

Structure and Psychometric Properties of Job Satisfaction Scale for a Sample of Secondary School Teachers in Gaza

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Abstract--- *The present study attempts to examine the structure and psychometric properties of job satisfaction scale for a Sample of Secondary school teachers in Gaza. The study questions addressed are: What is the structure of the measure of job satisfaction for Secondary school teachers in Gaza? Is the job satisfaction scale have has appropriate psychometric properties? A total of 205 teachers From Gaza completed the scale of job satisfaction, including males (N= 121) and females (N= 84).The teachers ranged in age from 30 to 48 with an average age 38.87and S.D. 10.1. Exploratory factor analysis (EFA) is used. The results indicates that The structure of job satisfaction is multidimensional which includes: Salary, School environment conditions and the nature of work, Supervision, and the scale has appropriate psychometric properties.*

Keywords--- *Job Satisfaction Scale, Reliability, Validity, Factor Analysis.*

I. INTRODUCTION

Job satisfaction has become one of the topics that receives the attention of psychologists, behaviorists and administrators through researching the causes and sources of satisfaction and employee dissatisfaction, because this topic has an effective impact on the success of the educational process.

The teacher's satisfaction with his profession greatly affects his success in fulfilling his role and mission, and enhances the school's ability to achieve its goals and overcome any challenges it faces, so educational institutions have been concerned with achieving job satisfaction for their workers to improve the quality of education, so the human resource is the mainstay of the school, and education has been affected The Palestinian sector in the Gaza Strip, which led to a decline in educational, economic, social and psychological conditions as one of the resulting effects arising largely from the blockade and division, the measurement of job satisfaction is one of the topics that many researchers interested in different fields, especially in the field of administrative psychology (Chamundeswari, 2013) measuring job satisfaction among teachers, (Ssesanga, 2005) expanded to measure job satisfaction among university academics, (Ryans, 2009) aimed to measure job satisfaction among school administrators. Researchers believe that most of the studies that measured job satisfaction were on different samples other than teachers and in different cultures, so researchers seek to build a new scale to measure job satisfaction for teachers in light of changes

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that Society, and in particular Palestinian society for a sample of secondary school teachers and evaluating its psychometric properties, appropriate for the Palestinian environment.

The researchers define teacher job satisfaction as an internal feeling of the teacher represented in his sense of relief and happiness towards his job, which makes him approaching his work actively and efficiently through satisfaction with the nature of work, the nature of supervision, the salary he receives and the school environment. Brayer & Marcinowicz, (2018) define job satisfaction as the positive feelings employers have towards their jobs. Rajput & Singhal & Tiwari (2016) define as a combination of psychological and physiological feelings and environmental conditions that make the individual satisfied with his job. Iqbal (2013) define as a situation in which the employee can fulfill himself and satisfy to desires in a way that makes accept work, as job satisfaction raises the enthusiasm of the worker and his desire to develop the organization. Calderon, Hurtado, Palacios & Galan (2014) define as the employees' reaction and emotional feelings resulting from their work and their job experiences, which is the attitude of employees towards their working conditions or environments that affect their desire to work.

Job satisfaction is affected by many factors at the level of the individual himself or the work or the regulatory environment surrounding the individual, and there were multiple specific views of the factors affecting job satisfaction, as job satisfaction is one of the variables that has attracted the attention of many researchers in order to understand human behavior, this is what I showed Study (Khuony & Tine, 201). The most prominent factors that affect job satisfaction and have a direct and indirect impact are: promotion, work conditions and climate, supervision, salary, work environment, rewards, age, length of service, and the size of the organization, as these factors have a strong positive impact on satisfaction Career, and achieved the highest levels of job satisfaction for employees towards their work within the organization. Job satisfaction is influenced by many demographic factors or variables such as age, gender, gender, experience, level of career, and educational qualification.

Therefore, the factors that affect and achieve job satisfaction have received many studies, the most important of which are the following:

Upgrade: The individual obtaining a promotion that he did not expect, then this pays towards achieving job satisfaction with him, whenever the opportunities for promotion are equal among the employees to obtain the promotion according to their experiences, capabilities and the extent of their contribution to achieving and accomplishing work, the happiness, satisfaction, degree of affiliation is greater and the level of job satisfaction is higher. (Jain & Kaur, 2014, 1-2).

Working conditions and climate: These are policies and rules that surround the employee in his work and affect the workflow, and they affect job satisfaction, either with the employee's consent or his dissatisfaction (Armer, 2011).

Supervision: Teachers rely heavily on supervision, which provides them with an atmosphere of high expertise that is a reason for job satisfaction, and that lack of supervision is a major cause of job dissatisfaction, and there is a positive relationship between teachers' performance in education and job satisfaction when teachers receive adequate training to practice their academic work (Crawford, 2017).

Salary: Salary represents a means to satisfy the employee's different needs, as it plays an important role in the employee's feeling of satisfaction or dissatisfaction, and that teachers who receive high salaries have a job satisfaction with their work more than teachers who receive low wages (Gu, 2016) as a study showed (Sarwar & Abuger, 2013) Employees are not satisfied with their wages compared to the amount of work they do.

Work environment: It means the internal work environment that contains, the place, the level of hygiene, lighting, ventilation, air conditioning, the validity of the machines to work, and the presence of means of entertainment used by the worker outside of work, as a study (chairunnisa & aseant, 2017, 187) showed that there is a positive impact of caring for an environment Work on both job satisfaction, which in turn affects the performance, quality and proficiency of the organization's work. And that the work environment is those conditions surrounding the teachers while carrying out the required activities and it includes spatial and temporal conditions.

Rewards: If teachers are not given enough rewards to develop their educational and cognitive skills, this would be a reason for teachers to leave their jobs due to lack of appreciation, which causes dissatisfaction with work, but if rewards are found, encourage teachers to give, give, and increase effort in their work due to Their sense of appreciation for their efforts in their work (Gu, 2016).

Sarwar & Abuger (2013) also showed that rewards have a positive impact on job satisfaction in addition to the job satisfaction of employees helped to motivate them and their affiliation with the organization.

Age: The older employees are more committed to employment and thus job satisfaction is generated for them, and job satisfaction among them will decrease before the retirement age due to the many aspirations and needs of workers are not satiated (Aydogdu & Asikgil, 2011).

There were numerous studies that aimed to measure job satisfaction, both within institutions and for teachers. (Chamundeswari, 2013) aimed to reveal the job satisfaction of teachers and their performance in different types of schools that follow different systems. The researcher used the descriptive analytical approach, and prepared a questionnaire in two areas: job satisfaction and performance. The sample was randomly chosen, which amounted to (169) male and female teachers in government schools, (198) male and female teachers from boarding schools, and (194) male and female teachers from private schools. The results showed that teachers in boarding schools enjoy greater job satisfaction than other schools and the reason is attributed to the presence of greater facilities and equipment than in other schools, and the presence of differences in the average job satisfaction of teachers due to the difference in working hours and monthly salary and appreciation for the benefit of schools

Researchers attempts to preparation an appropriate measure of job satisfaction among Teachers Secondary schools for the Palestinian environment, characterized by a good psychometric properties. The present study attempts to examine the structure of job satisfaction among Teachers Secondary schools on the Palestinian environment, and the study problem can be formulated in the following questions:

What is the structure of the measure of job satisfaction for Teachers Secondary schools in Gaza?

Is the job satisfaction scale have has appropriate psychometric properties?

II. METHODOLOGY

To answer the study questions for this study, it was necessary to Prepare an appropriate scale of job satisfaction, participants were identified, and completed the instrument during 2019-2020. Finally, the data collected were combined and analyzed.

Participants

A total of 205 teachers from secondary schools in Gaza completed the scale of job satisfaction, including males (N= 121) and females (N= 84).The teachers ranged in age from 30 to 48 with an average age 380.87 and S.D. 10.1.

Instrument

The scale consists of 46 items, the scale was prepared depending on measures in job satisfaction, such that job satisfaction scale (San, Diego, 2012), job satisfaction evolution scale (Brown & Greene, 2006), job satisfaction scale (Crawford, 2003), The scale is considered to be a self-report type for which are answered in the each item 5 items using 5 point Likert response scale, ranging from 5- strongly agree to 1- strongly disagree.

III. RESULTS

Exploratory Factor Analysis of Job Satisfaction Scale

Dimensionality of factors of job satisfaction construct was assessed by using exploratory factor analysis. The purpose of factor analysis (FA) is closely aligned with the development of new scale since factor analysis helps researchers to understand the latent factors or constructs that account for the shared variance among items. Exploratory factor analysis (EFA) is a technique for data exploration that determines the structure of factors to be analyzed. EFA of the job satisfaction scale was carried out the sample, to establish a parsimonious set of factors.

Using SPSS software, Exploratory Factor Analysis reduced the job satisfaction construct into a clearer factor structure (Hair, Anderson, Tatham & Black, 1998) and identified items with common variance (Rossiter, 2002). Prior to conducting EFA, Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett test of sphericity were performed. For the factor analysis of job satisfaction related items, Kaiser-Meyer-Olkin measure value fell in the acceptable range (above 0.50) with a value of 0.7366. The observed significance level of Bartlett's test result was 0.000.

Following Bearden, Hardesty & Rose (2001) suggestion, the statistical criteria that were taken into consideration for factor loadings above 0.5 (0.4 was acceptable in this study). Based on the above criteria, all of the 46 items were retained for EFA together using the principle component analysis followed by Varimax rotation method. Table 1 shows the result of item to total statistics. The idea of rotation is to redefine the factor loadings to obtain simple structure, where each factor should have indicators with strong loadings and each indicator should load strongly on only one factor. Orthogonal rotation is used when factors are assumed to be or unknown to be uncorrelated. For the job satisfaction scale, the underlying factors are expected to be uncorrelated, and hence, orthogonal rotation is preferred.

The first factor captures the items of Emotional Stability. The second factor captures Psychological Resilience, and the third is Persuasion skills, a. Factor loadings less 0.40 were dropped. Thus, 6 items from the original 41 scale

items were dropped resulting in a 45-items scale. As the job satisfaction scale is multidimensional, Cronbach's Alpha was assessed for each dimension (Hair, et al., 1998). The corresponding Cronbach's Alpha of these factors are all at an acceptable level of ranging between 0.81 and 0.88, whereas Cronbach's Alpha of the job satisfaction scale is 0.90 indicating high reliability. Table 1 shows the detailed grouping of the items, corresponding loadings on job satisfaction scale, Cronbach's Alpha of each factor, percentage variance explained by each factors.

Table 1: Rotated Component Matrix

Item	Item Loadings			Cronbach's Alpha of factors	% Variance Explained by factors
	Factor 1	Factor 2	Factor 3		
My monthly salary is proportional to the job I do	0.863			0.79	15.67
My salary is sufficient for my needs	0.826				
My salary is proportional to the general economic situation in society	0.802				
My monthly salary is in line with the financial requirements of my family	0.788				
My monthly salary is proportional to my educational qualifications	0.774				
My annual bonus is sufficient	0.732				
The gradient in the annual salary is suitable for years of experience	0.722				
The salary deduction value for savings is appropriate	0.618				
There is an appropriate policy for incentives and rewards in the teacher's profession.	0.535				
I feel job safe	0.503				
The number of students in the classroom is appropriate for my educational assignments.	0.5				
I feel proud to be a teacher.					
I feel relieved that the school is far from the sources of inconvenience and noise.		0.656		0.8	15.13
School building and its appropriate nature.		0.634			
Public safety tools are available at the school.		0.605			
I feel that the regulations and controls within the school are efficient.		0.601			
My satisfaction in my profession is due to the availability of adequate rooms for teacher, activity and management.		0.594			
Ventilation and lighting is appropriate for the educational process in the classroom.		0.583			
I have sufficient authority to do my job to the fullest.		0.568			
Business requirements are clear to me.		0.563			
Supervision methods vary according to class situations.		0.556			
The school provides me with everything necessary to carry out the education process.		0.549			
The number of daily servings suits me.		0.547			
The psychological and physical conditions inside the school are appropriate.		0.505			
The nature of the classrooms is suitable for the nature of educational tasks.		0.502			
I feel comfortable providing suitable rooms for teachers.		0.488			
I feel happy that there are no difficulties in working with me.		0.478			
I feel happy because the students are not crowded in the classroom.		0.477			
The school site is in line with the educational process requirements.		0.462			
I feel happy seeing the school garden.					
The teaching profession gives me enough time to be with my family.					
I feel happy doing my educational tasks successfully.					
My supervisor respects my social responsibilities.			0.733	0.78	15.04
Your supervisor has good communication skills with you.			0.727		
My supervisor helps me formulate educational goals.			0.702		
The educational supervisor writes his report fairly and objectively.			0.698		
My supervisor helps me improve my performance.			0.681		
Your supervisor has good relations with you.			0.673		
The supervisor provides advice to help the teacher find suitable alternatives to improve the teaching process.			0.653		
The supervisor respects my decisions.			0.63		
I find support from supervision on request.			0.617		
The supervisor helps to overcome the difficulties faced by the teacher.			0.617		
Supervision provides a pleasant psychological environment for teachers.			0.597		
Supervisor directions are always correct.			0.571		
My work duties are clear and precise.					
My work provides me with family stability.					

Factor 1: Salary

Ten items load on this factor. They correlate strongly, and they have a Cronbach's Alpha of 0.79. This 10-item factor explains 15.67% of the variance, and is the strongest of the three factors in terms of contribution to the formation of the job satisfaction scale.

Factor 2: School Environment Conditions and the Nature of Work

Thirteen items are included in this factor. They correlate strongly, and they have a Cronbach's Alpha of 0.80. This 13-item factor explains 15.13% of the variance. These items have a common conceptual thread among them.

Factor 3: Supervision

Twelve items are included in this factor. They correlate strongly, and they have a Cronbach's Alpha of 0.78. This 12-item factor explains 15.04% of the variance. These items have a common conceptual thread among them.

Reliability and Validity Tests

As Hinkin (1995) noted, reliability is a pre-condition for validity. For reliability, the internal consistency of these constructs was established through its Cronbach's alpha. Cronbach's alpha measures the degree in which the responses are consistent across items within a single measure. A guideline of what is acceptable is: reliability coefficients around .90 are "excellent", values around .80 are "very good", and values around .70 are "adequate" (Kline, 2005). Reliability of each dimension was estimated by calculating Cronbach's alpha value. The Cronbach's alpha values for all dimensions ranged from 0.81 to 0.88. Cronbach's alpha of the job satisfaction scale is shown to be 0.90, which shows high reliability.

IV. CONCLUSION

The aim of this study was to prepare and examine the psychometric properties of the job satisfaction scale for Teachers Secondary schools in Gaza, and the results of the study concluded that the scale has validity and high reliability for the study sample.

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