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**THE EFFECT OF JOB SATISFACTION ON THE
PERFORMANCE OF NURSING EDUCATORS AMONG
NURSING FACULTIES IN WEST BANK**

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ABSTRACT

Aim: This study considered as an exploratory for the level of job satisfaction among nursing educators in West Bank nursing faculties and effect of it on their performance.

Background: There are several influences affect the performance of teachers, and job satisfaction considered as one of them. Previous studies showed that present of positively correlated between job satisfaction and job performance.

Method: Quantitative, exploratory and descriptive design used to conduct this study, sample of the study was (64) nursing educators (39 F, 25 M) working in West Bank nursing faculties to period more than one study course. These are An-Najah national university, Al-Quds University, Bethlehem University, Hebron University, Arab American University-Jenin, Berziet University and Nursing faculty at Ibn Sina colleges.

Results: The result of this study were, presence of difference in job satisfaction according to variables (age, gender, qualification, job status, nature of the work, academic rank, years of experience, career center, and workplace), and no differences according to social status. Presence of positive correlations between variables (work conditions, direct president, administration, and salary & retirement system) and job satisfaction. Also presence of positive correlation between job satisfaction and job performance.

Conclusion: This study contributes to understanding differences in job satisfaction level according to socio-demographic variables, and effect of work conditions, direct president, administration, and salary & retirement system on job satisfaction. Finally effect of job satisfaction on job performance.

Key Words: Job Satisfaction, Performance, Nursing Educators, Nursing Faculties.

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Chapter One

INTRODUCTION

Nursing Education consider as one of the main disciplines that provide the community with qualified health care providers, which lead to promote the quality of health care system in community. It consists of theoretical & practical training provided to nursing student to prepare them for their duties as health care professionals. This education provided to students by experienced nursing teachers & other medical professionals who have qualified or experienced for educational task to develop a lifelong learner who can adapt effectively to changes in both the theory and practice of nursing.

Nursing education developed through many stages before reaching the current status to be studied at university level. Nursing started as job training practice which gradually moved to practical training, then developed to be granted as Diploma through hospital affiliated schools of nursing (McLaughlin and Yan 2007; Buzieh 2010). In the same words Hegarty et al (2009) described the education of nurses has undergone rapid and progressive change, moving from apprenticeship to a diploma, with many jurisdictions progressing to baccalaureate entry to practice over the last century.

Given recent evidence that teacher quality is very important for student achievement but unrelated to most observable teacher characteristics, motivating teachers to perform well and attracting a pool of high-performing teacher applicants are promising policies to improve student outcomes (Woessmann 2010). When the teachers provide high quality performance this will lead to high quality students, then qualified health care professionals working to promote health care system. There are several influences affect the performance of teachers as other professions and job satisfaction considered as one of them. Job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self fulfillment they may receive from doing their jobs (Newby 1999). Previous studies had shown that present of positively correlated between job satisfaction and job performance (Pugno 2009).

The aim of this study is to assess the job satisfaction level of nursing teachers in West Bank faculties and effect of it on their performance.

1.1 Background of the Study

Job life is one of the important parts of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment most of the people in the world are spending their time for job related work purposes resulting ignore the stressor those are influencing their work and life (Ahsan et al., 2009). Usually people are more worry about their outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers (Ahsan et al., 2009). For example, people with a higher percentage of occupational stress may not be satisfied with their job and therefore they will not feel happy working in the organization (Ahsan et al., 2009). They may feel frustrated or “burned out” when they are having problems with peers or customers (Ahsan et al., 2009).

This may leave a negative impact to the organization itself. Therefore, it is very important for employer and employees to realize the stress and the stressor that cause all the negative effects (Ahsan et al., 2009).

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, personnel and human resource management and organizational management (Tasnim 2006). It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. These feelings were based on the individual’s perceptions of the differences between what was expected as a fair return and what was actually experienced (Newby 1999). The source of job satisfaction is not only the job; it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also (Tasnim 2006).

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction (Tasnim, 2006). It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs (Tasnim, 2006). Teachers are arguably the most important group of

professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (BISHAY, 1996). Teachers and staff members engaged in nursing activity experience more stress than other workers (MUTO et al., 2006).

Job satisfaction among nurses is great concern throughout the world but the satisfaction of nurse teachers has received less attention and no review of global research on the topic has been published (Gui et al., 2008).

Over the last three decades, nurse education has developed rapidly alongside world economic expansion. Many countries have experienced considerable reform within nurse education systems (Spitzer & Perrenoud, 2006; Gui et al., 2008).

Nurse teachers are experiencing the challenge of supporting students transitioning from full time school education to higher education (Gui et al., 2008). Additionally, the role of nurse teachers has changed significantly with the transfer of nurse education from hospital based schools of nursing into universities (Gui et al., 2008). They are expected to teach, undertake research alongside a range of other scholarly activities (e.g. writing for publication, conference papers, consultancy), fulfill an administrative role and, in some instances, support staff in practice as well as provide patient care (Barton, 1998; Gui et al., 2008). These roles are varied and demanding in scope and may influence the level of nurse teachers' job satisfaction as well as the factors that contribute to job satisfaction or, indeed, job dissatisfaction. Good relationships with students and support from colleagues and management increased their job satisfaction (Gui et al., 2008).

The nurse teachers valued their professional independence to operate in the manner that they considered best, although working conditions (which were not specified) sometimes increased dissatisfaction (Gui et al., 2008). In addition, changes, time pressure, constant work overload and stress as well as a lack of sufficient support and encouragement were reasons for dissatisfaction (Gui et al., 2008). Large teaching groups and continually increasing administrative duties also caused dissatisfaction. The changes in role demands and the conflicts related to the different roles of nurse teachers also impaired their ability to cope, although there were differences between

individuals and educational institutions in how work overload was experienced (Gui et al., 2008).

Nursing teachers accept the challenge of helping students successfully navigate the transitions of undergraduate and graduate nursing programs through requisite course work (Wolf et al., 2004). The hope of being an effective teacher impels faculty to create and carry out diverse teaching strategies, follow carefully constructed syllabi, and engage consistently in students' academic concerns (Wolf et al., 2004). Considerable pride is associated with the reputation of being an effective, excellent teacher (Wolf et al., 2004).

Teaching performance is among the most important issues in education sectors. Consequently, nursing programs conduct student evaluations of faculty performance when courses end. Faculty often awaits the arrival of student evaluations with apprehension, and teaching performance is a particular concern for novice educators (Siler & Kleiner 2001; Wolf et al., 2004). Furthermore, student feedback has motivated and empowered faculty to improve teaching performance (Feldman & Paulsen 1999; Wolf et al., 2004). Faculty considers student evaluations an important indicator of effective teaching (Marsh 1984; Wolf et al., 2004). Negative statements on evaluation forms may affect faculty motivation (McKeachie, 1997; Wolf et al., 2004).

Tyler & PsyAsia International (2007) Claimed that, job performance concerns the knowledge, skills and attitudes that are required to enable an individual to perform the activities listed in the job description as per the competency profile that a human resource or similar professional may have developed through job analysis. Performance appraisal is used in organizations worldwide as a means to ensure the (at least) adequate performance of employees. It is linked to the entire human resource cycle in that it informs the training and development agenda, is a factor in the remuneration calculation and is inextricably coupled with and derived from job analysis, which itself feeds into the recruitment and selection process.

A diverse spectrum of factors may affect the performance. But, what are exactly ones need attention?. This is a common concern by all organizations in various sectors. Much research effort has been put in search of the clues.

An implication of job satisfaction research throughout the disciplines of social psychology, organizational behavior, and human resource management is the everlasting assumption that job satisfaction and performance should be related (Castillo et al., 1999). Landy (1989) described this relationship as the “Holy Grail” of Industrial psychology (Judge et al., 2001). However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improve job performance -- in fact, improved job satisfaction can sometimes decrease job performance (http://208.42.83.77/prsn_wll/job_stfy.htm). For example, you could let sometime sit around all day and do nothing. That may make them more satisfied with their "work" in the short run, but their performance certainly didn't improve (http://208.42.83.77/prsn_wll/job_stfy.htm)

1.2 Problem Statement

According to the National League for Nursing (2002), “the nurse educator role is essential to the ongoing development of the profession and the ability of the discipline to meet society's needs for quality nursing care”. When the nursing educators have lower level of job satisfaction, that tend to lower the quality of nursing teaching and learning, several positive measures should be taken so that poor incidence and bad experience involving teachers could be avoided. Therefore, it is appropriate that more studies be conducted to identify the variables that affect the job satisfaction of nursing educators to promote nursing teaching process.

More specific, this study aim to assess the level of job satisfaction of nursing teachers in West Bank faculties and effect of it on their performance. This study also attempt to look at the role of these variables (socio-demographic variables, work conditions, direct president, administration and salary and retirement system) as correlates to teachers' job satisfaction.

1.3 Significance of the Study

Job satisfaction among nurses is of concern throughout the world but the satisfaction of nurse teachers has received less attention and no review of global research on the topic has been published (Gui et al., 2008).

Thus the significant of the study will be able to discover the following:

- 1) The need of this study to be applied here in West Bank due to the importance of it to clarify the variables that affects job satisfaction of nursing teachers to document it to be used by the researchers in this field.
- 2) There is no study done on the nursing teachers here in West Bank at all (faculties) in this subject so it's important to be provided to the decision maker to put in their perspective these data during policy making.
- 3) The findings could be used as inputs to managers of education in planning; developing and implementing programs for the purpose promoting nursing teaching.
- 4) To provide the teachers themselves and insight them with their problems to take care.

1.4 Purpose of Study

The main purpose of this study was to assess the job satisfaction level of nursing teachers in West Bank faculties as measured by questionnaire. And the other purpose was to determine the effect of job satisfaction on job performance of nursing teachers in West Bank faculties.

Objectives of the Study

1. To determine the relationship between socio-demographic variables and job satisfaction.
2. To explore the relationship between work conditions (workload pressure, relationship with coworker and motivations) and job satisfaction.
3. To investigate the effect of direct president on job satisfaction.
4. To identify the relationship between the administration and job satisfaction.
5. To assess the impact of salary and retirement system on job satisfaction.
6. To determine the effect of job satisfaction level on the job performance.

1.5 Study Hypothesis

1. There is a statistically significance difference about effect of socio-demographic variables on job satisfaction of nursing educators, at significance level ($\alpha \leq 0.05$).
2. There are differences in job satisfaction level of nursing educators according to work conditions, at significance level ($\alpha \leq 0.05$).
3. There are differences in job satisfaction level of nursing educators according to direct president, at significance level ($\alpha \leq 0.05$).
4. There are differences in job satisfaction level of nursing educators according to administration, at significance level ($\alpha \leq 0.05$).
5. There are differences in job satisfaction level of nursing educators according to salary and retirement system, at significance level ($\alpha \leq 0.05$).
6. There is a higher rate of job satisfaction that positively related with the total score of job performance of nursing educators, at significance level ($\alpha \leq 0.05$).

1.6 Conceptual Definitions

Job Satisfaction: In 2000 Riggio believed job satisfaction to be the feelings and attitude one has about his job. He further stated that all aspects of a particular job good and bad, positive and negative are likely to contribute to the development of feelings of satisfaction or dissatisfaction (Olorunsola 2010). Robins (2001) saw job satisfaction as an individual general attitude towards his or her job. And Mullins in 2005 perceived job satisfaction as more of an attitude, an internal state and it could be associated with a personal feelings of achievement either qualitative or quantitative (Olorunsola 2010).

Job performance: Overall performance encompasses all behaviors, task or otherwise, necessary for the successful performance of a job (Coole 2003). Motowidlo, Borman, and Schmidt (1997, pg. 72) define overall job performance as the “aggregated value to the organization of the discrete behavioral episodes that an individual performs over a standard interval of time” (Coole 2003).

Nursing: The act of utilizing the environment of the patient to assist him in his recovery (DeLaune et al., 2002).

Education: Approach tries to identify new knowledge by compulsory training and teaching during schools or universities (Quinn 2001; Buzeih 2010).

Nurse Educator: A career in nursing education provides you with the opportunity to teach in programs that prepare licensed practical nurses (LPN) and registered nurses (RN) for entry into practice positions (Quinn 2001; Buzeih 2010).

The Faculty: Is group of people who teach the course at a college or university (Clark 2008).

1.7 Conceptual Framework

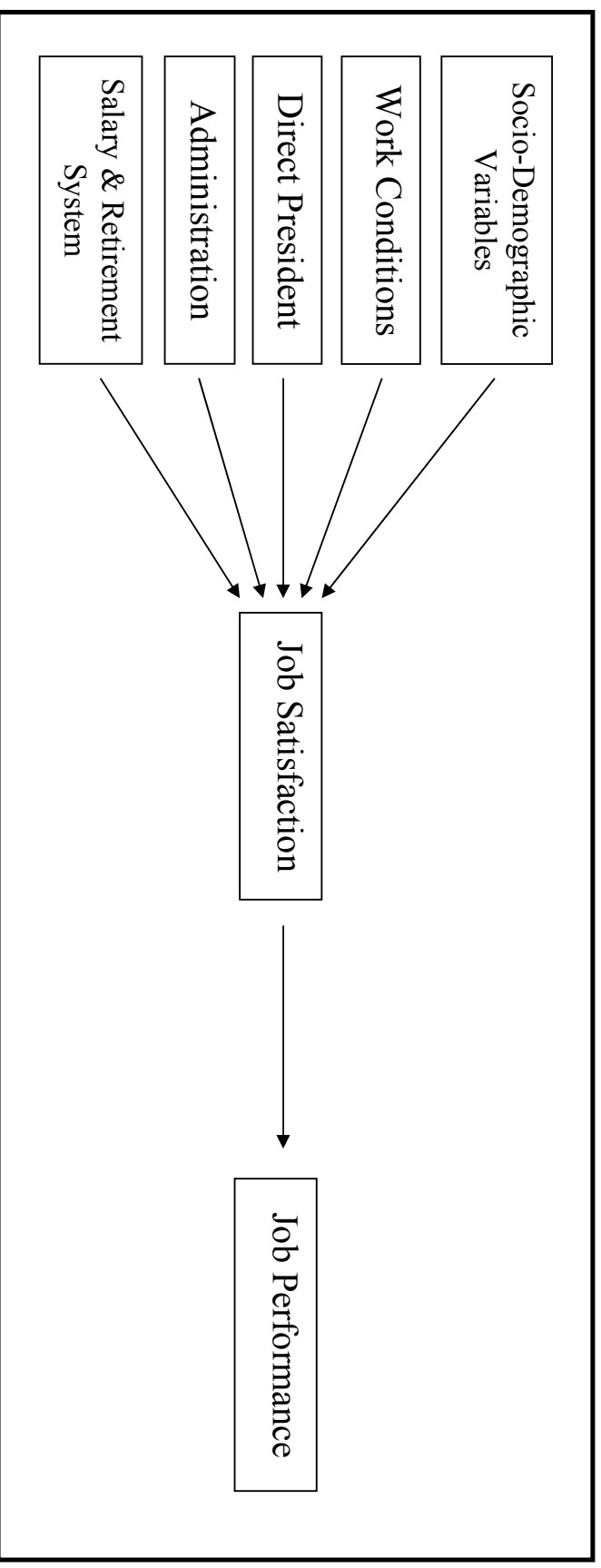


Figure 1.7: Conceptual Framework for Study's Phenomenon.

Chapter Two

REVIEW OF THE LITREATURE

2.1 Job Satisfaction

The most important information to have regarding an employee in an organization is a validated measure of his or her level of job satisfaction (Roznowski et al 1995; Castillo et al., 1999). Many studies have been conducted on teachers' job satisfaction because "The relevance of job satisfaction is very crucial to the long-term growth of any educational system around the world (Alsweel & Buehl 2009).

A review of satisfaction literature reflects one area in which there seems to be some general agreement among researchers. The area of agreement is the definition of job satisfaction. Smith, Kendall, and Hulin (1969) define it as "the feelings the worker has about his job". These feelings were based on the individual's perceptions of the differences between what was expected as a fair return and what was actually experienced (Newby 1999). Lawler (1973) also explained job satisfaction in terms of the difference between what people thought they should receive and what they perceived that they actually did receive (Newby 1999). Locke (1976) gave a comprehensive definition of job satisfaction as involving cognitive, affective and evaluative reactions or attitude and states that it is a pleasurable or positive emotional state resulting from the appraisal of one's job or experience (Olorunsola 2010). Schultz (1982) defined job satisfaction as " the psychological disposition of people toward their work – and this involves a collection of numerous attitudes or feelings" (Newby 1999).

Lofquist and Dawis (1991) defined satisfaction as "an individual's positive affective evaluation of the target environment; result of an individual's requirements being fulfilled by the target environment; a pleasant affective state; the individual's appraisal of the extent to which his or her requirements are fulfilled by the environment" (Newby 1999). Spector (1997) defined job satisfaction as a cluster of evaluative feelings about the job and identifies nine factors of job satisfaction as pay, promotion, supervision, benefits, contingent, rewards, communication (Olorunsola

2010). In 2000 Riggio believed job satisfaction to be the feelings and attitude one has about his job. He further stated that all aspects of a particular job good and bad, positive and negative are likely to contribute to the development of feelings of satisfaction or dissatisfaction (Olorunsola 2010). Robins (2001) saw job satisfaction as an individual general attitude towards his or her job. And Mullins in 2005 perceived job satisfaction as more of an attitude, an internal state and it could be associated with a personal feelings of achievement either qualitative or quantitative (Olorunsola 2010).

Stemple (2003) notes that “Today the classic theories of Maslow (1943). Herzberg (1968), and vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education (Tasnim 2006).

Various theories on job satisfaction have been developed, presented, and ultimately have been either supported or questioned by others in the field. Traditional theories have contended that job satisfaction and dissatisfaction share a single continuum; certain job factors create feelings of satisfaction when they are present and feelings of dissatisfaction when they are absent (Newby 1999). Traditionalists have claimed that both intrinsic and extrinsic factors have the capacity to create satisfaction or dissatisfaction. Intrinsic factors include recognition, achievement, responsibility, and advancement. Extrinsic factors of the job include salary, working conditions, supervision, and administrative policies (Finley, 1991; Newby 1999).

Herzberg, Mausner, and Snyderman (1959) developed the Motivator- Hygiene Theory. The Motivator-Hygiene Theory states that jobs have factors which lead to satisfaction or dissatisfaction. Job satisfaction (motivator) factors include achievement, recognition, the work itself, responsibilities, and advancement. Job satisfaction factors allow individuals to reach their psychological potential and are usually associated with the work itself. Job dissatisfaction (hygiene) factors are usually associated with the work environment and include pay, working conditions, supervision, company policy, and interpersonal relationships (Castillo et al., 1999).

Tasnim 2006 report that, the source of job satisfaction is not only the job. It is related to rules regulation of the job, working environment, supervision, interpersonal relation of colleague .salary, Organizational culture etc are most important. Some times the nature of job itself a matter for job satisfaction.

2.2 Socio-Demographic Variables and Job Satisfaction

Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction as well as satisfaction with various aspects of the job experienced by workers in various positions (Newby 1999).

The general findings reported by Herzberg et al, (1957) on the relationship between job satisfaction and age show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve (Newby 1999). Herzberg (1957), suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards of work tend to increase with age (Newby 1999).

The general consensus concerning gender differences in job satisfaction is that there is little practical significance between the two sexes (Newby 1999). Hulin and Smith (1964) indicated the differences in job satisfaction by sex are negligible when the factors of pay, tenure, and education are controlled statistically (Newby 1999). Job satisfaction differs on male and female attitude also. According to the result of study ‘Work values, attitudes and performance of industrial workers in Bangladesh (Tasnim 2006).

Recent studies by Ehrenberg (2003), Zoghi (2003) and Robst, Van Gilder and Polacheck (2003) found that women are no less satisfied than men. They further suggested that female workers should have the same expectations as their male counterparts and so the same job satisfaction (Olorunsola 2010). Sloane and Ward (2001) opined that women over the age of 35 have significantly job satisfaction while Hagedron (1996) asserted that the job satisfaction of female workers is lower when

their earning fall below the earning of comparable males (Olorunsola 2010). Bass and Barrent (1992) opined that inherent sex differences in job satisfaction of administrative workers is due to the secondary position women placed their secular jobs compared to their family. Zelenzunik, Christenson and Roethlisbeger (1958) also asserted that women have greater job satisfaction despite the fact that female receive the same pay and had the same job status as their men counterparts (Olorunsola 2010). Male workers are significantly higher satisfied than of the female workers for most of the careers (Tasnim 2006).

The relationship between education and job satisfaction is distinctly non-linear (Quinn, 1974; Newby 1999). The assumption is that the higher one's educational level, the greater are one's chances of securing a desired and presumably satisfying job; however, there is not a direct correlation between an incremental increase in education and an incremental increase in job satisfaction (Newby 1999). A 1975 study by Gordon and Arvey indicated that satisfaction with the work itself did not vary in its relationship to the amount of formal education. Instead, the data collected revealed that the more highly educated members of the work force were less satisfied with the prevalent way the organization was being managed than were the less educated (Newby 1999). One explanation for the lower satisfaction of better educated individuals might be that they were more aware of what constituted effective and ineffective management techniques (Gordon & Arvey, 1975; Newby 1999). Recently, the analyses of academic and career administrators' perceptions of their functioning in management and leadership capacities concluded that Ph.D.'s were more satisfied than non-Ph.D (Newby 1999).

Individuals occupying higher administrative positions have higher levels of personal control compared to middle management positions (Newby 1999). Thus, educational achievement and experience may be synonymous with career position, and career position may be indicative of job satisfaction, so that higher educational backgrounds or greater experience may predict higher administrative positions that lead to feelings of job satisfaction (Schonwetter 1993; Newby 1999).

Tenure is an important topic deserving further study. Unlike related demographic variables such as age or sex, tenure has been judged a legal and defensible basis for

disbursing organizational rewards and making staffing decisions (Gordan and Johnson, 1982; Newby 1999). Findings from the study of elementary principals in Virginia appear to indicate that principals who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than did principals who had five or fewer years of experience (Ward 1977; Newby 1999). Teachers who reported decreased satisfaction since commencing teaching had, on the average, significantly longer periods of service (Newby 1999).

Smith (2007) demonstrate that, Job satisfaction is not similar across all social groups in the US. First, job satisfaction is higher among those with more education, more prestigious occupations, and better paying positions. Among those with less than a high-school education, 45% are very satisfied compared to 58% very satisfied among those with post-graduate degrees.. Second, blacks are less satisfied with their jobs than whites are (40% vs. 53%). Third, job satisfaction is greater among those who are still working after age 65 (71% very satisfied) and lowest among the youngest workers under 29 (42% very satisfied). In general, job satisfaction increases with age. Fourth, full-time workers are more satisfied than part-time workers (52% vs. 46%). Lastly, men and women do not differ meaningfully in their average satisfaction (52% to 49%).

Kinzl et al. (2004) asserted that no statistically significant differences in job satisfaction were observed according to gender.

Newby (1999) in his study about satisfaction of principals demonstrate that, females were significantly more satisfied with Activity and Variety than males; younger and older principals were significantly more satisfied with Activity than middle aged principals; principals with educational specialist degrees were significantly more satisfied with Achievement than doctorate and masters principals.

2.3 Work Conditions and Job Satisfaction

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing (Syptak 1999). Do everything you can to keep your equipment and facilities up to date. Even a nice chair can make a world

of difference to an individual's psyche (Syptak 1999). Also, if possible, avoid overcrowding and allow each employee his or her own personal space, whether it be a desk, a locker, or even just a drawer (Syptak 1999). If you've placed your employees in close quarters with little or no personal space, don't be surprised that there is tension among them (Syptak 1999).

Marqueze et al (2008) cited by the Harri (1993) that, there are several factors related to a reduction of well being among nurse educators. These included; excessive work, especially administrative duties, communication breakdowns with the directors of the nursing college and the underestimation by others of the value of teaching.

In many studies, job stress is defined as the discrepancy between environmental and situational factors in their work and employees' capability and resources to handle them (Lazarus and Folkman 1984; Edworthy 2000). Stress in the nursing profession is an ongoing worldwide problem. Of all health care professionals, nurses have been found to have especially high levels of stress (Butterworth et al., 1999; Bourbonnais et al., 1998; Gelsema 2005).

Numerous studies found that job stress influences the employees' job satisfaction and their overall performance in their work (Ahsan. N, et al., 2009). Stress can result in physical and mental ill health, a lowering of job satisfaction and a loss of sense of achievement (Edworthy 2000). Hood's (1997) national questionnaire survey of nurse faculty in the United States found that perceived stress and job satisfaction were negatively related through the buffering effects of the sense of coherence and hardiness (Gui et al., 2008). The sense of coherence is a personality dimension which is hypothesized to facilitate stress management and to contribute to overall wellbeing (Antonovsky 1985; Gui et al., 2008). The positive linear theory holds that stress at low levels makes no significant demands, so people tend to perform poorly, but at a higher level, it challenges individuals to make more efforts, which will upgrade their effectiveness (Jing 2008).

Jing 2008 cited by Muse et al., 2003 that, when stress increases beyond the point, feelings of frustration, anxiety and tiredness start to consume energy and stress becomes dysfunctional and detrimental to performance. When nurses have a choice of

where they want to work, job satisfaction is one important aspect that is considered and often influences the intent to stay in their current position (Borda & Norman, 1997; Jasper, 2005; Kudo et al., 2006; Lane 2010). Fong (1993) in a study of nurse educators, observed a correlation between emotional exhaustion and a demanding job, time pressure and feelings of job inadequacy (Marqueze 2008). The literature suggests that nurse faculty who find a sense of enjoyment and satisfaction in their work build up years of service in that institution with the intent to stay (Lane 2010).

In relation to interpersonal relations Syptak (1999) asserted that, part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization. This will help them develop a sense of camaraderie and teamwork.

About achievement in job Syptak (1999) demonstrate that one premise inherent in Herzberg's theory is that most individuals sincerely want to do a good job. To help them, they should be placed in positions that use their talents and are not set up for failure. Existence of clear, achievable goals and standards for each position, and employees should know what those goals and standards are. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Eventually that will lead to attaining achievement and feeling satisfied.

Ghazali et al. (2007) develop study about Job satisfaction of doctors working at teaching hospitals with respect to income, designation, working environment, availability of research facilities, equipment facilities, service structure, which measured on four point scale from 1= not satisfied to 4=very much satisfied. And results of this study demonstrated that doctors were most satisfied with designation (1.98), working environment (1.68) and equipment facilities (1.68) while income level (1.24) and proper service structure (1.08) turned out to be factors causing dissatisfaction.

Another way to improve job satisfaction is by varying tasks assigned to employees. Repetitive tasks make satisfaction difficult (Hayat et al., 2010). Therefore, employees need independence to be fully satisfied within their jobs (Anderson 1984; Hayat et al.,

2010). Taveggia & Hedley (1976) assumed that workers in highly specialized jobs experience less autonomy or discretion and, consequently, they are more dissatisfied with work than those in less specialized jobs (Hayat et al., 2010). The above findings clearly make career advancement an uphill task in an organizational culture that lacks trust and freedom to make choices (Hayat et al., 2010). When feasible, support employees by allowing them to pursue further education, which will make them more valuable to the practice and more fulfilled professionally (Syptak 1999).

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world (Ololube 2006). They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance (Ololube 2006). Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003; Ololube 2006).

Kinzl et al. (2004) demonstrate that, the indices of task demands (complexity of demands, variability of work) and task-related problems (concentration demands, time pressure, work interruptions) showed no significant associations with job satisfaction. However, the variables concerning control over work at the workplace (influence on handling task, time control, participation) have a significant effect on job satisfaction, indicating that strong control over work produces greater job satisfaction. Therefore it is important for employers to establish working conditions that promote job satisfaction.

2.4 Direct President and Job Satisfaction

The concept of leadership dates back 5000 years to Egyptian hieroglyphics in which the words (seshemu) "leader" and (seshement) "leadership" are used (Bass, 1990; Sancar 2009). Today's world is the era of management and leadership. The Principal is responsible for exercising the expertise in the true management and leadership of

school affairs (Khanna 2010). Leaders communicate their vision to those around them in ways that emotionally enroll others to turn their vision into reality (Khanna 2010). This interaction between the Principal and the teachers has been described as a "sweeping back and forth of energy" (Khanna 2010). Yoki & Vanfleet (1998) viewed leadership as a process that includes influencing the task objective and strategies of a group or organization (Khanna 2010). In other words, they define leadership as influencing people in the organization to implement strategies and achieve objectives (Khanna 2010). The growth and development of an institution depends on the relationship between a leader and his/her followers (Khanna 2010).

In the case of school management, Maslow's suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003). They state that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community (Sancar 2009). The job satisfaction of teachers is as important as the leadership behavior of the Principal (Khanna 2010). (Kennerly 1989) assumed that, the leadership behaviors of consideration and initiating structure were positively related to nurse faculty job satisfaction. Lepper and Henderlong (2000) suggest that intrinsic motivation and extrinsic motivation operate simultaneously and are not necessarily reciprocal (Sancar 2009). Extrinsic motivation is affected by the way a leader behaves and can actually enhance intrinsic motivation. Similar studies in the field also show that there is a significant relationship between leader behavior, operating as extrinsic motivation and teacher job satisfaction (Fast 1964; Brown 1967; Stromberg 1967; Andreas and Ilada Andreas 1987; David 1990; Fjelstad 1990; Lunenberg and Ornstein 2000; Allegre 1994; Reyes and Shin 1995; Bare-Oldham 1998; John & Taylor 1999; Sancar 2009).

2.5 Administration and Job Satisfaction

An organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to

organization's policies, it can decrease dissatisfaction in this area by making sure policies are fair and apply equally to all (Syptak 1999).

Research has shown employees with higher job satisfaction are more productive, more committed to the organization, have lower turnover rates, care more about the quality of their work, and believe in the long run they will be satisfied with the company (Hayat et al., 2010). Employees do not want their boss to reprimand them in any way for utilizing programs that the boss may not be in agreement with. Therefore, managerial behaviors must be adapted to correlate with the newly formed policies (Hayat et al., 2010).

2.6 Salary and Retirement System and Job Satisfaction

Job satisfaction is an attitude of an employee over a period of his/her job so the factors of job satisfaction and dissatisfaction changes over the period of time (Hanif & Kamal 2009). However, in today's business climate of continuous changes and uncertainty, the importance of job satisfaction to organizational performance and individual can be “pay” (Hanif & Kamal 2009).

Lawler (1971) studied the significance of the role of pay in work organization, examined the satisfaction with pay to exert a positive influence on employee commitment (Hayat et al., 2010). He also suggested that pay satisfaction or dissatisfaction is a function of the discrepancy between what one feels one should receive and how much pay one does receive (Hayat et al., 2010). Pay dissatisfaction is sufficiently common that a finding of a lower rate of satisfaction with pay than with other job components can be anticipated, and even predicted (Lawler 1990; Hayat et al., 2010).

Pay has been considered as the major factor for job satisfaction however other related factors like promotion, recognition, job involvement and commitment are also taken into account (Hanif & Kamal 2009).

Retirement is one of the biggest decisions that a person makes (Goldfarb 1994). Hooker and Ventis (1984) note that "Retirement, as any major event in the life cycle requires adjustment" (Goldfarb 1994). Writings in the academic and professional journals of Public Administration pose an intriguing relationship between job satisfaction and retirement (Crofts et al., 2006). Dobson and Morrow (1984) noted that "Retirement attitudes were more strongly related to work commitment and job satisfaction than age, sex, health, and income" (Goldfarb 1994).

2.7 Effect of Job Satisfaction on Job Performance

Since 50 years ago, researchers attempted to understand the nature of job satisfaction and its effects on work performance, the industrial/organizational psychologists disciplines have been wrestling with the question of the relationship between job satisfaction and job performance. Researchers have had difficulty determining the relationship between job satisfaction and performance. Job satisfaction results from the exchange of personal factors, such as principles, character, and opportunity with employment factors such as the impression of the work situation and the job itself (Davies et al., 2006; Lane 2010). Kahya (2007) considered job performance the most important dependent variable in industrial and organizational psychology. For all of the main applications of this branch of psychology, such as employee training and job redesigning, the focus is almost always on improving job performance (Borman 2004; Kahya 2008).

While Borman and Motowidlo (1993) identified two broad classes of employee behavior: task performance and contextual performance (Kahya 2008). Both types of behavior are presumed to contribute to organizational effectiveness, but in different ways (Kiker and Motowidlo 1999; Kahya 2008). Task performance involves patterns of behaviors that are directly involved in producing goods or service or activities that provide indirect support for the organization's core technical processes. Such criteria including quantity, and quality of output were widely used task performance criteria to measure employee job performance in the ergonomic studies (Kahya 2008). Contextual performance is defined as individual efforts that are not directly related to their main task function but are important because they shape the organizational,

social, and psychological context that serves as the critical catalyst for task activities and processes (Werner 2000; Kahya 2008). When employees help others complete a task, cooperative with their supervisors, or suggest ways to improve organizational processes, they are engaging in contextual performance (Van Scotter et al., 2000; Kahya 2008). As interest grows in the type of helpful, cooperative, and innovative job performance behavior, it becomes more important to understand its influence on organizational and individual outcomes (Kahya 2008). In performance evaluation literature, many systematic studies have been devoted to the potential effects of some variables such as age, gender (Lee and Alvares, 1977), experience (Schmidt et al., 1986), observation time (Moser et al., 1999), interpersonal affect (Antonioni and Park, 2001), rating format (Yun et al., 2005), workplace deviant behaviors (Dunlop and Lee, 2004), and organizational politics (Witt et al., 2002; Miron et al., 2004) on job performance (Kahya 2008). The major result from these studies was that job experience and education level had direct or indirect effects on job performance (Kahya 2008). Traditional theory suggests that job performance is affected by job satisfaction; increase job satisfaction and you will increase job performance (Putman 2002).

From the 1930s to the mid-1950s, the views on the job satisfaction – performance relationship can be summarized in the statement “a happy worker is a productive worker” (Zhang & FANG 2005). They placed a large amount of effort in an attempt to demonstrate that the two are positively related in a particular fashion: a happy worker is a good worker. Although this sounds like a very appealing idea, the results of empirical literature are too mixed to support the hypothesis that job satisfaction leads to better performance or even that there is a reliable positive correlation between these two variables (Buchanan 2006). Research linking job performance with satisfaction and other attitudes has been studied since at least 1939, with the Hawthorne studies (Roethlisberger & Dickson 1939; Skibba 2002). As a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity (Robbins & Coulter 1999; Zhang & FANG 2005). However, by the mid-1950s, a number of studies had failed to establish a clear link between job satisfaction and performance (Zhang & FANG 2005).

Researchers have started to assume an alternative view – performance leads to job satisfaction. If employees do a good job, they intrinsically feel good about it (Lussier, 1996; Zhang & FANG 2005). Some other researchers have suggested that the reason for the apparently uncertain relationship between job satisfaction and performance is that other variables intervene, of which rewards are the most prominent. Whether job satisfaction is going to be improved depends on whether the rewards match the expectations, needs and desires of the employees (Werther & Davis 1996; Zhang & FANG 2005).

In Judge et al. (2001), it was found by Brayfield and Crockett (1955) that there is only a minimal relationship between job performance and job satisfaction. Iaffaldano and Muchinsky (1985) did an extensive analysis on the relationship between job performance and job satisfaction. Across their many studies, they found a mean correlation of .17 (Iaffaldano & Muchinsky, 1985; Skibba 2002). There are also stronger relationships depending on specific circumstances such as mood and employee level within the company (Morrison 1997; Skibba 2002). Organ (1988) also found that the job performance and job satisfaction relationship follows the social exchange theory; employees' performance is giving back to the organization from which they get their satisfaction (Skibba 2002). Judge et al (2001) argued that there are seven different models that can be used to describe the job satisfaction and job performance relationship. Some of these models view the relationship between job satisfaction and job performance to be unidirectional, that either job satisfaction causes job performance or vice versa. Another model states that the relationship is a reciprocal one; this has been supported by the research of Wanous (1974) (Skibba 2002). The underlying theory of this reciprocal model is that if the satisfaction is extrinsic, then satisfaction leads to performance, but if the satisfaction is intrinsic, then the performance leads to satisfaction (Skibba 2002). Other models suggest there is either an outside factor that causes a seemingly relationship between the factors or that there is no relationship at all, however, neither of these models have much research (Skibba 2002). The final model is "Alternative Conceptualizations of Job Satisfaction and/or Job Performance". This model discusses how positive attitudes toward one's job can predict a high degree of job performance.(Skibba 2002).

A recent meta-analysis found an average uncorrected correlation between job satisfaction and productivity to be $r=.18$; the average true correlation, corrected for research artifacts and unreliability, was $r=.30$ (Judge et al., 2001).

Chapter Three

METHODOLOGY

3.1 Study Design

A quantitative, exploratory and descriptive study was carried out from September 2010 through December 2010, in order to evaluate the level of job satisfaction among nursing teachers in West Bank faculties and affect of it in their performance. This study also involved Cross-sectional types of research methodology based on the guideline given by Hussey and Hussey (1997). Their reports mention that cross-sectional studies are a positive methodology designed to obtain information on variables in different contexts (Ahsan. N, et al., 2009).

3.2 Administrative Arrangement

Permissions were obtained from the ministry of health at the Palestinian Authority to conduct study in Ibn Sina College and from the heads of nursing faculties of target faculties prior to data collection. Participants received explanation about the purpose, confidentiality of the study. In addition, participant informed about their right to accept or to refuse participate in this study through the informed consent, which attached with each questionnaire.

3.3 Study Setting

The study was conducted at seven nursing faculties in west bank which give bachelor's degree in nursing education. These are An-Najah national university, Al-Quds University, Bethlehem University, Hebron University, Arab American University-Jenin, Berziet University and Nursing faculty at Ibn Sina colleges.

3.4 Subjects and Sample

The study targeted seven faculties offering nursing education programs at the level of bachelors' degree. The total number of the population is 82 nursing educators of whom 75 included in the study based in eligibility criteria. Please refer to table (1).

Workplace	City	No. Of nursing Teachers	Included In the study	Percentage
An-Najah University	Nablus	11	9	12%
Al-Quds University	Al-Quds	14	14	18.7%
Bethlehem University	Bethlehem	10	10	13.3%
Hebron University	Hebron	8	8	10.6%
Ibn Sina Nursing College	Huwarah/ Nablus	30	28	37.4%
Arab American University	Jenin	4	3	4%
Berziet University	Berziet	5	3	4%
Total		82	75	100%

Table 1: The total number of Population

3.4.1 Eligibility Criteria

The Inclusion criteria were: working at education profession for at least one course, and agreeing to participate in this study after reading the informed consent. The working period was defined as at least one course because it takes some time to recognize the institution policies, responsibilities, rights, motivations, and work conditions and to establish and is a consequence of the professional relationship/work environment. One course because it takes some time to establish a consequence of the professional relationship/work environment.

3.4.2. Validity and Reliability of the Study Instrument

Validity of an instrument refers to the degree to which it measures what it is intended and supposed to measure (Polit and Beck, 2004; Buzieh 2010). The instrument used in this study was constructed by the researcher. Content validity is concerned with obtaining the opinion of other experts who can assist in determining whether there is adequate sampling of the content for the construct being measured (Polit and Beck, 2004; Buzieh 2010). This needs of substantive experts to evaluate and document the content validity of new instrument which is a subjective estimates of measurement based on judgment rather than statistical analysis. This instrument was approved and

evaluated by experts in nursing education and in learning education in Palestine, also experts on nursing researchers, nursing educators and other experts in the faculty of educational sciences to evaluate initial contents for validity (Annex 1). Last but not least, the researcher's advisor also assesses the instrument for wording, adequacy, and coverage of items of the satisfaction and job performance of nursing teachers among nursing faculties. After revising the items in questionnaire and summarizing the experts' suggestion, modifications were made in wording, content. Some items were added but some others were dropped.

Hence, the researchers have evaluated the questionnaire after consulting experts in nursing education. After that, a pilot testing for 10 nursing educators and teachers were made to ensure the validity of the instrument.

The reliability of a quantitative instrument is a major criterion for assessing its quality and adequacy (Polit and Beck, 2004; Buzieh 2010). According to Polit and Beck (2004), reliability is the degree of consistency or dependability with which an instrument measures the attribute it is designed to measure. Reliability of the questionnaire was measured by using Coefficient alpha (or Cronbach's alpha) the normal range of values between 0.00 and 1.00, where the higher values reflect a higher internal consistency (Polit and Beck, 2004; Buzieh 2010). The Cronbach's Alpha obtained from this study equal to 0.87 for 66 items of the questionnaire; this means the instrument has a high degree of reliability and a high internal consistency, as shown in annex (2).

3.5 Data Collection Instrument

The instrument which used in the study was a questionnaire developed by the researchers as before mentioned, which tapped different measures like demographic data (10 items), job satisfaction (20 items), direct president (10 items), administration (10 items), salary and retirement (5 items), and job performance (11 items). The parts of questionnaire constructed using a 5 point Likert scale which are strongly agree, agree, uncertain, disagree, & strongly disagree.

3.6 Pilot Study

A pilot study was conducted to determine of the reliability and the validity of the questionnaire. The study was conducted for the period of 25, September 2010 through 10, October 2010. The pilot study aimed to:

1. Identify the barriers that may count during the data collection process.
2. Estimate the time required for the data collection.
3. Determine the reliability of the questionnaire.
4. Obtain the clarity and the content adequacy of the questionnaire.

The study testing the instrument on 10 teachers from different nursing faculties, four in Ibn Sina Nursing college, three in Berziet University, two in An-Najah University, one in Arab American University. The result indicate that alpha correlation coefficient was (0.87) for reliability of the questionnaire and the answers showed consistency in understanding the questions where no changes or modification is needed.

3.7 Data Collection Procedure

The questionnaires were distributed and collected by the researcher themselves with assistance of key persons from the target nursing faculties. Before distribute the questionnaires, we entered to heads of faculties and discussed to them about the purpose of the study and permissions took form them. We obtained the numbers of teachers present in every faculty from heads of faculties and determined which of them within eligibility criteria of the study and excluded the rest. The secretaries assessed us in distribution of questionnaires on the participants. We left the questionnaires with the participants and returned to gather them in later time. Follow of the questionnaire and reminded the secretaries of target faculties done via telephone and when them told us it ready we went to brought it.

Some faculties demonstrated unserious in participate in the study and response rate of faculties was as following:

Workplace	Number Of Distributed Questionnaires	Number Of Returned Questionnaires	Response Rate For Faculty	Proportion From Total Response Rate
An-Najah University	9	9	100%	12%
Al-Quds University	14	14	100%	18.6%
Bethlehem University	10	5	50%	6.7%
Hebron University	8	8	100%	10.6%
Ibn Sina Nursing College	28	22	78.5%	29.4%
Arab American University	3	3	100%	4%
Berziet University	3	3	100%	4%
Total	75	64		85.3%

Table 2: Response Rate of Faculties.

As shown from the table the total response rate of participant in the study was 85.3%.

3.8 Data Analysis

When the data was being collected, it was entered & analyzed by using the Statistical Package for Social Sciences program (computer software SPSS) for descriptive and inferential statistics.

3.9 Ethical Consideration

The study took into consideration the relevant principles when conducted the research, these principles include; principle of beneficence, principle of respect for human dignity, principle of justice, anonymity, confidentiality and informed consent. These principles discussed with participants before the study conducted.

The study gained permissions form ministry of health at the Palestinian Authority and deans of target faculties to conduce study in their faculties.

Every participant in the study received an explanation about the purpose, confidentiality of the study. In addition, participant informed about their right to accept or to refuse participate in the study through the informed consent, which attached with each questionnaire.

Chapter Four

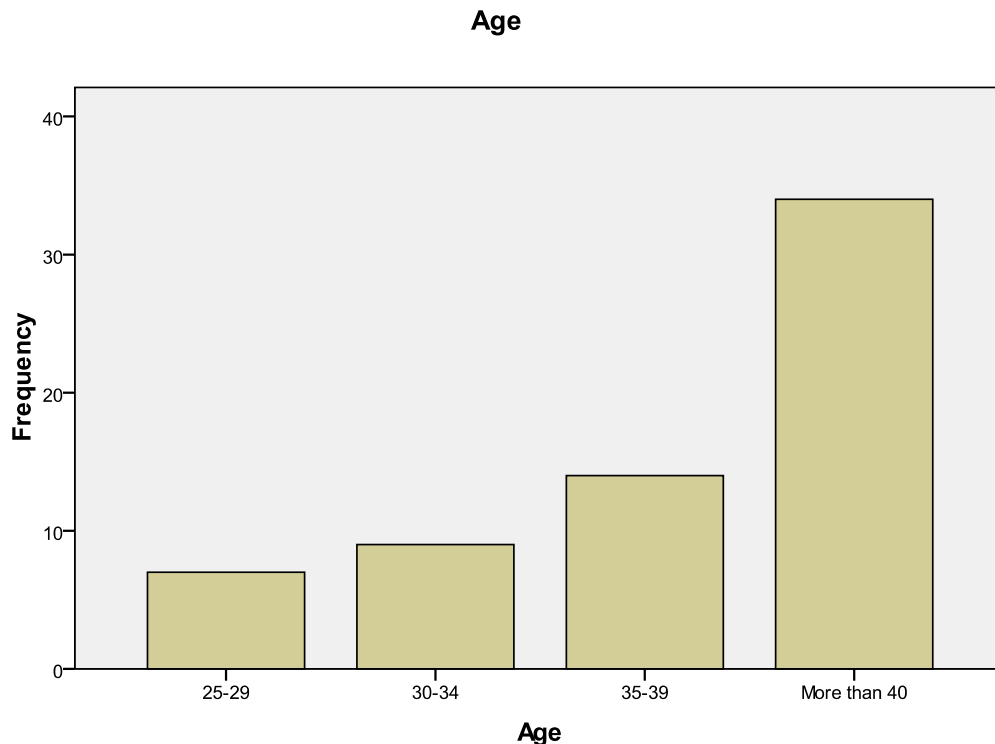
RESULTS

This chapter illustrated the result of the present study that emerged out of the data analysis. The descriptive statistics in terms of utilizing frequencies, means, standard deviations and percentage of the socio-demographic data analysis characteristics and variations among participants presented by tables and graphs.

4.1 Socio-Demographic Variables and Job Satisfaction

4.1.1 Age

The graph (4.1.1) shows the sample distribution according to age.



Graph 4.1.1: Sample Distribution According To Age.

As is clear the heterogeneous sample in relation to age; 53.1% of participant are the higher age group (More than 40) years, 21.9% aged (35-39) years, 14.1% aged (30-34) years, and 10.9% aged (25-29) years (See annex 3)

The table (4.1.1) shows the mean, standard deviation and percentage of job satisfaction among participants according to age groups.

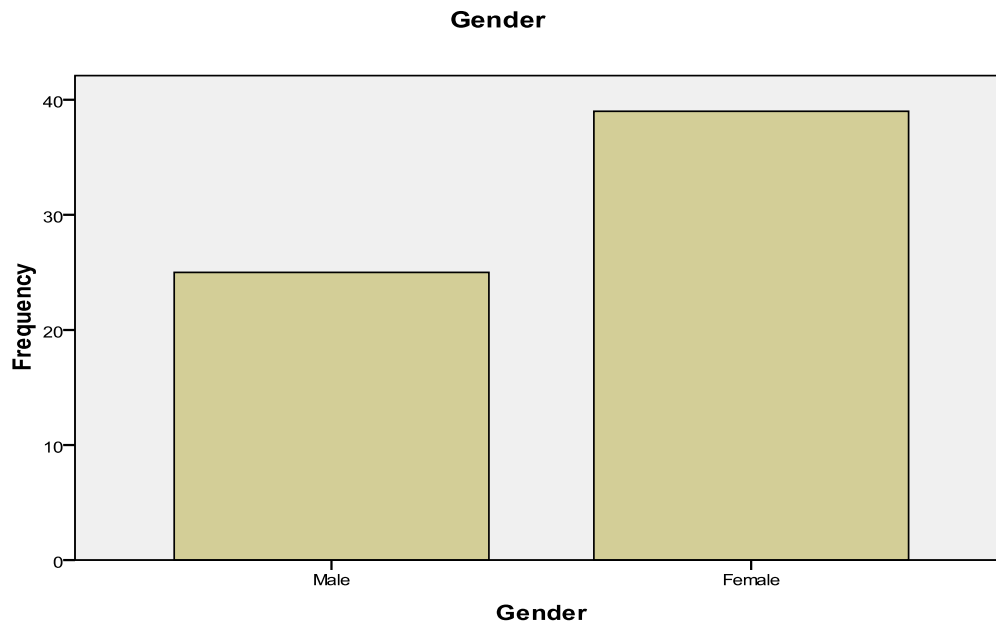
Age	Mean	Standard Deviation	Percentage
25-29	3.86	0.86	77%
30-34	3.60	1.08	73%
35-39	3.47	1.06	69%
More than 40	3.02	1.14	60%

Table 4.1.1: Mean, standard deviation, and percentage of job satisfaction according to age

This table revealed that there was significant association between nursing teachers' job satisfaction and their age distribution.

4.1.2 Gender

The Graph (4.1.2) shows the sample distribution according to gender.



Graph 4.1.2: Sample Distribution According To Gender.

As shown the majority of these participants were Females (60.9%) Vs Male (39.1%).
See annex (4)

The table (4.1.2) shows the mean, standard deviation and percentage of job satisfaction among participants according to gender.

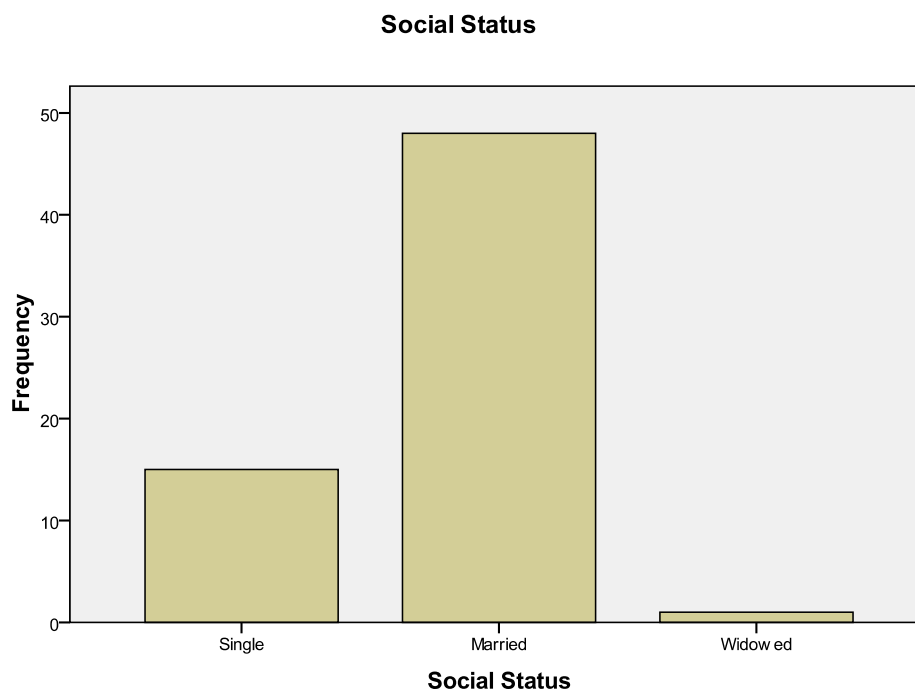
Gender	Mean	Standard Deviation	Percentage
Male	3.73	0.86	75%
Female	3.33	1.02	67%

Table 4.1.2: Mean, standard deviation, and percentage of job satisfaction according to gender

The table shows that the mean score for male and female nursing teachers' job satisfaction were 75% and 67% respectively.

4.1.3 Social Status

The Graph (4.1.3) shows the sample distribution according to social status.



Graph 4.1.3: Sample Distribution According To Social Status

The finding for social status in nursing teachers indicate that; 75% of participants are married, 23.4% are single, and 1.6% are widowed (See annex 5).

The table (4.1.3) shows the mean, standard deviation and percentage of job satisfaction among participants according to social status.

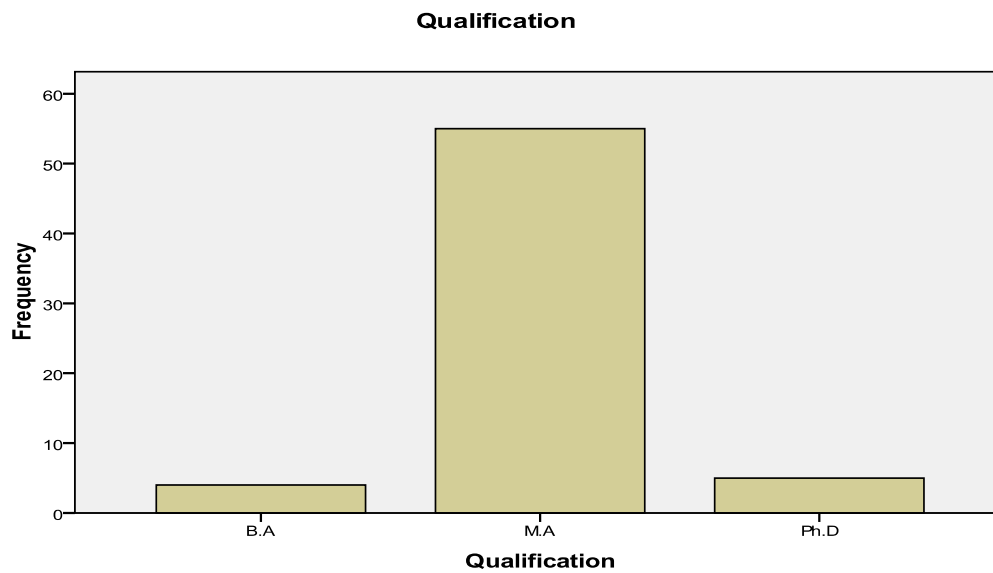
Social Status	Mean	Standard Deviation	Percentage
Single	3.46	1.12	69%
Married	3.45	0.99	69%

Table 4.1.3: Mean, standard deviation, and percentage of job satisfaction according to social status

No significant association had revealed out of this table between nursing teachers job satisfaction and their social status distribution.

4.1.4 Qualification

The Graph (4.1.4) shows the sample distribution according to qualification.



Graph 4.1.4: Sample Distribution According To Qualification

As shown the heterogeneous sample in relation to qualification; 85.9% of participants have master degree, 7.8% have doctoral degree, and 6.3% have bachelor degree (See annex 6).

The table (4.1.4) shows the mean, standard deviation and percentage of job satisfaction among participants according to qualification.

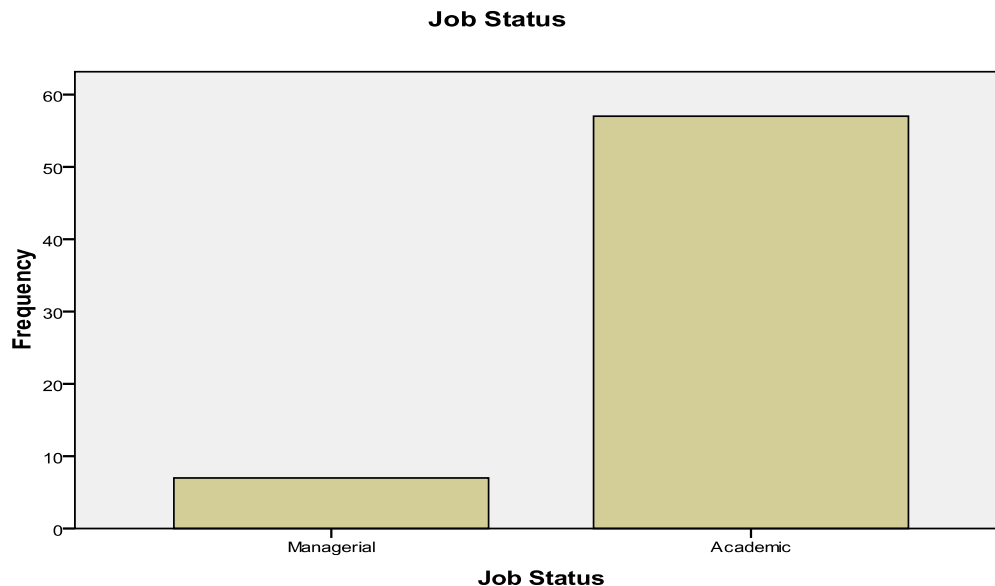
Qualification	Mean	Standard Deviation	Percentage
B.A	3.41	0.49	68%
M.A	3.67	1.03	73%
Ph.D	3.92	0.76	78%

Table 4.1.4: Mean, standard deviation, and percentage of job satisfaction according to qualification

This table indicates that there was significant association between nursing teachers' job satisfaction and their qualification distribution.

4.1.5 Job Status

The Graph (4.1.5) shows the sample distribution according to job status.



Graph 4.1.5: Sample Distribution according To Job status

As it clear the heterogeneous sample in relation to job status; majority of these participants were academic (89%) Vs managerial (11%) (See annex 7).

The table (4.1.5) shows the mean, standard deviation and percentage of job satisfaction among participants according to job status.

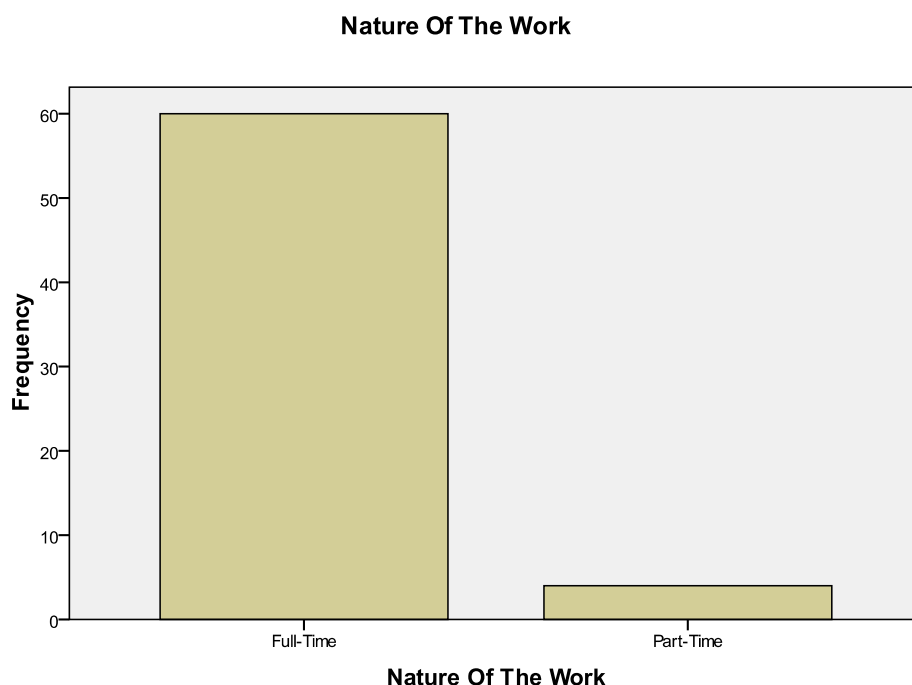
Job Status	Mean	Standard Deviation	Percentage
Managerial	2.85	1.00	57%
Academic	3.66	1.04	73%

Table 4.1.5: Mean, standard deviation, and percentage of job satisfaction according to job status

This table revealed that there was significant association between nursing teachers' job satisfaction and their job status distribution.

4.1.6 Nature of the Work

The Graph (4.1.6) shows the sample distribution according to nature of the work.



Graph 4.1.6: Sample Distribution According To Nature of Work

As shown the heterogeneous sample in relation to nature of the work; majority of these participants are full-time (93.8%) Vs part-time (6.2%) (See annex 8).

The table (4.1.6) shows the mean, standard deviation and percentage of job satisfaction among participants according to nature of the work.

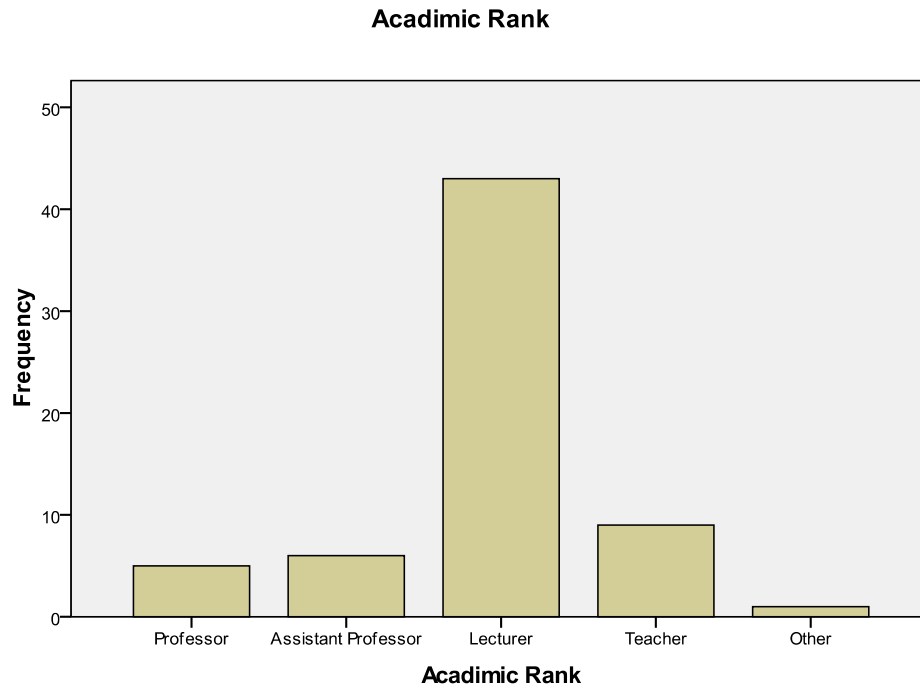
Nature Of The Work	Mean	Standard Deviation	Percentage
Full-Time	3.33	1.02	67%
Part-Time	3.47	1.06	69%

Table 4.1.6: Mean, standard deviation, and percentage of job satisfaction according to nature of the work

This table presented no significant association between nursing teachers' job satisfaction and their nature of work distribution.

4.1.7 Academic Rank

The Graph (4.1.7) shows the sample distribution according to academic rank.



Graph 4.1.7: Sample Distribution According To Academic Rank.

The findings for academic rank in nursing teachers indicate that; 67.2% of participants are lecturer, 14.1% are teacher, 9.4% are assistance professor, 7.8% are professor, and 1.6% are teaching assistance (See annex 9).

The table (4.1.7) shows the mean, standard deviation and percentage of job satisfaction among participants according to academic rank.

Academic Rank	Mean	Standard Deviation	Percentage
Professor	3.01	1.14	60%
Assistance Professor	3.64	1.17	73%
Lecturer	3.55	.59	71%
Teacher	3.85	.46	77%
Teaching Assistance	3.56	0	71%

Table 4.1.7: Mean, standard deviation, and percentage of job satisfaction according to academic rank

This table presented association between nursing teachers' job satisfaction and their academic rank distribution.

4.1.8 Years of Experience

The Graph (4.1.8) shows the sample distribution according to years of experience.



Graph 4.1.8: Sample Distribution According To Years of Experience

The findings for years of experience in nursing teachers indicate that; 37.5% of participants are experienced more than 13 years, 25% are (9-12) years, 22% are less than 4 years, and 15.5% are (5-8) years (See annex 10).

The table (4.1.8) shows the mean, standard deviation and percentage of job satisfaction among participants according to years of experience.

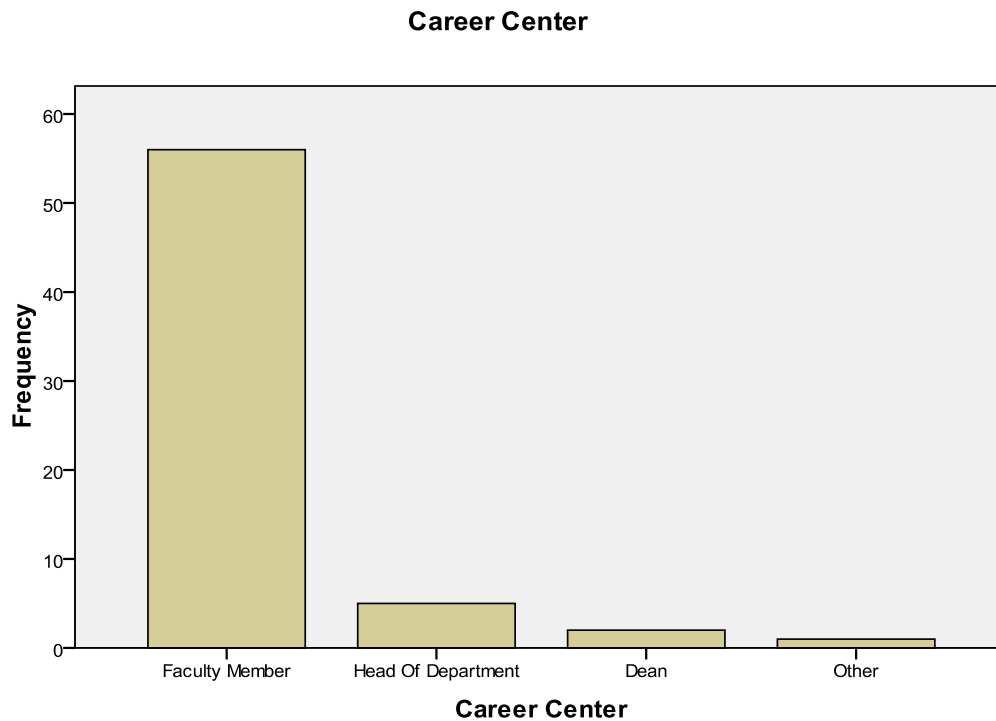
Years Of Experience	Mean	Standard Deviation	Percentage
Less than 4 Years	3.66	1.04	73%
5-8 Years	3.33	1.02	67%
9-12 Years	3.47	1.06	69%
More than 13 Years	3.67	.45	73%

Table 4.1.8: Mean, standard deviation, and percentage of job satisfaction according to years of experience

This table revealed association between nursing teachers' job satisfaction and their years of experience distribution.

4.1.9 Career Center

The Graph (4.1.9) shows the sample distribution according to career center.



Graph 4.1.9: Sample Distribution According To Career Center

As shown the heterogeneous sample in relation to career center; 87.5% of participants are faculty member, 7.8% are head of department, 3.1% are dean, and 1.6% are other (See annex 11).

The table (4.1.9) shows the mean, standard deviation and percentage of job satisfaction among participants according to career center.

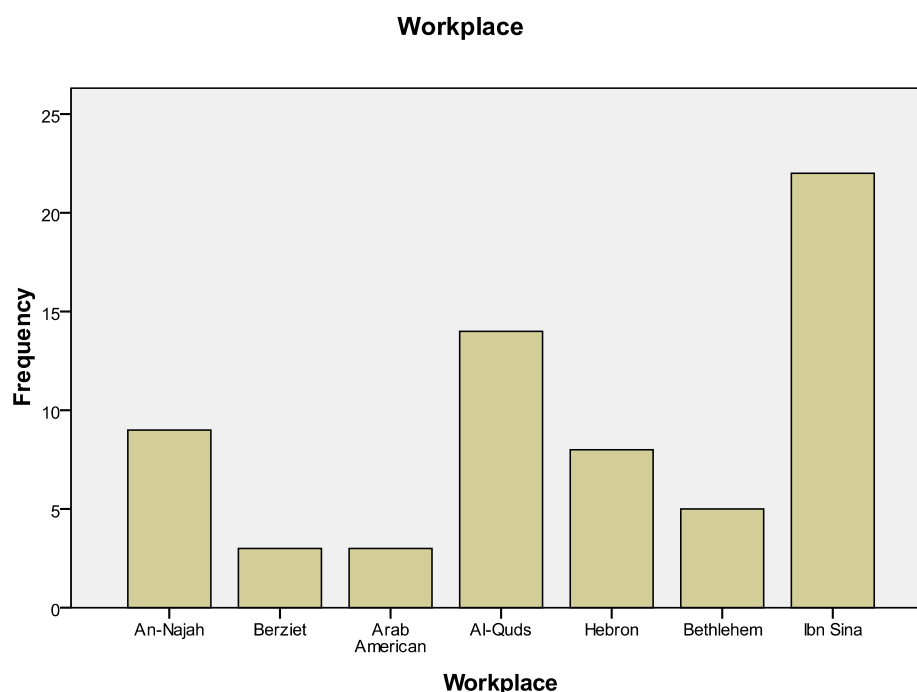
Career Center	Mean	Standard Deviation	Percentage
Faculty Member	3.50	0.96	70%
Head Of Department	3.93	0.93	79%
Dean	4.15	.65	83%
Other	3.55	0	71%

Table 4.1.9: Mean, standard deviation, and percentage of job satisfaction according to career center

Significant association was found between nursing teaches job satisfaction and their career center distribution.

4.1.10 Workplace

The Graph (4.1.10) shows the sample distribution according to work place.



Graph 4.1.10: Sample Distribution According To Workplace

As it clear the heterogeneous sample in relation to workplace; 34.4% of participants work in Ibn Sina Nursing College, 22% work in Al-Quds University, 14% work in An-Najah University, 12.4% work in Hebron University, 7.8% work in Bethlehem

University, 4.7% work in Arab American University, and 4.7% work in Berziet University (See annex 12).

The table (4.1.10) shows the mean, standard deviation and percentage of job satisfaction among participants according to workplace.

Workplace	Mean	Standard Deviation	Percentage
An-Najah University	4.03	1.01	80%
Berziet University	3.80	.49	76%
Arab American University	3.81	0.11	76%
Al-Quds University	3.91	0.29	78%
Hebron University	3.33	2.08	67%
Bethlehem University	3.71	0.94	74%
Ibn Sina Nursing College	3.55	1.00	71%

Table 4.1.10: Mean, standard deviation, and percentage of job satisfaction according to workplace

This table revealed that there was significant association between nursing teachers' job satisfaction and their workplace distribution.

4.2 Work Conditions and Job Satisfaction

The findings indicate that the presence of positive relationship between effect of work conditions and nursing teacher's level job satisfaction with correlation ($r = .89$) at the level ($\alpha \leq 0.05$) as shown in the table 4.2.

Correlations			
		Work conditions	Job Satisfaction
Work conditions	Pearson Correlation	1	.893**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.893**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.2: Correlation between Work Conditions and Job Satisfaction

4.3 Direct President and Job Satisfaction

The findings indicate that the presence of positive relationship between effect of direct president and nursing teacher's level job satisfaction with correlation ($r = .88$) at the level ($\alpha \leq 0.05$) as shown in the table 4.3.

Correlations			
		Direct President	Job Satisfaction
Direct President	Pearson Correlation	1	.881**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.881**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.3: Correlation between Direct President and Job Satisfaction.

4.4 Administration and Job Satisfaction

The findings demonstrate that the presence of positive relationship between effect of administration and nursing teacher's level job satisfaction with correlation ($r = .83$) at the level ($\alpha \leq 0.05$) as shown in the table 4.4.

Correlations		Administration	Job Satisfaction
Administration	Pearson Correlation	1	.835**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.835**	1
	Sig. (2-tailed)	.000	
	N	50	50

****Correlation is significant at the 0.01 level (2-tailed)**

Table 4.4: Correlation between Administration and Job Satisfaction.

4.5 Salary and Retirement System and Job Satisfaction

The findings show that the presence of positive relationship between effect of salary & retirement system and nursing teacher's level job satisfaction with correlation ($r = .57$) at the level ($\alpha \leq 0.05$) as shown in the table 4.5.

Correlations		Salary And Retirement System	Job Satisfaction
Salary And Retirement System	Pearson Correlation	1	.570**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	50	50

****Correlation is significant at the 0.01 level (2-tailed).**

Table 4.5: Correlation between Salary and Retirement System and Job Satisfaction.

4.6 Effect of Job Satisfaction On Job Performance

The findings indicate that the presence of positive relationship between nursing teacher's level job satisfaction and their job performance with correlation ($r = .69$) at the level ($\alpha \leq 0.05$) as shown in the table 4.6.

Correlations			
		Job Satisfaction	Job Performance
Job Satisfaction	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	50	50
Job Performance	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	50	50

****Correlation is significant at the 0.01 level (2-tailed)**

Table 4.6: Correlation between Job Satisfaction and Job Performance.

Chapter Five

Discussion

This chapter presents the detailed interpretation of the study findings with discussion supported by the available literatures.

5.1 Discussion of the Socio-Demographic Data and Job Satisfaction.

As aforementioned the participants were 64 teachers distributed on seven nursing faculties in West Bank.

The study population was heterogeneous in terms of age, gender, social status, qualification, and job status, nature of the work, academic rank, and years of experience, career center, and workplace.

5.1.1 Age

53.1% of participants are the higher age group (More than 40) years, 21.9% aged (35-39) years, 14.1% aged (30-34) years, and 10.9% aged (25-29) years.

The job satisfaction level differ between age groups, the youngest teachers (25-29) years have higher level with percentage (77%) in compared with other groups, then (30-34) years with percentage (73%), then (35-39) years with percentage (69%), and higher age group (more than 40) years have lowest level with percentage (60%). In general job satisfaction decreased with age.

Our results are contrast with result of Smith (2007) which showed that job satisfaction is greater among those who are still working after age 65 (71% very satisfied) and lowest among the youngest workers under 29 (42% very satisfied). And with assumption of Herzberg (1957), which suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation (Newby 1999). And Kinzl et al (2004) which showed lowest job satisfaction among the youngest workers.

5.1.2 Gender

The findings of the study show that, the major of nursing teachers in West Bank are female (60.9%) Vs male (39.1%). This finding emerged as result of turnout of females to the nursing professions and education process in the past exceed turnout of the males.

Despite this, the findings of the study showed that the level of job satisfaction among male are higher than female 75% and 67% respectively. The significant difference in job satisfaction of male and female administrative workers may be due to what they value, goals and their expectations in the work place.

This result were supported through available evidence; Tasnim (2006) demonstrated that, male workers are significantly higher satisfied than of the female workers for most of the careers. And Olorunsola (2010) asserted that there was significant difference in the job satisfaction of male and female administrative staff and male have higher rate than female.

On other hand our findings are contrast with result of Ehrenberg et al (2003) found that women are no less satisfied than men. They further suggested that female workers should have the same expectations as their male counterparts and so the same job satisfaction. Also contrast with result of Zalenzunik, Christenson and Roethlisbeger (1958) which asserted that women have greater job satisfaction despite the fact that female receive the same pay and had the same job status as their men counterparts (Olorunsola 2010). Also by with result of Newby (1999) about satisfaction of principals which demonstrated that, females were significantly more satisfied than males.

5.1.3 Social status

The finding for social status in nursing teachers indicate that; 75% of participants are married, 23.4% are single, and 1.6% are widowed. However, the finding of the study showed that, there is no different in level of job satisfaction between singles and married nursing teachers (69%) to both groups. Because of very few widowed participants job satisfaction level was not possible to evaluate to this group.

This result supported by results of Maria & Georgia (2010) which indicate that no significant differences were found between faculty members who were married or lived with someone and those who were singles, divorced or widows.

5.1.4 Qualification

The findings of the study showed that majority of faculty members holds master degree (85.9%), 7.8% have doctoral degree, and 6.3% have bachelor degree.

Job satisfaction level was higher among teachers with doctoral degree (78%), and then teachers with master degree (73%) and teachers with bachelor degree have lowest level (68%). The significance differences between these groups may be due to teachers with higher qualification is more able to fulfill their expectation from their work.

This result were support by Newby (1999) which suggested that the higher one's educational level, the greater are one's chances of securing a desired and presumably satisfying job and the analyses of academic and career administrators' perceptions of their functioning in management and leadership capacities concluded that Ph.D.'s were more satisfied than non-Ph.D. Also supported by Smith (2007) witch indicated that job satisfaction is higher among those with more education.

5.1.5 Job Status

The findings of the study showed that majority of these participants were academic (89%) Vs managerial (11%).

The level of job satisfaction among academic educators was higher than managerial educators 73% and 57% respectively. This result may be due to the managerial

educators have responsibilities and workload due to administrative duties more than academic educators.

This result supported by Harri (1993) & Marqueze et al. (2008) which suggested that there are several factors related to a reduction of well being among nurse educators. These included; excessive work, especially administrative duties, communication breakdowns with the directors of the nursing college and the underestimation by others of the value of teaching.

5.1.6 Nature of the Work

93.8% of participant was full-time educators Vs 6.2% part-time. However Job satisfaction among part-time educators was higher than full-time educators 69%, 67% respectively.

This result may be due to full-time educators confront overload work and obligations to the faculty such as undertake research and scholarly activities (e.g. writing for publication, conference papers, consultancy). When part-time are free from these activities.

This result is contrast with result of Smith (2007) which founded full-time workers are more satisfied than part-time workers (52% vs. 46%).

5.1.7 Academic Rank

The findings for academic rank in nursing teachers indicate that; 67.2% of participants are lecturer, 14.1% are teacher, 9.4% are assistance professor, 7.8% are professor, and 1.6% are teaching assistance.

Job satisfaction was higher among educators with teachers' rank (77%), then assistance professor (73%), lecturer (71%), professor (60%).

The reason for this is that associate professors may be experiencing some stress with their rank in that, especially if they have been at that rank for many years, they are

struggling in their efforts to advance, may be due to their lack of academic research and publications which are required for academic advancement (Eyupoglu & Saner 2009). And newly promoted associate professors may receive the same or similar levels of compensation as the associate professors who have been at that rank for many years thus resulting in a degree of frustration and dissatisfaction (Eyupoglu & Saner 2009).

This results supported by results of Maria & Georgia (2009) which indicate that lecturers reported a somewhat higher satisfaction with their job compared to the Associate/Full Professors.

But it contrast with results of Eyupoglu & Saner (2009) which indicate that professors, assistant professors, and lecturers with a PhD enjoy only moderate levels of job satisfaction, while associate professors and lecturers with a master degree enjoy even lower levels of job satisfaction.

5.1.8 Years of Experience

The findings for years of experience in nursing teachers indicate that; 37.5% of participants are experienced more than 13 years, 25% are (9-12) years, 22% are less than 4 years, and 15.5% are (5-8) years.

The finding of the study showed that older and newer educators have the highest level of job satisfaction (73%), then (9-12) years experienced educator (69%), and (5-8) years experienced educators having a lower level of satisfaction (67%).

In many professions, increased length of service may lead to boredom and dissatisfaction with an occupation; however, this is not supported by this study.

These results also supported by BISHAY (1996) which suggested that the findings regarding the high satisfaction levels of teachers who have been working for longer may be related to higher salaries. On other hand it contrast with result of Newby (1999) which indicated that teachers who reported decreased satisfaction since commencing teaching had, on the average, significantly longer periods of service.

5.1.9 Career Center

87.5% of participants were faculty member, 7.8% are head of department, 3.1% are dean, and 1.6% was other.

Results of the study indicate that dean of faculties having higher level of satisfaction (83%) in compare with other career centers, then head of department which having (79%), and faculty members having lower satisfaction level (70%). In general, the level of satisfaction increased with center.

This result may be due to the higher career center are more able to achieve their expectations through their center in compare with lower centers. This result supported by Schonwetter (1993) & Newby (1999) which indicated that career position may be indicative of job satisfaction, so that higher educational backgrounds or greater experience may predict higher administrative positions that lead to feelings of job satisfaction.

5.1.10 Workplace

The result of the study indicated that 34.4% of participants work in Ibn Sina Nursing College, 22% work in Al-Quds University, 14% work in An-Najah University, 12.4% work in Hebron University, 7.8% work in Bethlehem University, 4.7% work in Arab American University, and 4.7% work in Berziet University.

Participants who work in An-Najah University demonstrated higher level of satisfaction (80%), then who work in Al-Quds University (78%), Arab American University (76%), Berziet University (76%), Bethlehem University (74%), Ibn Sina Nursing College (71%), and lower level of satisfaction demonstrated by educators who work in Hebron University (67%). The differences level of satisfaction among faculties due to variation in different factors among them as physical aspects, workload, stress, policies etc.

This result supported by Fairbrother & Warn (2003) which indicated that the influence of some workplace contingencies may interact with the coping styles of the individual. Stress has been associated with a number of dysfunctional outcomes in the workplace so there exists good reasons to rectify work practices that contribute to it. The experience of stress was also found to negatively influence the job satisfaction.

Also supported by Kinzl et al. (2004) which indicated that the variables concerning control over work at the workplace (influence on handling task, time control, participation) have a significant effect on job satisfaction, indicating that strong control over work produces greater job satisfaction.

This link with job satisfaction has important implications for turnover and provides an additional reason for reducing the levels of experienced stress.

5.2 Work Conditions and Job Satisfaction

The positive relationship between work conditions and job satisfaction ($r = .89$) at significant level ($\alpha \leq 0.05$) result from this study as showed in table (4.2). So that to improve job satisfaction, more attention should be paid to improve working conditions.

The educators demonstrate (72%) satisfaction level in relation to overall work conditions, more specific they demonstrate lowest level of satisfaction toward availability of housing (45%), and moderate level toward rewards (56%) and to ability to induce develop researches (57%). On other hand, they demonstrated higher level of satisfaction toward relationships with co-worker (88%), teaching hours (84%), availability of resources (83%), work independence (82%), and teaching aids and equipments (80%).

This result pointing to increase attention about reward system and motivations, in addition to create opportunities and atmosphere that allow teachers to engage in scientific researches to improve their satisfaction level.

This result supported by Ghazali et al. (2007) which showed that teaching doctors were most satisfied with designation, working environment and equipment facilities.

Also by Kinzl et al. (2004) which indicated that it is important for employers to establish working conditions that promote job satisfaction. More than that Ololube (2006) suggested that, the relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world.

5.3 Direct President and Job Satisfaction

The study findings indicated that, the presence of positive relationship between direct president and job satisfaction ($r = .81$) at significant level ($\alpha \leq 0.05$) as showed in table (4.3).

The educators demonstrate (81%) satisfaction level in relation to direct president in general, more specific, they demonstrate higher level of satisfaction about humanity and cooperation of direct president (84%), and lower level was (77%) about transparency & obviousness of direct president.

This result supported by Drysdale et al (2003) & Sancar (2009) suggestion, which states that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community. And by [Khanna](#) (2010) results which indicated that the job satisfaction of teachers is as important as the leadership behavior of the Principal. Also supported by Kennerly (1989) who assumed that, the leadership behaviors of consideration and initiating structure were positively related to nurse faculty job satisfaction. And results of Harmer & Findlay (2005) which suggested that the quality of co-worker and direct supervisor relationships significantly positively impact on overall job satisfaction.

5.4 Administration and Job Satisfaction

The positive relationship between administration and job satisfaction ($r = .83$) at significant level ($\alpha \leq 0.05$) result from this study as showed in table (4.4). And we concluded that the policies of institution affect directly on the satisfaction of employee.

The participants demonstrate (77%) satisfaction level about administration in general. More specific they demonstrate lower level satisfaction about scientific full-time and discrimination in upgrade policies (68%) while they demonstrate higher level of satisfaction (80%) about availability of communication lines with administrators and outside community.

This results supported by Syptak (1999) where suggested that an organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to organization's policies, it can decrease dissatisfaction in this area by making sure policies are fair and apply equally to all.

5.5 Salary and Retirement System and Job Satisfaction

The study results indicated that, the presence of positive relationship between Salary and Retirement System and job satisfaction ($r = .57$) at significant level ($\alpha \leq 0.05$) as showed in table (4.6).

The participants showed (60%) satisfaction level about salary and retirement systems in their institutions. They demonstrate (64%) satisfaction about sufficient of salary to cover their daily expenses and needs. And demonstrate (56%) satisfaction about retirement system in their institutions.

This result supported by Lawler (1971) & Hayat et al (2010) where they suggested that pay satisfaction or dissatisfaction is a function of the discrepancy between what one feels one should receive and how much pay one does receive. Also pay dissatisfaction is sufficiently common that a finding of a lower rate of satisfaction with pay than with other job components can be anticipated, and even predicted. Hanif & Kamal (2009) suggested that pay has been considered as the major factor for job satisfaction. Dobson and Morrow (1984) & Goldfarb (1994) noted that "Retirement attitudes were more strongly related to work commitment and job satisfaction than age, sex, health, and income".

5.6 Effect of Job Satisfaction on Job Performance

This study demonstrate the presence of positive relationship between job satisfaction and job performance ($r = .69$) at significant level ($\alpha \leq 0.05$) as showed in table (4.7).

Through these result we concluded that, job satisfaction has direct effect on the performance and productivity of nursing educators in learning process. The participant educators demonstrate their readiness to delay after end of working time to complete their duties, and they have high level of activity and vitality as being nursing educators in West Bank faculties.

Some of them demonstrate exhaustion of their energy during working time, but they don't feel with frustration about their work.

This result supported by result of Hawthorne studies 1939, Robbins & Coulter (1999) Zhang & FANG (2005) which indicated that managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity. And by Pugno (2009) where noted that previous studies showed that present of positively correlated between job satisfaction and job performance.

Conclusion

A quantitative, exploratory and descriptive study was carried out in West bank nursing faculties, targeted the nursing educators; respondents was 64 participants distributes in seven nursing faculties An-Najah National University, Ibn Sina Nursing College, Hebron University, Al-Quds University, Bethlehem University, Arab American University, and Berziet University, to assess the level of job satisfaction of educators and effect of it in their performance.

The highest level of satisfaction was observed for male, younger, having Ph.D educators.

The study found positive correlation between work conditions and job satisfaction of nursing educators. It demonstrate the presence of positive correlation between effect of direct president and nursing educator's level job satisfaction, presence of positive relationship between effect of administration and nursing educator's level job satisfaction, and founded presence of positive relationship between effect of salary & retirement system and nursing educator's level job satisfaction.

The study also finds the presence of positive correlation between job satisfaction and job performance of nursing educators.

Limitations of the Study

Before conduce the study, the following assumptions and limitations were made:

- Prevailing political situation in the area which limited movements and makes difficulties in research studies due to barriers and check points.
- The period of data collection was too limited.

Recommendations

Based on the early stated facts, the study can recommend that:

1. Create a suitable media including time to make educators able to developed papers.
2. Increase of the opportunity for developing teachers by offering those scholarships, because the majority of educators were aged 40 years and holding a masters' degree.
3. Prepare faculties with appropriate equipments and devices to promote education process.
4. Create nursing educators that can engage in decision making.
5. Improving nursing educators salary and retirement system to become appropriate to mortgagor economic conditions in the country.
6. Promote the motivations and rewards among nursing educators.
7. Facilitate communication between administration and faculty members.
8. Keep the policies and rules of institutions clear, obvious, and fair and applying equally to all.
9. Evaluate of the effects of the nursing shortage on the preparation of the next generation of nurse educators.

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Annexes

Annex (1)

Arbitrators of Questionnaire

Names	Qualification
Dr. Aidah Al-kaissi	The Dean of Nursing Faculty at An-Najah National University
Dr. Ansam Sawalheh	The Dean of Pharmacy Faculty at An-Najah National University
Dr. Maher Abuzant	The Dean of Arts Faculty at An-Najah National University
Dr. Samar Mismar	The Dean of higher education Faculty at An-Najah National University
Dr. Ma'arof Dwikat	Teacher at Economic and Administrative Faculty at An-Najah National University
Dr. Na'el Mousa	Teacher of Economic and Administrative faculty at An-Najah National University
Dr. Malik Sbubah	Teacher at Faculty of Medicine at at An-Najah National University
Najeh Abdul –Qader	Teacher at Economic and Administrative Faculty at An-Najah National University
Miss Samah Ishtieh	Research advisor Teacher at Nursing Faculty at An-Najah National University

Annex (2)

The Cronbach's Alpha Of pilot Study

Case Processing Summary

		N	%
Cases	Valid	8	80.0
	Excluded ^a	2	20.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.877	66

Annex (3)

Sample Distribution According To Age

Age	Frequency	Percent
25-29	7	10.9%
30-34	9	14.1%
35-39	14	21.9%
More than 40	34	53.1%
Total	64	100%

Annex (4)

Sample Distribution According To Gender

Gender	Frequency	Percent
Male	25	39.1%
Female	39	60.9%
Total	64	100%

Annex (5)

Sample Distribution According To Social Status

Social Status	Frequency	Percent
Single	15	23.4%
Married	48	75.0%
Widowed	1	1.6%
Total	64	100%

Annex (6)

Sample Distribution According To Qualification

Qualification	Frequency	Percent
B.A	4	6.3%
M.A	55	85.9%
Ph.D	5	7.8%
Total	64	100%

Annex (7)

Sample Distribution According To Job Status

Job Status	Frequency	Percent
Managerial	7	10.9%
Academic	57	89.1%
Total	64	100%

Annex (8)

Sample Distribution According To Nature of Work

Nature of Work	Frequency	Percent
Full-Time	60	93.7%
Part-Time	4	6.3%
Total	64	100%

Annex (9)

Sample Distribution According To Academic Rank

Academic Rank	Frequency	Percent
Professor	5	7.8%
Assistant Professor	6	9.4%
Lecturer	43	67.2%
Teacher	9	14.1%
Other	1	1.6%
Total	64	100%

Annex (10)

Sample Distribution According To Years of Experience.

Years of Experience	Frequency	Percent
Less than 4 Years	14	22.0%
5-8 Years	10	15.5%
9-12 Years	16	25.0%
More than 13 Years	24	37.5%
Total	64	100%

Annex (11)

Sample Distribution According To Career Center

Career Center	Frequency	Percent
Faculty Member	56	87.5%
Head Of Department	5	7.8%
Dean	2	3.1%
Other	1	1.6%
Total	64	100%

Annex (12)

Sample Distribution According To Workplace

Workplace	Frequency	Percent
An-Najah	9	14.0%
Berziet	3	4.7%
Arab American	3	4.7%
Al-Quds	14	22.0%
Hebron	8	12.4%
Bethlehem	5	7.8%
Ibn Sina	22	34.4%
Total	64	100%

