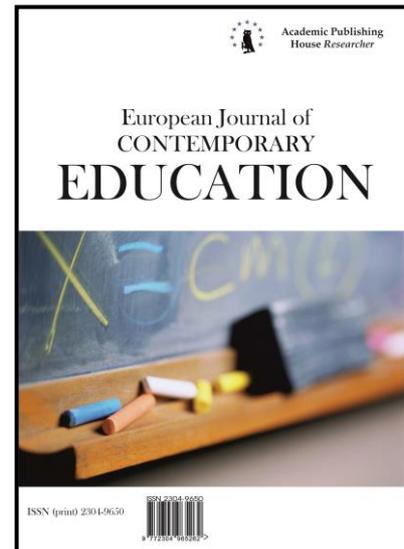




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## **Extent of Participation by Faculty Members of Educational Sciences Colleges in the Jordanian Universities in Decision Making and Its Relationship with Job Satisfaction**

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### **Abstract**

This study aimed at identifying the participation degree of the faculty members of the educational science colleges in the Jordanian universities in decision making and its relationship with the job satisfaction. The study sample consisted of (601) faculty members of the educational science colleges in the Jordanian colleges, who were chosen by the simple random manner. To achieve the study objective, the researchers developed an instrument to measure the participation degree of the faculty members in these colleges in the decision making and its relationship with the job satisfaction. The researchers opted the descriptive method. Following the data analysis, the results showed that the participation degree of the faculty members in the educational science colleges in the Jordanian universities was high. The results further showed statistically significant differences of the estimations of the faculty members about the participation degree in decision making, attributed to the gender and academic degree variables. Furthermore, there were no statistically significant differences ascribed to the years of experience. The results indicated that the level of the job satisfaction of the faculty members, in the educational science colleges in the Jordanian universities, was high. On the other hand, there were no statistically significant differences among the means of the sample participants' responses ascribed to the gender variable. Still, there were statistically significant differences between the means of the sample participants' responses according to the years of experience and academic degree. Finally, the correlation coefficient of the areas of the decision making with the areas of the job satisfaction was statistically significant. The lowest correlation coefficient was 0.420 between the two decision areas concerning the study plans and self-realization. The highest correlation coefficient was 0.562 between the two decision areas concerning the faculty members and belonging to the profession. All these correlations were positive, meaning the increase in the first area is offset with an increase in the second area.

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**Keywords:** decision making, educational sciences colleges, Jordanian universities, job satisfaction.

### **1. Introduction**

Decision making is an important and fundamental process, and one of the most important activities of the management, if not the most important per se. It is an imperative to achieve the goals for which the institution was established; it is the focus or essence of the managerial process. This is because decision making is not a simple job, since it is the selection from among the best alternatives to achieve a certain objective (Naseef, 2010).

The decision represents the backbone and core of the administrative process, as the success of the institution depends on it, to achieve the aspired and desired objectives. Whereas the administrative process means performing the jobs of planning, organizing, controlling and guiding, each of these processes includes a decision, and every decision includes all the data, search for the alternative, and choosing the best (Mastaghouni, 2015).

Decision making process should be strictly organized, as every decision is the final product of an integrated effort of opinions, thoughts, contacts, arguments and study, which were all carried out at various levels of the institution, under the knowledge of many people. As such, decision taken by the institution is a collective product rather than being the result of a personal idea or view. Kan'an (2002) defined the decision as one of the tools for authority performance, if not the only tool in the hands of the director to practice his/her legal right, through which he/she realizes concrete result for him/her and the workers in the organization. Al-Azzawi (2006) defined it as the perceived choice among the available alternatives in a certain situation, or the comparison process among alternative solutions to face a certain problem and select the optimal solution from among them.

In the daily life, the individual faces dozens of situations and problems that require him/her take many decisions. Some of these decisions take hours or days to determine, meanwhile, some people take only few minutes to make their decisions, which are based on the degree of awareness, perception and feeling of the decision quality by every person.

There are many viewpoints about the administrative decision making process. In this concern, Herbert (cited in Al-Ghazzawi, 2006), referred to three main elements for this process: finding the suitable chances for decision making, finding the feasible ways for work, and selecting the feasible ways for work.

AalNaji (2005) notes that any administrative decision seeking for solving a problem, should have a defined objective or objectives the decision is seeking to achieve. Thus, the decision is not an end, and the decision content depends on the type of the problem to be solved. The more complicated the problem is, the more difficult the decision is. Therefore, the content of the administrative decision depends on the type of the problem or the objective to be achieved. The decision is expressed in more than one form; it may be in the shape of policies, rules, orders, instruction, etc. The decision is a means to achieve a certain objective; accordingly, there must be a suitable way to approach the end easily and smoothly.

Decisions were usually taken by a single person. But, new developments in the administrative thought emerged, as well as a wide use of the modern administrative theories that support applying a democratic style in management. Moreover, the sizes of organizations are more and more increasing, as well as the complexity of their duties and expanding responsibilities. And, due to the inability of the human to know everything at one time and under any condition; it became a commonplace for the leaders and presidents to resort to specialists and technicians to exchange views with them before making their decision.

Hareeri (2002) deems the decision making a reality in any administrative institution, a process faced by the management people at their different administrative levels and functional responsibilities. This is because the decision making is one of the basic functions in the administration, which the leader must skillfully apply; and that he/she should possess knowledge about it, because the structure of the administrative institution is determined by the way the decision is taken.

Roraibullah (2013) emphasized the characteristics of the good decision by: providing confirmed information, clear volume of the desired returns, impartiality to the viewpoints of certain persons at the cost of others, the decision must be factual, and should take into account the

internal and external environmental conditions. Mutaw'i (2003) indicated that participation objectives in decision making are to: increase the production and activity of the workers, raise their morals, stimulate them and provoke their motivation, and increase their job satisfaction.

Job satisfaction is a most important issue that gained the attention and interest of the researchers and specialists in management, organizational behavior, and industrial and organizational psychology. The importance of this issue rests in that it deals in the worker's feelings, whether a manager, employee or simple worker, toward the work effects he/she is performing and the surrounding physical environment. Job satisfaction is the individual's feeling of persuasion, comfort and happiness for satisfying the needs, desires and expectations through the work itself and through its environment, with trust, loyalty and belonging to the work, as well as with other elements and related internal and external environmental influences (Al-Sharaideh, 2008).

Many studies on the job satisfaction showed that the high vocational satisfaction most often increases productivity, reduces the work turnover rates, reduces absenteeism, raises the workers' morals, and makes life meaningful with the individuals (Al-Masha'an, 1999).

Naser and Issam (2014) conducted a study which indicated the importance of the job satisfaction. They defined a number of reasons that call for interest in job satisfaction as follows. The increase of job satisfaction level leads to an increase in the ambition level with the workers in the different institutions. The increase of job satisfaction leads to a decrease in absenteeism in the different professional institutions. The person with more job satisfaction is more satisfied with his/her leisure time, particularly with his/her family, as well as with the life in general. And that the workers with more job satisfaction levels are less exposed to work accidents.

Job satisfaction, as quoted in the study of Ali (2012) is an issue that must remain under research and study processes from time to time, with the leaders, supervisors of the departments, and those interested in the administrative development at work. This is based on many reasons, such as what satisfies the individual at present may not satisfy him/her in future. Furthermore, the individual is affected by the changes in his/her life stages, and what is unsatisfying now may be quite satisfying in future.

Job satisfaction is one of the important elements in achieving security, psychological, intellectual and job stability of the workers of different managerial levels. It pushes them voluntarily to increase production, which is eventually the aspiration of the institution, regardless of the nature of its activity (Al-Aghbari, 2002).

Meeting the functional and personal needs of the faculty members, and providing the general services to them in the educational institution, are highly anticipated to strengthen the ties of intimacy and belonging, and improve the job satisfaction with the faculty members toward their educational institution. This is in consistency and harmony with the basic objective the educational administration was found for, i.e. the teaching process, providing all the services for all the workers, including the faculty members, respond to their material and moral needs, and improving the university organizational climate, to assist them improve their teaching performance. Job satisfaction is one of the most important factors with positive influence toward more efforts to improve the performance of the faculty members (Khlaifat, Al-Malahmeh, 2009).

The recent trend in management called for the participation principle in decision making, with the expansions of the participation circle, as far as possible, and avoiding the concentration of the decisions in the hands of a single person. This trend surfaced as a result of many factors, such as the ever-growing sizes and businesses of the organizations; as one person, whatsoever self-abilities and knowledge he/she may have, cannot encompass everything all the times. Experts concluded that the administrative leadership should employ the consultation principle, which is basically embodied in widening the participation foundation in decision making. Particularly, decisions that affect the participants or their works, and what their participation may realize of many advantages, such as assuring their cooperation and commitment. Employees' participation in the decision-making charges them with good feeling of their importance, which in turn would lead to faithfulness in work and sparing no effort in serving the organization, and working toward realizing its objectives. On the other hand, employees' participation at all levels would lead in bringing-up new cadres of administrative leaders, who gained wide experience in decision making. In addition, such participation would achieve the advantage of the mutual trust between the superiors and subordinates. In this context, Fromm indicated to this trend in the reformation of all the administrative levels, which is built on the extent of the participation need between the leader

and followers in the decision making process. This will be virtually determined according to the situation and its difference variables, which dictate a certain leadership style that may lead to the optimal results.

Depends on the literature, one can connect between decision making and job satisfaction, which generally means the positive relatedness between the employee and the institution or organization he/she works in. In this concern, the objectives of the organization or approaching the general satisfaction could not be achieved without the presence of the positive human element, which accepts work with self-persuasion, and contributes to the success of the organization and achieving its objectives. Despite the difference in the job satisfaction concept with the employee depending on the differences of his/her thoughts and values, yet, it is generally established that job satisfaction is realized through the products of the job, including the salary, promotion chances, and social care systems. It is further affected by the work nature, conditions that arise, extent of the employee's participation in decision making, his/her feeling of justice and care from his superiors. Many previous studies were carried out on this issue, some concerning the decision making, decision participation and job satisfaction.

Study of Kim (2001) concluded that there are differences between the teachers' participation in decision making and job satisfaction, ascribed to gender, educational experience, size of the school and subjects he/she teaches. The perception of the teachers about the job satisfaction did not change based on the demographic variables. Furthermore, the actual levels of participation in decision making positively influenced their perception of the job satisfaction.

Results of Wetherill study (2002) showed that the "Telling" style achieved higher job satisfaction levels for the teachers in the area of supervision, contingent bonuses, work condition, communication and overall satisfaction. The study further showed that factors of age and gender were not statistically significant about their relationship with the job satisfaction.

Al-Aksh and Al-Hasan (2005) conducted a study that did not show differences in the view of the faculty members toward the elements of the study, except for the academic climate and performance evaluation. The study showed that the faculty members' job satisfaction in the private universities was higher than that of the public universities. The study recommended the necessity for setting objective, acceptable methods and procedures in the evaluation process, with focus on the evaluation process only.

Flebman (2006) study found a medium, positive, correlation relationship between job satisfaction with its dimensions, and the organizational commitment. Study of Al-Omari (2007) concluded that there are variables of great effect on the participation in decision making, and that all the faculty members interact in the effective participation in decision making within the academic departments, except for two members who expressed fear in making such decisions.

Study of Chi Keung (2006) concluded that teachers prefer engage them in the decision of the areas of teaching pattern, educational curricula and management. It also indicated that the teachers' participation in decision making has its positive, influential effects on job satisfaction, commitment and perceiving the work burden. Al-Baraheem (2008) made a study which concluded that there is an effect of the personal, organizational, and social factors on the employees' participation in decision making in the Consultative (Shora) Council; and that the most effective factor was the social. He also indicated that the sample participants strongly agreed on the relation between participation in decision making and employees' job performance. Khlaifan and Al-Malahmeh study (2009) showed a relationship between the organization loyalty and job satisfaction dimensions with the faculty members of the private universities. It further showed that there are differences in the organizational loyalty level with the faculty members attributed to the gender, age, years of experience in the university, and college.

Study of Scamble and Stead (2009) did not show a relationship between the age or experience variables with the job satisfaction, but there is a relation between wages and job satisfaction. Mansour's study (2010) showed that the overall satisfaction degree was medium, based on that the response percentage was (61.8 %), and that the lowest satisfaction area was the promotions and incentives (56 %). The results further showed statistically significant differences in the job satisfaction degree by the experience variable, in favor of the highest experience, and the academic degree variable, in favor of the lowest degree. Study of Truell, Price et al (2010) found statistically significant relations between the self-motivations and job satisfaction levels.

Al-Ghazali study (2012) concluded that the transformational leadership level with its dimensions (ideal influence, stimulation, individual entity, intellectual provocation and empowerment) in the Jordanian insurance companies was high; and the level of availing practical effectiveness in decision-making process in the Jordanian insurance companies was also high. Moreover, the study indicated a statistically significant effect of the transformational leadership with its dimensions (ideal influence, stimulation, individual entity, intellectual provocation and empowerment) on the effectiveness of decision making process in the Jordanian insurance companies.

Al-Taher (2012) indicated that the administrative procedures in the public universities, which are directly related to the job satisfaction of the faculty members, need an objective and conscience revision to uncover the reasons for normalization of the job satisfaction of the academic system of these academic institutions. The study also showed that the financial factors concerning the salaries, wages and incentives did not approach the level that gives the faculty member an internal reflection of satisfaction as compared with the volume of the work he/she performs and the wage he/she is paid for. That the psychological factors which prepare the faculty members in the public universities are insufficient and below the desired level, which makes the member willing and adhering to the teaching process. And, that the qualification of the faculty members, in terms of the training aspects, is no longer given the sufficient attention in the public universities, which could have led to that the faculty members did not stay long in his/her job.

Bal-Khairi and Ushait (2012) study found that the human element is the basic cornerstone of all the processes and activities that the organization performs for achieving its objectives. Study of Rareebullah (2013) concluded that the participation level of the faculty members of the Algerian universities was generally low; and that there are no statistically significant differences among the universities ascribed to the variable of faculty members' participation in the decision making. Study of Abu A'ashour and Shatanawi (2014) indicated that the effectiveness degree of the decisions taken in the councils of the academic departments in the Jordanian universities was high, as viewed by the faculty members. However, there were statistically significant differences ascribed to the university variable, in favor of Al-Yarmouk University in terms of the participation area of decision making, and organizational culture area, following the performance of Scheffe test for the post comparisons. Finally, there was a relationship upon comparing between the public and private universities, in favor of the public universities, about the effectiveness of the decisions taken in their department councils.

Naser and Haider (2014) made a study that did not show substantial differences among the faculty members of the public and private universities in terms of (their view about the salary and bonuses, their satisfaction about the relations with their colleagues, their satisfaction about their relation with the management, and their feeling of the occupational empowerment). On the other hand, there were substantial differences in terms of (their satisfaction about their relations with the students, feeling of job security, and feeling of the social status). Finally, the study showed a difference in ranking the reasons causing the job satisfaction, by the difference of the work location (public university – private university).

Study of Masghouni (2015) found a relationship between the decision making mechanisms and job performance satisfaction, and a relation between the availability of the information for decision making and satisfaction of the decision takers. On the other hand, the study did not show a relation between participation in decision making and satisfaction of the decision takers.

Last, but not least, study of Shakhtour, et al (2015) showed a clear feeling with the college employees that they do not spend best of their efforts when there is no exchange of the mutual interests between the college and the employees. This was very clear in the dissatisfaction the employees showed about their pays as compared with the large efforts they spend in favor of the college. Furthermore, the employees have the feeling that the college does not distribute the job duties fairly among them.

### **Study Problem and Questions**

The decision making process is linked with many issues, such as communication, leadership, pressures and job satisfaction. In fact, the job satisfaction is the most important dimension for both the individuals and communities. It is the base that achieves psychological and social harmony of the workers, and improves the good performance, as it is linked with success in work. It is also

considered the objective standard of the individual's success in the various aspects of life, which is reflected on his/her behavior through his/her latent attitudes, and on the strength of his/her feelings and degree of their accumulation. The stronger his dissatisfaction about the work, the more it shows on his/her behavior, so that either he/she leaves the work and seeks for another job, or the absenteeism rate or drop out of work increase.

The importance of the job satisfaction of the workers in any establishment leads to achieve the objectives of the establishment to a high degree of efficiency. As such, job satisfaction is one of the most ambiguous issues, because it is an emotional state concerning the employee, which is difficult to understand.

In the light of the above, the study problem is embodied in answering the following questions:

- 1- What is the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities?
- 2- Are there statistically significant differences among the responses of the faculty members on the participation in decision making degree attributed to the (gender, years of experience, and academic rank) variables?
- 3- What is the job satisfaction degree of the faculty members of the educational sciences colleges in the Jordanian universities?
- 4- Are there statistically significant differences among the responses of the faculty members on their job satisfaction degree attributed to the (gender, years of experience, and academic rank) variables?
- 5- What is the relationship between the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities and the job satisfaction?

### Study Significance

The study significance originates from the importance of the topic it is exploring, as the decision making issue is one of the important subjects that attracted, and still attracts, wide attention of those who are interested in this field. In this regard, the progress, development and continuity of the organizations basically depend on the administrative leaders, who plan and work toward making suitable decisions for them and the subordinates who share them the decision implementation. The theoretical importance of the study rests in displaying the theoretical framework and the previous study that interpreted the decision making and job satisfaction. The applied importance represents identifying the participation degree of the faculty members in the educational sciences colleges in the Jordanian universities in decision making and its relation with the job satisfaction.

### Methods

The study used the descriptive method and some of its tools, to describe and analyze the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities, and their job satisfaction degree, to clarify the relations between them.

### Study Population and Sample

The study population consisted of all the faculty members of the educational sciences colleges in the Jordanian universities (n=518); and the sample consisted of (160) faculty members if the educational sciences colleges in the Jordanian universities. [Table 1](#) shows the characteristics of the faculty members through the study sample.

**Table 1.** Characteristics of the Faculty Members of the Educational Sciences Colleges in the Jordanian Universities

Variable	Category	Frequencies	Percentage
Gender	Male	120	75 %
	Female	40	25 %
Years of Experience	Less than 10 years	68	43 %
	More than 10 Years	92	57 %
	Professor	40	25 %

Academic rank	Associate Professor	58	36 %
	Assistant Professor	62	39 %
Total		160	100 %

### Study Instrument

Based on the nature of the data, and the method applied in the study, the researchers saw that the most suitable instrument to achieve the study objects is the "questionnaire". It was constructed by referring to the related previous literature and studies (Abu Ashour, Shatnawi, 2014; Al-Baraheem, 2008; Al-Ghazali, 2012; AL-Omari, 2007). The instrument, in its final shape, consisted of three parts:

First Part: dealt with the primary data of the study sample participants, such as gender, years of experience and academic rank.

Second Part: the decision making questionnaire, consisted five dimensions as follows:

- Decision concerning the students' affairs.
- Decision concerning the faculty members.
- Decision concerning the study plans.
- Decision concerning the college building and financial issue.
- Decision concerning the local community.

Third Part: the job satisfaction, consisted four dimensions as follows:

- Work nature
- Salaries and bonuses
- Self-realization
- Affiliation to the profession.

### Validity and Reliability of the Instruments

Once the researchers completed the construction of the instrument, which deals in the "participation in decision making degree of faculty members of the educational sciences colleges in the Jordanian universities and its relation with job satisfaction", they presented to a number of expertise to seek their opinions. Based on the amendments and suggestions of these expertise, the researchers carried out the required amendments on which most expertise agreed, such as amendment or deletion of certain phrases, until it took its final shape. Following the assurance of the apparent validity of the instrument, the researches applied it in the field. They calculated Pearson correlation coefficient to assure the internal validity of the instrument, and also calculated the correlation coefficient between the degree of every item with the overall degree of the dimension, to which the item belongs, as shown in Table 2.

**Table 2.** Internal Consistency Coefficient of the Questionnaire Dimensions (Cronbach Alpha)

No	Dimension	Alpha (α) value
<b>Decision Making Dimensions</b>		
1	Decision Concerning Students' Affairs	<b>0.78</b>
2	Decision Concerning Faculty Members	<b>0.87</b>
3	Decision Concerning the Study Plans	<b>0.84</b>
4	Decision concerning the College Building and Financial Issues.	<b>0.81</b>
5	Decision Concerning the Local Community	<b>0.86</b>
<b>Job Satisfaction Dimensions</b>		
1	Work Nature	<b>0.83</b>
2	Salaries and Bonuses	<b>0.81</b>
3	Self- Realization	<b>0.91</b>
4	Affiliation to the Profession	<b>0.87</b>

Reliability coefficients indicate that both instruments generally have high reliability coefficient about the ability of both instruments to realize the study objectives.

**Procedures**

After the preparation of the study instrument, verifying its validity and reliability, determining the population and sample, the researchers obtained the official approvals to carry out the study. To facilitate the researchers' duty in distributing the questionnaire over the sample participants during two months of the first semester of the academic year 2016/2017, they advised the sample participants about the objective of the study, the way to respond, and the confidentiality of the data they will provide, and that they will be exclusively for the purposes of scientific research; all for achieving objectivity, as far as possible. When the questionnaires were returned, the researchers assorted, posted the responses, entered the data in a computer, analyzed, and obtained the results according to the study questions.

**Statistical Procedures:**

The researchers utilized frequencies and percentages of the study sample participants' characteristics; means and standard deviations were also used in the statistical processing to extract the study results. Moreover, t- test, ANOVA test and Scheffe test were used for the post comparisons.

**2. Results and Discussion**

**Question One:** What is the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities ?

To identify the participation in decision making degree of the educational sciences colleges faculty members in the Hashemite University, means and standard deviations of the study sample participants' responses were calculated, as shown in [Table 3](#).

**Table 3.** M's, SD's and Participation in the Decision making degree

<b>Dimensions</b>	<b>M</b>	<b>SD</b>	<b>Rank</b>	<b>Participation Degree</b>
Decision Concerning Students' Affairs	4.44	0.35	1	Very High
Decision Concerning Faculty Members	4.10	0.33	2	Very high
Decision Concerning the Study Plans	3.51	0.56	3	Medium
Decision concerning the College Building and Financial Issues.	3.11	0.62	4	Medium
Decision Concerning the Local Community	2.84	0.72	5	Medium
<b>Overall Degree</b>	<b>3.72</b>	<b>0.31</b>		<b>High</b>

[Table 3](#) shows that the means ranged between (2.84-4.44), and the participation in decision making degree was high as a whole, with (M=3.72). The "Decision Concerning Students' Affairs" dimension came in the first rank with (M=4.44), followed by "Decision Concerning Faculty Members" dimension, which ranked second with (M=4.41). Meanwhile "Decision Concerning the Study Plans" dimension ranked third with (M=3.51), "Decision concerning the College Building and Financial Issues" dimension ranked fourth with (M=3.11). Finally, |"Decision Concerning the Local Community" dimension came fifth and last with (M=2.83).

**Question Two:** Are there statistically significant differences among the responses of the faculty members on the participation in decision making degree attributed to the (gender, years of experience, and academic rank) variables?

**1- Gender Variable**

Means, standard deviations, and t-test were used to identify the differences among the Sample participants' responses attributed to gender variable.

**Table 4.** M'S, SD's and t- test to Identify the Differences between the Means of the Sample Participants' Responses attributed to Gender Variable

Dimensions	Gender	No.	M	SD	T Value	Sign. Level
Decision Concerning Students' Affairs	Male	120	4.44	0.31	0.161	0.87
	Female	40	4.43	0.39		
Decision Concerning Faculty Members	Male	120	4.09	0.25	0.226	0.82
	Female	40	4.10	0.38		
Decision Concerning the Study Plans	Male	120	3.60	0.52	1.507	0.13
	Female	40	3.43	0.58		
Decision concerning the College Building and Financial Issues	Male	120	3.35	0.58	3.743	0.00
	Female	40	2.90	0.58		
Decision Concerning the Local Community	Male	120	2.95	0.76	1.464	0.14
	Female	40	2.74	0.67		
Overall Degree	Male	120	3.79	0.27	2.403	0.01
	Female	40	3.64	0.33		

Table 4 shows statistically significant differences at ( $\alpha=0.05$ ) level of the faculty members' participation in decision making degree attributed to the gender variable, in "Decision concerning the College Building and Financial Issues" dimension, and the overall degree of the dimensions, in favor of the male faculty members.

**2- Years of Experience Variable**

Means, standard deviations, and t-test were used to identify the differences among the Sample participants' responses attributed to years of experience variable.

**Table 5.** M'S, SD's and t- test to Identify the Differences between the Means of the Sample Participants' Responses attributed to the Years of Experience Variable

Dimensions	Years of Experience	No.	M	SD	T Value	Sign. Level
Decision Concerning Students' Affairs	Less than 10 years	68	4.34	0.34	1.468	0.14
	More than 10 years	92	4.47	0.35		
Decision Concerning Faculty Members	Less than 10 years	68	4.10	0.32	0.012	0.99
	More than 10 years	92	4.10	0.33		
Decision Concerning the Study Plans	Less than 10 years	68	3.92	0.33	4.698	0.00
	More than 10 years	92	3.37	0.55		
Decision concerning the College Building and Financial Issues	Less than 10 years	68	3.07	0.59	0.352	0.72
	More than 10 years	92	3.12	0.63		
Decision Concerning the Local Community	Less than 10 years	68	3.03	0.54	1.543	0.12
	More than 10 years	92	2.77	0.76		
Overall Degree	Less than 10 years	68	3.81	0.30	1.774	0.07
	More than 10 years	92	3.68	0.31		

Table 5 shows statistically significant differences at ( $\alpha=0.05$ ) level of the faculty members' participation in decision making degree attributed to the gender variable, in "Decision Concerning the Study Plans" dimension. Also, Table (5) did not show statistically significant differences at ( $\alpha=0.05$ ) level attributable to the years of experience in other dimensions and the overall degree of the areas. This may be due to the prevalent climate inside the colleges and their orientation, to the extent that there is no room for enhancing the role of the older experiences, or even encourage the new experiences, who are enthusiastic to work.

**3- Academic Rank**

**Table 6.** M'S, SD's and Statistical T- Test to Identify the Differences between the Means of the Sample Participants' Responses attributed to the Academic Rank Variable

Area	Academic Degree	No	M	SD
Decision Concerning Students' Affairs	Assistant Professor	40	4.34	0.47
	Associate Professor	58	4.41	0.30
	Professor	62	4.56	0.23
Decision Concerning Faculty Members	Assistant Professor	40	3.93	0.42
	Associate Professor	58	4.09	0.29
	Professor	62	4.26	0.13
Decision Concerning the Study Plans	Assistant Professor	40	3.53	0.58
	Associate Professor	58	3.28	0.50
	Professor	62	3.75	0.49
Decision concerning the College Building and Financial Issues	Assistant Professor	40	2.92	0.40
	Associate Professor	58	2.98	0.68
	Professor	62	3.44	0.61
Decision Concerning the Local Community	Assistant Professor	40	2.75	0.40
	Associate Professor	58	2.59	0.72
	Professor	62	3.19	0.83
Overall Degree	Assistant Professor	40	3.61	0.32
	Associate Professor	58	3.60	0.22
	Professor	62	3.94	0.27

Table 6 indicates apparent differences in the means of the sample participants' responses attributed to the academic rank variable. To determine whether or not these differences are statistically significant, the researchers applied the ANOVA analysis to identify the statistical difference by the academic rank, as shown in Table 7.

**Table 7.** Results of the ANOVA Analysis of the Academic Rank on the Means of the Sample Participants' Responses

Dimensions	Source of Variance	Total Squares	df	Squares Mean	F Value	Sign. Level
Decision Concerning Students' Affairs	<b>Between groups</b>	0.760	2	0.380	3.215	0.04
	<b>Within groups</b>	10.877	157	0.118		
	<b>Total</b>	11.637	159			
Decision Concerning Faculty Members	<b>Between groups</b>	1.629	2	0.815	8.949	0.00
	<b>Within groups</b>	8.375	157	0.09104		
	<b>Total</b>	10.005	159			
Decision Concerning the Study Plans	<b>Between groups</b>	3.681	2	1.841	6.690	0.00
	<b>Intra-groups Within groups</b>	25.312	157	0.275		
	<b>Total</b>	28.993	159			

Decision concerning the College Building and Financial Issues	<b>Between groups</b>	5.030	2	2.515	7.402	0.00
	<b>Within groups</b>	31.261	157	0.340		
	<b>Total</b>	36.291	159			
Decision Concerning the Local Community	<b>Between groups</b>	6.247	2	3.123	6.785	0.00
	<b>Within groups</b>	42.349	157	0.460		
	<b>Total</b>	48.596	159			
<b>Overall</b>	<b>Between groups</b>	2.296	2	1.148	15.536	0.00
	<b>Within groups</b>	6.798	157	0.07389		
	<b>Total</b>	9.093	159			

Table 7 indicates statistically significant differences in the responses of the sample respondents on all dimensions of participation in decision making degree, and on the overall degree. F calculated values on the study areas and overall degree were: (3.215), (8.949), (6.690), (7,502), (6,785) and (15.536), respectively. These values are statistically significant at ( $\alpha=0.05$ ) level. To identify the significance of these differences, Scheffe Test of the post comparisons was employed, as shown in Table 8.

**Table 8.** Results of Post Comparisons Scheffe Test for the of the Effect of the Academic Rank to Identify the Differences

Area	Experience	Associate Professor	Professor
Decision Concerning Students' Affairs	Assistant Professor	-0.0676	-0.2185 *
	Associate Professor	-	-0.1508
Decision Concerning Faculty Members	Assistant Professor	-0.01559	-0.3293 *
	Associate Professor	-	-0.1734
Decision Concerning the Study Plans	Assistant Professor	0.2460	-0.2264
	Associate Professor	-	-0.4725 *
Decision concerning the College Building and Financial Issues	Assistant Professor	-0.0622	-0.5218 *
	Associate Professor	-	-0.4596 *
Decision Concerning the Local Community	Assistant Professor	0.1571	-0.4435 *
	Associate Professor	-	-0.6007 *
<b>Overall</b>	Assistant Professor	0.0058	-0.3284 *
	Associate Professor	-	-0.3341 *

Table 8 shows statistically significant differences at( $\alpha=0.05$ ) level between the ranks of assistant professor, associate professor and professor. The differences were in favor of the professor rank, which further indicates that the faculty members of the professor degree in the educational sciences colleges of the Jordanian universities are more aware of the importance of participation in the decision making.

**Question Three:** What is the job satisfaction degree of the faculty members of the educational sciences colleges in the Jordanian universities?

To identify the job satisfaction degree of the faculty members in the educational sciences colleges of the Jordanian universities, the researchers calculated the M's and SD's of the sample participants' responses, as shown in Table 9.

**Table 9.** M's, SD's and Degree of the Job Satisfaction

No.	Area	M	SD	Order	Satisfaction Degree
1	Work Nature	3.97	0.62	3	High
2	Salaries and Bonuses	3.93	0.63	4	High
3	Self-Realization	4.07	0.54	2	Very High
4	Affiliation to the profession	4.16	0.63	1	Very High
Overall Degree		4.03	0.53	Very High	

Table 9 shows that the responses level of the sample participants on the job satisfaction dimensions was high. The overall mean was (4.03) with (0.53) standard deviation, and the degree of the dimensions were high, as the M's ranged between (3.93 – 4.16). Job affiliation dimension ranked first with (4.16) mean and (0.63) SD. Meanwhile, the salaries and bonuses area ranked fourth and last with (3.93) mean and (0.63) SD.

**Question Four:** Are there statistically significant differences among the responses of the faculty members on their job satisfaction degree attributed to the (gender, years of experience, and academic rank) variables?

**Gender Variable**

The researchers calculated the M's, SD's and t-test, to identify the differences between the responses means of the sample participants, attributable to the gender variable, as shown in Table 10.

**Table 10.** M'S, SD's and T Statistical Test to Identify the Differences in the Responses Means of the Sample Participants Attributable to the Gender Variable

Dimensions	Gender	No.	M	SD	t Value	Sig. Level
Work Nature	Male	120	3.93	0.63	0.94	0.10
	Female	40	3.86	0.63		
Salaries and Bonuses	Male	120	4.06	0.52	0.24	0.80
	Female	40	4.09	0.57		
Self-Realization	Male	120	4.21	0.59	1.01	0.21
	Female	40	4.10	0.68		
Affiliation to the profession	Male	120	3.97	0.60	0.10	0.91
	Female	40	3.96	0.65		
<b>Overall Degree</b>	Male	120	4.05	0.51	0.54	0.58
	Female	40	4.00	0.56		

Results of Table 10 did not show statistically significant differences at ( $\alpha=0.05$ ) level, between sample participants' responses means on the job satisfaction measure, attributable to gender variable. This is based on T calculated value which was (0.54) with (0.585) significance level for the overall degree, as this value is not statistically significant. T calculated values were as follows: work nature area (0.94) and (0.108) significance level; salaries and bonuses (0.24) and (0.806) significance level; self-realization (1.01) and (0.212) significance level; and, affiliation to profession (0.10) and (0.915) significance level.

**1- Years of Experience Variable**

The researchers calculated the M's, SD's and T statistical test, to identify the differences between the responses means of the sample participants, attributable to the years of experience variable, as shown in Table 11.

**Table 11.** M'S, SD's and T Statistical Test to Identify the Differences in the Responses Means of the Sample Participants Attributable to the Years of Experience Variable

Dimensions	Years of Experience	No.	M	SD	T Value	Sig. Level
Work Nature	Less than 10 Years	68	3.81	0.61	1.61	0.10
	More than 10 Years	92	4.00	0.63		
Salaries and Bonuses	Less than 10 Years	68	3.95	0.55	1.88	0.62
	More than 10 Years	92	4.14	0.52		
Self-Realization	Less than 10 Years	68	3.91	0.66	3.59	0.00
	More than 10 Years	92	4.31	0.56		
Affiliation to the profession	Less than 10 Years	68	3.88	0.60	1.27	0.20
	More than 10 Years	92	4.02	0.63		
<b>Overall Degree</b>	Less than 10 Years	68	3.89	0.53	2.37	0.01
	More than 10 Years	92	4.12	0.51		

The results in Table 10 indicate statistically significant differences at ( $\alpha=0.05$ ) level between the responses of the sample participant on the job-satisfaction measure as a whole, attributed to the years of experience, based on T calculated value. It amounted (2.237) with (1.61) significance level for the overall degree, and this value is statistically significant. However, the significance of these differences was in favor of the females, by calculating the higher mean value. T calculated value amounted (1.61) with (1.109) significance level for the work nature area; (1.88) with (0.062) significance level for the salaries and bonuses area; and (1.27) with (0.205) significance level for the affiliation to the profession area. These values are not statistically significant, because the significance level is higher than (0.05), except for the area of self-realization, which T calculated value amounted (3.59) with (0.000) significant level, which is considered statistically significant as the level is below (0.05). however, these differences were in favor of those who have more than 10 years' experience, as compared with those of less than 10 years of experience, as clearly shown in the Table. This may be ascribable to that those who spent more than 10 years at work are more satisfied with their jobs than others, because they feel more job security and permanent service, as well as suitable income, all of which reflect job satisfaction level better than the others in the study sample.

**2- Academic Rank Variable:**

The researchers calculated the M's, SD's and T statistical test, to identify the differences between the responses means of the sample participants, attributable to the academic rank variable, as shown in Table 12.

**Table 12.** M'S, SD's and T Statistical Test to Identify the Differences in the Responses Means of the Sample Participants Attributable to the Academic Rank Variable

Dimensions	Academic Rank	No.	M	SD
Work Nature	Associate Professor	40	3.94	0.66
	Assistant Professor	58	4.02	0.57
	Professor	62	3.78	0.65
Salaries and Bonuses	Associate Professor	40	4.06	0.59
	Assistant Professor	58	4.20	0.47
	Professor	62	3.91	0.52
Self-Realization	Associate Professor	40	4.24	0.65
	Assistant Professor	58	4.22	0.56
	Professor	62	3.97	0.66
Affiliation to the profession	Associate Professor	40	4.01	0.67
	Assistant Professor	58	4.05	0.51
	Professor	62	3.81	0.67

<b>Overall Degree</b>	Associate Professor	40	4.06	0.58
	Assistant Professor	58	4.12	0.46
	Professor	62	3.87	0.53

Table 12 shows apparent differences between the means of the sample participants' responses attributable to the academic rank variable. To identify whether such differences were statistically significant, the researchers applied the One-Way Variance Analysis (ANOVA) ascribable to the academic rank, as shown in Table 13.

**Table 13.** Results of the ANOVA Analysis of the Academic Rank Variable on the Means of the Responses of the Sample Participants

Dimensions	Source of Variance	Total Squares	Freedom Degree	Squares Average	F Value	Sign. Level
Work Nature	Between groups	1.09	40	0.55	1.40	0.25
	Within groups	47.40	58	0.39		
	Total	48.11	62			
Salaries and Bonuses	Between groups	1.56	40	0.83	2.97	0.05
	Within groups	33.67	58	0.28		
	Total	35.32	62			
Self-Realization	Between groups	1.70	40	0.85	2.22	0.11
	Within groups	46.40	58	0.38		
	Total	48.11	62			
Affiliation to the profession	Between groups	1.22	40	0.62	1.62	0.20
	Within groups	45.87	58	0.38		
	Total	47.87	62			
<b>Overall Degree</b>	Between groups	1.34	40	0.67	2.44	0.09
	Within groups	33.17	58	0.27		
	Total	34.50	62			

Results of Table 13 did not show statistically significant differences at ( $\alpha=0.05$ ) level between the means of sample participants' responses on the job satisfaction measure, attributable to the academic rank. This is based on F calculated value, which amounted (2.44) and (0.092) significance level for the overall degree, and this value is not statistically significant. Furthermore. F value was (1.40) with (0.251) significance level for the work nature area; (2.97) with (0.55) significance level for the salaries and bonuses area; (2.22) with (0.113) significance level for self-realization area; and (1.62) with (0.201) significance level for the affiliation to the profession area. These values are not statistically significant because the significant level is higher than (0.05).

Question Five: What is the relationship between the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities and the job satisfaction?

For answering this question, the researchers calculated the correlation coefficients between the participation degree of the faculty members of the educational sciences colleges in the Jordanian universities in decision making with the job satisfaction, as viewed by them, as shown in Table 14.

**Table 14.** Correlation Coefficients between the Participation in decision making Degree of the Faculty Members in the Educational Sciences Colleges of the Jordanian, with the Job Satisfaction

<b>Dimensions</b>	<b>Work Nature</b>	<b>Salaries and Bonuses</b>	<b>Self-Realization</b>	<b>Affiliation to the Profession</b>
Decision Concerning Students' Affairs	0.438 *	0.402*	0.480*	0.502 *
Decision Concerning Faculty Members	0.495 *	0.496 *	0.466*	0.562 *
Decision Concerning the Study Plans	0.520 *	0.447 *	0.420 *	0.484 *
Decision concerning the College Building and Financial Issues.	0.560 *	0.494 *	0.467 *	0.520 *
Decision Concerning the Local Community	0.486 *	0.467 *	0.472 *	0.552 *

Statistically significant at ( $\alpha=0.05$ ) level

Table 14 shows that the correlation coefficients of the decision making dimensions with the job satisfaction dimensions ranged between (0.420-0.562), all of which are statistically significant at ( $\alpha=0.05$ ) level. The lowest correlation coefficient was (0.402) between the decision concerning the students' affairs and the salaries and bonuses area. On the other hand, the highest correlation was (0.562) between the concerning the faculty members and the affiliation to the profession area. All these correlations were positive, indicating that the increase in the first dimension area is offset by an increase in the second dimension.

### 3. Conclusion

This study aimed at identifying the participation in decision making degree of the faculty members of the educational sciences colleges in the Jordanian universities, and its relationship to the job satisfaction. The results of the study showed that this participation in the decision making came with high degree, and the overall degree of the job satisfaction with the faculty members was very high.

This result could be interpreted by that the vast majority of the faculty members of these colleges possess wide practical and scientific experiences, and became reference houses of experience and references. They share the administrative decisions at the levels of the departments, colleges and university. In addition, certain institutions of the civil community seek these experiences, especially in the educational and academic aspects. They are referred to as consultants and experts, whose opinions are respected in many life areas. Therefore, the managements of the Jordanian universities extend to them all respect and appreciation, and let them share in making certain administrative decisions. In addition, they enjoy high positive participation in decision making in the educational sciences colleges. These colleges provide a climate of participation and cooperation in decision making; and the deans of the colleges deeply understand the importance of the faculty members' participation in the decision making. The reason may be the comfortable climate of the colleges, which is characterized by collective work and the existence of a culture emphasizing the importance of participation in the decision making.

The second variable is closely related to the first variable according to the results of the study, which showed that the faculty member shares in decision making and making. He/she is respected and valued, and is an effective member in his/her community, and is resorted to as a "school" of experience and knowledge. This reflects a high degree of job satisfaction, and provides the member feelings of respect, appreciation and happiness within his/her community. Furthermore, this reflects a distinguished social status connected with the current situation, with a somewhat high income as compared with the other work sectors. This is quite clear after the amendment of the salary scales and incentives in the universities as well as the recent quasi programs incentives, which improved the income of the faculty members of the Jordanian universities. Therefore, he/she feels a high job satisfaction level.

In this concern, the universities make periodical studies of the salary scale to keep up with the developments, life difficulties, expensive living expenses which we daily live. This is a step for retaining the efficiencies of the faculty members, and minimize, as far as possible, the rate of "brain and scientific minds immigrations", so that it will reflect a high level of teaching quality, improve the academic reputation of the university, through the presence of these efficiencies of the faculty members. In this case, the university will retain them and invest them actually based on their high academic reputation, particularly as the Jordanian universities are competing in the teaching scales at the local, Arab and Regional levels. They improve the quality and outcomes of teaching to keep up with the developments in the field, as an attempt to gain an international classification among the world universities. Among other aims, they seek for increasing the student numbers who are willing to study in these universities in the different educational programs, particularly, the quasi and international programs. Therefore, the universities are highly interested to make good use of the faculty members experiences and efficiencies, especially in the educational field, as they have successful dealing with students, attracting and recruiting them, refining their personalities, enhance its growth educationally, to prepare them for the practical life, as successful and positive influencing members in their communities. As a result, the outcomes of the university will be improved, to reflect a bright image and positive reputation of the university at all levels.

This study is in agreement with that of Masghouni (2015) which showed a positive relationship between the participation of the faculty members in the decision making and their job satisfaction level. This study is also in line with the study of A'ashour and Shatnawi (2014) in the effectiveness of the decision making in the insurance company, which was in high level. This study is also in agreement with the study of Al-Ghazali (2012) in that the effectiveness of the decision making was high with the sample participants; with the study of Bal-Khairi and Ushait in the importance of the human element in achieving the objectives of the organization; and with Flebmann (2006) in the existence of a positive relation between participation in decision making and job satisfaction degree.

On the other hand, the results of study were not in agreement with that of Rareebullah (2013), which concluded that the participation of the faculty members in the Algerian universities in decision making was generally low.

The results of this study indicated statistically significant differences at ( $\alpha=0.05$ ) level for the estimations of the faculty members of the participation degree in decision making, attributable to the gender in the overall degree of the domains, in favor of the male faculty members. This result may be ascribable to that the numbers of the male faculty members are more than the females, and the majority of the votes in the department and the college in decision making are of the males; and, females do not show any interest in the decision. In addition, their participation in the managerial jobs is almost low; and the heavy burdens and responsibilities of the female faculty member, as a mother, wife, housewife, employee, lessens her interest in the managerial decision. An explanation that is in line with the results.

There were statistically significant differences at ( $\alpha=0.05$ ) level between assistant professor and professor; and between associate professor and professor rank, which were in favor of the professor rank. This indicates that the faculty members of the professor academic rank in the educational sciences colleges in the Jordanian universities are more aware of the importance of participation in decision making. This may be ascribed to that those of the professor rank had an administrative maturity, and are of experience, consultancy, and right opinions, which made their participation higher than others'.

Finally, there were statistically significant differences at ( $\alpha=0.05$ ) level between the responses means of the sample participants on the job satisfaction measure as a whole according to the years of experience variable. The researcher ascribes this to that faculty members of more than 10 years of experience are more job satisfied than others, because they feel the occupational security and stability in permanent service and good financial income, which reflects more job satisfaction than others in the study sample.

The study provided the following recommendations:

- Work to reward the hardworking and faithful responsible at work, and raise the efficiency of the lower experience employees, control and keep them accountable, if they show any shortcoming at work.

- Setting a remuneration and incentives system for the faculty members in the Jordanian universities, so that the university will not search for alternatives from outside the country.
- The strategic decision center must perceive the importance of the modern technologies in supporting the strategic decision and placing more importance to what it achieves of optimal utilization of its resources.
- Official and decision takers in the universities must join training courses specialized in management and its skills, to raise the university level according to their administrative needs.
- An objective revision is required for the administrative procedures in the universities, for change or amendment, as may be required, in a manner that achieves the work objectives and job satisfaction.
- Placing attention to the psychological aspects and preparing the suitable climate, so that the faculty member will carry out the work (art) of teaching.
- Providing information in all cases and emergency cases as well, to support the administrative decision making by the academic leaders, as may be needed. In other words, connecting the administrative information systems with the crises management.

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