfaction: The result of the feelings of comfort and happiness that contribute to achieving psychological stability in the work environment of schoolteachers within the following areas: academic management, incentives and salaries, school environment (working conditions), educational supervision, social aspects, and the teacher's evaluation of their profession.

2. Theoretical Studies and Similar Studies:

2.1 Theoretical Studies:

2.1.1 Concept of Job Satisfaction:

Job satisfaction is considered one of the most important research topics that has received considerable attention in studies and literature. It is one of the key factors that determines varying levels of human performance and the outcomes of this performance. Many theories have been developed to examine job satisfaction from various perspectives and angles. It is based on the alignment of job components and tasks with individuals' self-fulfillment, their potential, and their sense of responsibility and achievement.⁶

2.1.2 Importance of Job Satisfaction:

Some studies highlight the importance of job satisfaction, and from them, we can derive the following key aspects:

1. Understanding the psychological and moral state of employees, thereby identifying the factors and variables that affect this state.
2. Identifying and eliminating negative factors that influence production outcomes.
3. Reducing the cost of human performance in institutions and identifying the necessary skills for effective performance.
4. Identifying the factors that increase individuals' ability and willingness, thereby enhancing their productivity levels.
5. Increasing organizational loyalty among employees and retaining human expertise due to the provision of an environment that motivates them.
6. Understanding the environmental dimensions and components of the administrative organization that impact employees.
7. Improving the services of institutions and employees towards exceptional human performance.⁷

2.1.3 Means of Achieving Job Satisfaction:

1. Type of Profession:

The social organization within any institution involves a variety of professions that are functionally organized within the social structure of the institution. Some of these professions are creative, such as artistic and high-level engineering jobs. Each type of profession is characterized by the degree of effort required, which determines the nature of the work itself. Based on this, the level of exertion and the working hours are among the most crucial factors that influence satisfaction or dissatisfaction. In his study on work followers, Robert Blamer found that there is a significant increase in satisfaction levels among professionals and businesspeople. Office workers report higher satisfaction levels than manual workers. However, he found that skilled workers report higher job satisfaction than others. The degree of

⁶ **Lotfy Talaat Ibrahim**, *Sociology of Organization*, Dar Gharib Library, Egypt, 1992, p. 12.

⁷ **Dr. I'timad Ibrahim Allam**, *Studies in the Sociology of Organization*, Anglo-Egyptian Library, 1st ed., 1994, p. 35.



satisfaction or dissatisfaction depends on the type of effort or lack thereof; strenuous work tends to lead to dissatisfaction compared to other types of work.⁸

2. Dedication and Skill:

a. Dedication:

Dedication to work refers to giving full mental or physical effort to the assigned task, where the individual is free from any personal problems. This necessitates providing sufficient means to help the worker disconnect from their external issues, such as financial and family problems, to focus on work. Dedication is achieved when there is proper training and a sense of professional harmony and satisfaction.⁹

b. Skill in Work:

Experience and skill in work are gained through proper training. The way work is performed, with a focus on overcoming obstacles that hinder performance, is also crucial. Factors such as early fatigue at the beginning of work, repetitive tasks, continuous supervision, and unnecessary absenteeism or reprimanding for trivial reasons, as well as strict adherence to regulations and rules, can negatively impact job satisfaction.

3- Reward and Punishment

It is a well-established fact that negligent and non-compliant individuals should be punished, while those who follow the rules and comply should be rewarded. Among the most important means of reward and punishment are:

A- Material Rewards

Both (Friedman) and (Hors) do not agree with those who argue that material rewards or recognition are the most crucial factors in job performance, or at least not the most important one.

B- Non-Material Rewards

Non-material rewards are considered among the most significant factors in work performance. The emotional attitude of the employee towards their work and colleagues plays a critical role. An employee cannot work efficiently and productively unless they are in harmony with their colleagues. Non-material rewards or moral recognition include certificates of appreciation, which raise the morale of the recipients and encourage others to seek them in the future. Other forms include recognition boards where the names and photos of distinguished employees are displayed for a certain period. In contrast, there could be a "blacklist" that lists the names of employees who have faced disciplinary actions due to repeated mistakes¹⁰.

4- Social Interaction

The mutual influence between the behavior of individuals and groups through the process of social interaction is one of the most important biological dimensions affecting satisfaction and fulfillment, whether positively or negatively. The mutual influence between social forces, whether harmonious or in conflict, produces social interaction among members of a social structure within a social unit. In institutions, many processes determine this interaction. For instance, the relationship

⁸ **Khabari Mohamed Ismail**, *Sociology of Administration and Organizational Issues in Bureaucratic Institutions*, Manshāt Al-Ma'ārif, Alexandria, 1998, p. 47.

⁹ **Rawya Hussein**, *Contemporary Organizational Behavior*, 2nd ed., Dar Al-Jami'ah, Alexandria, 2002, p. 76.

¹⁰ Mousa Al-Masoudi, "The Impact of Material Incentives on Job Satisfaction Among Employees in Institutions," *Journal of Administrative Sciences Studies*, 2014, Volume 14, Issue 1, p. 56.



between a supervisor and subordinates may lead to increased productivity and improvement in quality, leading to progress and the receipt of incentives, rewards, and promotions. On the other hand, poor relationships can hinder the production process.¹¹

2-1 Previous or Similar Studies:

2-1-1 Study by Mohammed Sa'il Al-Zyoud and Taysir Al-Khawaldeh

("Job Satisfaction Among Secondary School Teachers in Jordan and Its Relation to Career Continuity")

The study aimed to:

- Identify the level of job satisfaction among secondary school teachers in Jordan and its relation to career continuity, and examine the relationship with certain variables (gender, academic qualification, teaching experience, and teaching load).

The study sample consisted of 620 teachers (both male and female) randomly selected from the educational directorates in the Zarqa governorate. The researchers used a questionnaire to measure job satisfaction, which consisted of sixty-three items distributed across six areas. Appropriate statistical methods were used.

The results indicated that the level of job satisfaction among secondary school teachers was moderate in the areas of teacher evaluation of their profession, social aspects, school environment, and educational supervision, with mean scores of 3.61, 3.20, and 3.89, respectively, on a scale of 5. The satisfaction level was found to be low in the areas of teacher management and incentives/salaries, with mean scores of 2.82 and 2.56.

Additionally, there were no statistically significant differences in terms of gender and teaching load, but there were significant differences related to academic qualifications and teaching experience.

- The researchers recommended several suggestions for policymakers in Jordan to improve aspects of the profession.

3. Research Method and Field Procedures:

3-1 Research Method:

The researcher used the descriptive-analytical method, which aims to describe the phenomenon under study, analyze its data, and clarify the relationship between its components and the opinions presented through it.

3-2 Study Sample:

A random sample was selected from the teachers of the departments affiliated with the Imam University College. The study sample consisted of 172 individuals. The researcher excluded twenty individuals from the study sample, as shown in the table below.

Table (1) - Description of Study Sample Members:

No.	Department Name	Males	Females	Pilot Sample	Study Sample
1	Business Administration	18	-	2	16
2	English Language	6	6	2	10
3	Analysis	34	10	2	22
4	Anesthesia	26	8	2	24
5	Physical Education	10	-	2	6
6	Medical Physics	10	4	2	16
7	Law	12	2	2	10

¹¹ Dr. Hassan Hussein Zaytoun, "Learning and Training from the Perspective of Constructivist Theory," 2003, 1st Edition, p. 98.



8	Islamic Studies	10	2	2	10
9	Medical Devices	10	4	2	12
	Total	136	36	20	152

3-3 Data Collection Tools:

To gather data, the researcher employed a questionnaire. There are 26 things in all, divided into 6 fields. The findings of job satisfaction, as indicated in Table (2), will be presented using the following classification:

Table (2) - Classification of Results:

Percentage Range	Grade Level
80% - 100%	Very High
60% - 79%	High
40% - 59%	Medium
Less than 40%	Low

Based on this classification, the results will be analyzed and commented on accordingly.

3-4 Pilot Study:

A preliminary pilot sample of twenty teachers was selected from the study community for the following purposes:

- To assess the appropriateness of the questionnaire for the cultural and educational level of the actual sample.
- To verify its clarity and ease of understanding for the participants.
- To address any potential obstacles that the employees may face during the survey.
- The results of the pilot study were as follows:
- The statements used in the questionnaire were appropriate for the cultural level of the sample.
- The questionnaire's content was accurate and relevant to the study.
- Necessary equipment and tools were available.
- The time required to conduct the main study was suitable.

3-5 Scientific Coefficients:

3-5-1 Reliability Coefficient:

The reliability coefficient and internal consistency using Cronbach's Alpha for each item of the questionnaire and the self-validity coefficient are shown in the following table (3).

Table (3) - Cronbach's Alpha Coefficient and Self-Validity Coefficient for Each Item of the Questionnaire:

No.	Item	Cronbach's Alpha	Self-Validity Coefficient
Section 1: Teaching Tasks			
1	The teaching load is distributed according to specialization.	0.9807	0.5518
2	The institution ensures the provision of resources and funding for educational research.	0.9805	0.6274

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3	Financial support for scientific research is sufficient.	0.9778	0.9182
Section 2: Satisfaction with Performance Evaluation Criteria			
4	The current performance evaluation criteria are effective.	0.9790	0.7860
5	The college's pursuit of accreditation motivates me to improve my professional performance.	0.9778	0.8122
6	Quality assurance unit guidelines help me improve my evaluation methods for students.	0.9788	0.8122
Section 3: Satisfaction with Professional Growth and Development			
7	The institution provides opportunities to increase my knowledge and skills.	0.9778	0.9154
8	The institution works on developing the capabilities of teaching assistants and lecturers.	0.9778	0.6969
9	The institution supports and encourages creativity and innovation.	0.9789	0.8776
10	The promotion criteria in the institution are fair and objective.	0.9779	0.9060
11	The institution encourages and supports professional growth for teaching assistants and lecturers.	0.9778	0.8881
Section 4: Satisfaction with Leadership Style, Decision-Making, and Management			
12	The institution's decisions are objective.	0.9810	0.8877
13	I trust the institution's administrative team.	0.9778	0.9224
14	My supervisors support me in performing my assigned tasks.	0.9778	0.9224
15	I am well informed about the activities and discussions within the institution.	0.9776	0.8776
16	Research groups are managed democratically.	0.9776	0.9223
Section 5: Satisfaction with Work Environment and Social Relationships			
17	The institution encourages discussion and accepts differing opinions.	0.9887	0.9881



18	My relationships with colleagues are positive.	0.9887	0.9881
19	My relationship with my supervisors is good.	0.9862	0.8776
20	The institution encourages teamwork.	0.9887	0.9224
21	The institution provides modern resources to perform tasks effectively.	0.9782	0.7897
Section 6: Concern for the Institution's Status and Loyalty			
22	I agree with many of the institution's policies.	0.9778	0.9224
23	I am ethically committed to performing my job at the institution.	0.9785	0.8433
24	I care a lot about the status of the institution where I work.	0.9785	0.8453
25	The institution provides me with job security.	0.9729	0.7716
26	I am proud to belong to this institution and defend it.	0.9789	0.8282

It is evident from this table that Cronbach's Alpha and self-validity coefficients are high, indicating that the questionnaire has a high degree of internal consistency.

1- Validity:

A. Content Validity:

The researcher verified the content validity by presenting the initial form of the questionnaire to a group of five experts in the relevant field.

B. Self-Validity:

From the previous table, the scientific validity coefficients for the self-validation of the questionnaire items ranged from 0.5518 to 0.9224, with an overall validity coefficient of 0.9898. Therefore, in addition to the validity provided by the judges and experts, the questionnaire is considered valid for use in this study.

3-6 Statistical Treatments:

- Frequency
- Skewness Coefficient
- Mean
- Standard Deviation

4- Presentation of Results and Discussion:

The researcher presented the results based on the responses of the study sample, as shown in the table below:

4-1 Presentation of Results and Discussion in Terms of Percentages:

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Table (3) - Presentation of Results and Discussion in Terms of Percentages:

No.	Item	Frequency of Agreement	Percentage (%)
Section 1: Teaching Tasks			
1	Teaching loads are distributed according to specialization.	106	69.7
2	The institution ensures the provision of resources and funding for educational research.	136	89.5
3	Financial support for scientific research is sufficient.	54	35.5
Section 2: Satisfaction with Performance Evaluation Criteria			
4	The current performance evaluation criteria are effective.	106	69.7
5	The college's pursuit of accreditation motivates me to improve my professional performance.	122	80.3
6	Quality assurance unit guidelines help me improve my evaluation methods for students.	76	50.0
Section 3: Satisfaction with Professional Growth and Development			
7	The institution provides opportunities to increase my knowledge and skills.	99	79.6
8	The institution works on developing the capabilities of teachers.	121	79.6
9	The institution supports and encourages creativity and innovation.	62	40.8
10	The promotion criteria in the institution are fair and objective.	85	55.9
11	The institution encourages and supports professional growth for teaching assistants and lecturers.	94	61.8
Section 4: Satisfaction with Leadership Style, Decision-Making, and Management			
12	The institution's decisions are objective.	87	57.2
13	I trust the institution's administrative team.	87	57.2
14	My supervisors support me in performing my assigned tasks.	105	80.8



15	I am well informed about the activities and discussions within the institution.	129	69.7
16	Research groups are managed democratically.	119	78.3

Section 5: Satisfaction with Work Environment and Social Relationships

17	The institution encourages discussion and accepts differing opinions.	116	76.3
18	My relationships with colleagues are positive.	129	84.9
19	My relationship with my supervisors is good.	123	69.8
20	The institution encourages teamwork.	118	77.6
21	The institution provides modern resources to perform tasks effectively.	116	76.3

Section 6: Concern for the Institution's Status and Loyalty

22	I agree with many of the institution's policies.	99	65.1
23	I am ethically committed to performing my job at the institution.	121	79.6
24	I care a lot about the status of the institution where I work.	62	40.8
25	The institution provides me with job security.	85	55.9
26	I am proud to belong to this institution and defend it.	87	57.3

It is clear from Table (3) that item number (2) "The institution is keen to provide resources and funding for educational research" received the highest percentage of 89.9%. Item (18) "My relationships with colleagues at work are positive" ranked second with a percentage of 84.9%.

Item number (5) "The college's pursuit of accreditation motivates me to improve my professional performance" ranked third with a percentage of 80.5%. Item (14) "My supervisors support me in performing the tasks assigned to me" ranked fourth with a percentage of 80.8%. Item number (5) "The college's pursuit of accreditation motivates me to improve my professional performance" ranked fifth with a percentage of 80.3%, earning a "Very Good" rating as shown in Table (2).

Items (23), (7), and (8), namely "I commit ethically to my work at the institution", "The institution provides opportunities to enhance my knowledge and skills", and "The institution works on developing the capabilities of the teachers" ranked sixth with a percentage of 79.6%, earning a "Good" rating according to Table (2).



However, some items received lower percentages and require further study by the institution's authorities. These include item (25) "The institution provides me with job security", which received a percentage of 55.9%.

Items (3), (26), (12), and (13), namely "The financial support for educational research is sufficient", "I take pride in my affiliation with this institution and defend it", "The institution's decisions are random", and "I have little trust in the institution's administrative team", ranked last with percentages of 35.5%, 57.3%, 57.2%, and 57.2%, respectively. These items received a "Weak" rating as indicated in Table (2).

4-2 Discussion of the Results According to the Ranking Obtained from the Responses of the Research Sample

Table (4) shows the responses of the research sample in terms of ranking.

#	Response	Yes	No	Number of Responses	Averages	Standard Deviation	Skewness	Relative Weight	Rank
1		106	46	152	1.30	0.461	0.868	250	2
	%	69.7	30.3						
2		136	16	152	1.11	0.308	2.598	212	6
	%	89.4	10.6						
3		54	98	152	1.46	0.480	-0.611	158	20
	%	35.5	64.5						
4		106	46	152	1.30	0.461	1.536	219	3
	%	69.7	30.3						
5		122	30	152	1.50	0.502	1.356	211	7
	%	80.3	19.7						
6		79	73	152	1.50	0.502	0.000	217	4
	%	51.9	49.1						
7		99	53	152	1.35	0.478	0.641	222	2
	%	65.1	34.9						
8		121	31	152	1.20	0.404	1.484	210	5
	%	79.6	20.4						
9		62	90	152	1.59	0.493	-0.379	205	9
	%	40.8	59.2						
10		85	67	152	1.44	0.484	0.241	199	10
	%	55.9	44.1						
11		94	58	152	1.38	0.478	0.492	198	13
	%	61.8	38.2						
12		87	65	152	1.43	0.496	0.295	188	14
	%	57.2	42.8						
13		87	65	152	1.43	0.496	0.295	188	14
	%	57.2	42.8						
14		105	47	152	1.31	0.464	0.834	168	20
	%	69.1	30.9						
15		129	23	152	1.15	0.360	1.965	185	16



	%	84.9	15.1						
16		119	33	152	1.22	0.414	1.386	183	17
	%	78.3	21.7						
17		116	36	152	1.24	0.427	1.250	181	18
	%	76.3	23.7						
18		118	34	152	1.22	0.418	1.339	186	15
	%	77.6	22.4						
19		123	29	152	1.19	0.394	1.590	175	19
	%	80.9	19.1						
20		85	67	152	1.44	0.498	0.241	199	11
	%	55.9	44.1						
21		98	54	152	1.35	0.478	0.321	201	9
	%	64.4	35.6						
22		94	58	152	1.38	0.487	0.492	198	12
	%	61.8	38.2						
23		62	90	152	1.95	0.493	0.241	199	11
	%	40.8	59.2						
24		123	29	152	1.19	0.394	1.590	175	19
	%	80.9	19.1						
25		116	36	152	1.26	0.427	1.250	181	18
	%	76.3	23.7						
26		121	31	152	1.20	0.404	1.484	210	8
	%	79.6	20.4						

It is clear from the table above that:

1. Item No. (1), which concerns the distribution of teaching tasks according to specialization, ranked first with a relative weight of (250).
2. Item No. (7), which relates to the institution providing opportunities to increase my knowledge and skills, ranked second with a relative weight of (222).
3. Item No. (4), which relates to the effectiveness of the current performance evaluation criteria, ranked third with a relative weight of (219).
4. Item No. (6), which concerns the guidelines from the quality assurance unit assisting in developing student evaluation methods, ranked fourth with a relative weight of (217).
5. Items No. (8-26), which relate to "the institution working on developing the capabilities of teachers" and "I am proud to belong to this institution and defend it," ranked fifth with a relative weight of (210) for each.
6. Item No. (9), which relates to the institution supporting and encouraging creativity and renewal, ranked sixth with a relative weight of (217).
7. Items No. (10, 20, and 23), which relate to "promotion criteria being fair and objective," "the institution encouraging teamwork," and "I commit to ethical performance in my work," ranked seventh with a relative weight of (210) for each.
8. Item No. (19), which concerns "my relationships with my superiors at work being good," ranked nineteenth with a relative weight of (175).



9. Item No. (14), which relates to "my superiors supporting me in performing the tasks assigned to me," ranked twentieth with a relative weight of (168).
10. Item No. (3), which relates to "financial support for scientific research being sufficient," ranked last with a relative weight of (158).

5- Conclusions and Recommendations

5-1 Conclusions:

Based on the results derived from the study sample, the following conclusions can be drawn:

1. The researcher concluded that the distribution of teaching tasks according to specialization is one of the priorities for job satisfaction among every teacher, which ranked first among the items mentioned in the scale.
2. The researcher also concluded that positive relationships within the team lead to satisfactory results in the job performance of teachers, as indicated by item No. (18).
3. The researcher also concluded that the lack of financial support for the educational institution leads to failures or frustration at work and reduced productivity.
4. The researcher concluded that if the decisions of any institution are not objective, it leads to weak performance, as indicated by some items that ranked last.

5-2 Recommendations:

The researcher recommends the following:

1. Appoint qualified individuals in key administrative positions, particularly those with experience in the workforce.
2. Pay attention to the financial aspects of the institution, as this will contribute to the integration of its various needs.
3. Adopt objective decisions based on realistic studies.
4. Establish necessary controls and precise instructions to promote healthy competition among employees.
5. Organize seminars and effective programs that enhance job satisfaction and how to achieve it.
6. Strengthen social ties and relationships among the members of the educational institution.

Appendix (1)

Al-Imam University College

Subject: Survey

Greetings,

Dear Faculty Members,

The researcher intends to conduct the study titled "*Job Satisfaction Among Academic staff at Al-Imam University College and its Relation to Job Performance and Accomplishment.*" Therefore, we kindly request you to respond to the survey questions listed below with either "Yes" or "No." We appreciate your time and cooperation.

Item	Yes	No
First Axis: Teaching Tasks		
1. The teaching tasks I am assigned are appropriate.		
2. Teaching responsibilities are distributed according to specialization.		
3. The institution ensures the availability of resources and funding for educational research.		

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4. The financial support for educational research is sufficient.

Second Axis: Satisfaction with Performance Evaluation Criteria

5. The current performance evaluation criteria are effective.

6. The college's effort to obtain accreditation motivates me to develop my professional performance.

7. The Quality Assurance Unit's guidelines help me improve my student evaluation methods.

Third Axis: Satisfaction with Professional Growth and Development

8. The institution provides opportunities for enhancing my knowledge and skills.

9. The institution works on developing the capabilities of teaching assistants and lecturers.

10. The institution supports and encourages creativity and innovation.

11. The promotion criteria are fair and objective.

12. The institution encourages teaching assistants and lecturers to achieve and support professional growth.

Fourth Axis: Satisfaction with Leadership Style and Decision-Making in the Institution

13. The institution's decisions are objective.

14. I trust the institution's administrative team.

15. My superiors support me in performing the tasks assigned to me.

16. I am aware of all activities and discussions within the institution.

17. Research groups are managed in a democratic style.

Fifth Axis: Satisfaction with the Work Environment and Social Relationships

18. The institution encourages discussion and acceptance of differing opinions.

19. My relationships with my colleagues are positive.

20. My relationship with my superiors is good.

21. The institution encourages teamwork.

22. The institution provides modern resources to effectively perform work tasks.

Sixth Axis: Concern for the Institution's Status and Loyalty

23. I find myself in agreement with many of the institution's policies.

24. I adhere to ethical principles in performing my duties at the institution.

25. I care deeply about the status of the institution where I work.

26. The institution provides job security.

27. I am proud to belong to this institution and defend it.

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