

## Job Satisfaction: an Important Factor for Instructors' In Service Training

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### ABSTRACT

*The present research is to study the degree of connection of job satisfaction with in service training and determine the share of job satisfaction's dimensions done in the prediction of in service training. This research is on the basis of goals and its nature is descriptive and considering the method of data analysis, it is correlative. The statistical community of the research was the practitioners of five cities in one state and 173 people were chosen as statistical sample by means of the stratum, random sampling. To gather the required data, the standard questionnaire of job satisfaction and to examine the research's theories, the Spearman correlative statistical method came into use. The results of the research explain that there is a straight and meaningful connection between job satisfaction and in service training. And at the end of the research, job satisfaction's indexes and components are categorized with the help of Friedman.*

### Keywords:

Job Satisfaction, In service training, Instructors

### INTRODUCTION

Educational activities in each country can be considered as the enterprise of one generation for another (Coffman & Herman, 1995). Intellectuals of the management of evolution and reforming the organization, has introduced the rehabilitation and education of the employees as an effective approach for operating and reforming the man power and believe that the rehabilitation of human sources is one of the new and important theories that are applied by the organizations and in fact, answering the vital requirement of contemporary management depends on answering the requirements for transformation (Kinela, 2004: 2). In order for the man power, employed in organizations, to be update, they should be under education permanently. One of the most important elements of improving the system and activities of each organization is to educate the employees (Shahani, 1998). Enabling the employees helps managers and organization achieve their goals quickly and without wasting the

sources. Education gives the employees the feeling that the organization and job are theirs and pride themselves because of working in such place. The appropriate planning for organizations and occupations, increases the methods of taking responsibility for the employees individually and in groups. To reinforce the worthiness and self confidence for the employees, educational workshops help having authoritative employees from the organizational man power who are at the service of the superior goals of the organization. Right now, it is necessary to involve man power in the process of management to achieve a higher organizational operation and create the competitive advantage for the organizations. Therefore, educating the employees is an inevitable task. Educating the employees not only makes them feel an internal obligation about the organization, but also this will cause a permanent improvement in operation and an increase in the yield (Quinn & Spreitzer, 1997). The study on the effective elements of improvement, advancement and development in civilized communities explains that all these nations benefit from an authoritative and efficient education. In today world, in which science and technology, growing and extending widely and universally, is considered as a significant and crucial element in the process of economical, social and cultural development of human communities, the educational institutions and systems have achieved a great and significant role (Banfield, G, 2006). Although some elements like tools, facilities, materials and etc are the determinant elements of the efficiency of an organization, without efficient man power, these elements can't play an effective role for the efficiency of an organization. One of the most important indexes of development in a country is the quality and quantity of the output of educational system which depends on the condition of educational planned system of transfer for the learners and the improvement of the process of teaching-learning (Hernon, P 2002). One of the main variables in the field of organizational behavior which plays a role in the improvement of an organization (Soleymani & colleagues, 2007) and its efficiency, is the employees' job satisfaction (Robbins, S.P, 2002). Job satisfaction is one of the fundamental components of mental health, dynamism, efficiency and the creativity of the employees. Since each

organization has its own special goals, to achieve which, it needs necessary equipment and efficient man power, the successful management for each organization depends on the employees' high morale and job satisfaction (Reio, J, Thomas G. & Kidd, E. A, 2006). The study about job satisfaction explains that from 1976, more than 3000 researches have been carried out. They also explain that by increasing the level of job satisfaction, the creativity and activity of the individual will increase, the job motivation will be more and being absent will be less (Donohue, 2004), there will be more commitment for the organization (Yew, T.L, 2005) and more benefits (Charles and colleagues, 2004). If the level of job satisfaction is low or there is no job satisfaction, the activity of the organization will be lowered (Gravelle, H and colleagues, 2005). Beside, the most important strategic indexes about human sources is the employees' job satisfaction and organization applies most of these indexes to assess the effectiveness of its own activities in the field of human sources (Kaplan and Norton, 2007).

Ostroff, C (1992), studying the effective reasons on job satisfaction, explains that job satisfaction results in high productivity and satisfied employees present more output. Appropriate output and operation are the effective elements of job satisfaction; because high output results in high salary and promotion and these will result in job satisfaction. Having satisfied, healthier, well-organized and eager employees are the indirect effect of job satisfaction. The results of different researches in the recent decade about the effective educational centers, done by Reis and colleagues (1991), explains that the instructors in these institutes present better efficiency, comparing with other institutes. And this desirable efficiency has been effective because of their satisfaction in the appropriate conditions of the effective educational center. Day, C. & Sammons, P. (2008), considering their researches about the employees' job satisfaction, explained that the owners of different jobs who are satisfied with their jobs, benefit from an increasing mental health and merriment, attitude for attempt and ability, creativity and innovation and they rarely become depressed.

Reio, J and colleagues (2006), considering their research, concluded that job satisfaction is one of the most important elements of improving the quality of teaching process and it also impresses the vocational activities of the teachers in the class; teachers who are more satisfied with their jobs, are more successful in managing and directing the class.

From the studies, Michaelowa, K (2002), concluded that the members of the scientific group's interest, motivation and feeling commitment about their job is meaningfully connected with their success in the teaching process. In other word, if they choose their occupation with interest

and feel commitment and motivation about their job, they will practically become more successful than others.

Job satisfaction is an issue which is widely interesting for the people who work in the organizations and for the researches who study it. In fact, job satisfaction is a variable which has allocated most of the studies about organizational behavior (Spector, P.E, 2000). Job satisfaction is the series of agreeable and disagreeable emotions with which the employees look at their job (Kate and Stom, 2001). Job satisfaction is a person's general view about his/her job (Griffin, 2004; Robbins, 2002). Job satisfaction is a kind of personal, mental emotion, which is presented or felt by a person and it is related to an ideality that they feel about their job (Friz, 1999). Job satisfaction is a view that generally presents the quality of people's feeling about their job or its different aspects. In an easy word, satisfaction is an index that presents people's interest about their job (Spector, 2000). Job satisfaction is a combination of psychological, physical and environmental conditions which cause a person to say that s/he is satisfied with the job (Hoppcock, R, 1995).

There are several different elements that help the employees' job satisfaction, but there is a possibility that the relation between these elements and job satisfaction is not direct. Job satisfaction shows off itself through the employee's percept and these perceptions determine their job satisfaction (Reijou, 2004). There are many variables related to job satisfaction among which we can mention organizational factors, environmental factors, work quality and individual factors. Salary and payment, promotion and organizational modus operandi are considered to be organizational factors; the method of supervision and management, colleagues, working group and finally the conditions of job are considered to be environmental factors. Work quality plays a crucial role in determining the level of job satisfaction (Moghimi, 1998). According to Robbin's view, some elements like job to be challenging, salary to be fair, job's benefit, appropriate conditions of job, relationships with friends and colleagues and the propriety of job with personal characteristics are the effective elements of job satisfaction (Robbins, 2001). In addition, Shermer Horn and the colleagues believe that the principal effective elements on employees' job satisfaction are as follow, job quiddity: responsibility, interest and growth; the quality of supervision: technical help and social support; relationship with colleagues: social respect and adaptation; the opportunities for job promotion: chances for improvement (Shermer and colleagues, 2005). Hakman and Oldham consider the following elements as a mean of increasing job satisfaction:

- Meaningfulness of work: it is based on the duty's diversity of skill, identity and meaningfulness.
- Responsibility for the job's benefit: it is based on autonomy with freedom of action. The more freedom

of action, the more responsibility for the job's results and there will be more satisfaction.

- Being aware of the actual results of the job's activities: it will be created based on the dimension of feedback. The more feedback, the more awareness of the job's results and occupational and individual benefits will improve (Maqare, 1995). Creating more ability for productions or services, increasing the efficiency in the present occupation and gaining better conditions to possess higher degrees are the goals of in service training (Abtahi, 1996). Pear and Gutter consider the in service training as a systematic attempt in which the crucial goal is the coordination of wishes, interests and people's future requirement with the organization's needs and goals in the case of what the employees are expected to do (Hass, 1989). It can be concluded that in service training is in fact, a kind of training that:
  - Is done after hiring the employee in institution or organization.
  - Preparing the people to perform the duties and occupational responsibilities is the goal and objectivity of this training.
  - This kind of training is primarily presented in three main issues of developing the knowledge, improving the skills or creating a change in theories (Ford, 1999:11, quoted by Daneshfard and Rashidi, 2011).
  - The main orientation of these training, occupations or duties is in charge (Fathi and Ojargah, 2005).

Today, in the world advanced countries, training courses for the professional teachers and instructors will be presented in different ways such as: in service training and specialized retraining for the educational and strategic employees and this instruction has been effective for increasing the professional ability and employees' job satisfaction (Johnson, 1997; Haux and Green and Flodoarow, 1997; Bri, 1998; Chay, 1999; Chay and colleagues, 2004; Doff and colleagues, 2006; Jonse, 2006).

The present research is done between the employees with a general goal which is, there is a direct and meaningful relationship between job satisfaction and in service training. To achieve the general goal, the following special goals are codified:

- There is a direct and meaningful relationship between the employees' work quality and in service training.
- There is a direct and meaningful relationship between the employees' kind of salary and in service training.
- There is a direct and meaningful relationship between the employees' promotion and in service training.
- There is a direct and meaningful relationship between the employees' supervision and management and in service training.
- There is a direct and meaningful relationship between the close and friendly relationship of colleagues and in service training.

There are various elements which are effective for the employees' in service training other than job satisfaction, such as: personal characteristics, knowledge and awareness, specialized information, organizational culture, organizational structure, the quality of educational contents and profitability, the strategy of organization, that all these issues are surely influenced by job satisfaction to some extends. In this research, other effective elements on the man power in service training are considered to be fixed except job satisfaction.

The present research consists of one main theory and five secondary theories of job satisfaction's components (Smith, Candal and Hollyn, 1985 quoted by Human, 2002). The effectiveness of in service training also consists of the percentage of the participants' acceptance for in service training and it is presented in table 1.

## THE RESEARCH OBJECTIVE

Table 1. the number of accepted people for in service training in each city

Number of accepted people	Number of chosen samples	city	series
11	15	Nowshahr	1
21	35	Babolsar	2
27	34	Qaem shahr	3
20	31	Noor	4
41	58	Amol	5

## METHODOLOGY

Our research is descriptive. The present method is descriptive-correlative. The present statistical community is related to the employees of the cities like Noor, Babolsar, Nowshahr, Amol and Qaem shahr which consist

of 781 people. Considering the differences in the level of equipment and instructors in the cities, there are a lot of differences in the effectiveness of their in service training with others; but the consecution and configuration on the effectiveness of the cities' in service training does not

follow the consecution and configuration level of instructors and equipment based on which 173 people were chosen randomly and stratum. The explanation of the studied sample is described in table 2.

Table 2. The number of employees in each city and the number of taken samples from them

Number of chosen samples	Employees in remedial centers	Cities	Series
15	132	Nowshahr	1
35	92	Babolsar	2
34	155	Qaem shahr	3
31	142	Noor	4
58	260	Amol	5

## TOOLS

To test the theories and recognition of job satisfaction from the standard questionnaire (Smith, Candal and Hollyn, 1985 quoted by Human, 2002), 75 questions and criterion of replication which are five degrees Likert (1 to 5) are categorized. And they consist of five sub-criteria such as: Satisfaction with work quality, salary, promotion, supervision and colleagues. In this research, the stability of sub-criteria and all indexes studied through Chronbach's alpha and 0.85, 0.81, 0.81, 0.80, 0.89 are achieved in an order for satisfaction with work quality, salary, promotion, supervision and colleagues.

## DATA ANALYSIS

Descriptive statistics which consists of: tables and averages used for data analysis and have been shown in tables 2, 3 and 4.

From inferential statistics which consists of:

- For proving the existence of relationship and determining its kind and intension between the variables of job satisfaction and in service training, the Spearman coefficient correlation comes into use.
- Using the test of coefficient correlation's meaningfulness to achieve the point that whether the relationship between variables is random or not.
- Using ANOVA test to categorize the cities according to the level of job satisfaction (table 5).
- Using Friedman test to categorize the job satisfaction's elements.

Table 3. Descriptive statistics

Satisfaction with colleagues	Satisfaction with supervision	Satisfaction with promotion	Satisfaction with salary	Satisfaction with work quality	statistic	city	series
2.95	3.06	2.79	2.51	2.97	Average	Qaem Shahr	1
3	3	2.75	2.75	3	Mean		
3	3	2.75	3	3	Mode		
0.40	0.41	0.37	0.58	0.43	Standard Deviation		
0.16	0.17	0.13	0.34	0.19	Variance		
2.05	1.77	1.97	2.77	1.95	Average	Noor	2
2	1.75	2	2.75	1.75	Mean		
2	2.25	2	2.25	1.75	Mode		
0.46	0.43	0.42	0.53	0.44	Standard Deviation		
0.21	0.18	0.18	0.29	0.2	Variance	Nowshahr	3
2.53	2.38	2.47	2.39	2.56	Average		
2.5	2.5	2.5	2.5	2.5	Mean		
2.75	2.25	2.25	1.5	2.5	Mode		
0.4	0.43	0.34	0.77	0.39	Standard Deviation		
0.15	0.18	0.11	0.6	0.16	Variance	Babol Isa	4
2.02	2.71	2.48	2.43	2.54	Average		
2	2.75	2.42	2.5	2.5	Mean		

1.75	3	2.43	2.5	2.75	Mode	Amol	5
0.38	0.51	0.25	0.47	0.37	Standard Deviation		
0.15	0.26	0.06	0.22	0.14	Variance		
2.29	2.11	2.13	2.59	2.23	Average		
2.5	2.25	2.25	2.75	2.25	Mean		
2.5	2.25	2	2.25	2.5	Mode		
0.49	0.5	0.49	0.49	0.43	Standard Deviation		
0.24	0.25	0.24	24	0.2	Variance		
2.37	2.45	2.42	2.56	2.49	Average		
2.5	2.5	2.5	2.75	2.5	Mean		
2.25	2.25	2.25	2.75	2.5	Mode	The whole statistical community	
0.54	0.65	0.51	0.54	0.75	Standard Deviation		
0.29	0.42	0.26	0.3	0.32	Variance		

Table 4. Indexes in the cities

The indexes' order of importance					Cities Index
5	4	3	2	1	
Salary	Promotion	Colleagues	Work quality	Supervision	Qaem Shahr
Supervision	Work quality	Promotion	Colleagues	Salary	Noor
Supervision	Salary	Promotion	Colleagues	Work quality	Nowshahr
Colleagues	Salary	Promotion	Work quality	Supervision	Babolsar
Supervision	Promotion	Work quality	Colleagues	Salary	Amol
Colleagues	Promotion	Supervision	Work quality	Salary	The whole statistical community

Table 5. The order of the cities according to job satisfaction's indexes

The order of the cities					cities Index
5	4	3	2	1	
Noor	Amol	Babolsar	Nowshahr	Qaem Shahr	Work quality
Nowshahr	Babolsar	Qaem Shahr	Amol	Noor	Salary
Noor	Amol	Nowshahr	Babolsar	Qaem Shahr	Promotion
Noor	Amol	Nowshahr	Babolsar	Qaem Shahr	Supervision
Babolsar	Noor	Amol	Nowshahr	Qaem Shahr	Colleagues

**FINDINGS AND CONCLUSION**

The findings from the theories are presented in the following table. In all theories, the test's statistic value has

been more than critical one, which results in the subscription of  $H_1$  (table 6).

Table 6. Results

Test's results	Critical value	Test's statistic	The value of r	
$H_1$ subscription	1.645	8.72	0.662	First theory
$H_1$ subscription	1.645	8.41	0.639	Second theory
$H_1$ subscription	1.645	9.25	0.748	Third theory

$H_1$ subscription	1.645	8.07	0.613	Fourth theory
$H_1$ subscription	1.645	8.55	0.657	Fifth theory
$H_1$ subscription	1.645	10.09	0.767	Main theory

Test's result: the comparison of cities' average using analysis

Table 7. The results of the ANOVA test

Test's results	Critical value	Test's statistic
$H_1$ subscription	2.6	77.33

The value of test's statistic has been more than critical value which caused the subscription of  $H_1$ , so there is a meaningful difference between the index's average and the job satisfaction.

The rank of the cities according their job satisfaction is as follow:

1. Amol
2. Qaem shahr
3. Noor
4. Nowshahr
5. Babolsar

Table 8. Friedman test's results: H test

Test's results	Critical value	Test's statistic
$H_1$ subscription	12.59	25.639

The value of test's statistic has been more than the critical value which caused the subscription of  $H_1$ , so there is a meaningful difference between the degrees of the index's average of job satisfaction.

The rank of the degrees of the index's average is as follow:

1. Salary 4.55
2. Supervision 4.15
3. Colleagues 4.13
4. Work quality 4.07
5. 5.promotion 3.65

## SUGGESTIONS

- Creating a participatory system to increase the cooperation mood between the employees
- Holding ceremonies such as celebrations to make sincerity among employees
- Paying attention to the employees' opinions and comments about lessons and educational programming during in service training
- The participation of most of the employees in performing the in service training's courses
- While planning and performing the educational courses, employees' satisfaction should be under attention and they should try to attend the courses with interest and satisfaction and they should believe the courses' usefulness.
- In service training should help them to increase the power of problem solving.
- In service training should help their attendance in the in group discussions.

- The planning for in service training should be done in a way that helps the employees to increase cooperation.

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