RESEARCH ARTICLE

FACULTY MEMBERS' JOB SATISFACTION AND THEIR INNOVATIVE TEACHING

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ARTICLE INFO	ABSTRACT
	One of the significant issues in organizations and working environments is useful human resource. The purpose of this cross-sectional research is to investigate the relationship between faculty member's job satisfaction and work innovation at Bahrain Teachers College (BTC). Faculty members were asked to identify what they like about being employed at BTC and what factors affect their levels of job satisfaction. The sample consisted of 55 faculty members from BTC with a response rate of 89%. A questionnaire was developed and validated used to collect the data. The results showed that there are many things that faculty members like for being working at BTC, the most of which is teaching itself, followed by the working environment. They do not like bureaucracy of rules, policies and dealing with a lot of paper works. Some rrecommendations are presented in light of the findings with the hope that this research can help the university administrators to increase the satisfaction level.

INTRODUCTION

Employee job satisfaction is an essential feature that organizations desire in their staff. It is an emotional state derived from the appraisal of one's job as achieving or facilitating the achievement of one's job values(Locke, 1968). It is associated with increased productivity and organizational commitment, lower absenteeism and turnover, and ultimately, with increased organizational effectiveness (Ellickson and Logsdon, 2001). The benefits that employees get from their organizations influence the effort, skill, creativity and productivity that they are willing to give in return. Besides, organizational interest in job satisfaction can be motivated by humanitarian interests, namely the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized (Ellickson and Logsdon, 2001). Low job satisfaction, however, can have negative outcomes, such as withdrawal behavior, increasing costs, decreasing profits and, eventually, customer dissatisfaction (Zeffane, Ibrahim, and El Mehairi, 2008). Although most researches in employee satisfaction cover profit-making industrial and service organizations, researches in job satisfaction in higher education institutions are on the increase because higher education institutions are reliant on their staff (i.e. academicians, administrators and technicians). Consequently, job satisfaction of employees in higher education institutions is a very important issue. When they are satisfied with their jobs, they are likely to perform their duties

innovatively and demonstrate a high level of dedication and loyalty to the institution. That said, the purpose of this research is to investigate the impact of job satisfaction among faculty members at Bahrain Teachers College and its relationship to their innovation in teaching. Faculty members were asked to identify what they like about being employed at the college and what factors affect their job satisfaction. Specifically, the study examined if there is a statistically significance relationship between job satisfaction and teachers innovation in teaching. Job satisfaction is an important matter that needs to be researched further in academic work life since it is related among many things to both performance and productivity. Understanding the determinants and consequences of job satisfaction should be a key task of higher education institutions. This study took an important step forward by identifying the key determinants of job satisfaction at Bahrain Teacher College. At the same time, academic job satisfaction studies can help the university management and faculty members to develop the quality of education, research and administration. This study will primarily have considerable implications for Bahrain Teacher College and will contribute to its plans to become a professional college with dedicated and committed employees. It will also highlight any areas where staff satisfaction and morale is low and thus help the college to increase the level of job satisfaction. On the other hand, the results can guide the college to understand the demands of its staff in terms of job satisfaction. The research corresponds to the University's strategic plan which reiterates that the University of Bahrain seeks to attract the best candidates of faculty and staff and improve their productivity

through providing additional support and making available opportunities for professional development. Job satisfaction can lead to enhanced performance, staff retention and potential commitment to improve skills and participate in professional development.

Literature Review: There is no specific definition of job satisfaction. It can be defined as the degree to which employees like their jobs. The literature on the determinants of job satisfaction can be divided into content perspective which deals with job satisfaction from the viewpoint of needs fulfilment, and the process perspective which emphasises the cognitive process leading to job satisfaction (Zeffane, Ibrahim, and El Mehairi, 2008). The content perspective assumes that all individuals possess the same set of needs and, therefore prescribes the characteristics that ought to be present in jobs. Content theories include Maslow's (1954) need hierarchy theory and the motivator-hygiene theory proposed by Herzberg et al. (1959) which consider job satisfaction and/or dissatisfaction as a function of two classes of variables named motivator and hygiene factors. The motivator factors which are intrinsic to the job are: achievement, recognition for achievement, responsibility, the work itself and growth or advancement. The hygiene factors which are extrinsic to the job are: salary, status, security, company policy and administration, working conditions, supervision, and interpersonal relationships (Herzberg, 1987). The motivators and hygiene factors of Herzberg are similar to the intrinsic and extrinsic job satisfaction factors of other scholars.

Demographic characteristics which define individuals even before their entry into work such as gender, age and education level lead to a demographically heterogeneous workforce which differs in the level of job satisfaction. Moreover, demographic factors arising from the work environment itself like pay, scope of responsibility, work shift and location can affect the general levels of job satisfaction. Lacy and Sheehan (1997) studied job satisfaction among academic staff in eight European countries. Leung (2000) investigated various sources of stress and their impact on job satisfaction at Hong Kong University whilst Toker (2011) found out that job satisfaction levels among academic staff at Turkish universities are moderately high. Though there are several studies which have addressed general job satisfaction among healthcare professionals in gulf area, there are no other studies that considered job satisfaction at a Bahraini context. Al-Rubaish et. al.(2009) study explored the state of job satisfaction among 340 academic staff at King Faisal University. It used a fully-structured 5-option Likert-type Job Satisfaction Questionnaire composed of an evaluative item and eleven domains making a total of 46 items. The study found that the overall mean job satisfaction rate was 73.6 %. The highest satisfaction rates were found in three domains (Supervision, Responsibility, and Interpersonal Relationships), and the lowest in four others (Salary, My Work Itself, Working Conditions, and Advancement). There was significant dissatisfaction with several job-related aspects and demographic features. The study recommended further studies to confirm its preliminary findings and to monitor future trends. It however, demonstrated limitations in terms of the study population, scope and piloting the research tool prior to its application in the investigation. An example of the most recent studies in job satisfaction in the health sector is the study of Al-Dossary, Vail, and Macfarlane (2012).

The study measured nurses' job satisfaction in a Saudi university teaching hospital and attempted to determine the influencing factors. It used a quantitative, cross-sectional method, self-administered questionnaire containing 36 items in a summated rating scale format. The study examined nine subscales of job satisfaction as well as overall satisfaction. A systematic sample of 189 nurses was used to collect data. An independent sample *t*-test and one-way analysis of variance were used to test hypotheses concerning different groups, and correlation tests were used to examine relationships between variables. The study found that nurses were neither satisfied nor dissatisfied with their jobs. However, nurses indicated satisfaction with supervision, co-workers and nature of work. The sources of dissatisfaction were with subscales such as pay, fringe benefits, contingent rewards and operating conditions. The findings showed that there was a need to increase nurses' salaries and bonuses for extra duties and offer more training programs to all nurses. Producing new ideas or teaching methods is sometimes referred to as innovation. Furthermore, innovation is often viewed as the application of better solutions that meet new requirements and unarticulated needs that teachers may face. Torrance (1988) defined innovation as "Process of Problem Detection, and awareness to the weaknesses and gaps, and inconsistence and lack of information, and searching for solutions and predicting them, and conveying or delivering the results to others" (p46). Maguire and Hegan (1999) believes that innovation is a process of multiple stages, resulting in an idea or a new concept, featuring the greatest fluency, flexibility, and authenticity ,and problem detection, and this innovative power can be developed and enhanced, according to the abilities and potential of the individuals and groups and organizations.

Effective teachers are required to be proactive and integrate new teaching strategies and methods into their classroom. Many studies concluded that there is a significant relationship between job satisfaction and their performance (De Dreu and Weingart, 2003; Hom and Kinicki, 2001; Mirderikvandi, 2000; Hashemi, 1996). Smith, Kendall and Hullin (1969) explained five aspects that are related to job satisfaction: being satisfied from job, being satisfied from supervisor, being satisfied from coworkers, being satisfied from promotion, being satisfied from income. Coomber and Barriball (2007) concluded that job satisfaction leads to higher productivity, organizational responsibility, physical and mental health, so person will work with better mood and will learn more skills and finally promotion in his performance. Stirs and Porter (1991)and Vroom (1964) stated that there is a positive relation between job satisfaction and performance. Job satisfaction in higher education has escaped the attention of researchers in the Middle East. Therefore, this study mightfill in the gap in literature on job satisfaction in higher education in Middle East in general and in Bahrain in particular. It builds on whatever is known in job satisfaction in the higher education context.

Research Questions

- To what extent are faculty members satisfied about their working at Bahrain Teachers College?
- What are the factors that decrease their levels of job satisfactionat Bahrain Teachers College?
- Is there a statistically significant relationship of faculty member's job satisfaction on teaching innovation at Bahrain Teachers College?

METHODS

This study used a cross-sectional, mixed method research design.

Sampling: The population of the study were faculty members at Bahrain Teachers College. The sample in consisted of 55 faculty members (27 males and 28 females). The age differences is distributed as 31% is between 25 – 42 years old, 69% are more than 42 years old. The doctorate holder are 76.4% and 13.6 are master's holders. Faculty members in Bahrain Teachers College combines a good range of experience; 52.7% has a teaching experience less than 10 years, 25.4% has 11 – 20 years of teaching experience, and 21.8% is having more than 25 years of teaching experience (See Tables 1 and 2).

Measures: A questionnaire was developed to tackle all aspects related to job satisfaction. The survey consists of 5 categories (Type of work, Working environment and relationships, Recognition and reward, overall Satisfaction, Innovation abilities in work, and open-ended questions). Questions are rated on a five-point Likert scale ranging from one (Strongly Disagree) to five (Strongly Agree). Since the survey was conducted in Arabic and English, the measurement tool was translated from English into Arabic. In translating the original English measurement tool into Arabic, particular attention was given to ensure contextual equivalence between two linguistic versions. Therefore, the Arabic version was checked by two native Arabic colleagues, who are fluent in both languages. The survey was designed as a web page link, which was sent to all faculty members at Bahrain Teachers College. The survey included a demographic section, which asks for the following information: gender, age, teaching experience, and highest qualification. The data was analysed using SPSS version 22.0.APearson correlation coefficient was computed to examine the relationship between job satisfaction and teaching innovation in the classroom.

RESULTS

The results showed that participants showed that they have sufficient professional competencies in their work (*Mean* = 4.64, *SD* = 0.557) and ready to put in extra effort for the success of their department (*Mean* = 4.58, *SD* = 0.658). They good quality in their performance of the assigned duties (*Mean* = 4.56, *SD* = 0.570). This may be the job they are doing is compatible with their experience (*Mean* = 4.42, *SD* = 0.854) and they are clear about their responsibilities (*Mean* = 4.13, *SD* = 0.862). In their work place, participants seem neutral about the policies (*Mean* = 3.69, *SD* = 0.960) and flexibility of procedures (*Mean* = 3.51, *SD* = 1.016). However, they like the work environment; the offices are comfortable and safe (*Mean* = 4.16, *SD* = 0.898), amenities are clean (*Mean* = 4.00, *SD* = 0.839), they have respectful relationship with colleagues (*Mean* = 4.48, *SD* = 0.746), colleagues are supportive (*Mean* = 4.07, *SD* = 0.968). Furthermore, the heads of department treats them fairly (*Mean* = 4.22, *SD* = 0.861) and provide them with positive feedbacks (*Mean* = 4.15, *SD* = 0.931). Classrooms have equipment that function properly (*Mean*= 4.05, *SD* = 0.803). Participants almost agree that students are well behaved (*Mean*= 4.02, *SD* = 0.707) and their readiness to learn help teachers teach effectively (*Mean*= 3.78, *SD* = 0.786).

One of the main factors for job satisfaction is giving rewards and recognition for hard works. Although faculty members have a high degree of loyalty towards BTC (*Mean*= 4.47, *SD* = 0.690) and have clear and achievable goals (*Mean*= 4.09, *SD* = 0.928), they feel that BTC does not award them even when they excel in their work (*Mean*= 3.11, *SD* = 1.083) or encourage competition in performance among faculty members (*Mean*= 2.91, *SD* = 1.041). Overall, the participants showed they are satisfied with their job at BTC (*Mean*= 4.05, *SD* = 0.826) (See Table 5). Table 6 shows that faculty members in BTC have high self-confidence in my teaching competencies (*Mean* = 4.69, *SD* = 0.605) and high degree of self-control when facing irritating confrontations (*Mean* = 4.53, *SD* = 0.539). They also have the ability to produce a lot of ideas in the courses they teach (*Mean* = 4.62, *SD* = 0.561) and suggest solutions to difficult problems (*Mean* = 4.43, *SD* = 0.690). They do agree that their job satisfaction helps them be innovative in their teaching (*Mean* = 4.20, *SD* = 0.848).

The questionnaire used to collect the data had some open-ended questions for participants to answer. The questions were *what do you like most about your job?*,*What do you dislike most about your job?*, *what do you dislike most about your job?*,and *is there a significant relationship between job satisfaction and teachers innovative teaching skills in the classroom?*

What do you <u>like</u> most about your job?

In response to what faculty members like about their job at BTC, most of them indicating that they like teaching for a number of reasons. Some of these reasons are related to teaching and learning, interaction with students, professional development, and sharing ideas with students. For teaching and learning, they indicated that they make an impact or a change in students' life, flexibility in choosing the course, discussing with students new trends and issues that pertain to teaching and learning, sharing knowledge with students. Some stated that being in class with students and engaging them in teaching and learning gives thema good feeling. One participant wrote about what she/he likes most about her/his job is "The feeling that I am making a difference in the lives of my students". In addition, many focused on sharing with students their knowledge, ideas, and experience.

Other participants flattered the students for being respectful, cooperative, and having good attitude towards learning. That explains the reason that some showed that interacting with students is one of the factors that faculty members like most about their job. Other responses highlighted that the overall environment of being in the classroom with students, preparing them to be good teacher who then produce many a better generation. The classroom helps them share creativity, innovation, and professionalism.

What do you dislike most about your job?: As everywhere else in the world, faculty members at BTC do not like bureaucracy. Bureaucracy of paper works in general and paper works for contract renewal in particular. They also do not like the undefined rules and responsibilities, lack of transparency and support. One participants stated that she/he does not like "Detailed course outlines that restrict flexibility. Compiling the course folder, especially in the EXCEL sheet for CILO - PILO. I dislike the focus on exams while we talk about alternate assessments."

Table 1. Distribution of faculty by gender and age

		Age				Total
		(25-30)	(31-36)	(37-42)	More than 42	
Gender	Male	0	3	5	19	27 (49.1%)
	Female	3	1	5	19	28 (50.9%)
	Total	3 (5.5%)	4 (7.3%)	10 (18.2%)	38 (69.1%)	55 (100.0%)

Table 2. Distribution of faculty by highest qualification and department

		Department				
		Arabic and Islamic Education	Education Studies	English Language Education	Math, Science and ICT	Total
Highest Qualification	Master's Degree	3	5	2	3	13 (23.6%)
	PhD Equivalent	2	10	8	14	34 (61.8%)
	Post Doctorate	3	2	1	2	8 (14.5%)
Total		8 (14.5%)	17 (30.9%)	11 (20.0%)	19 (34.5%)	55

Table 3. The mean and standard deviation for the type of work category

No	Items	Mean	Std. Deviation
1.	I have sufficient professional competence in my work	4.64	.557
2.	I am ready to put in extra effort for the success of my department	4.58	.658
3.	I am aware of quality concepts while performing my assigned duties	4.56	.570
4.	My present job is compatible with my experience	4.42	.854
5.	My job position, scope, and responsibilities are clear	4.13	.862
6.	I see that BTC policies are fair	3.69	.960
7.	There is flexibility in the work procedures at BTC	3.51	1.016
8.	My assigned workload does not affect the quality of performance	3.47	1.200
9.	I do not feel stressed and/or torn out in my work	3.15	1.053

Table 4. The mean and standard deviation for working environment and relationships category

No.	Items	Mean	Std. Deviation
1.	My relationship with my colleagues is very respectful	4.48	.746
2.	My head of department treats faculty fairly	4.22	.861
3.	The office/area of my work is comfortable and safe	4.16	.898
4.	My head of department uses positive feedback with faculty	4.15	.931
5.	My colleagues are very supportive	4.07	.968
6.	The classroom equipment function properly	4.05	.803
7.	BTC students are well-behaved	4.02	.707
8.	Amenities (restrooms, etc..) in my College are clean	4.00	.839
9.	There is good communication and cooperation among colleagues in my department	3.84	.996
10.	BTC students readiness to learn helps me perform my teaching effectively	3.78	.786
11.	There is coordination and integration among administrative departments regarding college activities	3.35	1.142
12.	There is a sufficient number of personnel to do all the work well	3.20	1.061

Table 5. The mean and standard deviation for recognition and awards category

No.	Items	Mean	Std. Deviation
1.	I feel that I have a high degree of loyalty towards BTC	4.47	.690
2.	I have clear and achievable goals for my position	4.09	.928
3.	Promotion in my position is based on my professional performance and achievements	3.73	1.079
4.	I get the administrative support to accomplish my work	3.62	1.080
5.	BTC recognizes major professional accomplishment	3.36	1.025
6.	BTC helps with my professional development	3.16	1.214
7.	BTC rewards excellent professional performance	3.11	1.083
8.	BTC encourages competition in performance among faculty members	2.91	1.041
9.	BTC awards me when I excel in my work	2.87	1.055

Table 6. The mean and standard deviation for innovation abilities in work category

No.	Items	Mean	Std. Deviation
1.	I have high self-confidence in my teaching competencies	4.69	.605
2.	I have the ability to easily produce a lot of ideas in the courses I am teaching	4.62	.561
3.	I have a high degree of self-control when facing irritating confrontations from students and/or colleagues in the college	4.53	.539
4.	I have the ability to suggest solutions to difficult problems	4.43	.690
5.	I have the ability to take risks to try different things in my teaching that are uncommon to others	4.36	.677
6.	My job satisfaction helps me be innovative in my teaching	4.20	.848
7.	I have the desire to take on additional responsibilities	3.85	1.096

The other issues that many participants highlighted are related to research and professional development support and recognition for hard work. For the research and professional development. One participant put it all that "Red Tapes and Administrative Paper work. At times we were given forms after that were not well thought through before giving to the faculty members. The repetitive work of similar forms and having to submit in a very short time span can be very frustrating. Also for contract renewal procedure, one of the requirement that we present in a conference. Unfortunately it takes a while to know if my application for conference attendance is approved. The pressure of having to conform to the date given by the Organizing Committee and not met by BTC Academic Board or Research Committee can be very stressful." They emphasized that there is no hours given for research. Time is wasted with paper works and meetings. Less opportunity to participate in professional development and conferences due to no support and unclarity of procedures. One of the participants dislikes was workloads. She/he wrote "There is a heavy focus on assessment and TP (teaching practice), and both are demand lots of time and effort. I also dislike teaching students who take the free education for granted, and do not see that the government is investing money on them."

What do you suggest to improve your job satisfaction?: The suggestions provided by faculty members participating in this study can be considered to increase their job satisfaction. They highlighted four main areas: Appreciation and rewards for excellent work, less workload for those who want to do research, less administrative work, motivation and support for better teaching and professional development (conferences and research).One said "A staff room where conversations happen about our work in a relaxed atmosphere. Funds for workshops and conferences to improve our own teaching practices or to learn from others." Furthermore, one participant discussed the relationship between college and stakeholders and the need for improving internal BTC policies &procedures saying that "I suggest that we have a dialogue between the BTC Administration and the faculty members to voice our grievances and concern. We are working partners to ensure BTC grows to be a world class institution." Another suggested Excellent Teaching Award for professor who does an outstanding job in teaching. For research, they suggested more time and chance to do research or hiring research and teaching assistants.

The main question of this research was whether there is a significant relationship between job satisfaction and teachers innovative teaching skills in the classroom: A Pearson correlation coefficient was used to examine the relationship between job satisfaction and teachers innovative teaching skills in the classroom. The results showed that there is a significant positive correlation between job satisfaction and teachers innovative teaching skills in the classroom, $r = 0.38$, n = 55, $p = 0.004$. The question was directly addressed to faculty members in the survey. The question was *is there a significant relationship between job satisfaction and teachers innovative teaching skills in the classroom*. Almost all of them showed absolute agreement of the positive relationship. One of them put nicely "Absolutely YES! When a faculty member is highly satisfied with her/his job, she/he will have a very high morale and commitment to continuously explore new, innovative, interactive and engaging andragogy, to stimulate teacher candidates.

Otherwise faculty member who has low job satisfaction will be demotivated and discouraged. He/She would certainly have negative attitudes towards his/her job and choose not to move ahead or further to explore new ways of teaching and continue to teach in a boring manner due to his/her negative attitudes of not wanting to contribute with his/her working environment." Another "Yes. They are quite correlated. The more you feel satisfied, the more innovative you become." On the other side, very few participants disagreed about the relationship, indicating that it is all about passion about teaching. One mentioned "NO because when there is passion towards teaching all dissatisfaction disappears once I am inside the classroom with my students". Another stated that "No, I am innovative of my teaching skills regardless of my job satisfaction due to my commitment to my occupation and the students" .

The third category are those who see that there is a positive relationship but there are other factors that affect teachers' innovative teaching. One participants stated that "Although there is definitely a relationship between the two as it is difficult to be creative or innovative when one is feeling stressed or under pressure, I cannot say that the relationship is significant because I would like to think that most instructors at the BTC try their best to not let stress or other factors (including low job satisfaction) negatively impact the quality of their teaching and instruction. Because we are train future teachers, we try our best to model good teaching practices to our students, and therefore, we should not allow our personal dissatisfaction or stresses to affect our performance in the classroom. So, although there is a relationship between my level of job satisfaction and my innovation in the classroom, I try my best to minimize the influence of my level of satisfaction on my teaching as much as possible." Another "There is a relationship, but I would not call it consistently significant. The quality of my teaching is not and should not be affected by lack of or reduced job satisfaction. That said, it can be difficult to be innovative when one is stressed or overworked."

DISCUSSION AND CONCLUSION

From this study, it can depicted and concluded that faculty member's job satisfaction solely relies on the environment of the workplace (Buckner et al. 2003), having resilient relationships with their peers or students(Neenan, 2009), using innovative tactics, as well as being recognized and bestowed for their hard work. This agrees with the finding of Ellickson and Logsdon (2001) and Furnham (1997). From the results obtained, it is evident that passion and ambition plays a significant role in making faculty members satisfied and content within their work field as it makes them impactful, active, and desperate to build a better generation; especially at BTC. Being gratified in jobs allows faculty members to have high morale and commitment to continuously explore new, innovative, interactive, and engaging andragogy as opposed to those who are not, since it will lead to demotivation and hindrance. Therefore, satisfaction in professions comes within being enthusiastic enough to possess innovative teaching skills. However, after striving and putting your all efforts in work, it is expected to be offered some transparency and support along the way. Participants have shown dissatisfaction towards the bureaucracy of contract renewal, the detailed course outlines that restrict flexibility, lack of opportunities to participate in professional development and conferences, lack

of clarity for certain procedures, besides the lack of time given to do research (Isherwood, 1971). By paying attention to these conflicts, BTC will surely increase in regards to the number of satisfied and, respectively, effective faculty members. Moreover, job satisfaction is highly significant to ensure hard working and sacrificial workers who will help boost the economy, raise future leaders in upcoming generations, and benefit the society as a whole. By ensuring that workers are satisfied, innovation will undoubtedly be a necessity that will be effortlessly possessed and used, especially in the educational field. With respect, trust, security, a healthy or positive environment, and ensured benefits, workers will find fulfilment that will enable them to excel in their careers and, hence, manage to influence others. Passion, drive, and love is contagious, therefore having that within faculty members will inevitably cause others to have corresponding optimism.

Recommendation

Unquestionably, positive job satisfaction lead to positive outcomes. Likewise, faculty members' satisfaction in the workplace is determined through a positive environment, relationships, feedbacks, support, and transparency. By listening to the faculty members' grievances, concerns, feedbacks, and striving to attain their needs, this will surely be attainable. For instance, appreciation and awards should be provided to those who do excellent work or exceed expectations in the workplace. This will increase their drive, loyalty, cooperation, commitment, and dynamic. In addition to that, administrative workload should be reasonable and time should be delivered, especially for those who want to do research or seek professional development through conferences or workshops. Therefore, opportunities must be offered to the faculty members, as funds should be given for workshops and conferences to improve teaching practices by learning from others, getting inspired and, consequently, achieve satisfaction.

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