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Career Motivations and Job Satisfaction
Among Female College Teachers
In Universities in Saudi Arabia

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Abstract:

This descriptive study have been conducted by the researcher to determine the essential factors that motivate female academic staff. The researcher organized a questionnaire which was distributed to holders of Ph.D. and Master's degrees of Saudi and non-Saudi female academic staff members in the Saudi universities to gather information of the study. The question of the study was, "Are female academic staff in the Saudi universities satisfied with their career motivations?"

The researcher distributed 993 questionnaires. The response was 61% (605 respondents), 139 of them were non-Saudis (23%), while 466 were Saudis (77%). Study results revealed that their level of job satisfaction in average was good. "T" test and comparison of the mean of the ten elements of Herzberge Motivation-Hygiene Theory with the mean of overall satisfaction indicated that there are significant statistical differences for nine of the ten elements. However, satisfaction for seven elements was less than the overall satisfaction at varied ratios. In the following list, elements are listed according to means of dissatisfaction in descending order:

1. Salary and benefits
2. Growth
3. College policy and management
4. Recognition
5. Achievement
6. Responsibility
7. Working conditions

The hygienic factors in Herzberge theory have become important motivation factors in the current study. The study also indicated the factors that need to be enhanced. The researcher presented 14 recommendations.

The Problem of the Study:

The present field study is seeking to answer the following question:

"Are female college teachers in Saudi universities satisfied with their motivations?"

Two main standards will be used to answer this question:

First Standard:

Determination of the relation between job satisfaction among female college teachers and the following demographic variables:

1. Nationality
2. Age
3. Academic degree
4. Years of experience, in general
5. Years of experience in Saudi universities
6. Educational preparation in teaching field

Second Standard:

Recognition of opinions of female college teachers regarding their job satisfaction, through measuring maintenance and motivation factors as specified by Herzberge theory, which are:

1. Achievement
2. Personal Relationships
3. Growth
4. College policy and management
5. Recognition
6. Responsibility
7. Salary and benefits
8. Supervision
9. Working nature
10. Working conditions

Hypotheses:

The researcher assumes the following two hypotheses:

1st Hypothesis:

There are no significant differences between job satisfaction in general among female college teachers and the following demographic variables:

1. Nationality
2. Age
3. Academic status
4. Years of experience of female college teacher in universities
5. Years of experience in teaching in the university until now
6. Educational preparation in teaching field.

2nd Hypothesis:

There are no significant differences between job satisfaction among female college teachers and the ten motivation hygienic factors, which are:

1. Achievement
2. Growth
3. Personal Relationships
4. College policy and management
5. Recognition
6. Responsibility
7. Salary and benefits
8. Supervision
9. Working nature
10. Working conditions

Importance of the Study

Girls education has developed from elementary schools, to secondary schools, the intermediate colleges, and to university colleges. Undoubtedly this is considered a huge achievement in a relatively short time.

Such an achievement requires much attention to college teachers. In addition, difficulties facing teachers must also be addressed.

It is undoubtedly that such difficulties affect negatively the elements of job description which take into account needs and requirements of human, and motivations which are considered an essential drive for more efforts. (Rush, 2000, p. 10).

The present study is seeking to highlight the factors related to job satisfaction among college teachers based upon the fact that paying more attention to this field could result in more development and growth in universities.

Considered the first of its kind on the level of all Saudi universities and female college teachers who are viewed as one of the most important pillars of the educational process, the present study is also in line with the policies of the Kingdom to enhance skills of teachers and achieve job satisfaction for them.

I hope that the results of the study will be helpful to the officials who may use them for the benefit the Saudi citizen.

The researcher is aiming to realize the following objectives from the present study:

1. Recognition of the current situation of job satisfaction among female college teachers in Saudi universities and the opinions of officials, whether this situation is positive or negative.
2. Taking the appropriate corrective actions by the Ministry of higher education.
3. Taking the necessary corrective steps to remove the negative points that cause job dissatisfaction.
4. Make recommendations.

Methodology of the Study

The researcher used the descriptive method because it is the most suitable method for this kind of studies.

Limitations of the Study

Universities in the Kingdom of Saudi Arabia, and all Saudi and non-Saudi female college teachers who are holders of PhD. and Master degrees

Terminology

1. College Teachers

Saudi and non-Saudi holders of PhD. and Master degrees, who are occupying full-time jobs at universities in Saudi Arabia.

2. Cadre of college teachers

The cadre upon which college teachers are evaluated at universities, and includes hiring, promotion, salaries, allowances, raises and incentives according to the system followed in universities in Saudi Arabia. (Higher Education, 1410H).

3. Achievement

It is the factors that cause or enable a person to reach a certain objective. It means reaching job success for the person, solving all of his problems, protecting him and monitoring his results (Wood 2000, p. 7).

4. Growth

It the probability for a person to show noticeable activity within his organization, or to be able to promote his skills in his career (Wood 2000, p. 7).

5. Personal Relationships

The reactions that arise between people while they are doing their jobs. (Wood 2000, p. 7).

6. Organization policy and management

A series of events through which the overall figure of an organization appears. This term includes two kinds of features: The first one is the sufficiency or insufficiency of the administration of the educational organization, and the second is the advantageous or disadvantageous effects of the policies of the organization. (Wood 2000, p. 7).

7. Recognition

Refers to certain public communication, which could be a notice, an appreciation, a criticize, or a blame.(Wood 2000,p. 7).

8. Responsibility

Refers to satisfaction or dissatisfaction because of responsibility or authority dedicated to someone. (Wood 2000, p. 7).

9. Salary and benefits

Refers to the salary and other benefits which are used in measuring the sufficiency of income or compensation of the person, whether such compensation was in cash or not. The term includes all events in which the compensation plays a role. (Wood 2000, p. 7).

10. Supervision

Harris (1998, 22) defines supervision as the actions performed by the staff of the college which could maintain or modify performance of the college, or even affects directly the main educational objectives of the college.

11. Working nature

Refers to the actual performance of a job, or the duties of such a job as source of positive or negative feelings. (Harris 1998, 8).

12. Working conditions

Refers to physical conditions of the work, such as work volume, environmental characteristics, or available facilities. (Harris 1998, 8).

Beginning and end of the research

The work of this research started on 1.11.1422H, and ended on 30.5.1423H.

Previous Studies

Humanistic and social studies are aiming at studying the human and his relation with his work. Educational studies occupied a large portion of such studies, with special care given to the teacher taking into consideration that he is the pivot of the educational process.

The teacher is the person who is responsible of building the nation through building the personality of the students using his professional and scientific skills and abilities.

Countries attach importance to preparation and training of teachers and seek to solve difficulties they face. Rush(2000, p. 10) views that difficulties facing preparation of teachers are directly connected to the job design which takes into consideration the human needs and incentives, which are considered as important element in the whole process.

Regarding determining factors of job satisfaction, Makki (1978, 506 and 507) stated the following:

1. Job satisfaction
2. Salary satisfaction
3. Growth and promotion satisfaction
4. Supervision and leadership satisfaction
5. Work group satisfaction
6. Social satisfaction

Natto (1401H, 123) adds to these factors the "Teacher reputation," and he considers that the reputation of teacher profession must be promoted, and provide the teacher with better economic and social status. Illaqui (1401H, 550) examines the psychological definition of motivation. Psychologists defines motivation process as driving the individual to follow a certain behavior or to terminate his or her behavior, or to modify his path. He mentions Persloof and Stays definition, who define motivation as an internal feeling that create a desire inside the individual to do an action or to follow a certain behavior in order to reach certain objectives. Illaqui concludes that the individual behavior, whether it was a cause or a result, is an action or a reaction to an internal feeling to fulfill certain desires and needs which might have been stimulated by external instincts or factors. Illaqui considers satisfaction as the

condition in which an individual feels satisfied after fulfilling his desire or need.

Herzberge thinks that satisfaction is fulfilled via work. The two factor theory classified factors into two categories: (Illaqi 1401H, 557)

The first category: Motivator factors

The second category: Hygiene Factors

- Supervisory type
- Personal relationships
- Salary and benefits
- Policy and management
- Work conditions

Herzberge views that satisfaction of such factors should be fulfilled before starting stimulation of individuals' behavior or motivating them for more production. In order to obtain job satisfaction, motivations must come in the next stage. Herzberge states that motivations include: (Illaqi 1401H, 557)

- Nature of the work
- Achievement
- Responsibility
- Recognition
- Promotion and progress

Wernimont (1966) criticized Herzberge's "The Two Factor Theory", adding that satisfaction or dissatisfaction could be achieved by any element in the two groups - Motivator Factors and Hygiene Factors.

Badr (1999, 63) defines job satisfaction as the feeling of an individual of the extent of fulfillment of the needs he desire to be fulfilled in his job. Degree of satisfaction depends upon the needs the individual desire to satisfy in a certain job.

From the psychological point of view regarding motivation of college teacher, Qadi (1404H, 149) thinks that it is essential to motivate the human in order to obtain positive reaction from him. There are several college teachers who spend lengthy hours with books and references in order to perform his teaching responsibilities at the best possible way.

Johnson (1986, pp. 73-74) mentions that researches in this field stress that the best teachers continue in this field because of good

incentives. However, they might be forced to quit teaching because of poor salary or working conditions. Accordingly, efforts made to keep the best teachers should be focused upon stressing that they can do their job without disturbance or financial difficulties.

Patterson et, al (1987, pp. 201-203) ran a study on 387 college teachers in 38 education colleges in the USA. The study included two important elements:

- Development and growth
- Transferring to other higher education institutions to obtain development and growth.

The study found that professors view themselves as less active in their jobs than assistant and associate professors. Professors do not differ from assistant and associate professors in their self-appreciation of productivity or satisfaction regarding achievements, which suggests that teachers do not view this situation as harmful to their performance or satisfaction. The study revealed that teachers are eager to find themselves on the top regarding job action, and they do not view themselves delayed in productivity or satisfaction with respect to job achievements.

Placak - Graig & Bean (November 1989, 4 - 27) studied job satisfaction of college teachers in eight colleges of education at USA. The study included 265 questionnaires. Analysis showed that an important part of the total emotional response of the college teacher could be predicted through the creative nature of the academic work in itself, participation in administrative decisions, justice administrative evaluation, appreciation of colleagues, and financial compensation. The researchers recommended the following:

1. The college teacher must control the policies and decisions concerned with educational and service actions.
2. Exchanging information about achievements of college teachers should be a priority, either in work or socially. Lecturers must plan courses, conferences, and workshops which are prepared to link curricula with departments.
3. Minimize number of committees. Evolvement in work of committees shall be reasonable and objective, and must be of mutual benefit.

4. Assessment by colleagues must be fair and based upon well-defined standards.
5. Salaries and benefits must be specified taking inflation into account, and must be compared with salaries and benefits of non-academic employees.
6. Burdens of working in multi discipline researches shall be reduced, and suitable work expectations must be done.
7. Viewing job satisfaction of college teacher as a complex emotional response, which is different to some extent than other jobs.

To raise educational process and to enhance situation of the college teacher in order to maintain the skilled teachers, Benjamin (1989, 11) recommends the following:

1. Increase interaction between college teacher and students.
2. Create a tool through which students respond actively to education.
3. Teaching students on how to learn.
4. Enhance salaries in order to support and maintain skilled college teachers.
5. Within our national goal to be able to compete economically, a different treatment to college teachers should be followed.
6. The goal is not to raise the position, but to raise the job.
7. Stressing that education is the process of preparation of students to change, develop and exchange jobs.

Armour et al (1990, 1-27) conducted a study on professionalism of senior college teachers and their self-development. The study included 1135 members from six higher education institutions in the USA. Responses showed that they controlling their long experiences inside themselves, with all it's instincts and vitalities, while such experiences become active in the field of education, higher studies and services.

The study proved that level of satisfaction did not vary with race, sex (male or female) and the academic major. College teachers have no intention to quit their jobs or the university environment, and most of them has no desire to quit the institutions in which they are working. Most of them are proud of their teaching skills, higher studies and services, and they feel that they more active

and dedicated to their work than any other time. They say that they would have chosen the same academic job if they are to chose again. In addition, appreciation by administration is considered a good standard to predict satisfaction of senior college teachers.

Cranton & Knoop (1991, 102-103) examined the relationship between effective teaching and job satisfaction of college teachers. They concluded:

"If education is viewed as effective, then we must expect that conditions of academic staff are positive towards job of teaching (i.e. job satisfaction). We must differentiate between two aspects of job satisfaction, which are the overall attitude towards the job, and the personal feelings (such as satisfaction regarding teaching process in itself, students, progress opportunities, salary)"

Bowen and Radha Krishna (1991, 21) examined agricultural education using Herzberge theory regarding hygienic and motivator factors. They found that:

1. Agricultural college teachers are highly satisfied about their jobs.
2. Demographic variables and not considered good indications of the level of job satisfaction of agricultural college teachers.
3. As motivator factors for job satisfaction of agricultural college teachers were better indicators than hygienic factors, then Herzberge motivation hygienic theory was more applicable to agricultural college teachers in 1990 than in 1980.

In universities in Saudi Arabia, Ageel (1982, 101-105) conducted a field study on job satisfaction at Um Al Qura University using Herzberge theory. The result was:

"Herzberge theory differentiate between motivator factors and hygienic factors. Motivator factors are linked with job satisfaction, while hygienic factors are related to preventive or health matters. In his study, Herzberge considered motivators as factors linked to job content, while hygienic factors are related to dimensions of the job context. On the contrary, results of the current study were not similar. They indicated that content factors

are linked with job dissatisfaction, while context factors are related to job satisfaction."

Aqeel recommended:

1. University administration should assist in provision of the following:
 - 1.1 Good planning
 - 2.1 Effective organization
 - 3.1 Job filling
 - 4.1 Leadership
 - 5.1 Development
 - 6.1 Job development
 2. Decentralization: Decision making process should provide college teachers an opportunity to participate in decisions related to rules, regulations and standards.
 3. Students: College teachers should encourage students to take personal responsibility in order to determine the level they desire from education and whether it suits them or not.
 4. Motivations: Senior official should appreciate and motivate prominent college teacher.
 5. Recognition: Senior official should appreciate every work performed by employees.
 6. Reputation: Top administration of the university should make its best efforts to support the reputation of the university and employees, including college teachers.
 7. Facilities: Every employee should be able to work in an workplace equipped with all necessary equipment, which are available equally for all.
 8. Promotions: Ministry of higher education is responsible to set and enhance promotion system in a periodical and fair manner.
- Hakim (1989, 125 - 126) studied academic staff at King Abdul Aziz University to examine their job satisfaction regarding situations and services provided to them. The sample included 52% of the total college teachers, who were 956 males and females, Saudis and non-Saudis. Their responses showed that they are not satisfied about the following four standards:
- a. Facilities (Buildings and equipment).
 - b. Employee services
 - c. Employment and promotions policies, and other aids.

d. Administrative matters.

The study also showed that the sample members have high desire to enhance this situation, which is summarized by the researcher in the following ten recommendations:

1. Top administration of the university should run a realistic assessment of the administrative standards stated in the questionnaire of the study.
2. Recommendations of the college teachers should be considered.
3. Scientific research should be given a greater opportunity.
4. Develop mutual meetings between college teachers in all departments.
5. Individual visits by the top management to their colleagues in departments.
6. Arrange monthly unofficial meetings at the club of university employees for friendly conversations and to support family relationships.
7. Remove duplicity in scientific departments.
8. Arrange continuous meetings between several executive administrations in the university to develop academic services.
9. Informing college teachers about business schedules and minutes of university council and higher council.
10. providing opportunity for college teachers to communicate with the society and to work as consultants for other organizations.

In a comparison between the job income of college teachers and the regulation of educational jobs, Abu Sulaiman mentions the benefits that the teacher in the general education enjoys compared with his counterpart in universities. Abu Sulaiman (1410H/1990G) says, "Examining certain clauses in the educational jobs regulation and cadre of Saudi college teachers, the benefits that the college teacher obtains compared with teachers in general education are:

1. Salary schedule of teachers in the general education is classified into twenty five grades. The final grade is grade six. The annual incentive continues as long as the teacher is in the job, even if he reaches the grade six.

This benefit is not enjoyed by the college teacher unless he reaches the position of a "professor". Linking annual financial incentive with promotion to the next grade is considered unfair to the college teacher.

2. When the service of teacher in general education is terminated, the Government provides him the end of service allowance. On the contrary, the college teacher is not enjoying this benefit.

To my knowledge, this study on job motivation of college teachers is the first of its kind on the level of universities in Saudi Arabia, and including Saudi and non-Saudi holders of PhD and Master degrees.

Procedures of the Field Study

Tool of the Study:

The tool of the study consists of two parts: the first part is the general (demographic data), and the second part includes the ten factors of Herzberge theory, which cover the Motivator Factors and the hygienic factors used by Wood (2000, 130-135). The researcher used the factors in its final form (Appendix A).

Tool Honesty and Certainty

To measure honesty, the tool of the study presented to a panel of seven members who are specialized in business administration, education, statistics, libraries, and computer science in the King Abdul Aziz University. The panel opinion was requested about the following:

- 1.Importance of each element,
- 2.Clearness and accuracy of sentences, and suggestions in this regard,
- 3.Suggestions and remarks about the questionnaire.

Modifications were introduced after studying and comparing opinions of the panel members, and the questionnaire was designed in its final format. For more accurate responses, respondents were not asked to write their names.

To measure certainty, the Re-application method (Al Sayed, 1979, 545-553) was used, in which the researcher applied the questionnaire twice at a period of 14 days between the first and the second times, on 20 members of the sample. The certainty factor was found be 0.91, which indicates high level of certainty.

Society of the Study:

The society of the study is composed of all Saudi and non-Saudi female college teachers in the Saudi universities, who are holders of PhD. and Master's degrees. The total number of college teachers is 1014 (Ministry of Higher Education, 1419H).

The researcher contacted deans and deputy deans before distributing the questionnaire for their support and assistance. The researcher requested assigning a person to coordinate with the college teachers and to receive their responses, and then return responses back to the researcher on the address indicated in the cover letter. Deans and vice deputy deans welcomed to cooperate. The questionnaire was sent to universities, and 994 questionnaires were distributed to the sample. 20 members of the sample were excluded because they have been questioned twice in the re-application test to measure certainty. After nine weeks, the responses received by the researcher were 626. Twenty-one responses were excluded for different reasons such as: some copies were not answered, and some copies were returned with only general data recorded without answering the questions. The final number of responses was 605, which represented 61% of the total sample, who are:

- Total non-Saudi members of the sample were 139 college teachers, represented 63% of total Saudi college teacher (274). 57 members of them were PhD holders, while 82 were Masters degree holders.
- Total Saudi members of the sample were 466 college teachers, represented 51% of total non-Saudi college teacher (740), 403 members of them were PhD holders, while 63 were Masters Degree holders.



Table 0
Figures and percentages of response of college teachers according to college location, nationality and scientific degree

College location	Non-Saudis			Saudis			Total number of Saudis and Non-Saudis
	PhD	Master	Total	PhD	Master	Total	
1- Makkah	15	11	26	56	11	67	93
2- Riyadh	15	27	42	70	15	85	127
3- Madinah	6	15	21	51	11	62	83
4- Jeddah	10	6	16	46	10	56	72
5- Dammam	11	13	24	50	8	58	82
6- Abha	-	8	8	66	5	71	79
7- Tabuk	-	2	2	64	3	67	69
Total	57	83	139	403	65	466	605

The table indicates that most of the academic staff members who participated in the questionnaire were Saudis. This is because that Saudis number is about three times the number of non-Saudis, specially in main cities and scientific colleges.

Statistical Analysis:

The 605 questionnaire were recorded and input into computer for analysis at the Research Centre in King Abdul Aziz University. The researcher used statistical methods provided by the statistical programs for social sciences (SPSS). Frequency tables for calculating frequencies of each variable in the questionnaire were prepared (parts one and two), and the following statistical analysis was used:

1. Frequencies and percentages: Frequencies were calculated for all variables. As frequencies do not represent the real relative weights, percentages were also used.
2. Central Trend Measurements: Arithmetic means, medians, and standard deviation for all variables.
3. Chi-Square Test: Chi-Square is used to test the significance of differences in the relation between the general job satisfaction and demographic variables in the first hypothesis. Requirements for application of the test were taken into consideration, such as no cell shall be vacant of frequencies, and the ratio of expected frequencies in cells must not be less than 5 frequencies.

4.t-test: This used is used to determine the significant relationships between job satisfaction of the ten factors mentioned in the second hypothesis.

5.Statistical results were all considered significant at <0.05 level.

Results and Discussion

The questionnaire was sent to 994 college teachers, 605 responses were collected (61%), 139 of them were non-Saudis (23%), while 477 (77%) were Saudis. (Table 1).

Table 1
Distribution of college teachers according to nationality

Nationality	Number	%
Non-Saudi	139	23.00
Saudi	466	77.00
Total	605	100.00

Holders of PhD degrees were 442 (73.1%), while Masters degree holders were 163 (26.9%). (Table 2)

Table 2
Distribution of college teachers according to the academic degree

Degree	Number	%
PhD	442	73.1
Masters	163	26.9
Total	605	100.00

Ages of respondents ranged from 25 to 66 years, at an arithmetic mean of 41.003. The norm was 42 years. (Table 3).

Table 3
Distribution of college teachers according to age

Age	Number	%	Cumulative %	Age	Number	%	Cumulative %
25	2	0.3	0.3	47	20	3.3	85.3
26	4	0.7	1.0	48	12	2.0	87.3
27	11	1.8	2.8	49	9	1.5	88.8
28	12	2.0	4.8	50	20	3.3	92.1
29	9	1.5	6.3	51	5	0.8	92.9
30	21	3.5	9.8	52	8	1.3	94.2
31	3	0.5	10.3	53	5	0.8	95.0
32	6	1.0	11.3	54	13	2.1	97.1
33	8	1.3	12.6	55	5	0.8	97.9
34	8	1.3	13.9	56	1	0.2	98.1
35	15	2.5	16.4	57	6	1.0	99.1
36	21	3.5	19.8	58	1	0.2	99.3
37	35	5.8	25.6	59	3	0.5	99.8
38	39	6.4	32.1	66	1	0.2	100.0
39	37	6.1	38.2	Arithmetic Mean 41.003 Median 41.0 Norm 42.0			
40	60	9.9	48.1				
41	28	4.6	52.7				
42	65	10.7	63.5				
43	36	6.0	69.4				
44	32	5.3	74.7				
45	20	3.3	78.0				
46	24	4.0	82.0				

Years of experience of respondents ranged from one to 46 years. The arithmetic mean was 12.41, the median 11 years, and the norm 10 years. (Table 4).

Table 4
Distribution of college teachers according to experience

Years of experience	Number	%	Cumulative %	Years of experience	Number	%	Cumulative %
1	7	1.1	1.1	21	9	1.5	87.4
2	18	3.0	4.1	22	16	2.6	90.1
3	29	4.8	8.9	23	18	3.0	93.1
4	36	6.0	14.9	24	8	1.3	94.4
5	42	6.9	21.8	25	3	0.5	94.9
6	31	5.1	26.9	26	7	1.2	96.0
7	33	5.5	32.4	27	7	1.2	97.2
8	37	6.1	38.5	28	2	0.3	97.5
9	12	2.0	40.5	29	2	0.3	97.9
10	44	7.3	47.8	30	5	0.8	98.7
11	16	2.6	50.4	31	2	0.3	99.0
12	28	4.6	55.0	32	2	0.3	99.3
13	28	4.6	59.7	37	1	0.2	99.5
14	23	3.8	63.5	40	2	0.3	99.8
15	18	3.0	66.4	46	1	0.2	100.0
16	15	2.5	68.9				
17	28	4.6	73.6				
18	24	4.0	77.5				
19	21	3.5	81.0				
20	30	5.0	86.0				
				Arithmetic Mean	12.407		
				Median	11.0		
				Norm	10.0		

Years of experience of college teachers in universities ranged from one to 25 years. The arithmetic mean was 4.71, the median 4 years, and the norm was 4 years. (Table 5).

Table 5
Distribution of college teachers according to the years of experience in universities

Years of experience	Number	%	Cumulative %	Remarks
1	92	15.12	15.12	Arithmetic Mean 4.71 Median 4.0 Norm 4.0
2	108	17.9	33.1	
3	77	12.7	45.8	
4	133	22.0	67.8	
5	70	11.6	79.3	
6	15	2.5	81.8	
7	11	1.8	83.6	
8	13	2.1	85.8	
9	6	1.0	86.8	
10	24	4.0	90.7	
11	7	1.2	91.9	
12	28	4.6	96.5	
13	10	1.7	98.2	
14	5	0.8	99.0	
15	1	0.2	99.2	
16	2	0.3	99.5	
17	2	0.3	99.8	
25	1	0.2	100.0	

Comparing years of experience in general with years of experience in universities in Saudi Arabia reveals that about 277 (45.8%) have spent three years or less in universities, while college teachers who have general experience of less than three years were less than 54 (8.9%) of respondents.

Females who spent 4 - 12 years as college teachers in universities in Saudi Arabia were 307 (50.7%), compared with 297 (46.1%) who have general teaching experience.

It is revealed that those who have more than 12 years of experience were 272 (45%), while those who have less than 12 years of experience in Saudi universities were only 21 (3.5%). (Table 6).

Table 6
Comparison between years of experience in general and in Saudi universities

Years of experience	General years of experience		Experience in Saudi universities	
	Number	%	Number	%
0-3	54	8.9	277	45.8
4-12	289	46.1	307	50.7
12+	272	45.0	21	3.5
Total	605	100	605	100

Results indicated that about 441 (72.9%) of college teachers have been prepared to teach during the academic study, while 164 (27.1%) have not. (Table 7).

Table 7
Distribution of college teachers according to academic preparation

Academic preparation	Number	%
Yes	441	72.9
No	164	27.1
Total	605	100

From the above data, we deduce the following:

1. Percentage of non-Saudis to Saudis is 1:3.
2. Percentage of PhD holders of non-Saudis to Saudis is 14%, and their percentage on the level of PhD holders in the sample is 12%.
3. Percentage of Masters Degree holders of non-Saudis to Saudis is 13%, and their percentage on the level of Masters Degree holders in the sample is 57%.

Above figures indicate the necessity for education and training to cover the actual long and short-term needs of college teachers, and confirm statements of Al Ghamdi and others (1406/1407H) about annual requirements of universities.

In addition, the arithmetic mean, median and norm of age of female college teachers were near to each other (41.003, 41 and 42, respectively). This indicates that college teachers in good situation with respect to maturity, and accordingly they are in ages that make them desire to develop themselves, and enable them to establish good relationships with each other and with their students, and provide them guidance.

Years of experience were generally good, at 12.4 years, which is approximate to the median (11 years), while the norm was 10 years. However, their experience in their present colleges did not exceed the arithmetic mean (4.7 years), while the median and the norm were 4 years. Comparing years of general experience with experience in their colleges we find that most of them are in the range of 4 to more than 12 years of experience.

Examining the First Hypothesis:

The first hypothesis, which states that there are no significant differences between the overall job satisfaction of female college teachers and personal (demographic) variables, such as nationality, age, academic status, years of general experience, years of experience in the present college, and academic teaching preparation. Job satisfaction is treated in the research as a variable, and Chi-Square Test is used in analyzing it.

1. Overall job satisfaction and nationality

Table 8 shows distribution of college teachers according to overall job satisfaction and nationality. From the table it is revealed that most Saudi female college teachers 445 (95.5%) were satisfied about their present jobs, while only 75 (54%) non-Saudi female college teachers were not satisfied. Most of the dissatisfied female college teachers (64 members representing 46%) were non-Saudis. 25 of them (39%) expressed their absolute dissatisfaction, while Saudis who expressed dissatisfaction were 21 (4.5%), only 1 (0.2%) of them expressed absolute dissatisfaction.

In general, the hypothesis was rejected, and it is revealed that there is a relationship (significant differences) between overall job satisfaction and nationality.

Table 9
Distribution of college teachers according to overall job satisfaction and nationality

Nationality	Absolute satisfaction	Satisfaction	Dissatisfaction	Absolute dissatisfaction	Total	Chi Square (Significance)
	Number%	Number%	Number%	Number%	Number%	
Saudi	12 17	63 17.3	39 66.1	25 96.2	139 23	167.88
Non-Saudi	144 92.3	301 82.7	20 33.9	4 3.8	466 77	<0.001
Total	156 25.8	364 60.2	59 9.8	26 4.3	605 100	

2. Job satisfaction and age

Table 9 shows that female college teachers in the age group 35- 45 years are 338 members (64.1%), representing the bigger group, followed by those in the age group "45+" years, and finally those in the age group "less than 35 years."

Number of absolutely satisfied persons was 156 (25.8%) from a total sample of 107 (68%) in the age group 35-45 years, while those who were not absolutely satisfied with their jobs was 26 (4%), 20 of them (76.9%) in the same age group (35-45 years). Chi square was 9.5, and significance level was 00.415.

In general, the basic hypothesis is accepted, and no significant differences have appeared between overall job satisfaction and age.

Table 9
Distribution of college teachers according to overall job satisfaction and age

Age (years)	Absolute satisfaction	Satisfaction	Dissatisfaction	Absolute dissatisfaction	Total	Chi Square (Significance)
	Number%	Number%	Number%	Number%	Number%	
25-34	18 11.5	55 15.1	7 11.9	4 15.4	84 13.9	9.553
35-45	107 68.6	218 59.9	43 72.9	20 76.9	338 64.1	0.415
45+	31 19.9	91 25.0	9 15.3	2 7.7	133 22	insignificant
Total	156 25.8	364 60.2	59 9.8	26 4.3	605 100	

3. Job satisfaction and Scientific Degree

Table 10 shows that as the scientific degree rises (PhD), the level of job satisfaction rises, and the opposite is also true. Among those who are satisfied about their jobs, there were 129 (82.7%) who are holders of PhDs, while among those who are not absolutely satisfied, there were 20 (76.9%) who are Masters

Degree holders. Accordingly, Chi square value was 59.52 at significance level of <0.001.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and scientific degree was rejected.

Table 10

Distribution of college teachers according to overall job satisfaction and scientific degree

Scientific Degree	Absolute satisfaction	Satisfaction	Dissatisfaction	Absolute dissatisfaction	Total	Chi Square (Significance)
	Number%	Number%	Number%	Number%	Number%	
PhD	129 82.7	287 76.41	29 49.2	6 23.1	442 73.1	59.52
Masters	27 17.3	86 23.6	30 50.8	20 76.9	163 26.9	<0.001
Total	156 25.8	364 60.2	59 9.8	26 4.3	605 100	

4. Job satisfaction and total years of experience

Table 11 indicates that 138 members (88.5%) who have a total experience of more than 4 years are absolutely satisfied with their present jobs, while 14 members (53.8%) of those who are not absolutely satisfied with their jobs have a total experience of more than 13 years. Chi square was 4.2 at significance value of 0.65 (Table 10).

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and total years of experience was accepted.

Table 11

Distribution of college teachers according to overall job satisfaction and total years of experience

Experience (years)	Absolute satisfaction	Satisfaction	Dissatisfaction	Absolute dissatisfaction	Total	Chi Square (Significance)
	Number%	Number %	Number %	Number %	Number %	
0-3	18 11.5	29 8.0	6 10.2	1 3.8	54 8.9	4.2
4-121	74 47.4	170 46.7	24 40.7	11 42.3	279 46.1	(0.65)
13+	64 41.1	165 45.3	29 49.2	14 53.8	272 25	insignificant
Total	156 25.8	364 60.2	59 9.8	26 4.3	605 100	

5. Job satisfaction and years of experience in the college

Table 12 shows that there is a significant relationship between overall job satisfaction and years of experience in the present college, at a significant level of 0.048. Chi square value was 12.66, and the percentage of more satisfied female college teachers in Saudi universities are of experience of less than 12 years.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and years of experience in the present college was rejected.

Table 12
Distribution of college teachers according to overall job satisfaction and years of experience at the present college

Experience (years)	Absolute satisfaction		Dissatisfaction		Total	Chi Square (Significance)
	Number	%	Number	%		
0-3	82	52.6	24	40.7	277	12.66 (0.048)
4-121	68	43.6	31	52.5	307	
13+	6	3.8	4	6.8	21	
Total	156	25.8	59	9.8	605	100

6. Job satisfaction and Educational Training

Table 13 indicates that the study did not show any significant relationship between overall job satisfaction and educational training. Chi square value was 7.24, with significance level of 0.065.

Accordingly, the basic hypothesis was accepted, as there are no significant differences between overall job satisfaction and educational training.

Table 13
Distribution of college teachers according to overall job satisfaction and educational training

Educational Training	Absolute satisfaction		Dissatisfaction		Total	Chi Square (Significance)
	Number	%	Number	%		
Yes	106	67.9	45	76.3	441	7.24 (0.065) insignificant
No	50	32.1	14	23.7	164	
Total	156	25.8	59	9.8	605	100

Examining the first hypothesis, it is revealed that there are no significant differences between overall job satisfaction of female college teachers and the following personal (demographic) factors:

1. Age
2. Years of general experience
3. Educational training

The first hypothesis is accepted with respect to these three personal factors, and accordingly they are not considered good indicators of overall job satisfaction of female college teachers.

It is revealed that there are significant differences between overall job satisfaction and the following personal variables:

1. Nationality
2. Scientific degree
3. Years of experience in the present college

This indicates that there is a close relation between nationality and overall job satisfaction, and it is varied between Saudi and non-Saudi female college teachers. The higher the scientific degree, the higher the job satisfaction. It is also revealed that the teaching experience in universities has an important relationship with the overall job satisfaction.

Examining the Second Hypothesis

The second hypothesis states there is no significant relationship between overall job satisfaction of female college teachers in Saudi universities and the ten motivator and hygienic factors, which are: achievement, growth and development, personal relationships, college policy and management, recognition, responsibility, salary and benefits, supervision, working nature and working conditions.

Marks of each factor were collected and divided by the number of elements of each factor in order to obtain the mean of the total marks of satisfaction for every specific factor (See appendix A for each factors and elements of factors.)

1. Overall job satisfaction and achievement

Comparing overall job satisfaction with the opinion of female college teachers regarding achievement, it is found that their feeling of achievement is low. Table 15 shows that arithmetic mean was 2.1 for achievement, 1.93 for overall satisfaction, t-test value was 4.68 at significance level of <0.001 . Accordingly, there is a significant difference between overall job satisfaction and achievement.

Accordingly, the hypothesis that there is no relationship between overall job satisfaction and achievement was rejected.

Table 14
Job satisfaction of female college teachers regarding elements of achievement factor compared with overall job satisfaction

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
Achievement	608	2.1	0.53	4.677	<0.001 (p*)
Overall satisfaction		1.93	0.72		

(p*) significance level

The above result indicates that universities are seeking to compensate female college teachers according to their efforts. Female college teachers expressed this, saying:

"Top management should work harder to compromise between general objectives of universities and personal objectives of female college teachers in order to make achievement a common factor."

"Administration of universities should form committees to assess performance of college teachers in order to reach a balance between individual achievement and university achievement."

"I feel I have really achieved something when I see my students graduating, and I think that the university should do something to appreciate this."

It is undoubtedly that recognition of achievement leads to self-confidence and adds value to the college teacher.

2. Overall job satisfaction and growth and development

Table 15 indicates that female college teachers are to some extent less satisfied regarding elements of growth and development factor, compared with the overall satisfaction. The arithmetic mean of growth and development factor was 2.49, which is near to dissatisfaction, while the arithmetic mean for the overall satisfaction was 1.93. t value was 12.52, at significance of 0.001. This indicates that there are significant differences.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and growth and development was rejected.

Table 15
Job satisfaction of female college teachers regarding elements of growth and development factor compared with overall job satisfaction

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
Growth & development	605	2.49	0.83	12.54	<0.001 p(*)
Overall satisfaction		1.93	0.72		

P(*) significance level

Results show that the mean of this factor is considered dissatisfaction. Female college teachers expressed the following opinions:

"Female college teachers should be allowed to participate in conferences and seminars that help them to develop themselves."

"Lecturers have no opportunity to study for PhD degree, and accordingly they are dissatisfied for being fixed in the same job status. We hope that we be allowed to study inside the Kingdom and to remove obstacles that restrict our passage."

"Nearly there are no on-the-job educational and training programs."

Responses of investigated female college teachers indicate that educational and training programs are weak, participation in responsibility is weak, and there is no opportunity for them to promote scientifically. Dissatisfaction resulting from this factor could be a real obstacle that restrict universities from achieving its overall objective.

3. Job satisfaction and personal relationships

Table 17 indicates that there is a significant relationship between personal relationships factor and overall job satisfaction of female college teachers in Saudi universities. The arithmetic mean was 1.85 while overall satisfaction was 1.93. t value was 2.26 at significance level of <0.05.

Table 16
Job satisfaction of female college teachers regarding elements of personal relationships factor compared with overall job satisfaction

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
Personal relationships	605	1.85	0.49	2.26	<0.05 p(*)
Overall satisfaction		1.93	0.72		

P(*) significance level

This indicates that college plays a remarkable and active role in this field. However, college teachers have certain remarks to enrich this relation, which are:

“The academic and personal relationship between and college teacher and the student is not as perfect as it must be. This is due to the fact that the student is not interested in such a relationship, and not interested in enriching his/her knowledge.”

“It is important not to make the college teacher feels that he is a foreigner in his/her second country, the Kingdom of Saudi Arabia.”

The above result indicates that universities are interested in the personal relationships which are based upon the noble Islamic instructions, and such an interest is not limited to the college teachers and the university, but also on all levels.

4. Overall Job Satisfaction and Policy and Management of Universities

Level of satisfaction of college teachers with respect to the “college policy and management” factor indicated dissatisfaction when compared with the overall satisfaction. Table 8 shows that the arithmetic mean of elements of this factor was 2.49, which means dissatisfaction when compared with the arithmetic mean of the overall satisfaction (1.93). t-test value was 12.93 with significance level of 0.001. This indicates that there are significant differences.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and college policy and management was rejected.

Table 17

Satisfaction level of college teachers regarding elements of college policy and management factor, compared with overall job satisfaction

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
College policy and management	605	2.44	0.65	12.93	<0.001 (*p
Overall satisfaction		0.72			

(*P Significance level

This was obvious from the following opinions of college teachers:

"There are restrictions concerning promotions and procedures followed by university academic councils regarding research acceptance from college teachers who fulfill promotion requirements."

"Considerations must be given to non-Saudis who deserve to be promoted to a higher grade to pay them the salary of the promotion."

"A plan must be set and followed by the dean to meet periodically with college teachers in each department and on sound administrative and educational basis."

"There is no fixed standard for selection of the department head."

"College teachers travel with other teachers, and this might cause them to wait at aviation offices for three days, which reflects negatively upon satisfaction. They feel they are more in a school, not a college."

"Saudis and non-Saudis must be given an opportunity and encouraged for graduate studies and researching through provision of references and international recent researches in every college."

The above opinions could be attributed to the weak planning of the overall objectives of universities regarding development of the college teacher and satisfy his/her ambitions, allow them to play a role in decision making, understanding their personal urgent demands, and converging overall objectives of the college and personal individual objectives.

5. Overall job satisfaction and recognition

Comparing arithmetic means with elements of recognition factor, studies revealed that although college teachers are generally satisfied with the recognition they obtain from the college, they are less satisfied in elements of this factor when compared with the overall satisfaction. Table 18 shows that the arithmetic mean of recognition was 2.23, which is nearer to dissatisfaction. The arithmetic mean of overall satisfaction is 1.93, and t value is 7.35 at less than 0.001 significance level. This indicates that there are significance differences.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and recognition was rejected.

Table 18
*Satisfaction level of college teachers regarding elements of
recognition factor, compared with overall job satisfaction*

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
Recognition	605	2.11	0.70	7.35	<0.001 (*p)
Overall satisfaction		1.93	0.72		

(*P Significance level)

Respondents commented on satisfaction regarding recognition, by saying:

"Focusing upon offering appreciation certificates on the level of colleges and on the level of a college as a job motivation produces results better than warnings."

This minor dissatisfaction might indicate limited understanding of this important motivation which could produce a great drive for the individual to perform his duty, and consequently satisfaction regarding work. Respect, recognition and appreciation are factors that could enrich the relationship and lead to better performance."

6. Job satisfaction and Responsibilities

Arithmetic mean of responses for elements of "responsibility" factor was 2.04, compared with the overall job satisfaction, which was 1.93. Accordingly, there is a slight dissatisfaction regarding this factor when compared with the overall satisfaction. Table 19 shows significant relationship with t value of 2.93, which is less than 0.001. Accordingly, there are significant differences.

Upon such basis, the hypothesis that there is a relationship between the overall job satisfaction and elements of responsibility factor was rejected.

Table 19
*Satisfaction level of college teachers regarding elements of
responsibility factor, compared with overall job satisfaction*

Satisfaction factor	Frequency	Mean	Standard Deviation	t	Significance
Responsibility	605	2.04	0.58	2.93	<0.001 (*p)
Overall satisfaction		1.93	0.72		

(*P Significance level)

According to the arithmetic mean, there is a slight dissatisfaction regarding responsibility factor. Respondents remarked upon the following:

"Opinions of non-Saudi college teachers are not considered in cases in which they can express helpful and experienced opinions, taking into consideration that the scientific opinion could be quite helpful, especially if it is supported with justifications."

"I think that college teachers must be treated according to experience and academic degree, in order increase validity of the achieved works."

It seems that colleges are doing well in this field. However, college teachers do not agree with that at full. This could be due to misunderstanding and that the people responsible for vocational planning are not fully experienced.

7. Job satisfaction and salary

Table 20 indicated clearly that college teachers are not satisfied regarding the job salary and benefits factor, when compared with the overall satisfaction. The arithmetic mean of elements of salary and benefits factor was 2.55, compared with 1.93 for overall satisfaction. There was a significant difference at 0.001 level and t 13.69. Accordingly, there are significant differences.

The hypothesis that there is a relationship between overall job satisfaction and "salary and benefits" factor was rejected.

Table 20

Satisfaction level of college teachers regarding elements of "salary and benefits" factor, compared with overall job satisfaction

Salary & Benefits	Frequency	Mean	Standard Deviation	t	Significance
Responsibility	605	2.55	0.85	13.69	<0.001 (*)p
Overall satisfaction		1.93	0.72		

(*)P Significance level

College teachers' opinions and remarks were as follow:

"University cadre applied on college teachers in Saudi universities in general, and specially for Masters Degrees holders, is comparative to that applied upon Masters Degrees holders in general education."

"There are no material motivations in universities, which resulted in loss of efforts and time, and forced some college teachers to quit universities."

"We wish that officials will reconsider the cadre of college teachers and to remove any duplicity regarding material

motivations between lecturers and teachers in the general education.”

“College teacher must obtain an end of service allowance, same as teachers in general education.”

“To encourage college teacher for a better performance, allowance of must not be fixed at the final grade.”

“Annual allowance is approved by the dean, and sometimes this authority is misused.”

“The current cadre system must be abandoned and replaced with another effective system.”

According to research results and opinions of college teachers, job dissatisfaction is considered a real problem that faces higher education. Dissatisfaction could be attributed to the duplicity in treatment of college teachers compared with teachers in general education, who get a continuous annual salary raise and end of service allowance.

8. Overall job satisfaction and supervision

Table 21 shows that the arithmetic mean of elements of supervision factor is 1.98, the median is 1.93, and t value is 1.29. Accordingly, there are no significant differences.

Accordingly, the hypothesis that there is no significant difference between overall job satisfaction and elements of supervision factor was accepted.

Table 21

Satisfaction level of college teachers regarding elements of "supervision" factor, compared with overall job satisfaction

Supervision	Frequency	Mean	Standard Deviation	t	Significance
Responsibility	605	1.98	0.63	1.29	<0.05 (*)p
Overall satisfaction		1.93	0.72		

(*)P Significance level

The above result is reached from the similarity between the mean of the overall satisfaction and satisfaction from elements of supervision factor, as both are showing satisfaction. This indicates that universities are working hard to make supervision a joint, not a one-side, process, taking into account that college teachers are playing an important role, and that they are monitoring themselves according to instructions of Islam. On other hand, the college is

cooperating with them to enhance the thirteen elements of supervision factor.

9. Job satisfaction and working nature

Arithmetic mean of elements of "working nature" factor was 1.15, which is less than the overall satisfaction (1.93). Accordingly, college teachers are nearly satisfied about working nature in Saudi universities. Table 22 shows that the above relationship is significant at significance value of <0.001 and t value 12.1.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and elements of "working nature" factor was rejected.

Table 22

Satisfaction level of college teachers regarding elements of "working nature" factor, compared with overall job satisfaction

Supervision	Frequency	Mean	Standard Deviation	t	Significance
Responsibility	605	1.51	0.46	12.1	<0.001 (*)p
Overall satisfaction		1.93	0.72		

(*)P Significance level

This could be attributed to the fact that universities are seeking to enhance the relationship between college teachers and students, and to provide for an appropriate educational environment. The above result indicates presence of enthusiasm, which could be attributed to the reaction between college teachers, universities and students. In addition, the result shows that universities are seeking to solve some of the difficulties facing college teachers. However, college teachers remarked the following:

"The necessity not to dedicate several administrative duties to the college teacher in order to allow him to dedicate more time to educational and teaching responsibilities."

10. Overall job satisfaction and working conditions

Table 23 shows the relationship among college teachers between elements of "working conditions" factor and overall satisfaction. College teachers expressed slight dissatisfaction in elements of working conditions factor, with arithmetic mean of 2.03, compared with overall satisfaction of 1.93. t value was 2.73 at less than 0.001 significance. Accordingly, there significant differences.

Accordingly, the hypothesis that there is a relationship between overall job satisfaction and elements of working conditions factor was rejected.

Table 23
Satisfaction level of college teachers regarding elements of "working conditions" factor, compared with overall job satisfaction

Working Conditions	Frequency	Mean	Standard Deviation	t	Significance
Responsibility	605	2.03	0.54	2.73	<0.001 (*)p
Overall satisfaction		1.93	0.72		

(*)P Significance level

Respondents expressed slight dissatisfaction regarding working conditions saying:

"Better facilities and equipment must be provided."

"Lecture hours must be reduced to enable college teacher to research and develop himself."

"It is preferred that number of students is not to exceed 25 students per class, to enable college teacher to react better with students in the classroom."

"There must be no distinction between Saudi and non-Saudi college teachers regarding number of lectures per week."

From the above, it is revealed that there is a slight limitation in elements of working conditions factor. This could be attributed to the fact that officials in universities need to understand the importance of such elements.

Summary and Recommendations

Summary

It is revealed from examining the first hypothesis that factors of age, general years of experience and qualification were not good indicators for the level of overall satisfaction, while factors of nationality, academic grade and years of experience in the college were strong indicators for the level of overall satisfaction.

For the second hypothesis, results showed that overall job satisfaction of female college teachers in universities in Saudi Arabia was good (1.93). However, satisfaction against seven of the ten factors was relatively less. The factors are listed according to arithmetic mean that indicate dissatisfaction in descending order:

1. Salary and benefit	2.55
2. Growth and Development	2.49
3. College policy and management	2.44
4. Recognition	2.23
5. Achievement	2.1
6. Responsibility	2.04
7. Working conditions	2.03

On other hand, arithmetic means of three factors were either less than or equal to the overall satisfaction, which are:

1. Working nature	1.51
2. Personal relationships	1.85
3. Supervision	1.98

From the above three factors, it is obvious that two of them are hygienic (personal relationships and supervision), and one is motivator (working nature).

The other seven factors which are representing dissatisfaction at varied values. Three of them were hygienic (salary and benefits, college policy and management, and working conditions).

Of course this implies that factors which are considered hygienic in Herzberge theory have become important motivator factors by this research. These factors are:

1. Salary and benefit,
2. College policy and management,
3. Working conditions.

This confirms Wernimont critics (1966), which say that any of the above factor could cause satisfaction or dissatisfaction. However, it does not confirm Ageel results (1982).

For salary and benefits factor in specific, it is considered the first dissatisfaction factor. A fact that is confirmed by the above mentioned studies, in addition to Abu Sulaiman article in Okaz newspaper (1410H), and Mutwali (1409H), Natto (1401H), and Qadi (1404H).

On the global level, studies and researches showed supporting results to this study. This includes works of Johnson (1986), Parterson (1987), Plascak Graig & Bean (1989), Benjamin (1989), Cranto & Knoop (1991).

However, results of the present study were not similar to those of Bowen & Radhakrishna (1991).

Recommendations

Analysis of responses for the main ten factors showed the essential motivation factors that need to be enhanced. On the basis of the results of the study, the researcher recommends the following in order to raise the level of job satisfaction:

1. Cadre of college teachers must be reconsidered, and the annual incentive for lecturers, professors, assistant professors and participating professors must continue, equally with their counterpart teachers in the general education. In addition, end of service allowance must be paid to them.
2. Opportunity must be given to lecturers to resume their education and obtain PhD degrees in order to support them scientifically and professionally.
3. Prepare continuously and instantly on-the-job training programs for college teachers in universities in Saudi Arabia in order to provide them with the most recent developments in their fields and to obtain more cultural and behavioral knowledge. This will result in raising teaching and education process in the Kingdom, and increase their production.
4. Reconsidering procedures for attending conferences and seminars, where latest researches and studies are discussed.
5. Reconsidering policy of the universities regarding promotion procedures in order to reach reasonability and fairness.
6. Providing opportunities for college teachers for more participation and decision making regarding teaching process.
7. Participation of college teachers in selection of the dean and heads of departments, based on academic status, researching experience, and leadership abilities.
8. Awareness of college teachers of schedule of the college council, so as to be awarded with procedures and to enable them to explain their opinions in issues related to them or to their departments.
9. Encouragement of college teachers to research and compiling, and to grant them the right to use facilities of universities. In addition, they must be financially rewarded for such activities.
10. Relationships must be strengthened between Saudi and non-Saudi college teachers.



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Appendixes**(Appendix A)
Questionnaire****Job motivations and Job Satisfaction
Of
Female College Teachers
In university in Saudi Arabia****(Appendix A)**

Date: 1.11.1422H

Corresponding to: 27.9.2001

Dear sister/College teacher in Saudi universities

I would like to inform you that I am preparing a field study on job motivation and job satisfaction of college teachers in universities in Saudi Arabia. This could be achieved through your valuable opinions.

I appreciate if you kindly respond to this questionnaire, adding your suggestions and views about job motivations and job satisfaction.

Best regards

Questionnaire

Job motivation and job satisfaction of college teachers in female colleges and Saudi universities

Part One

General Information

Please put (✓) mark on the suitable answer, or fill in the necessary information:

1. College teacher:

- a. Saudi
- b. Non-Saudi

2. Age (Please specify) years

3. Academic degree

- a. PhD.
- b. Masters

4. Years of experience as college teacher in universities, including your current college: years.

5. Years of experience as college teacher in your current college: years

6. Have you been prepared academically to work as a college teacher?

Yes No

Bulletin of the
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Part Two

Job motivation and job satisfaction of college teachers in female colleges and Saudi universities

Please put a circle on the most appropriate answer that expresses your job satisfaction or dissatisfaction:

	Max. Satisfaction	Satisfied	Unsatisfied	Max. Dissatisfaction	Inapplicable
Item: Achievement					
Actual achievement of objectives-related works	1	2	3	4	5
Direct results of your works	1	2	3	4	5
Actual adoption of applied works you recommend	1	2	3	4	5
Achievement of personal objectives	1	2	3	4	5
Application of students to the knowledge you teach	1	2	3	4	5
Follow-up of development and success of college students for a period	1	2	3	4	5
Item: Growth and Development					
Opportunities to raise responsibility towards education	1	2	3	4	5
Opportunities available for personal growth in teaching profession, compared with other professions	1	2	3	4	5
Quality and level of on the job education and training programs	1	2	3	4	5
Participation in on the job education and training programs	1	2	3	4	5
Opportunities for growth and development through running formal education	1	2	3	4	5
Opportunities to attend conferences, seminars and courses, etc.	1	2	3	4	5

Third: Personal relationships

1. Friendly relationships between colleagues
2. Cooperation of college teachers from other departments
3. Cooperation of college teachers in your department
4. Relationships between college teacher and students
5. On the job work relations
6. On the job personal relationships with colleagues.

Fourth: College policy and management

1. Relationships in the college in general, including teachers, students and employees
2. Your participation in decision making
3. Awareness of matters that affect you professionally and practically
4. Promotion procedures
5. Department head selection procedures
6. Extent to which you are allowed to know administrative procedures
7. Administrative procedures used in application of scientific programs
8. Actual extent to which administrative policies and procedures are applied
9. Fulfillment of such policies with requirements of college teachers

Fifth: Recognition

1. Recognition by colleagues
2. Recognition by superiors
3. Recognition you obtain compared with colleagues
4. Recognition of your ideas by the management
5. Information recognition of your works and activities

	Min. Satisfaction	Satisfied	Unsatisfied	Max. Dissatisfaction	Inapplicable
1. Friendly relationships between colleagues	1	2	3	4	5
2. Cooperation of college teachers from other departments	1	2	3	4	5
3. Cooperation of college teachers in your department	1	2	3	4	5
4. Relationships between college teacher and students	1	2	3	4	5
5. On the job work relations	1	2	3	4	5
6. On the job personal relationships with colleagues.	1	2	3	4	5
1. Relationships in the college in general, including teachers, students and employees	1	2	3	4	5
2. Your participation in decision making	1	2	3	4	5
3. Awareness of matters that affect you professionally and practically	1	2	3	4	5
4. Promotion procedures	1	2	3	4	5
5. Department head selection procedures	1	2	3	4	5
6. Extent to which you are allowed to know administrative procedures	1	2	3	4	5
7. Administrative procedures used in application of scientific programs	1	2	3	4	5
8. Actual extent to which administrative policies and procedures are applied	1	2	3	4	5
9. Fulfillment of such policies with requirements of college teachers	1	2	3	4	5
1. Recognition by colleagues	1	2	3	4	5
2. Recognition by superiors	1	2	3	4	5
3. Recognition you obtain compared with colleagues	1	2	3	4	5
4. Recognition of your ideas by the management	1	2	3	4	5
5. Information recognition of your works and activities	1	2	3	4	5

	Max. Satisfaction	Satisfied	Unsatisfied	Max. Dissatisfaction	Inappropriate
11. Superiors follow fixed norms and standards	1	2	3	4	5
12. Your superior is ready to provide you on the job training	1	2	3	4	5
13. You are satisfied about your superior are using student assessment of your teaching techniques	1	2	3	4	5
Ninth: Working nature					
1. Teaching and an opportunity to deal with students in this field	1	2	3	4	5
2. Feeling that you are doing a noble mission	1	2	3	4	5
3. You are excited to teach in a college	1	2	3	4	5
4. You are satisfied in general with the work you achieve	1	2	3	4	5
Tenth: Working conditions					
1. Number of lectures and student group you are responsible for directly	1	2	3	4	5
2. Number of work hours per week	1	2	3	4	5
3. Your teaching schedule compared with other similar jobs	1	2	3	4	5
4. Facilities in your office and teaching works	1	2	3	4	5
5. Sufficiency of teaching equipment	1	2	3	4	5
6. Necessary preparation for the subjects you teach	1	2	3	4	5
Eleventh: General question					
Please circle the most appropriate number to indicate your job satisfaction or dissatisfaction in the university	1	2	3	4	5

	Max. Satisfaction	Satisfied	Unsatisfied	Max. Dissatisfaction	Inapplicable
Sixth: Responsibilities					
1. Your responsibilities in doing your work	1	2	3	4	5
2. Extent of your responsibilities	1	2	3	4	5
3. Your responsibilities compared with your colleagues	1	2	3	4	5
4. Your responsibilities towards committees	1	2	3	4	5
5. Your responsibilities outside the teaching process	1	2	3	4	5
Seventh: Salary and benefits					
1. Manner of determining your salary	1	2	3	4	5
2. Categorizing salaries paid to college teachers	1	2	3	4	5
3. The highest salary paid to college teacher compared with similar job	1	2	3	4	5
4. Your salary compared with others in the same grade and with the same training in other jobs	1	2	3	4	5
5. Your salary	1	2	3	4	5
6. Salary of college teacher compared with salaries of top management	1	2	3	4	5
Eighth: Supervision					
1. Level of understanding between you and superiors	1	2	3	4	5
2. Supervision during doing your job and judgment of your superior	1	2	3	4	5
3. Leadership abilities of your superior	1	2	3	4	5
4. Personal encouragement from your superior	1	2	3	4	5
5. Deeds and response of your superior to authority delegation	1	2	3	4	5
6. Authorities delegated compared with duties	1	2	3	4	5
7. Guidance and direction by superiors	1	2	3	4	5
8. Encouragement by superiors for creativity and innovation	1	2	3	4	5
9. Fairness of superiors	1	2	3	4	5
10. Superiors respond to your requirements	1	2	3	4	5