

A Field Study on the Job Satisfaction of Teaching Board Members of Physical Education Faculties in Egypt in Light of Performance Quality

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Abstract

This research aim to: study the job satisfaction of teaching board members of Physical Education Faculties – in light of performance quality incentive against salary increase. METHODS: The two researchers used the descriptive method, and research society represented in 519 members of teaching board of Physical Education Faculties in Egypt as follows: 204 teacher, 171 assistant professors, 103 professors, and 41 full-time professors. The research sample was selected randomly.

The data gathered was represented in: A scale to study the job satisfaction of teaching board members of Physical Education Faculties. The scale consisted of 77 phrases, distributed on 5 dimensions which are :(work environment – salaries and incentives – performance quality versus salary increase – work relationships – and promotion system).

The statistical analysis was represented in: Arithmetic means – standard deviation – the repetitions – the percentage rates - The correlation coefficient – (T) Test to calculate differences - Cronbach alpha.

The most important results of the research were that:

- Job satisfaction of teaching board members of Physical Education Faculties studied in the research was weak and rated 36.38%.

- Work environment axis came in the 1st place of job satisfaction of teaching board members rated 36.37%, and in the 5th and last place came salaries and incentives rated 17.32%.

Recommendations:

- Implementing strategy to improve job satisfaction to the teaching board members of Physical Education faculties in Egypt.

Introduction and Research Problem:

The university occupies the place of the society thinking mind, it is responsible for major tasks in the scientific, professional and technological fields. The university has basic jobs of which the most important is the professional and academic preparation of its students, as it prepares the future generations and opens future horizons in front of them in order to bear the responsibility in different positions. (1:680)

The teaching board member represents the corner stone in the educational process for being the effective instrument that enables the university to perform its responsibility and

deliver its mission to modernize education, serve society and advance towards the scientific progress. Therefore, university teaching profession is considered one of the finest professions in all societies, the university exerts a huge effort in preparing and training the university professor according to special policies and programs that continue for long years of effort, research and thinking that are crowned in the end by obtaining the highest scientific degrees. (2:3)

In order to perform his role towards achieving scientific and educational aims, the teaching board member has to be satisfied about his work as this satisfaction will encourage him to give and exert sincere and serious effort in work. The

study of both Be Castro & Gold assured that the imbalanced relation between the person and his professional environment results from his discontent of his work environment. (3: 200).

Whether this satisfaction is complete or partial concerning certain aspects of teaching board member, it is for granted that work success whatever it was requires achieving high degree of comfort in this work, especially in the field of university teaching. The study of Bhell Agyris assures, as it concluded that the most satisfied workers tend to achieve higher levels of productivity, and are expected to work effectively. (4: 684)

The job satisfaction of teaching board member is considered one of the prominent factors that affects his work, thus, this study came to focus on studying job satisfaction and its relation with some variables of teaching board members. As the two researchers see that the study subject is important because it studies variables associated with the university professor. Some studies concluded that there is a positive relation between job satisfaction and the motivation like studies of Likert, and Taylor & Weiss, while others showed that this relation does not exist in a direct way like that of Vroom, Baird and Fisher. (5: 141)

Proceeding from the importance of teaching board member in the university and the role of the university in creating the suitable conditions inside would certainly help to increase its effectiveness, modernize it and improve the scientific performance that achieve the required development. Job satisfaction of teaching board members is considered one of the prominent factors that affect his giving in work, therefore, this research came to shed the light on the job satisfaction and its relation with some variables of teaching board members. The two researchers see that the study subject gains its importance from studying the variables that are associated with the university professors especially after the incentive had increased.

Research importance:

1- Despite the numerous studies about this subject, this study is considered the first study in Egypt of its kind to measure the level of job satisfaction of teaching board members after the financial had increased.

2- The results of this study are expected to provide the officials with important information about the bases of treating the teaching board members and the ways to satisfy them to improve their performance and build new strategies about dealing with teaching board members.

Research questions:

- 1- What is the level of job satisfaction of teaching board members of Physical Education Faculties?
- 2- Are there statistical shown differences in the level of job satisfaction of teaching board members in the following variables (age – kind –years of experience – social status – scientific degree)?
- 3- What are the important elements that affect job satisfaction of teaching board members of Physical Education Faculties?

Research Terms:

Job Satisfaction: a positive feeling that make the individual eager to work, and motivate him to achieve his ambitions, desires and professional preferences and that match with what he wants from his work and what he gets in reality. (Procedural definition)

Research procedures:

First: Research Method:

The two researchers used the descriptive method because it suits the nature of the research.

Second: Research Society and Sample:

Research society consisted of teaching board members of Physical Education Faculties of Egyptian universities and was as follows: (85) teaching board members for pilot study and (519) for the basic study.

Third: Scale designing:

Measuring the degree of the job satisfaction of the teaching board members of Physical Education faculties in Egyptian universities.

Forming Scale Phrases:

Proceeding from research title, and based on the scientific references and previous studies (3), (1) and (2), along with experts' opinions and the two researchers' experience in the field of university teaching, the phrases were selected to express teaching board members' opinions

towards job satisfaction. The two researchers used Likert method of the 5 weights as it suits the research.

Simplicity and clarity were taken into consideration in the method, where teaching board members express their opinions towards application phrases according to three-graded scale (satisfied / to some extent / unsatisfied).

The total degree was calculated by adding the tested degrees in the different three groups of the scale where the total ranged from 77 to 231. The high degree indicates job satisfaction, while the low one indicates dissatisfaction.

Honesty:

The external honesty of the tool was checked through displaying it on a committee of experts and specialists in order to show the validity range of each clause concerning its suitability to the field and the suitability of its form. The number of experts were (7), and the two researchers adopted the phrases that were approved by 70% or more of the judges.

Internal Consistency Honesty:

The honesty of the internal consistency was calculated on a pilot sample of research society, the value of calculated "R" of some phrases was more than the value of table "R" which reached $0.05=0.178$ at morale level, which indicates a statistical shown correlation between these phrases and the dimensions where they belong which indicates the honesty of these phrases to measure what they were put for.

Stability:

The two researchers elicited stability by using the half fractionate of scale phrases and cronbakh alpha They found that there is a

statistically shown correlation between the phrases of each dimension which indicates axis stability with its phrases where the correlation coefficient reached in order: 917, 0.792, 0.856 and 0.444 for each axis. And cronbakh alpha reached 0.786, 0.917, 0.856 and 0.444.

Study Application Steps:

The two researchers applied the pilot study in the period from 28/2/2010 to 28/3/2010, and applied the scale to precede the scientific interactions for it. After being assured of the scale scientific interactions, the scale was applied on the basic sample of teaching board members of Egyptian universities in the period from 1/4/2010 to 29/4/2010.

The applications were marked through scale mark key to put the digital value of each application and to collect the raw degree in order to handle it statistically.

The Statistical Treatments:

The two researchers used the statistical program SPSS.

Displaying and Discussing the Results:

The following is answering the research questions through analyzing the results reached by the two researchers.

The Answer of the research First Question:

What is the level of job satisfaction of teaching board members of Physical Education faculties?

To answer this question, the two researchers extracted the arithmetic mean, the frequency, the percentages and the order to show the importance of the five axes through the answer of teaching board members. Table (1) shows the first axis: Work Conditions & Environment.

Table (1)
The relative weight and the relative importance of the first axis
"Work Conditions and Environment" N= 519

Ph ras e no .	S	±	1		2		3		CA2	Relati ve Weigh t	Relative Importa nce	Importan ce Oder
			C	%	C	%	C	%				
1	1.773	0.544	149	28.7	339	65.3	31	6.0	279.2	637	61.37	9
2	1.588	0.735	291	56.1	151	29.1	77	14.8	139.6	733	70.62	4
3	1.923	0.832	201	38.7	157	30.3	161	31.0	6.8	559	53.85	11
4	1.316	0.600	392	75.5	90	17.3	37	7.1	424.0	874	84.20	1
5	1.364	0.669	386	74.4	77	14.8	56	10.8	394.6	849	81.79	2
6	1.746	0.714	215	41.4	221	42.6	83	16.0	70.3	651	62.72	8
7	2.287	0.738	88	17.0	194	37.4	237	45.7	68.0	370	35.65	15
8	2.462	0.715	68	13.1	143	27.6	308	59.3	174.3	279	26.88	16
9	2.170	0.699	90	17.3	25	48.4	178	34.3	75.1	431	41.52	14
10	1.618	0.774	292	56.3	133	25.6	94	18.1	127.2	717	69.08	6
11	1.572	0.734	298	57.4	145	27.9	76	14.6	149.2	741	71.39	3
12	1.829	0.714	184	35.5	240	46.2	95	18.3	61.8	608	58.57	10
13	1.601	0.682	277	53.4	172	33.1	70	13.5	123.9	726	69.94	5
14	2.073	0.726	103	19.8	275	53.0	141	27.2	94.4	481	46.34	12
15	1.692	0.723	255	49.1	169	32.6	95	18.3	74.1	679	65.41	7
16	2.146	0.723	103	19.8	237	45.7	179	34.5	52.2	443	42.68	13
17	2.516	0.705	64	12.3	123	23.7	332	64.0	229.3	251	24.18	17

The first axis "Work Conditions & Environment"

The table value of (CA) at morale level 0.05=5.991

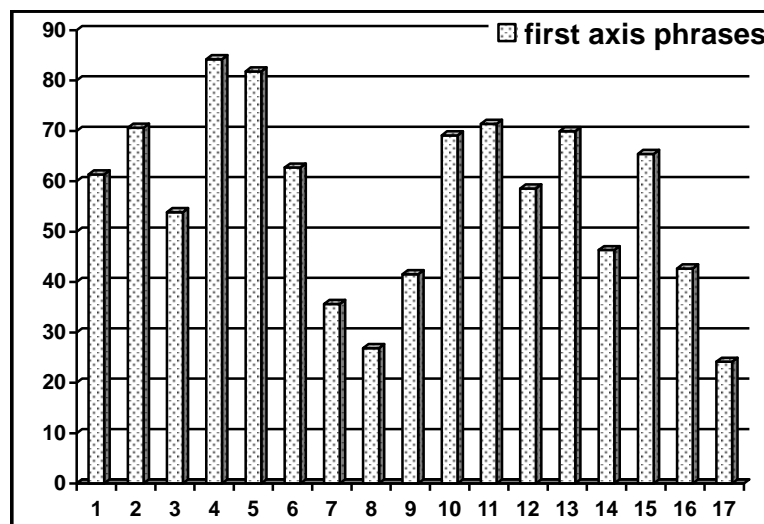


Figure (1) "Work Conditions and Environment"

Table (1) and figure (1) shows that the phrase no. (17) which states that "I do not think in quitting work in the present time" came in the first place rating (84.2%, 75.5% of teaching board members answered this phrase with satisfied) while 7.1% did not approve on that, the phrase no. (5) Which stated that "my job fits my personal abilities and experience" came in the 2nd place (81.4%, 74.4% of teaching board members answered this phrase were satisfied) while 16.0% did not approve on that. On the 3rd

place the phrase no (11) which states that "I feel that I achieve myself satisfaction on performing my work" the phrase rating 71.3%. on the other hand and on the 6th place the phrase no (6) which states that "I feel satisfied with the policies and the administrative process in my work environment" 62.7% however, this result did not match other studies by(Samir Nasr El din-2006) who reported less approval on average level.

Second: salaries and incentives axis

Table (2)

The relative weight and the relative importance of second axis phrases "salaries and incentives" N= 519

Phr ase no.	S	±	1		2		3		CA2	Relativ e Weight	Relative Importan ce	Importan ce Oder
			C	%	C	%	C	%				
1	1.339	535.0	16	3.1	144	27.7	359	69.2	347.3	862	83.04	2
2	1.455	687.0	58	11.2	120	23.1	341	65.7	255.8	802	77.26	9
3	1.364	573.0	25	4.8	139	26.8	355	68.4	324.8	849	81.79	4
4	1.617	587.0	28	5.4	264	50.9	227	43.7	186.3	718	69.17	12
5	1.179	422.0	8	1.5	434	83.6	77	14.8	604.4	945	91.04	1
6	1.403	571.0	22	4.2	165	31.8	332	64.0	278.3	829	79.87	5
7	1.449	606.0	31	6.0	171	32.9	317	61.1	236.4	805	77.55	8
8	1.434	657.0	48	9.2	129	24.9	342	65.9	266.6	813	78.32	7
9	1.484	630.0	38	7.3	175	33.7	306	59.0	207.6	787	75.82	10
10	1.408	663.0	51	9.8	110	21.2	358	69.0	306.8	826	79.58	6
11	1.526	765.0	87	16.8	99	19.1	333	64.2	222.4	765	73.70	11
12	1.343	561.0	23	4.4	132	25.4	364	70.1	350.6	860	82.85	3

The Second axis "salary & Incentives"

The table value of (CA2) al morale level 0.05=5.991

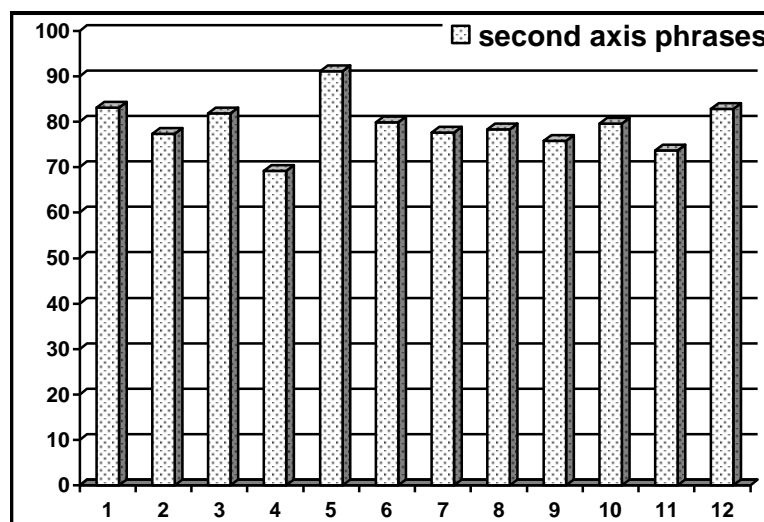


Figure (2) "salaries and incentives"

Table (2) and figure (2) shows that the phrase no. (5) which is "I felt satisfied about salaries and incentives increase in my job" came in the first place rating (91.01%, 83.6% of teaching board members answered moderately on the phrase), while 14.8% did not approve on it, The phrase no. (4) which is "the income I get is considered relatively high compared with the exerted effort" came in 12th and last place rating (69.17%, 50.9% of teaching board members

answered moderately on the phrase) while 43.7% did not approve it. In the phrase (9,10) " participation in the local and international conferences", the degree of satisfaction was high rating(75.8% & 79.5%).This result was markedly different from those reported by Haekal Taha 2007,

Third: Performance Quality Axis versus Salary Increase

Table (3)

The relative weight and the relative importance of third axis phrases "Performance Quality versus Salary Increase" N= 519

Phr ase no.	S	±	1		2		3		CA2	Relati ve Weigh t	Relative Importa nce	Importa nce Oder
			C	%	C	%	C	%				
1	2.013	0.770	150	28.9	212	40.8	157	30.3	13.32	512	49.3	5
2	1.950	0.712	145	27.9	255	49.1	119	22.9	60.25	545	52.5	3
3	2.304	0.716	78	15.0	205	39.5	236	45.5	81.02	361	34.8	10
4	2.027	0.817	345	67.1	162	31.5	12	2.3	0.566	505	48.7	6
5	2.522	0.702	63	12.1	122	23.5	334	64.4	234.8	248	23.9	12
6	1.765	0.740	217	41.8	207	39.9	95	18.3	53.04	641	61.8	1
7	1.944	0.785	175	33.7	198	38.2	146	28.1	7.850	548	52.8	2
8	2.811	0.425	7	1.3	84	16.2	428	82.5	580.9	98	9.4	16
9	2.848	0.385	5	1.0	69	13.3	445	85.7	653.3	79	7.6	17
10	2.141	0.728	106	20.4	234	45.1	179	34.5	47.66	446	43.0	8
11	2.197	0.854	148	28.5	121	23.3	250	48.2	53.51	417	40.2	9
12	2.778	0.468	12	2.3	91	17.5	416	80.2	530.0	115	11.1	14
13	2.811	0.500	25	4.8	48	9.2	446	85.9	647.7	98	9.4	15
14	2.873	0.345	2	4.0	62	11.9	455	87.7	699.9	66	6.4	18
15	2.753	0.528	24	4.6	80	15.4	415	80.0	516.8	128	12.3	13
16	1.988	0.815	175	33.7	175	33.7	169	32.6	0.139	525	50.6	4
17	2.048	0.660	101	19.5	292	56.3	126	24.3	124.5	494	47.6	7
18	2.370	0.832	311	59.9	119	22.9	89	17.1	167.7	327	31.5	11

The table value of (CA2) at morale level 0.05= 5.991

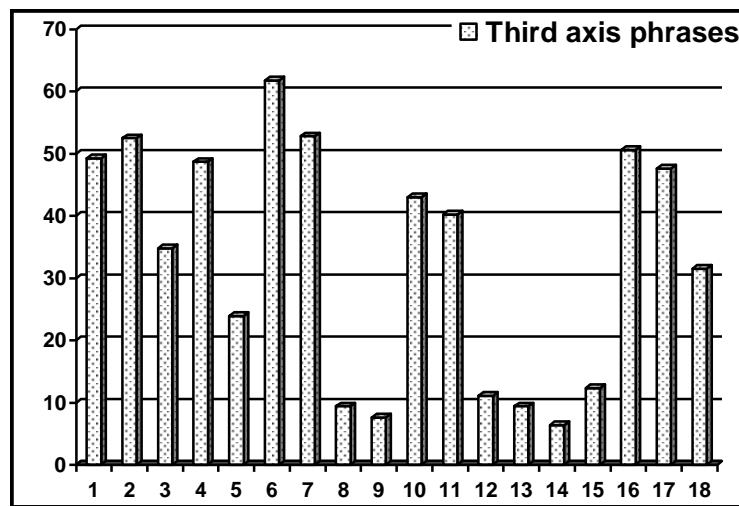


Figure (3) "Performance Quality versus Salary Increase"

Table (3) and figure (3) shows that the phrase no. (6) which is "the reward of scientific research supervision must increase" came in the first place rating (61.8%, 41.8% of teaching board members answered the phrase were satisfied) while 18.3% did not approve that. The

phrase no. (14) which is "cashing in 4 payments annually is considered suitable" came in the 18th and last place rating (6.4%, 87.7% of teaching board members answered the phrase were unsatisfied) while 4% approved that.

Fourth: Work Relations Axis.

Table (4)

The relative weight and the relative importance of the Fourth axis phrases "Work Relations" N= 519

Phr ase no.	S	±	1		2		3		CA2	Relative Weight	Relative Importance	Importa nce Oder
			C	%	C	%	C	%				
1	2.204	0.857	254	48.9	117	22.5	148	28.5	59.7	413	39.8	4
2	2.470	0.572	264	50.9	235	45.3	20	3.9	205.4	275	26.5	11
3	2.222	0.691	194	37.4	246	47.4	79	15.2	84.4	404	38.9	5
4	2.281	0.673	211	40.7	243	46.8	65	12.5	104.1	373	35.9	8
5	2.191	0.764	210	40.5	198	38.2	111	21.4	33.7	420	40.5	3
6	2.245	0.697	205	39.5	236	45.5	78	15.0	81.0	392	37.8	7
7	2.555	0.546	205	39.5	301	58.0	13	2.5	248.6	231	22.3	13
8	2.566	0.677	55	10.6	115	22.2	349	67.2	279.0	225	21.7	14
9	2.528	0.636	314	60.5	165	31.8	40	7.7	217.5	245	23.6	12
10	2.615	0.597	31	6.0	138	26.6	350	67.4	304.7	200	19.3	15
11	2.418	0.596	246	47.4	244	47.0	29	5.6	179.8	302	29.1	10
12	2.156	0.681	167	32.2	266	51.3	86	16.6	94.0	438	42.2	2
13	2.145	0.771	197	38.0	200	38.5	122	23.5	22.6	444	42.8	1
14	2.412	0.572	236	45.5	261	50.3	22	4.2	199.5	305	29.4	9
15	2.245	0.732	218	42.0	210	40.5	91	17.5	58.5	392	37.8	6

The table value of (CA2) at morale level 0.05= 5.991

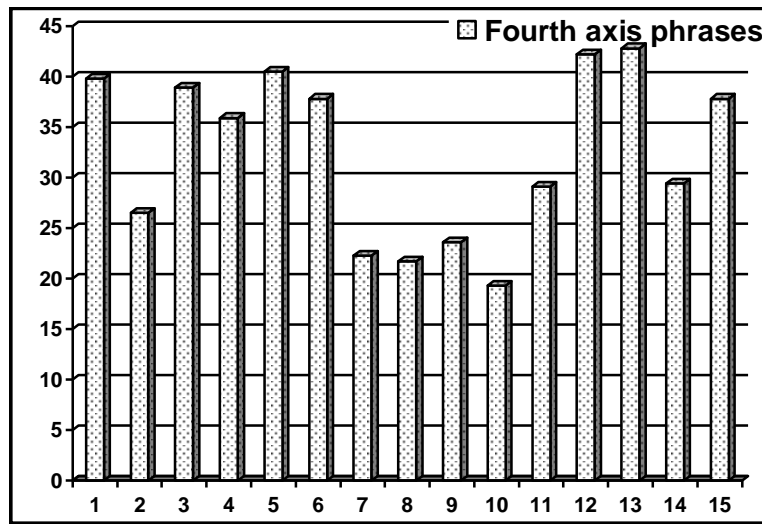


Figure (4) "Work Relations"

Table (4) and figure (4) shows that the phrase no. (13) Which is "I feel satisfied about the department assistant staff" came in the first place rating (42.8%, 38.0% of teaching board members answered this phrase were satisfied) while 23.5% did not approve that, The phrase

no. (10) which is "head of department is worthy of taking the responsibility" came in the 15th and last place rating (19.3%, 6.0% of teaching board members answered this phrase were satisfied), while 67.4% did not approve that.

Fifth: Promotion System Axis

Table (5)

The relative weight and the relative importance of the fifth axis Phrases "Promotion System" N= 519

Phr ase no.	S	±	1		2		3		CA2	Relative Weight	Relative Importance	Importanc e Oder
			C	%	C	%	C	%				
1	1.909	0.629	128	24.7	310	59.7	81	15.6	196.1	566	54.5	3
2	2.249	0.659	64	12.3	262	50.5	193	37.2	116.8	390	37.6	10
3	2.329	0.619	42	8.1	264	50.9	213	41.0	156.3	348	33.5	11
4	2.071	0.675	101	19.5	280	53.9	138	26.6	103.2	482	46.4	7
5	2.451	0.613	33	6.4	219	42.2	267	51.4	176.6	285	27.5	14
6	2.245	0.708	82	15.8	228	43.9	209	40.3	72.8	392	37.8	9
7	2.372	0.742	82	15.8	162	31.2	275	53.0	108.7	326	31.4	12
8	2.071	0.754	130	25.0	222	42.8	167	32.2	24.8	482	46.4	6
9	2.096	0.702	111	21.4	261	50.3	147	28.3	70.9	483	46.5	5
10	2.187	0.734	100	19.3	222	42.8	197	38.0	48.0	422	40.7	8
11	1.844	0.784	206	39.7	188	36.2	125	24.1	20.9	600	57.8	2
12	1.994	0.830	180	34.7	162	31.2	177	34.1	1.1	522	50.3	4
13	1.613	0.780	297	57.2	126	24.3	96	18.5	135.9	720	69.4	1
14	2.493	0.627	37	7.1	189	36.4	293	56.5	191.6	263	25.3	15
15	2.426	0.685	58	11.2	182	35.1	279	53.881	141.9	298	28.7	13

The table value of (Ca2) at morale level 0.05= 5.991

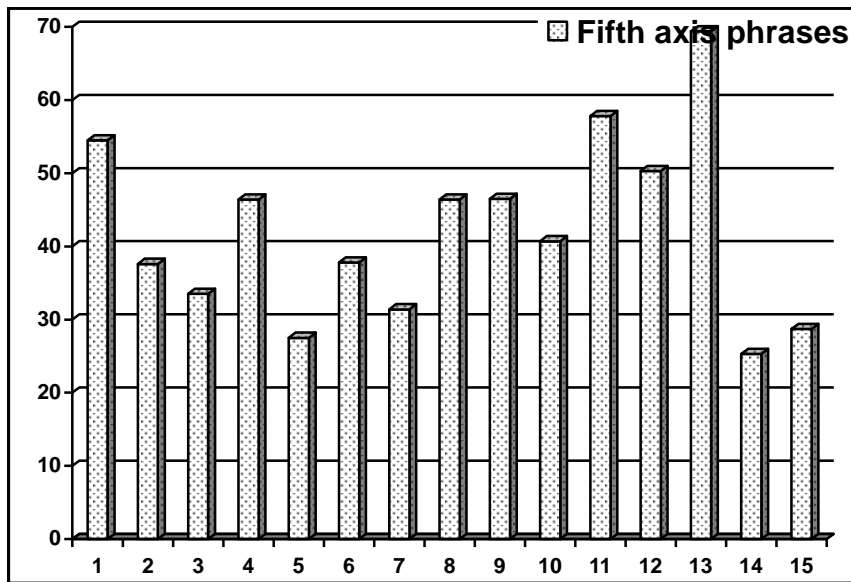


Figure (5) "Promotion System"

Table (5) and figure (5) shows that phrase no. (13) Which is "I feel satisfied about my job grading" came in the first place rating (69.4%, 57.2% of teaching board members answered the phrase were satisfied), while 18.5% did not approve that. Phrase no. (14) which is "head of department diminished my promotion opportunity" came in the 15th place rating (25.3%, 56.5% of teaching board members answered the phrase were unsatisfied), while 7.1% approved on that.

Through the previous display of results and its explanation, the first question of the research was answered and the first aim was achieved

which is job satisfaction level of teaching board members of Physical Education faculties.

The answer of research second question:

Are there statistically shown differences in job satisfaction level of teaching board members in the following variables (age – gender – years of experience – social status – scientific degree)?

To answer this question, the two researchers used the simple linear regression of the five axis results by the following variables indications (age – gender – years of experience – social status – scientific degree).

Table (6)

The simple linear regression of first axis results by the following variable significance of age, gender, social status, experience, the scientific degree and the university

Variable	Coefficient correlation	Degree of freedom	Regression Coefficient	Error rate	Beta	(T) value	(F) value	Stable amount	Contribution rate
Age	0.159	517	0.048	0.013	0.0159	3.667	13.445	1.776	2.53
Gender	0.189	517	0.107-	0.024	0.189-	4.367-	19.071	2.011	3.56
Social Status	0.041	517	0.036-	0.039	0.041-	0.930-	0.864	1.934	0.17
Experience	0.054	517	0.0181	0.015	0.054	1.241	1.540	1.834	0.30
Scientific Degree	0.059	517	0.0172	0.013	0.059	1.352	1.827	1.829	0.35
University	0.323	517	0.032-	0.004	0.323-	8.011-	64.170	2.054	11.04

The table value of (R) = 0.088

Table (6) shows that there is a correlative relation of statistical significance between age, gender and the university with the first axis (Work Conditions and Environment), the contribution of these variables in the axis of Work Conditions and Environment results

reached 2.53%, 3.56% and 11.04%. While there are no statistically shown differences between the social status, experience, and scientific degree of first axis results. The university achieved the highest correlation rate in the first axis variables concerning work environment.

Table (7)

The simple linear regression of second axis results by the following variable significance of age, gender, social status, experience, the scientific degree and the university.

Variable	Coefficient correlation	Degree of freedom	Regression coefficient	Error rate	Beta	(T) value	(F) value	Stable amount	Contribution rate
Age	0.211	517	0.083-	0.017	0.211-	4.910-	24.109	1.568	4.46
Gender	0.175	517	0.129-	0.032	0.175-	4.030-	16.242	1.594	3.05
Social Status	0.137	517	0.157-	0.050	0.137-	3.135-	9.830	1.725	1.87
Experience	0.13	517	0.056-	0.019	0.130-	2.990-	8.939	1.507	1.70
Scientific Degree	0.279	517	0.105-	0.016	0.279-	6.616-	43.775	1.624	7.81
University	0.211	517	0.027-	0.005	0.211-	4.920-	24.204	1.574	4.47

The table value of (R) = 0.088

Table (7) shows that there is a statistically shown correlation relation between the age, gender, social status, scientific degree and the university with the second axis (salary and incentives). The variables contribution in salary and incentives axis rated in order: 4.46%,

3.05%, 1.87%, 7.81% and 4.47%. While there were no statistically shown differences between experience and results of the second axis. The scientific degree achieved the highest correlation rate in second axis variables concerning salary and incentives.

Table (8)

The simple linear regression of third axis results by the following variable significance of age, gender, social status, experience, the scientific degree and the university.

Variable	Coefficient correlation	Degree of freedom	Regression coefficient	Error rate	Beta	(T) value	(F) value	Stable amount	Contribution rate
Age	0.221	517	0.0593	0.012	0.221	5.142	26.440	2.233	4.87
Gender	0.118	517	0.060	0.022	0.118	2.700	7.288	2.259	1.39
Social Status	0.02	517	0.0155	0.035	0.020	0.447	0.200	2.311	0.04
Experience	0.149	517	0.0441	0.013	0.149	3.432	11.720	2.271	2.23
Scientific Degree	0.163	517	0.0422	0.011	0.163	2.764	14.164	2.258	2.67
University	0.109	517	0.009	0.004	0.109-	2.489-	6.194	2.397	1.18

The table value of (R) 0.088

Table (8) shows that there is a statistically shown correlation between age, gender, experience, scientific degree and university with the third axis (Performance Quality versus Salary Increase). These variables contribution in the results of performance quality versus salary increase reached in order: 4.87%, 1.39%,

2.22%, 2.67% and 1.18% while there is no statistically shown differences between the social status and the third axis results. Age achieved the highest variable correlation rate of the third axis that concerns performance quality versus salary increase.

Table (9)

The simple linear regression of fourth axis results by the following variable significance of age, gender, social status, experience, the scientific degree and the university.

variable	Coefficient correlation	Degree of freedom	Regression Coefficient	Error rate	Beta	(T) value	(F) value	Stable amount	Contribution rate
Age	0.307	517	0.1167	0.016	0.307	7.345	53.951	2.137	9.45
Gender	0.092	517	0.0657	0.031	0.092	2.102	4.417	2.260	0.85
Social Status	0.155	517	0.173	0.048	0.155	3.575	12.783	2.011	2.41
Experience	0.196	517	0.0823	0.018	0.169	4.557	20.762	2.218	3.86
Scientific Degree	0.223	517	0.0813	0.016	0.223	5.193	26.968	2.190	4.96
University	0.037	517	0.0045	0.005	0.037	0.834	0.696	2.324	0.13

The table value of (R) 0.088

Table (9) shows that there is a statistically shown correlation between age, social status, experience, and scientific degree with the fourth axis (Work Relations). The variables contribution in results of work relation axis

reached in order: 9.45%, 2.41%, 3.86, 4.96 and 1.18% while there are no statistically shown differences between kind, university and third axis results.

Table (10)

The simple linear regression of fifth axis results by the following variable significance of age, gender, social status, experience, the scientific degree and the university.

Variable	Coefficient correlation	Degree of freedom	Regression coefficient	Error rate	Beta	(T) value	(F) value	Stable amount	Contribution rate
Age	0.328	517	0.0849	0.011	0.328	7.899	62.394	2.000	10.77
Gender	0.153	517	0.0743	0.021	0.153	3.520	12.390	2.052	2.34
Social Status	0.043	517	0.033	0.033	0.043-	0.986-	0.972	2.219	0.19
Experience	0.27	517	0.0769	0.012	0.270	6.370	40.572	2.031	7.28
Scientific Degree	0.241	517	0.0599	0.011	0.241	5.644	31.759	2.037	5.80
University	0.438	517	0.036-	0.003	0.438-	11.082-	122.82	2.370	19.20

The table value of (R) = 0.088

Table (10) shows that there is a statistically shown correlation between gender, scientific degree and university with the fifth axis (Promotion System). Variables contribution in results of performance quality versus salary increase axis reached in order: 4.87%, 1.39%, 2.22%, 2.67% and 1.18% while there is no statistically shown differences between the social status and fifth axis results.

What is previously mentioned shows the nature of the relation between job satisfaction and some variables (age – gender – years of

experience – social status – and scientific degree) of teaching board members of Physical Education faculties? The correlation differed from variable to another which agrees with both studies of (5) and (6).

The answer of the third question:

What are the most important elements that achieve job satisfaction of teaching board members of Physical Education faculties?

Table (11)

The Relative Weight of Job Satisfaction Axis

N= 519

No.	Axis	m	S ±	Mediator	Skewness	Total marks	Relative Weight	Axis order in the scale
1	Work Environment	1.82	0.06	2	2	18876	36.37%	1
2	Salary & incentives	1.4	0.08	1	1	8991	17.32%	5
3	Performance Quality versus Salary Increase	2.34	0.17	2	2	16118	31.1%	3
4	Work Relations	2.35	0.08	2	2	16738	32.25%	2
5	Promotion System	2.56	0.13	2	2	14310	27.57%	4

Table (11) shows that the relative weight of the five axis ranged from (27.57% - 36.37%) where the first axis came in the first place rating 36.37%, followed by work relation axis in the second place rating 32.25%, while the promotion system axis came in the fourth place rating 27.57%, in the fifth and last place came salary and incentives axis rating 17.32%. this indicated the weak level of job satisfaction of teaching board members concerning salary and incentives.

Table (11) also shows that the relative weight of job satisfaction of teaching board members in Physical Education faculties of Egyptian universities reached 36.38% which indicates the weak job satisfaction according to this scale.

Through what previously displayed the two researchers had answered the third question in relation to the third aim of the research.

The most important elements that achieve job satisfaction of teaching board members of Physical Education faculties.

Research Most Important Conclusions:

- 1- The job satisfaction of teaching board members of Physical Education faculties studied in the research came weak rating 36.38%.
- 2- Work Environment axis came in the first place in job satisfaction of teaching board members rating 36.37%, while in the fifth and last place came salary and incentives axis rating 17.32%.

Recommendations:

- To put strategies in order to raise job satisfaction of teaching board members.

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