

Determinants of job satisfaction and its relationship with job performance among primary school teachers in Ibn Badis district (Sidi Belabbas)

Dr. Attou Hadjira¹, Pr. Bechelaghem Yahia²

¹Specialty Psychology, Selection and Orientation, University of Aboubakr Belkaid –Tlemcen, Faculty of Humanities and Social Sciences, Department Psychology (Algeria).

²University of Aboubakr Belkaid –Tlemcen (Algeria).

The Author's E-mail: attouhadjira87@gmail.com¹, bech_yah@yahoo.fr²

Received: 03/2024

Published: 10/2024

Abstract:

This study aimed to identify the determinants of job satisfaction and its relationship with job performance among primary school teachers in Ibn Badis district of Sidi Belabbas, as well as to assess the levels of job satisfaction and job performance among the study sample. In addition, the study sought to determine whether there were differences based on gender.

The research used a descriptive methodology for data analysis. The sample consisted of 56 primary school teachers from the Ibn Badis district of Sidi Belabbas. A questionnaire was used to measure the level of job satisfaction and another to assess the level of job performance of the participants. The results of the study were as follows:

- The participants achieved moderate levels of job satisfaction.
- Participants achieved moderate levels of job performance.
- There were statistically significant differences in job satisfaction scores based on gender.
- No statistically significant differences were found in job performance scores attributable to gender.
- There is a strong positive relationship between job satisfaction and job performance among primary school teachers.

Keywords: Job satisfaction, job performance, primary education.

INTRODUCTION

The human element is the fundamental building block upon which organisations and institutions of all kinds are built. It is the human element that sets goals, plans for their achievement and executes them. Therefore, any deviation in this element will undoubtedly affect the organisation, hindering its ability to achieve its objectives and disrupting its progress. Thus, the real capital does not lie in the existence of various machines and devices, but in the presence of well-prepared, qualified and trained human resources. The efficiency of administrative institutions in general, and educational institutions in particular, is closely linked to the human element in terms of its ability, willingness to work and job satisfaction (Mustafa, 1989).

Job satisfaction is a variable that represents the different feelings an individual has about their job. These feelings are positive if the individual perceives that their job meets their needs, leading to job satisfaction. Conversely, if an individual believes that their job does not fulfil their needs, their feelings towards their job become negative, leading to job dissatisfaction. Thus, job satisfaction reflects the degree of fulfilment that work provides through its various components (Ashour, 1986).

Job satisfaction has been studied extensively in the field of organisational psychology. By 1976, the number of studies on the topic had exceeded three thousand, driven by the fact that individuals spend most of their time at work and the prevailing belief that job satisfaction leads to increased productivity. This has been confirmed by numerous studies, including one by Abdullah (2008), which found that an individual's sense of satisfaction increases productivity. Job satisfaction is important for both individuals and society. When individuals feel satisfied with their work and their managers, it fosters a positive psychological and social alignment with their colleagues, which in turn positively affects their job performance.

Since education and its institutions are responsible for planning human resources, developing them and ensuring their continuous growth and efficiency, teaching is one of the most important professions contributing to overall development. The success of this profession depends on many factors, in particular on the teacher, who is at the centre of the educational process and represents all its elements. The teacher is one of the fundamental pillars of education, as his or her performance in the educational tasks determines to a large extent the quality of the educational process in the community.

The role of the teacher is essential in building society and shaping future generations. Consequently, their job satisfaction is a critical aspect of the educational process. A teacher's level of satisfaction with his or her work can positively or negatively influence his or her behaviour, which in turn affects the attitudes, thinking styles, values, habits and diverse abilities of his or her students, as well as their academic performance.

Numerous educational studies have shown that teaching is one of the most stressful professions, exposing individuals to a variety of pressures that may hinder their continued commitment to the profession (Youssef, 1997). This stress can lead to feelings of helplessness and an inability to fulfil responsibilities, which can have a negative impact on job performance.

Job satisfaction is closely related to the performance of employees and their ability to fulfil the required roles and duties. In addition, an individual's performance also depends on the effort they put in, their alignment with the organisation's goals, their strong loyalty to the organisation and their commitment to their responsibilities. Such effort is particularly important in education, where attention, supervision, guidance and training are crucial to the effective performance of these roles.

Job satisfaction has been defined in a number of ways. Abu Hamid (2020) describes it as the actions taken by an employee after being assigned a task, characterised by a certain level of quantity and quality, and performed in a certain way. It results from the interaction between effort, skills and role perception.

Gruneberg (1984) defines job satisfaction as a set of emotional responses that lead to specific behaviours that either draw the employee closer to or further away from the job. Nestern (1994) characterises it as the sum of the feelings an individual experiences while working in an organisation, shaped by attitudes towards the nature of the job, the pay received, opportunities for promotion, relationships with colleagues and the services provided by the organisation. Job satisfaction also reflects the degree to which an individual's needs are met, which is influenced by both external factors, such as the work environment, and internal factors, such as the job itself. These factors can lead an individual to feel satisfied, motivated and engaged in their work without complaints, and to fulfil their desires, aspirations and professional inclinations in a way that matches their expectations (Al-Mushaan, 1993)

Halsey defines job satisfaction as “the willingness that enables the employee to participate enthusiastically in the activities of his colleagues, making him less susceptible to external influences” (Nawaf Kanaan, 1980: 141).

According to this definition, job satisfaction is an internal feeling rooted in the employee’s psyche. This feeling motivates and drives them to exert greater effort, improve the quality of their work and increase productivity without experiencing fatigue. This intrinsic motivation encourages employees to willingly invest more effort, accompanied by a sense of comfort at work. As a result, they can engage in activities of interest with their colleagues, which helps to mitigate the impact of external factors.

The importance of job satisfaction as an organisational variable is also highlighted by its negative relationship with employee turnover. Employees who enjoy their work tend to have high levels of job satisfaction, which requires less supervision and therefore results in lower turnover rates. Those who experience high levels of job satisfaction tend to stay with their organisation and contribute significantly to its objectives. Job satisfaction can therefore be seen as an indicator of an employee’s intention to stay or leave. The relationship between job satisfaction and turnover intention is inverse, meaning that higher job satisfaction leads to lower turnover intention, whether in terms of overall job satisfaction or individual job satisfaction. Studies suggest that job dissatisfaction - essentially dissatisfaction - can ultimately lead to turnover, especially when unemployment rates are relatively low (Carsten & Spector, 1987).

Factors influencing job satisfaction

Several factors influence job satisfaction. An employee’s level of performance is influenced by their skills and motivations in performing their job. Job satisfaction can also be affected by the nature of the job itself, particularly if it does not match their skills and attitudes. In addition, the organisational environment plays an important role; an inappropriate working climate can hinder good performance. These factors can be divided into four groups:

1. Job-related factors
2. People-related factors
3. Organisational factors
4. Environmental factors

These factors vary in intensity and impact on performance levels. The more an organisation provides opportunities for employees to develop their potential and feel effective, the more it enhances job performance (Fadel et al., 2017). Abu

Hamid (2020) defines job performance as the actions taken by an employee after being assigned a task, characterised by specific quantities and quality levels, and performed in a specific way. Ben Rzuouq (2009) describes it as the performance of tasks and responsibilities assigned to an employee by the organisation or entity with which his or her job is associated.

One of the determinants of job performance is human behaviour, which results from the interaction between an individual's nature, upbringing and situational context. Performance is not solely the result of internal forces or pressures, but rather a product of the interaction and compatibility between an individual's internal forces and the surrounding external influences (Hilal, 1996). Thus, job performance can be seen as the result of the interplay between an individual's capabilities, motivations and an appropriate work environment. When these determinants interact positively, levels of job performance increase.

The importance of job performance

Job performance is of great importance in any organisation for achieving success and progress, as it represents the end result of all activities carried out by an individual or the organisation. A high level of job performance is a clear indicator of the success, stability and effectiveness of the organisation (Shami, 2000).

The role of job satisfaction in job performance

Job satisfaction plays a crucial role in enhancing job performance through supportive programmes aimed at maintaining and improving employee job satisfaction. The most notable programmes include:

- Workforce maintenance programmes
- Health and safety programmes
- Social programmes
- Quality circle programmes
- Self-managed work teams programmes.

These initiatives help to create a positive working environment, which in turn promotes higher levels of job satisfaction and performance.

The relationship between job satisfaction and job performance can be understood through three perspectives:

1. **The First Perspective:** This view posits that higher job satisfaction leads to higher job performance. In this context, job satisfaction is considered the independent variable, while employee performance is the dependent variable. The rationale is that individuals who experience greater job satisfaction are more enthusiastic and engaged in their work, leading to increased morale and appreciation for their job and organization, which subsequently enhances their performance. Conversely, lower job satisfaction would likely result in diminished performance.

2. **The Second Perspective:** This perspective suggests that higher levels of job performance lead to increased job satisfaction. A study conducted by Raifield Croquet in 1955 found that the relationship between job performance and job satisfaction is conditional; it exists primarily in contexts where rewards (such as salary and bonuses) are linked to actual performance. In this case, job satisfaction is not the cause of performance, but rather the result. The rewards that employees receive for high performance contribute to their job satisfaction.

3. **The Third Perspective:** This view argues that there is no significant relationship between job satisfaction and job performance. In this framework, changes in one variable do not necessarily lead to corresponding changes in the other. Researchers have suggested that this lack of a direct relationship implies the need to consider other factors that connect job satisfaction and job performance. These mediating factors may include personal characteristics (such as gender, age, and education level), job-related aspects (like job enrichment and participation in decision-making), and external environmental factors (such as societal perceptions of employees and demographic belonging).

These perspectives highlight the complexity of the relationship between job satisfaction and job performance, suggesting that multiple variables and contextual factors play significant roles in shaping this dynamic.

Problem Statement

Education in Algeria is of great importance and priority, and considerable resources have been allocated to ensure its success. However, a number of problems and shortcomings hinder the achievement of the desired objectives, particularly at the primary level, often linked to the teachers themselves.

Teachers may be confronted with various factors that they find difficult to resist, which hinder their ability to perform their role effectively and can lead to feelings of helplessness. Numerous studies have shown that teaching is one of the most stressful and anxiety-provoking professions, leading to feelings of job dissatisfaction. Job dissatisfaction refers to the extent to which teachers feel

fulfilled in their position and includes all the emotions they experience. Positive feelings arise when teachers perceive that their work meets their needs, leading to job satisfaction. Conversely, negative perceptions occur when they perceive that their work does not meet their needs, leading to dissatisfaction, which negatively affects their job performance.

Teacher job satisfaction is a critical element in the success of the education process, given its role in shaping and uplifting communities and helping future generations navigate life. Ensuring teacher satisfaction is therefore essential as it is a fundamental component of the educational experience.

Among the national studies that have addressed both job satisfaction and job performance in the field of education is the study by Lagram Abdelkader and Aissaoui Mustafa (2019), entitled 'Job Satisfaction and Its Impact on Professional Performance Among Primary School Teachers in Adrar Province'. This study aimed to assess the extent to which job satisfaction affects professional performance among primary school teachers. The results showed that the professional performance of these teachers is significantly influenced by their job satisfaction.

In another study that examined both job satisfaction and job performance, conducted by Moufok Miloud and Ben Safi Abdel Karim (2016) in Djelfa governorate, titled "Job Satisfaction and Its Impact on Teacher Performance: A Comparative Study Between Private and Public School Teachers", the researchers aimed to assess teachers' job satisfaction regarding their employment from material, social, moral, and family perspectives and relate it to their job performance. The results showed that financial income was a crucial factor in increasing job satisfaction, which in turn improved the performance of teachers in both the public and private sectors. In addition, teachers expressed dissatisfaction with inappropriate supervision styles, which had a negative impact on their teaching performance. This highlights that individual performance depends on effort, alignment with organisational goals and commitment to responsibilities. Thus, the problem of this study arises from the researcher's desire to determine the relationship between job satisfaction and job performance among primary school teachers.

Aims of the study

The objectives of this study focus on exploring an important issue related to the most critical human element in the educational process. The achievement of an organisation's objectives depends on its success in selecting competent

individuals who are imbued with a sense of responsibility, duty and job satisfaction. The specific objectives are:

- To assess the level of job satisfaction and job performance of primary school teachers.
- To determine the nature and strength of the relationship between job satisfaction and job performance among primary school teachers.
- To determine the role of gender as a variable affecting the level of job satisfaction and job performance among primary school teachers.

Research questions

This study aims to answer the following questions:

- What is the level of job satisfaction among primary school teachers?
- What is the level of job performance among primary school teachers?
- Are there statistically significant differences in the level of job satisfaction among primary school teachers based on gender?
- Are there statistically significant gender differences in the level of job performance among primary school teachers?

Importance of the study

Theoretical importance

This study includes numerous indicators of positive psychology that are reflected in the dimensions of the job satisfaction and job performance scales of primary school teachers. These indicators aim to cultivate positive feelings and prevent negative emotions. Thus, this study can enrich the field of education on the topic of teachers' job satisfaction and its impact on their educational performance. Its importance also lies in the fact that it addresses a crucial stage of education that can be better predicted in the future if it is adequately prepared by paying attention to the abilities of the most important human element at this stage. This includes addressing performance weaknesses and providing all the necessary resources to achieve the highest levels of job satisfaction and professional adaptation.

Practical implications

The findings of this study will benefit educators at all levels, particularly in primary education, by identifying the nature of the sources that generate and shape job satisfaction among primary school teachers. Job satisfaction is a

critical factor influencing their performance in fulfilling their responsibilities. Consequently, understanding these sources will help to create the right conditions and environments necessary to achieve this satisfaction within the institution.

Operational definitions of study terms

Job satisfaction: Job satisfaction is defined as the total score obtained by the researcher on the job satisfaction scale used in the study. Higher scores indicate high levels of job satisfaction, while lower scores reflect low levels of job satisfaction.

Job performance: Job performance includes the skills, abilities and distinctive performance capabilities that an employee possesses. If the performance matches the required job description, it is achieving its intended purpose. Conversely, if it falls short of the expected level, it requires the development of the employee's skills in order to increase their competencies and improve their performance to reach the desired level.

Methodology of the study

Methodology of the study: Given the nature of the problem, the researcher must first select the appropriate method. This study uses a descriptive method which is defined as “a form of organised scientific analysis and interpretation to describe a particular phenomenon or problem quantitatively by collecting certain data and information, categorising, analysing and subjecting it to detailed study” (Abdul Salam, 163).

Sample of the study: The sample refers to “that part of the population selected according to scientific criteria and methods to accurately represent the population” (Lotfi, 353: 1976). The sample of the current study consisted of 64 primary school teachers. After applying the study instrument, the researcher was able to retrieve 56 questionnaires out of 64, while the rest were discarded due to incomplete data and inconsistencies in responses, as well as not covering all items in the responses.

Distribution of the sample by gender

Table 1: Distribution of sample by gender

Gender	Frequency	Percentage
Females	30	53.57%
Males	26	46.42%

Total	56	100%
-------	----	------

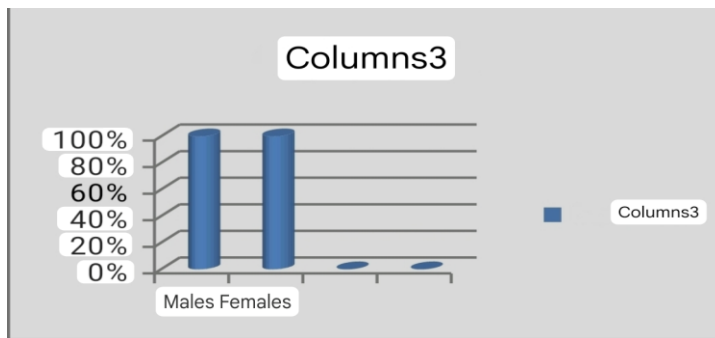


Figure 1: Graph of sample distribution by gender

From Table 1 and Figure 1, the percentage of women was estimated at 57.14%, while the percentage of men was 42.85%. This predominance of women in education can be attributed to the nature of women’s roles, particularly their innate ability to nurture and educate. Women’s contribution to shaping the educational landscape is profound and effective, ensuring their dignity, self-realisation and protection from the challenges they face in other sectors.

Study tools and psychometric characteristics

In order to achieve the objectives of the study, a questionnaire was used as a data collection tool to assess the level of job satisfaction of the sample participants. The questionnaire had two parts:

1. Personal data section:

This section collected demographic information including gender.

2. Job Satisfaction Measurement: This section measured job satisfaction using 50 statements across five dimensions. Each statement had three response options, all of which were positive. A score of 2 was given for ‘yes’, 1 for ‘sometimes’ and 0 for ‘no’.

In addition, a second questionnaire was developed specifically to measure the level of job performance of primary school teachers. This questionnaire contained 47 statements divided into four dimensions. Responses were scored on a three-point scale, with a score of 3 for “good”, 2 for “average”, and 1 for “poor”.

Table 2: Distribution of statements on the job satisfaction scale

Dimension	Distribution	of	Total
-----------	--------------	----	-------

	statements	
Salary and financial incentives	1-2-32-33-37-34-18-19-35-36-20-21	12
Job security and stability	23-22-8-11-62-9-60-63-10	09
Direct management and supervision	3-57-38-40-5-39-41-4-42-12-43-47-56-48	14
Professional growth and development	31-61-16-17-27-26	06
Relationships with colleagues	54-13-15-30-55-29-28-14-52	09
Total		50

Validity of the tool

The study used a questionnaire to obtain expert opinion on the appropriateness of the statements and dimensions. In addition, the internal consistency was assessed by calculating the correlation coefficients between the total scores of each dimension and the total score of all statements, as shown in the following table.

Table 3: Correlation coefficients between the statements of each dimension and the overall satisfaction scores

Dimensions	Pearson Correlation Coefficient (r)	Significance Level
Statements related to satisfaction with salary and financial rewards.	0.81	0.01
Statements about feelings of job security and stability.	0.84	0.01
Statements about satisfaction with	0.70	0.01

management styles and supervision.		
Statements about opportunities for professional development and career progression.	0.68	0.01
Statements focusing on the quality of relationships and interactions with colleagues.	0.77	0.01

The analysis shows that the correlation coefficients are significant at the 0.01 level.

Stability of the study instrument: The reliability coefficient was calculated using Cronbach’s alpha for internal consistency. This was done on the same sample of 25 primary school teachers, with measurements taken twice with a time interval. The coefficients between individual scores from the first and second measurement were then calculated, as shown in the following table.

Table 4: Values of reliability coefficients for job satisfaction statements (Cronbach’s Alpha)

Dimension	Number of statements	Reliability coefficient (Cronbach’s Alpha)
Salary and financial incentives	12	0.68
Job security and stability	09	0.69
Direct management and supervision	14	0.74
Professional growth and development	06	0.77
Relationships with	09	0.69

colleagues		
Overall reliability	50	0.76

The table shows that the reliability coefficients ranged from 0.68 to 0.79. For the total scale the reliability coefficient was 0.76. All of these correlation coefficients are significant and positive, indicating the stability of the results of the measurement tool.

Table 5: Distribution of statements for the dimensions of the Job Performance Scale

Dimensions	Statements	Total
Effectiveness and efficiency	From 01 to 10	13
Discipline and Attendance	From 11 to 22	12
Planning, Implementation and Classroom Management	From 22 to 35	13
Human factors	From 36 to 47	12
Total	From 47 to 01	47

Validity of the tool

The validity of the questionnaire was established through a review of its preliminary form by a panel of experts in the field of education, including education inspectors, head teachers and trained teachers. Their feedback was sought to assess the appropriateness of the items for the study areas. Adjustments were made on the basis of their comments, resulting in the final version of the questionnaire.

Reliability of the study tool

The test-retest method was used to ensure that the scale had a reliable level of stability. The scale was administered a second time to the sample participants, and the reliability coefficients for the dimensions and the overall scale were calculated by determining the Pearson correlation coefficient (r) between the scores of individuals in the first and second applications.

Table 6: Reliability coefficients of the scale and its dimensions according to (r)

Dimensions	Applications and Correlation Coefficient (r)
Dimension of competence and effectiveness	0.62
Discipline and Attendance Dimension	0.74
Planning, Implementation and Classroom Management Dimension	0.80
Human Factors Dimension	0.73
Overall Measure	0.74

Table 6 shows that the calculated Pearson correlation coefficients (r) between the scores from the first and second applications of the dimensions ranged from 0.62 to 0.80. For the total scale the value reached 0.74. All correlation coefficients are positive and significant at the 0.01 level with 54 degrees of freedom. As these values exceed the critical value of 0.338, they indicate the stability of the scale's results, regardless of the number of times it is administered.

Statistical methods

Given that the study examined the relationship between two variables and sought to confirm or deny this relationship on the basis of the degree of correlation, the following statistical methods were used:

- Pearson correlation coefficient
- Independent samples t-test
- Mean value
- Standard deviation
- Variance

Presentation and discussion of findings

Results for Research Question 1: What is the level of job satisfaction among primary school teachers?

The scores obtained from the job satisfaction scale were used as indicators to determine the level of job satisfaction among the sample participants.

Table 6: Job Satisfaction Scores of Sample Participants

Sample	High	Medium	Low	Total
Females	08	14	08	30
Males	02	08	16	26
Total	10	22	24	56

It is clear from Table 6 that the fact that all the scale statements are positive and that the 'No' responses are in the first position can be interpreted as meaning that most of the participants in the study sample are dissatisfied with the salary and material incentives they receive from their jobs. This dissatisfaction has a negative impact on their job performance and the majority of these responses come from the male participants. This is likely to be due to their family and social responsibilities as they are seen as the main providers and carers compared to their female counterparts.

These findings are consistent with the study conducted by Abdullah Khalid Selim (2017), which aimed to determine the impact of job satisfaction on employee performance. The study considered aspects of salary and material incentives, as well as the influence of personal characteristics (age, gender, marital status and educational qualifications). It concluded that there is a positive relationship between job satisfaction and job performance within the organisation. The study also emphasised the need to pay attention to material incentives and to link salaries to the cost of living.

With regard to the dimension of job security and stability, the responses from the sample show that they consider their profession to be noble and essential for society, and that they see it as a message similar to that of the prophets. However, they sometimes face harassment within the institution, especially female teachers. It is therefore recommended that the administration designate specific days for visits, away from the classroom and in the presence of the principal.

In terms of physical working conditions, some teachers reported that their workplace did not meet the requirements necessary for them to carry out their duties effectively. Job security and stability promote a positive feeling among staff, which has a positive impact on their work, leading to progress and development. These factors affect not only the individual worker but the whole

system. Creating a sense of security and stability is therefore a shared responsibility of all parties involved in the workplace. Each party's commitment to their responsibilities helps to create a safe and stable environment within the institution.

With regard to the third dimension, professional development and career progression, the level of satisfaction of the sample participants with the statements was moderate. This may be due to certain practices of some educational inspectors who impose methods and practices on teachers to follow in the performance of their duties. This, in turn, creates a sense of dissatisfaction as teachers, through their daily and direct contact with pupils, are more aware of their shortcomings and psychological and social conditions and know exactly how to address and manage these issues.

In addition, teachers expressed their frustration that their profession does not offer opportunities for further academic training due to fixed weekly working hours, under the pretext of dedicating themselves to their profession and their students. This is in line with the study by Liakos and Schumacher, which aimed to identify the factors influencing the job satisfaction of university teachers. The results indicated that factors contributing to job satisfaction included a sense of accomplishment, opportunities for growth, and recognition from others. Meeting these needs leads to high levels of job satisfaction. Conversely, the study found that the absence of factors related to salary, organisational policies and relationships led to job dissatisfaction.

Based on the sample participants' responses to this dimension, they expressed a positive outlook, influenced by certain determinants. Specifically, during the coaching process, managers encourage effective behaviour through good performance, while refraining from criticising weak performance. In addition, helping to solve problems helps to restore employees' self-confidence and renews their energy at work. Individual and group meetings between supervisors and subordinates contribute significantly to satisfaction by strengthening relationships and affirming feelings of connection and communication, which increases enthusiasm and motivation.

Relationships with colleagues

This positive dynamic is also reflected in the fifth dimension, which relates to relationships with colleagues. Participants in the sample reported having good social relationships, characterised by a high degree of harmony and ease of communication, which made it possible to build new relationships characterised by respect, appreciation and cooperation in completing tasks and solving

problems. The researchers concluded that human behaviour in institutions is a common concern of management science and the humanities. An ongoing dialogue between the two sides shows that focusing on one aspect alone is not sufficient to understand human behaviour and assess job satisfaction.

While developed countries have prioritised the search for satisfaction, developing countries should pay even more attention because of its direct impact on social progress and development. Job satisfaction is essentially a culmination of psychological, physiological and environmental conditions surrounding the employee's relationship with colleagues and supervisors. It is consistent with their personality and allows them to truly say: "I am happy with my job" (Al-Badawi, 2006).

Presentation of results for research question 2: What are the levels of job performance of primary school teachers?

Table 7: Levels of job performance of sample participants

Sample	High	Medium	Low	Total
Females	05	14	11	30
Males	05	14	07	26
Total	10	28	18	56

Table 7 shows that the majority of the study participants achieved a moderate level of job performance, with 28 teachers achieving an average level of performance and 18 teachers achieving a low level of performance. This level of performance can be attributed to several factors that hinder its achievement.

The quality of a teacher's performance depends on various elements and influences within the school environment that cannot be overlooked. These factors may be related to the type of training, preparation methods or school-specific factors such as available resources, workload, psychological pressures and pupil numbers. Teachers therefore need to be psychologically, mentally and physically prepared, which can only be achieved by managing the elements and influences that affect performance levels. This leads to a psychological and professional climate that is conducive to achieving the best possible level of performance.

Results for Research Question 3: Are there statistically significant differences in job satisfaction scores among the sample participants that can be attributed to gender?

The following table presents the differences in job satisfaction scores among the sample participants based on gender.

Table 8: Differences in Job Satisfaction Scores among Sample Participants by Gender

Sample	Mean (Average)	Standard Deviation	Degrees of Freedom	Calculated t-value	Critical t-value	Significance level
Females	58.6	19.17	54	0.46	2.000	Not Significant
Males	46.53	17.79				

Table 8 shows that the calculated t-value is 0.46, which is less than the critical t-value. Therefore, it is not statistically significant at the 0.05 level. This suggests that there are no significant differences in job satisfaction scores between male and female participants in the study.

These findings are consistent with the study conducted by Lababou El-Yazid (2020), which aimed to investigate differences in job satisfaction scores among a sample of primary school teachers in the Chlef region. Using a descriptive approach, the results showed no statistically significant differences in job satisfaction due to gender, experience or educational qualifications.

Similarly, Khodari and Salama's (1982) study of job satisfaction among teachers in Qatar found no differences between male and female teachers at all levels of education. However, these findings contrast with studies by Ben Rzuq (1996), Ali Osman (2003) and Khalil and Cherir (2008), which found differences in favour of female teachers. In addition, the studies by Al-Ajiz and Nashwan (2005) and Ben Rzuq (2008) found differences in job satisfaction scores in favour of male teachers.

The lack of differences in job satisfaction scores between genders can be attributed to the nature of the teaching profession. Both male and female teachers face similar environmental and professional conditions, and the demands of teaching require comparable roles, responsibilities and efforts. It was expected that the differences would favour female teachers, as women often see teaching as a fulfilling and stable profession, in line with their nurturing instincts in raising future generations. Men, on the other hand, may be

constantly seeking outside employment opportunities to improve their family's financial situation.

Results for Research Question 4: Are there statistically significant differences in job performance scores between the sample participants that can be attributed to gender?

The following table shows the differences in job performance scores among the sample participants by gender.

Table 9: Differences in Job Performance Scores among Sample Participants by Gender

Sample	Mean (Average)	Standard Deviation	Degrees of Freedom	Calculated t-value	Critical t-value	Significance level
Females	27.43	10.69	54	2.87	2.000	Significant
Males	29.53	10.13				

Table 9 shows that the calculated t-value is 2.87, which is greater than the critical t-value. This indicates that the difference is statistically significant at the 0.05 level. Therefore, we can conclude that there are statistically significant differences in job performance levels between male and female participants, in favour of males.

This finding contrasts with the study by Lahmi and Selim (2020), which aimed to investigate the reality of job performance among primary school teachers and found that most teachers had an average level of performance with significant differences in favour of females. Similarly, the study by Al-Aifa and Merzouki (2021) found no statistically significant differences in job performance scores based on gender.

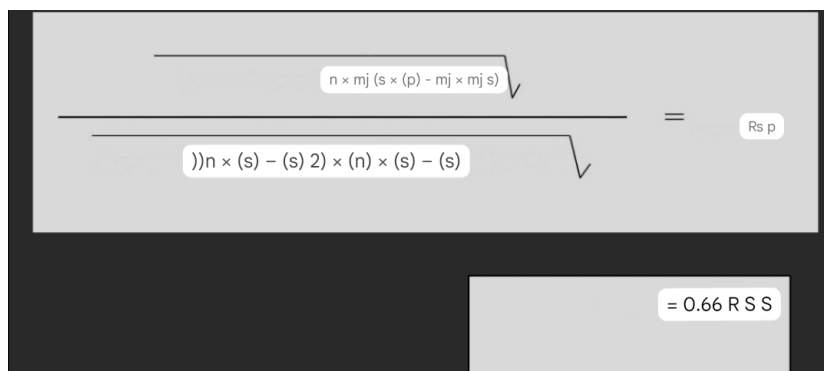
These discrepancies prompt further research into the motivations and factors that drive individuals to perform well and effectively in their roles. Understanding these elements can help to create an environment that fosters adaptation and enhances both physical and cognitive skills, thereby increasing self-confidence and fulfilling personal and professional aspirations, which ultimately leads to job satisfaction and loyalty to the institution.

Results for Research Question 5: Is there a statistically significant relationship between job satisfaction and job performance among the sample participants?

The following figure shows the Pearson correlation coefficient between job satisfaction and job performance.

Figure 1: Pearson's correlation coefficient

Pearson's correlation coefficient (r):


$$r = \frac{n \times m_j (s \times p) - m_j \times m_j s}{\sqrt{((n \times (s) - (s)^2) \times (n \times (p) - (p)^2))}}$$

= 0.66 R S S

After calculating the Pearson correlation coefficient between job satisfaction and job performance among the sample participants, the result was found to be $r = 0.66$. This value is statistically significant and indicates a strong positive correlation between job satisfaction and job performance among primary school teachers.

This finding is consistent with the study conducted by Zouiche (2013), which aimed to determine the impact of job satisfaction determinants on the performance of employees at the Faculty of Economic and Commercial Sciences in Bouira. The study concluded that job satisfaction and its determinants have a significant and strong impact on the effectiveness of job performance.

It is evident that job satisfaction is one of the most important factors that motivate employees to perform at their best, thereby improving the overall performance of the organisation. The quality of an organisation's performance depends largely on the quality of its human resources.

Job satisfaction is considered a key aspect of organisational behaviour and an important psychological element for individuals, reflecting their overall acceptance of various work-related factors in their work environment. These factors include satisfaction with the job itself, working hours, relationships at work, pay and financial incentives.

The lack of job satisfaction has a negative impact on the achievement of desired goals, as employees are fundamental to the success of any organisation.

Therefore, it is essential to continually strive for their satisfaction by providing the necessary resources and support that will enhance their contributions and effectiveness in achieving results, ultimately fostering a sense of job satisfaction.

Recommendations

The present study recommends that:

- The issue of job satisfaction should receive the attention of organisations and institutions, especially educational ones, since increasing teachers' satisfaction undoubtedly contributes to improving their educational performance, as evidenced by the results.
- Identify the factors that may cause dissatisfaction among teachers and confront, address and overcome them.
- Seek to increase teachers' satisfaction and motivation by supporting them with additional material and moral incentives, with the emphasis on linking incentives closely to their level of performance and the results of their work.
- Provide all necessary resources to help and facilitate them in the effective performance of their assigned tasks.
- Focus on human relations within the institution between staff and educational groups to create an atmosphere of respect, cooperation and understanding, which, according to the results of the study, increases satisfaction and thus performance.
- Provide a suitable environment for teachers to carry out their duties to the best of their ability.
- Provide opportunities for teachers to participate and express their views in the development of curricula and educational programmes relevant to their subject areas.
- Ensure good administrative management and create a conducive working atmosphere.
- Provide the necessary pedagogical tools for the effective implementation of the educational process.

References

1. Abu Hamid, Hamad bin Saad (2020). The effect of material and moral incentives on employee performance. Arab Journal of Publishing, No. 21.

2. Ahmed Hussein Al-Rifai (2005). *Research Methods*, 4th edition. Jordan: Dar Wael for Publishing.
3. Ahmed Al-Aifa and Fares Merzouki (2021). *Burnout and its relationship with job performance among primary school teachers*. Faculty of Human Sciences, Department of Psychology, M'sila.
4. Al-Fayez, Haila Abdullah (1424). *Evaluation of job performance of school administrators in the Kingdom of Saudi Arabia*. Unpublished Master's thesis, King Saud University.
5. Al-Badawi, Mahmoud (2006). *Job satisfaction and effective leadership*. Saudi World Magazine, Saudi Arabian Airlines, No. 2.
6. Ben Rzouq, Al-Yachy (2008). *Job satisfaction and performance motivation of secondary school teachers*. Doctoral thesis, Faculty of Psychology and Speech Therapy, Algeria.
7. Hami Selim and Selin Salih (2020). *The Lantern in Education and Community Issues*, Vol. 4, No. 1.
8. Hami Selim (2020). *The Reality of Primary School Teachers' Job Performance*. *The Lantern in Education and Community Issues, Vol. 4, No. 1, Shahid Hama Lakhdar University, El-Oued.
9. Khalil Al-Sheikh, Jawad Mohammed, and Cherir, Aziza Abdullah (2008). *Job satisfaction and its relationship with some demographic variables among employees*. Kuwait University Journal, Human Studies, No. 1, Vol. 16.
10. Khalil Al-Sheikh, Jawad Mohammed, and Cherir, Aziza Abdullah (2008). *Job satisfaction and its relationship with some demographic variables among employees*. Kuwait University Journal, Human Studies, No. 1, Vol. 16.
11. Zouiche, Samia (2013). *Determinants of job satisfaction and its impact on employee performance*. Faculty of Economic and Commercial Sciences and Management Sciences: Bouira.
12. Saliha Shami (2000). *Organisational climate and its impact on employee performance*. Master's thesis in Economic Sciences, Specialisation in Organisational Management, University of Boumerdes, Algeria.
13. Lababou El-Yazid (2020). *Job satisfaction of primary school teachers*. Academy of Social and Human Studies, Vol. 12, No. 4, Chlef.
14. Abdul Karim Ben Rzouq (2009). *Job performance*, pp. 36-41. Journals and articles.

15. Abdul Karim Ben Rzouq (2009). Job Performance, pp. 36-41. Journals and articles.
16. Awid Sultan Al-Mushaan (1993). Studies on Gender Differences in Job Satisfaction. Kuwait: Dar Al-Qalam for Publishing and Distribution.
17. Fadil Faiza et al. (2017). Organisational communication and its role in improving job performance. Rawaafid Journal, No. 1, June 2017.
18. Muhammad Abdul Ghani Hilal (1996). Performance Management Skills. Performance Development and Training Centre, Egypt.
19. Mustafa Salah (1989). Job Satisfaction of Preparatory School Teachers in the United Arab Emirates. New Education, 47(14).
20. Nawaf Kanaan (2007). Administrative Law (Public Function, Administrative Decisions, Administrative Contracts, Public Funds), 1st edition, 5th edition, Amman: Dar Al-Thaqafa for Publishing and Distribution.
21. Grunberg, L. (1984). Social psychology and organisational behaviour (2nd ed.). New York: John Wiley & Sons.
22. Carsten, J.M., & Spector, P.E. (1987). Unemployment, job satisfaction and employee turnover: A meta-analytic test of the Muchinsky model. Journal of Applied Psychology*, 72(3), 374-381.