



JOB SATISFACTION OF STAFF MEMBERS OF  
UMM AL-QURA UNIVERSITY IN MAKKAH, SAUDI ARABIA

by

Hamza Abdullah Ageel

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## ABSTRACT

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The objective of the present study was to examine the overall job satisfaction of selected staff members at *Umm Al-Qura* university in Makkah, Saudi Arabia, in order to determine the factors which give satisfaction and dissatisfaction, and to examine the relationship of selected demographic variables with job satisfaction. Questionnaires were distributed among Saudi and expatriate faculty in the Colleges of Education and Law, as well as administrators. Besides demographic and personal data, the questionnaire presented the *Job Description Index*, as developed by Smith *et al.* (1969), as well as open ended questions about what attracted respondents to the job in the first place, under what conditions they would either stay or leave, and what aspects of the employment provide satisfaction and dissatisfaction. Herzberg's (1966) two factor theory of work motivation provided the theoretical basis of the analysis. In contrast to the respondents of Herzberg, it was found in the present study that content factors are related primarily to job dissatisfaction, while context factors are related primarily to job satisfaction.

It was suggested that the sudden expansion of higher education in a developing country might lead to greater attention with context factors (i.e., material rewards and trappings of the jobs) to the detriment of dealing with content factors, i.e., the intrinsic rewards associated with a job well done. In closing, a number of administrative and theoretical recommendations were presented for further action and research.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah the most merciful and the most beneficent*

#### DEDICATION

This dissertation is dedicated to my family, my wife, and my lovely son Omar, who made every effort possible to facilitate completion of my studies.

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## Chapter I

### INTRODUCTION

Higher education in the Kingdom of Saudi Arabia has been a recent phenomenon. Thus, it is not beset by the confusion of intent that is encountered so widely in Western European countries concerning the ends of education, nor, so far, by problems of student politics. Since primary education began only in the late 1930s, and a serious secondary education program was only conceived in 1953, it is natural that higher education was, at first, given a lower priority than general education. Although Mosques, in general, and the Great Mosques in Makkah and Madina, in particular, have been the learning institutions of higher education, the education in the Mosques was primarily religiously oriented (Ministry of Information, Saudi Arabia, 1977). However, by the late 1970s, higher education was receiving a higher proportion of the education budget than previously. During the last two decades, institutions have been offering comprehensive higher education. The first higher education institution ever established in the Kingdom was the University of Riyadh which was established in 1957. Since then, a quick growth of community colleges, colleges of education, post-secondary technical





training institutions and regular universities has taken place. Islamic University was founded in 1961; Iman Muhammad ibn Saud University in 1974; two universities, the University of Petroleum and Minerals, and King Faisal University, in 1975; and King Abdulaziz in 1967 (Walpole *et al.*, 1977).

King Abdulaziz University was started in Jeddah, when a number of Saudi businessmen, convinced of the need for higher education and the part it would play in building the country, decided to found a university in the western province of the Kingdom. The government took it over in 1971. At the same time, the government gave the university administrative jurisdiction over two institutions in Makkah, formerly administered by the Ministry of Education: (a) the College of Education, and (b) the College of *Shariah* (Islamic Law), which were both incorporated as colleges of the university. Both colleges concentrate on the preparation of qualified teachers, the latter specializing in the training of judges. In late 1980, the government decided to separate these two colleges from King Abdulaziz University, in order to open a new university in Makkah, named Umm Al-Qura University. The Saudi universities, offering B.A., B.S., M.A., and M.S. degrees have been mostly patterned after North American and Western institutions. Most of the local, as well as expatriate staff members have had their education in Western countries. The programs of studies at almost all campuses are



being expanded. Now, more and more local youths who have been sent abroad for higher education are returning to take positions at every university. According to one estimate at a university in the Western region of the Kingdom, about fifty Saudis will be returning after completing their education in the West by the end of the year 1982.

### *Importance of the Study*

Since the first higher education institutions in a formal, Western sense were only established beginning in 1957 in Saudi Arabia, the ministries in charge of the system face, as in other developing countries, a series of challenges (Albornoz, 1977; Maybury, 1975; Thompson and Fogel, 1976; Ward, 1974). One of the most serious challenges deals with human resource planning: how to train, attract, and retain a teaching, research and administrative staff, that, if not foreign itself, for quite some time in the future will have been trained abroad.

Foreign and foreign trained staff encounter an administrative system which contrasts notably with the one they have experienced in the West. Saudi universities tend to present a university structure characterized by bureaucracy; rules and regulations are inflexible, time consuming and change very slowly. Many of the administrative staff have not been abroad themselves, are



overburdened with work, and may be perceived by their peers as being less than efficient.

The status accorded to university teachers is notoriously low, which does not help in their relations with the student body. The students, in turn, appear to be less hard working and less ambitious than their counterparts abroad.

The current state of university development requires the establishment of professional organizations, frequent professional meetings, and the allocation of more time for seminars.

These factors affect the Saudi staff members, both in their job satisfaction and their morale. Competing offers from ministries other than higher education, as well as the opportunities in private business continuously tempt Saudi staff members to seek other employment opportunities.

In the preceeding paragraphs, the researcher has alluded to some general concerns which prevail at various campuses. Systematic research and studies must be undertaken to meticulously survey the areas of job satisfaction of the university members, as well as to determine steps which may be taken to remove the hurdles which create job dissatisfaction. Locke (1976) defines job

satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1300). This definition highlights one of the major questions addressed in job satisfaction research: Under what conditions does a positive or negative state arise? The present research attempts to address this question as it pertains to faculty and staff at a university in Saudi Arabia.

#### *Statement of the Problem*

The problem is to examine the overall job satisfaction of selected staff members at Umm Al-Qura University in Makkah, to determine the factors which give satisfaction and dissatisfaction, and to examine the relationship of selected demographic variables with job satisfaction. To the extent warranted by the results of this study, recommendations are to be offered to the administration for dealing more effectively with staff attrition.

#### *Research Questions*

The objective of the present study is to address the following questions about job satisfaction at Umm Al-Qura University in Makkah:



1. Is there a difference with respect to the relative importance of the various aspects of job satisfaction (payment, promotion, supervisor, colleagues, students, work)?
2. Is there a difference in job satisfaction between university employees from Saudi Arabia and from other countries?
3. Is there a difference in job satisfaction between employees who received their highest degree in Saudi Arabia and those who received their highest degree outside the country?
4. Is there a difference in job satisfaction between faculty and administrators?
5. Is there a relationship between job satisfaction and the academic rank held by the employee.
6. Is there a relationship between job satisfaction and the educational background of the employee?
7. Is there a difference in job satisfaction between faculty in the College of Education and those in the College of Islamic Law?
8. Is there a difference in job satisfaction between faculty from different departments?
9. Is there a relationship between job satisfaction and the length of service to the university?
10. Is there a relationship between job satisfaction and the length of service in the current position?
11. Is there a relationship between job satisfaction and the size of the family, i.e., the number of dependents?
12. Is there a relationship between job satisfaction and the age of the employee?

For the purpose of this study, job satisfaction will be ascertained in terms of the *Job Description Index* (JDI), as



developed by Smith *et al.* (1969), as well as through responses to a series of open-ended questions. The JDI considers five aspects as contributing to the overall job satisfaction: (a) work as such, (b) supervisor, (c) colleagues, (d) pay, and (e) promotion. A sixth dimension, students, will be included in the present study. A detailed description of this scale will be presented below (cf. p 33 ).

### *Hypotheses*

In order to answer the research questions listed above, the following hypotheses will be tested:

1.  $H_0$

There is no difference in the importance attributed to such aspects of job satisfaction, as payment, promotion, supervisor, colleagues, students and work.

2.  $H_0$

There is no difference in job satisfaction between university employees from Saudi Arabia and from other countries.

3.  $H_0$

There is no difference in job satisfaction between employees who received their highest degree in Saudi Arabia and those who did outside the country.

4.  $H_0$

There is no difference in job satisfaction between faculty and administrators.



5.  $H_0$

There is no relationship between job satisfaction and the academic rank held by the employee.

6.  $H_0$

There is no relationship between job satisfaction and the educational background of the employee.

7.  $H_0$

There is no difference in job satisfaction between faculty in the College of Education and those in the College of Islamic Law.

8.  $H_0$

There is no difference in job satisfaction between faculty in different departments.

9.  $H_0$

There is no relationship between job satisfaction and the length of service to the university.

10.  $H_0$

There is no relationship between job satisfaction and the length of service in the current position.

11.  $H_0$

There is no relationship between job satisfaction and the size of employee's family, i.e., the number of dependents he has.

12.  $H_0$

There is no relationship between job satisfaction and the age of the employee.



### *Limitations of the Study*

A possible methodological limitation of the present study is the degree of confidence claimed for the answers given by the respondents. To the extent that the author may have been perceived as part of the university administration, respondents may have felt compelled to censor their criticism about the academic environment, especially the expatriate respondents.

Considering the generalizability of the results, it must be noted that only male professors and administrators were surveyed, limiting the results to this population.

On the other hand, given the structural similarities of Saudi universities, the present findings should be of interest to administrators at other universities of the Kingdom.

### *Summary*

In this first chapter, a brief overview of the development of higher education in Saudi Arabia was presented. The importance of the study was considered in terms of the problems associated with attracting and retaining human resources within the structure of the Saudi university system. This was followed by the presentation of the research questions, made explicit in



research hypotheses, and concluded with some considerations about the limitations of the present study.

### *Organization of the Study*

This dissertation is organized into five chapters. The contents of the remaining four chapters are described in the following. The second chapter provides a selected review of the literature as related to the two major foci of this study. The third chapter presents the design, methodology and procedure used in the study. The fourth chapter reports the findings of the analysis of the data. The fifth and last chapter discusses the findings and offers conclusions, recommendations for further study, and implications for policy decisions.





## Chapter II

### SELECTED REVIEW OF THE LITERATURE

#### *Locke's Studies of Job Satisfaction*

The enormity and vastness of the literature on *job satisfaction* can be gauged from the fact that Locke reports "a total of 3,350 articles (or dissertations) on the subject to date" (1976, p. 1297). As the technique of effective and better management of human resources developed, and management began to show deeper and deeper interest in the cost effectiveness of its operations, a large variety of studies, both in the United States and abroad, were initiated to determine what makes workers give their best in job related situations. Coupled with this need for management was the fact that the first quarter of this century saw a steady evolution of interest in psychology. Human beings and their behavior became the center of interest of these studies. There were those psychologists who believed that the human mind was too complex to be understood fully, and could at best be understood partially. Then, there were those who proposed that the mind was nothing, except for what was manifested through observable behavior. Most job satisfaction theories employ either of these



two approaches, or a combination of the two.

Locke points out that

while systematic attempts to study the nature and causes of job satisfaction as such did not begin until the 1930s, the important role played by a worker's *attitude* in determining his actions in the job situation was recognized long before (1976, p. 1298).

The earliest attitude study, based on a definition of attitude as the individual's philosophy, is attributed to Taylor, who concluded that the worker "who received the highest possible earnings with the least amount of fatigue would be satisfied and productive" (*ibid.*, p. 1298). This study was unique in the sense that instead of treating the workers' reaction to their job satisfaction in some kind of mechanistic manner, the study recognized that it is the mind more than the workers' mechanical behavior that should be the focus of any search for a meaningful understanding of why people behave in a situation the way they do. This fundamental assumption of the workers was confirmed in what has come to be known as the *Hawthorne Study*, namely that "workers have minds and that appraisals they make of the work situation affect their reaction to it" (*ibid.*, p. 1299).

The most fundamental contribution of the Hawthorne study has been to initiate a movement in human relations, a movement that "stressed the central importance of the supervisor and the work group in determining employee satisfaction and productivity"



(*ibid.*, p. 1299). The view that human relations are central to job satisfaction became a dominant force only with the 1960s, when research began to focus on vertical job enlargement. As Locke stated, "real satisfaction with the job could only be provided by allowing individuals enough responsibility and discretion to enable them to grow mentally" (*ibid.*, p. 1299). The tools of analysis and observation have improved considerably, and techniques of rapid analysis have advanced to the extent that the understanding of job satisfaction has improved tremendously, not only in terms of the concepts involved but also in terms of its real value to industry and institutions.

#### *Theories of Motivation and Job Satisfaction*

Locke's article provides a comprehensive theoretical outline within which satisfaction may be evaluated and identified. He defines job satisfaction as a "pleasurable or positive emotional state resulting from the approval of one's job or job experiences" (*ibid.*, p. 1300). This definition is inextricably involved with two other significant concepts, namely *morale* and *job involvement*. The former has been defined by Locke as "an attitude of satisfaction with, desire to continue in, and willingness to strive for the goals of a particular group or organization" (*ibid.*, p. 1300); while the latter term is defined as "a person who is involved in his job is one takes it



seriously, for whom important values are at stake in the job, whose moods and feelings are significantly affected by his job experiences and who is mentally preoccupied with his job" (p. 1301). Furthermore, Locke, who has provided us with the most penetrating look into the theoretical concepts underlying job satisfaction, points out which job dimensions have been identified by research. These are: work, pay, promotions, recognition, benefits, working conditions, supervision, co-worker's company and management. The question that has troubled researchers is, what model of these dimensions will constitute job satisfaction.

The traditional approach assumes that job satisfaction is a continuum extending from satisfied to dissatisfied. Respondents would shift along this continuum, depending if they answered questions suggesting more or less satisfaction. An example is given by Carroll as follows:

If a worker earns \$200 per month and gets a \$40 increase, he will be pushed further on the satisfaction continuum than if he only received a \$20 increase. If he has his salary cut by \$20, he will accordingly be pushed on the continuum toward the dissatisfaction end (1969[sic], p. 6).

However, this rather direct approach cannot deal with such inconsistencies as leaving one job for another that pays less, or being dissatisfied with a raise that is not as high as was expected. Several theories have arisen in challenge to this traditional approach, two of which, *process* and *content* theory





will be considered in the following. The former "attempts to specify the types or classes of variables (needs, values, expectations, perceptions, etc.) considered causally relevant as well as how these variables combine to determine overall job satisfaction" (*ibid.*, p. 1302); and the latter "attempts to specify the particular needs that must be satisfied or the values that must be attained for an individual to be satisfied with his job" (*ibid.*, p. 1307).

Obviously, the distinction between the two theories subsumes a distinction between values and needs. "A value is what a person consciously or subconsciously desires, wants, or seeks to attain" (*ibid.*, p. 1304). Yet, on closer examination, one comes to recognize that "the ultimate biological function of man's values is to direct his actions and choices so as to satisfy his needs" (*ibid.*, p. 1306). In light of the above analysis, Locke redefines job satisfaction essentially in terms of one's needs and values as resulting from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs.



### *Process Theories*

From the perspective of the process theory, it is argued that "it is the degree to which the job fulfills or allows the fulfillment of the individual's needs that determines his degree of job satisfaction" (*ibid.*, p. 1301). Needs are identified by Locke as "physical and psychological needs which are nothing but objective requirements of an organism's survival and well-being" (*ibid.*, p. 1303). A slightly variant theory maintains that "it is the [perceived] job situation in relation to the individual's values that is the most direct determinant of job satisfaction" (*ibid.*, p. 1304).

### *Content Theories*

Content theories of job satisfaction are essentially summed up in Maslow's need hierarchy (1943) and Herzberg's motivator-hygiene theory (Herzberg, 1966).

*Maslow's Theory of Job Satisfaction.* Maslow bases his theory of job satisfaction on a hierarchy of needs, which is composed of the following five needs: 'psychological needs, safety needs, needs for love and belongingness, and the need for self-actualization'. Maslow arranged these needs in a hierarchy of 'potency' or dominance. That is, physiological needs are strongest, followed by needs for safety, love, belongingness and



self-actualization. If the higher order needs are not satisfied, the individual would not seek to satisfy the next need in the hierarchy. So long as a hungry person's physiological needs remain unsatisfied, the need for safety is thrown to the wind. Thus, lower level needs remain dormant as long as the immediately preceeding needs actively vie for satisfaction. The problem with Maslow's hierarchy of needs is that, barring the satisfaction of the physiological need, there is no proof to show that other needs require satisfaction in the order specified by Maslow. Besides, one is not sure what precisely is meant by self-actualization in the context of job satisfaction. Furthermore, Maslow does not clearly distinguish between needs and values. In this regard, Locke adds, "It is not necessarily what a man needs but what he values most strongly that dominates his thoughts" (1976, p. 1309). Locke even questions whether the physiological need itself is the most dominant one:

In the case of a teenager who takes drugs which he knows to be dangerous solely in order to 'belong' to his peer group, the desire for acceptance (and the illusion of self-esteem) clearly overrides his desire for physical well-being (*ibid.*).



*Herzberg's Theory of Job Satisfaction.* According to Herzberg, the needs that arise out of the mental processes, are growth needs. He further argued that the satisfaction of physical needs bring about a tension reduction, whereas the satisfaction of the growth needs pleasure. This theory, sometimes called the two-factor theory, maintains that hygiene factors either fulfill or frustrate human physical needs and motivators serve to fulfill or frustrate growth needs.

Herzberg (1966) studied zoo engineers and accountants who were asked to describe the times when they were satisfied and when they were not. His sample identified satisfaction as centering around work, promotion, recognition and responsibility. Herzberg described these sources of satisfaction as *motivators*. The incidents of dissatisfaction were labeled by Herzberg as *hygiene*, and identified by the sample as such were supervision, interpersonal working conditions, company policies and salary. In other words, sources of satisfaction, or *motivators*, are job content related dimensions, while sources of dissatisfaction, or *hygiene factors*, are job context related dimensions. Herzberg came to the conclusion that job satisfaction depends on *motivators* and dissatisfaction on *hygiene*. Furthermore, Herzberg assumed that humans share the same physical needs as animals, but, in addition, humans have a mind that make them different. Humans can think, make abstractions, integrate ideas into logical





systems, be creative, and develop a unique personality and individuality, and, above all, could be beautifully ambiguous. Indeed, these assumptions of Herzberg make self-actualization better understood, as the individual's mind accounts for his creativity and unique individualized world view.

*Locke's Comprehensive Definition of Job Satisfaction*

Herzberg has been criticized for an over-emphasis of the body--mind dichotomy. Experimentally, it cannot be demonstrated that the physical and growth needs act the way Herzberg says they do, i.e., in a manner of total mutual exclusiveness.

According to Robinson (1969), the intrinsic factors of achievement, responsibility, and recognition proved to be a more important source of both satisfaction and dissatisfaction, than extrinsic factors (such as working conditions, security, organizational policies, and the like). Locke (1973) found that events like task activity, degree of work smoothness, success or failure, promotion or demotion, responsibility, verbal recognition, money, interpersonal atmosphere, physical working conditions and union elections, etc., could either act as a source of satisfaction or dissatisfaction, depending upon how the person involved responded to them. These conditions, in turn, were acted upon by such satisfying and dissatisfying agents as the self, supervisors, co-workers, subordinates, the orga-



nization, customers, nature, machinery, weather, neighborhood, equipment, God. And, one's luck acted upon the events to produce either satisfaction or its opposite, dissatisfaction. Finally, Locke produces a comprehensive definition of job satisfaction as follows:

Job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfill one's basic needs. These needs are of two separable but interdependent types: bodily or physical needs and psychological needs, especially the need for growth. Growth is made possible mainly by the nature of the work itself (Locke, 1976, p. 1319).

#### *Opponent Theory*

Two years after Locke's comprehensive analysis of job satisfaction, Landy (1978) published an article in the *Journal of Applied Psychology* entitled "An Opponent Process Theory of Job Satisfaction." The Opponent Theory is behavioristic in its essence. It proposes that once a stimulus is perceived by an individual, a sensation of excitement is experienced by the recipient. This stage is referred to as the primary or hedonic stage. In other words, the stimulus is received primarily in its possibility for pleasure or pain for the recipient. In the second stage, the excitement is brought under control by "an opposing inhibitory process commencing to bring excitation within normal or acceptable levels" (Landy, 1978, p. 536), and finally, in the third stage, "when external stimulation disappears, the



primary process ceases, and shortly thereafter, the opponent process decays as well" (*ibid.*). The implications of this theory are that such external stimuli as pay raises, promotion, improvement in working conditions create excitement in the recipient, as they have very specific implications for him/her, but soon an opposing process sets in to inhibit the excitation and a rational evaluation results. It is the result of this rational, intelligent evaluation that is the real source of job satisfaction. In this implication, the opponent theory comes close to Herzberg's growth satisfaction theory. The problem with the theory is that it is too mechanistic. Human beings are treated as programmed robots. As Landy points out,

since humans have the well-developed capacity to abstract, form concepts and deal with the real world symbolically, one cannot easily control or even measure, temporal stimulus properties (1978, p. 545).

### *Studies Applying Theories of Job Satisfaction*

One of the earliest studies was by Kornhauser and Sharp (1932), who found no significant relation between satisfaction and performance, Katz and Heyman (1947) did find that morale and job satisfaction were highly correlated to productivity in U.S. shipyards during World War II.

Several authors (Ash, 1954; Mitzner and Mann, 1953; Weitz and



Nichols, 1953) conclude that job satisfaction is related to certain aspects of productivity, and higher morale leads to increased productivity.

Herzberg *et al.* (1957) cite some fourteen studies demonstrating a positive relationship between morale and productivity, nine showing no relationship, and three indicating an inverse relationship. However, Super (1939) and Herzberg *et al.* (1957) indicate that there is a significant relationship between occupational level and job satisfaction. The higher the occupational level, the greater the workers' satisfaction with their job. This result supports the view that morale increases as the workers take on additional responsibilities and authority.

Saunders (1956) and Ghiselli (1960) attempted to relate satisfaction and performance through moderators. Satisfaction and performance are sometimes considered joint independent variables, and by others as dependent variables related to some third variable such as ability, self-esteem, work adjustment, and motivational type.

Vroom (1964) examines work and motive in his study by the same name. He defines motivation as a process governing choices made by persons or lower organisms among alternative forms of voluntary activity. Vroom uses a statistical approach to arrive





at the conclusion that people's reports of their satisfaction with their jobs are, in fact, directly related to the extent to which their jobs provide them with such rewarding outcomes as pay, variety in stimulation, consideration from their supervisor, a high probability of promotion, close interaction with co-workers, and an opportunity to influence decisions which have future effects on them, and control over their pace of work. (1964, p. 174). Furthermore, Vroom examined the motivational bases of work, and identifies five dimension: (1) financial remuneration, (2) expenditure of energy, (3) production of goods and services, (4) social interaction, and (5) the social status of the worker. Vroom concludes that these dimensions are so inextricably intertwined that it is difficult to isolate them or examine them separately. The social, economic and political environments very well may have a profound effect on these dimensions as indicators of job satisfaction. In economically hard times, remuneration may be a leading factor, but in a different socio-economic circumstance, remuneration may play but a secondary or even tertiary role. One of the more interesting conclusions of the study by Vroom (1964) suggests that

job satisfaction must be assumed to be the result of the operation of both situational and personality variables. It is only through simultaneous study of these two sets of factors that the complex nature of their interactions may be revealed (p. 173).

In a study dealing with job satisfaction and performance, Vroom concludes that



the performance of workers varies with conditions that appear to be motivational in nature but are not obviously related to the responses of either the formal or the informal organization to different levels of performance. This suggests that performance may be an end as well as a means to the attainment of an end (1964, p. 266-7).

Furthermore, the author added that

among the most relevant findings are the following: (1) level of performance varies directly with the strength of the individual's need for achievement, particularly when the task is represented as difficult and challenging; (2) workers paid on an hourly basis perform at a higher level if they are led to believe that they are 'overcompensated' for their job; (3) individuals perform at a higher level if they are led to believe that the task requires abilities which they value or believe themselves to possess; (4) workers who have overlearned a task perform at a higher level when they are given feedback concerning their level of performance; and (5) persons who are given an opportunity to participate in making decisions which have future effects on them perform at a higher level than those who are not given such an opportunity (1964, p. 267).

Fournet *et al.* (1966) concluded that the characteristics of both the individual and job appeared to be

related to job satisfaction, but that they were intercorrelated to such an extent that it was extremely difficult to isolate them for investigation. It was also difficult to understand how these factors were related to such behavior as performance, absenteeism, and turnover (Fournet, *et al.*, 1966, p. 180).

Porter and Lawler (1968) studied the relationship between job satisfaction and performance and concluded that performance leads to satisfaction. Their model states "good performance may lead to rewards, which in turn lead to satisfaction" (p. 23). Siegel



and Bowan (1971) found strong support for Porter and Lawler's model, but little or no support for satisfaction leading to performance.

In a survey of 692 adults living in Los Angeles, Carters and Bugental (1966) found that higher status workers cited intrinsic features of the job as the most important in keeping them on their present job and lower status workers noted extrinsic factors.

Wanous (1974) conducted a cross-lag study examining the relationship between job satisfaction and performance, but failed to find any significant relation. When separating intrinsic and extrinsic satisfaction, he found some support for performance causing satisfaction (i.e., Porter and Lawler's model), while extrinsic satisfaction appeared to be a possible cause of performance.

Schiemm (1975) studied seventy management trainees in a large Japanese manufacturing firm. All were single and of the same race. He tried to find relationships between satisfaction, performance, and several reward types. He found major support for interpersonal reward as a further link between job satisfaction and performance. However, the result failed to support either satisfaction causing performance or vice versa.



*Studies of Job Satisfaction in Academic Environments*

Sergiovanni (1967) reported that

achievement, recognition, and responsibility were factors which contributed predominantly to teacher job satisfaction. Interpersonal relations (subordinates), interpersonal relations (peers), supervision--technical, school policy and administration, personal life, and fairness--unfairness were factors which contributed predominantly to teacher job dissatisfaction (p. 76).

Frankel (1973) has reviewed some of the research done dealing with job satisfaction of junior college faculty. Job satisfaction was assumed to be important not only for humanitarian reasons, but even more so, because a satisfied faculty would create a better learning environment for students.

Discussing attitude toward work, Bisconti and Solman (1977) concluded that teachers, more than others, feel underpaid, especially compared with those in different jobs or different settings. Their study was based on the examination of job status, interaction with supervisors' attitude toward salary, characteristics of the jobs and the attitude of various professions to these variables.

Onuoha (1980) studied the job satisfaction of university faculty in physical and occupational therapy programs in eleven Canadian





universities. Using Herzberg's theory, Onuoha concluded such *motivators* as 'recognition', 'achievement', or 'content of work' were sources of job satisfaction; while such *hygiene factors* as 'context of work', 'policies and administration', or 'interpersonal relations with peers' were sources of dissatisfaction. The *motivator* 'responsibility' and the *hygiene* factor 'interpersonal relations with students' were responded contrary to what would be expected under Herzberg's two-factor theory.

#### *Factors having a Significant Effect on Job Satisfaction*

The more specific factors which have frequently emerged from some studies are attitudes toward the company and its management (Ash, 1954; Harrison, 1961; Wherry 1954; Wringley, 1958), the content of the job (Baehr, 1959; Kendall, *et al.*, 1963), promotional opportunities (Harrison, 1961; Kendall, *et al.*, 1963), financial rewards (Dobas, 1958; Kahn, 1960; Kendall, *et al.*, 1963; Wherry, 1954), co-workers (Kendall, *et al.*, 1963; Roach, 1958; Wringle, 1958), and supervisors (Baehr, 1954; Kendall, *et al.*, 1963; Roach, 1958).

After examining a number of studies of job satisfaction, Vroom concluded that



A work role most conducive to job satisfaction appears to be one which provides high pay, substantial promotional opportunities, considerate and participative supervision, an opportunity to interact with one's peers, varied duties, and a high degree of control over work methods and work pace (1964, p. 172-3).

The following factors have been found in research to have a significant effect on job satisfaction: remuneration, promotional opportunities, supervision, group effects and job content. In the following, research related to each of these areas will be considered.

#### *Remuneration*

Higher wage levels are frequently associated with factors such as experience, job level, productivity, etc., which may also have an effect on satisfaction. However, when workers are asked to rank different aspects of the work role in terms of their importance, wages tend to be rated as less important than security, opportunity for advancement, and company and management, but as more important than job content, supervision, working conditions and benefits (Herzberg, *et al.*, 1957).

Patchen (1961) formulated the problem of satisfaction with wages in terms of social comparison theory. He assumed that individuals compare their own earnings with those of others and



evaluate differences or similarities in terms of their relative standing on dimensions believed to be the basis of pay (e.g., skill, seniority, and education). Or, as Vroom suggested

...if one person compared himself with another person who was earning more but who was similar in his standing on dimensions related to pay, the comparison would be dissonant and would be expected to lead to dissatisfaction on the part of the comparer. Similarly, if he compared himself to someone who was earning the same but who was inferior in standing on dimensions related to pay, the comparison would also be objectively dissonant and accompanied by dissatisfaction (1964, p. 151).

The greater the similarity between the occupational level of the person earning more, the less the reported satisfaction with the comparison.

### *Promotional Opportunities*

Morse (1953) studied an electric utility company and found that a positive relationship existed between individuals' statements regarding their promotional opportunities and their satisfaction with those promotional opportunities.

March and Simon (1958) hypothesized that organizations in which promotion is contingent on performance will be more productive than those that promote on the basis of family relationship, internal politics, or old school ties.



*Supervision*

Vroom (1964) cites a study by Baumgartel which indicated that scientists under directive leadership have less positive attitudes toward their director than those operating under participative styles. Robinson added

Without attempting to duplicate Vroom's [1964] extensive review of the literature regarding supervision and satisfaction, it is probably reasonable to say that the type of supervision which will produce the most satisfaction in a given group of workers is one which is keyed to the nature of the job, the needs and personalities of the workers, and the personalities of the managers. To say that participative management or high consideration management or democratic supervision is always best extends conclusions far beyond available data (1969, p. 86-7).

Group decisions, democratic leadership, and participative supervision are important in human relations, and refer to supervisory styles which permit subordinates a substantial degree of influence on decisions which affect them. It is obvious that the satisfaction of subordinates is positively associated with the degree to which they are permitted an opportunity to participate in making decisions (Vroom, 1967).





### *Group Effects*

This involves interaction, cohesion and goals. Interaction depends on group size. Several studies found that large work groups frequently have lower morale and cohesion than small groups (Katzell, 1955; Worthy, 1950).

Satisfaction is related to the opportunities for interaction with others on the job. Walker and Guesty (1952) stated that "isolated workers disliked their job and gave social isolation as the principal reason" (p. 76). Bellows expressed his view of the importance of acceptance as follows:

The manner in which a new employee is accepted by and adjusts to his fellow workers may determine to a large extent his satisfaction with his job, his attitude toward his job, employer, boss and the the firm, his amount of production and quality of work, ... and even the length of time he remains with the company (1949, p. 288).

### *Job Content*

Chase (1962) summarizes the results of a survey in a Connecticut automobile assembly plant:



The survey showed, too, that the men hated being paced by a machine rather than by their own working rythm. ... Many said that they were bored to the limit of their endurance. 'The job is so sickening, day in and day out plugging in ignition wires. I get through one motor, turn around, and there's another motor staring me in the face.' ... The men said they had no chance to develop personal skills, and this made them feel stupid and inferior (*apud* Robinson, 1969, p. 87).

Job level is one of the most frequently studied topic related to job satisfaction. A positive relationship between the level or status of the worker's job and his job satisfaction has been reported by several rsearchers (Heron, 1948; Kornhauser, 1969; Morse, 1953; Super, 1939; and Uhorbork, 1934). This is due to the fact that positive relationships at high levels provide more reward to their occupants than those at lower levels. Other factors such as skills and abilities relate to the job content. An individual derives satisfaction from a job which permits him to use his skills and abilities. For example, Maslow stated,

A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need we may call self-actualization (1943, p. 382).

Vroom (1962) in this connection has reported a correlation of  $r = .54$  between the "opportunity for self-expression in the job and job satisfaction for 489 hourly blue-collar workers in a Canadian oil refinery" (p. 143).



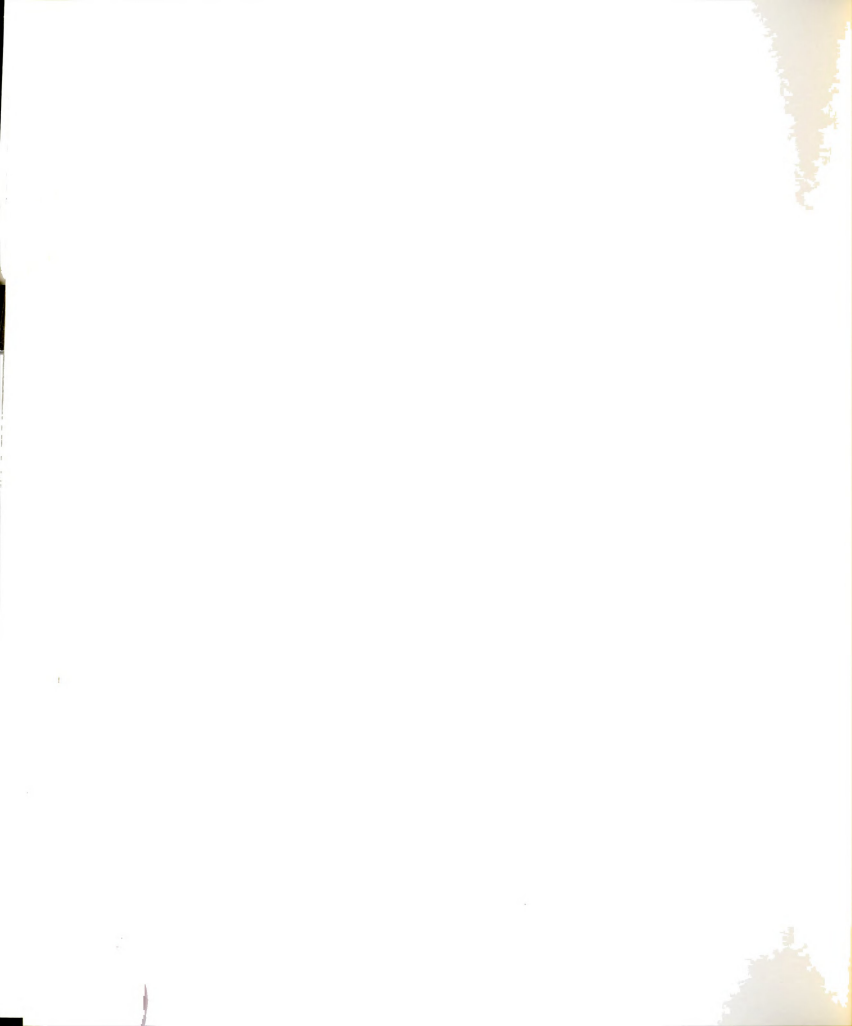
### *Instruments for the Determination of Job Satisfaction*

A variety of scales have been used to assess job satisfaction. The sub-scales on these scales generally overlap, but the number and the nature of items on these sub-scales vary considerably.

At Saudi campuses, the staff members in general, and the Saudis in particular, are extremely busy. In view of their busy schedule and in view of the fact that they are not used to participating in social science research studies, an effort was made to find a scale which would be easy to follow and quick to respond to. A scale developed by Smith *et al.* in 1965, called the *Job Description Index* (JDI) was found to be most suitable for this purpose.

#### *Job Description Index*

According to Smith *et al.* (1969, p. 6), job satisfaction represents the difference between "what is expected and what is experienced, in relation to alternatives available in a given situation." The Job Description Index is intended to measure the effective responses to this difference by measuring feelings associated with different facets of the job situation. The JDI has been described as the most carefully developed scale to date (Vroom, 1964). The scale has five sub-scales, dealing with the



following aspects of the job situation:

1. colleagues
2. promotion
3. remuneration
4. supervisor
5. work itself

and meets the following criteria, established by Vaughn *et al.* (1972) for a useful scale. Namely, it should:

1. index the several dimensions of job satisfaction, rather than provide only a global dimension;
2. be applicable to a wide variety of jobs;
3. be sensitive to variations in attitude;
4. be of such a nature (i.e., interesting, realistic, and varied) as to evoke cooperation from both management and employees;
5. be reliable;
6. be valid;
7. be brief and easily scoreable;
8. provide normative data.

*Reliability of the Job Description Index.* Corrected split-half internal consistency coefficients are reported to exceed .80 for each of the sub-scales. Some evidence for stability over time is reported by Hulin (1966).





*Validity of the Job Description Index.* Schneider and Dachler (1978) report on the 16-month stability of the Job Description Index, based on two administrations of the measure to a diverse sample of utility employees. Using the Campbell and Fiske multi-trait-multimethod approach, they found good stability coefficients ( $r \sim .57$ ), and noted, furthermore, that the five JDI subscales maintained relative independence over time. Hulin (1966) reports a correlation of  $r = -.27$  between satisfaction and turnover for female clerical employees. Other studies involving convergent and discriminant validity have been reported by Smith *et al.* (1969). However, even at this level of stability, it is clear that at least for this sample, the JDI, relative to other criteria, is quite stable and should prove useful in time-based studies. Schmidt and Hunter (1977) report an average expected re-test reliability for criteria in personnel selection studies of  $r = .60$ .

### *Summary*

Job satisfaction theories have travelled a long and circuitous path. The earliest theories, like those of Taylor, placed an excessive reliance on the attitude of the worker. Taylor and his followers maintained that you had to have the right attitude to derive job satisfaction from work, but psychological study looked deeper into the human psyche to understand its needs. Attitudes



toward job satisfaction began to change, and scholars, especially Locke, have pointed out that job satisfaction is a function of a variety of personality and psychological traits. In assembling a large amount of data for these psychological and personality needs, job satisfaction studies have depended almost exclusively on Maslow and Herzberg, who provided investigators with theoretical insights into human behavior.

For some time, behaviorists had the field. Investigators subscribed to the view that the individual could be conditioned to efficiency. Repetition and mechanical work were believed to act as reinforcers, but results were not consistent with the theory. Human beings have a mind, which craves for self-expression, growth in addition to the satisfaction of his basic physiological needs, and a job which does not provide opportunities for growth and self-expression needs will provide no job satisfaction. Today's task planners look more to harmonizing the basic and higher needs of workers than providing workers with tasks that are repetitive and require no initiative and ingenuity.



### Chapter III

#### DESIGN OF THE STUDY

##### *Introduction*

The purpose of this study was to examine the overall job satisfaction of the staff members of *Umm Al-Qura University* in Makkah, Saudi Arabia, in order that necessary steps may be recommended to remove the hurdles which create job dissatisfaction; as well as to examine the relationship of selected demographic variables with job satisfaction. The *Job Description Index* with the following six dependent variables was considered in the study:

1. general attitude toward work;
2. general attitude toward the supervisor;
3. general attitude toward colleagues;
4. general attitude toward remuneration;
5. general attitude toward promotion;
6. general attitude toward students.

It should be noted that the JDI originally consists of only the first five subscales; the sixth, dealing with students, was added for the purpose of the present research, and duplicates the list



used for colleagues. Furthermore, open-ended questions about these topics were considered. Demographic variables, as listed in the description of the instrument below (page 44), were considered as independent variables.

### *Subjects*

For the purpose of this study, two groups of subjects were considered:

1. Academic staff, i.e., associate professors, assistant professors, lecturers, and assistant teachers;
2. Administrative staff with at least completed high school education.

The academic staff was selected from the following colleges and departments:

1. College of Education
  1. Department of Curriculum;
  2. Department of Education;
  3. English.
2. College of Islamic Law
  1. Research;
  2. Arabic;
  3. *Shariah*, i.e., Islamic Law.

In these departments, all Saudi faculty members received





questionnaires. in addition, from among the expatriate faculty [1], a random selection was made in such a manner as to arrive at a total of fifteen respondents in each department. From among the administrative staff, twenty Saudi and twenty expatriate respondents were randomly selected from the central administration of the university. Table 1 presents an overview of the distribution of the respondents.

### *Instrument*

One questionnaire was used, consisting of eight parts, addressing the following question [2]:

1. *Personal Information:* place and time of birth, marital status, size of family and number of children;
2. *Education:* highschool, undergraduate and graduate education, asking in each case for year completed as well as country;
3. *Current Job Situation:* college, department, position, time at the university and time in current position;
4. *Previous Positions:* where, how long and what kind of

[1] It should be noted that Islamic law allows only Moslems to set foot in Makkah, thus all expatriate faculty and staff at Umm Al-Qura University are Moslems, mostly from Egypt and Pakistan.

[2] See Appendix A (p 112) for the Arabic version of the questionnaire, and Appendix B (p 121) for the English translation.



Table 1  
*Distribution of Respondents*

|                          | Saudi | N-Saudi | Total |
|--------------------------|-------|---------|-------|
| College of Education     |       |         |       |
| Department of Curriculum | 9     | 6       |       |
| Department of Education  | 9     | 6       |       |
| Department of English    | 5     | 10      |       |
| Subtotal - - - - -       | 23    | 22      | 45    |
| College of Islamic Law   |       |         |       |
| Department of Research   | 5     | 10      |       |
| Department of Arabic     | 8     | 7       |       |
| Department of Shariah    | 8     | 7       |       |
| Subtotal - - - - -       | 21    | 24      | 45    |
| Administration           |       |         |       |
| Subtotal - - - - -       | 20    | 20      | 40    |
| TOTAL                    | 64    | 66      | 130   |

work;

5. *Benefits:* such as housing, medical services, transportation, and other special awards;
6. *Job Description Index* , as described above. In addition to the five subscales of the JDI, a sixth was added regarding students using the same adjectives as for 'people I work with';
7. *Distribution of time:* spent on administrative tasks, teaching, research and community service; both in terms



of actual and preferred distribution;

8. Open Ended Questions:

1. What *attracted* the respondent to the university, as well as plans for leaving or staying at the university;
2. *Factors* that give most job satisfaction and dissatisfaction.

*Translation of the JDI into Arabic*

The back translation method was used to translate the Job Description Index into Arabic. Two native speakers of Arabic with very good command of English translated, independent of each other, the scale into Arabic. One native speaker of English with very good command of Arabic translated the two versions back to English. Finally, the researcher selected those Arabic translations whose back translations were more similar to the original [3].

[3] See Appendix C (p 130) for an attestation of the validity of the translation.



### *Data Analysis*

The results are presented in terms of demographic information, responses to the Job Description Index, and open ended responses. In the first and last section, descriptive statistics are used, while in the testing of the hypotheses in terms of the Job Description Index, various analysis of variance designs are used. Computation were executed with the help of the *Statistical Package for the Social Sciences* (Nie, et al., 1975).

#### *Antecedent Variables*

The demographic information is presented in terms of descriptive statistics and provides the antecedent variables.

#### *Dependent Variables*

Two measures of satisfaction with the work environment are considered:

1. Job Description Index
2. Open-ended responses regarding various elements of the attractive and less attractive aspects of the work environment





*Scoring of the Job Description Index.* The dependent variable, job satisfaction as measured by the Job Description Index was scored as recommended by the authors, as follows: The original instrument consists of 72 items, 18 each for the subscales dealing with work, supervisor and colleagues, and 9 each for the subscales dealing with pay and promotion. As indicated above, a sixth subscale, having the same 18 items as the one dealing with colleagues, was added regarding students.

Respondents are requested to respond to each item on a three-point scale, i.e., 'Yes', 'No', or 'Don't Know'. Items are worded in positive and negative adjectives. If a respondent checks 'Yes' for a positive adjective, i.e., *fascinating* is checked on the sub-scale *work*, a score of '3' is recorded; if 'Don't Know' is checked, a score of '1' is recorded; and, if 'No' is checked, a score of '0' is recorded. This scoring pattern is reversed if the item is negative: If the respondents checks 'No' for a negative adjective, i.e., *underpaid* is checked on the sub-scale *pay*, a score of '3' is recorded; for 'Don't Know' it is '1'; and for 'Yes' it is '0'. The scores for all items of each sub-scale are added to obtain sub-scale scores. The sub-scale scores are then added to derive the overall job satisfaction score.



The authors of the scale argue that the scores resulting from the instrument are of interval scale quality, thus allowing for such parametric tests as analysis of variance. A series of such analyses will be performed on the basis of the various groups created by the demographic data.

### *Procedure*

The questionnaires were hand delivered to the respondents and collected approximately one week later by the researcher. The personal contact allowed the explanation of any doubts regarding the objective of the questionnaire. Together with the questionnaire, a letter signed by the University Vice President explaining the importance was given to the participants of the study. A second cover letter, signed by the researcher assured the respondents of the confidentiality of the information provided.

### *Summary*

The introduction of this chapter restated the purpose and objectives of the present study, including the dependent and independent measures. Some characteristics and the distribution of the respondents were presented in Table 1. The procedure of the study consisted of personal distribution and collection of



questionnaires. The questionnaire was presented and described in some detail, including the method of arriving at an Arabic version of the Job Description Index and the scoring of the scale.



## Chapter IV

### FINDINGS

#### *Introduction*

Findings of this study will be presented in three sections, dealing with demographic characteristics, responses to the Job Description Index, and open ended questions, respectively. The demographic characteristics of the respondents provide some antecedent variables for the subsequent analyses. The Job Description Index determines the feelings associated with the six dimensions of the job situation. The open-ended questions, finally, provide corollary information about the employment, both in terms of what attracted respondents to the job in the first place, conditions under which respondents would either stay or leave, and finally, aspects of the employment that cause satisfaction and dissatisfaction.





### *Demographic Characteristics of the Respondents*

Of the demographic characteristics of the respondents, four aspects were considered: family situation, education, current and previous employment. In the analyses of the responses to the Job Description Index, these dimensions will be used as antecedent variables.

#### *Family Background*

Table 2 presents the marital status of the Saudi and expatriate respondents. All expatriate respondents are married, and only relatively few Saudi are single. For this reason, no comparison will be made in terms of marital status.

Table 3 presents a breakdown of the number of dependents indicated by the respondents.



Table 2  
*Marital Status of Respondents*

| MARITAL STATUS | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|----------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Single         | 3     | 2   | 5   | 10  | 0          | 0   | 0   | 0   | 10    |
| Married        | 20    | 19  | 15  | 54  | 22         | 24  | 20  | 66  | 120   |
| TOTAL          | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |



Table 3  
*Number of Dependents*

| NUMBER OF DEPENDENTS  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-----------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                       | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| No Dependents         | 2     | 0   | 4   | 6   | 0          | 0   | 0   | 0   | 6     |
| 1 Dependent           | 0     | 0   | 1   | 1   | 1          | 0   | 1   | 2   | 3     |
| 2 Dependents          | 3     | 5   | 1   | 9   | 2          | 0   | 2   | 4   | 12    |
| 3 Dependents          | 3     | 4   | 3   | 10  | 3          | 2   | 5   | 10  | 20    |
| 4 Dependents          | 7     | 3   | 2   | 12  | 6          | 5   | 6   | 17  | 29    |
| 5 Dependents          | 6     | 7   | 2   | 15  | 5          | 4   | 0   | 9   | 24    |
| 6 and more Dependents | 2     | 2   | 9   | 11  | 5          | 13  | 6   | 24  | 35    |
| TOTAL                 | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |

### *Educational Background*

Table 4 shows a nearly perfect relationship between national background and country of high school. All but two Saudi respondents attended high school in Saudi Arabia, while none of the expatriates did.



Table 4  
Country of High School

| COUNTRY OF HIGH SCHOOL              | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-------------------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                                     | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Saudi Arabia                        | 22    | 18  | 19  | 59  | 0          | 0   | 0   | 0   | 59    |
| Outside Saudi Arabia                | 1     | 1   | 0   | 2   | 20         | 18  | 20  | 58  | 60    |
| TOTAL                               | 23    | 19  | 19  | 61  | 20         | 18  | 20  | 58  | 119   |
| NUMBER OF MISSING OBSERVATIONS = 11 |       |     |     |     |            |     |     |     |       |

The relationship between national background and country of college (Table 5) is but a little less perfect. Three Saudis went to College outside Saudi Arabia, while four expatriates completed college in Saudi Arabia.

Table 6 presents the relationship between the national background and the country where the highest degree was obtained. As may be noted, all but two expatriates received their highest degree outside Saudi Arabia. In contrast, the majority of the Saudi Professors received their highest degree outside the country, while the majority of the Saudi administrators received





Table 5  
*Country of College Granting Bachelor's Degree*

| COUNTRY OF COLLEGE               | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|----------------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                                  | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Saudi Arabia                     | 23    | 17  | 13  | 53  | 1          | 2   | 1   | 4   | 57    |
| Outside Saudi Arabia             | 0     | 2   | 1   | 3   | 21         | 16  | 13  | 50  | 53    |
| TOTAL                            | 23    | 19  | 14  | 56  | 22         | 18  | 14  | 54  | 110   |
| NUMBER OF MISSING OBSERVATIONS = |       |     |     | 20  |            |     |     |     |       |

their highest degree in Saudi Arabia ( $\chi^2 = 17.75$ ,  $p < .001$ ).

Table 7 presents the relationship between highest degree obtained and national background. Among the administrators, there is no difference in distribution of degrees, with the majority having college degrees. Among the faculty, one may note that there are no expatriates with less than a Master's degree, while there are a few Saudis with only a college degree. This latter group is working currently as assistant teachers, and, more likely than not, will pursue additional study abroad, if past experiences hold true.



Table 6  
*Country Granting Highest Degree*

| COUNTRY OF HIGHEST<br>DEGREE | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|------------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                              | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Saudi Arabia                 | 5     | 6   | 17  | 28  | 0          | 1   | 1   | 2   | 30    |
| Outside Saudi Arabia         | 18    | 15  | 3   | 36  | 22         | 22  | 19  | 63  | 99    |
| TOTAL                        | 23    | 21  | 20  | 64  | 22         | 23  | 20  | 65  | 129   |

NUMBER OF MISSING OBSERVATIONS = 1

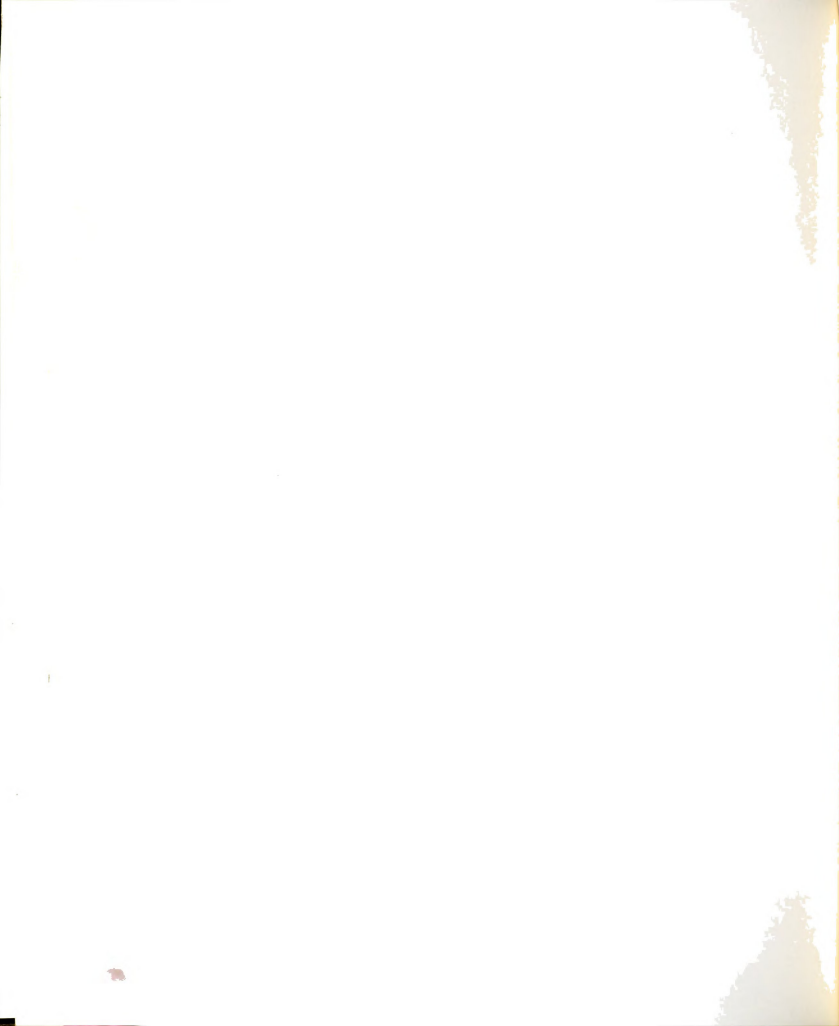


Table 7  
*Highest Degree Held by Respondents*

| HIGHEST DEGREE  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-----------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                 | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| No College      | 0     | 0   | 6   | 6   | 0          | 0   | 6   | 6   | 12    |
| College         | 4     | 2   | 12  | 19  | 0          | 0   | 11  | 11  | 30    |
| Master's Degree | 4     | 2   | 2   | 8   | 3          | 6   | 3   | 12  | 20    |
| Doctorate       | 15    | 16  | 0   | 31  | 19         | 18  | 0   | 37  | 68    |
| TOTAL           | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |

*Current Employment Situation*

Except for the fact that there are no assistant teachers among the expatriate respondents, the distribution of teaching staff by rank (Table 8) is nearly equal between Saudis and expatriates.

Table 9 presents a breakdown of the number of years of service to the university, while table 10 presents the breakdown of the number of years of service in the current position. This study investigated whether the number of years of service to the



Table 8  
*Current Job Situation*

| JOB SITUATION       | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|---------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                     | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Assistant Teacher   | 4     | 3   | 0   | 7   | 0          | 0   | 0   | 0   | 7     |
| Lecturer            | 4     | 2   | 0   | 6   | 3          | 5   | 0   | 8   | 14    |
| Assistant Professor | 13    | 7   | 0   | 20  | 12         | 5   | 0   | 17  | 37    |
| Associate Professor | 2     | 9   | 0   | 11  | 7          | 14  | 0   | 21  | 32    |
| Administators       | 0     | 0   | 20  | 20  | 0          | 0   | 20  | 20  | 40    |
| TOTAL               | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |

university correlates positively with job satisfaction, while number of of years of service in the *current* position might correlate negatively with job satisfaction.





Table 9  
*Number of Years at this University*

| NUMBER OF YEARS | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-----------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                 | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| 1 Year          | 9     | 1   | 4   | 14  | 2          | 4   | 5   | 11  | 25    |
| 2 Years         | 2     | 5   | 2   | 9   | 1          | 2   | 0   | 3   | 12    |
| 3 Years         | 4     | 2   | 2   | 8   | 3          | 4   | 0   | 7   | 15    |
| 4 Years         | 0     | 0   | 1   | 1   | 1          | 6   | 2   | 9   | 10    |
| 5 Years         | 0     | 2   | 1   | 3   | 4          | 2   | 5   | 11  | 14    |
| 6 to 8 Years    | 9     | 6   | 7   | 21  | 10         | 4   | 7   | 21  | 42    |
| 9 to 20 Years   | 0     | 5   | 3   | 8   | 1          | 2   | 1   | 4   | 12    |
| TOTAL           | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |



Table 10  
*Number of Years in the Current Position*

| NUMBER OF YEARS | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-----------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                 | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| 1 Year          | 11    | 2   | 4   | 17  | 2          | 4   | 5   | 11  | 8     |
| 2 Years         | 8     | 5   | 5   | 18  | 1          | 2   | 0   | 3   | 21    |
| 3 Years         | 1     | 2   | 2   | 5   | 2          | 4   | 0   | 6   | 11    |
| 4 Years         | 1     | 1   | 1   | 3   | 1          | 6   | 4   | 11  | 14    |
| 5 Years         | 0     | 4   | 1   | 5   | 5          | 2   | 5   | 12  | 17    |
| 6 to 8 Years    | 1     | 6   | 7   | 14  | 7          | 5   | 5   | 17  | 31    |
| 9 to 14 Years   | 1     | 1   | 0   | 2   | 4          | 1   | 1   | 6   | 8     |
| TOTAL           | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |

*Previous Employment Situation*

Table 11 indicates that 102 out of 130 respondents did have a previous job. Furthermore, all but one Saudi held this previous position in Saudi Arabia, while all expatriates held previous positions outside the country. Table 12 presents the type of



the immediately preceeding employment. The cells with starred frequencies indicate respondents who changed from teaching to administration or vice versa.

Table 11  
*Country of Previous Employment*

| COUNTRY              | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|----------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                      | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Saudi Arabia         | 11    | 17  | 12  | 40  | 0          | 0   | 0   | 0   | 40    |
| Outside Saudi Arabia | 0     | 1   | 0   | 1   | 20         | 23  | 18  | 61  | 62    |
| TOTAL                | 11    | 18  | 12  | 41  | 20         | 23  | 18  | 61  | 102   |

NUMBER OF MISSING OBSERVATIONS = 28, i.e., no previous positions

Table 13 presents, for the respondents who indicated a previous job, the number of years in that job.

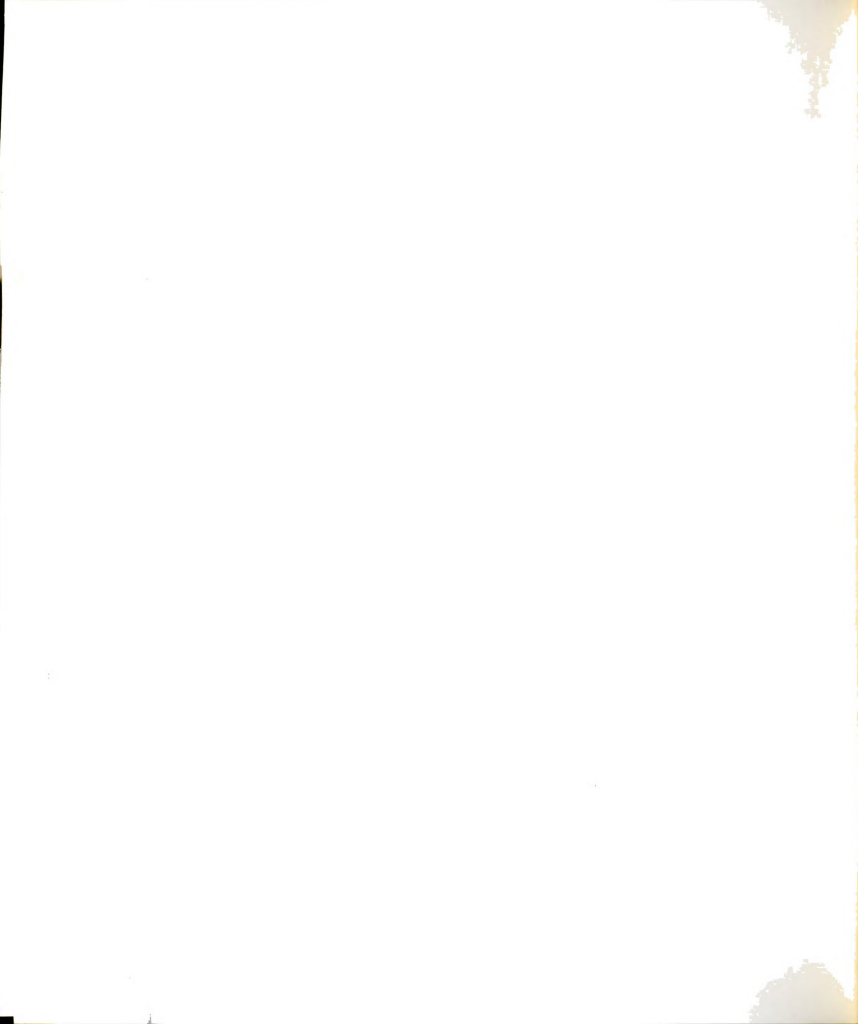


Table 12  
*Type of Previous Employment*

| PREVIOUS EMPLOYMENT | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|---------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                     | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Teaching            | 10    | 11  | 3*  | 24  | 15         | 10  | 3*  | 28  | 52    |
| Research            | 0     | 3   | 0   | 3   | 0          | 7   | 0   | 7   | 10    |
| Administration      | 1*    | 4*  | 9   | 14  | 5*         | 6*  | 15  | 26  | 40    |
| TOTAL               | 11    | 18  | 12  | 41  | 20         | 23  | 18  | 61  | 102   |

NUMBER OF MISSING OBSERVATIONS = 28, i.e., no previous positions





Table 13  
*Number of Years at Previous Employment*

| NUMBER OF YEARS | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|-----------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                 | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
|                 | —     | —   | —   | —   | —          | —   | —   | —   |       |
| 1 to 5 Years    | 9     | 16  | 4   | 29  | 7          | 10  | 1   | 18  | 47    |
| 6 to 10 Years   | 2     | 2   | 6   | 10  | 7          | 9   | 1   | 17  | 27    |
| 11 to 20 Years  | 0     | 0   | 2   | 2   | 6          | 3   | 7   | 16  | 18    |
| 21 to 35 Years  | 0     | 0   | 0   | 0   | 0          | 1   | 9   | 10  | 10    |
| TOTAL           | 11    | 18  | 12  | 41  | 20         | 23  | 18  | 61  | 102   |

NUMBER OF MISSING OBSERVATIONS = 28, i.e., no previous positions



### *Job Description Index*

In the following sections, the responses to the *Job Description Index* are presented. As indicated in Chapter Three above (p. 37), the JDI consists of five subscales, to which a sixth, dealing with students was added for the purpose of this research. On the other hand, two of the subscales are not relevant for all respondents: The subscale *promotion* does not apply to expatriate respondents, as their two year contract does not foresee a promotion during the life of the contract. The subscale *students* does not apply to administrators. The various hypotheses presented in Chapter One (p. 7) are considered here in turn.

### *Relative Importance of Elements of Job Satisfaction*

1.  $H_0$ : *There is no difference in the importance attributed to various aspects of job satisfaction, such as promotion, payment, supervisor, colleagues, work and students.*

This first hypothesis compares the responses to the various subscales of the JDI by the same respondent. For this reason, an analysis of variance for repeated measures was used. As indicated above, not all subscales of the JDI are applicable to all respondents, necessitating three different comparisons, as presented in Table 14. The first one considers only Saudi



Professors, allowing a comparison of all six subscales. A highly significant difference was found between the relative importance and level of satisfaction of the six aspects of the employment. The respondents are most satisfied with their supervisor and colleagues, followed by students, work, promotion and pay.

The second analysis considers all Saudi respondents, thus comparing only five subscales. Again, a highly significant difference in the level of satisfaction was found, providing for the same order of relative importance as above.

The third analysis considers only responses by the professors, thus excluding 'promotion' from the comparison. Once more, a highly significant difference was found between the remaining five subscales of JDI. This time, however, colleagues present the highest level of satisfaction, followed by supervisors, then students, work and, lastly, payment.



Table 14

ANOVA: Importance of Elements of Job Satisfaction

*Scale Means*

|      | SAUDI PROFESSORS |      |    | SAUDI RESPONDENTS |      |    | PROFESSORS |      |    |
|------|------------------|------|----|-------------------|------|----|------------|------|----|
|      | MEANS            | SD   | N  | MEANS             | SD   | N  | MEANS      | SD   | N  |
| PROM | 1.342            | .619 | 42 | 1.254             | .651 | 67 | -          | -    | -  |
| PAYM | 1.262            | .663 | 42 | 1.247             | .635 | 67 | 1.310      | .670 | 78 |
| SUPR | 1.868            | .549 | 42 | 1.968             | .616 | 67 | 1.928      | .626 | 78 |
| COLL | 1.857            | .640 | 42 | 1.874             | .677 | 67 | 1.957      | .673 | 78 |
| WORK | 1.564            | .660 | 42 | 1.662             | .672 | 67 | 1.544      | .692 | 78 |
| STUD | 1.608            | .586 | 42 | -                 | -    | -  | 1.706      | .587 | 78 |

|                     |    |    |         |   |      |
|---------------------|----|----|---------|---|------|
| SOURCE OF VARIATION | SS | DF | MEAN SQ | F | SIG. |
|---------------------|----|----|---------|---|------|

*Analysis for Saudi Professors*

|                  |         |     |       |        |        |
|------------------|---------|-----|-------|--------|--------|
| BETWEEN PEOPLE   | 41.820  | 41  | 1.020 |        |        |
| WITHIN PEOPLE    | 66.343  | 210 | .316  |        |        |
| BETWEEN MEASURES | 13.382  | 5   | 2.676 | 10.360 | .0001* |
| RESIDUAL         | 52.960  | 205 | .258  |        |        |
| TOTAL            | 108.163 | 251 | .431  |        |        |

GRAND MEAN = 1.58376

*Analysis for Saudi Respondents*

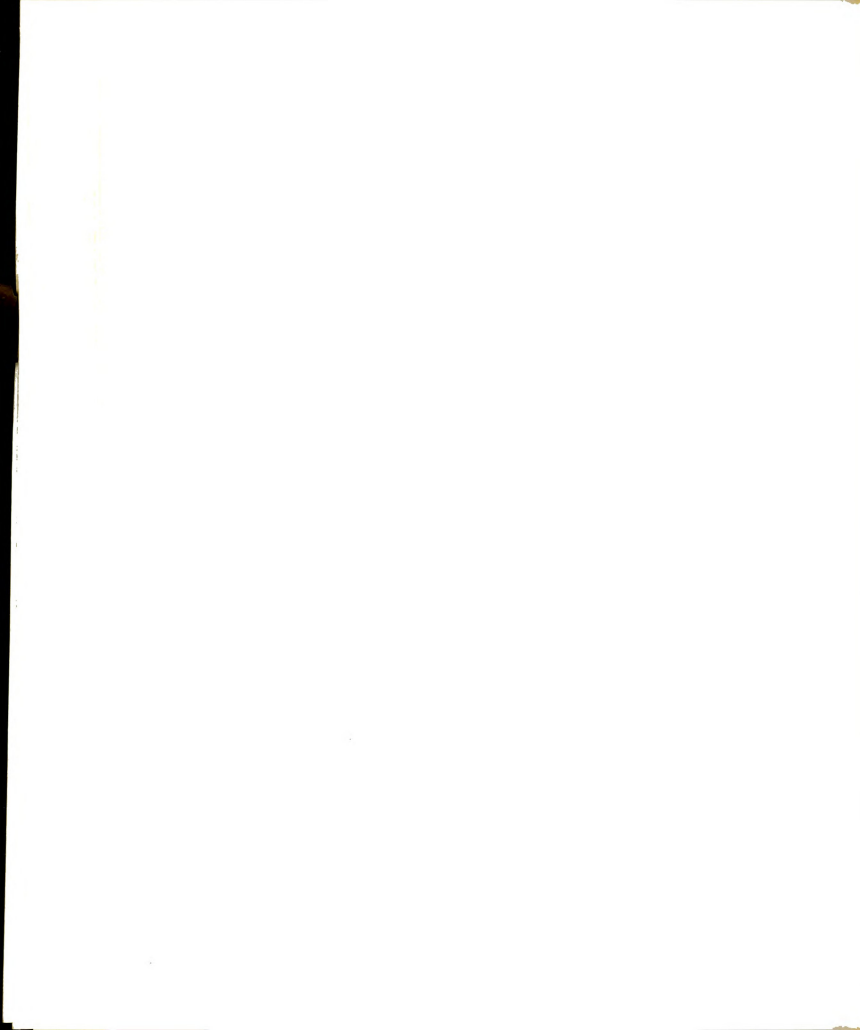
|                  |         |     |       |        |        |
|------------------|---------|-----|-------|--------|--------|
| BETWEEN PEOPLE   | 60.271  | 66  | .913  |        |        |
| WITHIN PEOPLE    | 110.083 | 268 | .411  |        |        |
| BETWEEN MEASURES | 30.745  | 4   | 7.686 | 25.576 | .0001* |
| RESIDUAL         | 79.338  | 264 | .301  |        |        |
| TOTAL            | 170.354 | 334 | .510  |        |        |

GRAND MEAN = 1.60108

*Analysis for Professors*

|                  |         |     |       |        |        |
|------------------|---------|-----|-------|--------|--------|
| BETWEEN PEOPLE   | 72.165  | 77  | .937  |        |        |
| WITHIN PEOPLE    | 113.858 | 312 | .365  |        |        |
| BETWEEN MEASURES | 22.982  | 4   | 5.746 | 19.473 | .0001* |
| RESIDUAL         | 90.876  | 308 | .295  |        |        |
| TOTAL            | 186.023 | 389 | .478  |        |        |

GRAND MEAN = 1.68895





*Job Satisfaction in Saudi and Expatriate Respondents*

2.  $H_0$ : *There is no difference in job satisfaction between university employees from Saudi Arabia and those from other countries.*

The *second* hypothesis compares Saudi and expatriate respondents regarding to their satisfaction with various dimensions of their job. As indicated above, different analyses are done for different subsets of respondents. Comparing Saudi and expatriate respondents implicitly excludes a consideration of the subscale *promotion*. Thus in the following two analyses, professors only will be considered first, then all respondents, i.e., including administrators. The statistical procedure used was the *Multivariate Analysis of Variance* (MANOVA), as offered by SPSS (Cohen and Burns, 1977).

*Considering only Professors.* Table 15 present the significant part of the results of the comparison of Saudi and expatriate professors. Complete results are presented in Appendix D-1 (p. 132). As may be seen there is a significant difference in the level of satisfaction with respect to *colleagues* between Saudi and expatriate professors in the sense that the latter indicate a higher level of satisfaction.

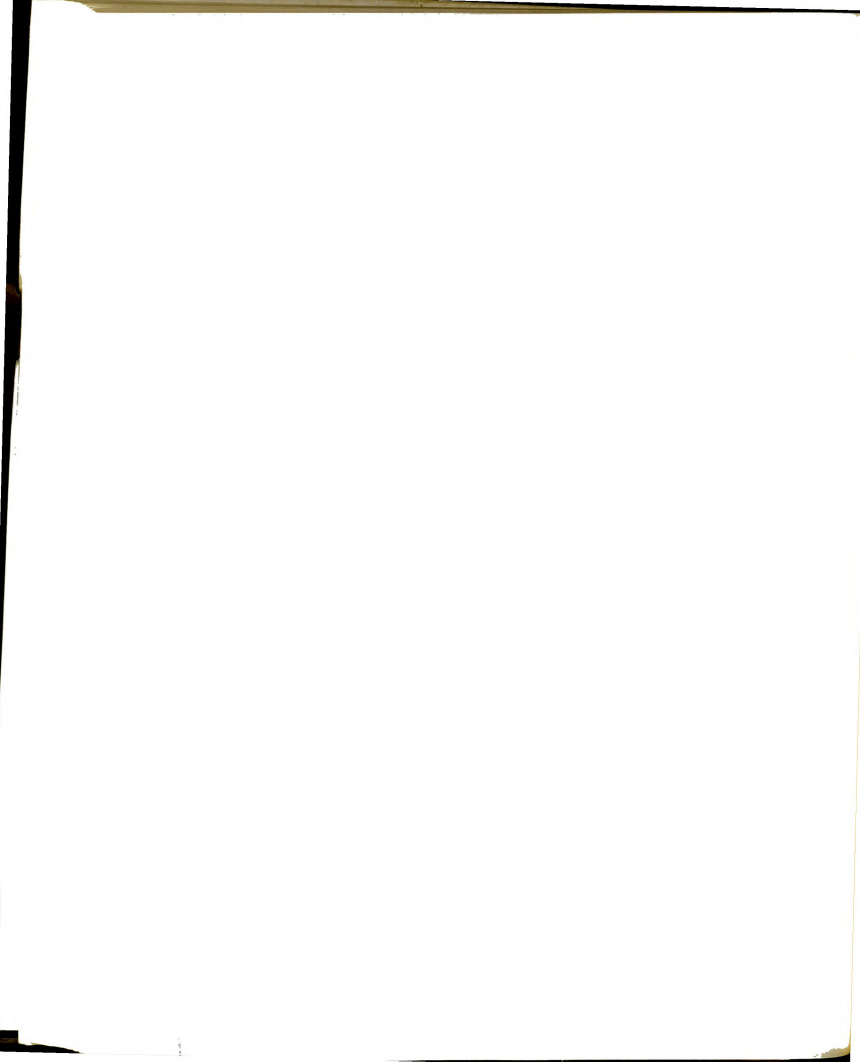


Table 15

MANOVA: Job Satisfaction in Saudi and Expatriate Respondents  
Professors Only

## CELL MEANS AND STANDARD DEVIATIONS

| FACTOR               | MEAN    | STD DEV | N  |
|----------------------|---------|---------|----|
| COLLEAGUES           |         |         |    |
| Saudi Arabia         | 1.81250 | .62217  | 40 |
| Outside Saudi Arabia | 2.10965 | .69874  | 38 |
| For Entire Sample    | 1.95726 | .67306  | 78 |

## UNIVARIATE F-TESTS WITH (1,76) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| COLL    | 1.72067                | .43634           | 3.94345 | .05066         |

Considering all Respondents. Table 16 presents the significant part of the results of the comparison of Saudi and expatriate respondents, including administrators. Complete results are presented in Appendix D-2 (p. 133). This time, an even more significant difference was found in the level of satisfaction regarding colleagues in the comparison of all respondents.



Table 16

MANOVA: Job Satisfaction in Saudi and Expatriate Respondents  
All Respondents

## CELL MEANS AND STANDARD DEVIATIONS

| FACTOR               | MEAN    | STD DEV | N   |
|----------------------|---------|---------|-----|
| COLLEAGUES           |         |         |     |
| Saudi Arabia         | 1.85503 | .67074  | 64  |
| Outside Saudi Arabia | 2.10855 | .69842  | 65  |
| For Entire Sample    | 1.98277 | .69392  | 129 |

## UNIVARIATE F-TESTS WITH (1,127) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| COLL    | 2.07253                | .46899           | 4.41912 | .03751         |

*Job Satisfaction in Saudi and Foreign Trained Respondents*

3.  $H_0$ : *There is no difference in job satisfaction between university employees who received their highest degree in Saudi Arabia and those who did outside the country.*

The *third* hypothesis compares job satisfaction of Saudi respondents who received their highest degree in Saudi Arabia with those who did so abroad. Since all but two expatriate respondents received their highest degree outside Saudi Arabia (see Table 6 , p. 51), only a comparison of Saudi respondents was



made regarding this hypothesis. No significant difference were found comparing the job satisfaction of Saudi professors who received their highest degree in or outside Saudi Arabia. Complete results of this MANOVA are presented in Appendix D-3 and Appendix D-4 (pages 134 and 135 respectively).

*Job Satisfaction in Faculty and Administrators*

4.  $H_0$ : *There is no difference in job satisfaction between faculty and administrators.*

The *fourth* hypothesis compares job satisfaction in faculty and administrators.

*Considering only Saudi Respondents.* Table 17 presents the significant portion of the results of the comparison of job satisfaction in Saudi faculty and administrators. Complete results are presented in Appendix D-5 (p. 136). As may be noted in this table, there are significant differences between faculty and administrators regarding *promotion*, such that faculty are significantly more satisfied with promotion than administrators. Furthermore, a tendency, though not statistically significant, may be observed in the sense that faculty are somewhat more satisfied with their salary.





Table 17

MANOVA: Job Satisfaction in Faculty and Administrators  
Saudi Respondents

| FACTOR            | CELL MEANS AND STANDARD DEVIATIONS |         | N  |
|-------------------|------------------------------------|---------|----|
|                   | MEAN                               | STD DEV |    |
| PROMOTION         |                                    |         |    |
| Faculty           | 1.36702                            | .61093  | 47 |
| Administrators    | .98750                             | .68092  | 20 |
| For Entire Sample | 1.25373                            | .65133  | 67 |
| PAYMENT           |                                    |         |    |
| Faculty           | 1.33131                            | .66481  | 47 |
| Administrators    | 1.05000                            | .52083  | 20 |
| For Entire Sample | 1.24733                            | .63479  | 67 |

UNIVARIATE F-TESTS WITH (1,65) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| PROM    | 2.02081                | .39967           | 5.05625 | .02793         |
| PAYM    | 1.11023                | .39208           | 2.83168 | .09722         |

*Considering all Respondents.* Table 18 presents the complete results of the MANOVA comparing job satisfaction between all faculty and administrators. Of the four subscales, only *payment* showed a significant difference in the sense that faculty are more satisfied. However, this difference is so significant that the averaged analysis of all four subscales is also significant.



Table 18

MANOVA: Job Satisfaction in Faculty and Administrators  
All Respondents

## CELL MEANS AND STANDARD DEVIATIONS

| FACTOR            | MEAN    | STD DEV | N   |
|-------------------|---------|---------|-----|
| PAYMENT           |         |         |     |
| Faculty           | 1.39486 | .67832  | 89  |
| Administrators    | 1.03929 | .65023  | 40  |
| For Entire Sample | 1.28461 | .68733  | 129 |
| SUPERVISOR        |         |         |     |
| Faculty           | 1.97885 | .60817  | 89  |
| Administrators    | 2.10147 | .66844  | 40  |
| For Entire Sample | 2.01687 | .62743  | 129 |
| COLLEAGUES        |         |         |     |
| Faculty           | 1.95568 | .64773  | 89  |
| Administrators    | 2.04306 | .79264  | 40  |
| For Entire Sample | 1.98277 | .69392  | 129 |
| WORK              |         |         |     |
| Faculty           | 1.62525 | .69411  | 89  |
| Administrators    | 1.81471 | .64321  | 40  |
| For Entire Sample | 1.68399 | .68193  | 129 |

## UNIVARIATE F-TESTS WITH (1,127) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| PAYM    | 3.48923                | .44866           | 7.77698 | .00611         |
| SUPR    | .41494                 | .39350           | 1.05450 | .30642         |
| COLL    | .21069                 | .48365           | .43561  | .51044         |
| WORK    | .99057                 | .46089           | 2.14928 | .14511         |

## AVERAGED F-TEST WITH (4,508) D. F.

|         |         |        |         |        |
|---------|---------|--------|---------|--------|
| (AVER.) | 1.27636 | .44667 | 2.85747 | .02314 |
|---------|---------|--------|---------|--------|



*Job Satisfaction and Academic Rank*

5.  $H_0$ : *There is no relationship between job satisfaction and academic rank held by the employee.*

The *fifth* hypothesis compares faculty according to academic rank with respect to job satisfaction. Two comparisons are made, one involving only Saudi professors, and a second, considering the responses of all faculty.

*Considering only Saudi Professors.* Table 19 presents the significant part of the results of the comparison of Saudi professors of various academic rank in terms of job satisfaction. Complete results are presented in Appendix D-6 (p. 138). Only with respect to *promotion*, a tendency toward a significant difference was found, in the sense that lecturers are the least satisfied, followed by assistant teachers, assistant professors and associate professors.

When academic rank of *all* professors was compared in terms of job satisfaction, no significant results were found. These results are presented in Appendix D-7 (p. 140).



Table 19  
MANOVA: Job Satisfaction and Academic Rank  
Saudi Professors

## CELL MEANS AND STANDARD DEVIATIONS

| FACTOR              | MEAN    | STD DEV | N  |
|---------------------|---------|---------|----|
| PROMOTION           |         |         |    |
| Assistant Teacher   | 1.12500 | .48412  | 7  |
| Lecturer            | .89286  | .63504  | 7  |
| Assistant Professor | 1.43382 | .64517  | 17 |
| Associate Professor | 1.62500 | .49371  | 11 |
| For Entire Sample   | 1.34226 | .61860  | 42 |

## UNIVARIATE F-TESTS WITH (3,38) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| PROM    | .92201                 | .34009           | 2.71111 | .05848         |

*Job Satisfaction and Educational Background*

6.  $H_0$ : *There is no relationship between job satisfaction and educational background of the employee.*

The sixth hypothesis compares faculty according to educational background. Again, two comparisons are made, one involving only Saudi professors, and a second, considering the responses of all faculty.





*Considering only Saudi Professors.* Table 20 presents the significant part of the results of the comparison of Saudi professors by educational background with respect to job satisfaction. Complete results are presented in Appendix D-8 (p. 142). Significant results were found with respect to *promotion*, in the sense that those professors holding a PhD degree are the most satisfied, followed by those with a college degree, and, lastly, those with a master's degree.

Again, considering all professors, no significant differences were found with respect to any of the job satisfaction dimensions. Complete results are presented in Appendix D-9 (p. 144) for this analysis.



Table 20

MANOVA: Job Satisfaction and Educational Background  
Saudi Professors

## CELL MEANS AND STANDARD DEVIATIONS

| FACTOR            | MEAN    | STD DEV | N  |
|-------------------|---------|---------|----|
| PROMOTION         |         |         |    |
| College           | 1.12500 | .48412  | 7  |
| Master's          | .89286  | .63504  | 7  |
| PhD               | 1.50893 | .58820  | 28 |
| For Entire Sample | 1.34226 | .61860  | 42 |

## UNIVARIATE F-TESTS WITH (2,39) D. F.

| VARIATE | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|---------|------------------------|------------------|---------|----------------|
| PROM    | 1.26097                | .33763           | 3.73483 | .03281         |

*Job Satisfaction in Faculty of Education and of Law*

7.  $H_0$ : There is no difference in job satisfaction between faculty in the college of education and the college of law.

The seventh hypothesis compares job satisfaction in faculty of the college of education and of the college of law. No significant differences were found between faculty in the college of education and the college of law with respect to any aspect of job satisfaction. Complete results of the MANOVAs are presented



in Appendix D-10 and Appendix D-11 (pages 137 and 145 respectively).

*Job Satisfaction in Faculty of Various Departments*

8.  $H_0$ : *There is no difference in job satisfaction between members of various departments.*

The *eighth* hypothesis compares job satisfaction in faculty of the departments of Curriculum, Education, English [all of the College of Education], Research, Arabic and Law [all of the College of Law]. As in the case of the comparison of faculty in the two colleges, no differences with respect to any aspect of job satisfaction was found when comparing faculty of the different departments within the colleges. Complete results of the MANOVAs are presented in Appendix K and Appendix L (pages 146 and 148 respectively).

*Job Satisfaction and Length of Service*

9.  $H_0$ : *There is no relationship between job satisfaction and length of service to the university.*

10.  $H_0$ : *There is no relationship between job satisfaction and length of service in the current position.*

The *ninth* and *tenth* hypotheses determine the relationship between length of service to the university and in the current position,

respectively, and job satisfaction. As may be noted from Table 21, there are no significant correlations between length of service, either to university or in the position with any of the dimensions of the Job Description Index.

---

Table 21

Correlation between Job Satisfaction and Length of Service

| PAYM                           | PROM    | SUPR    | COLL    | STUD    | WORK    |
|--------------------------------|---------|---------|---------|---------|---------|
| <i>to the University</i>       |         |         |         |         |         |
| .1198                          | .0998   | -.1445  | .0807   | .0914   | .0342   |
| ( 129)                         | ( 68)   | ( 130)  | ( 130)  | ( 79)   | ( 130)  |
| P= .176                        | P= .418 | P= .101 | P= .361 | P= .423 | P= .699 |
| <i>in the Current Position</i> |         |         |         |         |         |
| .0851                          | .0110   | -.0500  | .1083   | .0408   | .0566   |
| ( 129)                         | ( 68)   | ( 130)  | ( 130)  | ( 79)   | ( 130)  |
| P= .338                        | P= .929 | P= .572 | P= .220 | P= .721 | P= .523 |

Note: The differing N, given in parentheses, are due to changing populations that responded to the JDI, i.e., the expatriates did not respond regarding *PROMotion*, staff did not respond regarding *STUDents*.

---



*Job Satisfaction and Family Size*

11. H<sub>0</sub>: *There is no relationship  
between job satisfaction and  
the size of the employee's  
family.*

The *eleventh* hypothesis determines the relationship between the size of the family, both in terms of number of dependents and in terms of number of children, and the job satisfaction. As may be noted from Table 22, no statistically significant correlations were found between family size and any of the dimensions of the Job Description Index.





Table 22

## Correlation between Family Size and Job Satisfaction

| PAYM                        | PROM            | SUPR             | COLL            | STUD           | WORK            |
|-----------------------------|-----------------|------------------|-----------------|----------------|-----------------|
| <i>Number of Dependents</i> |                 |                  |                 |                |                 |
| -.0770<br>( 129)            | -.0702<br>( 68) | -.0072<br>( 130) | .0621<br>( 130) | .1075<br>( 79) | .1014<br>( 130) |
| P= .386                     | P= .569         | P= .935          | P= .482         | P= .346        | P= .251         |

|                           |                 |                 |                 |                |                 |
|---------------------------|-----------------|-----------------|-----------------|----------------|-----------------|
| <i>Number of Children</i> |                 |                 |                 |                |                 |
| .0054<br>( 129)           | -.0386<br>( 68) | .0720<br>( 130) | .1123<br>( 130) | .1080<br>( 79) | .0812<br>( 130) |
| P= .951                   | P= .755         | P= .416         | P= .203         | P= .343        | P= .358         |

Note: The differing N, given in parentheses, are due to changing populations that responded to the JDI, i.e., the expatriates did not respond regarding *PROMotion*, staff did not respond regarding *STUDents*.

*Job Satisfaction and Age*

12.  $H_0$ : *There is no relationship between job satisfaction and the age of the employee.*

The *twelfth* hypothesis determines the relationship between age and job satisfaction. Once more, as may be noted from Table 23, no significant correlations were found.



Table 23

## Correlation between Job Satisfaction and Year of Birth

---

| PAYM    | PROM    | SUPR    | COLL    | STUD    | WORK    |
|---------|---------|---------|---------|---------|---------|
| -.1156  | -.0508  | -.0736  | -.1415  | -.1040  | -.0935  |
| ( 129)  | ( 68)   | ( 130)  | ( 130)  | ( 79)   | ( 130)  |
| P= .192 | P= .681 | P= .405 | P= .108 | P= .362 | P= .290 |

---

Note: The differing N, given in parentheses, are due to changing populations that responded to the JDI, i.e., the expatriates did not respond regarding *PROMotion*, staff did not respond regarding *STUDents*.

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### *Attractions and Distractions of Employment*

This last section of the results deals with the open-ended questions in terms of (a) the benefits associated with the employment, (b) aspects of the job that attracted the respondents to the university in the first place, (c) factors that would cause respondents to stay or leave the current position, and (d) elements of their job that provides satisfaction and dissatisfaction.

#### *Benefits Associated with Employment*

Contract conditions are basically the same for Saudi and expatriate employees, with the exception that housing is provided for all expatriate employees and for those Saudi who have at least a college degree. Table 24 presents the answers given by the respondents as to the benefits they associate with their jobs. The results of this table indicate that some of the administrators are not aware of the fact that part of their salary covers transportation. Furthermore, two of the expatriate administrators appear to be unaware of the fact that all employees receive medical benefits. It is noteworthy that beside such benefits as medical care, transportation and housing, provided by the employer, some other benefits such as part time



job, possibilities for professional growth and rewards were mentioned as well.

Table 24

*Benefits Associated with Employment*

| BENEFITS                 | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| Medical Services         | 23    | 21  | 20  | 64  | 22         | 24  | 18  | 64  | 128   |
| Transportation           | 23    | 21  | 16  | 60  | 22         | 24  | 14  | 60  | 120   |
| Housing                  | 19    | 17  | 1   | 37  | 22         | 24  | 16  | 62  | 99    |
| Provides Overtime Pay    | 8     | 5   | 16  | 29  | 0          | 0   | 8   | 8   | 37    |
| Professional Growth      | 8     | 5   | 16  | 29  | 0          | 0   | 0   | 0   | 29    |
| Rewards                  | 3     | 0   | 3   | 6   | 0          | 0   | 2   | 2   | 8     |





*Factors that Attracted Respondents to Present Employment*

Table 25 presents factors that attracted respondents to their current position. In this table, as in the following ones, the reasons are presented such that the most frequently mentioned one appears first. Of the most important reason given, *salary and fringes*, it may be noted that this was a more important reason for the expatriate respondents (85% versus 58%). Contract condition, to the extent that they do not differ for Saudi and expatriate respondents, are of equal importance to these two groups. The third most important aspect that attracted employees to Umm Al-Qura university in Makkah was the fact that the university is located in the holy city of Makkah; again, a reason more important to expatriates (79% versus 45%) [4].

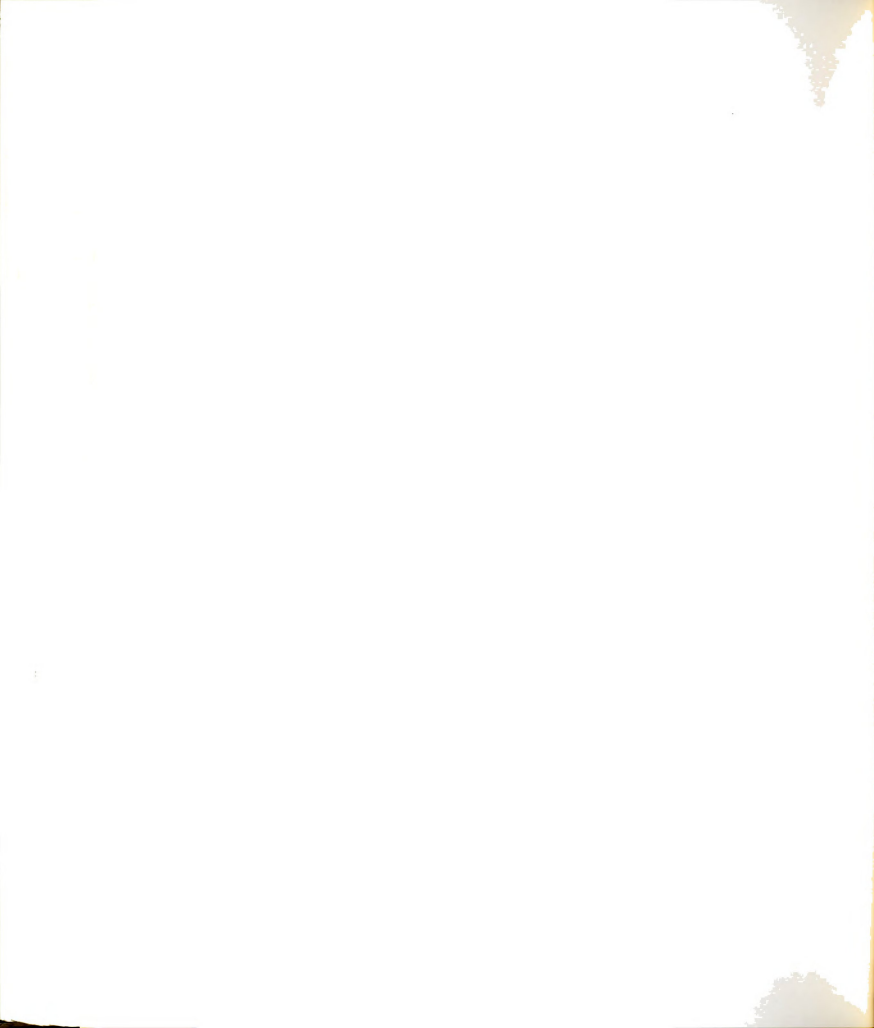
[4] As was noted on page 39 above, all expatriates of this study are Moslems, as only Moslems are allowed to set foot in Makkah.



Table 25

*Factors that Attracted Respondents to Present Employment*

| FACTORS THAT ATTRACT     | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| Salary and Fringes       | 13    | 13  | 11  | 37  | 18         | 19  | 19  | 56  | 93    |
| Contract Conditions      | 16    | 13  | 12  | 41  | 13         | 16  | 11  | 40  | 80    |
| Religious Reasons        | 11    | 10  | 8   | 29  | 15         | 20  | 17  | 52  | 81    |
| Housing Benefit          | 16    | 16  | 1   | 33  | 17         | 17  | 3   | 37  | 70    |
| Family Reasons           | 22    | 18  | 19  | 59  | 3          | 0   | 2   | 5   | 64    |
| Teach Area of Interest   | 2     | 5   | 5   | 12  | 6          | 13  | 8   | 27  | 39    |
| Academic Environment     | 3     | 4   | 11  | 18  | 4          | 5   | 3   | 12  | 30    |
| Professional Growth      | 7     | 5   | 18  | 30  | 0          | 0   | 0   | 0   | 30    |
| Institut. Cooperation    | 0     | 0   | 0   | 0   | 11         | 10  | 6   | 27  | 27    |
| Employment Opportunity   | 1     | 7   | 1   | 9   | 8          | 5   | 3   | 16  | 25    |



*Factors that would Cause Respondents to Seek other Employment*

Table 26 presents reasons that might cause respondents to seek other employment after having fulfilled their contractual obligations. It is noteworthy that many more of the Saudi employees provided such reasons. This discrepancy may be understood by considering the fact that this question was prefaced by another, namely, whether the respondent had any intention to leave. Interestingly enough, among the first six, most important reasons given, there are twice as many *content* than *context* factors: lack of appreciation, depression, 'cannot build a reputation' and ineffective subordinates are of the former, centralization and lack of resources of the latter.



Table 26  
*Factors that would Cause Respondents to Seek other Employment*

| FACTORS                  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| No Appreciation          | 10    | 6   | 6   | 22  | 2          | 2   | 0   | 4   | 26    |
| Depression               | 10    | 7   | 7   | 24  | 2          | 1   | 0   | 3   | 26    |
| Centralization           | 10    | 6   | 6   | 22  | 2          | 1   | 0   | 3   | 25    |
| No Academic Resources    | 10    | 6   | 6   | 22  | 2          | 1   | 0   | 3   | 25    |
| Ineffective Assistants   | 10    | 6   | 6   | 22  | 2          | 0   | 0   | 2   | 24    |
| Can't Build Reputation   | 10    | 6   | 6   | 22  | 1          | 0   | 0   | 1   | 23    |
| Excessive Bureaucracy    | 4     | 4   | 4   | 12  | 2          | 2   | 0   | 4   | 16    |
| Income                   | 5     | 2   | 6   | 13  | 2          | 1   | 0   | 3   | 16    |
| Can't Attain Objectives  | 5     | 3   | 1   | 9   | 2          | 1   | 0   | 3   | 12    |
| Burn Out                 | 2     | 2   | 1   | 5   | 0          | 0   | 0   | 0   | 5     |
| Can't Teach Subj't Area  | 4     | 1   | 0   | 5   | 0          | 0   | 0   | 0   | 5     |
| No Creativity            | 1     | 1   | 2   | 4   | 0          | 1   | 0   | 1   | 5     |





*Factors that would Cause Respondents to Stay with Present Employment*

Table 27 presents the reasons for staying with the present employment. Again, it must be noted that the preceding question asked whether the respondent had any intention of leaving. Thus, the most important reason for staying, or better, not leaving, are the contract requirements. However, it is noteworthy that the second and third most important reasons are the intellectual resources available at the university and the possibilities for professional growth. The latter reason, to the extent that it refers to promotion, does not apply to expatriates, to the extent that their two-year contracts do not provide for promotions during that period.



Table 27

*Factors that would Cause Respondent to Stay with  
Present Employment*

| FACTORS                  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| Contract Requirements    | 13    | 11  | 5   | 29  | 20         | 18  | 14  | 52  | 81    |
| Academic Resources       | 10    | 9   | 7   | 26  | 16         | 17  | 14  | 47  | 73    |
| Teach Area of Interest   | 4     | 3   | 4   | 10  | 11         | 15  | 7   | 34  | 45    |
| Professional Growth      | 7     | 4   | 14  | 25  | 0          | 0   | 1   | 1   | 26    |
| Stability                | 1     | 2   | 4   | 7   | 5          | 7   | 5   | 17  | 24    |
| Age                      | 0     | 1   | 1   | 2   | 3          | 9   | 4   | 16  | 18    |
| Personal Contacts        | 1     | 2   | 1   | 4   | 4          | 3   | 4   | 11  | 15    |



### *Aspects of the Job Giving Satisfaction*

While the previous two questions asked about specific reasons for leaving or staying with the current job, this and the following questions deal with elements of job satisfaction. Table 28 presents aspects of the job that provide satisfaction to the respondents. Once more, factors that depend on the financial resources of the institution, or, in Herzberg's words, *context* factors, are among the most frequently mentioned elements that give job satisfaction. Specifically, among the first eight factors named, five are *context* factors, namely facilities, academic resources, rewards, decentralization and supervisor; while three, namely possibilities to build a reputation, appreciation and professional responsibilities are *content* factors.

### *Aspects of the Job Giving Dissatisfaction*

Table 29 presents those elements of the employment situation that cause dissatisfaction in the respondents. In this case, as is to be expected from Herzberg's theory, most of the elements named as causing dissatisfaction are *hygiene* or *context* factors.



Table 28  
*Aspects of Job Giving Satisfaction*

| FACTORS                  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| Facilities               | 21    | 17  | 14  | 52  | 15         | 19  | 14  | 48  | 100   |
| Can Build Reputation     | 18    | 15  | 14  | 47  | 15         | 17  | 14  | 46  | 93    |
| Appreciation             | 15    | 13  | 15  | 43  | 17         | 18  | 13  | 48  | 91    |
| Academic Resources       | 17    | 15  | 12  | 44  | 17         | 16  | 14  | 47  | 91    |
| Incentives               | 15    | 11  | 13  | 39  | 15         | 21  | 12  | 48  | 87    |
| Profess. responsibility  | 16    | 14  | 14  | 44  | 13         | 13  | 14  | 40  | 84    |
| Decentralization         | 17    | 15  | 11  | 43  | 7          | 7   | 11  | 25  | 68    |
| Supervisor               | 8     | 7   | 10  | 25  | 9          | 14  | 8   | 31  | 56    |
| Creativity               | 9     | 8   | 9   | 26  | 8          | 9   | 10  | 27  | 53    |
| Colleagues               | 7     | 7   | 5   | 19  | 10         | 12  | 9   | 31  | 50    |
| Trust                    | 8     | 10  | 5   | 23  | 6          | 8   | 10  | 24  | 47    |
| Challenge                | 10    | 7   | 3   | 20  | 5          | 12  | 4   | 21  | 41    |
| Kind of Work             | 4     | 1   | 9   | 14  | 7          | 7   | 9   | 23  | 37    |
| Stability                | 3     | 4   | 4   | 11  | 5          | 8   | 5   | 18  | 29    |
| Students                 | 1     | 6   | 0   | 7   | 3          | 8   | 2   | 13  | 20    |
| Workshops                | 4     | 8   | 3   | 15  | 2          | 4   | 2   | 8   | 23    |
| Regular Promotion        | 10    | 6   | 4   | 20  | 0          | 0   | 0   | 0   | 20    |





Table 29  
*Factors Causing Dissatisfaction*

| FACTORS                  | SAUDI |     |     |     | EXPATRIATE |     |     |     | TOTAL |
|--------------------------|-------|-----|-----|-----|------------|-----|-----|-----|-------|
|                          | EDC   | LAW | ADM | TOT | EDC        | LAW | ADM | TOT |       |
| Total Number Respondents | 23    | 21  | 20  | 64  | 22         | 24  | 20  | 66  | 130   |
| Job is Routine           | 20    | 16  | 14  | 50  | 15         | 20  | 13  | 48  | 98    |
| Excessive Bureaucracy    | 16    | 13  | 14  | 43  | 15         | 21  | 15  | 51  | 94    |
| No Encouragement         | 16    | 13  | 13  | 42  | 14         | 20  | 12  | 46  | 88    |
| No Planning for Future   | 16    | 14  | 14  | 44  | 16         | 18  | 10  | 44  | 88    |
| Poor Administration      | 14    | 13  | 11  | 38  | 15         | 15  | 14  | 44  | 82    |
| No Challenges            | 12    | 12  | 14  | 38  | 14         | 19  | 10  | 43  | 81    |
| Hypocrisy                | 13    | 10  | 10  | 33  | 13         | 15  | 11  | 39  | 72    |
| No Public Service        | 11    | 12  | 8   | 31  | 7          | 6   | 6   | 19  | 50    |
| No Activities            | 12    | 14  | 3   | 29  | 9          | 7   | 1   | 17  | 46    |
| No Evaluation            | 7     | 6   | 3   | 16  | 10         | 8   | 6   | 24  | 40    |
| Professional Jealousy    | 5     | 7   | 5   | 17  | 6          | 12  | 5   | 23  | 40    |
| No Equality              | 9     | 3   | 7   | 19  | 4          | 7   | 8   | 19  | 38    |
| No Stimulating Students  | 11    | 7   | 0   | 18  | 10         | 10  | 0   | 20  | 38    |
| Too Much Work            | 7     | 7   | 2   | 16  | 8          | 9   | 5   | 22  | 38    |
| Class System             | 8     | 6   | 10  | 24  | 1          | 2   | 10  | 13  | 37    |
| Lack of Trust            | 5     | 7   | 6   | 18  | 9          | 6   | 3   | 18  | 36    |



### *Summary*

In order to examine job satisfaction among faculty and staff of Umm Al-Qura University, a questionnaire survey was conducted. The survey instrument covered demographic characteristics of the respondents, as well as responses to the *Job Description Index* and open-ended questions about the respondents' current job situation. A series of twelve hypothesis had been formulated with respect to job satisfaction, as determined by the Job Description Index. Findings significant at the  $p < .05$  level include differences in the relative importance attributed to the six dimensions of the Job Description Index, and differences among various groups of subjects as to the satisfaction with promotion and payment. In the following chapter, the findings will be discussed, and, to the extent warranted, conclusions and recommendations offered.



## Chapter V

### CONCLUSIONS AND RECOMMENDATIONS

#### *Introduction*

The purpose of the present study was twofold: (a) to determine the overall job satisfaction of faculty and staff members at the Umm Al-Qura University in Makkah, Saudi Arabia; and (b) to offer, to the extent warranted from the results, recommendations to the administration for dealing more effectively with staff attrition. A questionnaire was distributed among selected Saudi and expatriate faculty and staff, soliciting responses to a scale designed to measure job satisfaction, as well as asking for open-ended comments about attractions and distractions of the current job situation.

#### *Discussion of the Findings*

##### *Job Description Index*

Using the Job Description Index as a dependent measure, some twelve hypotheses were considered to determine the relationship



between selected demographic, educational and employment characteristics with job satisfaction. The results of these analyses will be discussed in the following.

*Hypothesis One:* There is no difference in the importance attributed to such aspects of job satisfaction, as promotion, payment, supervisor, colleagues, work and students.

As indicated in the previous chapter, not all six subscales of the Job Description Index are applicable to all respondents, resulting in three comparisons, as presented in Table 14 , page 61 . The first two comparisons are based on responses from Saudi professors and all Saudi respondents respectively, and deal with the evaluation of supervisor (evaluated as most satisfactory), colleagues, students (only Saudi professors), work, promotion, and payment (evaluated as least satisfactory). Significant differences were found between the aspects of job satisfaction, and the relative importance was equal in the two groups. When considering all professors, i.e., including the expatriate respondents, the relative importance changes such that colleagues are evaluated as more satisfactory than supervisors.

For the Saudi faculty and staff, promotion and payment depends on the supervisor, thus making a positive relationship with him most important. For the expatriate faculty and staff, it is the colleagues who form the principal referent, and who are the





important link with the supervisor.

It is notable, however, that in all cases, it is the human element of the job situation, rather than the material, that is evaluated as more satisfactory.

*Hypothesis Two:* There is no difference in job satisfaction between university employees from Saudi Arabia and those from other countries.

No significant differences were found in this comparison except for the job satisfaction dimension 'colleagues', in the sense that expatriates indicated a higher degree of satisfaction with their colleagues. In light of what was said above about the relative importance of colleagues for Saudi and expatriate members of the staff and faculty, the results of this second analysis provide additional evidence for the importance of colleagues for expatriates.

*Hypothesis Three:* There is no difference in job satisfaction between university employees who received their highest degree in Saudi Arabia and those who did outside the country.

As all expatriate respondents received their highest degree outside Saudi Arabia, only Saudi respondents were compared in this analysis. No differences were found between those who



trained in and outside Saudi Arabia. However, as may be deduced from Tables 6 and 7 respectively, a higher proportion of those who trained inside Saudi Arabia are staff with no college or only a bachelors degree. As will be commented below, these two groups reported relatively less satisfaction with certain aspects of their employment situation.

*Hypothesis Four:* There is no difference in job satisfaction between faculty and administrators.

Considering only Saudi respondents, a significant difference was found with respect to promotion, and a tendency toward a significant difference with respect to salary, such that faculty were found to be more satisfied. Given the different promotion and salary scales for faculty and staff, which provide for advantages for the faculty, in the form of opportunity for advancement, regularity of promotion and salary increases, these results are not surprising. When all respondents were considered (thus excluding promotion due to the expatriate respondents, students due to the administrators), highly significant differences were found in terms of salary, so much so that the MANOVA, which also computes an average comparison for all dimensions, suggested an overall difference between the two groups, with the faculty being significantly more satisfied.

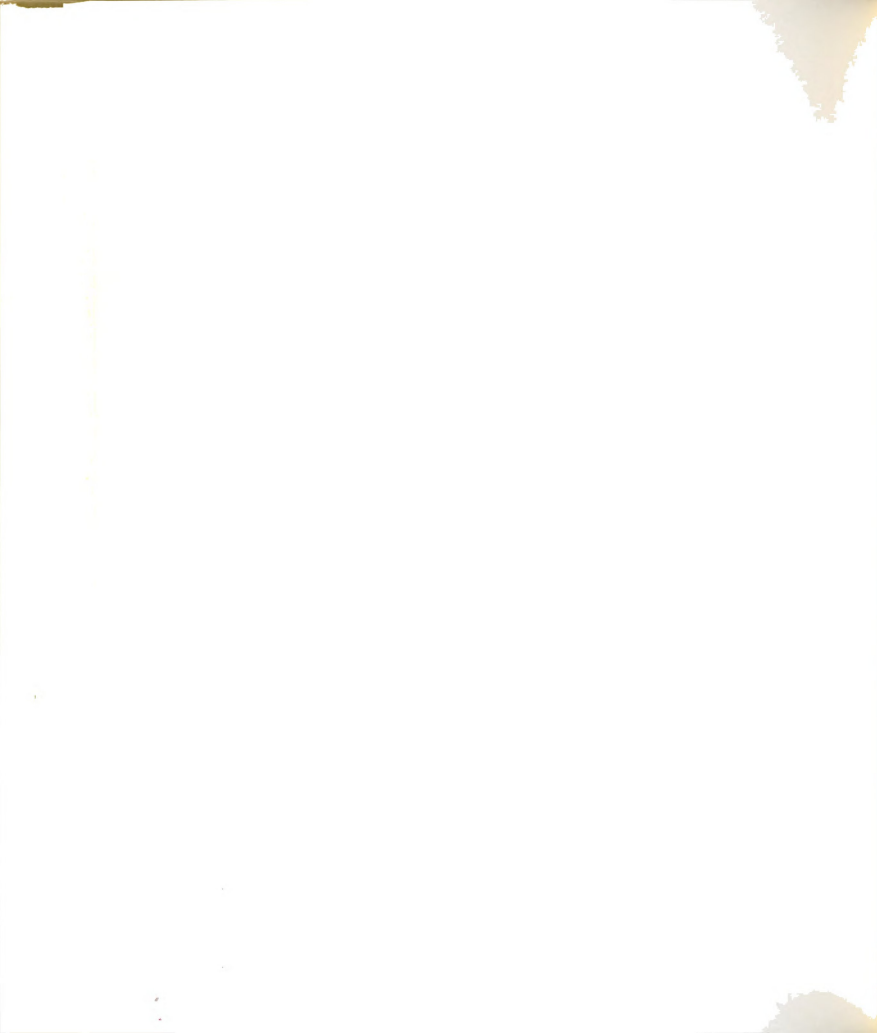


*Hypothesis Five:* There is no relationship between job satisfaction and academic rank held by faculty.

When considering Saudi professors, only promotion was found to have a tendency toward a significant difference in satisfaction between academic rank. Associate professors were found to be most satisfied, followed by assistant professors, assistant teachers and, lastly, lecturers. While lecturers may appear 'out of order', their position is understandable to the extent that assistant teachers are hired with the understanding that they will be sent for additional training, either in or out of the country. For lecturers, this opportunity is more limited, as many of them feel that there is no reason for future studies.

*Hypothesis Six:* There is no relationship between job satisfaction and the educational background of the employee.

When considering Saudi professors, once more only promotion was found to have a significant difference in satisfaction between respondents with differing educational backgrounds. As might be expected, those with a PhD are most satisfied with their promotion, followed by those who, as assistant teachers without an advanced degree still have the future before them, and finally those with a master's degree, who still face a considerable effort before the next levels of promotion.



Throughout the above six hypotheses, one may note that the most important element for satisfaction is promotion, which for most of the Saudi respondents is equal to prestige and money.

*Hypotheses Seven and Eight:*

There is no difference in job satisfaction between faculty in the college of education and the college of law.

There is no difference in job satisfaction between faculty members of various departments.

No significant differences were found for either of these two hypotheses. Given the fact that departments as well as colleges are under the same general, centralized administrative system, these results are not surprising.

*Hypotheses Nine through Twelve:* There is no correlation between job satisfaction and (a) length of service to the university, (b) length of service in the current position, (c) family size, and (d) age.

None of these antecedent variables were found to have a significant correlation with any of the six aspects of job satisfaction as measured with the Job Description Index.





*Open-ended Responses Dealing with Job Characteristics*

*Benefits Associated with the Employment.* All Saudi and expatriate employees of the university receive free medical care and a transportation allowance, while housing is provided only for expatriates, and for Saudis who have at least a college degree. Thus, the results reported in Table 24 present an interesting contrast in terms of the *perception* of benefits received by the respondents.

Notable also is the large number of Saudi administrators who consider one of the benefits of their job to be the fact that it provides overtime pay, as well as providing for professional growth.

*Factors that Attracted Respondents to Present Employment.* Of the five most important reasons mentioned in Table 25, i.e., those mentioned by 50% or more of the respondents, three might be considered *hygiene* factors in terms of Herzberg's theory: Salary, contract conditions and housing. The other two, religious and family reasons are accidental to the employment situation. The importance given to these material reasons underscores the results of the discussion presented above, which indicated primary importance of salary, especially for expatriates, many of them from Egypt where there are considerably lower salaries.

*Factors that might Cause Respondents to Seek Other Employment.* Of the six most important reasons mentioned in Table 26, i.e., those mentioned by 20% or more of the respondents, four might be considered *content* factors in terms of Herzberg's theory: lack of appreciation, depression, ineffective subordinates and lack of possibility to build a reputation. The other two, centralization and lack of resources, might be classified as *hygiene* factors. It should be noted that this question was only answered by those respondents who in fact were planning to change jobs in the near future. From these answers one may note that lack of appreciation is a strong reason for seeking a change in employment. Attempts to do something outside the traditional framework commensurate with the effort spent in obtaining an advanced degree, are frequently frustrated by the supervisor, leading to depression, the second most important reason for changing jobs. The centralization of the university system requires the individuals to stay within the confines of the framework delineated by the supervisor and the university administration. In contrast, a decentralized university would operate according to Theodore Roosevelt's maxim:

The best administrator is the one who has enough sense to pick good men to do what need to be done, and self-restraint enough to keep from meddling with them while they do it.

Lack of resources and lack of the possibility to build a



reputation finally are two important and interrelated reasons. The former, lack of resources, frequently contributes, together with centralization, to impede professional advancement, inducing many to seek recognition outside the university. The incidence of ineffective subordinates plays another important role in frustrating ambitious faculty and staff, as these subordinates further complicate an already poor administrative structure. People with appropriate skills, interests, and concern for institutional mission must be identified, selected, trained and encouraged in accordance with plans developed by the administration. To the extent that the administration is centralized, it would be its task to provide adequate faculty and staff support to achieve the objectives of the university, without limiting resources to excessive, underutilized employment. Intervention, to the contrary, from the administration stifles creativity and prevents objectives from being attained. Finally, note must be taken of the environmental context of the university, characterized by a class system which, due to sudden wealth, pays considerable attention to hygiene factors, but, through neglecting motivation, provokes increased attention to motivators.



*Factors Causing Respondents to Stay with Present Employment.* Of the reasons presented in Table 27, the first 'contract conditions' must be seen as the complement to what was said above, namely that this question was hypothetical for many respondents in that most are bound by contract conditions to stay for a while longer at their present job. The next two reasons, 'intellectual resources' and 'content area' are more important to expatriates than Saudis, to the extent that employment opportunities for expatriates, especially those from Egypt, are difficult. This is even more true in the field of Education, thus once having obtained a position which allows one to work in one's field of expertise provides an incentive to stay.

*Aspects of the Job Giving Satisfaction.* Considering the first seven reasons listed in Table 28, i.e., those mentioned by 50% or more of the respondents, four are *contextual* factors (i.e., in Herzberg's theory, *hygiene* factors), three are *content* factors (i.e., in Herzberg's theory, *motivators*). Especially noteworthy is the fact that 'facilities' is the most important factor, mentioned by 100 (or 77%) of the respondents. Facilities refers to such items as research funds and equipment, books, as well as transportation, athletic facilities, housing etc. The next most important factors providing satisfaction are possibilities to build a reputation, appreciation and availability of academic resources [to build the reputation with]. In other words, two important *content* dimensions and the material basis to facilitate





their realization are important factors for about 70% of the respondents.

*Aspects of the Job Giving Dissatisfaction.* Of the first seven factors mentioned in Table 29 , i.e., those mentioned by 50% or more of the respondents, four are *content* and three are *context* factors. Content dimensions whose lack causes dissatisfaction are the routine nature of the job, encouragement, challenges and hypocrisy in the system. The context factors causing dissatisfaction are the excessive bureaucracy, no planning for the future and poor administration.

### *Conclusions*

As indicated in the review of the literature (p. 18) Herzberg distinguishes between *motivators* and *hygiene* factors, the former contributing to job satisfaction, the latter to job dissatisfaction. As mentioned above (cf. p. 18), in Herzberg's study, *motivators* were mostly job *content* related factors, while *hygiene* factors were mostly job *context* related dimensions. In contrast, the results of the present study suggest that among university faculty and staff in Saudi Arabia, *content* factors are related to job dissatisfaction and *context* factors to job satisfaction. Results presented in the Tables 26 and 29 (pages 82 and 86 respectively) present a significant number of *content* among the principal factors that would prompt the



respondent to change jobs or that cause dissatisfaction. On the other hand, results presented in Tables 27 and 28 (pages 84 and 86 respectively) present a significant number of *context* factors among the principal factors that would prompt the respondent to stay with the current job or that cause satisfaction. As was suggested above, the sudden expansion of the universities (and of the country as a whole) appears to lead to greater attention to context factors, i.e., material rewards and trappings of the various job confronting society, to the detriment to dealing with content, i.e., the intrinsic rewards associated with a job well done.

#### *Administrative Recommendations*

The following recommendations are derived from analysis of the open ended questions in addition to the data presented in Chapter IV; see particularly Tables 28 and 29, pages 86 and 86 respectively.

#### *University Administration*

Administrators should accept the responsibility to assist with and provide for:

1. *good planning* by determining what needs to be done when and where by whom. The development of an effective planning process requires a good deal more skills than



- simple determination and good intentions. The principal thrust of the planning process should center around the academic program because the fundamental activities of the university center around its academic programs.
2. *effective organization* by designing the number and kinds of positions, along with corresponding duties and responsibilities required to achieve or exceed certain objectives. The organization process should be developed directly from the university's mission, goals and objectives. The organizing function should assign to each position clear-cut duties, responsibilities and authority, such that each holder of a given position will have clear-cut responsibilities and freedom to act to fulfill his mission.
  3. *staffing*: people with appropriate skills, interests and concern for the institutional mission must be identified, selected, trained and encouraged in accordance with the university's mission.
  4. *leadership*: this relies heavily on communication and motivation. A successful leader may be characterized as neither too strong nor too premissive. Rather, he continues to accurately assess the forces that determine what his most appropriate behavior should be at any one time, and manages to act accordingly.
  5. *evaluation*: Every administrator is responsible for the evaluation and development of his subordinates. Monitoring evaluation and feed-back are activities through which plans are tested.
  6. *development*: Administrators should assist and provide for professional growth and development of their employees.

### *Decentralization*

The decision making process should provide the academic staff members the opportunity to participate in decisions about the rules, regulations, and criteria for their own improvement. The administrators and staff member should be active agents in



encouraging both students and faculty in new directions that they may judge to be worthwhile. The university as a whole should determine cooperatively that direction of improvement, because much improvement and motivation will occur within groups working together. Finally, administrators and supervisors should establish a structure that permits broadly based decision making and encourages the emergence of new leadership.

### *Students*

The academic staff members should encourage students to recognize and accept personal responsibility for assessing the extent and the adequacy of their own learning. They should realize that the primary aim of education should not necessarily correspond with the attributes of a student, otherwise one makes the error that schools are only for learning, leading students to only rote memorize. By liberalizing and expanding what education is all about, a wider range of educational objectives may be attained, which are defined by Bloom as cognitive, affective and psychomotor. Furthermore, the university ought to provide the students with a wide range of services and opportunities apart from teaching. These non-academic functions should include housing, athletics, extra-curricular activities and so forth, in order to make the college experience more appropriate and satisfactory to all students.





### *Incentives and Encouragement*

The Supervisor should recognize and reward a good teacher and/or staff members. Assistance must be available to professors who are working to improve their performance. Teachers must have the opportunity to take corrective action when negative information about their teaching is revealed. Moreover, the existence of encouragement may motivate some teachers to improve.

### *Appreciation*

The supervisor should give full credit for work done by employees, and recognize it as such. Peers, likewise, should recognize the effort of each other and provide a cooperative environment. Finally, the supervisor should encourage a sense of group or staff achievement.

### *Reputation*

The top management people at the university should make a strong effort to enhance and to project the prestige of the institution and its faculty and staff in the community, their job and their profession.



### *Facilities*

Every employee should be able to work in an environment where all the necessary equipment is available equally to all staff.

### *Promotions*

Incumbent upon the Ministry of Higher Education is the development of a promotion system that is regular, fair, and provides adequate prestige, benefits and title for those working in the educational fields, in comparison with professionals working in other ministries.

### *Recommendations for Future Studies*

Finally, the following recommendations for additional studies of job satisfaction in Saudi Arabian education are offered:

1. Extension of the study to cover all sectors of Umm Al-Qura university not covered by the present study.
2. Periodic, e.g. annual, survey of a selected sample of employees of Umm Al-Qura universities, to monitor staff satisfaction and provide appropriate feed-back to the university leadership.
3. Replications of this study in other universities would be useful to determine the generalizability of the present results.
4. Replications of this study in institutions of primary and secondary education would be useful to determine the job satisfaction of *teachers* of the most diverse institutions.

5. Studies to determine why the respondents of this study (or, depending on the results of the above suggested studies, Saudi respondents in general) are motivated differently than suggested in the Herzberg studies.
6. Comparative studies between Saudi Arabian educational institutions and those in (a) other Middle Eastern countries, (b) other developing countries, (c) Europe and North America.



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## APPENDIX A

### *Arabic Version of the Questionnaire Used*





KINGDOM OF SAUDI ARABIA  
MINISTRY OF HIGHER EDUCATION

UMM AL-QURA UNIVERSITY  
MAKKAH ALMUKARRAMAH  
GENERAL SECRETARY



المملكة العربية السعودية  
وزارة التعليم العالي

جامعة أم القرى  
مكة المكرمة  
الأمن العام

REF  
DATE

الرقم  
التاريخ  
الموافق  
المشروعات

الى من يهجه الامير

ان السمت حمزه عقيل احد ستمتى الجامعة وهو الان يعمل  
على جمع المعلومات اللازمه لبحثه لنيل درجة الدكتوراه ... فنرجو  
تسهيل مهمته . والله الشاكر .

الامين العام

د . محمد عبد الله حيدر الخرايدى

ناصر .

P.O BOX 715  
CABLE JAMEAT UMM AL - QURA MAKKAH  
TELEX 440026 JAMMKA BJ

تليفون - ( 44961878 ) - ٠٢  
سترنال - ( 4496177٠ ) - ٠٢  
Tel. 02 - 5564328  
Operator : 02 - 5564770

صندوق بريد ٧١٥  
برقيا جامعة أم القرى مكة  
تلكسى عرسى ٤٤٠٠٤١ م لت جامعة



المكرمين الاخوة السادة اعضاء هيئة التدريس والمحاضرين والاداريين والفنيين .  
السلام عليكم ورحمة الله وبركاته وبعد

ان حين الغرض والمناسبات التي تتاح للمؤرخ يوسع مداركه في مجال العلم والمعرفة .. ومرحى باللقاءات الفكرية التي تسهم بلا شك في مد جسور من التعاون والمساندة لصناعة مستقبل مشرق وشهيرة اجيال لحياة كريمة ... من هذا المنطلق اجد نى اعيش الفخر والاعتزاز وانا بين نخبة ممتازة جمعت بين خبرة الشيوخ وعزيمة الشباب وفقه العلوم النافعة لمجالات الحياة المختلفة . لا اقول هذا مديحا او طرافا فحاشاكم عن ذلك ... اخوانى .. تعلمون ان قطاعات التعليم والجامعات تحظى بالكثير من الرعاية والاهتمام ادى الجهات المختلفة وفي مقدمتها ديوان الخدمة المدنية ووزارة التخطيط ولا ادل على ذلك ماصدر اخيرا من كادر المدرسين في التعليم العام الذى سيطق في شهر رجب القادم ان شاء الله وما اعقب هذا من التدورات حول ما فيه من ايجابيات وسلبيات .. ربما ان كل بحث ودراسة تتعلق بالفئات المختلفة العاملة بالقطاع الحكومي يعطى مردودا طيبا يساعد هذه الجهات في التحسين من وضعها وذلك سنة الله في الكون ... وسترون ان الاستبيان المرفق يتعلق باوضاع منسوبي الجامعة من ناحية رضائهم عن الاعمال الوظيفية التي يؤدونها .. ويتكون من عدة فقرات :-

- |                                        |                                 |
|----------------------------------------|---------------------------------|
| ١ - المعلومات الشخصية                  | ٦ - مؤشرات قياس الرضا الوظيفي   |
| ٢ - السجل الاكاديمي                    | ٧ - توزيع المسئولية             |
| ٣ - الوضع الوظيفي الحالي               | ٨ - الاعتبارات الانتقالية       |
| ٤ - الخدمات السابقة                    | ٩ - التقدير العام للرضا الوظيفي |
| ٥ - المزايا الاقتصادية المرتبة بالمعمل |                                 |

واننى اذ اتقدم لسيادتكم بهذا الاستبيان فاننى ارجو منكم قراءة كل فقرة والتأكد من فهمها جيدا حتى تكون الاجابة سديدة يستفاد منها في البحث الذى ارجو ان يكون له صدى طيب في ارضا العاملين في الدولة هذا واجب ان اؤكد لكم بان المعلومات التي ستعطيها في موضع الثقة من السرية ... لذا فاننى ارجو عدم وضع اسمكم الكريم في الاستبيان .....

ولكم جزيل الشكر سلفا على استجابتكم ...



استبيان

(١) المعلومات الشخصية :

سنة الميلاد : مكان الميلاد :  
 الحالة الاجتماعية : أعزب ( ) ، متزوج ( )  
 عدد الاشخاص الذين تعولهم : شخص  
 عدد الاطفال : طفل

(٢) السجل الاكاديمي :

الدرجة المدرسة او الجامعة سنة التخرج المدنية البلد

المرحلة الثانوية  
 المرحلة الجامعية  
 الدراسات العليا

(٣) الوضع الوظيفي الحالي :

فضلا اذكر وضعك الوظيفي الحالي :

جامعة :

قسم :

الوظيفة :

عدد سنوات الخدمة في هذه الجامعة : سنة / سنوات  
 عدد سنوات الخدمة في هذه الوظيفة : سنة / سنوات

(٤) قبل عملك في المنصب الحالي اين عملت بعد تخرجك ؟

الوظيفة جهة العمل سنوات الخدمة

١ -  
 ٢ -  
 ٣ -  
 ٤ -

(٥) المزايا الاقتصادية المرتبطة بالعمل :

هل تتوفر وسائل النقل ؟ نعم ( ) لا ( )  
 هل تتوفر التسهيلات المالية المرتبطة بالسكن ؟ نعم ( ) لا ( )  
 هل الخدمات الطبية مجانية ؟ نعم ( ) لا ( )  
 هل هناك مكافآت تشجيعية ؟ نعم ( ) لا ( )  
 فضلا اذكر المزايا الاخرى ان وجدت :

.....  
 .....  
 .....



فضلاً عن إشارة ( ) تحت ( نعم ) او ( لا ) او ( لا ادري ) حسب مايمثل رأيك امام كل كلمة او جملة فيما يلي :

| ثعم                               | لا | لا ادرى |
|-----------------------------------|----|---------|
| - الدخل يغطي المصاريف العادية     |    |         |
| - يكاد الدخل يغطي المصاريف        |    |         |
| - الدخل يتيح قدرا لتوفر الكماليات |    |         |
| - لا يغطي الطوارئ                 |    |         |
| - أقل ممَّا استحق                 |    |         |
| - عال ( مقارنة بمتطلبات العمل )   |    |         |
| - أقل ( مقارنة بمتطلبات العمل )   |    |         |
| <u>امكانيات الترقية :</u>         |    |         |
| - فرص جيدة للتقدم                 |    |         |
| - الفرص محدودة نوعا ما            |    |         |
| - اعتماد الترقية على كفاءة الشخص  |    |         |
| - فرص الترقية غير منتظمة          |    |         |
| - برنامج الترقية غير عادل         |    |         |
| - ترقية منتظمة                    |    |         |
| - فرص متوسّطة للترقية             |    |         |
| - فرص جيدة للترقية                |    |         |
| <u>الرئيس المباشّر :</u>          |    |         |
| - يعميل التشاور                   |    |         |
| - يمعيب ارضاءه                    |    |         |
| - تصرفاته غير مرضية               |    |         |
| - يشنّى على العامل الجيد          |    |         |
| - لم يق                           |    |         |
| - ذو نفوذ                         |    |         |
| - مطيع                            |    |         |
| - سريع الغضب                      |    |         |
| - يعرفنى موضعى الوظيفة            |    |         |
| - مزعج                            |    |         |
| - عنيد البصر                      |    |         |
| - خبير بعمله                      |    |         |
| - سئ المعامله                     |    |         |
| - ذكى                             |    |         |
| - يدعننى وشأنى                    |    |         |
| - متواجد عند الحاجة               |    |         |
| - ول                              |    |         |





\_\_\_\_\_

[illegible]

( للمدرسين فقط )

- مشجع للعلم \_\_\_\_\_  
 . مم \_\_\_\_\_  
 . بط \_\_\_\_\_  
 . طم \_\_\_\_\_  
 . غي \_\_\_\_\_  
 . لديه شعور بالمسؤولية \_\_\_\_\_  
 . ريع الانجاس \_\_\_\_\_  
 . ذك \_\_\_\_\_  
 . يخلق شعور عدا \_\_\_\_\_  
 . شر \_\_\_\_\_  
 . حذ \_\_\_\_\_  
 . مهم \_\_\_\_\_  
 . لا يبعث السرور في النفس \_\_\_\_\_  
 . متطف \_\_\_\_\_  
 . نشط \_\_\_\_\_  
 . محدود الاهتمام \_\_\_\_\_  
 . ثابت في ولا \_\_\_\_\_  
 . من الصعلاق \_\_\_\_\_

---

- مشجع للعلماء \_\_\_\_\_  
 • مم \_\_\_\_\_  
 • بط \_\_\_\_\_  
 • طم \_\_\_\_\_  
 • غب \_\_\_\_\_  
 • لديه شعور بالمسؤولية \_\_\_\_\_  
 • سريع الانجذاب \_\_\_\_\_  
 • ذك \_\_\_\_\_  
 • يخلق شعور عمداً \_\_\_\_\_  
 • شر \_\_\_\_\_  
 • ح \_\_\_\_\_  
 • مهم \_\_\_\_\_  
 • لا يبعث السرور في النفس \_\_\_\_\_  
 • متطف \_\_\_\_\_  
 • نشيط \_\_\_\_\_  
 • محدود الاهتمام \_\_\_\_\_  
 • ثابت في ولائه \_\_\_\_\_  
 • من الصعب كسبه \_\_\_\_\_



العمل : \_\_\_\_\_

| لا ادري | لا | نعم |                       |
|---------|----|-----|-----------------------|
|         |    |     | • معجب                |
|         |    |     | • روتيني              |
|         |    |     | • يعطين شعور بالرضا   |
|         |    |     | • ممتع                |
|         |    |     | • جيد                 |
|         |    |     | • باعث على التجديد    |
|         |    |     | • محتم                |
|         |    |     | • ممتع                |
|         |    |     | • ر                   |
|         |    |     | • نافع                |
|         |    |     | • ممتع                |
|         |    |     | • جو العمل صحي        |
|         |    |     | • يدعو للمنافسة       |
|         |    |     | • يتطلب الحركة        |
|         |    |     | • محب                 |
|         |    |     | • بسيط                |
|         |    |     | • لا نهاية له         |
|         |    |     | • يعطين شعور بالانجاز |

(٧) توزيع المسئولية :

أ - ما هي نسبة الوقت المخصص لكل من :  
المسئوليات الادارية  
التدريسية

البحث العلمي ٠/٠  
الخدمات الاجتماعية ٠/٠

ب - اذا كنت راضى عن مسئولياتك الوظيفية .. فما هي نسبة الوقت الذى تخصصه  
أنت لكل من :

المسئوليات الادارية ٠/٠  
التدريسية ٠/٠  
البحث العلمي ٠/٠  
الخدمات الاجتماعية ٠/٠

(٨) الاعتبارات الانتقالية من او الى جهة عمل آخر :-

أ - فضلا اذكر العوامل التى دفعتك للعمل في هذه الجامعة :-

.....

.....

.....

.....

.....

.....

[illegible]

[illegible]

ع/صالح



## APPENDIX B

### *English Translation of the Questionnaire Used*

#### *Cover Letter*

In the Name of God the Most Merciful  
and the Most Beneficial

Dear Faculty Members and Administrators:

The current aura of opportunities, in an academic institution, undoubtably serve as a potent tool to expand one's understanding and knowledge for the main purpose of building communication bridges and mutual understanding channels of continuous cooperation and support for the sole purpose of enabling the young generation fulfill its expectations and enhance their talents and capacities in the hope of a better life.

This perception bestows upon me a feeling of pride and determination; as one among a constellation of experienced leaders and ambitious followers who have devoted their time and energy in the pursuit of human knowledge---a statement of cognizance rather than praise and evaluation.

It is not a new knowledge to you that the education sector has acquired a significant attention in the plans and programs of the various governmental departments and ministries, particularly the Ministry of Planning and the Civil Service Agency. A later manifestation of concern is the passage and adoption of the new pay-scale, which should come into full effect during the coming month of Rajab.

Almost all studies and research endeavors related to the working units of the various departments of the governmental sector should have an impact. This expected outcome should be of value to those units when re-evaluation and further planning become a



concomittant stage in the effort to enhance efficiency.

The enclosed questionnaire is of particular interest to faculty members and administrators. Its focal point is an effort to discover their situation and their job satisfaction. The questionnaire consists of the following parts:

1. Personal Information;
2. Educational Background;
3. Current Employment Situation;
4. Previous Employment Situation;
5. Economic Benefits Related with the Job;
6. Job Description Index;
7. Division of Responsibility;
8. Mobility Considerations;
9. Overall Job Satisfaction.

Kindly read the questionnaire carefully; forward any additional explanatory comments; and feel free to include any additional information. Stating your name is not necessary; your answers will be kept confidential.

Signed  
H. A. Ageel

### *1. Personal Profile*

1. Year of Birth
2. Place of Birth
3. Marital Status: Single [    ] Married [    ]
4. Number of Dependents
5. Number of Children



## *2. Academic Record*

Indicate for High School, Undergraduate and Graduate:

1. Degree
2. School
3. Year of Graduation
4. City
5. Country

## *3. Current Job Situation*

Please describe your current job situation:

1. University
2. Department
3. Position
4. How many years have you worked at the university
5. How many years have you worked in your current position

## *4. Previous Positions*

Prior to your present position, where have you worked since your graduation? Indicate for each position:

1. Position
2. Employer
3. Number of Years



*5. Economic Benefits Related with the Job*

1. Availability of Transportation: Yes [    ] No [    ]
2. Subsidized Housing: Yes [    ] No [    ]
3. Free Medical Services: Yes [    ] No [    ]
4. Rewards Related to Performance: Yes [    ] No [    ]
5. Other

*6. Job Description Index*

Please place a Y (yes), N (no), or ? (don't know) next to each of the words or phrases:

*My Pay*

1. Income adequate for normal expenses
2. Barely live on income
3. Income provides luxuries
4. Insecure
5. Less than I deserve
6. Highly paid
7. Underpaid

*My Promotional Possibilities*

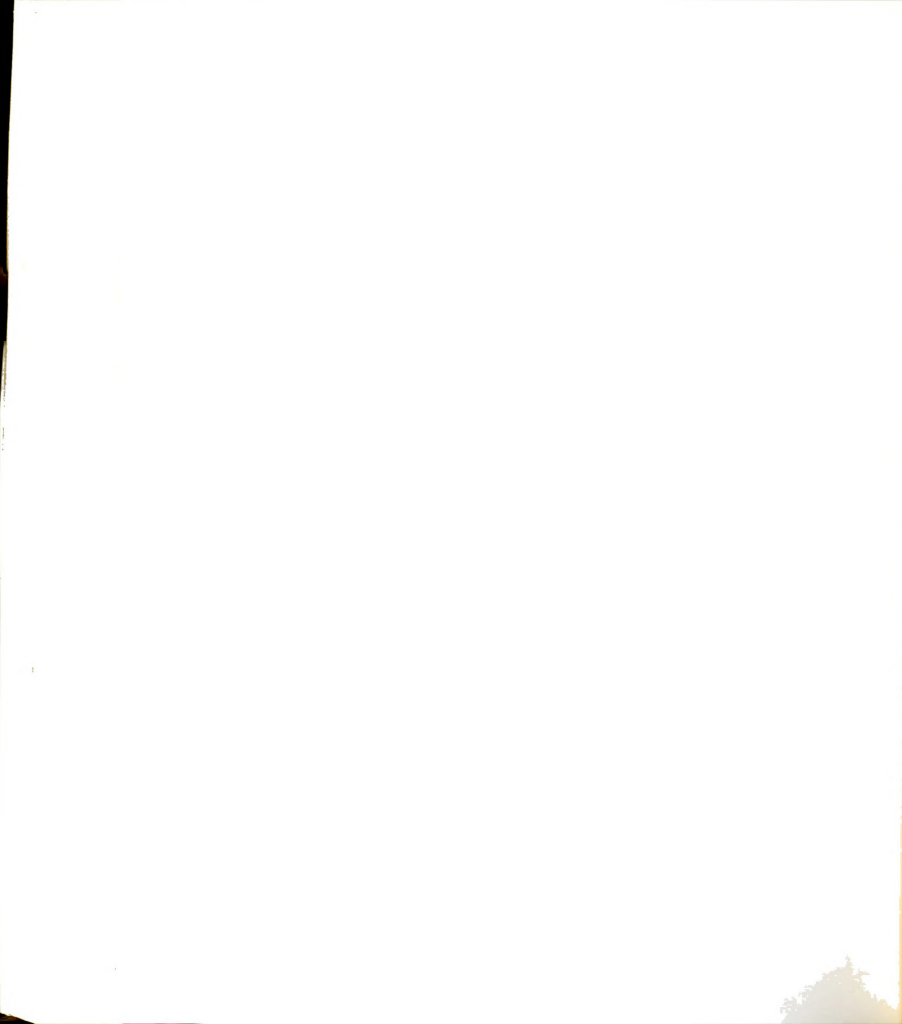
1. Good opportunities for advancement
2. Opportunities somewhat limited
3. Promotion on ability
4. Unfair promotion policy



5. Infrequent promotions
6. Regular promotions
7. Fairly good chance for promotion
8. Good chance for promotion

*My Supervisor*

1. Asks my advice
2. Hard to please
3. Impolite
4. Praises good work
5. Tactful
6. Influential
7. Up-to-date
8. Quick tempered
9. Tells me where I stand
10. Annoying
11. Stubborn
12. Knows job well
13. Bad
14. Intelligent
15. Leaves me on my own
16. Around when needed
17. Lazy





*The People I Work with*

1. Stimulating
2. Boring
3. Slow
4. Ambitious
5. Stupid
6. Responsible
7. Fast
8. Intelligent
9. Easy to make enemies
10. Talk too much
11. Smart
12. Lazy
13. Unpleasant
14. No privacy
15. Active
16. Narrow interests
17. Loyal
18. Hard to meet

*The Students I Work With (for faculty only)*

1. Stimulating
2. Boring
3. Slow



4. Ambitious
5. Stupid
6. Responsible
7. Fast
8. Intelligent
9. Easy to make enemies
10. Talk too much
11. Smart
12. Lazy
13. Unpleasant
14. No privacy
15. Active
16. Narrow interests
17. Loyal
18. Hard to meet

*My Work is*

1. Fascinating
2. Routine
3. Satisfying
4. Boring
5. Good
6. Creative
7. Respected
8. Pleasant



9. Useful
10. Tiresome
11. Healthful
12. Challenging
13. On your feet
14. Frustrating
15. Simple
16. Endless
17. Gives sense of accomplishment

*7. Division of Responsibility*

1. What percentage of your assigned work time do you spend on:
  1. Administration
  2. Teaching
  3. Research
  4. Extension/Public Service
2. If you were to be completely satisfied with your work responsibilities, what percentage of your time would you devote to:
  1. Administration
  2. Teaching
  3. Research
  4. Extension/Public Service



### *8. Mobility Considerations*

1. Please list the factors that attracted you to take on employment at this particular institution
2. Do you have any intentions to take on employment with other organizations:
  1. If yes, please specify *when* and *why*:
  2. If no, please explain *why not*:

### *9. Overall Job Satisfaction*

1. List the factors that give you most job satisfaction, e.g., I like and respect my supervisor.
2. List the factors which cause you greatest job dissatisfaction, e.g., I don't like or respect my supervisor.

*Thank you for your care and cooperation*





## APPENDIX C

### *Attestation of Validity of Translation*



KINGDOM OF SAUDI ARABIA  
MINISTRY OF HIGHER EDUCATION

UMM AL-QURA UNIVERSITY  
MAKKAH ALMUKARRAMAH  
FACULTY OF EDUCATION  
Educational & Psychological Research Center



المملكة العربية السعودية  
وزارة التعليم العالي

جامعة أم القرى  
مكة المكرمة  
كلية التربية  
مركز البحوث التربوية والنفسية

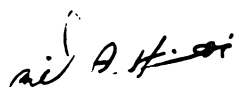
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DATE

الرقم  
التاريخ  
الموافق  
المشروعات

TO WHOM IT MAY CONCERN

This is to certify that the questionnaire developed in English language (copy enclosed) concerning the job satisfaction of university staff in Saudi Arabia, was translated and reviewed by several staff members of the College of Education of Umm Al-Qura University into Arabic language. These staff members had; good command over English language, Arabic language, and had teaching experience at this College of Education. They expressed that the translation of the English version of the questionnaire into Arabic language was appropriate for the purpose of the research by Mr. HANZA ABDULLAH AGEEL.

  
Dr. Zaid Al-Husain,  
Director, Educational &  
Psychological Research Center,  
Faculty of Education,  
Umm Al-Qura University,  
Makkah, Saudi Arabia.



P.O. BOX 3711  
CABLE JAMEAT UMM AL-QURA MAKKAH  
TELEX 440026 JAMMKA SJ

سفرال - (٥٥٦٧٧٠) ٠٢  
Operator : 02 — 5564770

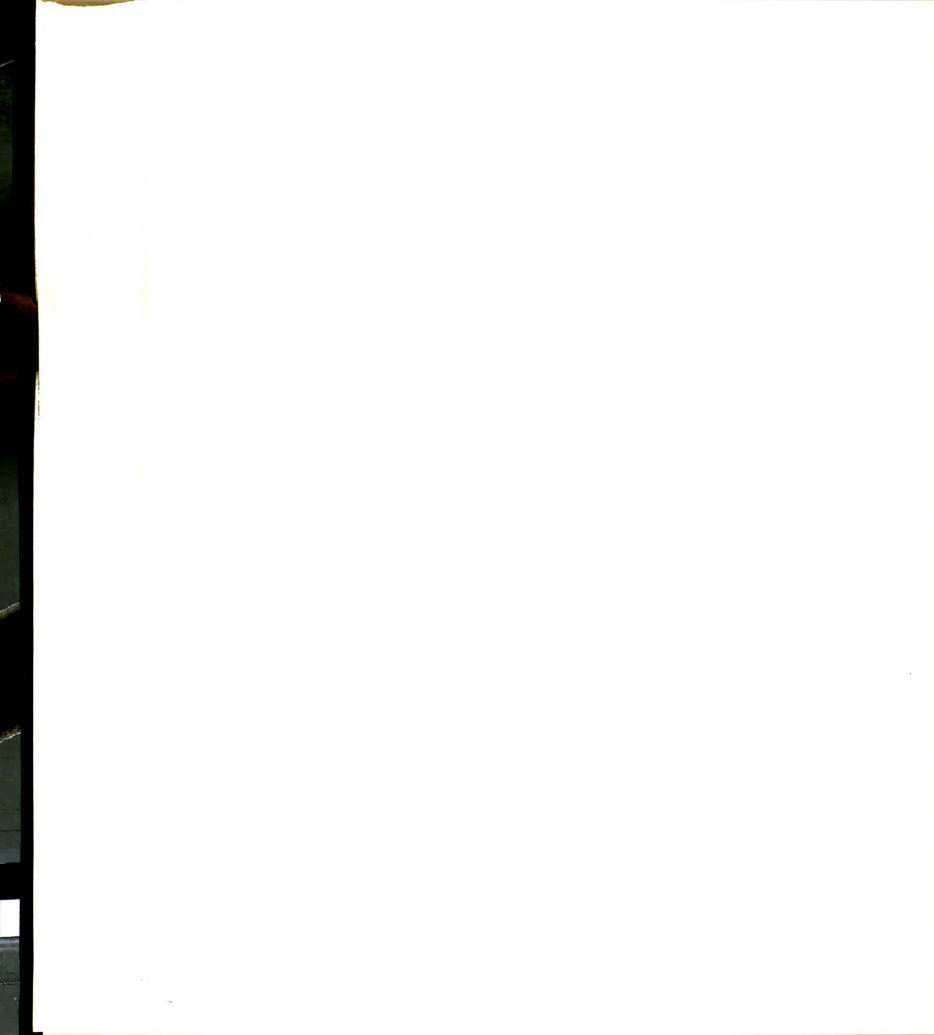
صندوق بريد ٣٧١١  
برقيا جامعة أم القرى مكة  
تلكس عربي ٤٤٠٠٢٦ م لث جامعة



## Appendix D-1

MANOVA: Job Satisfaction in Saudi and Expatriate Respondents  
Professors Only

| CELL MEANS AND STANDARD DEVIATIONS   |                        |                  |         |                |
|--------------------------------------|------------------------|------------------|---------|----------------|
| FACTOR                               | MEAN                   | STD DEV          | N       |                |
| PAYMENT                              |                        |                  |         |                |
| Saudi Arabia                         | 1.29286                | .66216           | 40      |                |
| Outside Saudi Arabia                 | 1.32707                | .68705           | 38      |                |
| For Entire Sample                    | 1.30952                | .67022           | 78      |                |
| SUPERVISOR                           |                        |                  |         |                |
| Saudi Arabia                         | 1.83235                | .53542           | 40      |                |
| Outside Saudi Arabia                 | 2.02941                | .70120           | 38      |                |
| For Entire Sample                    | 1.92836                | .62553           | 78      |                |
| COLLEAGUES                           |                        |                  |         |                |
| Saudi Arabia                         | 1.81250                | .62217           | 40      |                |
| Outside Saudi Arabia                 | 2.10965                | .69874           | 38      |                |
| For Entire Sample                    | 1.95726                | .67306           | 78      |                |
| WORK                                 |                        |                  |         |                |
| Saudi Arabia                         | 1.52353                | .64696           | 40      |                |
| Outside Saudi Arabia                 | 1.56502                | .74551           | 38      |                |
| For Entire Sample                    | 1.54374                | .69246           | 78      |                |
| STUDENTS                             |                        |                  |         |                |
| Saudi Arabia                         | 1.60139                | .59688           | 40      |                |
| Outside Saudi Arabia                 | 1.81579                | .56303           | 38      |                |
| For Entire Sample                    | 1.70584                | .58686           | 78      |                |
| UNIVARIATE F-TESTS WITH (1,76) D. F. |                        |                  |         |                |
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
| PAYM                                 | .02281                 | .45481           | .05015  | .82341         |
| SUPR                                 | .75673                 | .38648           | 1.95802 | .16579         |
| COLL                                 | 1.72067                | .43634           | 3.94345 | .05066         |
| WORK                                 | .03354                 | .48537           | .06910  | .79336         |
| STUD                                 | .89578                 | .33715           | 2.65691 | .10724         |
| AVERAGED F-TEST WITH (5,380) D. F.   |                        |                  |         |                |
| (AVER.)                              | .68591                 | .42003           | 1.63299 | .15026         |



## Appendix D-2

MANOVA: Job Satisfaction in Saudi and Expatriate Respondents  
All Respondents

| CELL MEANS AND STANDARD DEVIATIONS    |                        |                  |         |                |
|---------------------------------------|------------------------|------------------|---------|----------------|
| FACTOR                                | MEAN                   | STD DEV          | N       |                |
| PAYMENT                               |                        |                  |         |                |
| Saudi Arabia                          | 1.26339                | .63899           | 64      |                |
| Outside Saudi Arabia                  | 1.30549                | .73622           | 65      |                |
| For Entire Sample                     | 1.28461                | .68733           | 129     |                |
| SUPERVISOR                            |                        |                  |         |                |
| Saudi Arabia                          | 1.93566                | .60850           | 64      |                |
| Outside Saudi Arabia                  | 2.09683                | .64012           | 65      |                |
| For Entire Sample                     | 2.01687                | .62743           | 129     |                |
| COLLEAGUES                            |                        |                  |         |                |
| Saudi Arabia                          | 1.85503                | .67074           | 64      |                |
| Outside Saudi Arabia                  | 2.10855                | .69842           | 65      |                |
| For Entire Sample                     | 1.98277                | .69392           | 129     |                |
| WORK                                  |                        |                  |         |                |
| Saudi Arabia                          | 1.62408                | .66142           | 64      |                |
| Outside Saudi Arabia                  | 1.74299                | .70162           | 65      |                |
| For Entire Sample                     | 1.68399                | .68193           | 129     |                |
| UNIVARIATE F-TESTS WITH (1,127) D. F. |                        |                  |         |                |
| VARIATE                               | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
| PAYM                                  | .05716                 | .47569           | .12017  | .72943         |
| SUPR                                  | .83768                 | .39017           | 2.14697 | .14532         |
| COLL                                  | 2.07253                | .46899           | 4.41912 | .03751         |
| WORK                                  | .45594                 | .46509           | .98032  | .32400         |
| AVERAGED F-TEST WITH (4,508) D. F.    |                        |                  |         |                |
| (AVER.)                               | .85583                 | .44998           | 1.90190 | .10883         |

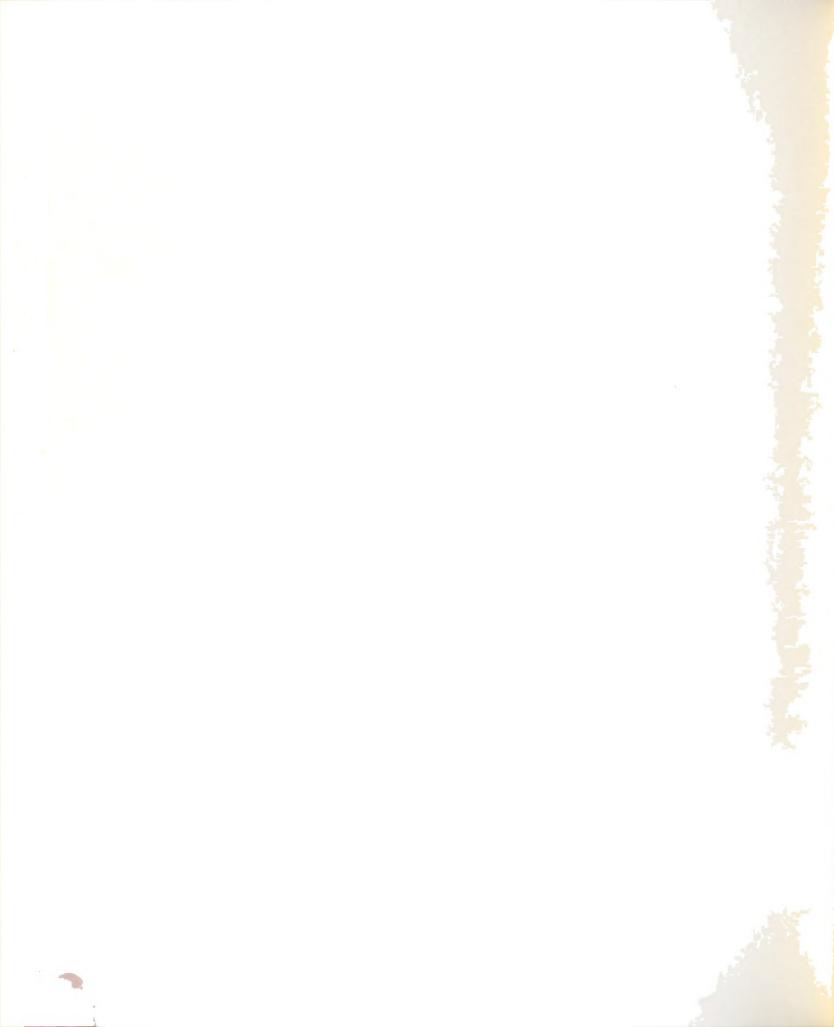




## Appendix D-3

MANOVA: Job Satisfaction in Saudi and Foreign-Trained Respondents  
Saudi Professors

| CELL MEANS AND STANDARD DEVIATIONS   |                        |                  |        |                |
|--------------------------------------|------------------------|------------------|--------|----------------|
| FACTOR                               | MEAN                   | STD DEV          | N      |                |
| PROMOTION                            |                        |                  |        |                |
| Saudi Arabia                         | 1.21591                | .58654           | 11     |                |
| Outside Saudi Arabia                 | 1.38333                | .64321           | 30     |                |
| For Entire Sample                    | 1.33841                | .62578           | 41     |                |
| PAYMENT                              |                        |                  |        |                |
| Saudi Arabia                         | 1.11688                | .69640           | 11     |                |
| Outside Saudi Arabia                 | 1.32857                | .65963           | 30     |                |
| For Entire Sample                    | 1.27178                | .66762           | 41     |                |
| SUPERVISOR                           |                        |                  |        |                |
| Saudi Arabia                         | 1.88235                | .49004           | 11     |                |
| Outside Saudi Arabia                 | 1.83137                | .55778           | 30     |                |
| For Entire Sample                    | 1.84505                | .53490           | 41     |                |
| COLLEAGUES                           |                        |                  |        |                |
| Saudi Arabia                         | 1.95960                | .41208           | 11     |                |
| Outside Saudi Arabia                 | 1.78704                | .69160           | 30     |                |
| For Entire Sample                    | 1.83333                | .62866           | 41     |                |
| WORK                                 |                        |                  |        |                |
| Saudi Arabia                         | 1.51872                | .74908           | 11     |                |
| Outside Saudi Arabia                 | 1.56275                | .64135           | 30     |                |
| For Entire Sample                    | 1.55093                | .66248           | 41     |                |
| STUDENTS                             |                        |                  |        |                |
| Saudi Arabia                         | 1.63131                | .57482           | 11     |                |
| Outside Saudi Arabia                 | 1.60370                | .60853           | 30     |                |
| For Entire Sample                    | 1.61111                | .59265           | 41     |                |
| UNIVARIATE F-TESTS WITH (1,39) D. F. |                        |                  |        |                |
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F      | SIGNIF<br>OF F |
| PROM                                 | .22561                 | .39585           | .56995 | .45482         |
| PAYM                                 | .36068                 | .44790           | .80527 | .37503         |
| SUPR                                 | .02092                 | .29292           | .07142 | .79069         |
| COLL                                 | .23967                 | .39920           | .60036 | .44311         |
| WORK                                 | .01560                 | .44974           | .03469 | .85321         |
| STUD                                 | .00614                 | .36008           | .01704 | .89682         |
| AVERAGED F-TEST WITH (6,234) D. F.   |                        |                  |        |                |
| (AVER.)                              | .14477                 | .39095           | .37030 | .89736         |



## Appendix D-4

MANOVA: Job Satisfaction in Saudi and Foreign-Trained Respondents  
All Professors

| CELL MEANS AND STANDARD DEVIATIONS   |            |         |         |        |
|--------------------------------------|------------|---------|---------|--------|
| FACTOR                               | MEAN       | STD DEV | N       |        |
| PAYMENT                              |            |         |         |        |
| Saudi Arabia                         | 1.11688    | .69640  | 11      |        |
| Outside Saudi Arabia                 | 1.34848    | .66824  | 66      |        |
| For Entire Sample                    | 1.31540    | .67259  | 77      |        |
| SUPERVISOR                           |            |         |         |        |
| Saudi Arabia                         | 1.88235    | .49004  | 11      |        |
| Outside Saudi Arabia                 | 1.92246    | .64332  | 66      |        |
| For Entire Sample                    | 1.91673    | .62109  | 77      |        |
| COLLEAGUE                            |            |         |         |        |
| Saudi Arabia                         | 1.95960    | .41208  | 11      |        |
| Outside Saudi Arabia                 | 1.94360    | .70606  | 66      |        |
| For Entire Sample                    | 1.94589    | .66989  | 77      |        |
| WORK                                 |            |         |         |        |
| Saudi Arabia                         | 1.51872    | .74908  | 11      |        |
| Outside Saudi Arabia                 | 1.53922    | .69029  | 66      |        |
| For Entire Sample                    | 1.53629    | .69385  | 77      |        |
| STUDENTS                             |            |         |         |        |
| Saudi Arabia                         | 1.63131    | .57482  | 11      |        |
| Outside Saudi Arabia                 | 1.72138    | .59609  | 66      |        |
| For Entire Sample                    | 1.70851    | .59023  | 77      |        |
| UNIVARIATE F-TESTS WITH (1,75) D. F. |            |         |         |        |
| VARIATE                              | HYPOTHESIS | ERROR   | F       | SIGNIF |
|                                      | MEANS SQ   | MEAN SQ |         | OF F   |
| PAYM                                 | .50574     | .45167  | 1.11971 | .29338 |
| SUPR                                 | .01517     | .39070  | .03882  | .84434 |
| COLL                                 | .00241     | .45470  | .00530  | .94214 |
| AVERAGED F-TEST WITH (5,375) D. F.   |            |         |         |        |
| (AVER.)                              | .12075     | .42737  | .28255  | .92258 |



## Appendix D-5

MANOVA: Job Satisfaction in Faculty and Administrators  
Saudi Respondents

| CELL MEANS AND STANDARD DEVIATIONS   |                        |                  |                   |
|--------------------------------------|------------------------|------------------|-------------------|
| FACTOR                               | MEAN                   | STD DEV          | N                 |
| PAYMENT                              |                        |                  |                   |
| Faculty                              | 1.33131                | .66481           | 47                |
| Administrators                       | 1.05000                | .52083           | 20                |
| For Entire Sample                    | 1.24733                | .63479           | 67                |
| SUPERVISOR                           |                        |                  |                   |
| Faculty                              | 1.91615                | .54685           | 47                |
| Administrators                       | 2.09118                | .75463           | 20                |
| For Entire Sample                    | 1.96839                | .61553           | 67                |
| COLLEAGUES                           |                        |                  |                   |
| Faculty                              | 1.86525                | .61796           | 47                |
| Administrators                       | 1.89444                | .81528           | 20                |
| For Entire Sample                    | 1.87396                | .67653           | 67                |
| WORK                                 |                        |                  |                   |
| Faculty                              | 1.63079                | .66276           | 47                |
| Administrators                       | 1.73529                | .70498           | 20                |
| For Entire Sample                    | 1.66198                | .67197           | 67                |
| PROMOTION                            |                        |                  |                   |
| Faculty                              | 1.36702                | .61093           | 47                |
| Administrators                       | .98750                 | .68092           | 20                |
| For Entire Sample                    | 1.25373                | .65133           | 67                |
| UNIVARIATE F-TESTS WITH (1,65) D. F. |                        |                  |                   |
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | SIGNIF<br>OF F    |
| PROM                                 | 2.02081                | .39967           | 5.05625<br>.02793 |
| PAYM                                 | 1.11023                | .39208           | 2.83168<br>.09722 |
| SUPR                                 | .42982                 | .37809           | 1.13681<br>.29027 |
| COLL                                 | .01196                 | .46454           | .02574<br>.87302  |
| WORK                                 | .15323                 | .45613           | .33593<br>.56419  |
| AVERAGED F-TEST WITH (5,325) D. F.   |                        |                  |                   |
| (AVER.)                              | .74521                 | .41810           | 1.78236<br>.11594 |



## Appendix D-6

MANOVA: Job Satisfaction in Faculty of Education and Law  
Saudi Professors

| CELL MEANS AND STANDARD DEVIATIONS   |            |         |         |        |
|--------------------------------------|------------|---------|---------|--------|
| FACTOR                               | MEAN       | STD DEV | N       |        |
| PROMOTION                            |            |         |         |        |
| Education                            | 1.33152    | .67168  | 23      |        |
| Law                                  | 1.35526    | .56560  | 19      |        |
| For Entire Sample                    | 1.34226    | .61860  | 42      |        |
| PAYMENT                              |            |         |         |        |
| Education                            | 1.25466    | .57782  | 23      |        |
| Law                                  | 1.27068    | .76915  | 19      |        |
| For Entire Sample                    | 1.26190    | .66253  | 42      |        |
| SUPERVISOR                           |            |         |         |        |
| Education                            | 1.84655    | .55458  | 23      |        |
| Law                                  | 1.89474    | .55721  | 19      |        |
| For Entire Sample                    | 1.86835    | .54949  | 42      |        |
| COLLEAGUES                           |            |         |         |        |
| Education                            | 1.93478    | .61172  | 23      |        |
| Law                                  | 1.76316    | .67684  | 19      |        |
| For Entire Sample                    | 1.85714    | .63983  | 42      |        |
| WORK                                 |            |         |         |        |
| Education                            | 1.51151    | .66254  | 23      |        |
| Law                                  | 1.62848    | .66956  | 19      |        |
| For Entire Sample                    | 1.56443    | .66017  | 42      |        |
| STUDENTS                             |            |         |         |        |
| Education                            | 1.49275    | .63593  | 23      |        |
| Law                                  | 1.74854    | .49910  | 19      |        |
| For Entire Sample                    | 1.60847    | .58563  | 42      |        |
| UNIVARIATE F-TESTS WITH (1,40) D. F. |            |         |         |        |
| VARIATE                              | HYPOTHESIS | ERROR   | F       | SIGNIF |
|                                      | MEANS SQ   | MEAN SQ |         | OF F   |
| PROM                                 | .00586     | .39209  | .01496  | .90327 |
| PAYM                                 | .00267     | .44985  | .00593  | .93898 |
| SUPR                                 | .02416     | .30888  | .07823  | .78116 |
| COLL                                 | .30647     | .41196  | .74934  | .39354 |
| WORK                                 | .14237     | .44316  | .32125  | .57402 |
| STUD                                 | .68074     | .33452  | 2.03499 | .16147 |
| AVERAGED F-TEST WITH (6,240) D. F.   |            |         |         |        |
| (AVER.)                              | .19371     | .39008  | .49660  | .81062 |





# Appendix D-7

## MANOVA: Job Satisfaction and Academic Rank Saudi Professors

| CELL MEANS AND STANDARD DEVIATIONS |         |         |    |
|------------------------------------|---------|---------|----|
| FACTOR                             | MEAN    | STD DEV | N  |
| PROMOTION                          |         |         |    |
| Assistant Teacher                  | 1.12500 | .48412  | 7  |
| Lecturer                           | .89286  | .63504  | 7  |
| Assistant Professor                | 1.43382 | .64517  | 17 |
| Associate Professor                | 1.62500 | .49371  | 11 |
| For Entire Sample                  | 1.34226 | .61860  | 42 |
| PAYMENT                            |         |         |    |
| Assistant Teacher                  | .91837  | .63276  | 7  |
| Lecturer                           | 1.08163 | .64869  | 7  |
| Assistant Professor                | 1.31092 | .59168  | 17 |
| Associate Professor                | 1.51948 | .75125  | 11 |
| For Entire Sample                  | 1.26190 | .66253  | 42 |
| SUPERVISOR                         |         |         |    |
| Assistant Teacher                  | 1.79832 | .49665  | 7  |
| Lecturer                           | 1.78151 | .75462  | 7  |
| Assistant Professor                | 1.94118 | .47562  | 17 |
| Associate Professor                | 1.85561 | .60697  | 11 |
| For Entire Sample                  | 1.86835 | .54949  | 42 |
| COLLEAGUES                         |         |         |    |
| Assistant Teacher                  | 2.00794 | .38010  | 7  |
| Lecturer                           | 1.81746 | .57888  | 7  |
| Assistant Professor                | 1.89216 | .62930  | 17 |
| Associate Professor                | 1.73232 | .84904  | 11 |
| For Entire Sample                  | 1.85714 | .63983  | 42 |
| WORK                               |         |         |    |
| Assistant Teacher                  | 1.34454 | .70132  | 7  |
| Lecturer                           | 1.52941 | .95154  | 7  |
| Assistant Professor                | 1.53979 | .58352  | 17 |
| Associate Professor                | 1.76471 | .56910  | 11 |
| For Entire Sample                  | 1.56443 | .66017  | 42 |
| STUDENTS                           |         |         |    |
| Assistant Teacher                  | 1.62698 | .62089  | 7  |
| Lecturer                           | 1.48413 | .61087  | 7  |
| Assistant Professor                | 1.49020 | .62708  | 17 |
| Associate Professor                | 1.85859 | .46704  | 11 |
| For Entire Sample                  | 1.60847 | .58563  | 42 |



| UNIVARIATE F-TESTS WITH (3,38) D. F. |                        |                  |         |                |
|--------------------------------------|------------------------|------------------|---------|----------------|
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
| PROM                                 | .92201                 | .34009           | 2.71111 | .05848         |
| PAYM                                 | .60809                 | .42559           | 1.42882 | .24943         |
| SUPR                                 | .05969                 | .32106           | .18591  | .90533         |
| COLL                                 | .12080                 | .43217           | .27953  | .83982         |
| WORK                                 | .26620                 | .44922           | .59257  | .62370         |
| STUD                                 | .34552                 | .34276           | 1.00807 | .39979         |
| AVERAGED F-TEST WITH (18,228) D. F.  |                        |                  |         |                |
| (AVER.)                              | .38705                 | .38515           | 1.00495 | .45500         |



# Appendix D-8

## MANOVA: Job Satisfaction and Academic Rank All Professors

| CELL MEANS AND STANDARD DEVIATIONS |         |         |    |
|------------------------------------|---------|---------|----|
| FACTOR                             | MEAN    | STD DEV | N  |
| PAYMENT                            |         |         |    |
| Assistant Teacher                  | .91837  | .63276  | 7  |
| Lecturer                           | 1.12857 | .61519  | 10 |
| Assistant Professor                | 1.31250 | .58783  | 32 |
| Associate Professor                | 1.46305 | .75560  | 29 |
| For Entire Sample                  | 1.30952 | .67022  | 78 |
| SUPERVISOR                         |         |         |    |
| Assistant Teacher                  | 1.79832 | .49665  | 7  |
| Lecturer                           | 1.97647 | .69280  | 10 |
| Assistant Professor                | 1.88235 | .55484  | 32 |
| Associate Professor                | 1.99391 | .71844  | 29 |
| For Entire Sample                  | 1.92836 | .62553  | 78 |
| COLLEAGUES                         |         |         |    |
| Assistant Teacher                  | 2.00794 | .38010  | 7  |
| Lecturer                           | 1.89444 | .50678  | 10 |
| Assistant Professor                | 1.95312 | .67026  | 32 |
| Associate Professor                | 1.97126 | .79538  | 29 |
| For Entire Sample                  | 1.95726 | .67306  | 78 |
| WORK                               |         |         |    |
| Assistant Teacher                  | 1.34454 | .70132  | 7  |
| Lecturer                           | 1.47647 | .83441  | 10 |
| Assistant Professor                | 1.54412 | .62593  | 32 |
| Associate Professor                | 1.61460 | .73413  | 29 |
| For Entire Sample                  | 1.54374 | .69246  | 78 |
| STUDENTS                           |         |         |    |
| Assistant Teacher                  | 1.62698 | .62089  | 7  |
| Lecturer                           | 1.63889 | .57928  | 10 |
| Assistant Professor                | 1.66493 | .61840  | 32 |
| Associate Professor                | 1.79310 | .56595  | 29 |
| For Entire Sample                  | 1.70584 | .58686  | 78 |



| UNIVARIATE F-TESTS WITH (3,74) D. F. |                        |                  |         |                |
|--------------------------------------|------------------------|------------------|---------|----------------|
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
| PAYM                                 | .69411                 | .43927           | 1.58013 | .20137         |
| SUPR                                 | .11129                 | .40264           | .27641  | .84224         |
| COLL                                 | .02122                 | .47052           | .04511  | .98718         |
| WORK                                 | .15622                 | .49261           | .31713  | .81295         |
| STUD                                 | .12091                 | .35347           | .34208  | .79495         |
| AVERAGED F-TEST WITH (15,370) D. F.  |                        |                  |         |                |
| (AVER.)                              | .22075                 | .43170           | .51135  | .93435         |

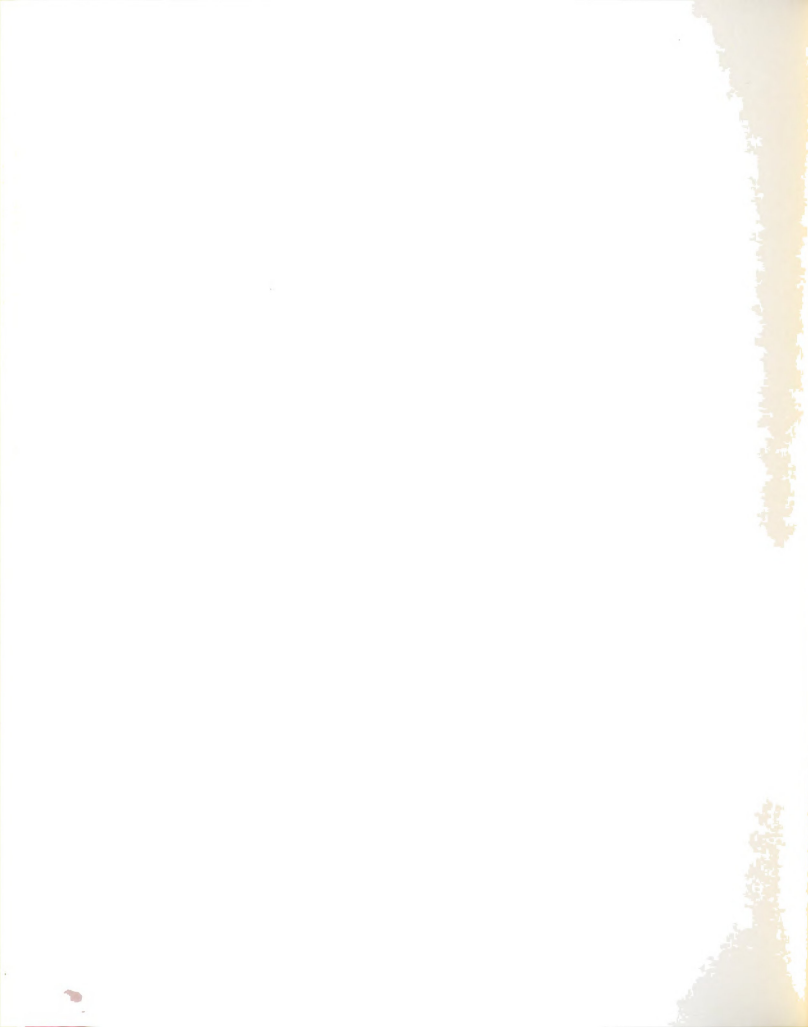




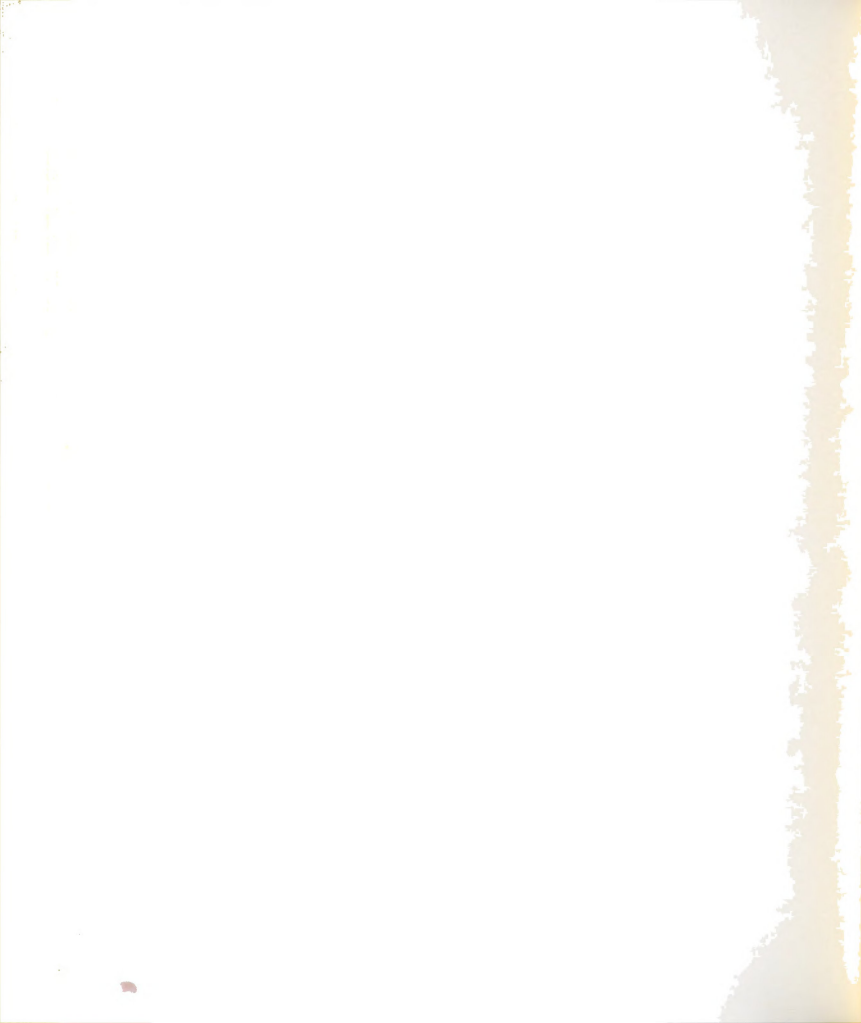
# Appendix D-9

## MANOVA: Job Satisfaction and Educational Background Saudi Professors

| CELL MEANS AND STANDARD DEVIATIONS |         |         |    |
|------------------------------------|---------|---------|----|
| FACTOR                             | MEAN    | STD DEV | N  |
| PROMOTION                          |         |         |    |
| College                            | 1.12500 | .48412  | 7  |
| Master's                           | .89286  | .63504  | 7  |
| PhD                                | 1.50893 | .58820  | 28 |
| For Entire Sample                  | 1.34226 | .61860  | 42 |
| PAYMENT                            |         |         |    |
| College                            | .91837  | .63276  | 7  |
| Master's                           | 1.08163 | .64869  | 7  |
| PhD                                | 1.39286 | .65364  | 28 |
| For Entire Sample                  | 1.26190 | .66253  | 42 |
| SUPERVISOR                         |         |         |    |
| College                            | 1.79832 | .49665  | 7  |
| Master's                           | 1.78151 | .75462  | 7  |
| PhD                                | 1.90756 | .52184  | 28 |
| For Entire Sample                  | 1.86835 | .54949  | 42 |
| COLLEAGUES                         |         |         |    |
| College                            | 2.00794 | .38010  | 7  |
| Master's                           | 1.81746 | .57888  | 7  |
| PhD                                | 1.82937 | .71273  | 28 |
| For Entire Sample                  | 1.85714 | .63983  | 42 |
| WORK                               |         |         |    |
| College                            | 1.34454 | .70132  | 7  |
| Master's                           | 1.52941 | .95154  | 7  |
| PhD                                | 1.62815 | .57814  | 28 |
| For Entire Sample                  | 1.56443 | .66017  | 42 |
| STUDENTS                           |         |         |    |
| College                            | 1.62698 | .62089  | 7  |
| Master's                           | 1.48413 | .61087  | 7  |
| PhD                                | 1.63492 | .58939  | 28 |
| For Entire Sample                  | 1.60847 | .58563  | 42 |



| UNIVARIATE F-TESTS WITH (2,39) D. F. |                                     |         |         |        |
|--------------------------------------|-------------------------------------|---------|---------|--------|
| VARIATE                              | HYPOTHESIS                          | ERROR   | F       | SIGNIF |
|                                      | MEANS SQ                            | MEAN SQ |         | OF F   |
| PROM                                 | 1.26097                             | .33763  | 3.73483 | .03281 |
| PAYM                                 | .76689                              | .42212  | 1.81673 | .17604 |
| SUPR                                 | .06508                              | .31408  | .20722  | .81373 |
| COLL                                 | .09590                              | .42546  | .22540  | .79923 |
| WORK                                 | .23037                              | .44636  | .51611  | .60086 |
| STUD                                 | .06511                              | .35721  | .18227  | .83408 |
|                                      | AVERAGED F-TEST WITH (12,234) D. F. |         |         |        |
| (AVER.)                              | .41405                              | .38381  | 1.07880 | .37879 |



## Appendix D-10

MANOVA: Job Satisfaction and Educational Background  
All Professors

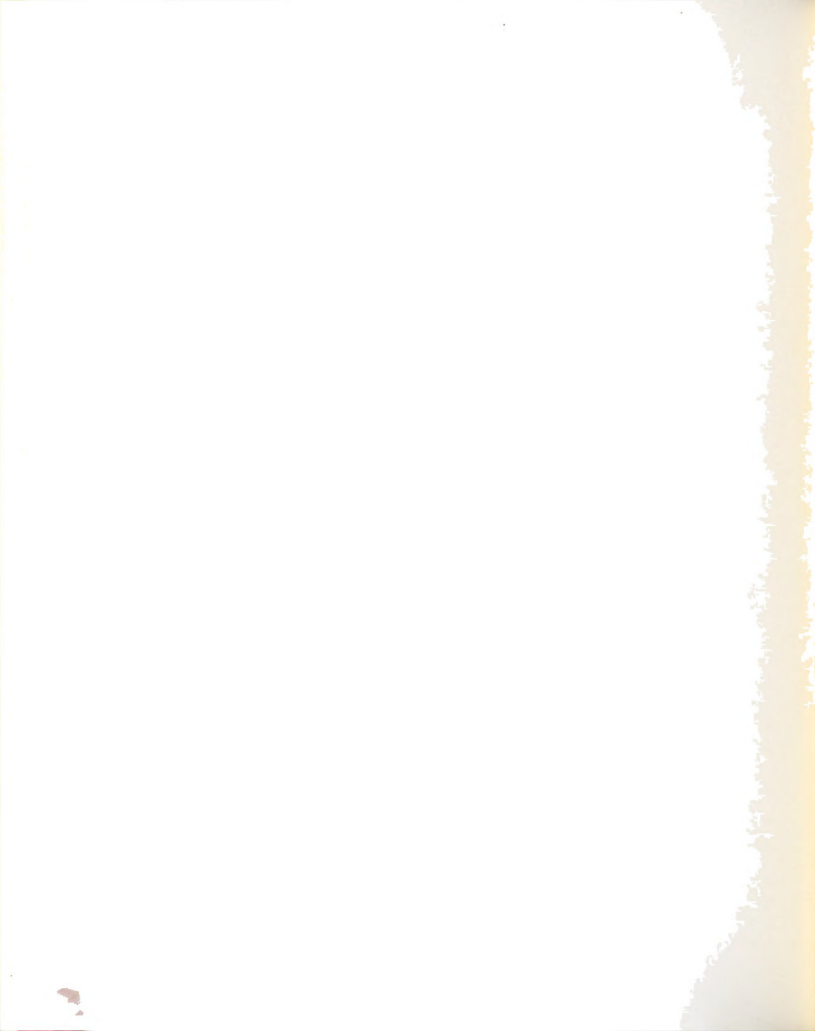
| CELL MEANS AND STANDARD DEVIATIONS   |                        |                  |                |
|--------------------------------------|------------------------|------------------|----------------|
| FACTOR                               | MEAN                   | STD DEV          | N              |
| PAYMENT                              |                        |                  |                |
| College                              | .91837                 | .63276           | 7              |
| Master's                             | 1.12857                | .61519           | 10             |
| PhD                                  | 1.38407                | .67135           | 61             |
| For Entire Sample                    | 1.30952                | .67022           | 78             |
| SUPERVISOR                           |                        |                  |                |
| College                              | 1.79832                | .49665           | 7              |
| Master's                             | 1.97647                | .69280           | 10             |
| PhD                                  | 1.93539                | .63489           | 61             |
| For Entire Sample                    | 1.92836                | .62553           | 78             |
| COLLEAGUES                           |                        |                  |                |
| College                              | 2.00794                | .38010           | 7              |
| Master's                             | 1.89444                | .50678           | 10             |
| PhD                                  | 1.96175                | .72624           | 61             |
| For Entire Sample                    | 1.95726                | .67306           | 78             |
| WORK                                 |                        |                  |                |
| College                              | 1.34454                | .70132           | 7              |
| Master's                             | 1.47647                | .83441           | 10             |
| PhD                                  | 1.57763                | .67468           | 61             |
| For Entire Sample                    | 1.54374                | .69246           | 78             |
| STUDENTS                             |                        |                  |                |
| College                              | 1.62698                | .62089           | 7              |
| Master's                             | 1.63889                | .57928           | 10             |
| PhD                                  | 1.72587                | .59264           | 61             |
| For Entire Sample                    | 1.70584                | .58686           | 78             |
| UNIVARIATE F-TESTS WITH (2,75) D. F. |                        |                  |                |
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | SIGNIF<br>OF F |
| PAYM                                 | .86875                 | .43801           | 1.98338 .14476 |
| SUPR                                 | .07227                 | .39979           | .18076 .83500  |
| COLL                                 | .02933                 | .46431           | .06317 .93883  |
| WORK                                 | .19654                 | .48705           | .40353 .66940  |
| STUD                                 | .05641                 | .35209           | .16021 .85226  |
| AVERAGED F-TEST WITH (10,375) D. F.  |                        |                  |                |
| (AVER.)                              | .24466                 | .42825           | .57130 .83740  |



## Appendix D-11

MANOVA: Job Satisfaction in Faculty of Education and Law  
All Professors

| CELL MEANS AND STANDARD DEVIATIONS   |                        |                  |         |                |
|--------------------------------------|------------------------|------------------|---------|----------------|
| FACTOR                               | MEAN                   | STD DEV          | N       |                |
| PAYMENT                              |                        |                  |         |                |
| Education                            | 1.33968                | .58291           | 45      |                |
| Law                                  | 1.26840                | .78145           | 33      |                |
| For Entire Sample                    | 1.30952                | .67022           | 78      |                |
| SUPERVISOR                           |                        |                  |         |                |
| Education                            | 1.93203                | .62831           | 45      |                |
| Law                                  | 1.92335                | .63141           | 33      |                |
| For Entire Sample                    | 1.92836                | .62553           | 78      |                |
| COLLEAGUES                           |                        |                  |         |                |
| Education                            | 2.04568                | .64007           | 45      |                |
| Law                                  | 1.83670                | .70764           | 33      |                |
| For Entire Sample                    | 1.95726                | .67306           | 78      |                |
| WORK                                 |                        |                  |         |                |
| Education                            | 1.60654                | .66182           | 45      |                |
| Law                                  | 1.45811                | .73379           | 33      |                |
| For Entire Sample                    | 1.54374                | .69246           | 78      |                |
| STUDENTS                             |                        |                  |         |                |
| Education                            | 1.69630                | .64545           | 45      |                |
| Law                                  | 1.71886                | .50555           | 33      |                |
| For Entire Sample                    | 1.70584                | .58686           | 78      |                |
| UNIVARIATE F-TESTS WITH (1,76) D. F. |                        |                  |         |                |
| VARIATE                              | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
| PAYM                                 | .09674                 | .45384           | .21317  | .64562         |
| SUPR                                 | .00143                 | .39642           | .00361  | .95222         |
| COLL                                 | .83145                 | .44804           | 1.85576 | .17714         |
| WORK                                 | .41942                 | .48029           | .87326  | .35301         |
| STUD                                 | .00969                 | .34881           | .02778  | .86808         |
| AVERAGED F-TEST WITH (5,380) D. F.   |                        |                  |         |                |
| (AVER.)                              | .27175                 | .42548           | .63868  | .67032         |

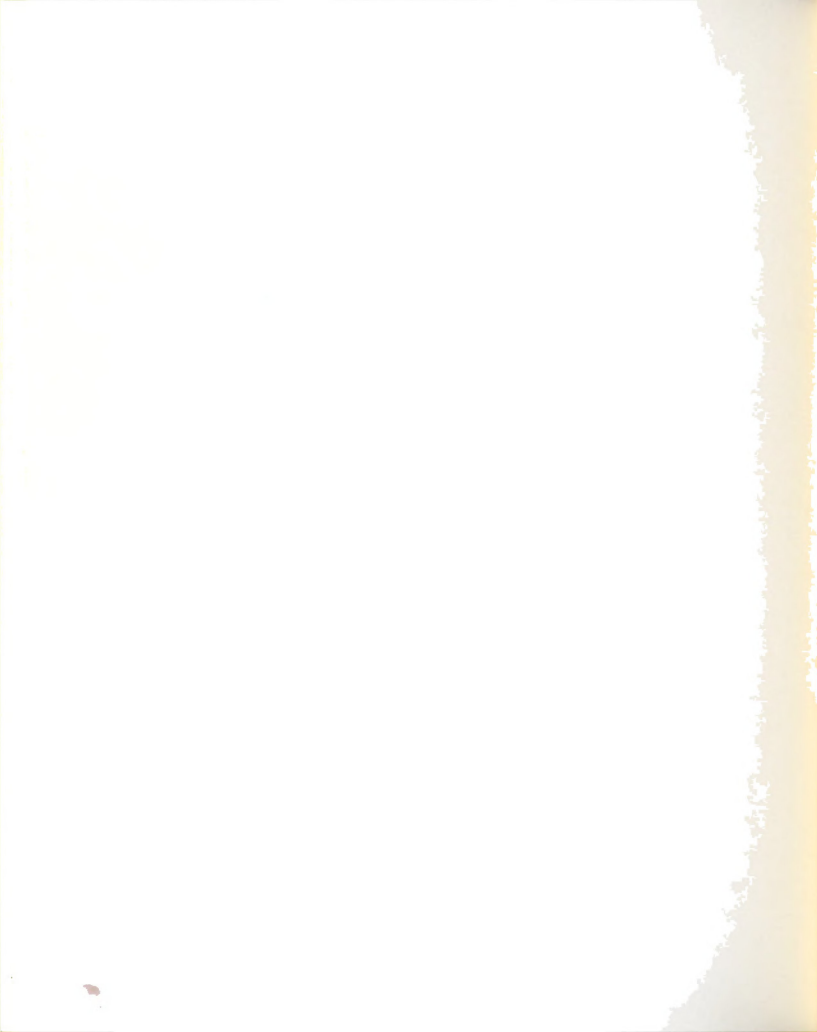




## Appendix D-12

MANOVA: Job Satisfaction in Faculty of Various Departments  
Saudi Professors

| CELL MEANS AND STANDARD DEVIATIONS |         |         |    |
|------------------------------------|---------|---------|----|
| FACTOR                             | MEAN    | STD DEV | N  |
| PAYMENT                            |         |         |    |
| Curriculum                         | 1.38095 | .67006  | 9  |
| Education                          | 1.12698 | .56894  | 9  |
| English                            | 1.25714 | .46730  | 5  |
| Research                           | .57143  | .24744  | 3  |
| Arabic                             | 1.44643 | .91453  | 8  |
| Sharia                             | 1.35714 | .64342  | 8  |
| For Entire Sample                  | 1.26190 | .66253  | 42 |
| SUPERVISOR                         |         |         |    |
| Curriculum                         | 1.92810 | .48931  | 9  |
| Education                          | 1.75163 | .63203  | 9  |
| English                            | 1.87059 | .61470  | 5  |
| Research                           | 2.15686 | .78333  | 3  |
| Arabic                             | 1.72794 | .45774  | 8  |
| Sharia                             | 1.96324 | .58902  | 8  |
| For Entire Sample                  | 1.86835 | .54949  | 42 |
| COLLEAGUES                         |         |         |    |
| Curriculum                         | 1.62346 | .67574  | 9  |
| Education                          | 2.15432 | .46463  | 9  |
| English                            | 2.10000 | .59369  | 5  |
| Research                           | 2.27778 | .82215  | 3  |
| Arabic                             | 1.68056 | .50373  | 8  |
| Sharia                             | 1.65278 | .77195  | 8  |
| For Entire Sample                  | 1.85714 | .63983  | 42 |
| WORK                               |         |         |    |
| Curriculum                         | 1.57516 | .72985  | 9  |
| Education                          | 1.44444 | .74238  | 9  |
| English                            | 1.51765 | .47680  | 5  |
| Research                           | 1.88235 | .90558  | 3  |
| Arabic                             | 1.50000 | .71216  | 8  |
| Sharia                             | 1.66176 | .60297  | 8  |
| For Entire Sample                  | 1.56443 | .66017  | 42 |



## STUDENTS

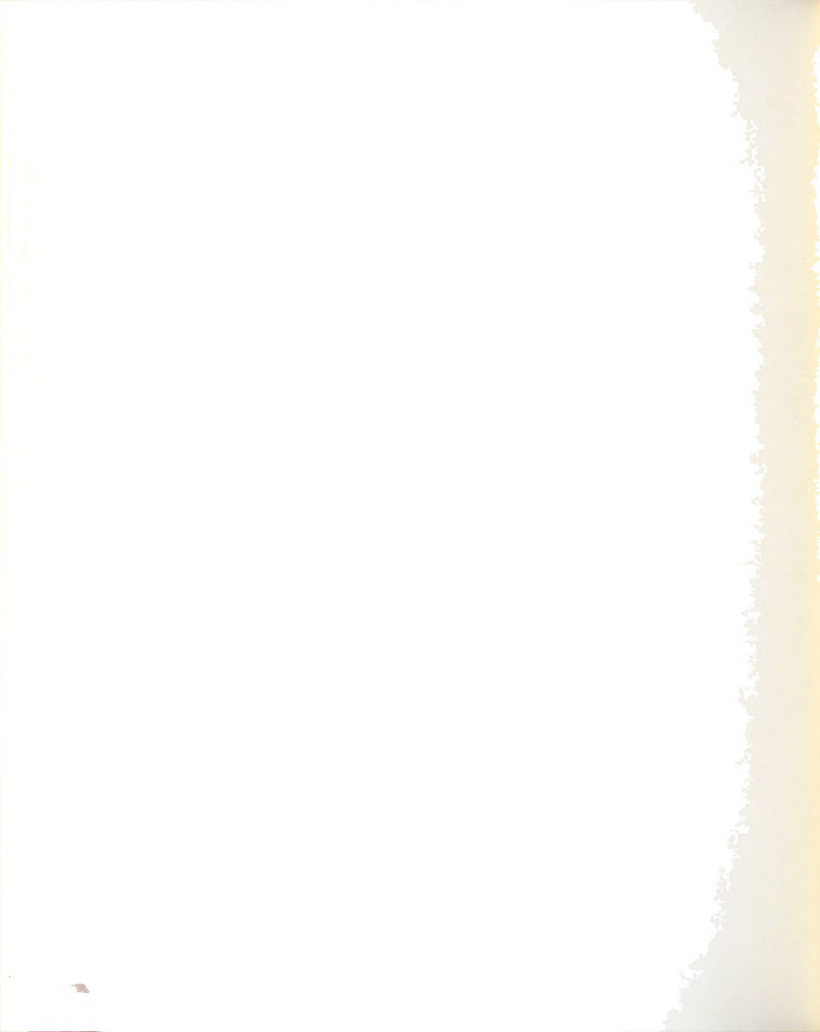
|                   |         |        |    |
|-------------------|---------|--------|----|
| Curriculum        | 1.43827 | .58627 | 9  |
| Education         | 1.72222 | .60604 | 9  |
| English           | 1.17778 | .74370 | 5  |
| Research          | 1.66667 | .28868 | 3  |
| Arabic            | 1.78472 | .28084 | 8  |
| Sharia            | 1.74306 | .73038 | 8  |
| For Entire Sample | 1.60847 | .58563 | 42 |

## PROMOTION

|                   |         |        |    |
|-------------------|---------|--------|----|
| Curriculum        | 1.34722 | .77252 | 9  |
| Education         | 1.33333 | .71261 | 9  |
| English           | 1.30000 | .51992 | 5  |
| Research          | 1.29167 | .19094 | 3  |
| Arabic            | 1.56250 | .58248 | 8  |
| Sharia            | 1.17187 | .61939 | 8  |
| For Entire Sample | 1.34226 | .61860 | 42 |

## UNIVARIATE F-TESTS WITH (5,36) D. F.

| VARIATE                             | HYPOTHESIS<br>MEANS SQ | ERROR<br>MEAN SQ | F       | SIGNIF<br>OF F |
|-------------------------------------|------------------------|------------------|---------|----------------|
| PROM                                | .12757                 | .41810           | .30512  | .90661         |
| PAYM                                | .41334                 | .44250           | .93412  | .47060         |
| SUPR                                | .12685                 | .32625           | .38879  | .85320         |
| COLL                                | .53912                 | .39137           | 1.37753 | .25572         |
| WORK                                | .11076                 | .48098           | .23027  | .94681         |
| STUD                                | .34165                 | .34314           | .99563  | .43422         |
| AVERAGED F-TEST WITH (30,216) D. F. |                        |                  |         |                |
| (AVER.)                             | .27655                 | .40039           | .69069  | .88651         |



### Appendix D-13

MANOVA: Job Satisfaction in Faculty of Various Departments  
All Professors

| CELL MEANS AND STANDARD DEVIATIONS |         |         |    |
|------------------------------------|---------|---------|----|
| FACTOR                             | MEAN    | STD DEV | N  |
| PAYMENT                            |         |         |    |
| Curriculum                         | 1.33333 | .65168  | 15 |
| Education                          | 1.40952 | .65436  | 15 |
| English                            | 1.27619 | .45326  | 15 |
| Research                           | .57143  | .24744  | 3  |
| Arabic                             | 1.34286 | .97011  | 15 |
| Sharia                             | 1.33333 | .57566  | 15 |
| For Entire Sample                  | 1.30952 | .67022  | 78 |
| SUPERVISOR                         |         |         |    |
| Curriculum                         | 2.00784 | .56372  | 15 |
| Education                          | 1.76863 | .63373  | 15 |
| English                            | 2.01961 | .69162  | 15 |
| Research                           | 2.15686 | .78333  | 3  |
| Arabic                             | 2.00392 | .52541  | 15 |
| Sharia                             | 1.79608 | .71523  | 15 |
| For Entire Sample                  | 1.92836 | .62553  | 78 |
| COLLEAGUES                         |         |         |    |
| Curriculum                         | 1.74074 | .66324  | 15 |
| Education                          | 2.24815 | .48426  | 15 |
| English                            | 2.14815 | .67706  | 15 |
| Research                           | 2.27778 | .82215  | 3  |
| Arabic                             | 1.80370 | .60962  | 15 |
| Sharia                             | 1.78148 | .79390  | 15 |
| For Entire Sample                  | 1.95726 | .67306  | 78 |
| WORK                               |         |         |    |
| Curriculum                         | 1.68627 | .66241  | 15 |
| Education                          | 1.57255 | .70394  | 15 |
| English                            | 1.56078 | .65724  | 15 |
| Research                           | 1.88235 | .90558  | 3  |
| Arabic                             | 1.55294 | .59359  | 15 |
| Sharia                             | 1.27843 | .82367  | 15 |
| For Entire Sample                  | 1.54374 | .69246  | 78 |



|                   |         |        |    |
|-------------------|---------|--------|----|
| STUDENTS          |         |        |    |
| Curriculum        | 1.65926 | .63927 | 15 |
| Education         | 1.87037 | .62101 | 15 |
| English           | 1.55926 | .67894 | 15 |
| Research          | 1.66667 | .28868 | 3  |
| Arabic            | 1.80741 | .38368 | 15 |
| Sharia            | 1.64074 | .63996 | 15 |
| For Entire Sample | 1.70584 | .58686 | 78 |

| UNIVARIATE F-TESTS WITH (5,72) D. F. |            |         |         |
|--------------------------------------|------------|---------|---------|
| VARIATE                              | HYPOTHESIS | ERROR   | F       |
|                                      | MEANS SQ   | MEAN SQ |         |
| PAYM                                 | .36694     | .45491  | .80661  |
| SUPR                                 | .22143     | .40308  | .54933  |
| COLL                                 | .72888     | .43386  | 1.67998 |
| WORK                                 | .34452     | .48888  | .70473  |
| STUD                                 | .19676     | .35466  | .55479  |
| AVERAGED F-TEST WITH (25,360) D. F.  |            |         |         |
| (AVER.)                              | .37171     | .42708  | .87035  |

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