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Research paper

Factors of Achieving Job Satisfaction in Learning Resources Centers' Environment in Saudi Arabia with Reference to Jeddah Governorate

Mohammed Ahmed Al.mozaini[1], Mohammed Amin Marghalani [2]

[1] *General Administration of Education in Jeddah, Saudi Arabia*
[2] *Department of information sciences, King abdul-Aziz university, Saudi Arabia*
**Corresponding author E-mail:mozaini1@hotmail.com*

Abstract

This study aims to identify the factors of achieving job satisfaction in the environment of learning resource centers in Jeddah. This is because job satisfaction is of great importance in improving the performance of employees and their sense of belonging to the institutions in which they work and helping these institutions to improve their performance and achieve their goals. The researchers used the Descriptive research approach and the questionnaire as a tool for collecting data from the study sample represented by the specialists of learning resources centers in Jeddah. The study found that the personal aspects of responsibility for working in the learning resources centers, the feeling that working in these centers is the right action, And personal satisfaction at the center, have been the most important factors to achieve the functional satisfaction of work related to the content of the job. Creating an attractive environment for students within the learning resources centers, working in the learning resources centers helps to improve relationships with co-workers and to gain respect for school staff, are the most important factor in achieving job satisfaction related to the conditions surrounding the job**.**

Keywords: *Factors to achieve job satisfaction, Job satisfaction, Learning Resources, Learning Resource Centers*

1. Introduction

The subject of job satisfaction has received wide attention from researchers in different fields and sciences, whether it is in management, sociology, psychology or other sciences, many studies and research have emerged that try to answer questions about the employee's satisfaction with his work or not, and how it affects the employee performance and productivity and other factors and elements.

Research on job satisfaction began initially in the industrial field, and then moved to various fields until it affected the field of education. If job satisfaction is a necessary requirement for any employee in any job, it is most necessary for workers in the education sector because the educational process has a definite impact on the progress and development of societies (Yahia, 2003).

By working as an educational technology supervisor in the General Directorate of Education in Jeddah, the researchers tried to find out the factors that contribute to achieving job satisfaction for teachers assigned to work in resource learning center in general education schools. In order to create a suitable working environment for these teachers, which reflects on the performance of their functions and thus help schools to improve their operations and improve the output of education.

2. Previous Works

Zawish study (2014) that aimed at identifying the determinants of job satisfaction and its impact on the performance of employees in the institution in general and on the educational institution in particular. The study used the descriptive research approach and the statistical method. On the theoretical side, the researcher adopted a descriptive approach that allows for the review and analysis of the concepts of job satisfaction and job performance and an attempt to understand the relationship between the various elements of functional performance. On the applied side, the statistical method adopted by dropping the theoretical study on the reality of the Algerian educational institution taking the Amzil Mohammad high school as a test subject. The study concluded that one of the main determinants of job satisfaction is paying a promotion for the employee, as the wage is a major resource in meeting his needs and living requirements. In addition, the promotion represents a move to higher levels of performance with increasing responsibilities and salary. The study concluded that these determinants would contribute to raise the level of Job satisfaction thus increasing the employee performance.

Misuraca Study (2003): The aim of this study was to examine the relationship between job satisfaction and the sharing of implicit knowledge among workers. The researcher used the descriptive method and the questionnaire as a tool for collecting data and information from the study sample. The results of the study showed that there is a strong positive relationship between job satisfaction and the sharing of implicit knowledge among knowledge workers and that this relationship Between the sharing of implicit knowledge and job satisfaction is a positive relationship.

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Shaponie study (2013) which aims to identify the level of job satisfaction among library workers in the University of Galima – Algeria - In light of the following variables: functional factors (Pay, promotion, incentives), and organizational factors (leadership, communication, co-workers), procedures and nature of work. The study also aims at identifying differences in the level of satisfaction according to the personal variables (gender, age, educational level, job title, job experience, training and monthly salary). The sample of the study consists of all 60 employees of the University of Galima. The JSS is used to measure job satisfaction by relying on the questionnaire to collect information and the SPSS package for data analysis. The study found that the organizational and functional factors affect the level of job satisfaction of the staff of the University of Galima and that there are no differences in their levels of satisfaction according to personal and demographic characteristics.

Shahrani study (2013) which aims to identify the prevailing pattern of school principals in the province of Bisha from the view of teachers and its relationship to levels of job satisfaction in the province of Bisha in Saudi Arabia. The researcher used the descriptive approach, and relied on the questionnaire as a data collection tool. In addition, the study targets were the teachers of general education schools in the three stages in the province of Bisha (5002). The study applied to a random sample of 425 teachers. And reached a number of results: the most important of which are the absence of statistically significant differences between the average of the sample on the prevailing leadership which are attributed to the scientific qualification, years of experience and training courses. The study also indicated that teachers enjoy a high level of job satisfaction. The results of the study also indicated that there are no statistically significant differences between the averages of the sample on the level of job satisfaction attributed to the training courses (except after the work policy and procedures). The variable of years of experience (except after the nature of the schoolwork and its conditions) and human relations in the work environment.

Mehr and others study (2012) aimed to investigate the relationship between organizational culture and job satisfaction among workers in physical education institutions in Mazandaran. The researcher used the descriptive method, and studied the community of workers in physical education institutions in the Mazandaran feudal, which consists of 17 branches in different cities. Based on the target, the sample was selected from the statistical society consisting of (151) workers in a simple random way. The study found that there is no significant relationship between job satisfaction and the organizational culture component, which includes (adaptation to variables, achievement of objectives, coordination with working groups, focus on customers or on the strength of organizational culture).

3. The Problem of the Research

By working as an educational technology supervisor in the General Administration of Education in Jeddah, the researcher tries to find out the factors that contribute to achieving job satisfaction for the teachers assigned to work in the centers of learning resources in general education schools. In order to create a suitable working environment for these teachers. That reflects on the performance of their functions and help the schools to improve their operations and improve the outputs of education

In the light of the above, the study problem summarized in identifying the factors of achieving job satisfaction in the environment of learning resource centers in Jeddah. The study attempts to answer the following questions: What are the factors of achieving job satisfaction in the environment of learning resources centers in Jeddah that related to job content? What are the factors of achieving job satisfaction in the environment of learning resources centers in Jeddah that related to the conditions surrounding the job?

4. Mechanism of Solution:

The research uses the descriptive method, and aims to know the factors of achieving job satisfaction in the environment of learning resources centers in Jeddah, in this study, the researcher used the questionnaire as a data collection tool, and the statistical analysis was carried out through the SPSS statistical program, which is based on the calculation of averages. The researcher also divided the factors of job satisfaction on Herzberg's 2-factor theory, which divided the factors of satisfaction of the job into two main factors, the motivator factors associated with the content of the job and the hygiene factors associated with the conditions surrounding the job. The following figure illustrates the theory of Herzberg.

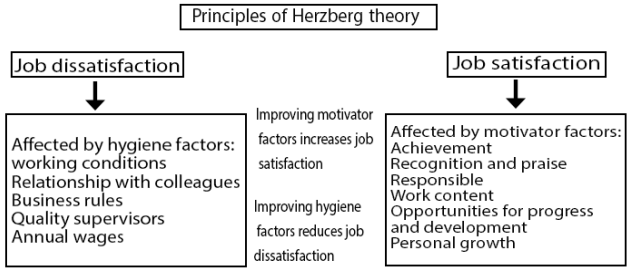

Fig1: Herzberg's 2-factor theory

5. Research Results

Firstly: The motivator factors associated with the content of the job:

Table (1): Job satisfaction factors in the learning resource center environment (motivator factors associated with job content)

Tenses	Repetition	Sample Study Views			Median	standard deviation
		I strongly agree	Agree	I don't agree		
Working in the Learning Resource Center environment helps me feel good.	R	6	62	116	2.60	0.554
	%	3.3	33.7	63		
I feel that working in a learning resource center' environment is the right job for me.	R	9	52	123	2.62	0.579
	%	4.9	28.3	66.8		
School officials appreciate what I'm doing at the Learning resource center	R	20	80	84	2.35	0.668
	%	10.9	43.5	45.7		
Colleagues appreciate what I do at learning resources centers.	R	34	91	59	2.14	0.700
	%	18.5	49.5	32.1		
I am satisfied with my work inside the center.	R	7	73	104	2.53	0.572

	%	3.8	39.7	56.5		
I get credit for what I do at learning resources centers from within the school.	R	11	102	71	2.33	0.584
	%	6	55.4	38.6		
I get tribute to my work in the Learning Resource Center from the educational administration	R	60	86	38	1.88	0.722
	%	32.6	46.7	20.7		
I feel that the overall satisfaction level of my learning resources centers colleagues is high.	R	33	86	65	2.17	0.711
	%	17.9	46.7	35.3		
Students appreciate what a learning resources centers specialist does at school	R	16	98	70	2.29	0.619
	%	8.7	53.3	38		
I feel responsible for my career as a Learning Resource Center specialist	R	1	40	143	2.77	0.434
	%	0.50	21.7	77.7		
My work as a LRC specialist contributes to my decision-making involvement within the school.	R	26	93	65	2.21	0.672
	%	14.1	50.5	35.3		
My work as a learning resources centers specialist contributes to my decision-making involvement within the school.	R	28	78	78	2.27	0.711
	%	15.2	42.4	42.4		
My responsibilities and responsibilities as a learning resources centers specialist are clear	R	76	65	43	1.82	0.786
	%	41.3	35.3	23.4		
The administration is committed not to undertake tasks outside the job description of the learning resources centers specialist	R	20	100	64	2.24	0.634
	%	10.9	54.3	34.8		
I have the opportunity to participate in training programs and workshops to develop my abilities at work	R	31	87	66		0.703
	%	16.8	47.3	35.9		
I have the opportunity to participate in boards and committees within the school	R	16	95	73	2.31	0.624
	%	8.7	51.6	39.7		
I feel comfortable in the learning resources centers environment	R	10	50	124	2.62	0.588
	%	5.4	27.2	67.4		
The work at learning resources centers helps me achieve my professional goals	R	9	74	101	2.50	0.591
	%	4.9	40.2	54.9		
I feel that the work of the learning resources centers helps creativity and excellence.	R	7	65	112	2.57	0.568
	%	3.8	35.3	60.9		
The Learning Resource Center makes me feel challenging and self-fulfilling.	R	15	76	93	2.42	0.640
	%	8.2	41.3	50.5		
Total					2.41	0.504

After examining Table (1) of the results of the first question: What are the factors of achieving job satisfaction in the environment of the learning resource centers in Jeddah that related to the motivator factors associated with the content of the job? We find that it obtained an average of 2.41, which is a result that indicates a high degree of approval according to the Likert scale for this axis.

The results in Table (1) show that the first factors to achieve job satisfaction in the learning resources centers environment -which was strongly approved by study sample- is that the learning resources centers specialist is responsible for his work with 77.7%. It indicates the effect of instilling a sense of responsibility towards working to achieve job satisfaction in the study sample. And comes in second place the feel of specialist of learning resources with personal satisfaction in the environment of the center where it got a rate of 67.4%. Which is a result of the importance of providing a comfortable environment in the center of learning resources and its role in achieving the satisfaction of the career of the Center for learning resources. Then, in the third stage, the learning resources centers specialist feels that the work as a learning resources centers specialist is the appropriate work for the sample and 66.8%. It indicates to the value represented by the work in learning resources centers for the specialists and its prominent role in achieving job satisfaction in the learning resources centers environment.

Secondly: hygiene factors associated with the conditions surrounding the job:

Table (2): Job satisfaction factors in the learning resource center' environment (hygiene factors associated with the conditions surrounding the job)

Tenses	Repetition	Sample Study Views			Median	standard deviation
		I strongly agree	Agree	I don't agree		
Working conditions at learning resources centers are appropriate.	R	21	105	58	2.20	0.625
	%	11.4	57.1	31.5		
The learning resources centers environment is a safe environment where safety standards are achieved.	R	15	102	67	2.28	0.606
	%	8.2	55.4	36.4		
Get the right technical support at the learning resources centers.	R	75	83	26	1.73	0.693
	%	40.8	45.1	14.1		
Get the right Administrative support at the learning resources centers.	R	41	115	28	1.93	0.610
	%	22.3	62.5	15.2		
Working as a resource center specialist helps me improve my relationships with business leaders	R	14	94	76	2.34	0.615
	%	7.6	51.1	41.3		
Working as a Resource Center specialist helps me improve my relationships with co-workers	R	8	95	81	2.40	0.573
	%	4.3	51.6	44.0		
Working at a Learning Resource Center helps me respect others	R	11	90	83	2.39	0.600
	%	6	48.9	45.1		
There are clear general rules for working in the learning resources centers.	R	27	82	75	2.26	0.699
	%	14.7	44.6	40.8		
Educational supervisors give me support at the professional level	R	29	83	72	2.23	0.705
	%	15.8	45.1	39.1		
The school administration supports me at the professional level.	R	34	99	51	2.09	0.675

	%	18.5	53.8	27.7		
I feel that the reward I receive is equal to the effort in the learning resources centers.	R	35	88	61	2.14	0.710
	%	19	47.8	33.2		
I get the appropriate moral motivation in my work from the school administration.	R	34	94	56	2.12	0.691
	%	18.5	51.1	30.4		
I feel secure in my job as a learning resources centers specialist.	R	45	91	48	2.02	0.713
	%	24.5	49.5	26.1		
Working within the learning resources centers brings me the right place within the school	R	22	103	59	2.20	0.634
	%	12	56	32.1		
The work as a resource center specialist helps me to achieve an appropriate social center	R	53	87	44	1.95	0.726
	%	28.8	47.3	23.9		
I believe that the policies from the Ministry are supportive of the learning resources centers specialist	R	77	82	25	1.72	0.691
	%	41.8	44.6	13.6		
I see that the internal decisions in the school are supportive for the work in the learning resources centers	R	51	101	32	1.90	0.665
	%	27.7	54.9	17.4		
Organizational culture within the school provides a suitable environment for work at the center	R	36	116	32	1.98	0.609
	%	19.6	63	17.4		
Working in the Learning Resource Center positively affects my personal life	R	28	86	70	2.23	0.695
	%	15.2	46.7	38		
Teachers play an important role in achieving the Center's goals	R	25	95	64	2.21	0.664
	%	13.6	51.6	34.8		
I feel that the center environment is attractive to teachers and is encouraging to use the center	R	22	82	80	2.32	0.676
	%	12	44.6	43.5		
I feel that the center's environment is attractive to students and helps them with their academic achievement	R	8	82	94	2.47	0.581
	%	4.3	44.6	51.1		
Total					2.18	0.507

Table (2) shows the results of the second question: What are the factors to achieve job satisfaction in the environment of learning resources centers in Jeddah that related to the hygiene factors associated with the conditions surrounding the job? We find that it obtained an average of 2.18, which is a result that indicates a degree of approval according to the Likert scale of this axis. The results in Table (2) show that the first hygiene factors to achieve job satisfaction in the learning resources centers environment are the attractiveness of the Learning Resource Center for students with average of 51.1%. This indicates to the importance of improving the physical environment of the learning resources centers and its reflection on the job satisfaction of specialists. Then second and third rank are two interrelated moral factors, which reflect the functional advantage of the work as a resource center of the learning resource center. Secondly, the work in the learning resource center helps to win the respect of others by 45.1%. Then working as a learning resource center' specialist helps to improve the relationship with co-workers by 44%.

6. Conclusion

This study aimed to identify the factors of job satisfaction in the environment of learning resources centers in Jeddah. The study found that the personal aspects of responsibility for working in the learning resources centers, the feeling that working in the learning resources centers is the right job, and the personal satisfaction in the center have been the most important motivator factors associated with the content of the job. In addition, creating an attractive environment for students within the learning resources centers, the fact that working in the learning resources centers helps to improve relationships with co-workers, and gain respect for school staff are the most important hygiene factors associated with the conditions surrounding the job. In their study, the researchers recommend that the learning resources centers must designed to be an attractive environment for students. In addition, to help the learning resources centers specialist to perform their duties so that it reflects on the job satisfaction of the learning resources centers specialists which in turn is based on the institution in which it works in terms of its ability to achieve its objectives and improve its performance to improve its output.

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