

The Level of Job Satisfaction Among the Faculty Members of Colleges of Education at Jordanian Universities

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Abstract

The present study aimed at assessing the level of job satisfaction among educational faculty members in Jordanian universities. The sample of the study comprised of (118) faculty members who responded to a (75-items) instrument designed to measure five dimensions of job satisfaction. Results indicated that faculty members had a moderate level of job satisfaction. Moreover, results showed differences in the level of job satisfaction for the favor of males, higher teaching experience, higher rank level and university type.

Key words: Job satisfaction; Faculty members; Jordanian university

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INTRODUCTION

The history of management referred to the beginning of the mankind history when he practiced management upon his companions during the historic periods. He practiced it during the stone ages when the human groups were few with limited goals or aims. It also accompanied man in his civilized progress till nowadays, and it will stay playing the important role in the man development towards achieving his goals and aims (Al-Khateeb & Colleagues, 2000).

Management is considered one of the first necessities for man since it helps him achieve his goals and targeted

ends according to his own information scope about himself, his relation to existence, his status in the world, his understanding of the life, and the reflections of these sensitive issues within different conditions. Thus, the managerial styles and concepts varied because of the variation in the human concepts and bases around these issues (Makhamreh & Colleagues, 2000).

The higher education institutions, represented by universities which occupy the top of the educational pyramid, are affected by the type of management and its different processes to a large extent. They also follow a group of laws, regulations and instructions that they should not only implement, but also try through their administrations to increase the level of legislations entirely so as to benefit and improve their employees' conditions and welfare through responding to their needs and supplying them with the services (Al-Shraideh, 2004).

The faculty member at the higher education institutions occupies a prominent status in society because he works for improving the quality of Education and developing it in accordance to the academic updates and the society needs. He is also important since he is considered the essence of academic and scientific action in university, and he contributes effectively to building the individual intellectually and ethically. The faculty member at university is considered the foundation stone for achieving in the university since he is the one who transfers knowledge among students and guides them, he is the assessor of their learning activities, and he is the member who asserts, develops and disseminates knowledge, and he is the one who executes the programs of community service, and shoulders the process of development and construction in the university and society (Khasawneh, 2001).

Jordanian universities try to prepare academic crews for all specialties for coping with the accelerated scientific development in all aspects, and one of these specializations is the physical education which is a

fundamental part of the comprehensive educational process, and one of the basic needs for this age because of its psychological, social, educational, physical and healthy benefits. Thus, the modern physical education is an independent system that aims at progressing the individual entirely through the acquisition of the elements of general physical fitness, polishing his intellectual and mental powers, refining his general behavior, controlling his sharp mental and emotional expressions, modifying his interest and desires, directing his initial attitudes and motives, promoting his good social principles and values, and heightening the ethical measures (Mamsar, 1985).

Job satisfaction is an important issue for the individuals and societies because the individual's satisfaction of his job is necessary for achieving his social and psychological compatibility. Thus, job satisfaction is closely connected to success in job which in turn is the subjective criteria upon which the society's assessment of its individuals is based. The individual's success in his job has a direct proportion with his close connection and loyalty to that job and what that job offers like the satisfaction of his needs and motives, and the employment of his abilities. If the job competency is an output of the specialized preparation, training and experience, it is also an evidence for the individual's feeling of job satisfaction for the work he has (Al-Khudari, 1982).

Luthens (1989) identified job satisfaction as a state of bright and positive feelings resulting from the individual's assessment of his job or his job experience, and from his realization of those job offerings of important things according to his opinion, and there are 3 dimensions for the job satisfaction as follows: The first dimension: the emotional dimension which is invisible but can be figured out. The second dimension: is that the job satisfaction is usually identified by the extent of compatibility between the job requirements and expectations, and the extent to which these requirements meet these expectations or exceed them. The third dimension: is that the job satisfaction represents many interrelated attitudes.

Al-Mesh'an (1993) identified job satisfaction as the degree of the individual's satisfaction of his needs, and that satisfaction is achieved through various factors, some of them are exterior factors (such as the job environment), and others are interior ones (like the job itself) that the individual is doing. These factors help make the individual satisfied with his job, interested in it, conducting it pleasantly, accomplishing his ambitions, desires and interests, and being proper for what the individual needs from his job and what he actually obtains or what exceeds his expectations.

The level of job satisfaction represents an implicit or hidden behavior that resides in the individual's affection, and these feelings may stay hidden within the individual's self, and they may appear in his exterior behavior (Ashour, 1986). As seen, satisfaction is not an outcome of one factor or one dimension, but it is a reflection of an interaction

of various factors that appear through the individual's behavior in his job, either these factors are related to the individual himself, or to the job's environment and the society's view towards the individual, or to the job procedures such as supervision, wages, relationships between the colleagues and chairmen, and the policies that control the individual's behavior, and these factors express the extent of satisfaction the individual perceives he has achieved through his job. When that perception entails that the job meets the individuals' needs, his feelings towards his job will be more positive (Al-Sawalheh, 2006).

Abbas (1986) indicated that the factors restricting job satisfaction are represented in the following matters: career satisfaction in that it is consistent with the individual's qualification, abilities, personal inclinations and what they provide the individual with a social status inside and outside the organization, the salary, the chances of growth and job promotion, supervision, leadership, satisfaction of the work group, and satisfaction of the social aspects.

Al-Sawalheh (2006) concluded that the job satisfaction among the kindergarten teachers is influenced with the variables of monthly salary, social status, academic qualification, instruction experience, and the supervising authority. The level of satisfaction was the highest among the teachers who got a monthly salary that is less than JD 100, the married teachers, and those who have Diploma qualification, and also the teachers who have the highest instruction experience, and those who work for private kindergartens.

Al-Shraideh (2004) stated that there were no statistically significant differences between the views and impressions of Yarmouk University Faculty members around the services provided by the university.

Also, Al-Bandari & Al-Otoom (2002) concluded that the personal relations level for the teachers of Oman and Jordan was medium, with the existence of statistically significant differences in the entire degrees and sub dimensions for the benefit of the Jordanian sample. On the other hand, the level of job satisfaction was high for the Omani sample, and medium for the Jordanian sample, with the existence of statistically significant differences in the entire degree and sub dimensions for the benefit of the Omani sample. The results indicated that there were no statistically significant differences in the degrees of teachers' job satisfaction regarding the variance of the personal relationship levels between the teachers and principals on the entire degrees for the scale of personal relationships for both the Omani and Jordanian samples. Also, these results showed the importance of the variables of specialization, gender, and experience for predicting the level of the personal relationships and job satisfaction for the Omani teacher, and the variables of specialization, experience, and qualification for predicting the level of personal relationships and job satisfaction for the Jordanian teacher.

Robertson & Bean (1998) concluded the factors that affect the levels of job satisfaction for the Female Faculty members through reviewing what has been written on this issue in the world, and on the university services, asserting the uniqueness of these factors because of the difference in gender for the benefit of females.

Abouserie (1996) concluded that there were statistically important relations between work pressures and learning strategies regarding the employees' job satisfaction level. Liacqu & Schumacher (1995) found that the factors causing job satisfaction or what is called the motivating factors are represented by the feeling of achievement, chances of growth and others' appreciation. They noticed that satisfying these needs and the services provided by the organization for its employees lead to a high degree of job satisfaction and improvement in performance. Whereas the factors that lead to dissatisfaction (healthy factors) if they don't exist are related to wages, the organization's policy, technical supervision, personal relationships, work conditions, relationship with chairmen, and the social status. Ely (1994) found that there were no differences between the general satisfaction level of the males and that of the females, plus that there was no influence for each of age, academic level, educational stage level, years of experience, and number of years in the current school on the level of job satisfaction. Also, ethical values, social service and creativity were the most factors leading to satisfaction, whereas the least factors that provide satisfaction were: compensation, progress, and companionship practice and responsibility was the most affective factor on identifying the teachers' satisfaction.

1. STATEMENT OF THE PROBLEM AND QUESTIONS

The problem of the study is represented by identifying the level of job satisfaction among the faculty members of colleges of Education at the Jordanian universities. Specifically, this study seeks to answer the following 2 questions:

- What is the level of job satisfaction among the faculty members of colleges of Education at the Jordanian universities?
- Does job satisfaction level among the faculty members of colleges of Education at the Jordanian universities vary/differ according to the variables of: gender, years of experience, academic rank, age, and university?

2. SIGNIFICANT OF THE STUDY

This study aimed at identifying the level of job satisfaction among the faculty members of colleges of Education at the Jordanian universities, as well as identifying the

impact of the variables of: gender, experience, academic rank, age and university on their level of job satisfaction.

This study is important in that it tries to answer the questions as well as helping university executives in deepening their interests and directing them towards taking care of job satisfaction in their programs regarding managerial progress. This study may reveal basic principles or bases that may be taken as starters for identifying the proper conditions for evoking job satisfaction among employees in Jordanian universities in general. This study may be an encouraging motivation for further complementing studies that may help in improving the employees position at Jordanian universities in general.

3. METHOD & PROCEDURES

3.1 The Publication Community of The Study & its Sample

The sample and community of the study was composed of all the faculty members working for the colleges of Education at the following Jordanian universities: Jordan, Mu'tah, Yarmouk, and Hashemite, with a total number of 118 member.

3.2 The Tool of the Study

After examining the theoretical literature related to job satisfaction and reviewing the previous studies and theories that addressed the different aspects of job satisfaction, a questionnaire was used for the purpose of gathering information and data related to job satisfaction among the professors of Jordanian universities since that questionnaire contained 2 parts:

The first section: personal data and general information.

The second section: 75 items distributed among 5 domains which are:

- Relationship with the direct president at work.
- Relationship with the work colleagues.
- The work conditions and nature.
- Salary and promotions.
- Social status and job security.

3.3 Procedures of Correcting the Study Tool

For correcting the tool of the study, the researcher divided the level of job satisfaction into 3 levels: high (more than 3.5), medium (2.5 – 3.49), and low (less than 2.49), knowing that the scale of alternative answers for the tool items was distributed into 5 levels.

3.4 The Tool'S Validity

The validity of the tool was ensured through the method of Content validity, where the questionnaire was examined by a group of referees from the faculty members of the college of Educational Sciences at the Hashemite University who have wide expertise within the educational

field. They were asked to express their opinions regarding the degree of each item's belonging to the domain, the extent of clarity and accuracy for the items' language, and the inclusion degree of these items for the domain as well as any other modifications they see proper. In light of their notes, some items were decreasingly related to the questionnaire domains, so they were replaced with new items after proving their logic validity. Some items were deleted because they don't belong to the domains. Eventually, the number of the items became 75 distributed among 5 domains, achieving an acceptance that is more than (70)% from the referees' views.

3.5 The Tool's Stability

The formula of Crunbach Alpha was used to guarantee the tool's stability, and the stability coefficient was (0.83) which is significant and adequate for the purposes of this study.

4. DISCUSSION OF RESULTS

Results will be shown and discussed according to their questions:

First question:

What is the level of job satisfaction among the faculty members of colleges of Education at the Jordanian universities?

To answer this question, means and standard deviations were calculated as seen in Table 1.

Table 1
Means & SDs for the Faculty Members on the Study Domains in the Colleges of Education at the Jordanian Universities

| No | Domain | Order | Mean | SD | Level |
|-------|--|-------|------|------|--------|
| 1 | Relationship with the direct executive | 3 | 3.18 | 1.09 | Medium |
| 2 | Relationship with the work colleagues | 1 | 3.52 | 0.98 | High |
| 3 | Work conditions & nature | 2 | 3.46 | 0.95 | Medium |
| 4 | Salary & promotions | 5 | 2.46 | 1.17 | Low |
| 5 | Social status & work security | 4 | 2.98 | 1.13 | Medium |
| Total | | | 3.25 | 1.10 | Medium |

Table 1 clearly shows the following: that the entire level of job satisfaction among the professors was medium, and the order of the job satisfaction domains among the professors of colleges of Education at the

Jordanian universities came as follows: the domain of relation with work colleagues which occupied the first rank with a mean of 3.52 and a standard deviation of 0.98 was high in level, whereas the domain of work conditions and nature which took the second rank with a mean of 3.46 and a standard of 0.95) was medium in level. The third rank was given to the domain of relation with the direct executive that has a mean of 3.18 and a standard of 1.09, and its level was medium. Also, the fourth rank was occupied by the domain of social status and job security with a mean of 2.98 and a standard of 1.13 and its level of satisfaction were medium. The fifth and the last place was taken by the domain of salary and promotions with a mean of 2.46 and a standard of 1.17, and the level of satisfaction was low. On the other hand, the entire satisfaction level was medium, where the entire mean was 3.25 and the standard deviation was 1.10.

This result can be explained by the nature of the social relationships that dominate between the work colleagues which are featured by mutual respect, love and friendliness since these friends spend a pretty good time inside the colleges. Also, there should be warm relationships between the colleagues, so this domain took the first rank, whereas the domain of work conditions and nature occupied the second place with a pretty good level of satisfaction since workers of this sector have a certain desire for work and they did their best to reach that level which reflects a high social status compared with other careers. On the other hand, the domain of salary and promotions was the least in satisfaction level since salary has become recently insufficient for the necessary demands and requirements needed for the social status of this job in addition to the lack of its financial and moral incentives.

Second question:

Does job satisfaction level among the faculty members of colleges of Education at the Jordanian universities vary/differ according to the variables of: gender, years of experience, academic rank, age, and university?

To answer this question, means, SDs, and (T-test) were calculated for the differences between the dual-level variables, and (F-test) and Scheffe test were used for post comparisons to identify the differences between the variables.

First: differences in accordance to the variable of gender.

To reveal the significance of differences according to the variable of gender between the males and females, means, SDs and (T-test) were calculated as seen in Table 2.

Table 2
Means, SDs, (t-test) Values & Significance Level for the Job Satisfaction Level Among the Professors in Accordance to Gender

| Variables gender | | Number | Mean | SD | T-value | Significance level |
|------------------|--------|--------|------|------|---------|--------------------|
| Total | Male | 90 | 4.02 | 0.54 | 0.04 | *0.04 |
| | Female | 28 | 3.98 | 1.76 | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 2, there are statistically significant differences for the level of job satisfaction among the professors in accordance to the variable of gender (male, female) and for the favor of males, where the mean for the male professors was (4.02), whereas the female professors have a mean of (3.98). That means the male professors have a higher level of job satisfaction than the female ones in light of the study findings.

This result can be explained that the number of female professors at Jordanian universities is fewer than the number of males, and that decreases the chances of having social friendships and relationships between the females, unlike the males who are more in number, so they have more available chances for social communication, in addition to the females' busyness in marriage life demands and requirements, and preparing for maternity which entails being busy and not caring for work.

This study's results agreed with the studies of: (Al-Bandari & Al-Otoom, 2002), (Al-Erimi, 1998), (Ruben, 1994), (Roberson, 1998), (Okasha, 1989), (Williams, 1977), and (Odeh, 1992) in that the level of job satisfaction among the male professors was higher than that of females. It disagreed with the study of (Al-Shraideh, 2004) and (Tnash, 1990) where the level of job

satisfaction among females was higher than that of males.

Second: differences in accordance to the variable of experience.

To unravel the significance of differences according to the variable of experience years, means and one-way ANOVA were calculated as seen in Table 3.

Table 3
Means & One-way ANOVA in Accordance to Experience

| Variables experience | Number | Mean | F-value | Significance level |
|----------------------|--------|------|---------|--------------------|
| Less than 5 yrs | 23 | 3.62 | | |
| Total 5-10 yrs | 55 | 3.51 | 1.89 | *0.01 |
| More than 10 yrs | 40 | 3.85 | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 3, there are statistically significant differences for the level of job satisfaction among the professors in accordance to the variable of experience years.

To identify the sources of these statistically significant differences between the means of the job satisfaction level for the professors in accordance to the variable of experience years, the researcher used Scheffe test for post comparisons for locating these sources as seen in Table 4.

Table 4
Scheffe Test for Locating Source of Differences Regarding the Variable of Experience

| Experience years | Number | Mean | Less than 5 yrs | 5 – 10 yrs | more than 10 yrs |
|-------------------|--------|------|-----------------|------------|------------------|
| Less than 5 yrs | 23 | 3.62 | | | |
| Total 5 – 10 yrs | 55 | 3.51 | | | |
| More than 10 yrs. | 40 | 3.85 | * | * | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 4, there are statistically significant differences in accordance to the variable of experience and for the favor of professors who have experience of more than 10 years, where the mean for the professors of less than 5 years of experience was 3.62, whereas the professors of 5-10 years of experience have a mean of 3.51. That means the high experience professors have a higher level of job satisfaction than the others in light of the study findings. This result can be explained that the professors who are teachers or participant teachers whose experience years are more than 10 have a higher level of satisfaction than the other professors of other ranks who are satisfied with their financial and social status. This study's results agreed with the studies of: (Al-Bandari & Al-Otoom, 2002), (Al-Omari, 1992), (Al-Sawalheh, 2006), and (Al-Olaimat, 1994) in that the level of job satisfaction increases when experience years increase. It disagreed with the study of (Al-Shraideh, 2004) in that there was no impact for the variable of experience on the level of job satisfaction.

Third: differences in accordance to the variable of academic rank.

To unravel the significance of differences according to the variable of academic rank, means and one-way ANOVA were calculated as seen in Table 5.

Table 5
Means & One-Way ANOVA in Accordance to Academic Rank

| Variables | number | Mean | f-value | Significance level |
|---------------------|--------|------|---------|--------------------|
| Research assistant | 27 | 2.86 | | |
| Assistant lecturer | 20 | 3.16 | | |
| Total Lecturer | 12 | 3.25 | 1.78 | *0.044 |
| Assistant professor | 27 | 3.56 | | |
| Associate professor | 19 | 3.59 | | |
| Full Professor | 13 | 3.62 | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 5, there are statistically significant differences between the faculty members in accordance to the variable of academic rank. To identify the sources of these statistically significant differences between the means of the job satisfaction level for the professors in accordance to the variable of academic rank, the researcher used Scheffe test for locating these sources as seen in Table 6.

Table 6
Scheffe Test for Locating the Source of Differences According to Academic Rank

| Variables academic rank | Mean | Research assistant | Assistant lecturer | Lecturer | Assistant professor | Associate professor | Full Professor |
|-------------------------|------|--------------------|--------------------|----------|---------------------|---------------------|----------------|
| Research assistant | 2.86 | | | | | | |
| Assistant lecturer | 3.16 | | | | | | |
| Lecturer | 3.25 | | | | | | |
| Assistant professor | 3.56 | | | | | | |
| Associate professor | 3.59 | | | | | | |
| Full Professor | 3.62 | * | * | * | * | * | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 6, there are statistically significant differences for the level of job satisfaction among the faculty members in accordance to the variable of academic rank, and for the favor of those who hold the rank of “full professor”, where the mean among the Research Assistants was 2.86, among the Assistant lecturers was 3.16, among the Lecturers was 3.25, among the Assistant Professors was 3.56, and among the Associate professors was 3.59, whereas among the Full professors was 3.62. That means the faculty members who hold the rank of Full professor have a higher level of job satisfaction than the other members who hold other ranks in light of the study results.

This result can be explained that the full professors feel stable and secure in their job, and they have a pretty

good level of satisfaction regarding their financial status unlike the other ranks of the faculty members. So, the higher the rank of the faculty member, the more satisfied he is regarding his social and financial status.

The results of this study agreed with the studies of: (Al-Sawalheh, 2006), (Al-Bandari & Al-Otoom, 2002), (Al-Olaimat, 1994), and (Al-Erimi, 1998) in that the level of job satisfaction increases when the academic rank heightens, but the results disagreed with the study of (Al-Sharaideh, 2004).

Fourth: differences in accordance to the variable of age.

To unravel the significance of differences according to the variable of age, means and one-way ANOVA were calculated as seen in Table 7.

Table 7
Means & One-Way ANOVA in Accordance to Age

| Variables age | Number | Mean | F-value | Significance level |
|------------------------|--------|------|---------|--------------------|
| Less than 29 years old | 13 | 3.67 | | |
| 29-33 years old | 18 | 3.46 | | |
| Total 34-39 years old | 23 | 3.57 | 1.75 | *0.03 |
| 40-44 years old | 29 | 3.65 | | |
| More than 45 years old | 35 | 3.96 | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 7, there are statistically significant differences between the faculty members in accordance to the variable of age. To identify the sources of these statistically significant differences between the means

of the job satisfaction level for the faculty members in accordance to the variable of age, the researcher used Scheffe test for locating these sources as seen in Table 8.

Table 8
Scheffe Test for Locating the Source of Differences According to Age

| Variables age | Mean | Less than 29 yrs old | 29-33 yrs old | 34-39 yrs old | 40-44 yrs old | More than 45 yrs old |
|----------------------|------|----------------------|---------------|---------------|---------------|----------------------|
| Less than 29 yrs old | 3.67 | | | | | |
| 29-33 yrs old | 3.46 | | | | | |
| Total 34-39 yrs old | 3.57 | | | | | |
| 40-44 yrs old | 3.65 | | | | | |
| More than 45 yrs old | 3.96 | * | * | * | * | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 8, there are statistically significant differences for the level of job satisfaction among the faculty members in accordance to the variable of age, and for the favor of those who are 45 years old or more, where the mean among the faculty members whose age is less than 29 years old was (3.67), whose age is 29-33 years old was (3.46), whose age is 34-39 years old was (3.57), whose age is 40-44 years old was (3.65), and those whose age is more than 45 years old was (3.96), that means the faculty members whose age is more than 45 years old have a higher level of job satisfaction than the other members in light of the study results.

This result could be illustrated that the faculty members who are more than 45 years old have a high level of satisfaction regarding their social status and

job security since the professor has already progressed gradually through the other ranks until reaching the academic position that offers him the society's respect and appreciation in addition to the stable university position.

The findings of this study agreed with the studies of each of: (Al-Olaimat, 1994), (Collier, 1992), and (Ruben, 1994). But it disagreed with the study of (Fitzgerald & Durant, 1980) in that the level of job satisfaction increases as a person gets older.

Fifth: differences in accordance to the variable of university.

To unravel the significance of differences according to the variable of university, means and one-way ANOVA were calculated as seen in Table 9.

Table 9
Means & One-Way ANOVA in Accordance to University

| | Variables university | Number | Mean | F-value | Significance level |
|-------|----------------------|--------|------|---------|--------------------|
| Total | Jordan University | 33 | 4.27 | 1.09 | *0.05 |
| | Yarmouk University | 36 | 3.97 | | |
| | Mu'tah University | 24 | 4.32 | | |
| | Hashemite University | 25 | 3.84 | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table 9, there are statistically significant differences between the faculty members in accordance to the variable of university. To identify the sources of these statistically significant differences between the means

of the job satisfaction level for the faculty members in accordance to the variable of university, the researcher used Scheffe test for locating these sources as seen in Table 10.

Table 10
Scheffe Test for Locating the Source of Differences According to University

| | Variables university | Mean | Jordan University | Yarmouk University | Mu'tah University | Hashemite University |
|-------|----------------------|------|-------------------|--------------------|-------------------|----------------------|
| Total | Jordan University | 4.27 | | | | |
| | Yarmouk University | 3.97 | | | | |
| | Mu'tah University | 4.32 | * | * | | * |
| | Hashemite University | 3.84 | | | | |

* significance level ($\alpha \leq 0.05$).

As seen in Table (10), there are statistically significant differences for the level of job satisfaction among the faculty members in accordance to the variable of university, and for the favor of Mu'tah members, where the mean among the faculty members of the University of Jordan was (4.27), for the members of Yarmouk University was (3.97), for the members of Mu'tah was (4.32), and for those from the Hashemite University was (3.84), and that means the faculty members of Mu'tah have a higher level of job satisfaction than the other members in light of the study results.

This result can be explained that the social relationships among the faculty members of Mu'tah University were tight and strong because of the existence of one interior residence there where they gather together occasionally, and also because of the existence of integral

and solid relationships among them as they spend too much time altogether because their university is far away from other governorates. Besides, they have the feeling of job security, and they are satisfied with their job conditions as well as the existence of other encouraging factors like the additional overtime and other committees' work that influences their financial status in general and that all affects the level of their job satisfaction and desire for work.

5. RECOMMENDATIONS

Based upon the findings of this study, the researcher recommends the following:

- Paying attention to the situation of the faculty members of Jordan universities' Colleges of Education

within all of the study domains so as to guarantee a level of job satisfaction that reflects consequently upon their work and efforts.

- The study revealed an obvious decline in the level of job satisfaction among the faculty members regarding salary and promotions. Thus, the researcher recommends improving the salary system and establishing promotions to increase job satisfaction.
- Conducting more field studies and researches around job satisfaction and spirit among the Jordanian universities' faculty members, and trying to identify the reasons that may help in increasing their level of job satisfaction, and other different fields.

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