

Job Satisfaction among Members of the Training Staff at the Technical and Vocational Training Corporation (TVTC), KSA

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Abstract

The present study aimed to identify job satisfaction among members of the training staff at the Technical and Vocational Training Corporation (TVTC) in KSA, and to detect differences that can be attributed to the variables of years of experience and gender. The descriptive approach was adopted in the study to investigate job satisfaction among a sample of (206) respondents. A job satisfaction scale adapted by Majrashi (2022) was used to collect the data, and after collecting the data and they were processed by the Statistical Package for Social Sciences (SPSS). The results revealed a level of job satisfaction above the average, and the order of dimensions came as follows: the *nature of work* came in the forefront, followed by the *relationship with colleagues and management* in the second place, then *facilities and aids of training*, and finally came the *payroll systems*. Also, there were no differences in job satisfaction for members of the training staff at TVTC according to the variables 'years of experience' and 'gender'. The study was concluded with suggestions for further research in this area.

Introduction

Background

The success of work of any kind relies heavily on achieving a high score of satisfaction and comfort in this work, and this is indicated by the studies conducted by Perkins & Michael (2005) which concluded that the most satisfied workers tend to achieve high levels of productivity at work (Majrashi, 2022). The concept of job satisfaction is multi-faceted and multi-dimensional and is affected by many factors. Some of these factors are related to the work itself, while others are related to the work team and the surrounding work environment and its dimensions (Al-Magli, 2005), where we may find one of them satisfied with the

relationship with colleagues and not satisfied with the salary or working conditions or other things. Job satisfaction is a relative, not absolute, issue, as there is no upper or lower limit for it and the feeling of satisfaction is the result of interaction between what the individual desires and what s/he actually gets in a certain situation (Al-Haidar, 2005). The interest in the study of motivation for achievement is due to its importance in many applied and practical fields, including the educational field in the academic field, where the motivation for achievement is an important factor in directing and activating the individual's behavior, in his/her awareness of the situation and understanding the behavior of the individual and his/her interpretation and the behavior of those around him/her (Abdul-Latif, 2020).

The statement of the study problem:

1. What is the general feature of job satisfaction among members of the training staff at the Technical and Vocational Training Corporation (henceforth TVTC) in the Eastern Province of KSA?
2. Are there any significant differences in job satisfaction among members of the training staff at TVTC in the Eastern Province of KSA due to years of service?
3. Are there significant differences in job satisfaction among members of the training staff at TVTC in the Eastern Province due to gender (male vs. female)?

The significance of the study

Theoretical significance:

1. To contribute to the study of a population that may not have received adequate research, which is the vocational and technical sector, despite its importance in the boosting of production.
2. The significance of this research lies in the role that job satisfaction plays in the stability of the training staff member and in increasing his/her motivation for achievement, which will contribute to moving forward in achieving the goals of the organization.
3. It could be an enriching addition to the library in the field of organizational psychology in general and the Saudi library in particular in the field of psychological, personal and social research, as it deals with job satisfaction and its relationship to achievement motivation among members of the training staff at TVTC.
4. The significance of the study is also attributed to the importance of the target group, i.e. the members of the training staff, who bear the greatest burden in achieving the goals of TVTC in KSA; so, great attention should be paid to this group by researchers.

Practical significance:

1. The results of the research can provide officials at TVTC with the factors that may help them achieve job satisfaction and increase the

achievement motivation of the members of the training staff at TVTC, KSA.

2. To provide training staff members who work in various units with results on the factors that may contribute to achieving job satisfaction, and eliminate factors that may cause poor achievement motivation for some.
3. The results of the research can also be useful in designing extension programs and designing specialized training courses for members of the training staff and applicants or newly recruited staff members.
4. It is expected to come up with recommendations that will help policy makers in the TVTC, KSA and which will direct the officials of the institution to contribute to enhancing job satisfaction for more achievement.

Terminology of the study

Job satisfaction: is the score of satisfaction of the individual that makes him/her satisfied with his/her work, motivated to do it, fulfilling his/her aspirations, desires, and professional inclinations, and which is consistent with what the individual wants from his/her work and what s/he actually gets (Al-Abdan, 2019).

Job satisfaction is also defined procedurally as the score that a respondent obtains in the job satisfaction scale used in this research.

Previous Studies

A study conducted by Ahmaida, and Al-Mahi titled *Estimating the Level of Job Satisfaction and its Relationship to Achievement Motivation: a Field Study on Teachers of Physical Education at High Schools in Ouargla Province, Algeria* aimed to estimate the level of job satisfaction and the level of achievement motivation and to identify the nature of the relationship between them among PE teachers, and to detect differences in the level of job satisfaction and achievement motivation according to the variable of professional experience among the sample. The study sample consisted of 65 high school PE teachers, chosen randomly from a population of 113 PE teachers in Ouargla Province. The

researchers followed the correlational method in the descriptive approach, using both the job satisfaction scale and the achievement motivation scale. The researchers found that there was a high level of job satisfaction and a high level of achievement motivation among PE teachers. There were no statistically significant differences in the levels of job satisfaction and achievement motivation among PE teachers according to the variable of professional experience, whereas there was a positive correlation with statistical significance between the level of job satisfaction and the level of achievement motivation among PE teachers.

The second study was done by Al-Abdan (2019), and it came under the title: *Job satisfaction and its Relationship to Scientific Productivity among Faculty Members at the Technical College in Riyadh and Hail*. That study aimed to identify job satisfaction and its relationship to scientific productivity among faculty members at the Technical College in Riyadh and Hail. It relied on the descriptive survey method to achieve its objective. The instrument of data collection used in that study was a questionnaire to measure job satisfaction and its relationship to scientific productivity, and it was applied to a sample of 52 faculty members selected by a complete enumeration method. The study obtained a number of useful results, the most important of which are mentioned below. First, it found that the level of job satisfaction among faculty members was high and that there were no statistically significant differences in the assessment of faculty members in technical colleges attributable to college, academic rank and nationality. On the other hand, there were statistically significant differences between the productivity of faculty members in technical colleges in all dimensions of productivity except for the number of conferences. Furthermore, the results indicated that there was no statistically significant relationship between job satisfaction and scientific productivity in all fields.

Al-Enazi, Al-Khalaf, and Ashraf (2019) conducted a study which came under the title *Organizational Justice at the University of Tabuk and its Relationship to Job Satisfaction among Faculty Members*. This study sought to recognize

organizational justice at the University of Tabuk and its relationship to job satisfaction among faculty members. The study relied on the descriptive approach to study an existing situation, which is to reveal the reality of organizational justice and the level of job satisfaction. It also relied on the descriptive-correlational approach to reveal the relationship between the variable of organizational justice and the variable of job satisfaction among faculty members at the University of Tabuk. The study tool was a questionnaire, which was applied to a sample of 181 staff members at the University of Tabuk in its two campuses at the headquarters in Tabuk. The results of the study confirmed the existence of a 'very strong' direct statistically significant correlation at P-value 0.01 between the reality of organizational justice as a whole and the level of job satisfaction as a whole. It also confirmed the existence of a 'strong' direct statistically significant correlation at P-value 0.01 between distributive justice and job satisfaction as a whole. The study recommended supporting the practice of procedural justice by continuing to build decisions at the University of Tabuk based on accurate information, providing solutions to any grievances of faculty members, applying decisions to everyone objectively, adopting fair procedures in legal accountability, and opening channels of communication with the senior management in the event that a faculty member is exposed to any problems at work, and allowing them to discuss the issue with their direct manager regarding the decisions.

A study by Salih (2018) titled *Job Satisfaction and its Relationship to Achievement Motivation among Psychological Counselor in Khartoum State* aimed to measure job satisfaction and its relationship to achievement motivation among psychological counselors in Khartoum State. The researcher adopted the descriptive-correlational approach, and the sample size was 100 psychological counselors. The study revealed several results, including high general feature of job satisfaction among psychological counselors, high general feature of achievement motivation among psychological counselors. Also, there was a statistically significant correlation between job satisfaction and achievement motivation among psychological counselors; there were statistically

significant differences in job satisfaction among psychological counselors according to the gender variable in favor of the females; and there were no statistically significant differences in the job satisfaction of the psychological counselors according to the years of experience.

The study done by Zawaq (2017), which came under the title: *Job Satisfaction and its Relationship to Motivation for Achievement among PE Teachers in the Intermediate Level, a Field Study in Masila*. The study aimed to identify the relationship between job satisfaction and achievement motivation among physical education teachers in the intermediate level in Masila, using a descriptive approach of both correlative and comparative nature, as well as checking and detecting whether there were differences between teachers in both job satisfaction and motivation for achievement. The sample of the study consisted of 75 intermediate school PE teachers who were selected by the simple random method, and then two measurement scales were applied, the first to measure job satisfaction, and the second to measure achievement motivation. The most important results indicated that there was a statistically significant relationship between the scores of job satisfaction and motivation for achievement among PE teachers. Also, there were statistically significant differences between PE teachers of high and those of low job satisfaction in the level of achievement motivation in favor of high job satisfaction among PE teachers. On the contrary, there were no differences between the sexes in job satisfaction and achievement motivation.

The Hypotheses of the study

1. There is job satisfaction among the members of the training faculty staff at TVTC in the Eastern Province, KSA.
2. There will be statistically significant differences in job satisfaction among members of the training staff at TVTC in Eastern Province, KSA according to the years of service.
3. There will be statistically significant differences in job satisfaction among members of the training

staff at TVTC in the Eastern Province, KSA according to the gender variable (male-female).

Methodology and Procedures

First: the methodology of the study

In order to achieve the objectives of the present study, the researchers adopted the descriptive correlational comparative approach for its suitability for this study, and the descriptive correlational approach in its entirety consists in collecting data to obtain the final results and studying the relationships between the variables of the study. The descriptive correlational studies do not control the nature of processing, but study the variables as they are found in nature or in reality as it originally exists, and therefore it is to collect information about the phenomenon to describe it quantitatively and qualitatively (Majrashi, 2022).

Second: the population of the study

The population of the present study consists of training staff members in the training units of TVTC in the Eastern Province in KSA, whose number is estimated at (1962) members.

Third: the sample of the study

The sample of the present study is a stratified random sample consisting of (206) faculty members from the staff TVTC in the Eastern Province in KSA.

Fourth: the tool of the study

To achieve the objectives of the current study and verify its hypotheses, the researchers used the scale of job satisfaction designed by Siyam (2019) (mentioned in Al-Hussein, 2018). In its final form, the scale consisted of 35 statements distributed over four dimensions, namely: *the nature of the job* (12 statements), *payroll systems* (7 statements), *the relationship with colleagues and management* (9 statements), *facilities and means of training* (7 statements). A five-graded Likert pattern was used in the scale (very slightly satisfied, slightly satisfied, moderately satisfied, highly satisfied, very highly satisfied), where the answers were given scores as follows: very slightly satisfied (1 point), slightly satisfied (2

points), moderately satisfied (3 points), highly satisfied (4 points), very highly satisfied (5 points). The validity of the internal consistency of the job satisfaction scale was verified using the Pearson correlation coefficient applied to a survey sample consisting of (35) faculty members, as the correlation coefficient was calculated between the score of each statement of the scale in the total score of the dimension to which the statement belongs. Most of them ranged between (0.85) and (0.52), and this is considered an acceptable degree of validity. Reliability scores of the scale dimensions were revealed by the Alpha Cronbach's coefficient as follows: nature of work,

0.95, payroll systems 0.96, relationship with colleagues and management 0.96, facilities and aids of training 0.91, overall stability 0.98), and these are excellent reliability scores.

Presentation and Discussion of the Results of the Study

First, we will present and test the first hypothesis, which states: the members of the training staff at TVTC in the Eastern Province, KSA, have a high level of job satisfaction.

Table No. (1) The arithmetic means and standard deviation of the job satisfaction measuring scale among members of the training staff at TVTC, KSA

No	Dimensions	mean	SdDev	order
1	Nature of work	39.08	13.80	1
2	Payroll systems	19.18	10.53	4
3	Relationship with colleagues and management	28.76	11.74	2
4	Facilities and aids of training	20.37	8.18	3
General arithmetic mean		107.34	20.8	-

It is clear from Table No. (1) above that the level of job satisfaction among the training staff members of TVTC was higher than the average, with an average score of (107.34) and a standard deviation (20.8), where *the nature of work* comes in the first place with an arithmetic mean of (39.08) and a standard deviation of (13.80), followed by *the relationship with colleagues and management* with an arithmetic mean of (28.76), and in the third place comes *the facilities and aids of training* with an arithmetic mean of (20.37) and a standard deviation of (8.18), and in the end, *payroll systems* comes as the least dimension of job satisfaction among members of the training staff at TVTC, with an arithmetic mean (19.18) and a standard deviation (10.53). This result is consistent with the findings of the study of Ahmaida (2019), which concluded that the level of job satisfaction among PE teachers in the secondary schools in Ouargla Province was high. Furthermore, this specific result of the current

study agreed with a result obtained by the study of Al-Abdan (2019), which found that the level of job satisfaction among staff members at the Technical College in Riyadh and Hail was high, and it also in concordance with the result of the study of Salih *et al.* (2018), which found that the level of job satisfaction among psychological counselors in Khartoum state was high. Also, the result of the current study agreed with a correspondent result obtained by the study of Perkins (2005), which concluded that full-time and part-time members of vocational and technical colleges in Virginia were generally satisfied with their jobs. Contrariwise, the result of the current study disagreed with the result of the study of Al-Hussein (2018), which concluded that the level of job satisfaction among faculty members at Princess Noura Bint Abdul-Rahman University was moderate, and further disagreed with a result of Al-Harbi's study (2016), which concluded that the level of job satisfaction among female staff

members at the faculties of Umm Al-Qura University was moderate, and it disagreed with the result of Al-Otaibi (2013), which concluded that the level of job satisfaction among staff faculty members at the Public Authority for Applied Education and Training in Kuwait was moderate, as well as with Pang's study (1993), which concluded that the level of job satisfaction among faculty members in (25) universities in Seoul was average.

Presumably the reason for this high level of job satisfaction is due to the awareness of those in charge of TVTC of the important role of job satisfaction on performance rates and work completion among members of the training staff, as the members of the training staff are highly responsible for developing the performance and competence of the trainees, and therefore the failure to provide all the conditions that help members to work will negatively affect performance rates. This is why it is important to pay attention to all aspects affecting the members of the training staff, providing real opportunities for promotion and investing the energies of the members of the training staff, as well as providing opportunities for them to see everything new in their field of work, and for them to feel the possibility of self-realization through their work in a large and important institution such as the TVTC. All of this would contribute to increasing job satisfaction rates among members of the training staff, and thus increasing their performance rates and achieving the goal of that institution. This trend was confirmed by Sawalma (2019), who indicated that given the nature and type of job that the individual performs in terms of its components, burdens, responsibilities, organizational position, importance, powers vested in its occupant, and the qualifications, experience and skills that must be available in its occupant stand before an important fact, which is

that all dimensions are what give the job a great value that the individual cherishes and is proud of.

In addition to the foregoing, the presence of smooth rules and flexible work regulations would contribute to facilitating work and enhancing job satisfaction rates among members of the training staff. In addition, the leaders' interest in the physical and environmental working conditions in which the members of the training staff work, such as lighting, temperature, ventilation, and the provision of suitable offices with ergonomic furniture and equipment for members of the training staff. The provision of elements of security and safety would also contribute to increasing their rates of job satisfaction, and this was confirmed by Ahmed (2005), who argued that the individual's comfort increases his / her performance. However, this relationship is not fixed in all cases, as the individual may work in harsh working conditions, and despite that, s/he is in a high morale state, and vice versa. If the workers find out that the physical conditions in which they work are very bad, but they feel that the institution has made every effort to improve them, then it will not in all cases be a reason for lowering their morale, and this result agrees with what Maslow's theory clarified, as Maslow (1943) indicated that the needs for security and peace are among the most prominent human needs, which include a set of needs that provide the individual with safety from the dangers of the surrounding environment, which pose a health or economic risk related to the continuity of his work that provides him with a specific standard of living.

The second hypothesis is presented and tested here, which states: "There are statistically significant differences in job satisfaction among members of the training staff at TVTC in the Eastern Province in KSA, according to the years of service variable."

Table No. (2) Results of one-way ANOVA for differences in the level of job satisfaction among training staff members at TVTC, the Eastern Province, KSA, according to the years of service

Dimensions	Groups	Sum squares	of	df	mean square	F	Sig.
	Between groups	236.756		2	118.378	0.619	0.539

Nature of work	Within group	38820.841	203	191.236		
	Total	39057.597	205			
Payroll systems	Between groups	2.796	2	1.398	0.012	0.988
	Within group	22758.912	203	112.113		
	Total	22761.709	205			
Relationship with colleagues and management	Between groups	54.857	2	27.429	0.198	0.821
	Within group	28183.007	203	138.833		
	Total	28237.864	205			
Facilities and aids of training	Between groups	127.701	2	63.850	0.954	0.387
	Within group	13584.518	203	66.919		
	Total	13712.218	205			
Total score of the scale	Between groups	514.389	2	257.194	0.153	0.858
	Within group	341420.543	203	1681.875		
	Total	341934.932	205			

It is clear from Table (2) above that there are no statistically significant differences in the total score of job satisfaction and its sub-dimensions, represented in *nature of work*, *payroll systems*, *relationship with colleagues and management*, and *facilities and aids of training*, among members of the training staff at TVTC in the Eastern Province of KSA according to the variable of years of experience, where the value of the level of significance for the dimensions, was (0.539, 0.988, 0.821, 0.387), respectively, and the total score was (0.858), all of which have values greater than (0.05), that is, they are not statistically significant. The aforementioned result indicates closeness to the level of satisfaction among members of the training staff regardless of the difference in their years of experience in TVTC in the Eastern Province of KSA. This result of the current study agreed with the result of the study of Ahmida (2019), which concluded that there were no statistically significant differences in the level of job satisfaction among teachers of physical and sports education in secondary schools in Ouargla Province, Algeria, according to the variable 'years of experience'. It also agreed with the result of the

study of Salih *et al.* (2018), which concluded that there were no statistically significant differences in the level of job satisfaction among the psychological counselors in Khartoum State, according to the variable 'years of service'. Likewise, it is in concordance with the result of the study of Al-Harbi (2016), which concluded that there were no statistically significant differences in the level of job satisfaction among female faculty members in the faculties of Umm Al-Qura University according to the variable years of experience. On the contrary, the result of the current study differed with the result of the study of Al-Rashidi (2011), which concluded that there was a discrepancy in the scores of job satisfaction among members of the training staff of the Public Authority for Applied Education and Training in Kuwait based on years of experience, as the greater the experience of the research sample, the greater the job satisfaction, so that we find that those with more than 10 years of experience had higher satisfaction rates than the rest of the experience groups.

Perhaps the reason for this result of the current study is that the level of job satisfaction among the

members of the training staff is not related to certain years of experience; so, providing factors that contribute to increasing the level of job satisfaction among individuals within the work environment, such as physical, social and psychological factors would contribute to increasing the level of job satisfaction among individuals regardless of their years of experience, as job satisfaction is considered one of the sources of happiness resulting from the individual's perception of his job, as these feelings give the job an important value represented in the individual's desire to work and what surrounds him/her (Memon, 2017). Since the desires of individuals are different, we find that there is a discrepancy in their attitudes towards which values are important to them, i.e. some give a value to wages as compared to other factors, while some individuals give a higher value to job stability. Thus, job satisfaction is an expression of individuals' perceptions of the present situation compared to the preferential value, and this means that satisfaction occurs when the individual realizes that the job s/he performs achieves the values that are important to him/her (Abbas, 2009).

In addition to the foregoing, leaders/supervisors within the work environment have an important impact on increasing or decreasing job satisfaction rates among individuals of different years of experience. Dealing with individuals within the work environment with authoritarian supervisors who do not appreciate the efforts of members of the training staff will reduce their levels of job satisfaction, regardless of whether they have a

long work experience or they are at the beginning of their career. On the contrary, the supervisors' enjoyment of a good degree of responsibility and awareness enhances the levels of job satisfaction among the members of the training staff according to their different years of job experience (Musa, 2009), as the individual's awareness of the extent of his/her presence and the supervision s/he is under affects the degree of his satisfaction with the job s/he is doing, and the matter here depends on the individual's perception and his/her viewpoint about the supervisor's justice and the supervisor's interest in the affairs of subordinates and his/her protection for them. To sum it up, supervision plays an important role in determining the satisfaction of the individual and in increasing his performance and productivity. Fromm (1964) indicated that the way the manager deals with his subordinates is an important element in determining morale and raising the level of job satisfaction, and satisfaction is positively correlated with the amount of participation in decision-making, as the democratic manager contributes significantly to increasing the satisfaction of his subordinates (Huang, 2016).

The third hypothesis is presented and tested here, which states: "There are statistically significant differences in the job satisfaction of the members of the training staff at TVTC in the Eastern Province of KSA, according to gender (male vs. female)."

Table No. (3) The results of T-test for two independent samples for differences in job satisfaction among training staff members at TVTC in the Eastern Province, KSA, according to the gender variable

Dimensions	Gender	Nos	Mean	SdDev	T-Value	Sig.
Nature of work	Male	132	39.02	13.53	0.093	0.926
	Female	74	39.20	14.37		
Payroll systems	Male	132	19.52	10.00	0.595	0.553
	Female	74	18.57	11.48		
	Male	132	28.67	11.70	0.135	0.893

Dimensions	Gender	Nos	Mean	SdDev	T-Value	Sig.
Relationship with and management colleagues	Female	74	28.91	11.88		
	Male	132	19.91	7.59	1.035	0.303
Facilities and training aids	Female	74	21.20	9.13		
	The total score of the scale	Male	132	107.11	39.77	0.129
Female		74	107.88	42.95		

It is clear from Table (3) that there are no statistically significant differences in the overall score of job satisfaction and its sub-dimensions represented in *the nature of work, salary payrolls, relationship with colleagues and management, facilities and training aids*) among members of the training staff at the TVTC in the Eastern Province, KSA according to the gender variable, where the value of the levels of significance for the dimensions were (0.926, 0.553, 0.893, 0.303), respectively, and for the total score was (0.898), all of which have values greater than (0.05), that is, they are not statistically significant, and the previous result indicates a convergence in the level of job satisfaction among the male and female training staff members of TVTC in the Eastern Province of KSA. This result of the current study agreed with the result of Zawaq (2017), which concluded that there were no statistically significant differences in the level of job satisfaction among PE teachers in the intermediate level of education in Masila Province according to the gender variable, and it agreed with the result of the study of Al-Otaibi (2013), which concluded that there were no statistically significant differences in the level of job satisfaction among faculty members in the Public Authority for Education, Application and Training in Kuwait according to the gender variable, as well as with the result of the Ssesanga study (Sesanga, 2005), which concluded that there were no statistically significant differences in the level of job satisfaction among Ugandan university academics according to the gender variable. In contrast, the result of the current study disagreed with the result of the study of Salih et al. (2018), which found that there were statistically

significant differences in the level of job satisfaction among psychological counselors in Khartoum State, according to the gender variable, in favor of females. It is also in contrast with the result of the study of Al-Rashidi (2011), which showed that there was contrast in the scores of job satisfaction among members of the training staff at the Public Authority for Applied Education and Training in Kuwait based on gender, where it was found that the males' feeling of job satisfaction was more than that of the females of the research sample. Furthermore, this result of the current study disagreed with the result of a study by Sangmanee (1993), which found that there were statistically significant differences in the level of job satisfaction of faculty members in Bangkok according to the gender variable in favor of males.

Possibly the reason for this is due to the positive repercussions of job satisfaction on all members of the training staff, male and female, due to the relationship of job satisfaction to the various aspects of an individual's life. The feelings of the respondents, regardless of their gender, of low levels of job satisfaction are negatively reflected in the social and psychological aspects of their lives, and vice versa. Thus, job satisfaction is an important issue for individuals and groups, and the individual's satisfaction about his/her job is the basis for achieving his / her psychological, social and family compatibility, because job satisfaction is linked to success at work, and success at work is considered the objective criterion on which society evaluates individuals. Job satisfaction may also be an indicator of an individual's success in his / her psychological, social, family, and professional life.

In addition to the above, social relations within the work environment have an important role in increasing job satisfaction rates, due to the importance of the social aspect for female and male members of the training staff. Positive social relations within the work environment contribute to increasing performance rates through positive competition between trainers and the exchange of information about work and thus increasing experience (Halim, 2017), and consultation about the educational and training methods that have the most impact on increasing the achievement rates of trainees. All of this would contribute to increasing the level of job satisfaction among trainers, which would enhance their ability to perform and develop training methods that would contribute to making trainees more capable of performing what is required of them in the future, and this is confirmed by Hasan (2005), who explained that a person needs to deal and interact with others, and social relations represent one of the basic needs of individuals, as it is in Maslow's hierarchy of needs. Huang (2019) confirmed that working in an environment characterized by friendship and cooperation is a source of job satisfaction, and most individuals prefer work that allows them to interact with others and cooperate with colleagues during the work period. On the contrary, studies have shown that satisfaction decreases in the jobs in which the person does his / her work individually, and this result is consistent with what was confirmed by Maslow's theory, where Maslow (1934) emphasized the importance of the social needs of individuals, considering that a human being is a social creature, and s/he has many social needs that s/he seeks to satisfy such as friendship, belonging, and acceptance by others (cited in Abbas 2009, 180).

Fourth: Recommendations

In light of the obtained results, the researchers present some recommendations for future studies, which they hope will contribute to enriching the educational field in this area:

1. Conducting a study dealing with job satisfaction and its relationship to achievement motivation among members of the training staff at TVTC in other provinces in the KSA.

2. Conducting a study dealing with organizational loyalty and its relationship to job satisfaction among members of the training staff at TVTC in the Eastern Province, KSA.

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