



Tanmia Wa E'amar

Development and Reconstruction

Scientific Journal - Published by Yemen Information Center

Seventh Issue

July 2022





Tanmia Wa E'emar

Tanmia Wa E'emar
(Development and Reconstruction)
Scientific Journal

Editor-in-Chief: *Dr. Ahlam Abdul Baqi Al-Qubati*
Managing Editor: *Prof. Dr. Fathia Muhammed Bahshawan*
Editorial Secretary: *Dr. Abdul Qawi Huzam Al-Shamiri*

Editorial Board

Prof. Dr. Fathia Muhammed Bahshawan
Dr. AbdulQawi Huzam Al-Shamiri
Dr. Fathia Muhammad Al-Hamadani
M. AbdAl-Wahab Muhammad Al-Akil
M. Ahmed Saeed Al-Wahish
Proofreading: *Hajar Samie*

Art Director: *Hani Abdullah Al-Nasheri*



All copyright of this study is reserved for Yemen Information Center.

Reprinting of this Journal or any part of it or transfer without prior written permission from YIC is not allowed

www.yemeninformation.org

E-mail address: YIC@yemeninformation.org

Sana'a Office : 967-1-216282 - Aden Office: 772415913 - Ibb Office: 04-425622



Content

Content	Page
Publication Requirements	2-7
Editorial	8-9
Job Satisfaction and its Impact on Production: A Field Study on a Sample of Mukalla Fish Canning Factory Workers	11-150
Developing Yemen's Public Education Curricula in Light of TQM Approach: A Descriptive Research	151-221
The Role of Women in Promoting Peace: Development Report	223-259



Journal Objectives:

Tanmia Wa E'emar (Development and Reconstruction) is a research journal that deals with human and applied research and studies on development, reconstruction, community coexistence and peace. It aims to achieve the concept of scientific research in line with the development of knowledge and the scientific and technological revolution. This concept is to embody the partnership and cooperation between the academic and institutional efforts for the various local developmental areas in order to reach the regional and international level through the following:

- 1- Creating a documentary set (research, studies, papers and developmental reports) in the social, developmental and applied sciences..
- 2- Building a partnership through cooperation and partnership agreements with local and international bodies, which share the same interests.
- 3- Publishing relevant experiences to keep pace with scientific and specialized developments in the various developmental fields and peace.
- 4- Presenting studies that contribute to the advancement of the functions of institutions and bodies concerned with the areas of comprehensive development.
- 5- Publishing research and studies that meet the conditions of publication in the fields of studies and scientific research in various developmental fields and specializations in Arabic, English and French languages.
- 6- Publishing abstracts of university research that have been discussed and approved in the field of reconstruction, development and peace, provided that the abstract is prepared by the researcher himself / herself.

Conditions for Accepting the Topics of (Research, Studies, Papers and Developmental Reports):

1. The studies must be original in their presentation. They have to adhere to the scientific research methodology recognized in the fields



- of study, research, human and administrative fields as well as the natural (developmental) sciences.
2. The research must be written in proper language, taking into account the rules of control. It must be free from linguistic, grammatical and typographical errors.
 3. The research must not be published or submitted for publication in another journal.
 4. The researcher must submit his / her research as a soft (WORD) copy by e-mail.
 5. The drawings, figures and graphs (if any) must be well prepared and presented properly and clearly. They have to include titles and necessary explanatory data. Their dimensions and sizes should not exceed the page margins.
 6. The title of the research must not exceed 20 words.
 7. The Arabic abstract must not exceed 200 words, and the English and French must not exceed 250 words.
 8. The key words must vary between 2 to 5 words.
 9. In the event that the researcher uses software or measurement tools such as tests, questionnaires or other tools, he / she must provide a complete copy of the tools he / she used if they are not included in the body of the research or attached to its appendices. He / She must indicate the legal procedures that permit him / her to use them.
 10. The pages of the research in its final form, including the abstract, references and appendices, must not exceed 40 pages with the following specifications:
 - Line spacing (space between lines) should be 1.5 cm.
 - Font size in Arabic language should be 14 written in “Simplified Arabic”. The headlines should be written in **bold**.
 - Font size in English and French languages should be 12 written in “Times New Roman”. The headlines should be written in **bold**.
 - The page margins should be 2.5 cm on all sides. Page numbers should be centered at the bottom of the page.
 11. The research must include all the sources and references in the reference list. Arabic and foreign references, if any, should be listed as follows:



An example of documenting an Arabic research published in a journal:

- In the references list:

كوكز، فيصل صدام (2019): السلم والتعايش المجتمعي ودوره في التنمية الشاملة وتجاوز الأزمات العدد (7)، ص 65 – 90

- In text: (كوكز، 2019)

An example of documenting an Arabic book:

أبو النصر، مدحت (2017): التنمية المستدامة (مفهومها – أبعادها – مؤشرات)، المجموعة العربية للتدريب والنشر، القاهرة، مصر

An example of documenting a foreign research published in a journal:

- In the references list:
- Monyatsi, P. P. (2012). The level of the job satisfaction of the teachers in Botswana. *European Journal of Educational studies*, (4), p 14-18.
- In text: (Monyatsi, 2012).

An example of documenting a book:

- Lythans, F. (1989). *Organizational Behaviour*. 5th ed. New York Mc-Graw-Hill Co.

12. The sources and references in the research must be documented according to the documentation methods followed in the human and natural sciences. In-text documentation must include the author's last name and year of publication. The researcher should avoid writing the reference in the margin. He / She must follow the APA referencing style, taking into account that the sources and references are listed from the most recent to oldest, followed by all website links at the end of the list.



Terms of Publication in *Tanmia Wa E'emar (Development and Reconstruction)* Magazine:

- 1- The topics must comply with the goals of Yemen Information Center (YIC). They also must be relevant and within the context of “development, community coexistence and peace and reconstruction”.
- 2- The topics must adhere to the basic criterion of the objectivity of the researcher and the scientific presentation.
- 3- The researcher must adhere to the articles of the Conditions of Accepting the Topics for Publication, p. 3, and the Types of Research and Studies, p. 4.
- 4- A written consent must be attached to the research by the researcher(s) allowing for the transfer of the copyright to Yemen Information Center (YIC). The researcher has no right to publish it anywhere else.
- 5- The researcher bears full legal responsibility of the content of the topic. The journal disclaims its responsibility for any rights due to the content that may expose the researcher to legal accountability.

The Researches and Topics Respect the Following Methods:

First: Field Researches

The researcher must submit a summary that includes the general objective of the research / study, in which he / she mentions the main themes that have been addressed, along with a brief review of its most important conclusions, recommendations and proposals. Field researches should also include an introduction in which the researcher has to clarify the nature of the research and the justifications for carrying it out, indicating the nature of the problem and the extent of its impact on the developmental reality and peace. They should also briefly clarify what previous research has indicated about this problem. This is followed by a presentation of the study questions or hypotheses through which a solution to that problem can be reached. Then, the researcher should present the limits of the research in which the results of the study were generalized. The researcher must also state the semantic definitions (i.e.



the concepts and terms used in the research). He / She must also review the most important and recent studies related to the topic, analyze and discusses them, comment on them. This is followed by a presentation of the research procedures and methodology followed. A description of the research population, sample, the type of instruments used in collecting the data, validity and reliability should be included. Finally, he / she has to present and discuss the results, recommendations and proposals of the research. The research concludes by listing the sources and references used.

Second: Theoretical and Explanatory Research

The researcher has to provide a summary that includes the general objective of the research / study in which he / she must mention the main themes that have been addressed, along with a brief review of its most important conclusions, recommendations and proposals. The researcher has to present an introduction to the research in which he / she clarifies the nature of the problem or topic under study. He / She has also to determine the importance of the research and its role in adding new knowledge. A presentation of the topics to be analyzed and discussed must be included so that they are arranged in a logical way with the topics preceding or following that eventually lead to clarify the general idea the researcher aims to reach. It should also include the conclusions, recommendations and proposals necessary to solve the problem or remove the ambiguity surrounding the topic under discussion. Finally, the researcher has to attach a list of the sources and references he / she used.

Third: Scientific Papers and Developmental Reports

In scientific papers, a brief summary must be presented in which the researcher explains its purpose, results, and the most important terms (i.e. key words). In addition, an introduction must be presented. It serves to show the problem that is related to the developmental aspect and its role in addressing it for the topic under study and their importance. The items of the paper should be presented in a sequential and interdependent way. They should be, then, analyzed and discussed in a scientific and



logical way in order to clarify the general goal the researcher seeks to achieve. The researcher can use various means such as photographs, maps or graphical figures to enrich the topic and clarify it in a better way. After that, the researcher has to present, discuss and analyze the results of the scientific paper. The researcher must also explain the relationship between the findings of the paper and the theories related to the topic under study. After that, the researcher has to conclude the paper with a conclusion in which he / she mentions the findings in a clear and brief way. The list of sources and references he/she used must be included.

In developmental reports, an executive summary must be presented in which the researcher briefly explains the purpose of the report and his / her findings. The report must include an introduction which clarifies the importance of the topic. The items of the report must be presented in a logical and clear way. The report must conclude with a comprehensive explanation of the results and the contribution it makes to the field under study. Finally, a brief conclusion in addition to an attached list of the sources and references used must be included.



All correspondence related to the journal shall be addressed at the following address:

Tanmia Wa E'emar (Development and Reconstruction) journal

E-mail address: YIC@yemeninformation.org



Editorial

Managing Editor of Tanmia Wa E'emar magazine

Prof. Fathia Baheshwan



Among the main concerns of Tanmia Wa E'emar (Development and Reconstruction) magazine is the human element and its role in the development process sought by many societies in different walks of life. The magazine addresses various development issues of many community service institutions to enhance their role in development processes, better improve their services, and achieve development that everyone aspires to.

YIC, in its seventh issue of Tanmia Wa E'emar magazine, focuses on the importance of documenting the role of various community institutions in construction and reconstruction of Yemen, which has been mired in conflict for more than seven years. Research, academic, and applied studies on development, reconstruction, community coexistence, and peace will be the basis for Yemen's future reconstruction, as well as for promoting a culture of peace, security, and stability, which various segments of Yemeni society aspire to.

The first topic of this issue is "Job Satisfaction and its Impact on Production: A Field Study". The study deals with a set of objectives, including identifying the reality of job satisfaction and its impact on production, learning about many scientific theories about job satisfaction, and addressing the factors affecting the level of job satisfaction within institutions and factories. The study reaches multi-directional results, the most prominent of which is that the level of satisfaction with tasks and responsibilities, independence, and skill diversity of the workers is high, and their level of satisfaction with performance appraisal, organizational climate, wages, incentives and financial rewards, social and medical services is medium. The results showed that there are statistically significant differences at the significance level of 0.05 between the average responses of the study population about their job satisfaction. These differences are ascribed to the two variables of



educational level and years of experience.

The second topic is a descriptive research entitled “Developing Yemen’s Public Education Curriculum in light of TQM Approach”. The research focuses on clarifying the role of modern administrative trends in the development of the educational process by defining TQM methods and approaches to improve the quality of the curriculum, which is the backbone of the educational process. It also reflects the requirements of societies for different educational outcomes and diverse skills and abilities. According to the information reviewed by the research and the current situation, the research presents a suggested vision for the development of school curricula in the light of TQM approach.

As for the third topic, it is a development report entitled “The Role of Women in Promoting the Fields of Peace.” The report focuses on the concept of peace and its dimensions and women’s empowerment and its fields. It presents realistic experiences of women’s support for peace, women and their participation in peace negotiations, Yemeni women and peace-building, in addition to peace values among Yemeni women. The report concludes several key points which should be taken into consideration: Determining the role that women are required to play in the field of peace and finding solutions to challenges and obstacles which limit and restrict women’s active role in general.

In conclusion, we wish readers and those interested in the field of development and reconstruction an enjoyable read, and we would welcome your comments and constructive ideas.



Tanmia Wa E'emar





Job Satisfaction and its Impact on Production

A field study on a sample of Mukalla Fish Canning Factory workers

Prof. Fathia Mohammad Mahfoodh Baheshwan

Researcher at Yemen Information Center (YIC)

*Professor of Sociology at the
Girls' College, Hadhramout University*

Dr. Jasim Abdullah Awadh Bosabaah

Assistant Professor of Sociology at the
Faculty of Arts, Hadhramout University

April, 2022



Abstract:

The study aimed at identifying the reality of job satisfaction and its impact on production. It investigated the level of performance, the level of relationship among Mukalla Fish Canning Factory workers and the level of productivity according to the following variables: gender, age, educational qualification, salary and years of work. To achieve these goals, the current study adopted the descriptive analytical approach through the sample social survey method. To collect data, the researchers distributed a questionnaire to a sample of 230 workers at Mukalla Fish Canning Factory in Hadhramout.

The study concluded that the level of job satisfaction was appropriate for the research sample. This is a good indicator given the conditions the country is going through. It indicates that there are efforts made by the factory management and the relevant authorities to take care of the factory staff, which is not met by many other factories and institutions.

Moreover, the study found that there are no statistically significant differences at the level of significance 0.05 between the average responses of the study population about their job satisfaction in Mukalla Fish Canning Factory according to the variables of gender, age and income level. However, there were statistically significant differences at the significance level of 0.05 between the average answers of the study population about their job satisfaction in Mukalla Fish Canning Factory according to the variables of educational level and years of experience. The level of satisfaction from the distance tasks and responsibilities of the workers of Mukalla Fish Canning Factory was high. The two dimensions of 'independence' and 'diversity of skills' were also high. The level of satisfaction was average among the workers of Mukalla Fish Canning Factory for the dimensions of 'performance evaluation', 'organizational climate', 'wages, incentives and financial rewards' as well as 'social and medical services'.

Keywords: Job satisfaction, Production.



Chapter One

Study Framework

Introduction:

The success of institutions is traced back mainly to the extent to which they have an integrated management system as they are in the process of doing their work. Success in managing institutions is linked to setting goals and achieving them on an ongoing basis. These goals must be clear enough for all their employees to be able to achieve success because there is a close link between job satisfaction and organizational commitment.

Researchers assert that organizational commitment is the individuals' conformity and association with the institution. The individuals' satisfaction with work is necessarily linked to their motivation or productivity. Job satisfaction occupies a prominent position among the interests of researchers in management, sociology, and psychology. Most of the studies conducted in the field of psychology at the level of work and institution show that workers are affected by a set of material and moral conditions that surround them in or outside the work environment. One of the most important of these conditions is the method adopted by the institution and the related criteria used by the management to select and attract workers for the purpose of promotion.

The studies also emphasized the importance of job satisfaction and its role in improving the level of work performance in the institution. Job satisfaction leads to raising the level of commitment of employees in terms of performing their work. The importance of job satisfaction stems from the pivotal role played by the human element in planning, implementing the activities of the organization, and in the success of institutions. Institutions, in the current era, direct most of their attention to the organizational behavior. Job satisfaction has become a decisive factor in the success, development and creativity of institutions and their continuation in the performance of their work.



Job Satisfaction and its Impact on Production

In addition, the managements of various institutions pay great attention to the human element by searching for the factors affecting the workers' productivity and efficiency. Officials try their best to boost their workers maximum productivity and possible efficiency. To achieve this goal, these managements try to provide good and qualified workers, and provide them with the skills required to do their work.

Therefore, the individual is still, and will remain, the element on which institutions bet their survival and success. Their survival in an environment characterized by complete competition and instability depends on the extent of studying the behavior of their members and influencing them in a way that leads to their work commitment and satisfaction. This is what makes the individuals proceed smoothly with the tasks and work entrusted to them within the limits and scope of that satisfaction. Thus, their performance levels are reflected according to the degrees of satisfaction. The availability of high levels of job satisfaction positively affects the individual's performance, and accordingly the performance of all institutions.



Problem of the Study

Many institutions and companies, in the current era, attach the utmost importance to the factors that help achieve the job satisfaction of the individuals because they are one of the most important resources of the institution. They are the backbone of the process of production. The more the individuals are satisfied with their jobs, feel happy and are able to secure everything they need by relying on their jobs, the higher their productivity. The employees, thus, feel the desire to perform their work to the fullest, and to accomplish their work efficiently and quickly based on the psychological and material stability they feel in their workplaces.

Achieving success remains the aspiration of every institution. It is determined by a set of reasons that carry incentives and motives, which are the institution's main pillars for better performance and efficiency. Incentives can, positively or negatively, affect employee productivity, product quality, job dissatisfaction, low morale, low commitment, absenteeism ... etc.

Therefore, institutions seek to achieve job satisfaction for their employees, which helps to establish their sense of belonging and commitment to their institutions, motivates them to work sincerely, drives them to creativity and innovation, and helps to find solutions to work problems. The problem of the current study lies in identifying job satisfaction and its impact on production by studying a sample of workers in Mukalla Fish Canning Factory in Hadhramout.

Due to the present situation that Yemen is going through, including the low standard of living, the weak monthly income of the individuals, the high prices and the inability of community members to meet the needs of their families, there have been many cases of boredom, depression and grumbling about the situation, especially in the absence of the concerned authorities to improve the individuals' living conditions. The persistence of such a situation reflects negatively on the performance of many state employees. The absence of workers' stability in their work leads to a delay or decrease in the level of performance, which, in turn, leads to poor productivity. This may lead to a decrease in the level of commitment and satisfaction for their institutions in the short or long term due to low morale.



Questions of the Study

The current study seeks to answer the following main question: “What is the extent of job satisfaction and its impact on production?”. This main question is divided into the following sub-questions:

1. What is the reality of job satisfaction for the workers of Mukalla Fish Canning Factory?
2. What is the performance level of the workers of Mukalla Fish Canning Factory?
3. What is the level of the relationship between job satisfaction among the workers of Mukalla Fish Canning Factory and the level of productivity according to the variables of gender, age, educational qualification, salary and years of work?
4. Are there statistically significant differences according to the variables of gender, age, educational qualification, salary and years of work?
5. Are there statistically significant differences between the elements of job satisfaction and the performance of workers in the study population according to the variables of gender, age, educational qualification, salary and years of work?

Significance of the Study

The importance of this study stems from the importance of identifying job satisfaction, its impact on improving the levels of the individuals’ performance and production, as well as raising the level of organizational commitment in these institutions. Job satisfaction plays a vital role in the success of institutions because they direct most of their attention to organizational behavior, and because the human element has become a decisive factor in their success.



Objectives of the Study

The current study seeks to achieve the main objective of “identifying the level of job satisfaction and its impact on production”. This main objective is divided into the following sub-objectives:

1. Identifying the reality of job satisfaction for the workers of Mukalla Fish Canning Factory.
2. Identifying the performance level of the workers of Mukalla Fish Canning Factory.
3. Identifying the level of the relationship between job satisfaction among the workers of Mukalla Fish Canning Factory and the level of productivity according to the variables of gender, age, educational qualification, salary and years of work.
4. Revealing the extent of the statistically significant differences according to the variables of gender, age, educational qualification, salary and years of work.
5. Identifying the existence of statistically significant differences between the elements of job satisfaction and the performance of workers in the study population according to the variables of gender, age, educational qualification, salary and years of work.
6. Providing results and recommendations which help to improve the performance of the workers in Mukalla Fish Canning Factory in order to increase work productivity.

Definitions of Key Concepts

Job satisfaction: is the workers’ acceptance of the work they perform, which encourages them to do their best in performing and accomplishing the work. It also motivates them to accept the management’s policy in organizing work and the advantages of working in the institution.

Production: is all the transformation process(es) carried out by the individual with the aim of achieving a specific achievement or interest and generating products, based on the transformation of resources from their initial form to another more economically and socially beneficial form.



Chapter Two

The First Topic: Study Concepts

First: Job Satisfaction

Although there are many definitions of job satisfaction offered by researchers, there is no general agreement on a standard definition, as numerous studies and research have dealt with this topic differently. Each study tries to develop a concept of job satisfaction which serves its purpose, reflects the point of view of the researcher, and fits the temporal and spatial circumstances of the study. In addition, job satisfaction is often seen as a personal and relative issue. That is to say, what may be accepted and satisfactory to one person may be unsatisfactory to another, because each has his/her own different needs and motives.

To understand job satisfaction, it is necessary to first understand its dimensions. It is difficult to judge satisfaction in absolute terms, as it may be partial or incomplete. In other words, the employee may feel satisfied just with certain aspects, but not all, of his/her job. As an example of general satisfaction is when someone generally says, ‘I am satisfied with my job.’ Although there are some factors that stand in the way of making some improvements. Thus, two individuals may express the same amount of general satisfaction with their work but for entirely different reasons (حسن، 2004 :169).

Hoppock is among the first researchers who studied job satisfaction. He described job satisfaction as employees’ subjective reflections on work scenarios. In other words, it is the employees’ emotional attitudes or subjective feelings of their workplace. He thus viewed job satisfaction as a personal, psychological and physical evaluation of work and its environment. Locke gives a comprehensive definition of job satisfaction as involving cognitive, affective, and evaluative reactions or attitudes. He clarifies that job satisfaction is a pleasurable and positive emotional state resulting from the appraisal of one’s job or job experience. Thus, job satisfaction includes both cognitive and emotional components (العميان، 2010).

Lythans defines job satisfaction as a positive and pleasant emotional state of a person, resulting from one’s own assessment of a job or work experience and from one’s own awareness of the degree to which the



job meets his/her needs. Lythans identifies three dimensions of job satisfaction. First, job satisfaction is an emotional response to a job situation. Second, job satisfaction is often determined by how well the outcomes meet the expectations. Third, job satisfaction represents several related attitudes (Lythans, 1988: 176).

Job satisfaction is a pleasant situation or a positive emotional state that results from the individual's emotional attitude towards his/her job. In other words, it is an emotional reaction resulting from the individual's feeling and realization that his/her job provides with all his/her needs, in addition to other considerations he/she aspires to. Job satisfaction is the difference between what an individual wants or expects from the job and how much he/she actually gets. Employees usually have their own expectations of the job they occupy, which may vary from one person to another. Then, the individual estimates the returns that he/she gets from the job, not only in terms of external returns, like physical rewards and promotions, but also in terms of internal returns, like satisfaction with the work itself, relationship with colleagues, and appreciation of subordinates (عودة، 2000 :34).

Job satisfaction is also defined as the employee's acceptance of his/her work from all aspects, including the type of work, its requirements, its physical conditions, and its social and economic status, as well as the relationships between colleagues or between superiors and subordinates (الخيرى، 2008).

William. J et al (1985) defined job satisfaction as "the difference between what one expects from his/her work and what he/she actually gets" (p.37). Job satisfaction is also defined as "the person's attitude towards his/her work, salary, promotion, boss, colleagues, work environment, the prevailing ways of treatment and the daily work procedures. (جوده والباقي، 2003 :39).

Thus, job satisfaction refers the feelings of employees towards their work, their awareness of what the job offers them, and what they should obtain from their jobs. It is not the outcome of one factor only, but rather the result of the interaction of a group of factors that relate to the internal and external environments. So, job satisfaction is an important technique for motivating the employees to work hard. It is a result of the employees' perception of how well their job provides those things that



are viewed as important. It is also the result of certain attitudes of the worker towards the work he/she occupies, which are represented by the management's policy in his/her organization, his/her advantages, the feeling of security at work, the responsibilities of his/her achievement, recognition and appreciation. Hence, whenever employees' basic needs are satisfied, they will have a positive feeling about their work. Since most people spend a large part of their lives at work, workplace satisfaction is thus important. Thus, whenever employees feel safe, stable and secure in their jobs and constantly make progress without any impediments, they feel satisfied with their jobs.

Job Satisfaction Categories:

Job satisfaction is divided into two types:

a. General Satisfaction

It is defined as the individuals' general attitudes towards his/her work as a whole, whether they are satisfied with their job or not. This does not allow for determining the qualitative aspects that an employee is satisfied with more than others, and those he/she is not satisfied with.

b. Qualitative Satisfaction

It refers to the individual's satisfaction with every aspect of his/her work. These aspects include the policy of the organization, wages, supervision, promotion opportunities, health and social care, working conditions, means of communication within the institution and relations with colleagues. Shedding light on these aspects enables the researcher to understand the sources and factors that contribute to increase or decrease the employees' job satisfaction (فرج، 2002 :22).

Manifestations of Job Satisfaction:

1. High Productivity:

Good and effective human relations at work environment lead to high productivity. Productive efficiency results from employees' increasing sense of belonging to their institution and their keenness and interest in their work, as well as from their sense of value or worth in their job, knowing that their organization's managements work hard to solve their problems and respond to challenges they face at work to increase production and improve quality.



2. Less Absenteeism

Absenteeism refers to employees' lack of commitment to regularly attend work and participate in production in accordance with work program. Hence, absenteeism is a sign of the employee's low morale and low job satisfaction, and vice versa.

3. Disappearance of Rumors:

Interest in spreading knowledge and communication between employees and management leads to the availability of official information for employees. This contribute to reducing false rumors and makes employees preoccupied with their work (120-119 :2005 :فلية؛ وعبد المجيد،).

Dimensions of Job Satisfaction:

1. Job satisfaction is not visible. Rather, it is observed through the employees' behavior when performing their duties or through their interaction in the workplace.
2. Job satisfaction is often determined by the extent to which expected results are met or exceeded. Employees working for an institution feel dissatisfied when they work harder than others but receive less rewards. They may have negative attitudes towards their job, co-workers, and their bosses. On the contrary, employees feel satisfied when they are paid fairly and treated well by the institution they work for. In addition, they will have positive attitudes towards the whole workplace.
3. "Job satisfaction" and "job attitudes" are usually used interchangeably. However, there are differences between the two concepts. Positive attitudes toward jobs are theoretically equivalent to job satisfaction, and negative attitudes toward a job reflects job dissatisfaction. Although used interchangeably, there are differences between job satisfaction and job attitudes. Job satisfaction is one's attitudes and feelings about his/her job, workplace, and co-workers. Job satisfaction results from the interaction and integration of a number of factors and steps identified in the following:
 - a. **Needs:** Each individual has a set of needs that he/she seeks to satisfy through, for example, but not limited to, work.
 - b. **Motivation:** Needs motivate and drive people to search for expected sources to satisfy them.
 - c. **Performance:** Individual motivation turns into active performance,



especially in work, because performance is seen as a means of satisfying needs.

- d. **Needs Gratification:** Effective performance gratify the needs of individuals.
- e. **Satisfaction:** Individuals reach the stage of needs gratification by performing their work. This makes them feel satisfied with their jobs by which they can satisfy their needs (شوقي، 2000: 220).

Characteristics of Job Satisfaction

1. Multiple concepts of measurement methods:

Many researchers in the field of job satisfaction have pointed out the multiplicity of definitions of job satisfaction due to disparities in opinion among scholars.

2. Individual matter:

Job satisfaction is often viewed as an individual or relative topic. This means what may be satisfaction for one person, may be dissatisfaction for another because human beings are complex creatures with multiple and different needs and motives from time to time. All this may be reflected in the variety of measurement methods used.

3. Relatedness to many interrelated aspects of human behavior:

Because of the multiplicity, complexity and overlap of aspects of human behavior and the variation of their patterns from one situation to another, from one study to another, contradictory and conflicting results appear from the studies that dealt with satisfaction because they depict the different conditions under which those studies were conducted.

4. A state of contentment and acceptance:

Job satisfaction is identified as a state of contentment and acceptance arising from the interaction of the individual himself/herself with work and his/her environment, and from the satisfaction of needs, desires, and aspirations. This feeling of confidence in work, commitment and belonging to it, and an increase in efficiency in performance and production, leads to the achievement of the work goals and objectives.

5. Relatedness to work institution and social system:

Job satisfaction is the outcome of many appealing and unappealing work experiences. It is apparent in the individual's appreciation of work and its management. This appreciation is based largely on personal



success and failure in achieving personal goals, and on the method the individual presents to work and his/her management in order to reach these goals.

6. Satisfaction with a particular element is not evidence of the satisfaction with other elements:

The individual's satisfaction with a particular element is not sufficient evidence of his satisfaction with the other elements, and what may lead to the satisfaction of a particular individual does not necessarily have the same influence on another individual as a result of the different needs and expectations of individuals.

Importance of job satisfaction:

Research has proven that the institutions success in achieving their objectives is measured by a set of variables, one of which is job satisfaction. The importance of job satisfaction can be clarified through the individual's role of planning and implementing the activities of the institution. Therefore, the individual remains the vital element in the continuation of the work of the institution and its success. In addition, the significance of the institution field lies in its impact on motivation, performance and job satisfaction due to the realization of the employees of the work nature, and the resulting expectations and revenues that they obtain economically, socially, and psychologically. In institutions where employees feel that a supportive and encouraging atmosphere of the work, the employees achieve a high level of performance and feel satisfied with their work (عابدين, وابو سمره, 2001).

The studies have shown that the employees become more serious in production and satisfied in a job that is concerned about institution more than any other workplaces. One of the studies on unproductive employees who were admitted to a training course after they had suffered from unemployment for long time showed that the success of those employees was impacted by supportive and encouraging work to them. Employees who find themselves in supportive and motivating workplace produce more than those who work in less supportive and motivating workplace. In addition, another study about work environment pointed out that the productivity of the managers from medium level was higher in a job atmosphere that encourages creativity interconnects with



independence of the systems, and rules of the institution in which they work (Cherrington, 1989).

Furthermore, job security contributes to stabilize the employees in their work, and instills the feeling of belonging and commitment towards their companies. It also motivates them to work sincerely and effectively. Moreover, job security pushes the workers to creativity and innovation. It raises their morals to find solutions to the problems they encounter at work. So, they feel secure and satisfied with their companies as if they are part of this place or as if this place their second home and the source of their living hood, so they consider the success of the place from their success. Therefore, foundations are urged to follow a variety of ways to fix the concept of commitment towards work, including:

- Establishing an organizational climate which makes the employee feel he/she is the owner of the institution, not a mere employee. This can be achieved by providing a secure environment for the employee.
- Making the employee feel that he/she can participate in making decisions, and that he/she has a significant importance in accomplishing the objectives of the organization.
- Appointing the employees according to their specialization and desires, not based on the goal to fill vacant jobs.
- Creating an open work environment to get any opinions and notes about work and how it is carried out.
- Allowing employees to negotiate with their bosses.
- Providing the opportunities and expanding the horizons to the employees to improve and learn more.
- Offering incentives and rewards to the employees after they accomplish certain tangible achievement at work. This instills the concept of job security and motivates them to achieve more.

Work satisfaction is considered one of the crucial elements which always requires certain consideration in all the areas of work for two reasons. The first is because it is the goal of every activity and aids to keep the employee serious and stable at work. The second reason is that it affects and contributes in achieving the satisfaction with all the areas of work since it causes negative and positive impacts on the individual's behavior and other work elements . (منير, 2010: 360 - 361).

The managers have been interested in job satisfaction for a long time



because it contributes in committing the employees to their work in the institution and improves the physical and psychological conditions for the employee. Consequently, this leads to optimize the level of performance of the employees. On the other hand, dissatisfaction with the job due to absence and delays of working hours may result in leaving the employees the institution and look for other jobs in other institutions. So, it results in an unhealthy and disorganized environment. Orpen indicated that there is often a digressive relationship between the satisfaction and performance (Orpen, 1978).

Because of the importance of job satisfaction, many companies conduct research and surveys about the degree of satisfaction of the employees with their work and the aspects of satisfaction and its absence. Among the important findings of these studies is identifying the reasons of the job, such as reduction on authority, work ambiguity, unqualified employee, decrease in efficiency of supervision, increase the circumstances of work, and others (380: 1999, احمد).

There are many reasons to concern about job satisfaction as follows:

1. Increase in the level of job satisfaction leads to a high degree of ambition for the employees who work in different institutions.
2. High level of job satisfaction leads to decrease the rate of absence from work in different professional institutions.
3. The individual who has a higher degree of job satisfaction is more satisfied with his/her free time, especially with all his/her family and generally more satisfied with life.
4. The employees who are satisfied with their work are less exposed to work accidents.
5. There is a strong link between job satisfaction and productivity at work; if there is a high level of job satisfaction, there will be an increase in productivity (36-35 :1427, البدراني).



Factors of job satisfaction:

- 1. Work conditions:** interesting jobs, that provide training, variations, and independence, satisfy most of the employees and interconnection, feedback, social support, and interaction with colleagues outside the scope of work are factors that relate to the strength of job satisfaction. In addition, managers play a vital role in job satisfaction for the employees. Those, who are given authority, experience a high level of job satisfaction, so the conditions of work, particularly, the intrinsic nature of work are good predictors of job satisfaction.
- 2. Personality:** the employee's personality plays an important role in achieving job satisfaction. Individuals who evaluate themselves positively feel satisfactory more than those who evaluate themselves negatively.
- 3. Social responsibility towards the institution: the employees, whose values are compatible with social responsibility mission, will have more job satisfaction.**
- 4. Payment:** is related substantially with job satisfaction and happiness for many people (Robbins & Judge, 2016, P.124).

Second: Production

The concept of “production” dates back to the philosopher and the prominent economist, Adam Smith, in 1776. The concept, then, began to spread in most industrial sectors. In 1900, the scholar and the intellectual, Taylor, linked between production and planning since it is the direct means to carry out the work that relates to production.

“Production” is also defined as “a group of continuous and successive process that aim at using a group of resources to obtain a group of manufactured materials”. Furthermore, it is defined as making and designing or producing commodity or offering service in order to present it to a group of people (customers or consumers).

Production is a set of processes that aim to use the resources efficiently to obtain manufactured products to meet the needs. It involves the conversion of raw materials that pass to several stages of function to get a product or a commodity that contributes in fulfilling the needs. Others define it as “every process that has inputs, outputs, and resources and which implements a group of steps that help in transforming raw materials into products that the people can benefit from”.



Moreover, production is known as human efforts exerted to generate products based on converting materials from their raw forms to other forms that are more fruitful in order to satisfy the individual and group's needs. This definition, in addition to its characterization as inclusive, includes multiple technical, economic, social and accounting meanings. That is the production technically means all converting processes people do to achieve specific aims or certain interests. So, production includes a relationship between the inputs (the production elements) and its use. The inputs are converted into outputs. This process entails the following:

1. It is not necessary to convert the raw materials and production elements completely or partially into products. However, it is sufficient to just change the place. That is, transferring the commodities from a place with less benefit to a place where the benefits increase. This transformation may exceed the time and place as in the trading activity (Distribution).
2. While carrying out the transformation process of production, the production rules may vary from one sector to another.
3. The process of material and immaterial productive conversion requires, under all conditions, the use of all the production elements (land, capital, organization, etc)
4. The production in its technical sense is concerned with the value or the benefit that cause the outcome. If the outcome loses its value in the market, it does not mean the end of the value of technical production. In addition, it does not matter whether the conversion processes are in line with the health or moral considerations (ام الخير, 2006 : 35 - 36).

Production elements:

- **Work:** is the effort that exerted by humans in order to convert raw materials into products. It is deemed as the basic element in the production process.
- **The capital:** is does not include money only, but also all the elements that support the production process, like machines, and necessary means for the production process.
- **The land:** is considered to be one of the essential production elements. It is defined as the resources and the strength that human obtains without effort. It includes mines and forests.



- **The management:** is considered as a link between different production elements that optimize the use of all the elements in a way that ensures attaining all the targeted objectives. The management supervises all of those elements to ensure the production quality.

The importance of production:

Production assumes crucial importance, whether in terms of individuals in society or companies that rely on products and services. Such importance can be represented in the following points:

- Developing many general aspects of our life. This leads to increase the rate of well-being for many individuals through producing many products and offering many services that assist in providing many beneficial things, such as laptops and cellphones.
- Contributing in the emergence of global industrial development that results in growing many different types of products, especially the new ones.
- Providing appropriate support for the economic development by supplying the total local production with a number of resources that contribute to its development.
- Assisting in supporting many vocational and agricultural sectors that used to depend largely on human power skills. However, with the passage of time, these sectors use machines and equipment that aid crucially in reinforcing the function of work
- Developing the trade used in the past to rely on traditional methods. Production helps make the trade more fruitful by using air and marine transportation vehicles.

Production is divided into two types:

1. **Manual production:** is one of the oldest types production. It relies on human effort in order to implement the production related to it. Manual production involves manufacturing homemade yoghurt from milk and its derivations.
2. **Machinery production:** is one of the most widely spread production types that the factories rely on to obtain their products. An example of machinery production is juice factories, chips factories, car factories, etc.



The Second Topic: Job Satisfaction Theories

Because of the importance of the human element, there have been numerous studies on job satisfaction. There are many theories and visions which have attempted to explain job satisfaction. These theories established important principles, techniques, and ideas based on firm intellectual speculations, scientific hypotheses, and results that were successful at the time. Several theories and models have emerged to explain job satisfaction, the most important of which are the following:

First: Maslow's Hierarchy of Needs Theory (Abraham Maslow):

The humanistic theory (or the "hierarchy of needs" theory) has been one of the most popular motivation theories since it was published in 1943 and 1945 by Abraham Maslow in his book "Motivation and Personality".

This theory considers that the motives of the individual at work are not measured by economic or social motives only, but by other more important motives, i.e. their job satisfaction. Maslow divided human needs into five levels. These needs can be arranged in the form of a pyramid based on their priority to the individuals. The transition of satisfaction from one level to another takes place according to the order presented by Maslow (219 :2011, جلال). It revolves around the scale of human needs which the individual needs to achieve job satisfaction. When the individual fulfills his / her basic needs, which are located at the base of the pyramid, he/she looks to the other successive needs in order to contribute to self-realization. They, in turn, affect the achievement of job satisfaction and increase his / her productivity. These priorities were limited to: physical and physiological needs; protection, tranquility and security needs; social needs; the need for self-esteem; and achievement (2003, البطاينة).

According to Maslow, these needs are interlaced and dependent on each other. It is a gradual process that depends on the degree of satisfaction of the previous needs. A closer look at these needs reveals that only the physiological needs are obtained by the individual outside the work environment, while the other needs can only be obtained by the individual within the scope of work (103 :1997, الفراج).



Al-Ghailan believes that this theory considers that the employee seeks gratification or achievement at work through the work environment before he/ she is satisfied with his / her minimum needs (98 :1981 ,الغيلان). For Douglas, the guide's sense of security requires three aspects:

- The inner feeling that his / her work satisfies his / her superiors and supervisors, and that he/she is the object of appreciation and respect on their part.
- Awareness of his / her work duties and responsibilities.
- The stability of the systems under which he/she works (75 :1998 ,حسن).



Figure 1: Hierarchy of human needs according to Maslow's theory.

These needs, mentioned by Abraham Maslow, can be described as follows:

1. Basic (physiological) needs:

Basic needs include a set of needs necessary for the survival of the individual, including the need for food, water, air, sleep and clothing. What corresponds to these needs of individuals working in institutions is their need for wages, material incentives of all kinds, meals and rest times.

2. Security and safety needs:

They are the individual's needs for security and protection, including protection from threats to his / her life and future as well as the fu-



ture of his / her family. What corresponds to these needs of individuals working in institutions is the need for job security in the short term (i.e. termination of service) or in the long term (i.e. obtaining retirement at the end of the service period) as well as protection from injuries and accidents at work.

3. Social needs:

They are also known as “the belonging needs”. They include the needs necessary to achieve social interaction, which are the needs of belonging to the family, community or homeland. Among such types of needs in institutions is the need for individuals to belong to formal or informal work groups, to belong to the institution, and the rule of friendship with business leaders.

4. Esteem needs:

Esteem needs relate to the individual’s sense of competence, worthiness, independence, strength, self-confidence, appreciation and recognition by others. One of the factors that meet this type of needs in the institution is the provision of opportunities for the individual to perform distinctive and important tasks that make him / her feel a sense of accomplishment and responsibility.

5. The need for self-actualization:

It is one of the most difficult types of needs. It includes the individual’s desire to build and develop his / her ability, and to express to the fullest extent his / her individual skills and emotions in a way that achieves himself / herself in practical reality. Among the factors that help the institution satisfy this type of need is providing opportunities for innovation, creativity and growth for individuals, as well as providing opportunities for self-development and career progression (جلال, 2011 :219).

Criticism on the Theory

There are some objections and criticisms made by many researchers and arbitrators to this theory, including:

- The absence of tangible physical evidence confirming what Maslow mentioned about the existence of the five hierarchical levels of needs.
- The existence of works or productions that may satisfy more than one need, not just one.
- The existence of individual differences that Maslow did not take into



account when he presented his theory. For example, there are individuals whose need for security is more urgent than their need for housing. These needs remain urgent for them, which can be obtained through the privileges that satisfy them (شساوایش, 2000: 206).

Second: Herzberg's "Two Factors Theory":

In 1959, Frederic Herzberg introduced the "two-factor theory". Since then, his theory has been of interest to many researchers. Before this theory, the common view was that job satisfaction had been seen as one-dimensional. That is, the factors leading to job satisfaction are the same as those that lead to job dissatisfaction (إبراهيم; الصباغ, 2008: 392).

Based on a study he did, Frederick Herzberg developed the two-factors theory, in which he distinguished between two groups of factors related to the work itself, and factors related to the job environment. He conducted the study on 200 accountants and engineers. He asked them to remember the moments of satisfaction and those of dissatisfaction, as well as the reasons behind that feeling.

The study found that the factors can be classified into two groups. The first group includes the driving job content factors that lead to job satisfaction. The second are the protective factors that are related to the circumstances surrounding the job, whose absence lead to job dissatisfaction (جرينرج; بارون, 2004: 208).

The first group, the factors related to the job (driving factors) are the factors that provide individuals with motivation and lead to job satisfaction. They are similar to the needs at the higher levels of Maslow's hierarchy, and are related to the content of the work or the job. He has limited them to the following points:

- The ability to get work done.
- Clarity of the individual's responsibility for his / her work and for the work of others.
- Gaining the appreciation and respect of others.
- Promotion and advancement opportunities.
- Performing work of value and importance to the institution.



The second group: the factors related to the work environment (protective factors). Their availability prevents dissatisfaction and lack of enthusiasm at work. It does not necessarily mean that their availability at the same time means a state of satisfaction. They are similar to the lower levels of needs in Maslow's hierarchy, which include the following:

- Physical working conditions.
- The relationship between the individual and the superiors at work.
- The relationship between the individual and his colleagues.
- The leadership and supervision style as well as the institution's policies and management methods.

The content of this theory can be presented in the figure below (إبراهيم; الصباغ, 2008: 464).

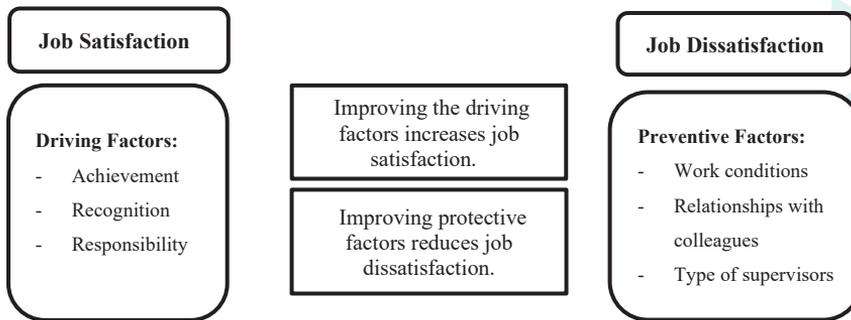


Figure 2: The content of Herzberg's "Two-Factor Theory"

Source: (إبراهيم; الصباغ, 2008).

This theory has gained great acceptance among researchers and institutions because it draws the attention to a crucial issue, which is the design and redesign of jobs (job enrichment), which is called the internal product policy. The institution can, through job design and redesign, influence the job satisfaction levels of its employees. Despite the advantages of the "two-factor theory" for management, and its importance in explaining job satisfaction, it faced some criticisms, such as:



- Doubting that the same results will not be reached if the methods adopted by Herzberg and his supporters are replaced.
- Some studies have shown that there are some protective factors that lead to satisfaction such as wages, and some driving factors lead to dissatisfaction, such as the policy of the institution.
- The theory did not measure the degrees or lack of satisfaction, but was rather a qualitative measurement of the state of satisfaction and dissatisfaction (عفيفي; واخرون, 1981 : 294).
- The methodology used in the study differs from the other methodologies used in the field studies. It did not reach the same results. Therefore, this theory cannot be generalized.
- Herzberg's sample size is small. It does not exceed 200 accountants and engineers.
- The division between job satisfaction and dissatisfaction, as if each of them is independent of the other. In fact, the factors of job satisfaction are not independent of the factors of dissatisfaction. They are linked by a mutual causal relationship.
- Herzberg's assumption that driving factors are the only determinant of performance is wrong, because they represent one of the performance factors, but not all (طويل, 2008 : 117).

Third: Human Relations Theory:

This theory emerged as a reaction to the classical theory. It directed its attention to the human element and the relationships of individuals with their superiors and the work group within the institution. It considers that the employee or worker has needs and motives that are not limited to physical needs or safety needs only. Rather, there are psychological and social needs, the most important of which are self-respect, self-affirmation and respect of others. Therefore, the incentives offered by the administration must not be limited to material incentives only, but must go beyond that to moral incentives (الجهني, 1998 : 16).

In 1920s, the new movement of the human relations movement emerged. It focused on the importance of improving relations in the work environment, such as improving communication between workers and their supervisors and allowing more room for dialogue and opinions. This theory is based on a study whose results showed a 30% increase



in productivity after applying the mentioned changes. However, the theory was criticized because it focused on only one method to be an optimal method of motivation (بشير, 2015: 19).

This theory is based on the need for workers in different professional institutions to understand each other. This understanding is mainly represented in the imperative nature, behavior, tendencies and desires of workers in order to be able to create an atmosphere of mutual understanding, joint cooperation and collective participation, on the basis that these individuals contribute to the achievement of collective common goals of these institutions. This depends on the extent of understanding and human relations between them and their subordinates. Hence, friendly and humane feelings and relations between employees and superiors lead to high productivity (هزايمه, 1991).

In 1924, Hawthorne conducted one of the main studies in this field. At Electric Westre's Hawthorne factory, a group of women were isolated and placed in a special room for producing electrical equipment under new working conditions. The researchers provided them with free meals, fewer working hours and more breaks. They also allowed the employees to perform the work in small groups. In addition, they made changes in the financial incentive and management systems. Therefore, the supervisors became more social and conscious. The scholars noted that productivity increased after these changes. The first conclusion was that material changes were the cause. After making negative changes, such as reducing the lighting and increasing the room temperature to a degree in which it is difficult to work, productivity continued to increase. Therefore, the researchers concluded that the reason for the increase in productivity is not changes in the work environment, but rather in the way workers are managed. The higher the social spirit among the employees, the higher their productivity (بشير, 2015: 19 - 20).

Fourth: Vroom's Theory:

Victor H.Vroom founded this theory in the mid-1960s. Since then, this theory has been popular among researches. It was developed in the late 1960s by prominent intellectuals, such as Lyman w. Porter and Edward F. Lawler (البارودي, 2015: 38).



Vroom's theory focuses on the expectation factor as a basis for human needs and motives. In addition, it focuses on the internal and external factors as a driver of human behavior. Therefore, the anticipation and expectation element, on which this theory is based, is an effective factor in pushing the individual to take or refrain from a certain behavior. If the individual expects that he / she will obtain a certain kind of satisfaction in the future, he / she will continue working until he / she achieves this desire. On the other hand, if the individual does not expect the required satisfaction from this behavior due to certain circumstances, this may lead him / her to cancel this behavior (49 :1992 , وأرغب, النجار). The employees' performance is determined by the amount of expectation they have in regard to receiving the reward within the framework of a behavioral equation that achieves a direct relationship between high performance and rewards. This means that job satisfaction is reflected through achievement with effort, rewards and employees' subjective goals (87 :2002 , الفهداوي).

On this basis, he assumes that the individual's motivation to perform a certain task is the sum of the returns he / she obtains or his / her feeling and belief in the possibility of accessing these returns. It is also the perceived relationship between effort, performance and the incentive received in return for the performance. In other words, the motive to work is a probable estimate of the amount of benefit he / she receives and the amount of what he / she expected to obtain as a result of his performance as portrayed by his mental processes (154 :2008 , ماهر).

This theory is based on two rules:

- People determine the value of the expected results for each action. Therefore, they prefer some results to others.
- Explanation of goal-oriented behavior should take into account the ends people want to achieve in addition to the extent to which they believe that their own efforts are involved in achieving the outcomes they desire.

If an individual adopts these two suggestions, it will have a significant impact on his / her job satisfaction. Negative or positive expectations help to adapt the individual into a situation that he / she wishes to occur. This expectation is believed to occur, and preference is, then, made on the basis of the value of the expected benefits. The individual's motivation



to perform a particular task is governed by the benefits of the returns he / she expects to obtain. These returns are divided into internal and external. The internal returns are related to the nature of the work itself, such as the individual's sense of accomplishment. On the other hand, the external returns involve the financial rewards and the appreciation he / she receives when carrying out his / her work (مداح, 2015: 38).

Vroom believes that the individual cannot achieve satisfaction as a result of reaching a goal, but as the result of the individual's awareness of the effort he / she made in order to achieve this goal. The individual achieves a positive sense of confidence and satisfaction when he / she feels that he / she accepts the expected result in return for his performance. Based on this theory, individuals choose their way of work, which determines certain results or returns. They strive to achieve these expectations. If the work gives the individual the chance to sufficiently achieve his / her expectations, he / she will feel satisfied (المويش; 1999: 225 – 226).

This theory is one of the modern theories that relied on the effort the individuals exert in order to accomplish those tasks that lead to the desired results. It also relied on the tendency to work in a certain way that depends on the strength of the expectation that an action or behavior will be followed by certain results. It also depends on the individual's desire to reach those results. The following figure illustrates the expectation theory:

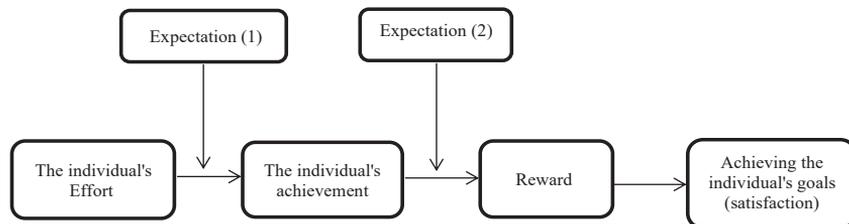


Figure 3: Vroom's Expectation Theory (1964)

Source: (القاروط; 2006: 27)



In his theory, Vroom points out two types of expectation:

- The first expectation refers to the individual's conviction and belief that performing a certain behavior will lead to a certain result, such as the employee's belief in himself / herself as a good worker who is capable of achievement.
- The second expectation is the speculation of the expected results of that behavior. In other words, it is the gain made after the completion of the process. The employee asks: "If I achieve a certain output, will I be given a reward or not?"

In accordance with this theory, the individual often tends to perform a particular kind of work in order to obtain a better return from it than from other kinds of work (28 - 27 :2006, الفاروط). In other words, the theory of expectation relies on three important pillars:

- ❖ Interest Attraction: is the extent of importance that workers give to the potential outputs or the reward they achieve in their work, which is the unsatisfied need.
- ❖ Correlation between performance and reward: is the degree of employees' belief that their level of performance will lead to achievement.
- ❖ Correlation between effort and performance: is the employees' perceived possibility that the effort exerted will lead to achievement (80 :1998, الحناوي; حسن).

The expectation theory assumes that:

- The individual's behavior is based on personal interests.
- The individual's choice of a particular activity is one of many.
- The choice is based on the individual's belief that the chosen activity is the way to achieve his / her goals.
- Expectations play a role in the individual's decision-making.

One of the advantages of this theory is that the behavior of the individual is not determined by one stimulus, but by many stimuli, so he / she chooses the most satisfying for his / her needs. Vroom's theory also clarified the difference between the value of the incentive and the probability of its achievement (33 :2015, البارودي).

However, the theory has been subject to several criticisms, such as:

- 1- It does not explain how individuals differ in their appreciation of



- expectations and the importance of those expectations.
- 2- It ignores the individuals' differences in deciding the type of results they seek to achieve before making decisions.
 - 3- It ignores the psychological factors related to the individual's behavior, such as his / her inclination or behavior and the role of feelings and emotions in motivating his / her behavior in exchange for gains.
 - 4- It ignores the influence of the subconscious mind in motivating individuals to take certain actions (فلمبان, 1429 : 51 - 52).
 - 5- It does not give a general pattern of individuals' behavior towards their actions, which makes it difficult to put this theory into practice (البارودي, 2015 : 33).

Commenting on the theories:

In light of the above discussion, the theories emphasize the importance of job satisfaction for both the individual and the institution. They call for attention to be paid towards job satisfaction through the following:

- The increase in job satisfaction leads to a high level of ambition among workers in different institutions.
- The increase in job satisfaction leads to a decrease in employee absenteeism.
- Individuals with high job satisfaction levels are more satisfied with their life, in general, and the free time they spend, especially with their families.
- The employees who are more satisfied with their work are less susceptible to work accidents.
- There is a close relationship between job satisfaction and work production. Whenever there is a high degree of satisfaction, there will be an increase in production.



The Third Topic: Job Satisfaction and its Impact on Production

In this topic, the factors affecting the achievement of job satisfaction and its impact on production will be identified. Job dissatisfaction among employees in institutions and the factors that help in achieving satisfaction will be discussed, as well.

First: Factors affecting job satisfaction and its impact on production:

There are many factors that influence the achievement of satisfaction. These factors vary according to the point of view of the researchers and scholars in approaching this topic. Researches dealt with satisfaction have proven that there is a general level of satisfaction reflected in the individuals' satisfaction with the various factors of work. They have also proven that the degree of individuals' satisfaction with one of the work factors affects the degree of satisfaction with other factors. Yet, it is not necessary for a relationship to exist between these factors. An individual may be satisfied in one area, but dissatisfied in another. The following are some of the factors affecting job satisfaction:

1- Employee Performance Factors:

Generally speaking, "performance" refers to the set of goals that institutions seek to achieve through the work of their employees. It links activities and objectives with the duties of employees within the institution. In other words, it is the responsibilities, activities and duties of individuals that make up their work, which must be done in the right way with due regard to the capabilities and qualification of the employees. "Employee performance" can be defined as carrying out various activities and duties that make up their work.

Most individuals spend most of their lives searching for job satisfaction because of their positive efforts in their personal lives and careers, as it leads to increased productivity and usefulness of institutions and employees. It is, therefore, difficult to achieve high levels of productivity in the long run unless there is job satisfaction. Job satisfaction varies from one individual to another based on its nature and characteristics. A worker who suffers from several disorders, his /



her satisfaction with work will negatively get affected. This can be due to the following reasons:

- a. Physical health: could be due to physiological reasons. Defects in the body components lead to defects in their functions. The greater the defect, the more it is negative for the worker's psyche (زين الدين, 2002). Just as physical health has psychological effects, it is also affected by the them. Several studies have shown examples of the deterioration of the physical condition of immigrants due to the social and psychological problems they encounter. "l'organisme" constitutes a diverse functional unit through its interaction with its surroundings and in accordance with the difference of individuals, because it employs the data of life with the various phenomena of the surrounding or the environment (365 :2010 ,منير).
- b. Psychological state / mood: are the emotional and psychological disorders that affect the satisfaction of the individual according to his / her psychological state. These disorders are not indicative of a mentally healthy personality (711 - 683 :2008 ,خليل). Mental health is affected as a result of the work environment pressures. The situation experienced by the worker in his / her work, which may reach the point of imbalance with the large number of changes that may be the cause of the emergence of problems related to mental health. On contrast, the worker whose work atmosphere is satisfying, his / her condition and mental health are free from disturbances and directed towards safety in order to achieve better performance at various levels (365 :2010 ,منير).
- c. Personal traits: are the characteristics that affect the employee's willingness to work, his / her inclinations, desires, ambitions and motivations. Examples of these traits include his / her education level, age group, gender and experience, in addition to other factors related to the skill of the worker himself / herself (2003 ,الوليدي).

Performance is determined by the following three main factors:

- Effort: reflects the degree of harmony of the individual. The effort exerted represents the degree of motivation of the individual to perform his / her work.
- Individual capabilities and characteristics: are the individual's abilities and previous experiences that determine the degree of effectiveness of the effort exerted.



- The individual's awareness of his duties: means the individual's perceptions and impressions of the activities that make up his / her work. It also refers to the way he / she should play his role in the institution (2008, مصطفى).

2- Factors affecting employee performance

Determining the level of individual performance requires knowing the factors that determine it and the extent of interaction of the factors. Due to the multiplicity of these factors and the difficulty of identifying the degree of their impact on performance, researchers face several difficulties in determining the factors affecting performance. The most important of these factors are as follows (درة, 2003: 96):

- Technical factors:** include technological progress, raw materials, organizational structure, and work methods. The technical aspects clearly and directly affect the efficiency of the institution and individuals. The quality and quantity of machines and the scientific methods used in work affect the level of productivity and performance in general.
- Human factors:** refer to the individual's ability of achieving the actual performance. It includes knowledge, learning, experience, training, skills and personal capabilities. It also includes the desire to work, which is determined by the physical and social working conditions as well as the needs and desires of the individuals (الشوايكة, 2008: 42).

3- Factors related to work

- Work content:** refers to the factors that are related to designing job's duties, and how compatible they are to the individual's abilities and inclination. Studies on workers' attitudes in general have proven that job satisfaction for many of them is directly proportional to the extent to which the work provides these characteristics. It may relate to the extent to which the job satisfies the needs of the individual. The social perception for qualifying for any job and its managerial level may relate to the role of the workers at any job and how they perceive their duties and responsibilities. Moreover, the studies showed that the workers prefer to work in jobs that have clear objectives because jobs with ambiguous and conflicted roles lead to making the worker feel stressful and dissatisfied (عويضة, 2008).



The tasks individuals perform in their work have a key role in influencing their satisfaction with work. Therefore, the higher the degree of diversity of work tasks (i.e. the less repeated), the greater the satisfaction with work. The worker feels less psychological boredom arising from repetition, and greater interest in his/her work. The material working conditions also affect the degree of individuals' acceptance of the work environment, and their satisfaction with it. The results of the studies carried out in this regard indicate that the degree of good or bad material working conditions affect the force of attraction that binds the individual to his/her work. The existence of appropriate working conditions in terms of safety, security, heat, lighting, ventilation, etc., may lead to workers' satisfaction with their work.

b. Satisfaction with job relations

Human beings are social creatures by nature. They seek to interact with others around them. Therefore, the quality of the relationships the individual builds within formal or informal institutions have a significant impact on enhancing the individual's sense of satisfaction. The more the individual's relationships with his/her work environment are positive, effective, and characterized by relative stability, the greater the individual's feeling of satisfaction with his/her job. On the contrary, the presence of manifestations of differences and inconsistency between the individual and others in the work environment will generate frustration in the individual and low level of satisfaction (مطواف, 2016: 352). The more interaction between work groups, the better the satisfaction. People by nature tend to belong to a group through which they achieve the satisfaction of many of their social needs, which are reflected in their inability to isolate from others (الكسجي, 2000: 305).

The management plays an important role in helping workers feel a sense of belonging and institution in units or groups that are formed under the guidance of the management within the scope of work, so that satisfaction with work is achieved (الطراونة, 2005). When workers perform their work tasks in a work environment dominated by the nature of cooperation, collegiality and support, this leads to an increase in their satisfaction with work and vice versa.



4- Factors related to supervision and leadership:

Studies conducted on the supervision style followed by the superior with the subordinate indicate that there is a relationship between the style of supervision and the satisfaction of subordinates at work. The supervisor who makes subordinates the focus of his/her attention and does not consider them to be mere tools to achieve work goals will earn their loyalty and achieve high work satisfaction among them. The supervisor who follows the bureaucratic style in leading his/her subordinates does not earn their loyalty and creates problems. However, the supervisor who adopts the democratic style of leadership makes the ideas and opinions of his/her subordinates the focus of his/her attention in the decisions he/she takes and leads to the development of support and loyalty among the workers in the institution. This has a positive effect on their satisfaction with work (سلطان, 2002: 31).

Researches conducted at the University of Michigan also indicate that the supervisor who makes the workers under his/her supervision the focus of his/her attention earns their loyalty and achieves the desired satisfaction. Otherwise, it will reflect negatively on the workers and consequently on work productivity (ياسين, 2002).

The styles of supervision and leadership are classified into:

- a. Autocratic leadership: is domineering leadership characterized by the lack of trust between the leader and subordinates. Human relations in this style do not receive enough attention, which leaves negative effects on the workers.
- b. Democratic leadership: is based on the attention of human relations at work, raising morale and achieving interaction between workers.
- c. Free leadership: provides more freedom to exercise power. The role of the leader here is limited to counselling (العشرباني, 2005).

The following are the characteristics of the supervision style that creates a higher level of satisfaction in the following points:

- Asking for possible things.
- Honoring good and outstanding achievement.
- Sharing subordinates their joys and sorrows.
- Providing a friendly atmosphere.
- Encouraging good business and individual and collective innovations.



Political insight and the ability of officials to manage and influence workers through building strong interpersonal relationships makes the institution cohesive through satisfaction and commitment (جواد, 2000).

5- Factors related to incentives, rewards and performance improvement:

Institutions seek to improve the performance of employees in order for individual performance to be better in terms of quantity and quality. To achieve this, it is necessary to link incentive systems with the productivity of employees because incentives increase the workers' determination to perform work, create desire and increase enthusiasm and motivation, which is reflected positively on the overall performance and productivity. This also pushes workers to do their best to achieve the institution's set goals. Simultaneously, it prevents workers from feeling frustrated by creating an atmosphere that pushes the worker to persevere and trust his/her work to achieve high efficiency.

Moreover, the incentive system leads to creating a spirit of innovation among workers and improving their work style to increase their production. Therefore, incentives are among the important factors that must be provided for any organized effort aiming to achieve a high level of performance (الجباسي, 2010: 125).

Clear and fair policy of the system of wages, promotions and bonuses is an incentive for workers to exert efforts at work to obtain a promotion, an increase in wages, or an allowance. Individuals who realize that decisions about incentives and rewards are made in a fair way that increases their satisfaction with their work (الرواشدة, 2000).

Taylor stressed the importance of materialistic incentives by describing man as rational and sensible and that he/she makes the decision through which he/she achieves the greatest materialistic benefit. Materialistic incentives positively affect the behavioral aspects and the individual's satisfaction (قروقة, 1999: 306). It can be concluded from the studies conducted in this regard that there is a direct relationship between the level of income and job satisfaction. The higher the level of income, the greater the job satisfaction, and vice versa. In order for the wage to achieve the required satisfaction, there must be fair and transparent foundations, which are consistent with the demands of the profession, the level of individual skills and the wage standards adopt-



ed in society. There is also a positive relationship between promotion opportunities and job satisfaction. Promotion is an opportunity for personal development, more responsibilities and higher productive value. This is in line with the aspirations of the employees, which leads to job satisfaction. In addition, the incentive system depends on the results of measuring the performance of employees in the first place, since expecting the results of the employees performance contributes to achieving justice in the distribution of incentives (الطائي, 2006: 410).

6- Management related factors:

The success of any institution depends primarily on management. The more conscious the management in dealing with individuals, the more successful in achieving its goals (الطراونة, 2003). In this regard, it can be noted that the involvement of individuals in institutions is generally subordinate to the satisfaction of their basic needs of food, clothing and so on. Such things are satisfied by materialistic means only. Moreover, appropriate and purposeful functional policies can be developed to satisfy those needs of employees. Therefore, giving salary, allowances and promotion will contribute, in one way or another, to increase the worker's satisfaction with his/her job (مطواف, 2016: 352).

Research indicates that if the management wants to carry out its tasks effectively, it should maintain a good relationship with its workers in a way that achieves the overall goals (الشريفة, 2002: 511 - 527). In addition, individuals who feel that the job enables them to earn the respect of others, and that its tasks and duties are commensurate with their abilities and desires, will enhance their conviction in the work they perform and achieve job satisfaction (مطواف, 2016: 352). Therefore, job satisfaction is achieved through linking physical needs with working conditions that include factors, such as lighting, heat, noise, working hours, pollution, hygiene and health care (عبدالخالق, 1995: 22 - 32).

It is apparent that these factors are among the most important elements that institutions must follow permanently in order to maintain the satisfaction of their employees, and the consequent positive and negative effects on them alike.



Second: Effects of Job Dissatisfaction:

The worker's satisfaction or lack of it are indicated by the individual's inability to properly adapt to both the material or social conditions of his/her work. There are multiple manifestations of job dissatisfaction that affect the institution and the worker, including:

1- Absenteeism and Turnover:

Absenteeism and turnover are costly for any institution. They lead to an increase in employment, and thus a decrease in productivity and worker productivity. On the other hand, the costs incurred by the institution when it spends its money in hiring and training someone to replace those who leave the job or are absent from work. This can be further explained in the following:

- a. **Absenteeism:** it has been conclusively proven that there is an inverse relationship between job satisfaction and absenteeism. When the level of satisfaction increases, absenteeism decreases, and when the level of satisfaction decreases, absenteeism increases. Less satisfied employees are more likely to be absent from work for avoidable reasons. This is known as voluntary absenteeism, which is different from absenteeism that cannot be avoided due to illness or other emergency causes. Hence, management should take care of voluntary absenteeism as it is related to job satisfaction.

Research has found that people who think their work is important have lower absenteeism compared to those who do not. Although high job satisfaction will not necessarily lead to low absenteeism (due to unavoidable absenteeism), low job satisfaction will certainly lead to higher absenteeism rates. The factors leading to absenteeism are divided into two:

- Personal factors: such as age, health status, gender, family status, qualification level, seniority, personal activities at work, housing and transportation conditions.
- Professional factors: such as the effect of the level of work on different types of production, levels of qualification, the effect of the environment's performance conditions and working times, the effect of the social conditions of work that include the communication style and the method of reward, and all psychologically impactful proce-



dures such as treatment, supervision, and the work group.

Some researchers, such as Vroom, Herzberg, Brayfield and Crockett, have confirmed the existence of strong relationships between job dissatisfaction and absenteeism. Higher level of satisfaction leads to lower absenteeism and dropout rates (E A, 1976: 1298).

b. Work Turnover: “Work turnover” refers to the movement resulting from the departure of some workers from service within the institution and replacing them with new ones. Research has indicated that there is a relationship between job satisfaction and work turnover (leaving work). It indicates that the least satisfied individuals are the ones most likely to quit their jobs. Mobley (1977) introduced a job turnover model based on hypothetical links between dissatisfaction and the thought of leaving to look for another job.

Mobley argues that feelings of resentment and dissatisfaction provoke thoughts of leaving and looking for another job or other responses, such as absence and negative behavior. If the departure is simple and the other job looks appealing, the individual will be more motivated to leave. There are a number of steps which mediate or overlap between the individual being dissatisfied and his / her actual quitting of work. At each of these steps, the dissatisfied individual can decide that it is difficult to move on to the next stage. Therefore, resigning will be an irrational decision until he / she makes the actual decision to leave. It should be noted here that individuals may not leave work despite their dissatisfaction, especially those who have few opportunities to join a new job and who have many economic obligations (37 :2017, طه).

In addition, research has confirmed a moderate relationship between job satisfaction and work turnover. High employee turnover is a matter of concern to the management as it disrupts normal operations. The continuous replacement of employees is an expensive and technically undesirable process.

Administrative concerns mostly result from work turnover which arises due to job dissatisfaction. Thus, managers try to keep employees satisfied with their jobs to reduce turnover. Although high job satisfaction cannot maintain a low turnover rate, high job dissatisfaction will certainly increase employee turnover rate.



Employee turnover is also affected by other factors, including commitment to the institution. Although some employees are dissatisfied with their jobs, they cannot imagine themselves working anywhere else. Another important factor is better job prospects. If people are very satisfied with their jobs, they are willing to leave if better opportunities are available elsewhere. If there are no other opportunities, the employees will continue working, regardless of their dissatisfaction.

Leaving work indicates the worker's voluntary resignation from his / her institution. This resignation has a set of costs borne by the institution, such as the cost of replacement, the cost of training and the cost of recruitment. These costs increase as we move up the organizational hierarchy. In addition, the institution bears other intangible costs (hidden costs in human resources), such as the dispersal of the work group within which this resigned individual works. The costs will be greater if the leaver possesses a high level of performance and experience (حسن, 2001 :175).

2 - Complaints and Lack of Attention:

Workers' complaints appear on several occasions. Some of their complaints are due to a sincere feeling of unfairness that has already occurred. Others may be the result of grumbling and dissatisfaction. On other occasions, they appear as a result of some psychological disturbances done by the worker to defend himself / herself.

Studies confirm that complaints are an important indicator of job satisfaction in institutions. They are beneficial if all complaints submitted in a specific period are recorded, classified according to the factors associated with them and then studied to find out the reasons that affect job satisfaction (طه, 2017 :36). They are, simultaneously, an indicator of dissatisfaction and a way of reducing it.

Grievances represent situations in which workers feel unfair. In this case, they are a direct indicator of low individual morale, reflected mostly on overwork, promotions, the supervision system, and wages. The general lack of interest in work is the most common factor which leads to job instability. It is often indicated by the individual's fatigue and boredom. Thus, fatigue and boredom become important factors which affect the worker's morale. Grievances also include cases of neglect and



carelessness that lead to the worker sabotage of the production tools, or even damaging the product itself (فهيمى, 1984 :141).

3- Strike:

Strike is one of the most significant indicators of dissatisfaction. It reflects the state of chaos and neglect experienced by workers within the institution as a reaction to their current situation. It also reflects their ambitions and aspirations to increase wages, improve working conditions, and demand a change of officials or management patterns (طه, 2017 :36).

4- Injuries:

Work accidents and injuries are in line with absenteeism or leaving work. They are a partial indication of the individual's job dissatisfaction. They lead to lack of motivation to work efficiently and even an unwillingness to work. On this basis, researchers tend to assume a negative relationship between the degree of job satisfaction and the rates of work accidents and injuries. Worker who do not feel a high degree of satisfaction are more subject to injury. Accidents are their best way to get away from the work atmosphere that they do not like. However, some researchers do not accept such interpretation. Vroom, for instance, supports the view that injuries are a source of job dissatisfaction, and not the other way around (سلطان, 2002 :205).

5- Carelessness and Sabotage:

Workers who are in harmony with the institution's goals always strive to maintain the equipment and means of work. This maintenance serves as the source of happiness in their career. Workers behave recklessly when they feel the job does not represent anything worthy of attention. This neglect is more accurate when the individuals are not satisfied with their work.

6- Relationships Among Workers:

The nature of relationships among workers enables us to identify the level of job satisfaction. The good relationships, enhanced with a spirit of cooperation and support, indicate a good level of satisfaction among the workers. In contrast, if these relationships are dominated by



tension, permanent disputes and conflicts, they indicate the absence of job satisfaction. This is because job satisfaction leads the individual to stability and positive attitude towards work and his / her colleagues. In the event of dissatisfaction, the individual becomes more willing to abandon everything related to the job (طه, 2017 :37).

Third: The Effects of Job Satisfaction on Employees and the Institution:

Work environment is made up of a set of variables that have a direct (or indirect) impact on workers within the institution and its surroundings. This impact may be either positive or negative on their performance. Improving the work environment is the best way to improve performance and increase employees' productivity and satisfaction with the institution. It depends on the workers views and perceptions that differ from one individual to another. Effective management is keen to identify these factors or variables and their relationship to other variables from the employees' point of view. This contributes to achieving an exemplary work environment in which satisfaction and performance improvement are achieved.

Job satisfaction is a set of ideas, values and standards that individuals draw about their work. It is through this set that the individual tries to define his / her relationship with his / her colleagues. Although satisfaction is an emotional state, it can be identified through measurable indicators, including:

1. Job satisfaction and its relationship to organizational performance:

Performance is defined as the net effect of efforts, which begin with capabilities and awareness of the role or tasks. It refers to the degree of achievement and completion of the tasks that make up an individual's job (سلطان, 2003 :219). Performance can also refer to the way an individual fulfills or satisfies the requirements of his / her job. Performance is often measured on the basis of the work outcomes achieved by the individual (الباز, 2004 :12).



Performance is also a practical behavior that leads to the individual or the team's efficient and effective achievement of the planned goals. The relationship between job satisfaction and performance cannot be denied, but what is the nature of this relationship?

The common belief was that employees' satisfaction with their work leads them to perform better. In other words, there is a positive relationship between high satisfaction and high performance. However, this assumption is no longer widely accepted nowadays. There are a large number of workers who are satisfied with their work, but their productivity is not high. It is within the limits of normal levels of production. Accordingly, it can be concluded that satisfaction alone is not a sufficient motivator for performance, but it makes workers more willing to be affected by other stimuli they get from their work environment. The following figure illustrates the relationship between performance and job satisfaction. It also answers the question: "What comes first: satisfaction or good performance?"

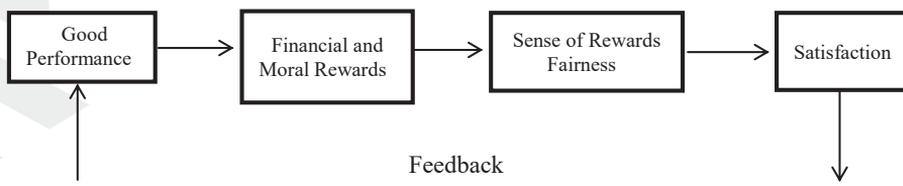


Figure 4: The Relationship Between Performance and Job Satisfaction

Source: (مداح, 2015)

It is clear from the above figure that good satisfaction results from good performance, not a cause of it. Good performance leads to obtaining various financial and moral rewards according to the nature and type of the institution, its work, policies as well as administrative and production philosophy. If these rewards are relatively fair for employees, they will lead to an improvement in the level of job satisfaction, and consequently to an improvement in the level of performance, and vice versa. In his study, (الوناس, 2011) believes that the relationship between these two variables can be more effective for workers at higher levels in the institution. Most studies indicate the weakness of this relationship at the lowest levels. Under the most favorable conditions, it does not exceed 14% (مداح, 2015: 43 - 44).



It is also noted that the improvement of individual performance contributes to increasing the institution's ability to provide the best services and achieve the best outcomes. The individual performance indicators were widespread in the industrial society during the 20th century. In the early stages, the aspects of quantitative performance were emphasized through field observations. Then, they included many other aspects of performance, such as the ability to innovate and be creative, as well as performance related to qualitative indicators (الدعجة, 2016: 153).

Some managers and scholars believe that job satisfaction leads to better performance. In other words, the worker who is happy with his / her work is a more productive worker. Others argue that performance leads to satisfaction. A high-performing worker gets satisfaction from doing well in his job. Others believe that satisfaction and performance are mutual. A satisfied worker is more productive, and a more productive worker becomes more satisfied. Thus, it is difficult to fully identify the true relationship between job satisfaction and performance. The issue may be that the relationship between them is different for each individual. The prevailing truth is that performance and job satisfaction are mutual (سلطان, 2003: 204 - 205).

In addition, the method of motivation, that relies on various forms of reward and punishment, often encourages individuals to repeat the behavior that involves achieving the expected benefits. The reward in the light of achievement and creativity in performance encourages its continuity in a manner consistent with the individual's desire to obtain a certain level of satisfaction among his / her peers or superiors at work. This contributes to the continuous dedication of success and the strengthening of the effectiveness of commitment and belonging. But, if other personal or subjective methods affect promotion, evaluation or reward, they will lead to increased work turnover, carelessness, absenteeism and other negative issues in job performance (خضير, 2002: 168).

Many believe that incentives affect the job performance of the institution's employees. This is evidenced by the role of incentives in reducing work turnover, reducing absenteeism, contributing to attracting effective elements to join the institution, as well as their role in satisfying needs and their importance in learning new patterns of behavior.

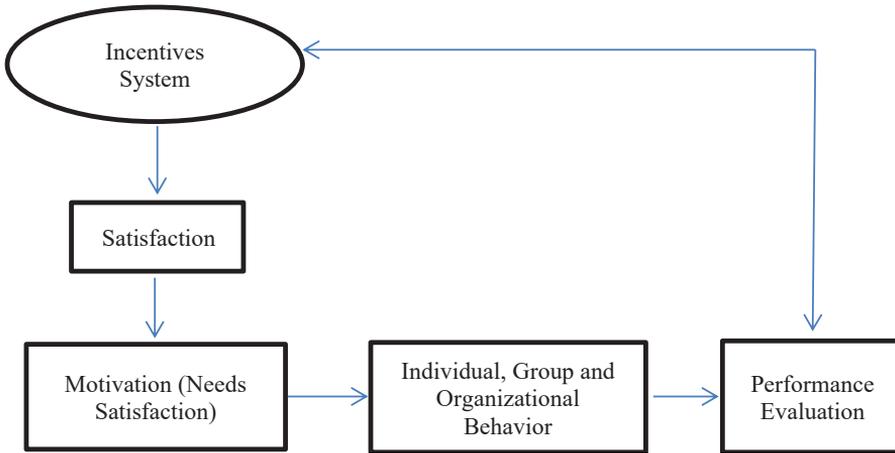


Figure 5: The Relationship Between Incentives and Performance

Source: (2009:373, المغربي)

It is noted that job performance has become one of the main pillars for achieving the progress of the institution. It serves as a common denominator of all efforts made by management and workers within the framework of work institutions. Moreover, it has become a criterion for the social advancement of individuals as well as their loyalty and belonging to their institutions and societies. It also represents an important area for refining the skills of individuals and building their capabilities within the institution. Institutional performance is the sum of both individual performance and the performance of organizational units.

2. Job satisfaction and organizational commitment:

Commitment is one of the main elements of measuring the extent of compatibility between individuals on the one hand, and institutions on the other hand. Individuals with high organizational commitment tend to exert more efforts, endorse and support the values of the institution and continue working for longer time (العجمي 1999 : 52).



The following reasons highlight the significance of the organizational commitment:

1. Commitment is one of the main indicators of many behavioral aspects, especially the rate of work turnover. It is assumed that individuals who have commitment will stay longer in the institution and work more to fulfill the goals of the institution.
2. Many scholars who are specialized in human behaviors prefer studying organizational commitment since it is a desirable behavior.
3. To some extent, organizational commitment can help explain how people set life goals (صاحب, 2012 : 35).

Organizational commitment is the employee's desire to work in the institution and do his/her best to make it successful. Employees believe that staying in their institutions is their best option, so they decide not to leave, and do not have any plans to do so. Commitment is also the behavior of belonging through which the employee wishes to increase the values of the company, improve its image, and build up its reputation among people. Hence, the relationship between job satisfaction and job commitment will be positive if the institution provides opportunities, such as organizational learning, growth and clear career path.

According to the studies of (ولفام, 1998) and (فاردي, 1989), there is a relationship between job satisfaction and job commitment based on the values of honesty, trust, respect, etc. In addition, according to the results of many other studies, it is clear that there is a positive relationship between job satisfaction and organizational commitment (مداح, 2015 : 45, 46). So an increase in organizational commitment leads to a higher level of job satisfaction. This indicates that commitment results from the process of harmonizing the goals and values of the individual with the goals and values of the institution. This means that there are fewer conflicts the individual might face while he/she performs his/her role. As a result, the intensity of his/her work tensions decreases. Therefore, when there is a decrease in work tensions, the individual will have a positive attitude towards his/her job. Therefore, he/she gains satisfaction with some professional and humanitarian variables, represented by personal determinants and professional working conditions, which are the most influential factors.



Furthermore, some differences are found among organizational commitment and job satisfaction between males and females. Higher positions are still filled by males. This leads to a decrease in the commitment level of women. In addition, job loads make women more exhausted, which results in a decrease in the level of their commitment (صاحب, 2012: 37).

The following are the main reasons that lead to weak commitment among employees in the institution:

- Management's failure to understand to which extent the employees are convinced of the importance of their work.
- Lack of the clarity of the concept of "the right person in the right place". So, failure of hiring the person in the right position for his/her qualification, abilities, and tendencies is reflected on his/her commitment level.
- The feeling of anxiety and instability in his/her job. When the individual feels that the institution does not pay him/her any attention, this makes him/her feel insecure and anxious.
- Standing the institution management against any advanced opportunities and promotion and not making them available fairly to the employees will make the employees feel frustrated.

The interest in organizational commitment is because of the many important effects it has on the individual's manners and tendencies. It has many reflections on the individual and the institution at the same time (الدوسري, 2005: 73). Since the individual is well educated or has high experience, this contributes in succeeding the entrepreneurial projects and evidence shows the positive effect of the social capital on the success of the organization. In addition, research has shown that personality traits are important for the success of the institution (Born & Arjen, 2013: 27).

There are many ways to develop the organizational commitment, such as:

1. Fulfilling the needs of the employees.
2. Clarity of the goals and determining the roles.
3. Finding appropriate incentives system.
4. Increasing the employee participation.
5. Paying attention to improving the organizational atmosphere.



The consequences of the organizational commitment on the society as a whole are though bigger. It brings benefits to the whole society in general because dropping the rate of absence and rising the quality of work lead to increasing the level of productivity of the overall country. This ends up in the general interest of the country (الاحمدي, 2004: 28). Institutions need to consider the professional needs of the employees and how certain factors affect the individuals in their professional life that must lead to enhance success and effectiveness (Crowley-Henry, 2007: 47). The indicators of the lack of commitment among employees are as follows:

- Irregularity in working hours (interruption, absence and delays)
- Failure to obey instructions and orders.
- Irregularity in the level of performance (low and high level in efficiency)
- Disagreement with supervisors, colleagues, and bosses (human relationships problems)
- Not feeling satisfied with wages system, rewards (low morale and grumbling).
- Not achieving as much as possible (laziness and limited productivity).

3. Job satisfaction and productivity:

Productivity is defined as a process in which people, who are connected to certain productive relationships, practice producing material goods in a form of production means and necessary personal consumption goods necessary for existence. In productive processes, people adapt natural resources according to their needs through changing the forms of these sources or changing their physical or chemical structure relying on labor tools. Productivity can also be defined as a method of measuring the effectiveness of using the resource by the individuals, machines, institutions, and the community.

Job satisfaction is closely related to productivity; it is achieved when the principles of justice, equality and appreciation are available in the work environment in material and moral matters. However, if the institution is managed in a subjective way, and is controlled by personal standards and non-professional controls, the result is either a negative impact on performance and productivity, or the employee's withdrawal



to another work environment in search for appreciation, justice, and opportunities to achieve their ambitions.

It is not possible to increase productivity rates by improving or simplifying work methods and procedures or rationalizing performance standards only, but it also requires attention to the social aspects of workers. This raises their morale of the employees to increase their satisfaction according to the degree of satisfaction of their needs. The more this degree of satisfaction increases and the number of areas that are the subject of individual satisfaction at work, such as training and promotion opportunities, supervision, material working conditions, work health and the relationship with it. The individual's needs are satisfied in the field of work and provide him/her with the appropriate mixture of incentives. So, this contributes to the workers satisfaction and helps in raising their motivation towards effective performance.

It is worth mentioning here that the groups that have a high level of productivity are the groups directed by supervisors who are relatively tolerant and give them an opportunity to participate in the direction. Strict supervision has the goal of attracting bosses to produce more (مداح، 2015: 47-46).

Through the results of studies and theories, we find that there are many factors affecting productivity, such as:

- **Supervision:** The supervisor who gives the workers an opportunity to make a decision regarding the work, he/she makes the workers satisfied with the work and the supervisor. This method leads to high productivity.
- The bosses' interest in the workers more than the work itself. Therefore, productivity increases, unlike the foremen who are only concerned with production rates.
- **The framing method:** the most productive supervisors are those who spend more time in organizing the work in short or long term. On the other hand, the supervisor who is less productive gives half of his/her time in framing. This shows that the proportion between work institution and productivity increases the will of the individuals to produce (مداح، 2015: 47-46).

4. Job satisfaction and organizational commitment:

Organizational commitment depends on the degree of effectiveness



and magnitude of job satisfaction. Job satisfaction is the extent of the employee feeling of being convinced, comfortable, and happy with his/her job. This feeling leads to confidence, belonging, and commitment to the workplace. All the internal and external factors affect the psychology of the employee then on the degree of production. Whenever the employee feels satisfied and comfortable with his/her job, his/her effectiveness and efficiency in productivity increases. In addition, if the level of satisfaction increases, the employee's organizational commitment increases. This explains that there are forms of relationship between job satisfaction and organizational commitment. Job satisfaction, and rising its degree make the employees like their jobs. As a result, the rate of absence will drop and the ambition of employees of other companies will be higher to be part of this company. Thus, one company will be successful because of its employees satisfaction. Its success will make it in a competitive position among other companies (8: 2015, عمرو).

The individual's sense of commitment towards his institution in exchange with good support the institution grants to its employee and allow him/her to participate positively in determining the procedures and their executions as well as in participating in setting goals and framing general policies for the institution. All of these make the employee never think of leaving their job since they are morally committed to aid the institution to achieve the goals that are determined before and implement the policies that he participated in making them. As a result, they will stay in their positions for their commitment to the professional morals that incumbent them to stay in the institution (36: 2012, صاحب).

Job satisfaction has always been a key of success for the employee. It is also a reason of the success of the institution itself because it tries to increase the rate of productivity of the employee with the required level by the company, since there is difference between high productivity with the existence of job satisfaction and productivity with low job satisfaction. Employees satisfied with their jobs will produce accurate and efficient work. In contrast, workers whose satisfaction is low, their production will not be in line with the required standards. Therefore, we induce that the employees who are satisfied with their jobs are the most committed to their work and prepared to continue their jobs, abide by its system, objectives achievement and success. It is worth noting



that job satisfaction is considered one of the most important conditions of work success. It is the key to the psychology of the employee that concerns about the feeling of the employees towards the work they perform. Therefore, to ensure the success of any job and make the employee continue the organizational commitment, job satisfaction must be achieved (عمر, 2015 :8).

There are a number of factors that assist in progressing the work, including the employees approve the organization's policy through committing to the professional behavior and the policy of working hours in the institution, the employees' feeling that the organization's objectives are clear and easy, and that the procedures adopted in it are known to all. In addition, when the employee accepts the institution's policy with complete conviction and can express his/her opinion freely, he feels that the communication policy is effective, useful and helps to remove barriers. In addition, effective system that deals with employees' problems and complaints helps to improve the work. There must be homogeneity between the employee's personal values and the values in the work (صاحب, 2012 :37).

In addition, one of the factors that contributes in the success or effectiveness of any institution is organizational commitment which highlights the creativity of the employees and the success and efficiency of these institutions, which depends largely on the readiness of the employees to work with efficiency, and accuracy. Therefore, the effectiveness of the individuals does not rely only on preparing, training, developing but also on the degree of their belonging and commitment to their institutions and their policy.

5. Job Satisfaction Improving Employees' Performance

Researchers in management have been interested in employees' performance, especially after increasing organizations' pursuit to achieve competitive advantages by emphasizing associated activities and outputs. In addition, the performance of employees is one of the most important indicators that show their efficiency and effectiveness in achieving the set goals in light of the available capabilities. This prompts institutions to seek to improve their performance of succeed and sustainability in a dynamic business environment (عباس, 2006 :142 - 143). Many institutions



and companies in the current era attach great importance to the employee because he/she is one of the most important resources of the institution. Moreover, he/she is the main motivate for improving production. The more the employee is satisfied with his/her job, the happier he/she feels and is able to secure everything he/she needs and the more productive he/she is.

Job satisfaction includes employee attitudes about many factors that help in achieving satisfaction, which leads to increased productivity. Whereas the performance of employees is one of the management concepts associated with the human element, the opinions of writers and researchers on this differed. Some of them defined employees' performance as the degree of achievement and completion of the job tasks of individuals, i.e. showing how the individual satisfies the requirements of the job (حسن, 1999: 215). It involves the extent of his/her ability to achieve the objectives of the institution, and the possibility of developing the individual's skills and performance and achieving progress at the level of his/her job position. In addition it includes improving his/her educational attainment and training, changing an individual's behavior by increasing his/her knowledge, building and developing his/her skills and abilities, as well as developing his/her concepts so that he/she can carry out his/her work with high efficiency, and preparing him/her to assume higher job positions.

However, some consider employees performance as the extent to which the production processes becomes complete within a specific time period and conforms to pre-established plans. On the other hand, it involves the identification of the shortcomings, weaknesses, and deviations from what is planned and develop solutions to overcome deficiencies and avoid deviation in future production (الشوايكة, 2008: 41).

- The following elements help to improve the employees performance based on the idea of treating deficiencies and deviations in actual performance from target performance (السالمي, 2001; البراهيم, 2009):
 - Knowledge of work requirements, which involve the technical and professional skills and general background of work and all related fields.
 - Kind of work, which is the employees' perception of their work and desire, technical skills, and ability to carry out the tasks entrusted to them.



- Quantity of work performed, which refers to the amount of work that the employee can perform under normal circumstances and rapid delivery.
 - Perseverance, trust, seriousness and dedication to work, the employee's ability to take responsibility for work, timely delivery, and the extent to which the employee needs supervision and guidance by supervisors and evaluation of the results of their work.
- Improving performance requires workers to gather in groups based on similarity in their duties and responsibilities to help supervisors in the orderly distribution of work. It also requires assisting workers in knowing the duties and responsibilities of their jobs and then knowing what is required of them to perform.

Ways of improving the performance of employees include
(الجعيري, 2009: 43):

- Focusing on the strengths of the worker so that a positive trend is taken towards him/her by realizing that not all deficiencies and weaknesses of the worker can be eliminated, i.e. relying on and developing workers' talents.
- Improving the performance of employees by linking the desire to perform to achieve outstanding performance, that is, giving workers freedom to perform the jobs they wish to perform and which are consistent with their qualifications and skills.
- Improving the performance of employees by achieving the correlation between the personal goals of the employees and the performance of their work. This is by demonstrating and confirming that the desired improvement in performance contributes to the achievement of these concerns, thereby improving the performance of worker.

Hence, it can be concluded that there is a positive relationship between satisfaction and productivity. The effects of employees' higher job satisfaction are better physical and mental health, learn new work-related tasks easily, and have less stress and disruption. Then these employees will become more cooperative in helping co-workers, helping clients, etc. This behavior will improve unit performance and organizational effectiveness. Obtaining rewards of intrinsic, extrinsic



and just value leave the impact of their satisfaction, and this will inevitably increase job performance.

Therefore, job satisfaction results from the employee's perception that the job content helps in creating a psychological feeling of conviction, satisfaction and happiness to satisfy needs, desires and expectations with the work content itself. It also results from the work environment, trust and commitment to the organization, and adaptation with internal and external environmental factors of the work.



Fourth Topic: Previous Studies

First: Arabic Studies:

- 1. The study of (الظفيري؛ ومحمد، 2021):** This study investigated the relationships between job burnout and job satisfaction, as well as work outcomes (organizational commitment, desire to leave work) within the framework of Arab culture. Thus, job satisfaction comes as a mediator in the relationship between job burnout and work outcomes. In addition, the data taken from 308 Arab employees among seven Kuwaiti business establishments shows the following:
 - Job burnout is negatively related to job satisfaction and organizational commitment.
 - Job burnout is positively related to the intention to leave the job.
 - Job satisfaction acts as a mediator in the relationships between burnout experience and work outcomes.
- 2. The study of (جامع؛ ومغلاوي، 2020):** This study aimed to highlight the relationship between job satisfaction and employee's performance, as well as the significance of that relationship. It also aims to find out to what extent it contributes to improving the performance of human resources in the corporation. This can be done through studying the Algerian economic corporation and coming up with the necessary recommendations that can contribute to improving the level of job satisfaction of human resources in the Algerian corporation. Additionally, this study was conducted at Algeria Telecom in Mila, and the researcher used the descriptive analytical, investigative, and statistical methods. He also used the questionnaire he designed, which includes a set of questions related to the subject of the study. It was distributed to workers in the Algerian economic corporation. Therefore, the study reached the following results:
 - There are practices of job satisfaction dimensions, but they do not live up to the required level or commensurate with the philosophy of the marketing's modern concept.
 - The employees see that the administration does not pay enough attention to their needs and desires, and this is evidenced by the low degree of approval recorded in the internal marketing dimension, especially with regard to conducting internal research and distributing



forms to view the opinions of employees even once a year.

- The majority of workers in Mila Communications confirm that the opportunities for promotion are generally carried out according to fair standards, unlike employment. Besides, the corporation provides training systems for its workers at a moderate level, in addition to having a detailed job description, and continuous communication with its workers.
- 3. The study of (2017, طه):** This study aimed to determine the level of job satisfaction among employees in the headquarter of the Ministry of Social Development in the state of Khartoum, and to know the extent to which it is related to some variables, such as (gender, age, educational level and years of experience). In this study, the researcher used the descriptive analytical method, and the sample size was (100) workers at the headquarter of the Ministry of Social Development in Khartoum state. They were chosen by the simple random method. A questionnaire tool was designed by the researcher and used to collect data and measure job satisfaction. The study concluded a set of results, the most important of which including:
- There is a low level of job satisfaction among workers, especially in the financial dimension (salary and incentives) as well as the work environment.
 - There are no statistically significant differences in job satisfaction among workers due to some variables such as, (gender, age, educational level and years of experience).
 - There is a positive correlation between job satisfaction and performance, and that satisfaction affects directly the development and activation of human resources performance.
 - There is a direct relationship between wages, bonuses, promotions, job stability, work environment conditions and human resource performance.
 - The study concluded with a number of recommendations that would improve the level of job satisfaction among workers, the most important of which is working to improve salary and incentives and to improve the work environment.



4. **The study of (2015، بومنجل):** The study aimed to identify the impact of the material and moral incentives offered to workers in exchange for their job performance. The researcher used a case study method - the analytical method - in order to apply the theoretical study to the reality of the Algerian company, the sugar refinery as a model. The study concluded that incentives - whether material or moral - have a clear impact on the performance of employees in particular and on the performance of the company in general. Thus, through the company's reliance on an effective system of incentives characterized by objectivity, justice, equality and credibility during its provision, it will lead the workers to exert more effort and carry out the tasks entrusted to them in an effective and efficient performance in order to obtain those incentives provided to meet the daily needs.
5. **The study of (2014، الخزاعة) :** This study aimed to identify to what extent does the employees of KFU (King Faisal University) have job satisfaction? Thus, the researcher used the descriptive analytical method through a questionnaire to measure the extent of job satisfaction among the employees of KFU. The study sample consisted of 179 male and female employees who were selected by simple random method according to the study variables. The results of the study showed the following:
- The level of job satisfaction among King Faisal University employees was medium.
 - There are statistically significant differences attributable to the gender variable in some fields including, job satisfaction, the work environment satisfaction, satisfaction with colleagues at work, and satisfaction with job stability in favor of males.
 - There are statistically significant differences in the field of satisfaction with the end-of-service benefits system in favor of females.
 - There are no statistically significant differences in the field of salary satisfaction, satisfaction with management and supervision style, satisfaction with career growth and advancement and in management as a whole.
 - There are statistically significant differences attributable to the educational qualification variable in the field of satisfaction with the work environment in favor of those with educational qualifications



- (diploma or less). However, there is no statistically significant differences in all areas of administration and management as a whole.
- There are no statistically significant differences attributable to the service variable in the field of administration and management as a whole. However, it was discovered that there were statistically significant differences in the area of satisfaction with the benefits system associated with the end of service.
6. **The study of (2008، العكش؛ والحسين):** The study aimed to compare the availability of job satisfaction among faculty members in the faculties of administrative sciences in public and private universities in Jordan. The descriptive analytical method was used for the study, and a questionnaire was designed to measure the viewpoint of faculty members towards job satisfaction through some elements including, financial rewards, administrative procedures and scientific research, academic climate, social services, teaching aids and performance evaluation. Thus, descriptive statistics were used to analyze the sample data, and inductive statistics were used to test the study's hypotheses. The study found that there were no differences in the faculty members' view of these elements, except the elements of academic climate and performance evaluation. Accordingly, the satisfaction of faculty members in private universities was more than that of public universities. The study recommended the necessity of adopting objective and acceptable methods and procedures in the evaluation process and focusing on the evaluation process only.
 7. **The study of (2008، وشيرير، الشيخ خليل؛ وشيرير):** The study aimed to find out the relationship between job satisfaction and some (demographic) variables among employees, including (gender, educational qualification, years of experience, and school stage). The study sample consisted of 360 male and female teachers who were taken in a cluster random manner from 18 schools of (boys and girls). The researchers prepared a questionnaire to measure job satisfaction for the study. The study resulted in the availability of statistically significant differences in job satisfaction as a whole in favor of females, intermediate diploma holders and the lower basic stage, while there are no differences in terms of satisfaction with the subject. Regarding the profession's self-realization, the differences



were in favor of females, intermediate diploma holders, and the lower basic stage. On the nature and conditions of work as well as the relationship with officials, the differences were in favor of females, intermediate diploma holders, and the lower basic stage. Regarding years of experience, it has no effect on job satisfaction.

- 8. The study of (2007، الديحاني):** This study aimed to identify the level of job satisfaction of Saudi and non-Saudi sales representatives in the Saudi private sector, as well as the impact of personal characteristics such as, (age, educational level, salary, experience) on the level of job satisfaction. To achieve these goals, 1560 questionnaires were distributed to sales representatives in 285 institutions. Thus, the study reached a set of results, the most important of which including:
- The average overall of job satisfaction for non-Saudi sales representatives is higher than the average of job satisfaction for Saudi sales representatives, with statistical significance.
 - Salary, sense of security, job stability, promotions and bonuses were the most important elements of job satisfaction for both Saudi and non-Saudi sales representatives.
 - There is a direct relationship between salary and job satisfaction for both Saudi and non-Saudi sales representatives.
 - There is an inverse relationship between the educational level and job satisfaction of Saudi sales representatives, while the study did not prove the existence of a relationship for non-Saudi sales representatives.
 - There is an inverse relationship between years of experience and job satisfaction for Saudi sales representatives, while the study proved that there is a direct relationship between years of experience and job satisfaction for non-Saudi sales representatives.
 - The study found no relationship between age and job satisfaction for both groups.
- 9- The study of (2004 الشهري):** This study aimed to identify the reality of the organizational climate for the Institute of Public Administration of the main and subsidiary office in Jeddah and Dammam, in addition to identifying its positive or negative characteristics. The study concluded that there is a statistically significant relationship between the clarity of the employees' job role and their job satisfaction. In



addition, there is a statistically significant relationship between the employees' understanding of the job content and their job satisfaction. There is also a statistically significant relationship between the leadership style in the institute and job satisfaction among its employees. Additionally, there is a statistically significant relationship between the nature of the bonuses applicable in the institute and the job satisfaction of the employees. There is also a statistically significant relationship between the nature of the relationships prevailing among individuals in the institute and their job satisfaction. Finally, there is a statistically significant relationship between the physical working conditions such as, (place, lighting, ventilation) and job satisfaction among the employees at the institute.

10- The study of (2003، إبراهيم) : This study aims to identify the impact of the incentive system on the level of employees' job satisfaction. The study reached the following results:

- The majority of employees working in the Faculty of Commerce at Al-Neelain University are not satisfied with the incentive system applied at the university.
- All of the employees agreed that there are a number of negatives in the incentive system applied at the university, such as, (the lack of incentives, the lack of fixed standards for evaluating the performance of employees, the lack of fair application of incentives, the availability of personal factors in the application of incentives).
- The majority of employees think that the incentives given to them are insufficient, and that there are other types of incentives that they should get. The study concluded that deprivation of incentives affects the level of cooperation between colleagues, increases the intensity of conflict within the university, and affects the level of employees' commitment to the university and the level of stability in it.

11- The study of (2003، جودة وآخرون) : The study aimed to identify the relationship between bureaucracy, work stress, and job dissatisfaction. Thus, 130 questionnaires were distributed to a random sample of workers, managers and supervisors in an institution working in the field of culture at public institutions.



The study resulted in the following:

- There is a relationship between individuals' willingness to work in a bureaucratic institution and the level of job dissatisfaction as well as work stress.
- The data did not reveal any relationship between the willingness of the participants in this study, working in a bureaucratic institution and work stress.
- There is a significant relationship between work stress and age, gender as well as job position.
- No relationships were reported between the willingness of the individual working in a bureaucratic institution on the one hand and job dissatisfaction on the other hand.

Second: Foreign Studies:

1. **Azeez & Abimbola (2016):** This study aimed to identify the impact of job enrichment on employees' attitudes related to their work, as the study revealed the link between job enrichment, satisfaction, motivation and employee performance through a descriptive study. The sample was selected from non-academic employees of universities in Lagos. The study concluded that job enrichment is a strong predictor of employees' attitudes towards their work, such as job satisfaction, motivation and performance. In addition, job enrichment provides diversity of skills, job identity, sense of importance in the eyes of others, responsibility, challenge, freedom, participation in decision-making, feedback on one's performance at work, growth and a sense of accomplishment that promotes self-motivation, satisfaction and high performance.
2. **Vijay & Indradevi (2015):** The study aimed to identify the factors of job enrichment and to understand the relationship between job enrichment and individual performance. Thus, a questionnaire was distributed to a community sample of academics at a private university to find out the impact of job enrichment on individual performance at work. The study proved that there is a relationship between job enrichment and performance. Additionally, the identity of task was one of the most contributing factors to job enrichment in improving employee performance. Therefore, the study recommended that



academics be given freedom to use their skills and abilities.

3. **Munyatsi (2012):** It aimed to know the level of job satisfaction of teachers in Botswana region in South Africa. The study sample consisted of 150 male and female teachers, 50 of whom were primary, 50 intermediate and 50 secondary. The researcher used the general job satisfaction measure, and the study's findings indicated that teachers are satisfied with their jobs.
4. **Saleem et al, (2012):** The study aimed to find out whether there is a relationship between job enrichment, job enlargement, and job satisfaction and employee performance. Job satisfaction in this study was the dependent variable; job performance was the intermediate variable, while job enrichment and job enlargement were the independent variables. The idea of the study was to determine whether job enrichment or job enlargement has an impact on job satisfaction, and can this effect be enhanced by positive employee performance or not? To achieve this goal, data were collected from public and private sector employees in Lahore, as the total number of respondents to the study were 242 out of 250. Accordingly, the study concluded that there is a medium level correlation between job enrichment and job enlargement, job satisfaction and employee performance. While the final- result showed that job enrichment and job enlargement had a direct effect on job satisfaction through the performance of employees as an intermediary variable.
5. **Al-Omar, (2003):** The study aimed to identify the factors that cause dissatisfaction of employees in the hospitals of Riyadh city (study sample), as well as to identify the percentage of nurses who want to leave work and move to another job. Thus, the random sampling method was used; 800 questionnaires were distributed to the nursing staff in the hospitals of the Ministry of Health, and 600 usable questionnaires returned. The results of the study concluded, with statistical significance, that the Saudi nursing system is less satisfied than the non-Saudi, and that there was no significant difference in the level of general satisfaction among the nursing services in all hospitals of the Ministry of Health (study sample). Additionally, it was found that salary, financial incentives, job nature, and relationships within the hospital are generally factors related to the decision to leave Ministry



- of Health hospitals, while the work environment and management style were the factors associated with leaving work for private sector nurses.
6. Kofi (2002): This study aimed to measure the effect of privatization and salary on job satisfaction by applying to Ghana's African companies. The results showed that there is no direct relationship between job satisfaction and privatization process. In light of privatization, neither job security nor training opportunities increased, while these opportunities were more available under the public sector.

Commenting on the Previous Studies:

This study shares some similarities with previous studies, but it differs from them in the field of application and the community of study. The community of study in (جامع, ومغلاوي, 2020) study was at Algeria Telecommunications Institution in Mila. The study of (طه, 2017) was at the Presidency of the Ministry of Social Development in Khartoum State, while the community of current study are the workers of the fish-canning factory in Mukalla city / Hadramout governorate.

Some previous studies aimed to know to what extent are the employees satisfied with their work performance, including the study of (الخرزاعلة, 2014)? This study aimed to identify to what extent do the employees of King Faisal University have satisfaction with their job? The study of (الديحاني, 2007), aimed to identify the level of job satisfaction among Saudi and non-Saudi salespeople representatives in the Saudis private sector, in addition to know the effect of personal qualities including, age, educational level, salary and experience on the degree of job satisfaction. In addition, the study (الشبيخ خليل, وشريير, 2008), aimed to know the relationship between job satisfaction and some (demographic) variables among employees including, gender, academic qualifications, years of experience and study stage.

Some of the previous studies aimed to show the reality of human resource management practices in public and private institutions, such as the study of (جامع, ومغلاوي, 2020), which aimed to highlight the relationship between job satisfaction and employee performance. It also aimed to show the importance of job satisfaction and its contribution to improving human resources performance in the institution. In addition, some studies have focused on the reality of the institution's



organizational climate, such as the study of (الشهري, 2004), and the current study aims to identify the relationship between job satisfaction and production.

The current study is similar to most previous studies, such as (Al-Omar, 2003) (الخزاعلة, 2014), (طه, 2017) and (Vijay & Indradevi, 2015) in terms of using the descriptive analytical method and the questionnaire tool to achieve the desired results.

Through the previous studies, researchers obtained cumulative knowledge of how to conduct the study and how to choose the appropriate methodology and statistical methods for data analysis and presentation of results. Thus, the previous studies have helped facilitate the design of the study tool (questionnaire).



Chapter Three

Research Methodology

First: Study Methodology and Instruments:

1- Study Methodology:

The researchers used the social research method (i.e. analytical descriptive approach) together with the two parts of the social survey method: analysis of the relevant theoretical literature, and sampling to study and develop concepts in the part related to the theoretical framework. It relied on secondary data from scientific sources, such as books, periodicals and previous studies. The data of the part related to the field study were analyzed through the Statistical Package for Social Sciences (SPSS). Percentages, means, T-test, ANOVA, and correlation coefficient were extracted.

The researchers limited the study's population to "the employees of Mukalla Fish Canning Factory". The researchers, then, selected a representative sample of this population and applied the study to it.

2- Data Collection Instruments:

For the purpose of collecting data, the current study employed a questionnaire in addition to the interview and observation.

❖ Job Satisfaction Questionnaire:

The researchers presented the questionnaire in its initial form to a group of specialized arbitrators (*), as shown in the following table:

Table 1: Description of the Job Satisfaction Questionnaire in its Initial Form

Criterion	Number of Items
Duties and Responsibilities	12
Diversity of Skills	12
Work Independence	10
Wages, Incentives and Financial Rewards	12
Organizational climate	18
Work Environment	15
Social and Medical Services	8
Performance Evaluation	8

* see page 141.



The researchers, then, excluded the statements with a percentage of agreement of less than 90% of the arbitrators. Consequently, the questionnaire became ready for use, consisting of 100 items, distributed among 8 main criteria, as shown in the following table:

Table 2: Description of the Job Satisfaction Questionnaire in its Final Form.

Criterion	Number of Items
Duties and Responsibilities	11
Diversity of Skills	11
Work Independence	12
Wages, Incentives and Financial Rewards	15
Organizational climate	20
Work Environment	18
Social and Medical Services	6
Performance Evaluation	7

The researchers scored the questionnaire's items as follows: Agree = 3, Agree to some extent = 2 and Disagree = 1. The questionnaire in its final form also included 8 questions on the sample's basic data and its social and economic characteristics.

Second: Scope of Study:

1- Geographical Area:

The researchers limited the geographical area of the current study to Mukalla Fish Canning Factory in Mukalla, the capital city of Hadhramout Governorate in the Republic of Yemen.

2- Human Domain:

The human domain refers to the study's population which included the workers of Mukalla Fish Canning Factory. The sample size was 235 individuals.

3- Time Domain:

The time domain refers to the time spent by the researchers in doing the various stages of the research, starting with the design of the questionnaire, the preparation of the scale and the observation guide, the application of the three instruments, and ending with the collection and analysis of data and writing the final report of the research. This



research in its various stages took a period of six months, starting in November 2021 until the end of April 2022.

Third: The Study's sample:

There are many ways for selecting the sample and determining its size. Each of those ways has its own justifications. In the current study, the researchers chose the sample randomly after a comprehensive inventory of the entire study's population as a single unit, taking into account the equitable representation of the sample.

❖ Sampling Method:

There are 525 workers in Mukalla Fish Canning Factory. It is difficult to study this huge number of workers with a comprehensive inventory. Therefore, the random sampling method was the most appropriate method of data collection. The researchers chose a representative sample of the study's population. It consisted of 250 individuals, representing 47.61% of the total study's population. They were the ones who completed the field study. The researchers ensure that the sample is as representative as possible, so that the results can be generalized to the study's population.

Copies of the questionnaire were distributed to the factory workers, including managers, technicians, production workers, guards, and service workers. After sorting, 235 questionnaire copies were returned.

❖ Sample Selection Conditions:

- (1) The respondent should be 18 years old or more.
- (2) The respondent should have been working in the factory for at least one full year.
- (3) The respondent should be present at the factory while conducting the field study.
- (4) The respondent should be a permanent or contracted employee, whether male or female.

The researchers took into account these conditions while choosing the study's sample. This is clearly shown in the part of displaying the characteristics of the study's sample.



Fourth: Brief Description on the Study's population:

The establishment of Mukalla Fish Canning Factory was completed in Mukalla City, Hadhramout Governorate in 1979 within the framework of joint economic cooperation between Yemen and the Soviet Union. Its official opening was on November 30, 1979, during the celebrations of the Yemeni people's National Independence Day.

According to the project's production design capacity of 4.1 million cans of mackerel and 76 tons of crushed fish on the basis of one shift work. The total area of the factory was determined and the interior designs were prepared to match both machines and buildings. Production centers, locations of outlets and industrial services the sites of complete and incomplete production, and areas of preservation, freezing, receiving, etc. were selected carefully.

Since the opening of the factory, it was regularly supplied with raw fish (i.e. mackerel) by Soviet fishing boats operating in the territorial waters of the Republic at the time. This overcame the factory's main problem of the irregular supply of raw materials (i.e. fish) necessary for the continuation of the production process. When the factory was established in 1979, it consisted of a group of major production workshops, the most important of which are:

1. Canning workshop:

It is the main section of the factory in which the most important production processes for the manufacture of fish cans are carried out, including fish receiving, defrosting, cutting, packing, closing the cans and sterilizing them. It is the production workshop that determines the level of implementation of the factory production plan rates.

2. Empty Can Manufacturing Workshop:

Currently, it is limited to the manufacture of non-thermal colored cans. The current production capacity is 5000 cans / day. It is also used for product No. 2 (i.e. flakes and light tuna) due to the expiry of its life span.

3. Ready-Made Production Department:

After the sterilization process is completed, the canned fish are transferred to the ready-made production department to complete the production step. It maintains the quality of the product by keeping the production for the incubation period, placing the label which



distinguishes the type of production, in addition to “cartoning”, “packaging” and “taping” it. Thus, canned fish production is ready for marketing. The ready-made production warehouses were built to meet the designated capacity of the project.

4. Refrigerator Department:

This department consists of an operating part that includes Russian-made compressors, ammonia tanks and condensers. The other part is the storage rooms which consist of four preservation rooms and two freezing rooms.

Fifth: Type of the Study:

It is a descriptive study that sheds light on job satisfaction and its impact on production.

Sixth: Statistical Processing Methods:

Statistical analysis of the study’s sample scores was carried out using the following statistical methods:

- 1- Pearson’s correlation coefficient to ensure the effectiveness of the study’s instrument items and the availability of construct validity, which is sometimes called discriminatory validity, consistency or internal consistency.
- 2- Cronbach Alpha to calculate the reliability of the instrument items used in data collection.
- 3- The means of arithmetic and the relative weight of the order of the study members according to the degrees of their answers to the items.
- 4- One-sample T-test to measure the significant differences between the arithmetic means of the study’s instrument variable and their dimensions through the critical point 2.
- 5- The standard deviation for measuring the homogeneity of the scores of the study members, which indicates the efficiency of the arithmetic mean in representing the data center. The more qualitative the arithmetic mean, the lower the value of the standard deviation.
- 6- The independent T-test for two independent samples in addition to one way ANOVA to answer the second sub-question of the study.



Seventh: Description and Analysis of the Study's population Characteristics:

This topic reviews the results of the statistical analysis of the study's population's responses to personal and occupational variables. This is done by displaying and analyzing their answers represented in the frequencies and percentages for each category of the study variables. These results are displayed, describes and analyzed as follows:

1. Description and analysis of the study's population according to the occupational status variable:

Table 3: Distribution of the study's population according to their occupational status

Variable	Category	Frequency	Percentage	Rank
Occupational Status	Permanent	83	35.3 %	2
	Contract	152	64.7 %	1
Total		235	100 %	

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

Table 3 above indicates that most of the study's population are contract employees. They form 64.7% of the total study's population in Mukalla Fish Canning Factory. On the other hand, 35.3% of the employees are permanent. The following figure shows the frequency distribution of the study's population according to the occupational status:

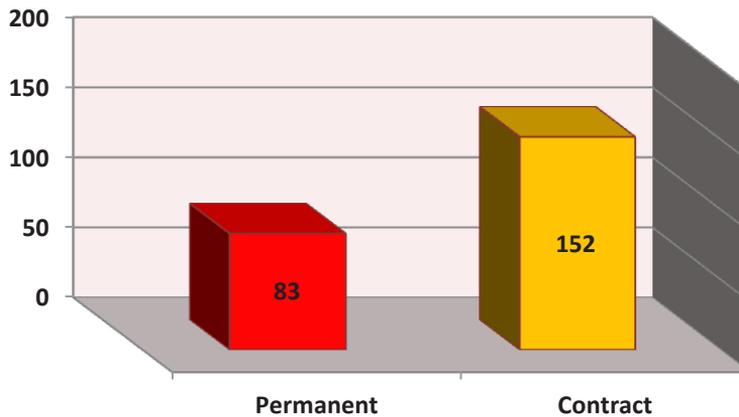


Figure 6: Distribution of the study's population according to their occupational status

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

2. Description and analysis of the study's population according to the gender variable:

Table 4: Distribution of the study's population according to their gender

Variable	Category	Frequency	Percentage	Rank
Gender	Male	129	54.9 %	1
	Female	106	45.1 %	2
Total		235	100 %	

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

Table 4 indicates that the male category in the factory formed 54.9% of the total study's population in the factory, while the other 45.1% were females. The following figure shows the frequency distribution of the study's population according to their gender:

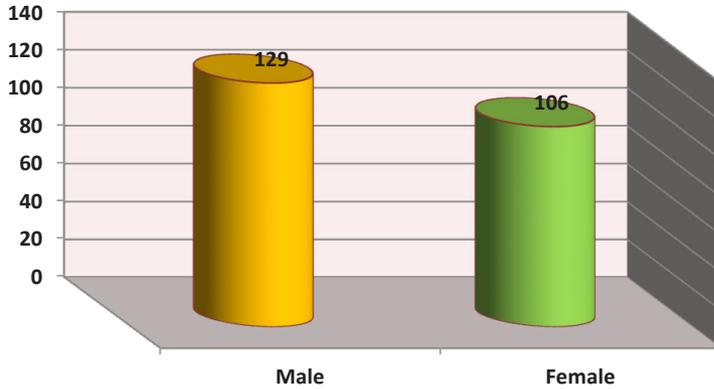


Figure 7: Distribution of the study's population according to their gender
Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

3. Description and analysis of the study's population according to the age variable:

Table 5: Distribution of the study's population according to their age

Variable	Category	Frequency	Percentage	Rank
Age	18 - 25 years old	45	19.1 %	3
	25 - 35 years old	114	48.5 %	1
	35 - 45 years old	57	24.3 %	2
	45 - 55 years old	17	7.2 %	4
	Over 55 years old	2	9 %	5
Total		235	100 %	

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

Table 5 shows that the 25 - 35 age group constitutes 48.5%, i.e. more than a third of the study's population. The age group of 35 - 45 came second with a percentage of 24.3%. Then, 18 - 25 age group came third with a percentage of 19.1% of the total members of the study's



population. The age group 45 - 55 came fourth with a percentage of 17.4%. The age group of over 55 came last with a percentage of 9%. The following figure shows the frequency distribution of the study's population according to their age:

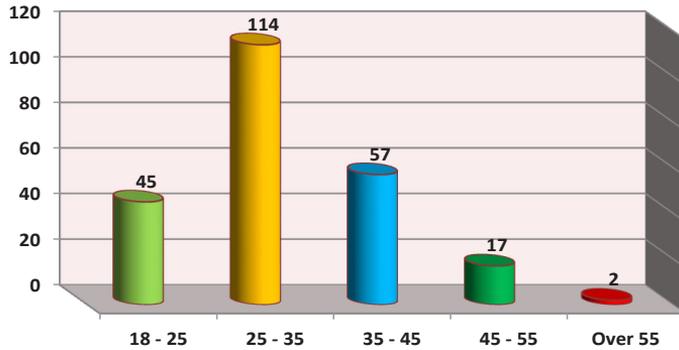


Figure 8: Distribution of the study's population according to their age

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

4. Description and analysis of the study's population according to the marital status variable:

Table 6: Distribution of the study's population according to their social status

Variable	Category	Frequency	Percentage	Rank
Marital Status	Single	112	47.7 %	1
	Married	102	43.4 %	2
	Divorced	18	7.7 %	3
	Widowed	3	1.3 %	4
Total		235	100 %	-

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.



Table 6 shows that the single members constitute most of the population with a percentage of 47.7%. Married members came second with a percentage of 34.4%. With a very big difference, divorced members came third with a percentage of 7.7%. Widowed members came last with a percentage of 1.3%. The following figure shows the distribution of the study's population according to their social status:

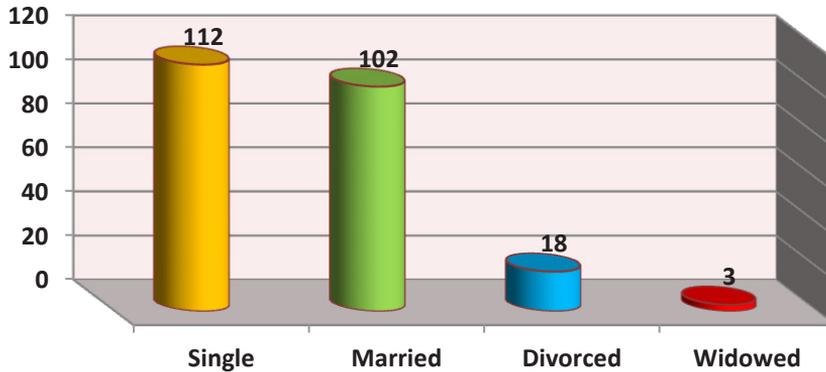


Figure 9: Distribution of the study's population according to their social status
Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

5. Description and analysis of the study's population according to the educational level variable:

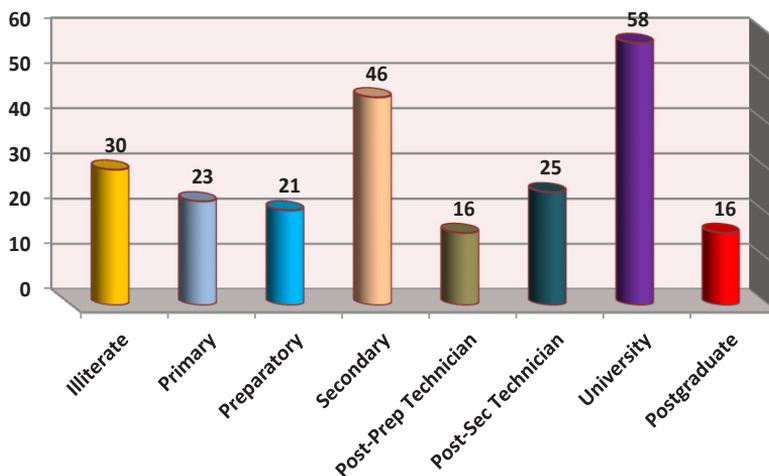
Table 7 : Distribution of study's population according to their educational level

Variable	Category	Frequency	Percentage	Rank
Educational Level	Illiterate	30	12.8 %	3
	Primary	23	9.8 %	5
	Preparatory	21	8.9 %	6
	Secondary	46	19.6 %	2
	Post-Preparatory Technician	16	6.8 %	7
	Post-Secondary Technician	25	10.6 %	4
	University	58	24.7 %	1
	Postgraduate	16	6.8 %	7
Total		235	100 %	-

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.



Table 7 shows that most of the factory employees are at the university educational level, with a percentage of 24.7%. Second, 19.6% of them are at the secondary level. Third, 12.8% are illiterate. However, those at the post-secondary technical level constitute 10.6%. Then, those at the primary level of education constitute 9.8%, followed by those at the preparatory education level with a percentage of 8.9%. Finally, with an equal percentage, postgraduate and post-secondary employees came with a percentage of 6.8% for both. The following figure shows the distribution of the study's population according to their qualification:



*Figure 10: Distribution of the study's population according to their educational level
Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.*



6. Description and analysis of the study’s sample according to the monthly income level variable:

Table 8: Distribution of the study’s population according to their monthly income

Variable	Category	Frequency	Percentage	Rank
Monthly Income Level	Less than YR 500.000	156	66.38 %	1
	YR 500.000 – YR 800.000	54	22.98 %	2
	YR 80.000 – YR 100.000	14	5.96 %	3
	YR 100.000 – YR 120.000	4	1.70 %	4
	YR 120.000 – YR 150.000	3	1.28 %	5
	More than YR 150.000	4	1.70 %	4
Total		235	100 %	-

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

Table 8 shows that more than half of the study’s population members (66.38%) fall into the income category of “less than YR 500,000”. 22.98% of them have an income of “YR 500,000 - 800,000”. 5.96% of the members’ monthly income falls into the category of “80,000 – 100,000. For the two income categories of “more than 150,000” and “100,000 - 120,000”, they came with a percentage of 1.7 %. The income category of “120,000 - 150,000” came last with a percentage of 1.28% of the total number of the study’s population. The following figure shows the distribution of the study’s sample according to their monthly income:

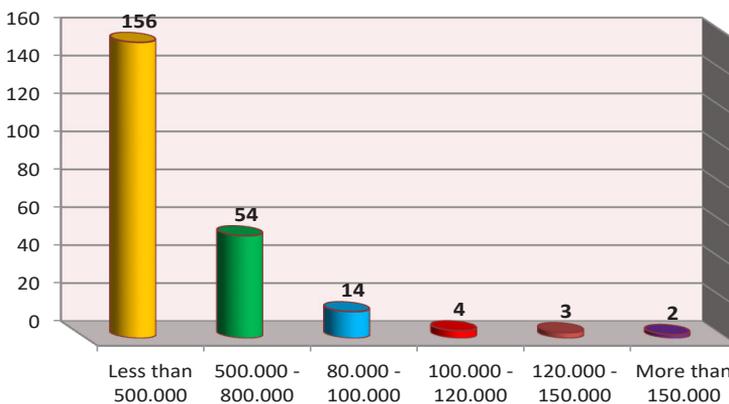


Figure 11: Distribution of the study’s population according to their monthly income

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.



7. Description and analysis of the study's population according to the years of work experience variable:

Table 9: Distribution of study's population according to their years of work experience

Variable	Category	Frequency	Percentage	Rank
Years of Work Experience	Less than 5 years	92	39.1 %	1
	5 – 10 years	65	27.7 %	2
	10 – 15 years	35	14.9 %	3
	15 – 20 years	24	10.2 %	4
	20 – 25 years	6	2.6 %	6
	25 – 30 years	11	4.7 %	5
	More than 30 years	2	9 %	7
Total		235	100 %	-

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

Table 9 shows that 39.1% of the study's population has a work experience of "less than 5 years". Employees whose years of experience ranged between "5 - 10 years" came second with a percentage of 27.7%. Then, 14.9% the members have a work experience of "10 - 15 years". Those whose work experience is "15 - 20 years" came with a percentage of 10.2%. Then, 4.7% of the participants' work experience is "25 - 30 years", followed by the "20 - 25 years" with a percentage of 2.6%. The last rank was for the category of employees whose work experience was "more than 30 years", with a percentage of 9%. The following figure shows the distribution of the study's population according to their years of work experience:

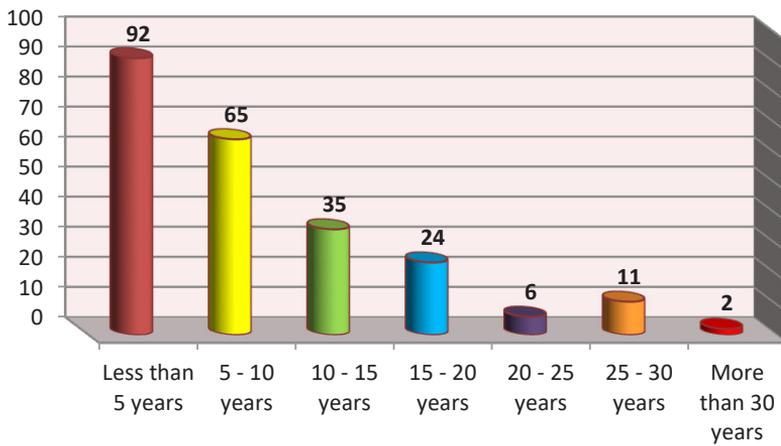


Figure 12: Distribution of study's population according to their years of work experience

Source: Prepared by researchers based on the statistical analysis of the data of the field study, 2022.

❖ **Validity of the Instrument:**

The validity of the study's instrument is defined as the extent to which the data collection instrument or measurement procedures are able to measure what is intended to be measured. In other words, if the data-collection instrument can measure the purpose for which it was designed, then it is valid. Validity also refers to the inclusion of the study's instrument for all the elements that must be included in the analysis on the one hand, and the clarity of its items and vocabulary on the other. Therefore it can be understandable to everyone. The validity of the current study's instrument was confirmed by the following two methods:

1- Logical Validity (the jurors' validity):

It is one of the reliable types of validity of the instrument which is used for measurement. It refers to the ability of the study's instrument to measure what should be measured by observing it and examining the suitability of its items to measure the different dimensions of the variable. It is one of the most widely used methods.



This method includes presenting the study's instrument in its initial form to a number of experienced and competent arbitrators, from the teaching staff at Hadhramout University, to ensure the items' clarity, linguistic formulation and their relevance to the objectives of the study and its field. Accordingly, the researchers made the necessary modifications and additions recommended by the arbitrators.

2- Construct Validity:

To ensure the effectiveness of the instrument items, the construct validity (which is sometimes called discriminative validity, consistency or internal consistency) of the study's instrument items is checked by calculating Pearson correlation coefficients between the degree of correlation of each dimension with the overall score of the instrument. The results were as shown in the following table:

Table 10: Pearson's correlation coefficients between the degree of the dimensions of job satisfaction and the overall degree of the instrument

N	Job Satisfaction Dimensions	Pearson's Correlation Coefficients	Significance Level
1	Duties and Responsibilities	0.879**	0.000
2	Diversity of Skills	0.879**	0.000
3	Work Independence	0.901**	0.000
4	Wages, Incentives and Financial Rewards	0.716**	0.000
5	Organizational climate	0.898**	0.000
6	Work Environment	0.889**	0.000
7	Social and Medical Services	0.750**	0.000
8	Performance Evaluation	0.788**	0.000

**** The correlation is statistically significant at the significance level $\alpha = 0.01$.**

Table 10 shows that all the values of the correlation coefficients between the degree of each dimension and the total score of the instrument are statistically significant at the level of significance $\alpha = 0.01$. The highest correlation coefficient was 0.901** at the significance level of $\alpha = 0.01$. The lowest correlation coefficient was 0.716** at the



significance level of $\alpha = 0.01$. This indicates that all dimensions of job satisfaction are highly effective and measure what they are designed for. Accordingly, the study's instrument shows a high level of validity.

❖ **Reliability of the Instrument:**

The instrument's reliability is verified by calculating the internal consistency coefficient using the Cronbach's Alpha coefficient. It is achieved by applying the questionnaire in its final form to a sample of 30 respondents, not from the original sample, and then by analyzing their responses at the level of each variable with its dimensions. The results are as shown in Tables 10 and 11 below:

Table 11: Cronbach's Alpha coefficient values for the reliability of the study's instrument

N	Dimensions	Items	Reliability Coefficient
1	Duties and Responsibilities	11	0.96
2	Diversity of Skills	11	0.93
3	Work Independence	12	0.93
4	Wages, Incentives and Financial Rewards	15	0.87
5	Organizational climate	20	0.94
6	Work Environment	18	0.86
7	Social and Medical Services	6	0.83
8	Performance Evaluation	7	0.92
	The Whole Instrument	100	0.98

It is clear from Table 11 above that the reliability coefficient for all dimensions was high. The value of the reliability coefficient of the instrument as a whole according to the internal homogeneity reliability, Cronbach Alpha, is 0.98. With regard to the reliability coefficients of the internal homogeneity of the dimensions of the study's instrument, all of them show high stability values that exceed the minimum reliability coefficient (0.60). This confirms the instrument is valid for application on the study's population. Consequently, the validity and reliability of the study's instrument has been confirmed. This assures the validity of the instrument in collecting and analyzing the study's data and answering its questions.



Chapter Four Discussion of the Study's Questions

First: Criteria for Calibration and Deciding upon the Results:

In order to calibrate, decide upon the results, compare them with the significance of a unified reference point and to interpret the answers of the study sample members, the following statistical standard was adopted. In interpreting the data based on the values of the arithmetic means, the researchers relied on the category length equation. It requires measuring the level of importance of the study variables, which was calculated according to the following equation:

$$\text{Category length} = \frac{\text{range (maximum - minimum)}}{\text{largest value in the scale (maximum)}}$$

Then,

$$\text{Category length} = \frac{3 - 1}{3} = 0.67$$

Accordingly, the values and levels of the arithmetic means are according to the following table:

Table 12: Values and Levels of Arithmetic Means

No.	Average	Percentage	Agreement levels	Arithmetic average levels
1	2.34 – 3	78 – 100 %	Agree	High
2	1.67 – 2.33	55.67 – 77.67 %	Somehow Agree	Medium
3	1 – 1.66	33.3 – 55.3 %	Disagree	low



Second: Description and Analysis of the Dimensions of the Study Variable (Job Satisfaction):

To describe and analyze the answers of the study population members to the dimensions of the job satisfaction variable among the workers of Mukalla Fish Canning Factory, the researchers used arithmetic means, standard deviations, relative weights, T-test, and the level of morale for all dimensions of the variable of job satisfaction. The data of these operations appear in Table (13) on the dimension of responsibilities and tasks, Table (14) on the dimension of skill diversity, Table (15) on the dimension of independence at work, Table (16) on the dimension of wages, incentives and financial rewards, Table (17) on the organizational climate dimension, Table (18) on the factory work environment dimension, Table (19) for the social and medical services dimension, and Table (20) on the performance evaluation dimension.

The following tables also show the classification of the study items according to their importance from the point of view of the employees in the various departments in the factory. The tables also show the level of satisfaction, the T-test and the level of morale for each item according to the point of view of the study population members as follows:

1. Description and Analysis of Tasks and Responsibilities Dimension Items:

The arithmetic means, standard deviations, relative weights, T-test, and the level of significance were calculated for the items of the task and responsibilities dimension and the total of the dimension. The results were as shown in the following table:



Table 13: Test Results of the General Trend of the Responses of the Study Population Members on the Task and Responsibilities Dimension

No.	Items of the Duties and Responsibilities Dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T- Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	The tasks I do are commensurate with my abilities.	22	46	167	2.62	0.65	87.23	14.50	0.00	2	High
2	The management provides me with the opportunity to accomplish all the tasks assigned to me.	27	73	135	2.46	0.69	81.99	10.17	0.00	7	High
3	The authority granted to me corresponds to the tasks required.	33	67	135	2.43	0.73	81.13	9.15	0.00	10	High
4	The factory has a qualified assistant cadre for performing the tasks.	33	60	142	2.46	0.73	82.13	9.75	0.65	9	High
5	The tasks I regularly perform are mandatory at the factory.	31	38	166	2.57	0.71	85.82	12.33	0.00	5	High
6	I feel that I am an active participant in the factory.	23	36	176	2.65	0.65	88.37	15.31	0.00	1	High
7	The working period is sufficient to complete the work tasks.	25	43	167	2.60	0.67	86.81	13.75	0.00	3	High
8	I abide to the laws, regulations and work instructions.	29	31	175	2.62	0.70	87.38	13.69	0.00	2	High
9	The job I have matches my qualifications.	22	75	138	2.49	0.66	83.12	11.42	0.65	6	High
10	The division of work duties among employees is fair.	23	84	128	2.45	0.67	81.56	10.27	0.00	8	High
11	I protect the reputation of the factory.	34	28	173	2.59	0.73	86.38	12.42	0.00	4	High
Summary of duties and responsibilities dimension					2.54	0.58	84.72	14.26	0.00		High

Table 13 shows that the average scores of all items in the task and responsibilities dimension ranged between 2.65 - 2.43. They reflect the satisfaction of the study population members. The highest of those items was Item 6 “I feel like an active part of the factory” with a high mean of 2.65, a high relative weight of 88.37% and a standard deviation of 0.65, indicating convergence and homogeneity of opinions about the



item. On the other hand, the lowest of those items was Item 3, “The authority granted to me corresponds to the nature of the tasks required”, with a high mean of 2.43, a high relative weight 81.13% and a standard deviation of 0.73. This indicates the convergence and homogeneity of opinions about the item.

It is also noted from the table data that the general average of the answers of the study population members about the tasks and responsibilities dimension was high, with an arithmetic mean of 2.54, and a standard deviation of 0.58. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the tasks and responsibilities dimension. The overall relative weight was high, indicating that 84.72% of the total members of the study population agree with their satisfaction with the tasks and responsibilities in Mukalla Fish Canning Factory.

Table 13 also shows that the significance level for each item of the individual and collective tasks and responsibilities dimension was statistically significant. This is clear from the values of the T-test at the level of statistical significance whose probability values were 0.00, which is less than the approved significance level 0.05. These results indicate that the workers of Mukalla Fish Canning Factory agree with all the items of the tasks and responsibilities. Therefore, they are satisfied with the tasks and responsibilities dimension.

2. Description and Analysis of the Skill Diversity Dimension Items:

Arithmetic means, standard deviations, relative weights, T-test, and level of significance were calculated for the items in the skill diversity dimension and the total of the dimension. The results were as shown in the following table:



Table 14: Test Results of the General Trend of the Responses of the Study Population Members on the Skill Diversity Dimension

No.	Items of the skill diversity dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T-Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	I have the necessary skills to carry out the tasks required from me.	31	19	185	0.70	2.66	88.51	14.32	0.00	1	High
2	My qualifications are appropriate for the work I do.	23	52	160	0.66	2.58	86.10	13.46	0.00	3	High
3	The skills needed for the job are diverse.	23	50	162	0.66	2.59	86.38	13.68	0.00	2	High
4	I have the ability to come up with new ideas that are useful to meet the goals of the factory.	40	39	156	0.77	2.49	83.12	9.83	0.65	5	High
5	I develop new and effective mechanisms for carrying out my duties.	37	52	146	0.75	2.46	82.13	9.45	0.00	6	High
6	My skills are commensurate with the work required of me.	29	46	160	0.70	2.56	85.25	12.14	0.00	4	High
7	Training courses are held to empower employees with the skills required to carry out the work.	21	116	98	0.63	2.33	77.59	7.93	0.00	8	High
8	The employees' skill level is assessed on a regular basis.	14	120	101	0.59	2.37	79.01	9.54	0.00	7	High
9	The management employs the capabilities of the right person in the right place based on their experience and skill.	26	149	60	0.59	2.14	71.49	3.77	0.65	11	High
10	The management is concerned with training the employees in an appropriate manner.	18	137	80	0.59	2.26	75.46	6.85	0.00	9	High
11	The factory goals are aligned with my business ambitions.	38	102	95	0.71	2.24	74.75	5.21	0.00	10	High
Summary of the skill diversity dimension					0.51	2.43	80.89	12.84	0.00		High

Table 14 shows that the average scores of all items in the skill diversity dimension ranged between 2.66 - 2.14. They reflect the satisfaction of the study population members. The highest of those items was item 1, "I have the skills necessary to perform the work required from me", with a high arithmetic mean of 2.66, a high relative weight of 88.51% and a standard deviation of 0.70. This indicates the convergence and homogeneity of opinions about the item. The lowest of those items was



Item 9, “The administration is working to employ the capabilities of the right person in the right place according to experience and skill”, with an arithmetic mean of 2.14, an average relative weight of 71.49% and a standard deviation of 0.59, indicating the convergence and homogeneity of opinions about the item.

It is also noted from the table that the general average of the answers of the study population members about the skill diversity dimension was high with an arithmetic mean of 2.43, and a standard deviation of 0.51. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the diversity of skills dimension. The overall relative weight indicates that 80.89% of the total members of the study population members agree with their satisfaction with the diversity of skills in Mukalla Fish Canning Factory.

Table 14 also shows that the level of significance for all individual and collective items of skill was statistically significant. This is clear from the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level 0.05. These results indicate that the workers of Mukalla Fish Canning Factory agree on all items of skill diversity, which, in turn, indicates that they are highly satisfied with the skill diversity dimension.

3. Description and Analysis of the Work Independence Dimension Items:

The arithmetic means, standard deviations, relative weights, T-test, and the level of morale were calculated for the items in the work independence dimension and the total of the dimension. The results were as shown in the following table:



Table 15: Test Results of the General Trend of the Answers of the Study Population Members about the Work Independence Variable

No	Items of the Work Independence Dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T- Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	I am capable of working independently without interference from the management.	12	181	42	2.13	0.46	70.92	4.23	0.00	11	Medium
2	The centralization does not hinder work.	27	144	64	2.16	0.60	71.91	4.00	0.00	10	Medium
3	The management motivates me to take responsibility at work.	22	106	107	2.36	0.65	78.72	8.56	0.00	9	High
4	I have the freedom to assess the most effective working methods.	22	93	120	2.42	0.66	80.57	9.72	0.00	8	High
5	I carry out my work efficiently and precisely.	30	26	179	2.63	0.70	87.80	13.89	0.00	1	High
6	I perform tasks that go beyond my primary responsibilities.	27	55	153	2.54	0.69	84.54	11.86	0.00	6	High
7	I offer suggestions for new supportive actions.	30	58	147	2.50	0.71	83.26	10.71	0.00	7	High
8	I always perform my duties perfectly, even if it involves tasks that are not within my responsibility	30	46	159	2.55	0.71	84.96	11.84	0.00	5	High
9	Because of feeling a sense of commitment to the factory, I try to increase my productivity at work.	31	40	164	2.57	0.72	85.53	12.13	0.00	4	High
10	I just work during the working hours.	31	34	170	2.59	0.71	86.38	12.73	0.00	2	High
11	I am capable of adapting with work emergencies.	37	33	165	2.54	0.75	84.82	11.11	0.00	6	High
12	I am always committed to my work in the factory.	35	28	172	2.58	0.74	86.10	12.12	0.00	3	High
	Summary of the work independence dimension.				2.46	0.51	82.13	14.04	0.00		High

Table 15 shows that the average scores of all items in the work independence dimension ranged between 2.63 and 2.13. This reflects the satisfaction of the study population members. The highest of those



items was Item 5, “I get my work done quickly and accurately”, with a high mean of 2.63, a high relative weight of 87.80% and a standard deviation of 0.70. This indicates the convergence and homogeneity of opinions about the item. In contrast, the lowest of those items was item 1, “I enjoy independence at work without the management interference “, with a mean of 2.13, an average relative weight of 70.92% and a standard deviation of 0.46. This indicates the convergence and homogeneity of opinions about the item.

It is also noted from the table data that the general average of the responses of the study population members on the work independence dimension was high, with a mean of 2.46, a standard deviation of 0.51 and a high overall relative weight. This indicates that the opinions of individuals were consistent, convergent and homogeneous towards the items of the independence dimension at work. This indicates that 82.13% of the total members of the study population agree with their satisfaction with the work independence dimension in Mukalla Fish Canning Factory.

Table 15 also shows that the level of significance for all items of work independence individually and collectively was statistically significant. This is shown by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level of 0.05. These results indicate that the workers of Mukalla Fish Canning Factory agree with all the items of work independence dimension. This indicates their high satisfaction with the work independence dimension.

4. Description and Analysis of the Wages, Incentives and Financial Rewards Ddimension Items:

The arithmetic means, standard deviations, relative weights, T-test, and the level of morale were calculated for the items in the dimension of wages, incentives, financial rewards and the total of the dimension. The results were as shown in the following table:



Table 16: Test Results of the General Trend of the Answers of the Study Population Members on the Dimension of Wages, Incentives, and Financial Rewards

NO.	Items of the dimension of wages, incentives and financial rewards	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T-Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	The factory has clear criteria for financial incentives.	27	110	98	2.30	0.67	76.74	6.96	0.00	3	Medium
2	Promotion is associated with efficiency, mastery, and high performance.	22	117	96	2.31	0.64	77.16	7.59	0.00	2	Medium
3	The wage structure is objective.	33	123	77	2.27	1.12	75.74	3.73	0.00	5	Medium
4	The salary I get is in line with the effort I make in my work.	2	15	186	2.08	0.45	69.23	2.63	0.01	9	Medium
5	My salary is commensurate with the living requirements.	33	11	202	2.05	0.37	68.23	1.93	0.06	10	Low
6	My salary is commensurate with my academic qualifications.	22	6	180	2.18	0.45	72.77	6.25	0.00	8	Medium
7	My salary covers my living requirements perfectly.	7	213	15	2.03	0.30	67.80	1.71	0.09	11	Low
8	I can save from my salary.	11	203	18	2.03	0.35	67.80	1.30	0.19	11	Low
9	I am satisfied with the amount of the annual increase in my salary.	7	163	65	2.25	0.50	74.89	7.62	0.00	6	Medium
10	My salary and incentives encourage me to do my job better	10	130	95	2.36	0.56	78.72	9.84	0.00	1	High
11	My financial return is satisfactory compared to my colleagues at the same job level.	8	156	71	2.27	0.52	75.60	7.98	0.00	5	Medium
12	I get upset when salaries are delayed.	14	159	62	2.20	0.53	73.48	5.89	0.00	7	Medium
13	The low salary drives me to think of leaving the work.	14	148	73	2.25	0.56	75.04	6.93	0.00	6	Medium
14	I get financial rewards alongside my salary.	14	135	86	2.31	0.58	76.88	8.14	0.00	2	Medium
15	End of service gratuities in the factory are rewarding.	20	130	85	2.28	0.61	75.89	6.95	0.00	4	Medium
	Summary of the dimension of wages, incentives and financial rewards				2.21	0.34	73.74	9.47	0.00		Medium

Table 16 shows that the average scores of all items in the dimension of wages, incentives and financial rewards ranged between 2.36 and 2.03. Most of them reflect the satisfaction of the study population members,



while some of them reflect their dissatisfaction. The highest of those items was Item 10, “My income from salary and incentives encourages me to do my job better”, with a high mean of 2.36, a high relative weight of 78.72% and a standard deviation of 0.56. This indicates the convergence and homogeneity of opinions about the item. The lowest of those items were Item 7, “My salary covers my living requirements perfectly”, and Item 8, “I can save from my salary”, with a mean of 2.03, an average relative weight of the two items of 67.80% and a standard deviation of 0.30 and 0.35. This indicates the convergence and homogeneity of opinions about the two items.

It is also noted from the table data that the general average of the answers of the study population members about the dimension of wages, incentives and financial rewards was average with an arithmetic mean of 2.21, an average general relative weight and with a standard deviation of 0.43. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the dimension. This indicates that a percentage of 73.74% of the total study population agree with their satisfaction with the dimension of wages, incentives and financial rewards in Mukalla Fish Canning Factory.

Table 16 also shows that the level of significance for all wages, incentives and financial rewards items was statistically significant. This is clear from the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level of 0.05. Items 5, 7 and 8 were not statistically significant. This indicates the disagreement of the study population members about the significance of these items. These results indicate that the workers of Mukalla Fish Canning Factory agree with the rest of the items in the dimension of wages, incentives, and financial rewards. It also indicates that their satisfaction with the dimension was moderate.

5. Description and Analysis of the Organizational climate Dimension:

The arithmetic means, standard deviations, relative weights, T-test and the level of significance were calculated for the items of the organizational climate dimension and the total of the dimension. The results were as shown in the following table:



**Table 17: Test Results for the General Trend of the Responses of the Study Population
Members on the Organizational climate Dimension**

No	Items of the organizational climate dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T- Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	The managers encourage their subordinates to take on work-related challenges and address problems independently.	29	112	94	2.28	0.67	75.89	6.33	0.00	8	Medium
2	The management contributes to solving employees' problems.	21	110	104	2.35	0.64	78.44	8.47	0.00	6	High
3	The management makes a great effort to enhance the employees' self-confidence.	21	126	88	2.29	0.62	76.17	7.05	0.00	7	Medium
4	The management provides employees with the necessary skills to take responsibility.	20	157	58	2.16	0.55	72.06	4.47	0.00	13	Medium
5	The management shows appreciation for my efforts at work.	13	170	52	2.17	0.50	72.20	5.09	0.00	12	Medium
6	The management is keen to accept suggestions for improving the work.	22	122	91	2.29	0.63	76.45	7.15	0.00	7	Medium
7	I am completely satisfied with the way the management and employees interact.	23	136	76	2.23	0.61	74.18	5.67	0.00	9	Medium
8	The management encourages the development of the cooperative spirit among the employees.	21	144	70	2.21	0.59	73.62	5.44	0.00	10	Medium
9	The management encourages employees' participation into decision-making.	25	167	43	2.08	0.53	69.22	2.20	0.03	15	Medium
10	The management is fair enough to enforce rules and regulations on the employees.	31	146	58	2.11	0.61	70.50	2.91	0.00	14	Medium
11	All employees fairly have equal chances to be promoted.	28	135	72	2.19	0.63	72.91	4.58	0.00	11	Medium



12	My colleagues appreciate the effort I put in to achieve quality performance.	22	73	140	2.50	0.66	83.40	11.62	0.00	4	Medium		
13	The management treats employees fairly and impartially.	34	150	51	2.07	0.60	69.08	1.85	0.04	16	Medium		
14	The colleagues exchange their experiences with each other.	25	66	144	2.51	0.68	83.55	11.39	0.00	3	Medium		
15	The resources available to the factory are sufficient to do the work effectively.	33	125	77	2.19	0.66	72.91	4.35	0.00	11	Medium		
16	My job offers me the opportunity to gain new experiences.	31	56	148	2.50	0.72	83.26	10.62	0.00	4	High		
17	Opportunities to participate in internal and external scientific conferences and workshops are available.	26	104	105	2.34	0.67	77.87	7.71	0.00	7	High		
18	I am willing to work overtime if more time is needed.	27	56	152	2.53	0.69	84.40	11.76	0.00	2	High		
19	Privacy is available in the workplace.	27	78	130	2.44	0.69	81.28	9.72	0.00	5	High		
20	I am looking for a distinguished job position in the factory.	31	34	170	2.59	0.71	86.38	12.73	0.00	1	High		
Summary of the organizational climate dimension								2.30	0.44	76.69	10.42	0.00	Medium

Table 17 shows that the average scores of all items of the organizational climate dimension ranged between 2.59 and 2.07. These scores reflect the satisfaction of the study population. The highest of those items was Item 20, “I am looking forward to a distinguished job position in the factory” with a high mean of 2.59, a high relative weight of 86.38% and a standard deviation of 0.71, indicating convergence and homogeneity of opinions about the item. The lowest of those items was Item 13, “the management is not biased in its treatment with the workers”, with a mean of 2.07, an average relative weight of 69.08% and a standard deviation of 0.60. This indicates the convergence and homogeneity of opinions about the item.

It is also noted from the table data that the general average of the responses of the study population members about the organizational climate dimension was average, with a mean arithmetic mean of 2.30, an average general relative weight and a standard deviation of



0.44. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the organizational climate dimension. 76.69% of the total study population agree with their satisfaction with the dimension of the organizational climate in Mukalla Fish Canning Factory.

Table 17 also shows that the level of significance for all items of the organizational climate was statistically significant. This is apparent in the T-test values at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05). These results indicate that the workers of Mukalla Fish Canning Factory agree with the items of the organizational climate. This also indicates their moderate satisfaction with the organizational climate dimension in general.

6. Description and Analysis of the Factory Work Environment Dimension:

The arithmetic means, standard deviations, relative weights, T-test and the level of significance were calculated for the items of the factory work environment dimension and the total of the dimension. The results were as shown in the following table:

Table 18: Test Results of the General Trend of the Answers of the Study Population Members about the Dimension of the Work Environment in the Factory

NO.	Items of the Factory Work Environment Dimension	Disagree			Neutral			Agree			Arithmetic mean	Standard deviation	Relative Importance	T- Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.	No.	No.	No.										
		%	%	%	%	%	%										
1	The working climate in the factory is generally favorable.	15	125	95	2.34	0.59	78.01	8.77	0.00	12	High						
2	My relationship with my colleagues is strong.	29	39	167	2.59	0.70	86.24	12.84	0.00	2	High						
3	My relationship with the management is strong.	30	70	135	2.45	0.71	81.56	9.64	0.00	9	High						
4	Factory management interferes in my work unsatisfactorily.	19	127	89	2.30	0.61	76.60	7.48	0.00	14	Medium						
5	My relationship with the factory management is satisfactory.	25	94	116	2.39	0.67	79.57	8.83	0.00	10	High						



6	In my workplace, ventilation is taken into account.	15	84	136	2.51	0.62	83.83	12.82	0.00	7	High
7	Proper lighting in my workplace is taken into account.	16	75	143	2.54	0.62	84.76	13.35	0.00	6	High
8	The cleanliness of my workplace is seriously taken into account.	19	76	140	2.51	0.64	83.83	12.28	0.00	7	High
9	I feel psychologically comfortable with my colleagues.	33	38	164	2.56	0.73	85.25	11.74	0.00	4	High
10	There is social bonding among colleagues.	36	33	166	2.55	0.75	85.11	11.37	0.00	5	High
11	I feel satisfied with the modern technologies available at work.	24	124	87	2.27	0.63	75.60	6.48	0.00	15	Medium
12	The work environment is characterized by mutual trust between the management and the employees.	26	107	102	2.32	0.66	77.45	7.46	0.00	13	Medium
13	I would like to change my job if I find work elsewhere.	29	95	111	2.35	0.69	78.30	7.75	0.00	11	High
14	We solve our personal problems with the help of each other.	41	44	150	2.46	0.77	82.13	9.18	0.00	8	High
15	I feel respected by others at work.	35	29	171	2.58	0.74	85.96	12.03	0.00	3	High
16	I am satisfied with my job in the factory.	37	66	132	2.65	0.71	86.38	3.53	0.00	1	High
17	My colleagues appreciate my success in my work.	31	47	157	2.54	0.72	84.54	11.46	0.00	6	High
18	I am willing to stay in my current job even if another opportunity is available.	23	139	73	2.21	0.60	73.76	5.40	0.00	16	Medium
Summary of the Dimension of Factory Work Environment											High
					2.45	0.52	81.70	13.40	0.00		

Table 18 shows that the average scores of all items in the factory work environment dimension ranged between 2.65 and 2.21. These results reflect the satisfaction of the study population. The highest of those items was Item 16, “I am satisfied with the job I do in the factory”, with a high mean of 2.65, a high relative weight of 86.38% and a standard deviation of 0.71, indicating the convergence and homogeneity of opinions about the item. On the other hand, the lowest of those items was Item 18, “I have the desire to stay in my current job even if another alternative opportunity is available”, with an arithmetic mean of 2.21, a relative weight of 73.76% and a standard deviation of 0.60. This indicates the convergence and homogeneity of opinions about the item



at a “satisfactory” level.

It is also noted from the table data that the general average of the answers of the study population members about the dimension of the work environment in the factory was high, with an arithmetic mean of 2.45, a high overall relative weight and a standard deviation of 0.52. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the factory work environment dimension. 81.70% of the total study population agree with their satisfaction with the factory work environment dimension in Mukalla Fish Canning Factory.

In addition, Table 18 shows that the level of significance for all items of the work environment in the factory was statistically significant. This is clear from the T-test values at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05). These results make it clear that the workers of Mukalla Fish Canning Factory agree with the work environment items in the factory. This indicates their satisfaction with the dimension of work environment at the factory in general.

7. Description and Analysis of the Social and Medical Services Dimension:

Arithmetic means, standard deviations, relative weights, T-test, and level of morale were calculated for the items of the social and medical services dimension and the total of the dimension. The results were as in the following table:



Table 19: Test Results of the General Trend of the Responses of the Study Population Members on the Social and Medical Services Dimension

NO.	Items of the social and medical services dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T-Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	The factory management provides entertainment activities for my family and me.	9	195	31	2.09	0.40	69.79	3.56	0.00	4	Medium
2	The factory management provides suitable opportunities for my residence.	6	213	16	2.04	0.30	68.09	2.15	0.03	5	Medium
3	There is a social club for the factory workers.	4	218	13	2.04	0.27	68.09	2.20	0.03	5	Medium
4	The management of the factory provides assistance for many problems that I face.	10	138	87	2.33	0.55	77.59	9.07	0.00	3	Medium
5	My job offers my family and me health insurance.	13	120	102	2.38	0.59	79.29	9.85	0.00	2	high
6	The factory has a medical unit for first aid.	35	26	174	2.59	0.74	86.38	12.32	0.00	1	high
Summary of the social and medical services dimension					2.25	0.33	74.85	11.43	0.00		Medium

Table 19 shows that the average scores of all items in the social and medical services dimension ranged between 2.59 and 2.04. These results reflect the satisfaction of the study population. The highest of those items was Item 6, “the factory has a medical unit for first aid,” with a high mean of 2.59, a standard deviation of 0.74 and a high relative weight of 86.38%, indicating convergence and homogeneity of opinions about the item. The lowest of those items was Item 2, “The factory management provides suitable opportunities for my housing,” with a mean of 2.04, a standard deviation of 0.60, a mean relative



weight of 68.09% and a level of “satisfied”, indicating the convergence and homogeneity of opinions about the item.

It is also noted from the table that the general average of the answers of the study population members about the social and medical services dimension was an average with an arithmetic mean of 2.25, with a standard deviation of 0.33 and a general average weight. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the social and medical services dimension. This indicates that 74.85% of the total study population agree with their satisfaction with the dimension of social and medical services in Mukalla Fish Canning Factory.

Table 19 also shows that the level of significance for all items of social and medical services, individually and collectively, was statistically significant. This is clear from the T-test values at the statistical significance level, whose probability values were 0.00, which is less than the approved significance level 0.05. These results indicate that the workers of Mukalla Fish Canning Factory agree to the provisions of social and medical services. This indicates their moderate satisfaction with the social and medical services.

8. Description and Analysis of Performance Evaluation Dimensions:

The arithmetic means, standard deviations, relative weights, T-test and the level of significance were calculated for the items of the performance evaluation dimension and the total of the dimension. The results were as shown in the following table:



Table 20: Test Results of the General Trend of the Responses of the Study Population Members about the Performance Evaluation Dimension

No.	Items of performance evaluation dimension	Disagree	Neutral	Agree	Arithmetic mean	Standard deviation	Relative Importance	T-Test	Significance level	Rank	Arithmetic Mean Level
		No.	No.	No.							
		%	%	%							
1	The factory management evaluates my work performance periodically.	14	164	57	2.18	0.52	72.77	5.40	0.00	6	Medium
2	Good performance is used as a criterion for promotion and financial rewards.	22	125	88	2.28	0.63	76.03	6.89	0.03	5	Medium
3	My colleagues play a role in evaluating my work performance.	18	161	56	2.16	0.54	72.06	4.60	0.03	7	Medium
4	Filling managerial roles in the factory is based on performance.	15	109	111	2.41	0.61	80.28	10.28	0.00	2	High
5	The factory management values my work and performance.	19	108	108	2.38	0.63	79.29	9.19	0.00	3	high
6	The factory environment helps improve performance.	14	122	99	2.36	0.59	78.72	9.35	0.00	4	high
7	Experience plays a significant role in evaluating the performance of the factory workers.	19	96	120	2.43	0.64	80.99	10.31	0.00	1	High
	Summary of performance evaluation dimension				2.31	0.48	77.16	9.97	0.00		Medium

Table 20 shows that the average scores of all items in the performance evaluation dimension ranged between 2.43, 2.16 and 2.18. They reflect the satisfaction of the study population. The highest of those items was item 7, “Experience plays a role in evaluating the performance of factory workers “, with a high mean of 2.43, a standard deviation of 0.64 and a high relative weight of 80.99%, indicating convergence and homogeneity of opinions about the item. However, the lowest of those



items was Item 3, “My colleagues play a role in evaluating my work performance,” with an arithmetic mean of 2.16 and a standard deviation of 0.54, as well as item 1, “The factory management periodically evaluates my work performance,” with a mean arithmetic mean of 2.18, standard deviation of 0.52, average relative weight of 72.77%, and “satisfied” level. This indicates convergence and homogeneity of opinions about the item.

It is also noted from the table that the general average of the responses of the study population members about the performance evaluation dimension was average with an arithmetic mean of 2.31, a standard deviation of 0.48 and a general average relative weight. This indicates that the individuals’ opinions were consistent, convergent, and homogeneous with the items in the performance and medical dimensions. It also indicates that 77.16% of the total study population agree with their satisfaction with the performance evaluation dimension in Mukalla Fish Canning Factory.

Table 20 also shows that the level of significance for all performance evaluation items individually and collectively was statistically significant. This is clear from the values of the T-test at the level of statistical significance whose probability values (0.00) are less than the approved significance level (0.05). These results indicate that the workers of the factory agree with the performance evaluation items, which indicates that their satisfaction with the performance evaluation dimension was moderate.

Third: Answers to the Study’s Questions:

The first sub-question: What is the reality of job satisfaction among the workers of Mukalla Fish Canning Factory?

To answer this question, the answers of the study population on the dimensions of the job satisfaction among the workers of Mukalla Fish Canning Factory variable were analyzed. The researchers used the arithmetic averages, standard deviations, relative weights, the T-test and the level of morale for all dimensions of the job satisfaction variable collectively, as shown in Table 21:



Table 21: Test Results of the General Trend of the Answers of the Study Population Members about the Dimensions of their Job Satisfaction

No.	Dimensions of Job Satisfaction	Arithmetic mean	Standard Deviation	Relative Weight%	T-test	Significance level	Rank	Availability Level
1	Duties and Responsibilities	2.54	0.58	84.72	14.26	0.000	1	High
2	Diversity of Skills	2.43	0.51	80.89	12.84	0.000	4	High
3	Work Independence	2.46	0.51	82.13	14.04	0.000	2	High
4	Wages, Incentives and Financial Rewards	2.21	0.34	73.74	9.47	0.000	8	Medium
5	Organizational climate	2.30	0.44	76.69	10.42	0.000	6	Medium
6	Work Environment	2.45	0.52	81.70	13.40	0.000	3	High
7	Social and Medical Services	2.25	0.33	74.85	11.43	0.000	7	Medium
8	Performance Evaluation	2.31	0.48	77.16	9.97	0.000	5	Medium
	Summary of the dimensions of job satisfaction	2.37	0.40	79.07	14.23	0.000	-	Medium

Table 21 shows that the average degrees of availability for all dimensions of job satisfaction (i.e. responsibilities and tasks, skill diversity, work independence, wages, incentives and financial rewards, organizational climate, factory work environment, social and medical services, and performance evaluation) ranged between 2.54 and 2.21, which were in the “high and medium” level.

It is also clear from the table that the general arithmetic mean of the level of availability of all the dimensions of job satisfaction was 2.37, with a standard deviation of 0.40 and with an average general relative weight. This indicates that the opinions of the sample members were consistent, convergent and homogeneous with the dimensions. This also indicates that 79.07% of the total study sample members believe that the dimensions of job satisfaction are highly available among the



workers of Mukalla Fish Canning Factory. The order of job satisfaction dimensions according to the average estimates of the study population members in Mukalla Fish Canning Factory was as follows:

- a. The most available was the dimension of tasks and responsibilities with a high mean of 2.54, a standard deviation of 0.58 and a high relative weight of 84.72%, indicating convergence and homogeneity of opinions about the dimension. This is made clearer by the fact that the level of satisfaction with the dimension of tasks and responsibilities of the workers of Mukalla Fish Canning Factory was high.
- b. The work independence dimension came in second place with a high mean of 2.46, a standard deviation of 0.51 and a high relative weight of 82.13%, which indicates convergence and homogeneity of opinions about the dimension. This means that the level of satisfaction from the dimension of work independence among the workers of Mukalla Fish Canning Factory was high.
- c. The dimension of the work environment in the factory was in the third place with a high mean of 2.45, a standard deviation of 0.52 and a high relative weight of 81.70%, indicating convergence and homogeneity of opinions about the dimension. This means that the level of satisfaction from the dimension of work environment in the factory among the workers of Mukalla Fish Canning Factory was high.
- d. The skill diversity dimension came fourth with a high mean of 2.43 and a standard deviation of 0.51, indicating convergence and homogeneity of opinions about the dimension. The relative weight was high (80.89%), which means that the level of satisfaction with the skills diversity of the workers of Mukalla Fish Canning Factory was high.
- e. The performance evaluation dimension came fifth with a mean of 2.31 and a standard deviation of 0.48, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was average (77.16%), which means that the level of satisfaction with the dimension of performance evaluation of the workers of Mukalla Fish Canning Factory was medium.
- f. The organizational climate dimension came sixth with a mean of 2.30



and a standard deviation of 0.44, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was average (76.69%), which means that the level of satisfaction with the organizational climate among the workers of Mukalla Fish Canning Factory was medium.

- g. The social and medical services dimension came seventh with a mean of 2.25 and a standard deviation of 0.33, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was average (74.85%), which indicates that the level of satisfaction with the dimension of social and medical services among the workers of Mukalla Fish Canning Factory was moderate.
- h. The dimension of wages, incentives, and financial rewards came eighth, with a mean of 2.21 and a standard deviation of 0.34, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was average (73.74%), which means that the level of satisfaction with the dimension of wages, incentives and financial rewards among the workers of Mukalla Fish Canning Factory was moderate.

It is also noted from Table 21 that the level of significance for all dimensions of job satisfaction, individually and collectively, was statistically significant. This is evident from the values of the T-test at the level of statistical significance whose probability values (0.00) are less than the approved significance level (0.05). This indicates that there is job satisfaction among the workers of Mukalla Fish Canning Factory.

It is concluded from the above that the level of job satisfaction among the workers of Mukalla Fish Canning Factory was high, which answers the first sub-question.

The second sub-question: “Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of the study population to their job satisfaction due to the personal and demographic variables of gender, age, educational qualification, salary and years of work?”

To answer this question, the Independent Sample T-Test for differences between two groups only, and One Way ANOVA for differences between more than two groups were used. The differences are considered



statistically significant if the value of the test significance level is less than the approved significance level ($\alpha \geq 0.05$), and vice versa. The differences were found at the level of each individual variable as follows:

1. Calculation of the differences between the averages according to the gender variable:

To examine the gender variable, and whether there are statistically significant differences in the responses of the study population or not, the researchers used the mean difference test for two Independent Samples T-Test. The following table shows the results of the statistical treatments.

Table 22: Results of the T-test to find out the significance of the differences between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the gender variable

Variable	Categories	The Sample	Arithmetic mean	Standard Deviation	Calculated T Value	Significance Level	Statistical Result
Gender	Male	129	2.35	0.41	-0.805	0.421	Not Significant
	Female	106	2.40	0.39			

It is clear from Table 22 that there is no statistical significant differences between the average responses of males and females about their job satisfaction at Mukalla Fish Canning Factory. That is, gender does not affect the job satisfaction of factory workers. It also indicates that males and females have the same opinions and beliefs about their job satisfaction. The value of the significance level was 0.421, which is greater than the significance level adopted in this study (0.05). This result indicates that “there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction due to the gender variable”.

2. Calculation of the differences between the averages according to the age variable:

To examine the age variable, and whether there were statistically significant differences in the responses of the sample members or not, the researchers used the One Way ANOVA test between more than two groups.



The results of testing this hypothesis are shown in the following table:

Table 23: Results of the F-test to find out the significance of the differences between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the age variable

Variable	Categories	The Sample	Arithmetic mean	Standard Deviation	Calculated F Value	Significance Level F	Statistical Result
Age	18 - 25 years old	45	2.43	0.28	1.893	0.122	Not Significant
	25 - 35 years old	114	2.35	0.42			
	35 - 45 years old	57	2.42	0.37			
	45 - 55 years old	17	2.19	0.55			
	55	2	2.71	0.04			

Table 23 indicates that there are no significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to their ages. That is, age does not affect the population responses about their job satisfaction in the factory. This means that individuals whose ages are between 18 - 25 years, 25 - 35 years, 35 - 45 years, 45 - 55 years, and over 55 years, all have the same opinions and beliefs regarding their job satisfaction at Mukalla Fish Canning Factory. This is apparent from the convergence of the views of the study sample members. The averages of their answers were close. If there were some differences between the averages, they are numerical and not substantial, as indicated by the One Way ANOVA test. This means that age has nothing to do with the attitudes and opinions of Mukalla Fish Canning Factory workers regarding their job satisfaction. The value of the F-test significance level was 0.122, which is greater than the significance level adopted in this study (0.05). This result indicates that “there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction due to the “age” variable.



3. Calculation of the differences between the averages according to the educational level variable:

To examine the educational level variable, and whether there are statistically significant differences in the responses of the sample members or not, the researchers applied the One Way ANOVA test on more than two groups. The results of testing this hypothesis are shown in Table 24.

Table 24: Results of the F-test to find out the significance of the differences between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the educational level variable

Variable	Categories	The Sample	Arithmetic mean	Standard Deviation	Calculated F Value	Significance Level F	Statistical Result
Educational Level	Illiterate	30	2.21	0.37	4.878	0.000	Significant
	Primary Education	23	2.34	0.35			
	Preparatory Education	21	2.45	0.30			
	Secondary Education	46	2.31	0.40			
	Post-Preparatory technician	16	2.53	0.18			
	Post-secondary technician	25	2.35	0.42			
	University	58	2.33	0.46			
	Postgraduate	16	2.83	0.04			

Table 24 indicates that there are significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to the educational level. That is, the educational level affects the responses of the study population members regarding their job satisfaction, as they do not have the same opinions and beliefs about their job satisfaction. This is clear from the divergence of views of the members of the study



population. The averages of their answers were far apart, and the differences between the means were substantial, as indicated by the One Way ANOVA test. That is, the educational level is related to the attitudes and opinions of the workers of Mukalla Fish Canning Factory regarding their job satisfaction. The value of the F-test significance level was 0.000, which is smaller than the significance level adopted in this study (0.05). This result indicates that: “There are statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction due to the educational level variable.”

To find out the direction of differences in the level of job satisfaction among the workers of Mukalla Fish Canning Factory, dimensional comparisons and the least squared difference (LCD) test were used. Table 25 shows the following results:

Table 25: Results of the LCD test of least squared difference for dimensional comparisons to reveal the direction of differences between the average job satisfaction of the workers of Mukalla Fish Canning Factory.

Variable	Educational level	Illiterate	Primary Education	Preparatory Education	Secondary Education	Post-Preparatory technician	Post-secondary technician	University	Postgraduate
Job Satisfaction	Illiterate	-0.13			-0.10	-.32033 [*]	-0.14	-0.12	-.61658 [*]
	Primary Education			-0.10	0.04	-0.19	0.00	0.01	-.48190 [*]
	Preparatory Education				0.14	-0.08	0.10	0.11	-.38054 [*]
	Secondary Education					-.22261 [*]	-0.04	-0.03	-.51886 [*]
	Post-Preparatory technician						0.18	0.20	-.29625 [*]
	Post-secondary technician							0.01	-.48088 [*]
	University								-.49173 [*]
	Postgraduate								



It is noted from Table 25 that the source of the differences in the level of job satisfaction was between the category of “illiterate” versus the category of “primary education” came in favor of “primary education”. In addition, the source of the differences between the category of “illiterate” versus the category of “technician after preparatory” came in favor of “technician after preparatory”. Moreover, the source of the differences between the category of “illiterate” versus the category of “postgraduate” came in favor of the category of “postgraduate”.

The results also revealed that the source of the differences between the category of “primary education” versus the category of “postgraduate” and in favor of the category of postgraduate. In addition, the differences between the category of “secondary”, the category of “technician after preparatory” and the category of “postgraduate” came in favor of the categories of “technician after preparatory” and “postgraduate”. In addition, the differences between the category of “technical education after preparatory” and the category of “postgraduate” were in favor of the category of “postgraduate”. Moreover, it was also revealed that the source of the differences between the category of “secondary education” and “postgraduate” came in favor of the category of “postgraduate”, and that between the category of “university” and “postgraduate” came in favor of the category of “postgraduate”.

4. Calculation of Differences between Averages according to the Income Level Variable:

To examine the income level variable, and whether there are statistically significant differences in the responses of the sample members or not, the researchers used the One Way ANOVA test on more than two groups. The results of testing this hypothesis are shown in Table 26.



Table 26: Results of the F-test to find out the significance of the differences between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variable of the income level

Variable	Categories	The Sample	Arithmetic mean	Standard Deviation	Calculated F Value	Significance Level F	Statistical Result
Income level	Less than 500,000 riyals	156	2.41	0.34	1.228	0.270	Not Significant
	500,000 - 800,000	54	2.29	0.51			
	80,000 - 100,000	14	2.26	0.46			
	100,000 - 120,000	4	2.33	0.52			
	120,000 - 150,000	3	2.17	0.57			
	150,000 or more	2	2.72	0.00			

Table 26 indicates that there are no significant differences between the average responses of the study population members at Mukalla Fish Canning Factory regarding their job satisfaction according to the income level. That is, the level of income does not affect the responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, and that they have the same opinions and beliefs. This is made clear by the convergence of the views of the study population members. The averages of their answers were close. If there were some differences between the averages, they are numerical, not substantial, as indicated by the One Way ANOVA test. The value of the F-test significance was 0.270, which is greater than the significance level adopted in this study (0.05). This result indicates that “there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the income level variable”.



5. Calculation of the Differences between the Averages according to the Variable of Years of Work Experience:

To examine the years of work experience variable, and whether there are statistically significant differences in the response of the sample members or not, the researchers used the One Way ANOVA test on more than two groups. The results of testing this hypothesis are shown in Table 27.

Table 27: Results of the F-test to find out the significance of the differences between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variable of years of work experience

Variable	Categories	The Sample	Arithmetic mean	Standard Deviation	Calculated F Value	Significance Level F	Statistical Result
Years of Experience	Less than 5 years	92	2.43	0.37	3.552	0.002	Significant
	5 - 10 years	64	2.30	0.38			
	10 - 15 years old	35	2.34	0.40			
	15 -20 years	24	2.47	0.39			
	20 - under 25 years	5	2.32	0.63			
	25 - 30 years	11	2.37	0.42			
	More than 30 years	2	1.30	0.32			

Table 27 indicates that there are significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to their years of experience. That is, years of experience affect the responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory. That is, individuals with less than 5, 5 - 10, 10 - 15, 15 - 20, 20 - 25, 25 - 30, and more than 30 years of experience do not have the same opinions and beliefs about their job satisfaction at Mukalla Fish Canning Factory. This can be seen from the divergence of views of the study population members. The averages of their answers were far apart,



and the differences between the averages are substantial, as indicated by the One Way ANOVA test. That is, the years of experience are related to the attitudes and opinions of the workers of Mukalla Fish Canning Factory regarding their job satisfaction. The value of the significance level 0.002, which is smaller than the significance level adopted in this study (0.05). This result indicates that “there are statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the years of experience variable”.

In order to find out the direction of differences in the level of job satisfaction among the workers of Mukalla Fish Canning Factory, dimensional comparisons for the LCD test were used. Table (28) shows the results:

Table (28): Results of the LCD test for dimensional comparisons to find out the direction of differences between the average job satisfaction of the workers of Mukalla Fish Canning Factory

Variable	Categories	Less than 5 years	5 -10 years	10 - 15 years	15 -20 years	20 - 25 years	25-30 years	More than 30
Job Satisfaction	Less than 5 years		.12652	.09214	-.04308	.11100	.06354	1.13400 [*]
	5 - 10 years			-.03438	-.16961	-.01552	-.06298	1.00748 [*]
	10 - 15 years				-.13523	.01886	-.02860	1.04186 [*]
	15 - 20 years old					.15408	.10663	1.17708 [*]
	20 - 25 years						-.04745	1.02300
	25 - 30 years							-1.07045
	More than 30							

It is clear from the above table that the source of differences in the level of job satisfaction was among the categories of less than 5 years, 5 - 10 years, 10 - 15 years, and 15 - 20 years against the category of over 30 years, which came in favor of the categories of less than 5, 5 - 10, 10 - 15, and 15 - 20 years.



It can be concluded from the above, and through the results of analyzing the differences between the averages of the personal and demographic variables, that there were significant differences between the averages of the answers of the study population members at Mukalla Fish Canning Factory according to the variables of gender, age, educational level, income level, and years of work experience.

The results revealed that “there are no statistically significant differences at the level of significance (0.05) between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variables of gender, age and income level. However, the results showed that “there are statistically significant differences at the level of significance (0.05) between the average answers of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variables of educational level and years of work experience.”

Through these results, the researchers have answered the second sub-question of the study, which is: “Are there statistically significant differences at the significance level of $\alpha \geq 0.05$ between the average responses of the study population to their job satisfaction according to the personal and demographic variables (i.e. gender, age, educational qualification, salary, and years of work experience)?”

Fourth: The Results of the Study Dimensions:

(a) The Dimensions of Duties and Responsibilities:

- The study revealed that the average scores of all items in the task and responsibilities dimension ranged between 2.65 and 2.43. It reflects the satisfaction of the study population members through their feelings that they are an effective part in the factory. It also shows that there is a compatibility between the authority granted to them and the nature of the tasks required from them.
- The study showed that the general average of the responses of the study population members about the tasks and responsibilities dimension was high, with an arithmetic mean of 2.54, and a standard deviation of 0.58. This indicates that the opinions of the members were consistent, convergent and homogeneous with the items of the tasks and responsibilities dimension. The overall relative weight was



high, which indicates that 84.72% of the total members of the study population agree with their satisfaction with this dimension.

- The study showed the satisfaction of the workers of Mukalla Fish Canning Factory with all the items of tasks and responsibilities given to them. This is what was shown by the values of the T-test at the level of statistical significance whose probability values 0.00 are less than the approved significance level (0.05).

(b) The Dimension of Diversity of Skills:

- The study revealed that the average scores of all items in the skill diversity dimension ranged between 2.66 and 2.14, which reflects the satisfaction of the study population members. The workers enjoy independence at work without interference from management. The management also recruits the capabilities of the right person in the right place according to the experience and skill.
- The study showed that the general average of the responses of the study population members about the skill diversity dimension was high, with an arithmetic mean of 2.43, and a standard deviation of 0.51. This indicates that the opinions of individuals were consistent, convergent, and homogeneous with the items of the skill diversity dimension. The overall relative weight was high, which indicates that 80.89% of the total members of the study population agree with their satisfaction with the dimension of the diversity of skills at Mukalla Fish Canning Factory.
- There is a high diversity of skills among the factory workers. The study showed that the level of significance for all items of skill diversity individually and collectively was statistically significant. This is indicated by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05). These results indicate that the workers of Mukalla Fish Canning Factory agree on all items of skill diversity.

(c) The Dimension of Work Independence:

- The study revealed that the average scores of all the items of work independence dimension ranged between 2.63 and 2.13, which reflects the satisfaction of the study population members. It gives management the freedom to evaluate the most efficient ways of



working, as well as the independence of working without interference from management.

- The study showed that the general average of the responses of the study population members about the work independence dimension was high, with an arithmetic mean of 2.46, and a standard deviation of 0.51. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the work independence dimension. The overall relative weight was high, which indicates that 82.13% of the total study population agreed with their satisfaction with the dimension of work independence at Mukalla Fish Canning Factory.
- There is a high degree of satisfaction among the factory workers with the work independence dimension. The study showed that the level of significance for all items of the work independence dimension, individually and collectively, was statistically significant. This is clear from the T-test values at the statistical significance level, whose probability values of 0.00 are less than the approved significance level (0.05). These results indicate that the workers of Mukalla Fish Canning Factory agree on all the items of the work independence dimension.

(d) The Dimension of Wages, Incentives and Financial Rewards:

- The study revealed that the average scores of all items in the dimension of wages, incentives and financial rewards ranged between 2.36 and 2.03, which mostly reflect the satisfaction of the study population members, while some of them reflect their dissatisfaction. Those who are satisfied with their income from salary and incentives are encouraged to do their work better. Others believe that their income does not cover their living requirements sufficiently and that they cannot save some of it.
- The study showed that the general average of the responses of the study population members about the dimension of wages, incentives and financial rewards was average, with a mean of 2.21, and a standard deviation of 0.43. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the dimension of wages, incentives and financial rewards. The overall relative weight was average, which indicates that 73.74% of the total



study population agreed with their satisfaction with the dimension of wages, incentives and financial rewards at Mukalla Fish Canning Factory.

- Some groups are satisfied with wages, incentives, and financial rewards, while others are moderately dissatisfied. The study showed that the level of significance for all items of wages, incentives and financial rewards individually and collectively was statistically significant. This is clear from the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05). Exceptions are made to items 5, 7 and 8, which were not statistically significant. This indicates the disagreement of the study population members with the indications of these items.

(e) The Dimension of Organizational Climate:

- The study revealed that the average scores of all items of the organizational climate dimension ranged between 2.59 and 2.07, which reflect the satisfaction of the study population members. Most of the workers aspire to get a distinguished job position in the factory. They also showed that there is no bias on the part of the management in the treatment with workers.
- The study showed that the general average of the responses of the study population members about the organizational climate dimension was average with an arithmetic mean of 2.30, and a standard deviation of 0.44. This indicates that the opinions of individuals were consistent, close and homogeneous with the items of the organizational climate dimension. The overall relative weight was average, which indicates that 76.69% of the total study population agreed with their satisfaction with the dimension of the organizational climate at Mukalla Fish Canning Factory.
- There is a general average degree of satisfaction with the organizational climate dimension. The study showed that the level of significance for all items of the organizational climate individually and collectively was statistically significant. This is indicated by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05).



(f) The Dimension of Work Environment at the Factory:

- The study revealed that the average scores of all items in the factory work environment dimension ranged between 2.65 and 2.21, which reflects the satisfaction of the study population members. The workers are satisfied with what the factory provides and with the sense of security and safety. They also have the desire to remain in their current jobs even if other alternative opportunities are available.
- The study showed that the general average of the answers of the study population members about the dimension of the work environment in the factory was high, with an arithmetic mean of 2.45, and a standard deviation of 0.52. This indicates that the opinions of the members were consistent, convergent and homogeneous with the items of the factory work environment dimension. The overall relative weight was high, indicating that 81.70% of the total study population agreed with their satisfaction with the dimension of work environment at Mukalla Fish Canning Factory.
- In general, the factory workers are satisfied with the factory work environment. The study proved that the level of significance for all items of the factory work environment, individually and collectively, was statistically significant. This indicated by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05).

(g) The Dimension of Social and Medical Services:

- The study revealed that the average scores of all items in the “social and medical services” dimension ranged between 2.59 and 2.04. They reflect the satisfaction of the study population members. There is a medical first aid unit in the factory, but the management does not provide adequate housing for the workers.
- The study showed that the study population members’ answers to the social and medical services dimension was average with an arithmetic mean of 2.25, and a standard deviation of 0.33. This indicates that the opinions of individuals were consistent, convergent and homogeneous with the items of the “social and medical services” dimension. The overall relative weight was average, which indicates that 74.85% of the total study population agreed with their satisfaction with the dimension of social and medical services at Mukalla Fish Canning Factory.
- There is a moderate degree of satisfaction among the factory workers



with the social and medical services dimension. The study showed that the level of significance for each of the items of the dimension of “social and medical services” individually and collectively was statistically significant. This is what was shown by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05).

(h) The Dimension of Performance Evaluation:

- The study revealed that the average scores of all items in the performance evaluation dimension ranged between 2.43 and 2.18, which reflects the satisfaction of the study population members. There is satisfaction with the level of experience in evaluating the performance of the workers in the factory, while there is also dissatisfaction with the factory management for not evaluating the workers’ performance periodically.
- The study showed that the general average of the responses of the study population members about the “performance evaluation” dimension was average with a mean of 2.31, and a standard deviation of 0.48. This indicates that the opinions of individuals were consistent, close and homogeneous with the items of the “performance evaluation” dimension. The overall relative weight was average, indicating that 77.16% of the total members of the study population agreed with their satisfaction with the dimension of performance evaluation at Mukalla Fish Canning Factory.
- This indicates that their satisfaction with the performance evaluation dimension was moderate. The study showed that the level of significance for all performance evaluation items, individually and collectively, was statistically significant. This is indicated by the values of the T-test at the level of statistical significance whose probability values of 0.00 are less than the approved significance level (0.05).

Results of the first question: What is the reality of job satisfaction among the workers of Mukalla Fish Canning Factory?

1. The study revealed that the average degrees of availability of the dimensions of job satisfaction (i.e. tasks and responsibilities, skill diversity, work independence, wages, financial incentives and



rewards, organizational climate, factory work environment, social and medical services and performance evaluation ranged between 2.54 and 2.21, and were in the “high and moderate” level. It is also noted that the general arithmetic mean of the level of availability of the dimensions of job satisfaction combined was 2.37, with a standard deviation of 0.40. This indicates that the opinions of the sample members were consistent, convergent and homogeneous with the dimensions. The overall relative weight was moderate, which indicates that 79.07% of the total study sample members believe that the dimensions of job satisfaction are highly available among the workers of Mukalla Fish Canning Factory.

2. The study showed that the order of job satisfaction dimensions according to the average estimates of the study population members at Mukalla Fish Canning Factory are as follows:
 - a. The dimension of tasks and responsibilities came first with a mean of 2.54 and a standard deviation of 0.58. This indicates convergence and homogeneity of opinions about the dimension. The relative weight was also high (84.72%). This indicates that the level of satisfaction with the dimension of tasks and responsibilities among the workers of Mukalla Fish Canning Factory was high.
 - b. The dimension of work independence came second with a mean of 2.46 and a standard deviation of 0.51, which indicates the convergence and homogeneity of opinions about the dimension. The relative weight was also high (82.13%). This means that the level of satisfaction with the dimension of work independence among the workers of Mukalla Fish Canning Factory was high.
 - c. The dimension of the factory work environment came third with a mean of 2.45 and a standard deviation of 0.52, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was high (81.70%), which means that the level of satisfaction with the dimension of work environment among the factory workers was high.
 - d. The skill diversity dimension came fourth with a mean of 2.43 and a standard deviation of 0.51, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was high (80.89%), which means that the level of satisfaction with



- the skills diversity of the workers of Mukalla Fish Canning Factory was high.
- e. The performance evaluation dimension came fifth with a mean of 2.31 and a standard deviation of 0.48, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was moderate (77.16%), which means that the level of satisfaction with the dimension of the workers performance evaluation was moderate.
 - f. The dimension of organizational climate came sixth with a mean of 2.30 and a standard deviation of 0.44, which indicates convergence and homogeneity of opinions about the dimension. The relative weight was average (76.69%), which means that the level of satisfaction with the organizational climate dimension was average.
 - g. The social and medical services dimension came seventh with a mean of 2.25 and a standard deviation of 0.33, which indicates the convergence and homogeneity of opinions about the dimension. The relative weight was moderate (74.85%), which means that the level of satisfaction with the dimension of social and medical services among the workers of Mukalla Fish Canning Factory was moderate.
 - h. The dimension of wages, incentives, and financial rewards came eighth, with a mean of 2.21, and a standard deviation of 0.34. This indicates the convergence and homogeneity of opinions about the dimension. The relative weight was moderate (73.74%), which means that the level of satisfaction with the dimension of wages, incentives and financial rewards among the workers of Mukalla Fish Canning Factory was average.
3. The study showed that the level of significance for all dimensions of job satisfaction, individually and collectively, was statistically significant. This is shown by the T-test values at the statistical significance level, whose probability values of 0.00 are less than the approved significance level (0.05). This indicates that there is job satisfaction among the workers of Mukalla Fish Canning Factory.



Results of the second sub-question: Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average responses of the study population to their job satisfaction according to personality and demographic variables (gender, age, educational qualification, salary, and years of work)?

(1) In terms of calculating the differences between the averages according to the gender variable:

The study revealed that there was no statistically significant differences between the average responses of males and females about their job satisfaction at Mukalla Fish Canning Factory. That is, gender does not affect the job satisfaction of factory workers, i.e. males and females have the same opinions and beliefs about their job satisfaction. The value of the significance level was 0.421, which is greater than the significance level adopted in this study (0.05). This result indicates that “there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the gender variable”.

(2) In terms of calculating the differences between the averages according to the age variable:

The study showed that there were no significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to their ages. That is, age does not affect the responses of the study population regarding their job satisfaction at Mukalla Fish Canning Factory. Members who are 18-25, 25-35, 35-45, 45-55, over 55 years old all share the same opinion and belief about their job satisfaction at Mukalla Fish Canning Factory. This is apparent from the convergence of the views of the study sample members. The averages of their answers were similar. The One Way ANOVA test showed numerical, but not significant differences. Therefore, age has nothing to do with the attitudes and opinions of Mukalla Fish Canning Factory workers regarding their job satisfaction. The value of the T-test significance level was 0.122, which is greater than the significance level adopted in this study (0.05). This result indicates that “there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the age variable”.



(3) In terms of calculating the differences between the averages according to the educational level variable:

1. The study showed that there were significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to the educational level. That is, the educational level affects the responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory. Individuals with illiterate, preparatory, post-preparatory technician, secondary, post-secondary technician, university, and postgraduate educational levels, all do not have the same opinions and beliefs about their job satisfaction at Mukalla Fish Canning Factory. This is noted through the divergence of views of the members of the study population. The averages of their answers are far apart. The One-Way ANOVA test shows substantial differences. That is, the educational level is related to the attitudes and opinions of the workers of the Mukalla Fish Canning Factory regarding their job satisfaction. The value of the F-test significance level was 0.000, which is smaller than the significance level adopted in this study (0.05). This result indicates that “there are statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the educational level variable”.

2. **The study also showed the following:**
 - The source of the differences in the level of job satisfaction was between the category of “illiterate” against the category of “primary education” came in favor of “primary education”. In addition, the source of the differences between the category of “illiterate” against the category of “post-preparatory technician” came in favor of “post-preparatory technician”. The source of the differences between the category of “illiterate” against the category of “postgraduate” came in favor of the category of “postgraduate”.
 - The source of the differences between the category of “primary education” against the category of “postgraduate” was in favor of the category of “postgraduate”. The differences between the category of “secondary”, the category of “post-preparatory technician” and the



category of “postgraduate” were in favor of the category of “post-preparatory technician” and the category of “postgraduate”. The differences between the category of “post-preparatory technician” and the category of “postgraduate” were in favor of the category of “postgraduate”. The results also revealed that the source of the differences between the category of “secondary” and the category of “postgraduate” came in favor of the category of “postgraduate”. The differences between the category of “university” and the category of “postgraduate” came in favor of the category of “postgraduate”.

(4) In terms of calculating the differences between the averages according to the income level variable:

The study revealed that there were no significant differences between the average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to their level of income. That is, the level of income does not affect the responses of the study population regarding their job satisfaction at Mukalla Fish Canning Factory. Individuals whose income level is less than 500,000, between 500,000 and 800,000, between 80,000 and 100,000, between 100,000 and 120,000, between 120,000 and 150,000, and more than 150,000, all have the same opinions and beliefs about their job satisfaction at Mukalla Fish Canning Factory.

This is clear from the convergence of the views of the study population members, whose answers averages were close. The One Way ANOVA test showed numerical but not significant differences. Therefore, the income level has nothing to do with the attitudes and opinions of Mukalla Fish Canning Factory workers regarding their job satisfaction. The value of the F-test significance level was 0.270, which is greater than the significance level adopted in this study (0.05). This result indicates that **“there are no statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction due to the income level variable”**.

(5) In terms of calculating the differences between the averages according to the variable of years of work experience:

The study revealed that there are significant differences between the



average responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory, according to their years of experience. That is, years of experience affect the responses of the study population members regarding their job satisfaction at Mukalla Fish Canning Factory. Individuals with less than 5, 5-10, 10-15, 15-20, 20-25, 25-30, and more than 30 years of experience, all do not have the same opinions and beliefs about their job satisfaction at Mukalla Fish Canning Factory. This is noted from the divergence of views of the study population members. The averages of their answers are far apart. The One-Way ANOVA test indicates that there are substantial differences between the means. In other words, the years of experience are related to the attitudes and opinions of the workers of Mukalla Fish Canning Factory regarding their job satisfaction. The value of the F-test significance level was 0.002, which is smaller than the significance level adopted in this study (0.05). This result indicates that “there are statistically significant differences between the average answers of Mukalla Fish Canning Factory workers about their job satisfaction according to the variable of years of work experience.”

- a. The study revealed that the source of differences in the level of job satisfaction was between the categories of less than 5, 5-10, 10-15, and 15-20 years of experience against the category of more than 30 years came in favor of the categories of less than 5, 5-10, 10-15, and 15 - 20 years of experience.
- b. The study showed that there were significant differences between the average responses of the study population members at Mukalla Fish Canning Factory according to the following variables: gender, age, educational level, income level, and years of work experience. They were as follows:
 - There are no statistically significant differences at the significance level of 0.05 between the average responses of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variables of gender, age and level of income.
 - There are statistically significant differences at the significance level of 0.05 between the average responses of the study population about their job satisfaction at Mukalla Fish Canning Factory according to the variables of educational level and years of work experience.



Conclusion:

The current descriptive study, which is considered part of the sociology of development, casts light on job satisfaction. It is mainly concerned with the psychological and social pressures that workers are exposed to as a result of the current situation that Yemen is going through, including low per capita monthly income, low living standards, high prices, inability of the individuals to afford basic needs. Furthermore, the general situation has caused negative emotions such as boredom, depression, and grumbling, especially in the absence of the concerned authorities to improve the individuals' living conditions. The continuation of such a situation reflects negatively on many state employees' performance.

The absence of workers' stability and security in their work leads to a delay or decrease in the level of performance, which, in turn, leads to poor productivity. This may lead to a decrease in the level of commitment and satisfaction for their institutions in the short or long term due to low morale.

The significance of this study stems from its keenness to identify job satisfaction and its impact on improving the levels of the individuals' performance and production and on increasing the level of organizational commitment in these institutions. Job satisfaction plays a vital role in the success of institutions that direct most of their attention to organizational behavior, and consider the human element a decisive factor in their success. The current study mainly seeks to achieve the main objective of "identifying the level of job satisfaction and its impact on production" by studying a sample of workers from Mukalla Fish Canning Factory, Hadhramout Governorate.

To achieve this objective, the current study adopted the descriptive analytical approach through employing the sample social survey method and using more than one data collection tool, the most important of which are questionnaire, rating scale, interviews, observations, documents and records. This study was applied on a sample of 230 workers at Mukalla Fish Canning Factory in Hadhramout. The tool included eight criteria (duties and responsibilities, diversity of skills, work independence, wages, incentives and financial rewards, organizational climate, work



environment, social and medical services, and performance evaluation).

The study concluded that the level of job satisfaction was appropriate for the research sample. This is a good indicator given the conditions the country is going through. It indicates that there are efforts made by the factory management and the relevant authorities to take care of the factory staff, which is not met by many other factories and institutions.

Recommendations:

In light of the previous discussion, a set of important recommendations can be set as follows:

- Holding training courses to help employees acquire the necessary skills for the job.
- Assessing the level of skills possessed by employees on a regular basis.
- Improving work incentive programs, raising wages, and improving the level of organizational climate satisfaction.
- Conducting studies on causes of job dissatisfaction and enhancing the importance of moral incentives for employees through training courses and managers' encouragement and recognition.
- Increasing employees' salaries in proportion to the prevailing economic situation would increase their satisfaction and thus their performance and commitment.
- Employees should be assigned a variety of tasks and take on greater responsibilities. This can only be achieved by providing them with a specific training through which they would acquire skills and capabilities to be qualified to do any work and by showing them how important they are and the role they play in serving their country.
- Encouraging competition and creativity among employees in factories, rewarding those most competent and skilled ones with promotion chances, and allowing them to actively participate in the development of the organization's strategic plans and objectives, which would increase employees' satisfaction.
- Maintaining positive social relations between employees and management through concerted efforts, teamwork, and effective communication would also increase employees' satisfaction.



References:

First: Arabic References:

- الظفيري، عواد محمد؛ ومحمد، علي حسين (2021): الرضا الوظيفي كوسيط بين الاحتراق الوظيفي والتزام الوظيفي والرغبة في ترك العمل: دراسة ميدانية بمنظمات الأعمال الكويتية، المجلة العلمية للاقتصاد والتجارة.
- جامع، إيمان؛ ومغلاوي، نسرين (2020): أثر الرضا الوظيفي في تحسين الأداء داخل المؤسسة دراسة حالة مؤسسة اتصالات الجزائر ميلة، رسالة ماجستير في العلوم التجارية تخصص «تسويق الخدمات»، معهد العلوم الاقتصادية والتجارية وعلوم التسيير قسم العلوم الاقتصادية والتجارية، الجمهورية الجزائرية.
- طه، أبوبكر هارون علي (2017): رضا الوظيفي لدى العاملين برئاسة وازرة التنمية الاجتماعية ولاية الخرطوم وعلاقته ببعض المتغيرات، رسالة ماجستير في علم النفس الاجتماعي، كلية الدراسات العليا والبحث العلمي، جامعة الرباط الوطني.
- مطوف، نوار علي (2016): الرضا الوظيفي وأثره في الفاعلية التنظيمية، دراسة تطبيقية في دائرة صحة ذي قار، مجلة الكويت للعلوم الاقتصادية والإدارية، كلية الإدارة والاقتصاد، جامعة واسط، العدد (21)، ص: 352.
- الدعجة، فراس محمود (2016): أثر التطوير التنظيمي في تحسين الأداء المؤسسي: دراسة ميدانية لدى الجهات المشاركة في جائزة الملك عبد الله الثاني لتميز الأداء الحكومي والشفافية، رسالة دكتوراه في العلوم تخصص إدارة الأعمال، كلية العلوم الاقتصادية والتجارية وعلوم التسيير، جامعة أبي بكر بلقايد، الجزائر.
- بومنجل، سميحة (2015): الحوافز المادية والمعنوية وأثرها على الأداء الوظيفي دراسة حالة تطبيقية بمعمل تكرير السكر «مستغانم»، رسالة ماجستير في تخصص إدارة واقتصاد المؤسسة، جامعة عبد الحميد بن باديس، كلية العلوم الاقتصادية والتجارية وعلوم التسيير، الجزائر.
- بشير، يوسف حسن آدم (2015): أثر الرضا الوظيفي على أداء العاملين في مؤسسات التعليم العالي، رسالة ماجستير في إدارة الأعمال، كلية الدراسات العليا والبحث العلمي، قسم إدارة الأعمال، جامعة السودان للعلوم والتكنولوجيا، السودان.
- البارودي، منال أحمد (2015): الرضا الوظيفي وفن التعامل مع الرؤساء والمرؤوسين، الطبعة الأولى، المجموعة العربية للتدريب والنشر.
- مداح، كنان علم الدين (2015): العوامل المؤثرة في الرضا الوظيفي لدى الموظفين الإداريين في شركة الجابر لخدمات التأجير، رسالة ماجستير في إدارة الأعمال، الجامعة الافتراضية السورية، الجمهورية العربية السورية.
- عمر، عصام عبد اللطيف (2015): الرضا الوظيفي ومهارات إدارة ضغوط العمل، الطبعة (1)، نيو لينك للنشر والتدريب، القاهرة.
- الخزايلة، محمد (2014): مدى الرضا الوظيفي لدى موظفي جامعة الملك فيصل في المملكة العربية السعودية، المنارة، المجلد (20)، العدد ا/ب.
- صاحب، قاسم حاجم (2012): أثر الرضا الوظيفي على الولاء التنظيمي لدى العاملين، دراسة ميدانية في الشركة العامة للمستلزمات الطبية، مصنع المحاقن الطبية، (بابل)، كلية الإدارة والاقتصاد، جامعة بابل، العراق.
- جلال، إحسان دهش (2011): إدارة السلوك التنظيمي في عصر التغيير، دار صفاء للنشر



- والتوزيع، عمان، الأردن.
- نوري، منير (2010): تسيير الموارد البشرية، ديوان المطبوعات الجامعية، الطبعة (2)، الجزائر.
- العميان، محمود سلمان (2010): السلوك التنظيمي في منظمات الأعمال، الطبعة (5)، دار وائل للنشر والتوزيع، عمان، الأردن.
- الجعبري، عنان (2009): دور الإبداع الإداري في تحسين الأداء الوظيفي، رسالة ماجستير، كلية الدراسات العليا، جامعه الخليل، فلسطين.
- الخيري، حسين (2008): الرضا الوظيفي ودافعية الإنجاز لدى عينة من المرشدين بمراحل التعليم العام بمحافظة الليث والنفذة، رسالة ماجستير غير منشورة، كلية التربية، جامعة أم القرى.
- خليل، جواد (2008): الرضا الوظيفي وعلاقته ببعض المتغيرات الديموغرافية لدى المعلمين، مجلة الجامعة الإسلامية، المجلد السادس عشر، العدد (1).
- عويضة، إيهاب أحمد (2008): أثر الرضا الوظيفي على الولاء التنظيمي لدى العاملين في المنظمات الأهلية في محافظة غزة، رسالة ماجستير، الجامعة الإسلامية، كلية التجارة، غزة.
- إبراهيم، عبد الباري؛ والصبغ، زهير نعيم (2008): إدارة الموارد البشرية في القرن الواحد والعشرين، الطبعة (1)، دار وائل للنشر والتوزيع، عمان، الأردن.
- ماهر، أحمد (2008): السلوك التنظيمي مدخل بناء المهارات، الدار الجامعية، الإسكندرية، مصر.
- مصطفى، أحمد سيد (2008): إدارة الموارد البشرية، مطابع الدار الهندسية للنشر والتوزيع الطبعة الثالثة، القاهرة.
- الشوايكة، خالد محمد (2008): العلاقة بين تطبيق الحكومة الإلكترونية والأداء الوظيفي: دراسة ميدانية من خلال اتجاهات موظفي الدوائر الحكومية في المملكة الأردنية الهاشمية، رسالة ماجستير في الإدارة العامة، الجامعة الأردنية.
- العكش، فوزي عبد الله؛ والحسين، أحمد مصطفى (2008): الرضا الوظيفي لدى أعضاء هيئة التدريس في الجامعات الخاصة والحكومية في الأردن: دراسة مقارنة لأعضاء هيئة التدريس في كليات العلوم الإدارية، المنارة، المجلد (14)، العدد (1).
- الشيخ خليل، جواد محمد؛ وشري، عزيزة عبد الله (2008): الرضا الوظيفي وعلاقته ببعض المتغيرات الديموغرافية لدى الموظفين، مجلة الجامعة، المجلد السادس عشر 2008 / 1429، الدراسات الإنسانية، العدد الأول.
- فلمبان، إيناس فؤاد نواوي (2008 / ٥١٤٢٩): الرضا الوظيفي وعلاقته بالالتزام التنظيمي لدى المشرفين التربويين والمشرفات التربويات بإدارة التربية والتعليم بمدينة مكة المكرمة، رسالة الماجستير في قسم التربية والتخطيط بجامعة أم القرى، السعودية.
- الديحاني، طلاع محمد (2007): الرضا الوظيفي لمندوبي المبيعات في القطاع الخاص السعودي: دراسة ميدانية على منظمات القطاع الخاص بالمنطقة الشرقية، المجلة العربية للعلوم الإدارية، الكويت.
- الفاروط، صادق (2006): الجديدة في العمل وعلاقتها بالرضا الوظيفي، رسالة لاستكمال متطلبات الحصول على درجة الماجستير في الإدارة التربوية، جامعة النجاح الوطنية، نابلس، فلسطين.
- عباس، سهيلة محمد (2006): إدارة الموارد البشرية مدخل استراتيجي، دار وائل للنشر، عمان.



- فرد، أم الخير (2006): أهمية العامل التقني في عملية الإنتاج حالة الجزائر 1967-2002، رسالة ماجستير في العلوم الاقتصادية فرع الاقتصاد الكمي، قسم العلوم الاقتصادية، كلية العلوم الاقتصادية وعلوم التسيير، جامعة الجزائر، الجزائر.
- البدراني، بدر (2006م/ 1427هـ): قيم الثقافة التنظيمية السائدة في المدرس الثانوية للبنين في المدينة المنورة وعلاقتها بالرضا الوظيفي للمعلمين من وجهة نظرهم، رسالة ماجستير منشورة، قسم الإدارة التربوية والتخطيط كلية التربية، جامعة أم القرى، مكة المكرمة.
- الطروانة، أحمد سالم (2005): الأنماط القيادية لرؤساء الأقسام في الجامعات الأردنية الرسمية والأهلية وعلاقتها بالرضا الوظيفي لأعضاء هيئة التدريس، رسالة ماجستير غير منشورة، الجامعة الأردنية، الأردن.
- العثرباني، علي بن محمد علي (2005): العوامل والمتغيرات البيئية في المناطق النائية وعلاقتها بالرضا الوظيفي، رسالة ماجستير غير منشورة، كلية الدراسات العليا جامعة نايف للعلوم الأمنية، الرياض.
- الدوسري، سعد (2005): ضغوط العمل وعلاقتها بالولاء التنظيمي في الأجهزة الأمنية، رسالة ماجستير، جامعة نايف العربية، الرياض، المملكة العربية السعودية.
- فيلة، فاروق؛ وعبد المجيد، محمد (2005): السلوك التنظيمي في إدارة المؤسسات التعليمية، دار المسيرة للطباعة والنشر والتوزيع، عمان، الأردن.
- الباز، ع (2004): تقييم الأداء المؤسسي للمنظمات الحكومية المصرية كمدخل للتطوير الإداري (الدولة في عالم متغير)، أوراق المشروع البحثي المشترك، مركز دراسات واستشارات الإدارة العامة، القاهرة، مصر.
- الشهري، عبد الله بن محمد عامر (2004): أثر المناخ التنظيمي على الرضا الوظيفي، رسالة ماجستير، كلية الاقتصاد والإدارة، جامعة الملك عبد العزيز.
- الحمدي، طلال (2004): الولاء التنظيمي وعلاقته بالخصائص الشخصية والرغبة في ترك المنظمة والمهنة، المجلة العلمية العربية للإدارة، مجلد (24)، العدد (1)، الكويت.
- حسن، راوية (2004): السلوك التنظيمي المعاصر، الدار الجامعية، الإسكندرية.
- الهمشري، عمر (2004): التنشئة الاجتماعية، دار صفاء للنشر والتوزيع، عمان.
- جرينج، جيرالد؛ وبارون، روبرت (2004): إدارة السلوك في المنظمات، ترجمة/ رافعي مجد رافعي وإسماعيل علي بسيوني، دار المديح الرياض، السعودية.
- جودة، إيمان؛ والباقي، رندة (2003): العلاقة البيروقراطية وضغوط العمل وعدم الرضا الوظيفي: دراسة حالة، جامعة الملك سعود، م (15)، العلوم الإدارية (1)، الرياض.
- إبراهيم، أحمد عثمان (2003): نظم الحوافز وأثرها على الرضا الوظيفي: دراسة حالة، كلية التجارة بجامعة النيلين، رسالة ماجستير، جامعة السودان.
- الوليدي، علي محمد (2003): الضغوط النفسية والرضا الوظيفي لدى معلمي التربية الخاصة بمدينة أبها، رسالة ماجستير غير منشورة، كلية التربية، جامعة أم القرى.
- عبد الباري، درة (2003): تكنولوجيا الأداء البشري في المنظمات: الأسس النظرية ودلالاتها في البيئة العربية المعاصرة، المنظمة العربية للتنمية الإدارية، عمان.
- سلطان، محمد سعيد (2003): السلوك التنظيمي، دار الجامعة الجديدة، الإسكندرية، مصر.
- البطاينة، عمر تيسير (2003): دور عمداء ورؤساء أقسام التربية الرياضية في إكساب الرضا الوظيفي لأعضاء هيئة التدريس في الجامعات الأردنية، رسالة ماجستير غير منشورة، كلية



- التربية، جامعة اليرموك، الأردن.
- زين الدين، ضياف (2002): السلوك الإشرافي وعلاقته بالرضا الوظيفي في التنظيم الصناعي، رسالة ماجستير غير منشورة، كلية العلوم الإنسانية والاجتماعية، جامعة منتسوري، الجزائر.
- سلطان، محمد سعيد (2002): السلوك الإنساني في المنظمات، دار الجامعة الجديد، القاهرة.
- ياسين، فاطمة علي (2002): الرضا الوظيفي لدى مديري المدارس الثانوية في الأردن، رسالة ماجستير غير منشورة، الجامعة الأردنية، عمان.
- الشريدة، هيام نجيب (2002): بعض العوامل المؤثرة في مستوى الرضا الوظيفي لدى أعضاء هيئة التدريس عن الخدمات المقدمة لهم في جامعة اليرموك بالملكة الأردنية الهاشمية، مجلة جامعة أم القرى للعلوم التربوية والاجتماعية والإنسانية، المجلد الرابع عشر، العدد الثاني، ص: 511 - 527.
- خضير، كاظم حمود (2002): السلوك التنظيمي، مأوى للبحوث والدراسات، المجلد (18)، العدد (24)، الطبعة الأولى، دار صفاء، عمان.
- الفهداوي، فهمي خليفة (2002): دور إدارة العلاقات التنظيمية في تحديد المستوى الرضا الوظيفي: دراسة ميدانية لاتجاهات العاملين في مؤسسة صناعية أردنية، جامعة مؤتة للبحوث والدراسات: سلسلة العلوم الإنسانية، المجلد (18)، العدد (4)، ص: 41 - 88.
- حسن، راوية (2001): السلوك في المنظمات، الدار الجامعية، الإسكندرية.
- عابدين، م. ع؛ وأبو سمرة، ز. أ (2001): المناخ التنظيمي في جامعة القدس كما يراه أعضاء هيئة التدريس فيها: دراسة حالة، مجلة جامعة النجاح للأبحاث، مجلد (15).
- الكسجي، أيمن محمد (2000): الرضا الوظيفي عن المعوقين بصرياً، رسالة ماجستير غير منشورة، الجامعة الأردنية، عمان.
- جواد، شوقي ناجي (2000): إدارة الأعمال من منظور كلي، دار ومكتبة الحامد للنشر، عمان، الأردن.
- الرواشدة، خلف (2000): أثر الولاء الوظيفي لمديري المدارس على علاقاتهم مع المعلمين من وجهة نظر المعلمين في محافظة جرش، رسالة ماجستير غير منشورة كلية التربية، جامعة اليرموك، الأردن.
- شاويش (2000م): إدارة الموارد البشرية، دار الشروق، عمان، الأردن.
- جواد، شوقي ناجي (2000): إدارة الأعمال من منظور كلي، دار ومكتبة الحامد للنشر، عمان، الأردن.
- شوقي، فرج ظريف (2000): السلوك القيادي والفعالية الإدارية، وائل للنشر، عمان.
- عودة، محمد أمين (2000): الرضا الوظيفي لأعضاء ومجالس إدارة المشاريع العامة في الكويت، دراسة ميدانية، مجلة البحوث الإدارية، أكاديمية السادات للعلوم الإدارية، العدد (2).
- قروقة، عصمت إبراهيم (1999): أنماط السلوك الإداري لدى عمداء ورؤساء أقسام كليات الجامعة الأردنية وعلاقتها برضا أعضاء هيئة التدريس عن العمل، رسالة ماجستير غير منشورة، الجامعة الأردنية، عمان.
- أحمد، ماهر (1999): إدارة الموارد البشرية، الدار الجامعية، مصر.
- حسن، راوية محمد (1999): إدارة الموارد البشرية، المكتب الجامعي الحديث، الإسكندرية.
- المويش، سلمان يحيى (1999م/ 1420هـ): العلاقة بين ضغوط العمل والرضا الوظيفي لدى المعلمين بمصانع الحديد والصلب بشركة حديد سابق، رسالة ماجستير غير منشورة، جامعة أم القرى، كلية التربية. المملكة العربية السعودية.



- الحناوي، محمد صالح؛ وحسن، راوية محمد (1998): السلوك التنظيمي، مركز التنمية الإدارية، الإسكندرية، مصر.
- الجهني، عبد الله بن سليمان (1998): تقييم نظم حوافز العمل في المديرية العامة للجوازات من وجهة نظر الأفراد العاملين فيها، رسالة ماجستير، أكاديمية نايف العربية للعلوم الأمنية، الرياض.
- حسن، علي (1998): إدارة الأفراد والعلاقات الإنسانية، مؤسسة شباب الجامعة، الإسكندرية.
- الفراج، فهد محمد (1997م/ 1418هـ): الفرق في مستوى الرضا الوظيفي بين أعضاء هيئة التدريس في كل من الكليات النفسية وجامع الإمام محمد بن سعود الإسلامية على منظمة القصيم. رسالة ماجستير غير منشورة، كلية التربية، جامعة أم القرى، المملكة العربية السعودية.
- عبد الخالق، ناصيف، (1995): الرضا الوظيفي وأثره على إنتاجية العمل، المجلة العربية للإدارة، المجلد (6)، العدد (1).
- النجار، نبيل الحسيني؛ وأرغب، مدحت مصطفى (1992): إدارة الأفراد والعلاقات الإنسانية، الشركة العربية للنشر والتوزيع، القاهرة.
- دي سيزلاقي، أندرو؛ ووالاس، مارك جي (1991): السلوك التنظيمي، ترجمة/ أحمد أبو القاسم، معهد الإدارة العامة، السعودية، الرياض.
- هزايمة، أحمد (1991): رضا المعلمين عن الممارسات الإشرافية في مديرية التربية والتعليم لمحافظة إربد رسالة ماجستير غير منشورة، الجامعة الأردنية، عمان.
- فهيم، منصور (1984): إنتاجية العمل في ضوء الدوافع والحوافز، دار النهضة العربية، لبنان.
- عفيفي، صادق محمد؛ وآخرون (1981): الإدارة في مشروعات الأعمال، دار الكتاب، الكويت.
- الفيلان، يوسف محمد (1981م/ 1401هـ): آثار التدريب الوظيفي على الرضا الوظيفي بالمملكة العربية السعودية، الرياض، معهد الإدارة.
- السالمي، علي (د.ت): إدارة الموارد البشرية الاستراتيجية، دار غريب للطباعة والنشر والتوزيع، القاهرة.
- البراهيم، فيصل بن فهد بن محمد (د.ت): العوامل المؤثرة على مشاركة الموظفين في صنع القرار وعلاقة بمستوى أداءهم، رسالة ماجستير، جامعة نايف العربية للعلوم الأمنية، كلية الدراسات العليا، السعودية.
- الطائي، يوسف حاجم (د.ت): إدارة الموارد البشرية مدخل استراتيجي متكامل، الوراق للنشر والتوزيع، عمان.
- الجساسي، عبد الله حميد محمد (د.ت): أثر الحوافز المادية والمعنوية على العاملين، دراسة ميدانية في دائرة التربية، الأكاديمية العربية البريطانية.
- طويل، كريمة (د، ت): الدافعية والرضا الوظيفي وتأثيرها على أداء الإطارات في الشركة الوطنية للسيارات الصناعية، رسالة ماجستير في علم نفس العمل والتنظيم، الجامعة الجزائرية، الجزائر.

Second: Foreign References:

- Robbins, S. & Judge, T. (2016). Organizational Behavior, (17th ed.)
- Azeez, R. and Abimbola, M. (2016). Job Enrichment and Work-Related Attitudes of Non-Academic Staff of Selected Public Universities in Lagos State. International Journal of Human Resource Studies, Vol. 6, No. 1, Pp. 89-104.
- Vijay, V. and Indradevi, R. (2015). A Study on Job Enrichment and Individual



Performance among Faculties with.

- Born, Arjan Van Den and, Arjen, Van Witteloostuijn. (2013). Drivers of Freelance Career Success. *Journal of Organizational Behavior*, 34, pp. 24-46.
- Monyatsi, P. P. (2012). The Ieve of the job satisfscction of the. teachers in Botswana. *European Journal of Educational studies*,4.
- Saleem, S., Shaheen, W. And Saleem, R. (2012). The Impact of Job Enrichment and Job Enlargement on Employee Satisfaction Keeping Employee Performance as Intervening Variable: A Correlational Study From Pakistan, Kuwait Chapter Of *Arabian Journal Of Business And Management Review*, Vol. 1, No.9, Pp.
- Crowley-Henry, M. (2007). The Protean Career: Exemplified by First World Foreign Residents in Western Europe? *International Studies of Management and Organization*, 37(3), pp. 44-64.
- Al-Rabayah, A., *Human Resource Management*, Amman, Dar Al-Safaa, 2003.
- Cherrington, D.J (1989): *Organizational Behavior: The management Of Individual and Organizational Performance* (Boston: Allyn & Bacon).
- Lythans, F., (1989), *Organizational Behavior*, 5th ed. (New York Mc- Graw-Hill Co.).
- WILLIAM.J et autres, 1985: *la gestion des ressources humaines*, MC Graw Hill, Québec, p37.
- Orpen, C, (1978): *Work and Network Satisfaction Journal of Applied Psychology*, 68, No.4, 1978.
- Locke, E A : *the nature and causes of job satisfaction*, in: Marvin.D.Dunette : *hand book of industrial and organizational psychology*, college publishing company, Chicago, 1976, p1298.
- Special Reference to a Private University, *Mediterranean Journal of Social Sciences*, Vol. 6, No. 1, Pp. 252-260.
- Al-Omar, Badran, (2003), *Job Dissatisfaction and Nurses with drawl from hospital in Riyadh City*, J. King Saud Univ. Vol. 15. Admn. Sci(1).
- Kofi Fred Asiedu, 2002, *Privatization Wages and Job Satisfaction: The case of Ghana*, *Dissertation Abstract*, Wageningen University.



Third: Websites:

- <https://ar.triangleinnovationhub.com/essay-job-satisfaction>.
- <https://www.mah6at.net>.
- <https://www.jawad-book.com/2022/01/job-satisfaction-research.html>.
- <https://www.jawad-book.com/2022/01/job-satisfaction-research.html>.
- <https://www.equiti.com/ae-ar/newsroom/articles/the-concept-of-production/>
- <https://mawdoo3.com/>
- <https://insurance-planet.com/2020/09/19>.
- <https://nir-osra.org> (أكاديمية علم النفس)



**Appendix (1)
The Names of the Jury***

N	Name	College	Degree
1	Dr. Amani Abdulrazzaq Ba Ghareeb	Social Services – Hadhramout University	Assistant Professor
2	Dr. Kawther Sa'ad Abdullah	Faculty of Arts – Aden University	Associate Professor
3	Dr. Amel Saleh Sa'ad Rajih	Faculty of Arts – Aden University	Assistant Professor
4	DR. Ahlam Al-Qubati	Faculty of Education and Applied Sciences – Arhab, Sanna University, Gender and Development Center	Assistant Professor
5	Dr. Fathia Al-Hamadani	Academic Development Center- Sana'a University	Researcher

** The job satisfaction measure was presented to members of a jury from the universities of Hadhramaut, Aden and Sana'a.*



**Appendix (2)
The Tool of the Study
Serial No. ()**

A research form about:

Job Satisfaction and its Impact on Production

A field study on a sample of Mukalla
Fish Canning Factory workers

<p><i>Prof. Fathia Mohammad Mahfoodh Baheshwan Researcher at Yemen Information Center (YIC) Professor of Sociology at the Girls' College, Hadhramout University</i></p>	<p><i>Dr. Jasim Abdullah Awadh Bosabaah Assistant Professor of Sociology at the Faculty of Arts, Hadhramout University</i></p>
---	--

**The data contained in this form is confidential and is used
only for the purpose of scientific research**

**The data contained in this form is confidential and is used
only for the purpose of scientific research**

2022



Dear participant:

The researchers are doing a study on job satisfaction and its impact on production, (a field study on a sample of Mukalla factory workers). Kindly answer the following questions clearly, by ticking (✓) the choice that represents your opinion or reflects the degree of your approval. You can also write in the specified places. Note that your information is confidential and is used only for the purpose of the scientific research.

*Thank you for your kind cooperation
The researchers*

First: Personal Information:

1. Career: a. fixed () b. contracted ()

2. Position:

3. Gender: a. Male () b. Female ()

4. Age:

- a. 18 - 25 years old ()
- b. 25 - 35 years old ()
- c. 35 - 45 years old ()
- d. 45 - 55 years old ()
- e. 45 - 55 years old ()

5. Marital Status:

- a. Single ()
- b. Married ()
- c. Divorced ()
- d. Widowed ()



6. Education:

- a) Illiterate ()
- b) Primary education ()
- c) Preparatory education ()
- d) Secondary education ()
- e) Post preparatory technician ()
- f) Post-secondary technician ()
- g) University education ()
- h) Postgraduate ()

7. Monthly income of the individual:

- a. less than 50000 YR. (.....)
- b. 50000 – 80000 YR. (.....)
- c. 80000 – 100000 YR. (.....)
- d. 100000 – 120000 YR. (.....)
- e. 120000 – 150000 YR. (.....)
- f. More than 150000 YR.(.....)

8. Years of experience:

- a. Less than 5 years
- b. 5 – 10 years.
- c. 10 – 10 years.
- d. 15 – 20 years.
- e. 20 – 25 years.
- f. 25 – 30 years.
- g. More than 30 years.



Second: Job Satisfaction Questionnaire:

What do you think of the following?	Agree	Somewhat Agree	Disagree
(1) Duties and Responsibilities			
The tasks I do are commensurate with my abilities.			
The management provides me with the opportunity to accomplish all the tasks assigned to me.			
The authority granted to me corresponds to the tasks required.			
The factory has a qualified assistant cadre for performing the tasks.			
The tasks I regularly perform are mandatory at the factory.			
I feel that I am an active participant in the factory.			
The working period is sufficient to complete the work tasks.			
I abide to the laws, regulations and work instructions.			
The job I have matches my qualifications.			
The division of work duties among employees is fair.			
I protect the reputation of the factory.			
(2) Skill Diversity			
I have the necessary skills to carry out the tasks required from me.			
My qualifications are appropriate for the work I do.			
The skills needed for the job are diverse.			
I have the ability to come up with new ideas that are useful to meet the goals of the factory.			
I develop new and effective mechanisms for carrying out my duties.			
My skills are commensurate with the work required of me.			



What do you think of the following?	Agree	Somewhat Agree	Disagree
Training courses are held to empower employees with the skills required to carry out the work.			
The employees' skill level is assessed on a regular basis.			
The management employs the capabilities of the right person in the right place based on their experience and skill.			
The management is concerned with training the employees in an appropriate manner.			
The factory goals are aligned with my business ambitions.			
(3) Work Independence			
I am capable of working independently without interference from the management.			
The centralization does not hinder work.			
The management motivates me to take responsibility at work.			
I have the freedom to assess the most effective working methods.			
I carry out my work efficiently and precisely.			
I perform tasks that go beyond my primary responsibilities.			
I offer suggestions for new supportive actions.			
I always perform my duties perfectly, even if it involves tasks that are not within my responsibility			
Because of feeling a sense of commitment to the factory, I try to increase my productivity at work.			
I just work during the working hours.			
I am capable of adapting with work emergencies.			
I am always committed to my work in the factory.			
(4) Wages, Incentives and Financial Rewards			



What do you think of the following?	Agree	Somewhat Agree	Disagree
The factory has clear criteria for financial incentives.			
Promotion is associated with efficiency, mastery, and high performance.			
The wage structure is objective.			
The salary I get is in line with the effort I make in my work.			
My salary is commensurate with the living requirements.			
My salary is commensurate with my academic qualifications.			
My salary covers my living requirements perfectly.			
I can save from my salary.			
I am satisfied with the amount of the annual increase in my salary.			
My salary and incentives encourage me to do my job better			
My financial return is satisfactory compared to my colleagues at the same job level.			
I get upset when salaries are delayed.			
The low salary drives me to think of leaving the work.			
I get financial rewards alongside my salary.			
End of service gratuities in the factory are rewarding.			
(5) Organizational Climate			
The managers encourage their subordinates to take on work-related challenges and address problems independently.			
The management contributes to solving employees' problems.			
The management makes a great effort to enhance the employees' self-confidence.			



*Job Satisfaction and its
Impact on Production*

What do you think of the following?	Agree	Somewhat Agree	Disagree
The management provides employees with the necessary skills to take responsibility.			
The management shows appreciation for my efforts at work.			
The management is keen to accept suggestions for improving the work.			
I am completely satisfied with the way the management and employees interact.			
The management encourages the development of the cooperative spirit among the employees.			
The management encourages employees' participation into decision-making.			
The management is fair enough to enforce rules and regulations on the employees.			
All employees fairly have equal chances to be promoted.			
My colleagues appreciate the effort I put in to achieve quality performance.			
The management treats employees fairly and impartially.			
The colleagues exchange their experiences with each other.			
The resources available to the factory are sufficient to do the work effectively.			
My job offers me the opportunity to gain new experiences.			
Opportunities to participate in internal and external scientific conferences and workshops are available.			
I am willing to work overtime if more time is needed.			
Privacy is available in the workplace.			
I am looking for a distinguished job position in the factory.			



What do you think of the following?	Agree	Somewhat Agree	Disagree
(6) Factory Work Environment			
The working climate in the factory is generally favorable.			
My relationship with my colleagues is strong.			
My relationship with the management is strong.			
Factory management interferes in my work unsatisfactorily.			
My relationship with the factory management is satisfactory.			
In my workplace, ventilation is taken into account.			
Proper lighting in my workplace is taken into account.			
The cleanliness of my workplace is seriously taken into account.			
I feel psychologically comfortable with my colleagues.			
There is social bonding among colleagues.			
I feel satisfied with the modern technologies available at work.			
The work environment is characterized by mutual trust between the management and the employees.			
I would like to change my job if I find work elsewhere.			
We solve our personal problems with the help of each other.			
I feel respected by others at work.			
I am satisfied with my job in the factory.			
My colleagues appreciate my success in my work.			
I am willing to stay in my current job even if another opportunity is available.			



*Job Satisfaction and its
Impact on Production*

What do you think of the following?	Agree	Somewhat Agree	Disagree
(7) Medical Social Services			
The factory management provides entertainment activities for my family and me.			
The factory management provides suitable opportunities for my residence.			
There is a social club for the factory workers.			
The management of the factory provides assistance for many problems that I face.			
My job offers my family and me health insurance.			
The factory has a medical unit for first aid.			
(8) Performance evaluation			
The factory management evaluates my work performance periodically.			
Good performance is used as a criterion for promotion and financial rewards.			
My colleagues play a role in evaluating my work performance.			
Filling managerial roles in the factory is based on performance.			
The factory management values my work and performance.			
The factory environment helps improve performance.			
Experience plays a significant role in evaluating the performance of the factory workers.			

Do you have any additional notes?

-
-
-
-
-
-



Developing Yemen's Public Education Curricula in Light of TQM Approach

A Descriptive Research

Dr. Fathiya Al-Hamdani

2022



Abstract:

The human remains the most important factor that countries need to achieve development. For this, curriculum is given great attention, so that the capabilities and potentials of that resource are continuously developed to be able to build nations. In view of this, the current research is concerned with developing Yemen's public education curriculum in light of Total Quality Management (TQM) approach. A descriptive survey method is employed in this research to learn about the concept of curriculum and its reality in Yemen and the most important methods of TQM to develop a suggested vision for curriculum development in Yemen. The research concluded that the reality of Yemen's public education curricula suffers from ambiguous philosophy of education and rigid and outdated academic content. Yemen's public education curriculum is characterized by its focus on the theoretical rather than the practical aspects of knowledge, poor interconnection of its components with each other (objectives, teaching methods, activities, evaluation methods, etc.), and its outdated content that does not keep pace with scientific, cognitive, and technological changes, as well as shortcomings in the final textbook production and lack of quality assessment criteria and standards, all of which have led to poor educational outcomes and subsequently limited life chances. TQM is one of the most important modern trends for the development and improvement of educational institutions, including academic, administrative and technical, which was relied upon to develop various standards. Internal and external evaluation is then carried out for the purpose of development. This is what the current research concluded. A suggested vision has been developed for the development of public education courses in Yemen in the light of TQM approach.

Key Words:

Development, Public education curricula, Standards, TQM.



Chapter One

Introduction:

Education is considered the most fundamental system due to its role in the processes of building societies and culture, constructing people's beliefs, values, and attitudes, promoting their roles through steering their orientations towards developing their own societies. Education curriculum is the most effective way to achieve its educational goals derived from the society's philosophy and goals. Curriculum development is a thorny process fraught with many difficulties, as it is linked to the political, economic and social orientations of countries. In addition, the development itself is related to the quality of the educational product that the educational institution is keen on. Therefore, many countries seek to bring about qualitative changes in the curriculum components to be reflected positively on the outputs through the use of modern management concepts such as TQM. It aims to prepare students with certain and high specifications that help them absorb everything new in the scientific and technological field with, so that they can easily cope with knowledge revolution, rapid change, and tremendous technological progress that the world is witnessing around us.

TQM is a comprehensive modern management revolution., and a recent organizational culture based on advanced administrative concepts based on advanced administrative concepts to meet the challenges of local, regional and global competition, which encounter educational institutions and others in the current era (عوض، 2016 :12). The process of its application requires a lot of work to spread the culture of change towards improvement and development by adopting the culture of quality by all workers in the educational institution starting from the higher leaders in the Ministry of Education to teachers in school. Especially it is based on many principles that give great attention to customers, continuous improvement, cooperation and collective participation, error prevention, investment in human resources, senior management commitment, and decisions based on objective facts (عوض، 2016 :17-19).

In educational institutions, it is difficult to achieve the objectives of the educational process without applying the concept of total quality,



which aims to reform the educational institution's programs. Quality has become one of the vital issues in contemporary education systems, as its standards have become among the most important factors affecting the teaching and learning process. It can be said that quality is a necessity imposed by the requirements of the current era (عادل، 2016 :234). Standards, self-evaluation and external evaluation are among the mechanisms used in TQM for educational institutions. Quality standards aim to enable learners and curricula to reach the stage of excellence. Therefore, the current research focuses on developing (عوض، 2019 :89) a proposed vision that seeks to develop curricula for public education in Yemen, which many previous studies have shown that they have a lot of (الحاوري، 2021) problems and shortcomings. Among those studies are (الحاجي، 2020)، (أدهم، 2015)، and (الحسني، 2019).

Research Problem:

TQM is one of the administrative approaches and modern philosophies, which have proven successful in reforming school curricula, producing high quality outcomes capable of working in light of the challenges facing education on a global, regional or local level. Therefore, the current research is meant to improve the quality of public education outcomes in Yemen through the development of curricula in the light of TQM approach. The research problem was formulated in the following questions:

1. What is the concept of curricula and the basis for its development?
2. What is the reality of the public education curricula in Yemen?
3. What are the methods of developing curricula in light of TQM approach?
4. What is the proposed vision for developing public education curricula in Yemen in light of the TQM approach?

Research Objectives:

The current research aims to:

1. Identify the concept of curricula and the foundations for its development.



2. Identify the reality of public education curricula in Yemen, and major curriculum weaknesses and challenges
3. Learn about the concept of TQM in education, and the methods of developing curricula in light of TQM approach.
4. Develop a proposed vision for the development of public education curricula in Yemen in light of TQM approach.

Research Significance:

- The current research results recommend the Ministry of Education and those in charge to carry out self-evaluation and external evaluation of all curricula to update the content to keep pace with the requirements of the current era.
- The current research is an attempt to improve the quality of public education outcomes in Yemen, and those interested in education can benefit from the research results.
- The results of the current recommend those in charge of education to improve the quality of the curricula and the supporting elements (i.e., teachers, school environment, school administration among others) to achieve the curriculum aims and objectives.
- The current research develops a proposed vision for the development of public education curricula in Yemen in the light of TQM approach.

Definitions of Key Concepts:

1. Curriculum Development:

Curriculum development means improving the educational process in a more efficient manner in order to achieve the desired educational goals and the results of evaluation processes in a way that contributes to increase the effectiveness and efficiency of the curriculum (المذحجي، 2008: 9).

From a procedural point of view, curriculum development is the process of upgrading the existing quality of public education curricula in Yemen in light of quality standards, and applying self-evaluation and external evaluation on the educational institution.



2. Curriculum:

Linguistically, the word 'curriculum' is defined in Arabic as "the clear path" (Al-Mu'jam Al-Waseet), and the Latin word 'curriculum' refers to a. 'course' or 'track' to be followed to achieve a specific goal (المذحجي، 2008).

Curriculum is designed to help students effectively manage educational activities and build on their experiences to achieve positive educational and non-educational outcomes, considering that some activities are defined as a set of procedural operations, and some others are general and undefined. Accordingly, the educational curriculum should include academic courses, students' activities, values, and life goals (محمود، 2009: 26).

Curriculum is a set of educational experiences that the school seeks to convey to the students to guide them in their school and life in general. These experiences would help student's overall growth in all aspects (mental, cultural, religious, social, physical, psychological, and artistic), correct their behavior, ensure that they interact successfully with their environments and communities, and develop effective solutions to problems they face (المذحجي، 2008: 7).

Curriculum, in procedural terms, is a set of accumulative knowledge and skills that are built in many diverse courses, in the light of which all the elements of the educational process work to create a conducive environment inside or outside the educational institution to prepare students and develop their abilities and skills in all aspects in a comprehensive and integrated manner. Moreover, these accumulative knowledge and skills help modify their behavior to ensure that they successfully handle whatever difficulties and problems they may face outside the institutional education.

Public education curriculum, in procedural terms, has to do with all educational courses. The researcher focused on (science, mathematics, and Arabic) for the stages of elementary education (1-9) and secondary education (10-12) in the Republic of Yemen.



3. Criteria:

Linguistically, the word “criteria” is typically a plural noun referring to standards on which a judgment can be made, and is the actual model of what a thing should be (ابن منظور، 2003: 255).

Criteria are “those statements by which the appropriate and desirable level of mastery of content, skills, performances, learning opportunities, and teacher preparation standards can be determined” (الغول، 2010: 22). Quality is judged based on a set of criteria. Criteria work to describe behavior and practices that express values, orientations, patterns of thinking, or the ability to solve problems and make decisions, as guidelines that represent the qualitative level of performance (هيئة تطوير مهنة التعليم، 2010: 3).

Criteria, in procedural terms, are statements on which judging the quality of the curricula is based. They are a description of the desired behavior of students in various fields, which consist of a set of standard levels that represent a description of what students should know and master.

4. Total Quality:

It is an integrated method applied in all branches and levels of the educational institution to provide employees with opportunities to satisfy the needs of students and beneficiaries of the learning process (مجيد؛ والزيادات، 2008: 23).

In procedural terms, it is an integrated and continuous method to improve the curriculum through the participation of all employees in the educational institution to evaluate the components of the curriculum and its supporting elements to reach the highest quality levels at the lowest cost.

Research limitations:

- **Subject limits:** Yemen's Public Education Curriculum and TQM Approach in education
- **Spatial limits:** Yemeni Universities.
- **Time limits:** 2022.



Chapter Two

The Concept of Curriculum

This chapter tackles the concept of curriculum in terms of its old and modern concept, components, justifications for its development, the foundations of that development, and models as follows:

1. Opinions About Curriculum as Concept:

Since ancient times, peoples have aspired to achieve many educational goals through long-term educational processes called the general goals of education. For this, Greek philosophy directed education to curricula that contribute to preparing the child for the future with fixed goals. Therefore, the curricula are linked to the mind of the teacher who teaches the students the subjects. The written curriculum was only available in the minds of teachers. The general objectives were considered an absolute fact that cannot be discussed, and the child has only to learn them even by using force without taking into account his tendencies or the intensity of those curricula with their different knowledge, because of their belief in the importance of those sciences and arts that deserve to be learned for themselves, which are (grammar, rhetoric, logic, arithmetic, geometry, astronomy, music etc).

With the passage of time, subjects were added, such as history, geography, and drawing. Thus, some researchers restricted the curriculum in its traditional concept to academic courses and the traditional role of the teacher (indoctrination) and the student (receiving). Advocates of the traditional concept believe that the curriculum, in its traditional sense, is a specific systematic set of academic lessons that focus on facts and concepts that are required to be conveyed to the students' minds, attention to the mental aspect, and the processes of memorization and remembering in a manner limited to transferring information from the teacher to students by means of recitation and memorization without any effectiveness for the learners, and without mentioning for classroom activities, extra-curricular activities, and various assessment processes (برو، ورحموني، 2010: 155).

Therefore, the curriculum depends on a set of information, facts, concepts and ideas that are taught to the students, and the role of the



teacher is limited to teaching scientific material, while the role of the learner to receiving the scientific material without participating in the educational transmission. Most of the materials, information and concepts that are taught focus on the cognitive aspect more than practical side (محمود، 2009: 21).

The traditional view of curriculum believes that it is synonymous with academic curricula, and this means overriding the negatives caused during the application, represented in limiting the function of the educational institution to the cognitive aspect, also neglecting the aspects of growth and learning. Thus, the role of the curricula is confined to the corridors of the educational institution, disappears with the demise of the influencer (the teacher), and is linked to the study material that is presented to the students without any reference to the educational activities or direct experiences from which the student may acquire any skill; in other words, the curriculum is confined inside the corridors of classrooms.

Moreover, the curriculum focuses on information and success in school exams by relying on the textbook because it is the main source of information, so that the role of the teacher does not exceed providing that information, explaining and interpreting it, whereas the role of the student is to memorize and focus on the mental aspect, and to exclude any activity he might be out of class (الربيعي، 2017: 15-17).

The modern view of the curriculum was derived from the concept of modern education, according to which the function of education changed from providing learners with knowledge to modifying behavior according to the requirements of learners, the needs of society and its philosophy that the curriculum adopts. Thus, the concept of the curriculum expanded to mean:

The set of experiences that the school provides for its students outside and inside the school to achieve comprehensive growth in all aspects; Where the curriculum plays its role in preparing students to exercise their role in building society in the best way, especially since the curriculum does not stop at presenting the scientific material only, but is concerned with developing the various skills of students. The objectives of the curriculum are linked to the general educational objectives, and the student will be based on the main axis in the educational process. (محمود، 2009: 26) Thus, this concept indicates:



- The curriculum components should expand to include objectives, scientific content, teaching strategies and methods, teaching aids, school activities, the role of the teacher and learner, and evaluation processes.
- The educational goals should be varied between knowledge, skill and affection; including all aspects of the learner's personality.
- The school should conduct the operations of directing and supervising the educational processes inside and outside the school.
- School activities are part of the curriculum.
- The modern curriculum should take care of all the activities carried out by the students in addition to the study subjects.
- Experience in the modern concept is a unit of curriculum construction that is more comprehensive than knowledge, and includes the skill and emotional aspect to the cognitive aspect..(قرني، 2015 :8)

2. Components of the curriculum:

The curriculum consists of many interconnected components that become a single system, all of which seek to achieve the desired educational goals from its construction, and these components are multiple as follows:

- a. Objectives** are defined as a description of a behavioral change that you expect to occur in the learner's personality as a result of his/her passing through an educational experience and his/her interaction with a teaching situation.(الريبيعي، 2016 :51)

They are also described as a type of mental abilities that education aims to achieve, which are cognitive, intellectual and emotional abilities. Or kinetic skills that students express in the form of perceptible behavior can be observed or assessed. (محمود، 2009 :35)

Curriculum objectives are derived from the philosophy of society, the nature of the learner, the learning process, the nature of the study subjects and objectives. The fields of goals and their classification vary, but the most common is the "Bloom" classification, which relied on the areas of human personality as a basis for its classification; where the human personality consists of three interrelated and complementary domains, and they have been classified into the following domains and levels:

- **The Cognitive Domain;** its levels are Knowledge, understanding, application, analysis, synthesis, evaluation.



- **The Effective Domain;** Its levels are acceptance, response, evaluation, organization, and excellence.
- **The Psychomotor Domain;** its levels are Perception, inclination or disposition, directed response, mechanism and habituation, overt complex response, quality, originality and creativity. (عطية، 2015: 199)
- b. Content** is a realistic translation of the objectives, or the most important elements of the course and the most achieving objectives of the curriculum, moreover, it is defined as “a set of knowledge, experiences, skills, values and orientations to be learned and taught within a specified period of time.” It consists of: Cognitive knowledge, psychomotor skills (Psychomotor Domain), values and orientations (Affective Domain).

The embedded knowledge in the curriculum may be organized or unorganized knowledge; Organized knowledge is called systematic knowledge in which there are relationships and levels, the widest is called field or area, and it is divided into several subjects, such as the field of social subjects, which contains philosophy, sociology, geography and history. Each subject consists of units that are divided into topics. The subject is the smallest unit that is dealt with in classroom situations; its classifications cognitive, value, performance, social, natural, human knowledge.

Unorganized knowledge is an affected knowledge whose parts are not governed by relationships that show their interrelationship with each other. Its classifications include facts and data, concepts, principles and generalizations, theories, skills, orientations and values. (عطية، 2015: 202).

It is necessary that the curriculum include many life skills that cannot be placed and identified in a specific list because of their renewal resulting from the different requirements of life and their connection to economic, social and political changes. However, attention should be paid to providing life skills and their diversity, as they contribute to preparing students to confront life, including:

- Communication and interpersonal skills: good listening, verbal and nonverbal communication, expressing feelings and making observations.



- Negotiation skills: negotiation and conflict management, assertiveness, rejection.
- The skill of decision-making and critical thinking: decision-making and problem-solving, gathering information, evaluating results, identifying alternative solutions to problems, critical thinking.
- Transaction and self-management skills: self-esteem, building confidence, managing emotions and stress, and time management. (محمود، 2009 :51-50).

c. Activities represent one of the important elements that the curriculum is made of, and they include the physical and mental efforts made by the teacher or the learner or both to achieve the educational goals and the comprehensive and integrated growth of the learner, whether inside the classroom or outside and under the supervision of the school (عطية، 2015 :214).

The activities also represent the direct experiences that the learner engages in and interacts with, and the indirect experiences that he hears or reads about, whether those activities take place inside or outside the school to achieve the desired goals. The size, quality and objectives of the activities contribute to determine the quality of the curriculum to a large extent, where modern curricula are concerned with the activities and quality that students do to solve problems related to their lives, develop their ability to team and cooperative work, planning and innovation. Therefore, those activities should include resources and activities that meet with the students' abilities and skills, in addition they are commensurate with the needs of the community.

The curricula contain comprehensive programs that include all aspects of activities and accompanying events, including proper preparation from a scientific and health point of view, disciplining behavior and correcting habits; Achieving goals is not just achieved through lessons. (الربيعي، 2016 :74).

Therefore, the activities are built and selected according to the objectives of the content, and the activity is educational if the teacher had practiced, or learnt, if the learner had practiced, then the relationship between the two activities is like the relationship between cause and effect; The first is a means to the second. (عطية، 2015 :215).

d. Teaching methods are procedures and modalities that the teacher follows to make use of the learning resources to achieve desired goals.



Methods are procedures that the teacher uses to implement the method. (عطية، 2015 : 215) The process of renovating and developing the curricula requires methods and means to attract students to learn and raise their level of interest in broad fields. Good methods depend on the teacher's assessment of the educational situation and the selection of appropriate methods according to the teacher's professional abilities and their suitability to the learners' academic level and the experiences they have gone through. (الربيعي، 2016 : 66). Many teaching methods and strategies have been found with the development and renewal of curricula such as cooperative teaching strategies, self-learning, role-playing, inquiry, and other teaching strategies.

- e. **Teaching aids:** Training or teaching depends on selecting the appropriate teaching aids for the learners and the teacher. So that they have an impact on them, and the educational means vary between devices and materials the teacher uses to improve the educational process, including: audio-visual, educational aids, technological means of education and other means that should be related to the teaching method and to the educational goals that the teacher will use, and attract students. Teaching aids are characterized by scientific accuracy, keeping pace with the requirements of the times, so the teacher has the ability to use (الربيعي، 2016 : 71).
- f. **Evaluation** is the process of diagnosing and treating the learning situation in one aspect of the curriculum or all of it, in light of the educational objectives so that the evaluation leads to an adjustment in the educational process, in other words it is an administrative process concerned with helping students and teachers to determine their levels in achieving the objectives of the curriculum, while trying to reveal the difficulties that obstruct the progress of the educational process and the achievement of its objectives. The objectives of the evaluation were defined as follows:
- Improving the curriculum through its various stages of planning, development and implementation through the interim evaluation.
 - Determining the value of the effectiveness of the curriculum through involving student in learning by recognizing their role in their achievement through the final evaluation (الربيعي، 2016 : 75).



3. Justifications for curriculum development:

Many developed countries are concerned with education and the development of curricula from the following premises:

- Education in order to build comprehensive ability, form a knowledgeable personality, and enable the learner to control the tools of knowledge itself, through developing the faculties of memory, imagination and adulthood, moreover developing learners' abilities to identify and solve problems, make decisions, think critically, and develop discovery processes.
- Education for work and life practice, contributing in achieving high productivity, and working within the human community.
- Education for coexistence and understanding of human society as a whole, in top of that building citizenship prepared to join the era of globalization and the explosion of knowledge.
- Education for building the human personality whose origins derive from the goals of human development to help the individual achieve himself, expand his/her options, exercise his/her rights and duties, freedom of expression, form a positive sense in life, and fulfill his/her obligations as an individual and a member of his/her family and society as a creative and productive citizen..(آل عطية، 2010 :737)

4. Foundations of curriculum development:

Curriculum development aims to raise the quality of educational outputs through several foundations that ensure the application of quality standards, and these bases are limited to the following:

- **Planning**; Where development processes are based on planning according to accurate information and data that are presented to specialists to prepare plans specific to objectives, implemented activities, means and methods leading to implementation, with continuous evaluation processes for each stage of implementation.
- **Counting** on developing all the factors affecting the progress of the educational process from inside or outside the school, namely: students, environment, society, global orientations, so these elements form an interconnected chain. What the student needs in terms of scientific disciplines is a reflection of the society's needs affected by global changes and based on the knowledge and technological



revolution. Therefore, work should be done to study the reality of these elements, to identify the students' tendencies and interests, the changing needs of society, and to work on developing curricula.

- **Experimentation;** It is necessary to work on testing the curriculum and identifying the correctness or wrongness of the curriculum development and identifying the strengths and weaknesses of development, in order to diagnose the type of problems facing the curriculum.
- **Comprehensiveness,** integration and balance, all elements of the curriculum that are clearly related to each other, are developed, with the need of integration between all elements starting with the objectives, ending with the evaluation, from the theoretical framework to the practical, and from the teaching methods used by teachers to the teaching aids.
- **Cooperation;** The development must take place in cooperation between all parties that are directly or indirectly related to the educational process; those parties are student, teacher, supervisor, economist, doctor, engineer, and others who have a role in the educational process and have a vision or opinion to serve the development. (بومعراف؛ ومساعد، 2016 :42).

5. Curriculum development models:

The curriculum development process is based on many models; It may be deletion, addition, modification, replacement, or the development of one of the elements of the curriculum, such as teaching methods, exams, or curriculum regulations. It can be explained as follows:

- Development by deletion because of the changes that societies are going through and the rapid development where the topics available in those curricula are not suitable with the happening changes.
- Development by addition due to the developments happening in the society, so addition is made to the curriculum to contribute to the development of students' abilities and skills and raise their levels of creativity and innovation in line with the aspirations of the community.
- Development by replacement is a process in which one topic is replaced by another fitting with scientific facts and new discoveries in various scientific sciences.



- Introducing modern orientations; There are many modern orientations that developed countries have applied in order to develop the curriculum, including sports activities, holding exhibitions and scientific libraries, forming parents' councils, and so on.
- Developing one of the elements of the curriculum: working to direct attention to one of the elements of the curriculum, such as teaching methods and teaching aids, or the development of content and its organization, exams, or all elements. This will reflect on improving the curriculum and achieving its objectives. (محي، وجبر، 2017: 9)

In response to the foregoing, the researcher believes that the curricula have become the most effective tool in the process of building knowledge, forming and building orientations, developing skills and people's capabilities in societies. The curriculum is the result of what you want and seek to achieve now and, in the future, and its components of objectives, content, teaching methods, teaching aids, activities, and assessment methods are a reflection of what the community needs in terms of educational outputs.

Therefore, curriculum should reflect the society's philosophy, goals and aspirations that society wants to achieve in children, and its content ensures everything that satisfies their needs and develops their abilities and skills at all academic levels to help them have a stable and secure life in the future.



Chapter Three

Public Educational curricula in Yemen

This chapter talks about educational curricula; their structural phases, reality, weaknesses that confronting them in Yemen.

First: Stages of building and developing public educational curricula in Yemen

The first stage: Curricula building:

Educational system in Yemen has been started in the sixties of the twentieth century, precisely in 1962 and 1967. The system relied on the experiences and experiments of the Arab countries in preparing school curricula in north and south Yemen. Many educational curricula in various subjects and academic levels were imported and applied in Yemeni schools, and they were adopted as official curricula in all public schools.

By the end of the sixties, attempts were made to Yemenize the school curricula aiming at linking it to country's constituents and the requirements of the society. Between the period (1973-1976), these attempts resulted in reorganizing the educational ladder and revisioning the current curricula. This stage was characterized by the lack of clarity of educational goals, the low level of students' educational attainment, the absence of educational foundations and essentials. The high level of many criticisms about the quality of the curricula was increased. The curricula remained outdated in content, they were not changed or adapted to the requirements of Yemeni society at that period, despite the efforts made to unify them (Ministry of Education, 2002: 3).

In the period of 1990 to 1997 Coincidence with Yemeni unity; the Ministry of Education was keen to unify the educational curricula according to the requirements of the Yemeni unity. Also, curricula were refined in order to get rid of Western ideas, ideologies and the divisive concepts left by the previous regimes. Merging processes were done on some curricula such as science, mathematics and English language (عقيل, 2007: 16).



Second: Curricula Development (1997-2006)

This stage was distinguished with the instructions of the Ministry of Education with many external organizations to reform the base of the educational system and raise the quality level of inputs related to the curricula to be reflected on the outputs, some of these organizations are UNESCO (UNDP), the German Project (GTZ), the Educational Development Program (US-E.D.C), the AMIDEAST project, UNICEF, and other organizations and projects that support the process of educational renewal of curricula.

Public education stages targeted the first and second course (1-6) during the years (1997-2000), the third course (7-9) and the secondary stage (10-12) during the years (2000-2006), as follows:

- Curriculum development for the first and second course (1-6) (1997-2000):

Various workshops were held and Yemeni cadres were trained to carry out the processes of renewing the educational curricula. The AMIDEAST project adopted the development of the first course curricula (1-3) with the help of experts from Jordan according to the results-based education proposal to form the basis and base for the rest of the other projects. While the Educational Development Project of the American Development Agency (E.D.C) adopted to develop the curricula of the second course of basic education (4-6) in the same context.

In every stage reviewing curricula document, diversity in defining values and concepts, comprehensiveness in covering the proposed areas of long terms, the sequences in each educational subject, preparing guides for teachers in the curricula that have been developed have been taken into consideration. Lists of concepts and values required by curricula if developed in the future were prepared; some those concepts and values are the agreement on the child, population education, issues related to human rights and women's rights, food health, life skills, and values of good citizenship (19 :2007 ,عقيل).

- Developing the second curricula (7-9) and secondary education curricula (10-12) during the years (2000-2006):

The stage concerned on adopting programs aimed at doubling efforts to improve and renew the educational system for the public education



stages through working on:

- Activating the framework of strategic planning policies, and building strategic plans for public education including programs aimed at developing primary and secondary education according to scientific foundations.
- Reviewing and developing programs taking advantage of the regional programs of neighboring countries; Some curricula have been developed, like science, mathematics and Islamic education. A number of special programs were carried out to improve students' level in Arabic, and completing the preparation of educational competencies for secondary school students in various academic subjects. Training programs for teachers have been also prepared in light of Specialized and Professional Competencies Program for Teachers.
- Adopting international cooperation programs, including Education, Upbringing and Democracy Program, aiming to spread democratic awareness of human rights among the various segments of Yemeni society; including concepts of international and humanitarian law in public education curricula. Moreover, adopting the possibility of teaching some foreign languages like English, French, and German in the future. Also, adopting a project to monitor achievement in the field of primary education, and participating in the international assessment of science and mathematics (Aqeel, 2007: 23). These stages represented real steps in the development of the curricula. However, many imbalances appeared in those stages, which can be summarized in the following:



Figure 1: Strengths and weaknesses of the stages of building and developing school curricula in Yemen

Strengths	Weaknesses
Clarity of the legislative framework for the educational system.	Developing curricula process will not be completed, if it was not generalized before being tested and revised in the light of experimental results.
The clarity of the shortcomings in the educational curricula, which are prominent in the quality of the outputs of the first stage during the period (1990-1997).	Some curricula have been developed without taking into account their needs for physical equipment in laboratories that are substantial to carry out their applied activities.
The capacity of many school curricula for many issues and topics in the content as necessary and substantial data imposed by regional, Arab and international orientations.	Delay training teachers to apply those curricula.
	The absence of a unified plan to integrate the efforts of the development process for all elements of the educational system, which made every sector in the Ministry of Education carries out its activities in isolation from other elements.
	Delay the implementation of some cohesive programs related to the content of the educational curricula due to the multiple parties demanding the inclusion of these dimensions in the educational curricula, and the absence of an appropriate mechanism to deal with these data in case those curricula were developed.

**Source: prepared by the researcher based on (عقيل، 2007 :24-25).*

In light of the foregoing, the following becomes clear:

- The Yemeni curriculum development processes relied basically on international development partners to provide financial support; in other word the development processes count on external support whenever it is found, then the development process collapses with the exit of those institutions.



- In case curricula was developed, it wouldn't cope with the development needs that parents and society aspire to.
- The weakness of strategic orientations for what this type is aiming at; no clear vision or specific goals for the educational output.

Second: The reality of public education curricula in Yemen:

Curricula in Yemen varied between applied scientific subjects and theoretical literary subjects, which included the primary and secondary stages as follows:

- **Primary and elementary school courses (grades 1-9):** Holy Qur'an, Islamic education, Arabic language, mathematics, science, English language, and social studies.
- **Secondary school courses (grades 10-12):** They are various courses and are divided into two sections:
 - **Scientific**, whose courses are Holy Qur'an, Islamic education, Arabic language, mathematics, physics, chemistry, biology, and English.
 - **Literary, whose courses are** Holy Qur'an, Islamic education, Arabic language, statistics, history, geography, logic, philosophy, economics, English language, sociology.

Educational curricula have been the concern of many educators, who realized that curricula suffer from difficulties that weakened their role in developing the abilities and skills of students, that is to say curricula were no longer able to fulfill the role in the educational process.

The National Strategy for primary Education has indicated that the educational stages (1-9) suffer from a low quality of curricula and their focus on theoretical rather than practical aspects of developing students' skills, experiences and mental abilities. This was clearly shown among the students who move to the school stages (8-9); We find many of them are having dyslexia and dysgraphia, and their abilities to solve mathematic problems are weak (Ministry of Education, 2003: 16-18).

The results of Trends in International Mathematics and Science Study (TIMSS) have confirmed this. Yemen has participated; the level of educational attainment of fourth-grade students in mathematics and science was assessed, and Yemen scored the lowest out of 36 countries, so that (5,811) male and female students were chosen from (144) schools from different Yemeni governorates. The study indicated that



was because of the poor level of students in the field of reading and writing (International Bank; Yemen, 201).

Moreover, the low abilities of students in the primary grades have been shown through the results of study conducted by the Ministry of Education in cooperation with the United States Agency for Development in 2012, which included three Yemeni governorates; Most of the students, by the end of the third grade, had not acquired the basic skills that would enable them to understand and comprehend while reading Arabic language. This was accompanied with poor reading, writing and comprehension abilities (United Nations, 2015: 4). The current curricula for the primary stage suffer from a lack of understanding the changes imposed by scientific progress, and do not help in developing positive orientations in work.

It gives no clear attention to the students with special needs. while the secondary education strategy indicated that secondary school curricula suffer from the overpowering of the theoretical aspect over the practical, with their repetition and dependence on memorization and density in the content , and their inability to develop supportive life skills in the practical life such as thinking , solving problems ability, making judgments, being able to analyze, synthesizing, and being weak to cope up with the developments of the current era in both theoretical and applied aspects.

In top of that, they are labeled by not coping with the current bifurcation of the modern changes and developments, weak gradation and vertical and horizontal integration. Also, their failure to take into account the students' tendencies and abilities at this age in which students tend to discover, create, innovate, and form positive or negative orientations and improve their comprehension from the sensory level to the abstract level and other characteristics (Ministry of Education, 2006: 13).

The report of "Arab Knowledge", in its study of Yemen, by choosing a sample of third-grade secondary students to assess the extent to which they acquired cognitive, social and life skills, indicated that they were low; The outputs have no life skills, such as problem solving, written communication, use of technology, searching for information, and other skills that help them provide a better life (Supreme Council for Education Planning, 2013: 29). However, strategies for public education, primary



and secondary, were built. The public Education Strategy (2003-2015) has focused on the quantitative aspect of building schools and raising the female enrollment rate more than on developing the quality of curricula for grades (1-9).

While the Secondary Education Strategy (2006-2015) sets one of its objectives as “improving the quality of public secondary education in order to achieve improvement in the level of academic achievement, quality, diversity in majors, and meet with students’ needs and their engagement in practical life. Several activities aimed at developing curricula so that secondary education graduates possess the skills, competencies and knowledge that should be acquired” (Ministry of Education, 2006-2015).

However, the outbreak of the political crisis in Yemen since 2011 has greatly affected carrying out the strategy. Thus, it did not achieve its objectives at the required level with regard to developing curricula for secondary stages. However, there are many difficulties that weaken the role of the current curricula. The educational system for public education stages suffers from a lack of qualified and trained teachers, poor spending and allocated financial resources, and the absence of an effective monitoring and evaluation system; In reality, there is a lack of an Education Management Information System (EMIS), all of which has had a negative impact on achieving the objectives of the current curricula (United Nations, 2015: 3).

Third: Weaknesses of the public education curricula in Yemen:

Many experts and specialists in preparing curricula in Yemen confirmed that the public curricula of education stages (primary and secondary) suffer from many weaknesses that have clearly affected the quality of educational outcomes and their role outside the walls of the school, specifically in Arabic language, science and mathematics; among of which the following:

1. No clear educational philosophy in the public educational curricula, due to the ambiguity of the educational philosophy of the country itself. In top of that, the current curricula are still under the previous philosophic influence, on which the educational policy in Yemen has depended on them since the early beginnings of school emergence.



2. The weak link between the objectives and the different components of the curriculum, such as the content, teaching strategies, activities, and evaluation methods that are available in the academic curricula.
3. The stagnation of the current curricula and the remoteness of their content from current developments such as technological and technical progress and the information and knowledge revolution in various scientific fields.
4. Intensity of the current curricula's content with old and theoretical information.
5. Failure to develop the current curricula with the skills and abilities necessary to prepare students to confront life and its requirements, such as problem-solving skills, self-confidence, creative thinking, effective communication with others, working within a team, and other skills that contribute to improving their abilities to have a healthy life.
6. The curricula do not meet with the society's needs; It focuses on the theoretical and cognitive aspects rather than the practical aspect, and this negatively affects students' practical abilities in various fields that society needs.
7. The current curricula lack a logical hierarchy at the level of the grade, school stage, and other subjects.
8. The reality of Yemeni curricula lack quality standards in light of which curricula are built worldwide.
9. The current curricula contain many technical problems, like the technical production, the poor quality of the papers used in printing books, many linguistic errors, and the poor quality of educational shapes and images as a result of poor final production of the textbook.
10. The reality of the school environment contributes in lessening the internal efficiency of public education schools, and the weakness of the curriculum's achievement of its objectives; thus, we notice the low abilities and professional skills of many teachers when applying the current curricula that require high efficiency and diverse skills, due to the low financial budgets allocated for their training.

This is accompanied by the lack of evident guides for teachers in the various academic levels, in addition to the fact that most of the current laboratories in various schools suffer from a severe shortage of equipment, tools and teaching aids for various academic courses. (2022, الهمداني).



From the foregoing, it can be said that the reality of educational curricula in Yemen, specifically science, mathematics and reading curricula for public education stages, suffers from:

- Weakness of the strategic orientations of the curricula in public education, primary and secondary stages, and the fact that they are old in content, and their contents are far from keeping pace with scientific, cognitive and technological changes, which caused their weak role in building the capabilities and skills of educational outputs in the technical and technological fields and the field of social communication. Therefore, they are devoid of the knowledge and skill components necessary to cope with the current era and its requirements.
- The poor development of supportive components carrying out the current curricula, represented in the lack of information on the levels of educational attainment and to which extent students possess different skills and abilities, the poor level of teachers' performance, teachers' low numbers, the scarcity of financial resources, and the absence of evaluation of the curricula.
- The absence of evaluation processes for curricula, due to the lack of a national staff for accreditation and quality assurance for public education, and this was supported by the lack of national standards for all Yemeni curricula..



Chapter Four

Methods of curricula development in light of the TQM Approach

The current chapter deals with methods of developing curricula in the light of the TQM approach through two axes:

The first axis will introduce the content of the TQM in education and its justifications, the importance of its application, its requirements, and its obstacles as follows:

1. The contents of the TQM in education:

TQM is one of the administrative entries that emerged in the twentieth century and met with success in educational institutions with its various educational goals, and this is due to a set of implications:

Comprehensiveness: The process of improvement and development should include all aspects of the educational institution, including objectives, organizational structures, teamwork methods, motivation, systems, procedures and culture of the employees.

- Relying on the cooperative teamwork method, especially since the completion of work depends on the human element and its effective capabilities and skills to complete the tasks.
- Ensuring the continuity of improvement and development in the work of the educational institution.
- Ensuring the calculation of the cost within the educational institution to include all work related to the educational service, such as the costs of missed opportunities, the costs of errors and evaluation processes.

Achieving TQM aims to achieve the satisfaction of the internal beneficiary (the student) and the satisfaction of the external beneficiary (the local community) through the educational institution's commitment to self-evaluation to achieve continuous improvement, the development of information systems, the delegation of powers that embodies the content of cooperative work, and the formation of work teams to perform tasks in the spirit of one team (Atiya, 2015: 113).



2. Justifications for the application of TQM in education

The emergence of quality systems in the industrial field and their success in achieving their goals imposed on educational systems the necessity of adopting and applying them, especially since the educational field is characterized by its wide role in supplying the labor market with human resources with diverse capabilities and skills, hence the need to apply quality in education arose. The justifications are set out below:

- Education has been affected by the changes that have occurred in societies in the economic, social, cultural and political aspects, as well as by the knowledge and technological revolution.
- Increased desire at the global level to access new knowledge and standards in quality and paying attention to them at the theoretical and practical levels, and the high level of aspirations among countries to improve the quality of education by improving their competencies to face global changes, and preparing individuals to deal with them, which requires capacity building and high skills to be reflected in the level of performance, as well as the administrative systems' failure to monitor educational processes, including teachers' performance, students' levels, and the quality of skills they acquire within the educational institutions (دوش وشلابي, 2018: 409).
- Meeting the needs of the labor market in terms of rapidly developing skills and capabilities that are achieved by developing curricula by adopting quality standards.
- Determining the levels of mastery in all cognitive, emotional and skill areas.
- Consolidating the values of teamwork and training its skills.
- Establishing an effective and flexible management pattern that shows quality standards.
- Community participation and active citizenship values.
- Evaluation at all stages of curriculum design and development (Awadh, 2019: 89)



3. The importance of applying total quality in educational institutions

- Total quality represents an integrated standard and evaluation tool in establishing the principle of achieving quality, developing and activating the educational process, and achieving its goals effectively and efficiently.
- The use of quality in educational institutions increases productivity and reduces students' dropout rates.
- Reducing material waste during improvement processes and using resources, taking into account their rationalization, and striving for continuous improvement of processes, activities and all services that are provided with a focus on avoiding mistakes, addressing problems before they occur, and improving the performance level of the educational institution.
- Quality emphasizes strategic planning and the participation of employees in the educational institution with a strong commitment to the importance of the beneficiary and directing him/her towards maintaining the lead in competition, and providing flexibility to face economic, political, technological and social changes.
- Satisfying the needs of learners and increasing the level of satisfaction among all employees in the educational institution.
- Building trust among all employees of the educational institution and strengthening their affiliation with it.
- Achieving learner quality in the cognitive, skill and moral aspects (الزهراني, 2019: 178).

4. Quality requirements in education

The ultimate goal of adopting quality in the educational field lies in achieving qualitative education, preparing the individual and society for the requirements of the era of the technological revolution and the era of rapid change, giving the individual the opportunity to deal with the huge amount of knowledge and information flow, and training him/her to organize it quickly and use it constantly (أبو عبده, 2011: 4).

Hence, the requirements for its application focus on the following:

- The commitment and support of the senior leadership and its conviction of the importance of applying the principles of total



- quality to develop the inputs, processes, outputs, and operations of the educational administration on a continuous and comprehensive basis in line with the developments of the current era and its requirements as well as its political, economic, social and technological challenges.
- Spreading the culture and philosophy of total quality, and preparing all individuals for change and development by organizing conferences, seminars and workshops, issuing pamphlets and holding brainstorming sessions.
 - Preparing and developing specialized training programs for senior management leaders, school principals, and some teachers.
 - Developing intellectual and behavioral skills, and improving the level of performance to apply the principles, techniques and processes of total quality management, by working according to the quality cycle system.
 - Defining clear and specific goals for quality management so that they are measurable and evaluated according to clear criteria for statistical control.
 - Attention and focus on identifying the desires and needs of customers and working to meet them according to their expectations.
 - TQM requires participatory leadership capable of making rational decisions, solving problems using scientific and objective methods, the ability to view the future, formulate policies, employ material and human capabilities and energies, and translate quality into practical performance through continuous development of planning, organization, training and control processes.
 - Providing a comprehensive and integrated system for total quality management, whose responsibilities are to lead change, direct development, and develop the culture of quality with flexibility, ability to change, and openness to the surrounding environment (جغلولي والسعيد, 2019: 346).

5. Obstacles to the application of TQM in education

Despite the success of the TQM approach in the educational sector, the obstacles that hinder its application are represented in the following:

- The inappropriateness of the organizational culture prevailing in the educational institution to the culture of total quality management.



- Inadequate administrative, financial and academic conditions for the application of the TQM approach.
- Centralization in the decision-making process, as total quality needs decentralization to allow creativity and innovation.
- Weak training of human cadres (human resources) in the field of total quality management.
- The poor level of the educational service quality provided to students that is consistent with their desires and expectations (بوزيان, 2012: 31).

The entrance to TQM is characterized by its effective role in the success of educational institutions, as it depends on many requirements that focus on specialization in the preparation and planning processes, setting the intended goals with the participation of all parties benefiting from the educational service, and relying on training for all employees in the educational institution to implement the stages and steps of total quality. All of this is done under the framework of the commitment of leaders at various senior and executive levels to the application of the TQM approach.

The second axis: methods of developing curricula in light of the TQM approach:

The quality management approach in the curriculum development process depends on the curriculum evaluation process, which is based on measuring curriculum standards and indicators and judging their quality through the process of self-evaluation and external evaluation, so this will be addressed as follows:

First: Quality and Curriculum Development:

The implementation of the quality approach in educational institutions to develop curricula means that those curricula will be affected by quality standards and requirements, and the quality of curricula means the availability of certain characteristics in the curricula so that they are reflected on the level of learners, and this indicates the importance of planning and implementing those curricula according to specific standards, which means reaching The concept of learning for empowerment (عوض, 2019: 89), so the following steps should be taken:

- A thorough and comprehensive survey of learners' needs and



tendencies and what they wish to obtain from the educational institution and its curricula, in order to translate those needs and requirements into actionable goals.

- A thorough survey of the society's needs, the requirements of the labor market, and the educational stages for the purpose of converting them into procedural goals.
- The curriculum should be characterized by the selection of high-quality information and activities according to specific criteria.
- The curriculum should focus on qualitative, not quantitative education.
- The curriculum should be flexible and able to keep pace with continuous change and development.
- The curriculum content and activities should be open and competitive.
- That the curriculum be concerned with achieving high-quality outputs that satisfy the beneficiaries and compete with the outputs of others.
- A culture of quality should be enshrined in all participants when implementing the curriculum.
- To transfer the educational process from an interest in quantity to an interest in quality.
- Orienting the educational process towards innovation, creativity and self-learning.
- The curriculum seeks to provide high-quality inputs from teachers and school administration.
- To provide the necessary resources to support effective education.
- Emphasis on developing the creativity of learners, teachers, administrators and all employees who have a role in dealing with the curriculum.
- To be interested in employing modern technology, including computers and the Internet.
- That the curriculum responds to continuous development and improvement of quality and its requirements (عطية, 2015: 329 - 330).

Second: Methods of curricula development in light of the quality management approach:

The TQM approach depends on the standards in the development of



the curricula, and then the two processes of self-evaluation and external evaluation are carried out, so this will be presented as follows:

1. Standards in Education

The standards formed the most important foundations for the implementation of the TQM approach in any institution, whether economic or educational. Therefore, the emergence of standards in education, standards for the quality of curricula in public education, models for quality standards for school curricula for the State of Egypt, and standards for some subjects (science-mathematics- Arabic language) were presented as one of the most important curricula that develop students' life skills and abilities.

a. The emergence of standards in education:

The report "*A Nation in Danger*" published by the United States in 1983 contributed to the rise of the standards movement; It explained the weakness of the educational base in American schools, and indicated that the risks faced by the United States of America contributed to the low level of performance of the educational system, which necessitated the need to work on reviewing and evaluating all components of the educational process, including the curricula. This was mentioned in the report's recommendations as follows:

- Curricula should be more relevant to the requirements of the industrial sector and the labor market.
- Schools should gradually emphasize science and mathematics, and work to abolish supplementary activities that do not contribute to preparing America for global competition.
- Ensure the selection of teachers, improve their training levels, and raise their wages to match their roles in education.
- The foreign language should be taught in primary schools.

Thus, the first stages of reform in American education began in light of standard levels, as those reforms focused on increasing the number of study hours, increasing special requirements for graduating high school students, and improving teaching methods. However, these reforms did not bear fruit (give results), which led to the emergence of the systemic reform movement based on setting standard levels by the National Council of Teachers of Mathematics. With the success of the experiment, it was generalized to all subjects (109 :2008 , العثمانة).



The importance of standards in the educational process is highlighted through their role in reforming the reality of education. It aims to provide a clear vision of the inputs and outputs of the educational process to ensure the achievement of the objectives, as it provides criteria for judging the progress of learners, and it improves performance so that it clearly defines what should be learned, and the type of expected performance, as it specifies what the teacher and school should strive to. It provides the principle of equal opportunities as it sets the principle of “education for all”, that all students receive the same educational opportunities, the same performance expectations, and contribute to the delivery of academic courses by adopting current best practices, and helps to increase the academic achievement of students, and defines knowledge The skills required of learners, thus clarifying the teaching practices of teachers in schools and other roles (عزت, 2018, 80 :38). Thus, many of those interested in education called for the necessity of working on the application of standards in educational institutions that have been affected by globalization, the knowledge society and global awakening, and the need to pay attention to education and its outcomes at the global level. All this led to the distinction of standards in education from other administrative orientations. Perhaps the most prominent characteristics of standards are the following:

- It contributes to setting expectations and aspirations of education, directing educational work in all its fields, and providing objective criteria for measuring educational success.
- Standards and their levels confirm that all students are able to learn at higher levels, and that excellence may include everyone, and therefore the provision of standards is an imperative to provide opportunities and equal them.
- The presence and clarity of standards lead to transparency, justice and accountability, and this raises the level of trust among the beneficiaries.
- Standards and their levels are considered an effective means for developing and improving education. They also give teachers a role in planning, managing, measuring and evaluating teaching. The results of providing standards are also reflected in educational activities in the classroom, allowing space for active learning (الدريج, 2008: 9).



- It is characterized by its applicability because all students will practice it, whether they are applicants or those who are academically late, as it indicates performance expectations and levels.
- Its emphasis on constructivism, meaning that education is constructivist based on understanding, action, and practice together.
- Consensus; so that it is built according to agreement and consensus, taking into account the response to the members' observations.
- They are integrated and interconnected on the horizontal and vertical level; the levels are integrated between the subjects in the same grade, and integrated in the field of one subject during the different grades.
- It is comprehensive, flexible, objective, constantly evolving and measurable, and it is related to the culture of society (114 - 113 :2008 ,العثامنة).

b. Standard levels:

Standard levels are defined as: a description of what students should know and be able to perform in various fields (11 :2008 ,العثامنة). They are "statements that describe behavior and activities that are measurable, achievable and performed, showing the teacher's progress in achieving a standard" (3 :2010 ,هيئة تطوير مهنة التعليم).

Standard levels are expressions of the expected level of requirements and conditions against which the quality that educational institutions must achieve in their programs in order to be able to grant them accreditation (90 :2007 ,البهواشي); Standard levels are a means of educational reform because they are new statements that express what the student should know of knowledge and information and what he should be able to perform in a specific educational period and in certain fields of knowledge. These standard levels have been categorized into the following aspects:

- **Cognitive aspects:** It means the information and knowledge that the student should acquire.
- **Performance aspects:** It means the performance expected from the student as a result of acquiring knowledge, information and concepts so that they indicate performance and the ability to employ the knowledge he has acquired.
- **Contextual aspect:** It means defining the context in which the student will acquire knowledge and perform the performance required to achieve the desired level (105 :2008 ,العثامنة).



c. Foundations of the standard levels:

- The standard levels of the content of academic subjects represent a framework for the curricula on the basis of which they are developed and updated, and various educational materials are prepared, including textbooks, educational guides, learning methods, sources of knowledge, and methods of assessment.
- The standard levels of content are not limited to the knowledge aspect of the material only; rather, it addresses the emotional aspect, and thus includes many processes based on: investigation and research, thinking skills, innovative solutions to problems, creative thinking, values, attitudes, and beliefs.
- The standard levels of content do not include teaching and learning strategies, because they are found within the standard levels of the curriculum.
- Content standards setting is often for several stages (grade group), and can be for specific classes.
- The formulation of the Standards should be broad and flexible to allow teachers to use them in line with their actual requirements.
- The process of building standards levels is not a single process, but rather a dynamic and renewable process.
- Standard levels are part of the educational system; therefore, it should be understood by all teachers and employees of the educational institution.
- The process of building normative levels requires the participation of all specialists and experts, including faculty members in universities, teachers, those interested in education, and representatives from parents' councils, NGOs and community associations.
- Bringing about development and reform in schools to reflect the effectiveness of standard levels.
- Extensive training of teachers and school staff is necessary to advance standards implementation processes.
- Compliance with international and national standards.
- Consolidating the values of teamwork.
- Enhancing the society's ability to develop generations capable of



dealing with technological systems.

- Standards help support educational consistency based on renewal and continuous development.
- Bringing about an educational transformation that improves the society's ability to participate and instill the elements of good citizenship, belonging and democracy (عزت, 2018: 88 - 89).

2. Curriculum Quality Standards

The process of advancing the educational process requires attention to the curricula in terms of content, setting goals and the possibility of achieving them, their reality and meeting the desires of learners, parents and society, and the development of teaching methods and means of assessment; Therefore, I found many standards that were clarified by many studies, and many countries also sought to develop comprehensive national standards. While many bodies and organizations have developed specialized standards for specific practical programs, they have been addressed as follows:

a. General criteria dealt with by studies and research:

The first criterion: Does the curriculum achieve the desired educational outcomes? So that each curriculum draws, in its objectives and contents, a set of skill, cognitive and emotional specifications that must be acquired and achieved in educational outcomes.

The second criterion: Does the curriculum contribute to the learner's success, continuing study at the university level, and engaging in the labor market? The curriculum should be able to form students' personalities in all aspects and provide them with experiences, skills and attitudes that will help them to join university education or the labor market.

The third criterion: Is the curriculum content supported by research and studies, and keeping pace with scientific developments? The contents of the curricula must keep pace with scientific and technological developments, and thus be modern in terms of contents, methods and methods of teaching, and be linked to the results of recent research, and make the learner closely related to those results.



The fourth criterion: Do the curriculum objectives reflect national and national requirements and expectations? So that the curriculum contributes to preparing the individual to be a good citizen and able to face challenges and know global issues, such as issues of peace, human rights, democracy, globalization and the environment, and other issues of concern to individuals in general, and individuals must be linked to those issues to be able to face those challenges well.

The fifth criterion: To what extent do the curricula take into account moral education? The curricula should ensure that students acquire positive personal traits and habits such as cooperation, honesty, and honesty, and that the individual is linked to the values of society, its history and sanctities, such as belonging, sacrifice, appreciation of work and commitment, and that universal values such as respect for human rights, dialogue, tolerance and acceptance of the other opinion are established.

The sixth criterion: To what extent is the curriculum characterized by flexibility and integration? The curricula must be flexible and renewable, allowing the teacher to introduce everything new, follow up on scientific developments and use them from the content, while allowing issues related to the local reality, and giving him/her the opportunity to delay and present topics without prejudice to the logical and psychological arrangement of the content.

The seventh criterion: To what extent is the content of the curriculum free of ambiguity? So that the curriculum must be free from defects, whether in the scientific content or artistic output, and it must be clear in the way it is presented and in the scientific material it includes.

The eighth criterion: To what extent does the curriculum make the teaching-learning process student-centered and sensitive to individual differences? The curriculum must contribute to the involvement of the learner in the learning process greatly, and help him/her to self-learning and self-development of his/her information, taking into account the individual differences between students, especially that the focus of the educational process on students will provide the opportunity to take into account the individual differences among learners, and attention to the quality of teaching methods and directing them towards The objectives of the educational process accurately.



The ninth criterion: To what extent does the curriculum allow the use of modern methods and techniques in teaching? The curriculum should provide opportunities to diversify teaching methods and strategies, employ teaching techniques and learning media (technology), follow a scientific methodology to benefit from modern methods and techniques in applying curricula, and develop teaching and learning strategies that are based on independent thinking, literary criticism skills, problem-solving, research, innovation and skills Higher thinking, while linking what the student learns to his/her reality, which is full of challenges and various issues.

The tenth criterion: To what extent is the curriculum - especially in the first stage of education - characterized by comprehensiveness and integration? The curriculum for the first stages must be comprehensive and integrated, and interconnected paragraphs should be built, provided that coherence and integration are not based on the similarity of topics and contents, but rather based on basic competencies, and extended competencies that form axes for organizing the educational process and presenting it in a manner that serves the process of building an integrated personality for learners; The intended integration here is to deal with the situation as a whole without trying to divide it into specialized areas.

The eleventh criterion: To what extent does the curriculum allow employing appropriate methods and advanced tools in measurement and evaluation? It must provide diverse and advanced evaluation methods and methods capable of covering all aspects of the curriculum, and in line with the curriculum (الدرّيج, 2008: 17 - 22).

b. The experience of Egypt and the quality of the curricula:

The needs of the Egyptian society dictated many movements to reform school education, as it is the basis of development. The National Authority for Quality Assurance and Accreditation of Education was established in 2006, which played many executive roles. These reforms were as follows:

- Guiding and directing educational institutions and helping them to carry out self-evaluation.
- Building national standards for the Egyptian curricula; In order to



determine the level of quality, the curricula include the following areas:

- **The field of curriculum philosophy, and its standards**
 - The link between the philosophy of the curriculum and the philosophy of society.
 - The consistency of the curriculum philosophy with contemporary educational trends.
 - The relationship of the philosophy of the curriculum with the nature and characteristics of the learner.
 - Taking into account the philosophy of the curriculum for the nature of the study subjects.
 - Realism of the philosophy of the curriculum and its outlook for the future.
- **The field of curriculum objectives and standards**
 - The consistency of the curriculum objectives with its philosophy and the nature of society, the age, and the knowledge society.
 - The suitability, balance and integration of the curriculum objectives.
 - The inclusion, breadth and diversity of the curriculum objectives.
 - Realistic and verifiable curriculum objectives.
- **Curriculum content area and standards**
 - Translating the content of the curriculum objectives.
 - The consistency of the content with modern trends in the field of the study, and the balance between its various aspects.
 - Content realization of knowledge unity and integration.
 - Relevancy of the content to the personal and societal aspect of the learner.
- **The field of teaching and learning methods, and its standards**
 - The contribution of teaching and learning methods to achieving the objectives of the curriculum.
 - Providing methods of teaching and learning in an environment conducive to achieving effective learning.
 - Diversity of teaching and learning methods, and their relevance to the curriculum objectives.
 - Employing teaching and learning methods for advanced technology.
 - Adaptation of teaching and learning methods to the comprehensive evaluation of the curriculum.
 - Developing teaching methods and learning different thinking skills.



- **The field of educational and learning activities, and its standards**
 - The consistency of the activities with the objectives and content of the curriculum.
 - Diversity and integration of activities.
 - The activities provide a conducive learning environment for active learning.
 - The contribution of activities to the comprehensive assessment application for the learner.
- **The field of knowledge and technology sources, and its criteria**
 - Diversity of knowledge and technology sources, and their integration with the curriculum system.
 - Provides sources of knowledge to manage a rich and stimulating learning environment for the development of thinking processes and skills.
 - The contribution of knowledge and technology sources to achieving quality education and dealing with different life situations.
 - Taking into account the sources of knowledge and technology for societal values, morals, and legal aspects.
- **The scope of the evaluation process, and its criteria**
 - The honesty and objectivity of expressing the learner's authentic (realistic) performance.
 - Continuity of assessment to guide the learning process.
 - Comprehensive assessment of all aspects of learning, and the diversity of its methods and tools.
 - Providing facilitating mechanisms for evaluation processes that are transparent, clear and open.
 - Multiple calendar bodies and levels.
 - Investing in the assessment for the development of the learner.
- **The scope of learning outcomes assessment, and its standards**
 - Empowering the learner with the basic cognitive structure.
 - Empowering the learner with the skill and practical aspects.
 - The growth of the personal and social aspects of the learner.
- **The field of evaluating the implementation of the curriculum, and its standards**
 - Availability of curriculum system standards and integration of its elements.
 - Keeping abreast of the curriculum elements with contemporary educational issues and trends.



- The feasibility of the curriculum in the educational institution (the National Authority for Quality Assurance and Accreditation of Education, 2009: 13-32).

c. International standards for Science-Mathematics-Arabic subjects

There are many international organizations and bodies that have been interested in building specialized standards for science, mathematics, and the Arabic language, as follows:

1. Science subject standards

The National Standards for Scientific Education (NSES) movement is the most prominent and oldest American project in building educational standards at the global level. It provides a clear and future vision for the scientific culture of everyone, and shows what the student should understand and what he/she can do as a result of his/her accumulated educational experiences to be scientifically educated in the different classrooms. It also provides a basis for provisions relating to programs, education, discipline, assessment, and teaching methods. The areas of the National Standards for Scientific Education (NSES) are defined as follows:

The first domain: Standards for Teaching Science

These standards focus on what the science teacher must know and do during his/her science teaching in order to better achieve the objectives of the curriculum, use planning for teaching programs based on scientific inquiry, direct the student to research and thinking processes, be able to assess the classroom, and develop environments that help Learner to discover and develop science programs.

The second domain: Standards for Professional Development for Science Teachers

Criteria are provided to judge the quality and quality of professional development opportunities that the teacher needs to implement the standards of scientific education, so that they are concerned with how the teacher updates his/her scientific information, develop his/her professional and technical abilities and skills in teaching science, integrate scientific, educational and life knowledge, develop the ability



for lifelong learning, and collect and integration of professional growth programs for science teachers.

The third domain: Evaluation Criteria

Assessment standards are defined for the purpose of measuring and analyzing students' achievement, and providing them with the opportunity to learn science, to include the bases that are used to judge the quality of assessment practices in science teaching and to clarify the criteria for formative and summative assessment and assessment criteria that take place inside and outside the classroom.

The fourth domain: Program Standards

It focuses on the quality of science programs in schools, how to provide an opportunity for all learners to understand, and teachers of the teaching process, the consistency of science programs with classroom standards, and ensuring coordination between science and mathematics programs.

The fifth domain: System Standards

These standards focus on educating learners scientifically, as they provide bases for judging the performance of the components of the science education system, whether for individuals as educators, or for bodies that support schools in terms of policy affecting science education, coordination between these policies within educational bodies, providing support, and achieving balance and consistency between science learning policies.

The sixth domain: Content Standards

It includes the standards of knowledge and understanding that the student should learn from the early stages of study (kindergarten) to the secondary stage (32 - 31 :2011 :بن سعيد).

2. Mathematics Standards

The National Council of Teachers of Mathematics (NCTM) is one of the councils that was established in 1920 in the United States of America and has many member countries. The Council supports teachers to ensure integrity and fairness in teaching mathematics of the highest quality to all students; Therefore, a committee of leaders of the National Council of Teachers of Mathematics (NCTM) in 1986 formed a working group to prepare comprehensive standards for mathematics



education, and after several studies, the team reached in 1989 what is called the school mathematics curriculum and assessment standards document. The document contained 12-14 standards containing the skills that students should acquire from pre-kindergarten to 12th grade. Those criteria are represented in the following:

Content Standards: They describe what students should learn, and include number standards and operations, geometry, measurement, algebra, probability and analysis.

Operational Standards: They describe the ways of acquiring and using knowledge, and include standards for problem solving, logical reasoning, demonstrating, communicating, linking and representing (السيد والبرعمي, 2019: 272).

These criteria can be dealt with in detail as follows:

a. Content Standards:

- **Standards of Numbers and Operations:** This standard provides a description of a deep understanding of numbers, the ability to deal with numbers, operations and performing calculations, in addition to an understanding of number systems and their structures. Among its sub-criteria:
 - Understanding numbers, ways of representing them, relationships between them, and numerical systems.
 - Understanding the meaning of operations and how they relate to each other.
 - Performing calculations easily and fluently and making reasonable estimates.
- **Algebra criterion:** It shows the relationships between quantities, including functions, methods of representing the mathematical relationship and analysis of change. Among its sub-criteria:
 - Understanding patterns, relationships, and associations.
 - Representation and analysis of situations using algebraic symbols.
 - Using mathematical models to represent and understand quantitative relationships.
 - Analysis of change in different contexts.
- **Engineering Standard:** The standard represents the main topic in mathematics in order to describe and understand the environment and develop skills of logical thinking, justification, proofs, mathematical



- modeling and problem solving. Among its sub-criteria:
- Analyzing the properties and attributes of geometric shapes (two and three-dimensional) and developing mathematical arguments for the geometric relationship.
 - Determining locations and describing spatial relationships using coordinate geometry and other representation systems.
 - Apply transformations and use statues to analyze mathematical situations.
 - Using visualization, spatial thinking, and modeling to solve problems.
 - **Standard of measurement:** it is the assignment of a numerical value to a characteristic of a solid or shape. Among its sub-criteria:
 - Understanding the measurable properties of objects, units of measurement and their systems.
 - Use of methods, tools and laws to determine measurements.
 - **Standard Data and Probability Analysis:** Students need to know about data analysis and probability in order to think statistically. Among its sub-criteria: 14
 - Formulating questions that can be dealt with data, collecting, organizing and presenting them to answer these questions.
 - Choosing the appropriate statistical methods for data analysis and use.
 - Developing and evaluating conclusions and predictions based on data.
 - Knowing, understanding and using basic probability concepts.
- b. Operational Standards:** It includes the following:
- **Problem solving:** is one of the methods for teaching mathematics; the problem-solving criterion states that all students must build new mathematical knowledge through problem solving.
 - **Inference and Proof:** Mathematical reasoning, thinking skills and higher skills are introduced to be skills in problem-solving activities. An emphasis on inference is at the heart of the shift from memorization to working mathematics; without reasoning, mathematics becomes fuzzy and useless, so students must develop the skills of making assumptions, and making arguments on a logical basis as an integral part of every answer.
 - **Communication:** Communication plays an important role in the



process of learning mathematics; Children need to integrate and interpret their ideas and provide written and oral solutions, and this communication prompts students to think about concepts and processes that result in a clearer and deeper understanding.

- **Correlations:** This criterion represents a paradigm shift for mathematics; It transfers it from scattered and isolated pieces of knowledge to coherent and tightly coordinated knowledge, and links it closely with other topics.
- **Representation:** One of the aspects of mathematics is the multiplicity of representations of mathematical concepts and operations, including symbols, data, diagrams, numbers and tables, and then students can understand these representations as ways of expressing mathematical ideas and communicating them to others (الراجح والغامدي, 2014: 50 - 53).

3. Standards for Arabic language

The study by (كيتا واسماعيل, 2017) showed that one of the most important criteria for the quality of the Arabic language is that it contains the following specifications:

A. Standard specifications in the field of objectives

- That the goals must be consistent with the values and traditions of the society, and its nature, support national values, enhance the student's sense of himself and his/her individuality, and preserve his/her integrity.
- To encourage the student to learn for life, and to use the various sources of technological knowledge.
- To meet the actual needs and interests of students, and take into account their levels of development, individual differences, and the balance between cognitive, skill, and emotional fields.
- To match their future linguistic preparation.
- To achieve integration between linguistic subjects and to take into account the basic concepts of the Arabic language, with a focus on the actual performance of students.
- They should strengthen and develop comprehensive concepts of Arabic grammar, and to develop their experiences and cognitive abilities by addressing realistic linguistic problems, and taking into



account individual differences among students.

B. Standard specifications in the field of content

- The content should be consistent with the cognitive, skill, and emotional objectives, so that it helps students to acquire basic concepts in the Arabic language.
- It should be related to the students' interests and needs.
- Its topics must be characterized by modernity, reflect the nature of understanding the rules of the Arabic language, consolidate their linguistic rules, focus on the unity and integration of linguistic knowledge, and follow up on topics related to language and life skills.
- It must consolidate the aesthetic meaning of the Arabic language, the positive habits of using it for them, and supporting their sense of the importance of learning Arabic grammar.
- Its scientific material should be sound in its reality, formulation and treatment of language problems faced by students.
- The presentation of the material should be taken into account with the instructions for the educational activities and aids, taking into account the individual differences between the students.
- The content must achieve a kind of gradation in the presentation of Arabic grammar from least to most difficult.

C. Standard specifications in the field of teaching methods and strategies

- The teaching methods and strategies have to be consistent with the objectives of the content.
- They must motivate students in order to provide them with educational experiences, scientific, critical and creative thinking skills, and problem-solving skills.
- They have to contribute to the comprehensive linguistic development of students' personality and develop their skills in dealing with problems of Arabic grammar and working to solve them, and helping them to apply the learned rules for life.
- They should encourage them to assume responsibility and self-reliance, contribute to the development of their skills in self-assessment, and motivate them to integrate into the teaching and learning process.
- They should enhance and develop comprehensive concepts of Arabic



grammar, and develop their experiences and cognitive abilities by addressing realistic linguistic problems, taking into account individual differences among students.

D. Standard Specifications in Teaching Aids and Techniques

- The educational aids must be appropriate to the nature of the Arabic language curriculum, and be closely related to the content, performance and specific function.
- They should be commensurate with the number of students in the classroom, contribute to the quality management of educational situations, develop cooperative learning skills, and respect the culture of society.
 - Their information should be valid and truthful, taking into account the recent developments in the field of educational means and technologies.

E. Standard specifications in the field of educational activities: -

- The activities should take into account the objectives of the curriculum, and contribute to their achievement.
- They should be related to the content of Arabic grammar, contributes to achieving the target students' experiences, reinforces and develops the concepts of basic grammar, makes them an essential focus of the educational process, develops multiple intelligence, and contributes to discovering their talents.
- The activities should be integrative to contribute to the overall growth of students, and use active learning strategies.
- They should contribute to the correctness of the students' expression and emptiness of linguistic errors.

F. Standard specifications in the field of evaluation strategies:

- The evaluation strategies should be linked to the curriculum objectives and content.
 - They should focus on the actual performance of the students, and the sincerity of their responses, and the adoption of the curriculum on clear indicators of their performance, and its association with the teaching and learning process from beginning to end.
 - The curriculum should be characterized by continuity and diversity. It must be concerned with providing feedback and other standard specifications (118 - 113 :2017, إسماعيل).

From the above discussion, it can be concluded that the curriculum



is the basic part of the educational process, and the achievement of its objectives depends on its components, which are considered a coherent series starting from the objectives, content, activities and teaching methods and ending with the evaluation. All of these components seek to achieve goals derived from the philosophy and culture of the society. The success of keeping pace with the aspirations of the current era means focusing on the specialized skills of each program, so that the quality of its outputs is linked to the quality of skills that learners need outside school and help them continue to enroll in any educational institution, or resort to the labor market.

3- Methods of applying standards for the quality of curricula:

The quality of education, including curricula, is determined through the application of standards in addition to a number of internal and external control methods. The most important of which are the following:

A. Self-evaluation Process:

Evaluation is a key step for quality assurance, and a basis for rational decision-making and future planning. The strengths and weaknesses of all elements of the educational process are identified, and appropriate solutions are worked out. It is based on several assumptions as follows:

- Self-evaluation in educational institutions is carried out in different ways, and led by multiple individuals.
- Academic efficiency and quality are concepts that can be measured and identified.
- The efficiency of the educational institution consists of a group of interconnected elements.
- The process aims to develop and improve the academic curricula (8 امين, 2011). The process of self-evaluation is based on several steps, namely:
- The educational institution forms a special evaluation committee consisting of (5-8) members representing all components of the educational process, including teachers and students, and an administrative body of members of the educational institution.



- The committee learns about its duties, role, evaluation criteria and guidelines for writing it through the manual approved by the Ministry of Education.
- The committee makes all the statements through its members, and it involves sub-committees as it sees fit.
- The concerned committee discusses self-evaluation on the widest scale, including faculty and administrative staff, and students.
- The committee prepares a final self-report, and it is sent with all the application papers to the accreditation body in the ministry.
- It is not possible to add, modify or delete any part of the report after it has been submitted to the accreditation body in the ministry (مجيد والزيات, 2008: 174).

B. External evaluation

This process is based on the self-evaluation report, and aims to verify the points contained therein that reveal any additional strengths and weaknesses. This process includes a full study of the self-assessment, and field visits to the facilities of the study program, such as laboratories, libraries, classrooms and other components of the infrastructure necessary for the success of the study programs. Many methods and tools are used, such as questionnaires, interviews, etc.; to verify the data contained in the self-evaluation report.

The process is based on several assumptions, namely:

- Responsibility for preparing for the external evaluation rests with the accreditation body of the Ministry of Education.
- The self-evaluation of the study program is the main entry point to the external evaluation process.
- The cooperation of the educational institution with the external evaluation committee is an essential element for the completion and success of the comprehensive evaluation process for the educational institution (مجيد والزيات, 2008: 175).

The external evaluation process is based on several practical steps, which are as follows:

- The educational institution is notified of the time frame for the external evaluation to be carried out.
- The Accreditation and Quality Authority forms a team of specialists to conduct the external evaluation.



- The external evaluation team reviews the report of the self-evaluation committee, so that meetings and visits to the educational institution for classrooms, laboratories, and libraries are held, and members of the self-evaluation committee are interviewed, and what has been done in the self-evaluation report.
- The external evaluation team prepares a detailed report on the academic program and includes general recommendations and suggestions for curriculum development.
- The report is submitted to the Accreditation and Quality Authority of the Ministry of Education within a maximum period of two months from the date of the start of the external evaluation team. If the team needs an additional period, it is given additional time to complete the assessment.
- It is not possible to make any addition, modification or deletion in the report after it has been submitted to the Accreditation and Quality Authority in the Ministry of Education.

The two operations focus on collecting and analyzing data about the study program, and identifying the strengths, weaknesses, and difficulties facing the success of these programs; To identify appropriate strategies for consolidating strengths and addressing weaknesses (176 - 175 :2008, مجيد والزيات).

Self-evaluation and external evaluation are an important method that aims to ascertain the degree and levels of standards application in educational institutions, and to identify strengths and weaknesses facing the process of implementing the curricula. This entails many requirements that rely on the human element that needs training to implement and apply the TQM approach.



Chapter Five

Previous Studies

This chapter deals with many previous studies that focused on studying public education curricula in Yemen, as well as studies that showed the importance of developing educational curricula in many Arab countries. It also deals with the studies that focused on developing curricula in light of comprehensive quality standards. This was presented on two axes:

First Axis: Yemeni and Arabic Studies:

First: Yemeni Studies:

The studies that focused on the Yemeni curricula and some of the studies that aimed to develop them were addressed, namely:

- 1. The study of (2021، الحاوري):** It aimed to build a proposed vision for the development of curricula for pre-university education stages in the Republic of Yemen in light of the requirements of the knowledge society and the era of globalization. This is can be done by identifying the reality of pre-university curriculum development, and the requirements of the modern society and the globalization era that must be included in the curricula. The research yielded several results, the most important of which are:
 - The current curricula suffer from deficiencies in including many needs and rights of learners related to developing their abilities and skills in some aspects including, emotional, developing of critical thinking and creativity, issues of science and technology, in addition to technology and the requirements of the knowledge era.
 - Building a model for the development of curricula for pre-university education stages in Yemen in accordance with the requirements of the modern society and the globalization era.
- 2. The study of (2020، الجاجي):** The goal of the study was to determine the reality of scientific education and learning in Yemen, as well as the most relevant international experiences in science curricula and how to profit from them in order to improve science education and learning in Yemen. The following are the results of the research:
 - There are deficiencies in the preparation, implementation and evaluation of teaching and learning science curricula in the schools of the Republic of Yemen.



- The curricula do not keep up with scientific progress in the field of educational sciences, as there were deficiencies in including many goals in light of recent trends, and in including dimensions of scientific enlightenment, and the investigation is available at its lowest levels (observation and description).
 - The standards of science preparation are low, and the content of the curricula lacks the development of students' abilities for the skills of the twenty-first century, as it focuses on the cognitive domain.
- 3. The study of (2019، الحسني):** It aimed to identify how to evaluate reading curricula for the secondary stage in the Republic of Yemen, by identifying:
- The criterion by which reading curricula can be evaluated in terms of the objectives and content domains.
 - The availability of the foundations of the standards in secondary school reading curriculum in terms of objectives and content areas, as well as the availability of those foundations from the perspective of secondary school instructors.
- The study reached several results, the most important of which are:**
- The general and specific objectives of the secondary school reading curricula do not develop students' abilities and skills that help them adapt to the needs of society and the requirements of the current era.
 - There is a poor compatibility of the content of those curricula with the needs of the learner and society, especially since they do not develop many skills in the linguistic and performance aspects that support their role in society. It also does not support students' abilities in terms of critical thinking, analysis, and higher-order reading skills.
 - The research sample confirmed that the current curriculum for reading does not suit the needs of students, and it is characterized by weak coherence as well as a weakness in the horizontal and vertical integration. Furthermore, it does not develop their abilities related to the curriculum of reading, criticism and analysis. It also does not contribute to building their personalities in an integrated manner.
- 4. The study of (2015، أدھم):** It aimed to evaluate the content of the secondary school curriculum of physics in the Republic of Yemen by identifying the physical concepts that should be included in the curricula, as well as the extent to which the content of the physics



curricula incorporates contemporary concepts and trends. The study's findings were as follows:

- There is a decreased inclusion of physical concepts in secondary school curricula compared to what is included in physics curricula in international projects and contemporary trends.
 - The content of physics for the secondary stage does not keep up with contemporary trends, in addition to its deficiency in scientific and cognitive modernity, with the weakness of the integrative interrelationship between the secondary school curricula.
- 5. The study of (2011، بديّة):** It aimed to identify and develop school curricula in the Republic of Yemen, by identifying the concept of the curriculum and its foundations, the sources of its evaluation, and the stages of its construction. The study concluded that the current curricula have been subjected to many criticisms, the most important of which are:
- The development of educational curricula is a bureaucratic process that is carried out by experts, and it is not applied practically.
 - The absence of a clear educational policy for the educational system in Yemen.
 - The lack of belief among educational leaders about the need of evaluating and creating curricula, which results in the issuance of decisions that undermine the process of developing school curricula.
- 6. The study of (2007، عقيل):** It aimed to develop public education curricula in the Republic of Yemen, by identifying the stages of curriculum development during the period 1990-2006, in addition to identifying the most prominent programs and activities related to curriculum development after 1990, and identifying the most important strengths and weaknesses of those curricula. The study concluded by anticipating a future vision for the development of educational curricula in public education schools in Yemen.

Second: Arabic Studies:

- 1. The study of (2021، الجابري):** It aimed to build a proposed vision for developing or updating the curricula for a sustainable system in light of the strategic dimensions of Oman's 2040 vision. This is by identifying the most important features of modernizing



and developing curricula in accordance with the requirements of sustainable development in light of the Oman 2040 vision from the perspective of senior leaders in the Ministry of Education in the Sultanate of Oman. The study's findings were as follows:

- Building a proposed vision for the development and modernization of curricula for a sustainable system in light of the strategic dimensions of Oman 2040 vision.
 - Determining the most important challenges of developing curricula in light of the requirements of sustainable development from the senior leaders' point of view that can be measured in light of education standards and indicators.
2. **The study of (2020، علي):** The study aimed to identify the mechanisms of building curricula according to quality control strategies, and to identify practical applications to verify the quality of the textbook as well as the impact of this on the final evaluation of the educational product. Thus, several countries presented their experiences in controlling the quality of curricula. The study concluded that the most important mechanisms for building curricula in accordance with quality control strategies are, to clarify the general framework of the national curriculum, and to develop a national standards document for curricula. Another important mechanism is to start developing curricula and evaluation based on the standards document, due to the fact that evaluation plays an important role in developing curricula through its results.
 3. **The study of (2020، الطنطاوي):** The study aimed to build a proposed conception for the development of science curricula at the basic education stage in Egypt, in light of the requirements for studying International Trends in Mathematics and Science (E-TIMSS). The study resulted in building a proposed conception of mathematics and science in the light of international trends (E-TIMSS); the concept included the philosophy of science and mathematics curricula and the foundations of its construction, general objectives, and classroom practices according to its requirements, approaches to teaching methods strategies, as well as teaching and learning techniques.



4. **The study of (2019، هاني):** The study aimed to build a proposed conception of the science curriculum at the primary stage, in light of the curricula based on excellence and its effectiveness in developing twenty-first century skills by identifying:
 - The content of the science curriculum for the primary stage in Egypt.
 - The content of the proposed conception of science curriculum in light of the curriculum based on excellence and its effectiveness in developing the twenty-first century skills that can be developed for second-grade students in terms of science curriculum.
 - The proposed perception of the content of science units for the second grade of primary school in the light of the excellence curricula.
 - Knowing the extent to which the proposed concept for teaching science units can affect the second semester of the primary school second grade in light of the curricula of excellence and in terms of achievement development.
 - The effectiveness of the proposed conception of teaching science units for the second semester of the second grade of primary school in light of curricula of excellence in developing twenty-first century skills. The proposed scenario was built in light of the results of the field study.
5. **The study of (2020، جودة):** In light of the Common Core American Standards for Mathematics (CCSSM) and the Integrative Approach (STEM), the study aimed to prepare a proposed scenario for developing mathematics curricula for the elementary stage in the Arab Republic of Egypt. This can be done through preparing a list of standards that should be taken into account in mathematics books for the elementary stage, in light of these standards as well as the analysis of the content of mathematics books for the first and second secondary grades. Based on the results of the field study, the proposed scenario was built for the development of mathematics curricula.
6. **The study of (2019، فرحات):** It aimed to identify the standards of total quality in education by identifying the concept of quality, total quality, and quality in education, as well as the standards, indicators



and standard levels that it includes. The study concluded that educational quality standards can be divided into two categories: administrative and educational. The quality of the support programs is related to the standards of educational outcomes, study programs, plans, courses, educational objectives, teaching and learning methods, learning resources, financial resources, and methods of continuous improvement to ensure quality.

7. **The study of (2019، لمطوش و نصري):** It aimed to identify how to achieve quality in Algerian education, by identifying the concept of quality in education, and learning about the Korean experience in developing educational curricula and benefiting from it. Among the most important findings of the study are the following:
 - It is important to develop positive behavior based on noble values such as honesty, cooperation and other values that contribute to a peaceful and healthy life.
 - Paying attention to educational curricula, including science, mathematics, Arabic and English.
 - Emphasizing the importance of instilling the values of belonging to the homeland and being proud of it.
8. **The study of (2018، بومعروف و مساعد):** It aimed to identify the concept of curricula, its characteristics, and the foundations for its development. It came to several results, the most important of which are:
 - The process of developing educational curricula requires a scientific strategic plan in planning, implementation and evaluation.
 - Work should be done to develop educational curricula in accordance with the requirements and needs of society.
 - Implementation of training courses for those in charge of the educational process, including teachers, school leaders and mentors, on a regular basis, to be informed of all that is new in the educational field.
9. **The study of (2018، دوش & شلابي):** It aimed to identify educational quality standards, the most important quality standards, indicators in education and their obstacles. The study resulted in many findings the most important of which is that quality in education is distributed in the following areas: Teachers' standards, student



- performance evaluation, financial capabilities, standards for evaluating performance quality, and curriculum standards consisting of: indicators related to learning outcomes, novelty of course content, horizontal and vertical integration of knowledge.
10. **The study of (2017، حمدان):** It aimed to identify how to develop the basic elements of the educational curricula by knowing the standards of quality control for the basic elements in the curricula. It also aimed to identify the challenges facing the application of quality in education, and identifying the proposed strategies for educational development of the Ministry of Education and the National Curriculum Center in Sudan. The study concluded that standards have become an entry point for developing educational systems and achieving total quality.
 11. **The study of (2017، كيتا و إسماعيل):** It aimed to identify the standard specifications that should be included in the Arabic language curriculum, by knowing the concept of standard specifications and their importance for developing Arabic language curricula in light of quality standards in education. The research reached many results related to determining the standard specifications of the Arabic language curriculum in the field of objectives, content, activities, teaching aids, teaching strategies and assessment.
 12. **The study of (2017، محيي و جبر):** It aimed to evaluating the curricula in secondary schools in Basra Governorate from the teachers' point of view, relying on identifying the intellectual framework of the concept of curricula, its foundations, methods of development and its importance. Therefore, a questionnaire was built and applied to a sample of teachers. 78% of those teachers confirmed that they need to work on developing the current curricula in line with the needs of global developments that affected the political, economic and social conditions of all countries of the world. Accordingly, students can fortify themselves with modern information to face these changes, improve their personalities, and develop their intellectual and creative aspects.



Second Axis: Foreign Studies:

- 1. (Ali, et al, 2021):** The study aimed at evaluating the secondary school curricula in light of the requirements to improve the student's quality of life by evaluating the dimensions of the quality components of life that is included in the educational curricula in the mental (knowledge and emotion), physical, digital domains, social, and environmental health. The study concluded that the secondary school curricula are insufficient in enhancing the quality of life standards that are supposed to be included in those curricula. The results of the study confirmed that they suffer from a lack of objectives in the curriculum and content to directly integrate these series, standards and indicators. Teaching curricula still rely on traditional strategies that do not meet the needs of high school students in the twenty-first century, and teachers' teaching practices still focus on cognitive rather than skill aspects. It also ignores teaching methods and activities of studying aimed at developing students' life skills.
- 2. (MANDUKWINI, 2016):** The study aimed to identify the challenges facing the implementation of curricula in secondary schools in the eastern region of Mount Fletcher Cape in South Africa. The study found that the most important challenges facing the implementation of the curricula including, the weakness of the administrative leaders in schools, the weak development of teachers' abilities to achieve the objectives of the curricula, the increase of teaching burdens on them, and the low material capabilities. The study recommended that work should be done to involve teachers in the curricular planning process, while developing their professional abilities and skills to cover curricula requirements, and to carry out continuous guidance and supervision by school administrations.

The Third Axis: Commenting on Previous Studies:

- The current study agreed with a number of previous studies in emphasizing the importance of using a quality approach to develop the educational process, particularly the curriculum. Among those studies are (فرحات، 2019)، (لمطوش & نصري، 2019)، (دوش & شلابي، 2017)، (حمدان، 2018)، (Ali, et al, 2021)، and (MANDUKWINI, 2016).
- The current research also agreed in its results with some Yemeni



studies that showed the weakness of the public education curricula in Yemen to keep pace with modern administrative trends that are far from the technological aspect, and their weak ability to develop the skill side of students. Among those studies are (الحواري، 2021)، (الحاجي، 2020)، (الحسني، 2019)، (أدهم، 2015) (بديّة، 2011) and (عقيل، 2007). Several evaluation studies of public education curricula have confirmed that the weakness appears in scientific subjects and the Arabic language. Among those studies are (الحسني، 2019)، (الحاجي، 2020)، (أدهم، 2015)، and (الأشوال، 2006).

- The current research also agrees with some studies, including (الحاجي، 2018)، (علي، 2020)، and (2020)، (يومعرف؛ ومساعد، 2018)، (دوش؛ وشلابي، 2018) on the importance of standards and evaluation in the process of developing academic programs.
- The current study differs from past research in that its primary purpose is to design public education curricula in the Republic of Yemen, using a TQM approach. The majority of prior studies, such as Tantawi (2020) and (Hani, 2019), were for the establishment of scientific and mathematics curricula for the Arab Republic of Egypt.



Chapter Six

The suggested Model

This chapter deals with three main axes, which are the research methodology, results, and the suggested vision as follows:

First: Research Methodology:

The current research relied on the descriptive survey method, which is a type of research by which the studied phenomenon is described in terms of its nature and degree of existence, without going beyond studying the relationship or deducing the causes (المحمودي، 2019: 52). The researcher surveyed researches and local and international indicators for public learning educational curricula in the Republic of Yemen for identifying their status and weaknesses. The researcher also reviewed Arabic and international studies and researches on curriculum development. Accordingly, a research paradigm was built for the development of public education curricula in the Republic of Yemen according to the TQM approach.

Second: Research Findings:

- Educational curricula are the first source for students in the process of building knowledge, forming attitudes, and developing skills and abilities among the people of societies. Therefore, society's philosophy, goals and aspirations sought to be achieved must be reflected in its people. The content also should include all what satisfies their needs and develops their abilities and skills at all levels of study to help them reach a stable and secure life in the future.

- Public education curricula in Yemen suffers from the absence of strategic orientations. There are no clear visions and specific goals for the quality of the educational output. The existing development processes do not meet the needs of students or society. Yemen's public education curriculum is characterized by its focus on the theoretical rather than the practical aspects of knowledge, and its outdated content does not keep pace with scientific, cognitive, and technological changes, so it has led to poor educational outcomes with poor capabilities and skills in the technical and technological



fields and social communication. Its outdated content does not contain enough new knowledge and skills that keep pace with global developments. The status of developing the supporting elements in implementing the current curricula is characterized by the lack of information on the levels of educational attainment of students or the extent to which they possess different skills and abilities, the poor performance level of teachers and their few numbers, the scarcity of financial resources, the absence of assessment of the curricula due to the absence of a national authority for accreditation and quality assurance of education, and the absence of national standards for all Yemeni curricula. These results are consistent with other studies, including (أدهم، 2015), (الحسني، 2019), (الحاجي، 2020), (الهاوري، 2021), and (بديّة، 2011).

- One of the most important methods of TQM in developing educational curricula is to build standards having many levels which consider all components of the curricula. These standards must be measurable, carry out the processes of self-evaluation and external evaluation of the curricula on an ongoing basis, taking advantage of their findings to develop and improve the quality of educational outcomes. This result is consistent with the studies of (حمدان، 2017)، (فرحات، 2019)، and (الحاجي، 2020)، which showed the importance of setting standards in developing curricula. It is consistent also with the study of (علي، 2020)، which emphasized the importance of carrying out the evaluation process and making sure to build the curricula according to specific standards, so that their contents reflect the quality of the final outputs and their possession of various skills, and the importance of paying attention to the teacher and his/her professional growth to improve the quality of the curricula. The study (بومعروف؛ وساعد، 2018) emphasized the importance of carrying out the evaluation process to identify the needs of developing curricula through the formation of a national council for education to determine the educational goals, identify the needs for improvement and development, and carry out the evaluation process for all aspects of the educational process to develop curricula and plans according to the results.



Third: The Suggested Model:

A model was built for the development of public education curricula in the Republic of Yemen according to the TQM approach. It provides justifications for developing such model, and demonstrates the model's objectives, components, and requirements, as follows:

1. Justifications for the Suggested Model:

- Results of previous studies showed the weakness of Yemen's public education curricula.
- The results of the current research confirmed that the Yemeni curricula suffers from many weaknesses that limit its ability to develop students' skills and abilities at various academic levels.
- The Yemeni curricula need to keep pace with everything new in the educational process to be reflected in the educational outcomes.
- Yemen needs construction, and this requires preparing generations capable of keeping pace with modern orientations and their requirements in the labor market by possessing various skills.

2. Objectives of the Suggested Model:

- Developing curricula for public education in the Republic of Yemen according to the TQM approach.
- Raising the level of quality of public education outcomes, and developing students' life skills to help them practice their practical lives in a better way.
- Improving the quality of public education to keep pace with all that is new in the scientific curricula, which represents the first building block of the various skills that public education students should possess at all educational levels.
- Keeping abreast of modern administrative methods in developing the educational process.

3. Components of the Suggested Model:

The suggested vision consists of two main components, the basics of the proposed standards for the model, and the processes of internal and external evaluation. They are addressed as follows:



The first component: The foundations of the proposed criteria for the suggested model:

- 1. General standards of educational curricula:** The standards in the following fields should be based on:
 - a. Objectives:** They should be derived from the philosophy of society and its goals, to fulfil students' desire and society needs. They have to be flexible to allow the modifications and improvements in the educational syllabus if need be. They have to include all the personal attitudes of students. Those goals have to be interrelated to each other.
 - b. Content:** It has to contribute to the achievement of the curriculum objectives and to include various experiences and skills (technological and social media skills ...) that develop creative thinking skills, critical thinking, negotiation, decision-making among students and other skills that are in conformity with the requirements of the current era. The content should be linked to the surrounding environment, society and technology. The educational units and lessons must be designed according to the aims of students learning. The content of the curriculum must be characterized by logical sequence, integration and progression for information and knowledge. It also has to take into account the individual differences among students, and represent the daily and social life of the learner. Technical issues in the production of school books must also be taken into account in terms of the quality of the papers used in printing and colours, the appropriate visual images for the content, so that to be attractive at all levels of study.
 - c. Teaching methods:** It is of high importance to provide trained teacher who are able to choose the teaching methods that are consistent with the objectives of the curriculum, contribute to evoke the motivation of students and their interaction in the scientific subject, and are fit with the scientific levels of students. The teaching methods should be integrated with modern technologies to save effort and time.
 - d. Activities:** The curriculum has to include educational activities that are appropriate to objectives and content. They have to be varied, and allow the use of modern educational strategies.



- e. **Teaching and learning sources:** The necessary facilities must be provided (laboratories, libraries ...etc) and prepared with the necessary equipment for the applied aspect according to the study plans of audio and visual materials to support the learning and education side in achieving goals.
 - f. **Evaluation:** It should identify the level of achieving the goals of the curriculum by determining them, and relying on tools that are characterized by honesty, stability and objectivity, and its methods should be varied between being objective, practical, oral and editorial. Evaluation's results should continuously be utilised in the development processes.
- 2. Specialized standards for Arabic language - science- mathematics**
- It is necessary to work on building standards that include many of the skills required to be provided with public education outcomes (basic and secondary), and those skills centres on the following:
- a. **Basic skills:** The content of the curricula must include a basic and appropriate knowledge structure of information and facts in various fields, so that students are given many skills to read and write in a sound and correct manner. They also acquire the ability to solve mathematical problems, deal with geometric shapes easily, work on developing the practical side in the applied aspects of practical courses.
 - b. **Life skills:** The content of the curriculum should contribute to the development of the life skills to help students to use the modern tools and devices needed in their practical life, deal with advanced technology with high skill, and enhance their abilities in expressing their ideas and personalities. They also show them how to deal with others, accept different opinions, encourage them to practice their creative hobbies, and to solve problems in creative ways that enhance their skills to use super skills in thinking in various academic and life situations. So that educational situations are linked to life situations outside the school, while developing and maintaining their abilities to deal effectively with the environment around them.



The second component: Evaluation

The development processes do not take place without self-evaluation within the school and external evaluation carried out by an external body that may be governmental or non-governmental. In the Republic of Yemen, education is still under the umbrella of the Ministry of Education; Therefore, the following should be done:

- a. **Self-evaluation:** It is carried out by a team that is formed in schools. This team aims to ensure the implementation of procedures for achieving the objectives of the curricula. In addition, such evaluation is carried out according to the evaluation form prepared by the school accreditation body, and then prepare a report on that. After that, the team is trained on the quality steps to reach the final image of the report.
- b. **External evaluation:** This process depends on self-evaluation report, so that the accreditation body of the Ministry of Education forms an external team to validate the points mentioned in the self-evaluation report regarding the strengths and weaknesses in the curriculum and its supporting elements (school administration, teachers, learning resources). It also works to give the school an educational status by judging the quality of curriculum standards, and helping schools to build development plans to improve the quality.

4. Curriculum development requirements according to the TQM approach:

- a. Central planning is carried out by the Prime Ministry and the Ministry of Education to develop school curricula and link them to the development needs that Yemen needs.
- b. The Ministry of Education plans to improve the Yemeni curricula through:
 - Spreading the culture of total quality among all school staff, parents, and students.
 - Conducting continuous training for teachers on planning, evaluation, use of active teaching methods, and activating technology in various study situations.
 - Encouraging the local community, parents, and teachers to participate in



*Developing Yemen's Public
Education Curricula in Light of
TQM Approach*

- the development and improvement processes of the educational process.
- Completion of the infrastructure of laboratories and their equipment to support the achievement of curriculum objectives.
 - c. Establishing a school quality and accreditation body to do the following:
 - Forming a Yemeni educational team from different Yemeni governorates for all curricula to improve them by building unified Yemeni standards for quality.
 - Spreading the culture of total quality in all public education schools all over Yemeni governorates.
 - Assisting schools in forming quality units within schools to play their role in TQM and continuously monitoring the level of application of curriculum quality standards.
 - Building training programs for schools and assisting them in self-evaluation, so that they include all components of the curriculum, and the elements that support its success, such as: the students and teachers, the administrative body and the local community.
 - The accreditation body plays its role in the implementation of the external evaluation process for the curricula in public education schools.
 - Assisting schools in building and submitting curriculum development plans to support improvement processes.
 - Adopting transparency in providing evaluation results to all employees of the educational institution and to its beneficiaries.
 - d. Adopting a budget provided by the Ministry of Finance to provide appropriate funding for the implementation of the self-evaluation process in the schools of the Republic of Yemen.



Conclusion:

The current research attempts to be the beginning of the development of public education curricula in Yemen according to TQM approach, as far as the researcher know. The local studies that evaluated Yemeni curricula have proven that they suffer from many weaknesses that affected the quality of educational outputs. These results were confirmed by the researcher's interview with many experts and educators specialized in preparing educational curricula for public education. The experts explained that our current curricula need renewal and modernization to keep pace with the aspirations of the current era and for its outputs to be able to participate in various fields of development. They also focused largely on scientific curricula (Mathematics - Physics - Chemistry - Arabic) in all stages of public education; These curricula control the abilities and life skills that learners must possess to help them in the field of their lives that are related to the requirements and needs of the labour market at the local or regional level.

Our current curricula need development according to modern administrative trends, the most important of which is the entrance to total quality management. As what the Yemeni curricula need is a comprehensive and integrated development process for all its elements and components that have not been compatible with the quality of the outputs that we need in Yemen, the researcher benefited from these results in the research. One of the requirements of total quality to present a paradigm to develop the Yemeni curricula in the light of the quality management entrance. The paradigm was built according to the necessary requirements and methods in the development processes that include building standards, carrying out self-evaluation operations, and external evaluation. These steps constitute a strong basis in developing the Yemeni curricula by which we seek to build generations capable of facing challenges and difficulties around them. We hope That this paradigm possesses the attention of those in charge of public education in Yemen for the interest of education and future generations.



Recommendations:

The study recommends the necessity of the following:

- Working on the Yemenization of quality standards for public education for all curricula.
- Benefiting from the experiences of regional and Arab countries in the process of developing curricula.
- Continuous training for teachers in various fields in support of the educational process.

References:

1. Arabic References:

- الهمداني، فتحية محمد (2022): مناهج التعليم العام في اليمن، ورقة علمية غير منشورة، مركز اليمن أنفورميشن سنتر، اليمن.
- الجابري، وليد بن محمد بن حمد (2021): تطوير المناهج التعليمية والتنمية المستدامة في ظل رؤية عمان 2040، مجلة التنمية البشرية والتعليم للأبحاث التخصصية، المجلد 7، العدد 1، ص 80 - 100.
- بربري، محمد أمين؛ وبكحيل، عبد القادر (2021): أسس تطبيق نظام إدارة الجودة الشاملة في المؤسسات التربوية التعليمية، ورقة بحثية مقدمة لفعاليات الملتقى الدولي الخامس حول: «رأس المال الفكري في منظمات الأعمال العربية في ظل الاقتصاديات الحديثة»، ص 1 - 22.
- الحاوري، عبد الغني (2021): تطوير المناهج الدراسية لمراحل ما قبل الجامعي بالجمهورية اليمنية في ضوء متطلبات مجتمع المعرفة وعصر العولمة، المجلة الدولية لدراسات التربية والنفسية، العدد 21، المركز الديمقراطي العربي، ألمانيا.
- علي، أحمد صلاح (2020): ضبط جودة المناهج التربوية ودوره في تقويم المخرج التربوي، المجلة التربوية الإلكترونية السورية، العدد 1، ص 150 - 163.
- الطنطاوي، رمضان عبد الحميد؛ وآخرون، (2020): تطوير مناهج العلوم بمرحلة التعليم الأساسي بمصر في ضوء متطلبات دراسة التوجهات الدولية للرياضيات والعلوم (E-TIMSS)، مجلة كلية التربية، جامعة دمياط، العدد 76، ص 198 - 255.
- جودة، سامية حسين (2020): تصور مقترح لتطوير مناهج الرياضيات للمرحلة الإعدادية بجمهورية مصر العربية في ضوء المعايير الأمريكية الأساسية المشتركة للرياضيات CCSSM ومدخل STEM التكاملي، مجلة كلية التربية بنها، العدد 122، ص 25 - 88.
- السيد، عبد القادر؛ والبرعمي، يوسف (2019): دراسة تحليلية لكتب الرياضيات في مرحلة التعليم الأساسي بسلطنة عمان NCTM، مجلة البحوث التربوية والنفسية، العدد 67، المجلد 17، ص 268 - 293.
- جفلولي، يوسف؛ والسعيد، بن يمنية (2019): متطلبات تطبيق إدارة الجودة الشاملة في



- المؤسسات التعليمية، مجلة دفاتر المخبر، المجلد 4، ص 328 - 348.
- الحسني، نصرة عبد الله (2019): تقويم مناهج القراءة للمرحلة الثانوية في الجمهورية اليمنية، المجلة العلمية لكلية التربية، أسيوط، المجلد 35، العدد 5، ص 482 - 522.
- دوش، أمينة؛ وشلابي، زهير (2019): معايير الجودة التربوية بين حتمية التبنّي ومعوقات التطبيق في المدرسة الجزائرية، مجلة آفاق علمية، المجلد 11، العدد 1، ص 405-426.
- الزهراني، علي بن خميس (2019): درجة توافر متطلبات إدارة الجودة الشاملة وعلاقتها بالتميز الإداري لدى قادة مدارس منطقة الباحة من وجهة نظر المعلمين، مجلد 35، العدد 8، مجلة كلية التربية، جامعة أسيوط، ص 170 - 197.
- عوض، ريان طلعت (2019): مدى فاعلية استخدام معايير الجودة الشاملة في المناهج ومخرجاتها، رسالة دكتوراه منشورة، جامعة شندي، السودان.
- المحمودي، محمد سرحان (2019): مناهج البحث العلمي، الطبعة 3، دار الكتب، صنعاء.
- عزت، أحمد طاهر (2018): تقويم مدى تمكن تلاميذ الصفوف الثلاثة الأولى، مجلة دراسات في التعليم الجامعي، العدد 38، ص 69 - 200.
- لمطوش، لطيفة؛ ونصري، عبد العزيز (2018): تطوير المناهج الدراسية وأهميته في جودة التعليم، مجلة آفاق علمية، مجلد 10، العدد 3، ص 352 - 363.
- بومعراف، نسيم؛ ومساعد، شفيق (2018): تطوير المناهج التربوية، مجلة دفاتر المخبر، المجلد 11، العدد 2 جامعة خضيرة بسكرة، الجزائر، 25-46.
- محيي، مائدة؛ وجبر، ندى (2017): تطوير المناهج الدراسية من وجهة نظر المدرسين في مدارس التعليم الثانوي في محافظة البصرة، مجلة أبحاث البصرة للعلوم الإنسانية، المجلد 42، العدد 5، ص 1 - 20.
- كيتا، جاكاريجا؛ وإسماعيل، محمد (2017): المواصفات المعيارية مدخل لتطوير منهج اللغة العربية في ضوء معايير الجودة، مجلة جيل العلوم الإنسانية والاجتماعية، العدد 35، ص 103 - 122.
- حمدان، أبو عنجة (2017): تطبيق الجودة من خلال العناصر التعليمية: المنهج أنموذجاً، مجلة دراسات تربوية، السودان، ص 90 - 131.
- الربيعي، محمود داود (2016): المناهج التربوية المعاصرة، الطبعة الأولى، دار صفاء للنشر والتوزيع، عمان: الأردن.
- عادل، ظلال محمد (2016): وجهة نظر معلمي المرحلة الابتدائية بمدينه الرياض في معايير الجودة الشاملة، مجلة دراسات في التعليم الجامعي، العدد 32، ص 233 - 292.
- قرني، زبيدة محمد (2015): تخطيط المناهج الدراسية وتطويرها، المكتبة العصرية، مصر.
- عطية، محسن علي (2015): الجودة الشاملة والمنهج، دار المناهج للنشر والتوزيع، الأردن.
- منظمة الأمم المتحدة (2015): ملخص التقرير القطري حول الأطفال خارج المدارس.
- الراجح، نوال؛ والغامدي، منى (2014): فاعلية دروس علاجية مقترحة لبعض الموضوعات المرتبطة بمعايير NCTM في تنمية التحصيل في الرياضيات المدرسية والاتجاه نحوها لدى معلمات الصفوف الأولية قبل الخدمة، مجلة العلوم التربوية، العدد 3، الجزء الثاني، ص 39 - 71.
- بوزيان، راضية (2012): متطلبات تطبيق إدارة الجودة الشاملة في مؤسسات التعليم العالي ومعوقاتها، مقاربة سيبرولوجية، مجلة التواصل في العلوم الإنسانية والاجتماعية، العدد 32، ص 24 - 35.



Developing Yemen's Public Education Curricula in Light of TQM Approach

- بن سعيد، تهاني أحمد عودة (2011): تقويم محتوى منهج العلوم الفلسطينية للمرحلة الأساسية العليا في ضوء المعايير العالمية، رسالة ماجستير منشورة، قسم المناهج وطرق التدريس، كلية التربية، جامعة الأزهر: مصر.
- بديه، أحمد عبد الله (2011): تقويم المناهج المدرسية في الجمهورية اليمنية وتطويرها، وزارة التربية، مركز البحوث والتطوير التربوي، عدن، الجمهورية اليمنية.
- أبو عبده، فاطمة (2011): درجة تطبيق معايير إدارة الجودة الشاملة في مدارس محافظة نابلس من وجهة نظر المديرين فيها، رسالة ماجستير منشورة، جامعة النجاح الوطنية، فلسطين.
- برو، محمد؛ ورحموني، دليلة (2010): المناهج التعليمية بين التطورات وتحديات المستقبل، مجلة الممارسات اللغوية، المجلد 6، العدد 10، ص 151-186.
- مقبل، سعيد عبده (2010): مشكلات التعليم العام في الوطن العربي « اليمن أنموذجاً»، الطبعة 1، مركز عبادي للنشر والطباعة، اليمن، صنعاء.
- الجمهورية اليمنية؛ والبنك الدولي (2010): تقرير حول وضع التعليم في اليمن (التحديات والفرص).
- الغول، صابرين أديب (2010): مستوى جودة كتاب التاريخ المقرر على الصف التاسع الأساسي من وجهة نظر مشرفي ومعلمي التاريخ في محافظة غزة، رسالة ماجستير منشورة، كلية التربية، جامعة غزة، فلسطين.
- آل عطية، عبد الله بن أحمد (2010): تطوير المناهج الدراسية في ضوء متطلبات مجتمع المعرفة، الجمعية السعودية للعلوم التربوية والنفسية (جستن)، كلية التربية، جامعة الملك سعود، المملكة العربية السعودية، ص 733 - 743.
- هيئة تطوير مهنة التعليم (2010): وزارة التربية والتعليم العالي، فلسطين.
- محمود، شوقي حساني (2009): تطوير المناهج، الطبعة الأولى، المجموعة العربية للتدريب والنشر، القاهرة: مصر.
- الهيئة القومية لضمان جودة التعليم والاعتماد (2009): المستويات المعيارية للمنهج، مصر.
- المذحجي، أحمد علوان (2008): المناهج أسسها وتخطيطها وتطويرها،
- الدريج، محمد (2008): مدخل المعايير في التعليم» من مستجدات تطوير المناهج وتجويد التعليم» مجلة علوم التربية، العدد 36، ص 7 - 25.
- العثامنة، سفيان محمد (2008): بناء وتطبيق قائمة مستويات معيارية لتقويم تعلم التلاميذ في مبحث اللغة العربية في الصفوف الثلاثة الأولى من المرحلة الأساسية، رسالة ماجستير، قسم المناهج وطرق التدريس، كلية التربية، جامعة الأزهر، غزة.
- مجيد، سوسن؛ والزيادات، محمد (2008) الجودة والاعتماد الأكاديمي، الطبعة 1، دار صفاء للنشر والتوزيع، عمان.
- البهواشي، السيد عبد العزيز (2007): معجم مصطلحات الاعتماد وضمان الجودة في التعليم العالي، عالم الكتب، القاهرة.
- عقيل، عبد الباسط عبد الرقيب (2007): تطور مناهج التعليم العام في الجمهورية اليمنية بعد الوحدة اليمنية، مجلة البحوث والدراسات التربوية، العدد 22، السنة 13، ص 11 - 36.
- وزارة التربية والتعليم (2006): الاستراتيجية الوطنية للتعليم الثانوي العام 2006-2015، صنعاء: اليمن.
- ابن منظور، محمد (2003): لسان العرب، ج 2، التحدي للطباعة والنشر والتوزيع، مصر.



- وزارة التربية والتعليم (2003): الاستراتيجية الوطنية لتطوير التعليم الأساسي -2003، صنعاء: اليمن.
- وزارة التربية والتعليم (2002): المنطلقات العامة لمناهج التعليم العام، اليمن.

2. Foreign References:

- Ali ,Alghtani , et al(2021): Assessing secondary school curricula in the light of developing quality of life standards of high school students ,International Journal of Research and Reviews in Education, 46- 54.
- Mandukwini, Nompumelelo (2016): CHALLENGES TOWARDS CURRICULUM IMPLEMENTATION IN HIGH SCHOOLS IN MOUNT FLETCHER DISTRICT, EASTERN CAPE, Master of Education, University of South Africa.

3. Websites:

- المعجم الوسيط، (2022): متاح على الموقع: (https://www.almaany.com/ar/dict/ar).





The Role of Women in Promoting Peace

Developmental Report

Prepared by: Dr. Mohammed Hadi Al-Akhrash

2022



Table of Contents

Topics	Page
Abstract	226
Introduction	227
Report Problem	228
Report Importance	229
Report Objectives	229
Report Methodology	229
Report Population	229
The First Topic: The Concept of Peace and its Dimensions	230
The Second Topic: Women Empowerment and its Fields	233
The Third Topic: Realistic Experiences on Women's Support for Peace	238
Women in Peace Negotiations	240
The Fourth Topic: Yemeni Women and Peace Building	247
The Values of Peace among Yemeni Women	253
Report Summary and Results	255



Table of Figures

Figure	Page
Figure (1): The concept of peace and its multiple dimensions	231
Figure (2): The quality of peace based on awareness	232
Figure (3): The types of empowerment required for women	234
Figure (4): The role of education in empowering women	235
Figure (5): The importance of women in jobs and businesses	236
Figure (6): The fields of jobs that support women's empowerment	236
Figure (7): The stages taken by women in Africa to prevent conflict	239
Figure (8): Women's Motivations for Supporting Peace Operations	242
Figure (9): The best countries in caring for women	244
Figure (10): The progress of countries according to their support for the role of women	245
Figure (11): Ranking Arab countries according to their interest in women	246
Figure (12): Violations that women can be subjected to	248
Figure (13): Percentage of violation types against Yemeni women due to the conflict and war	249
Figure (14): Important elements of positive support for women (supporting peace issues)	251
Figure (15): Factors leading to strengthening the role of women towards peace	252
Figure (16): Classification of peace values and their relationship to each other	253
Figure (17): The importance of peace values and their status for women	254
Figure (18): Suggestion for the steps necessary to prepare women to represent a positive personality to support peace	256



Abstract:

Women's participation at the economic and political levels faces many obstacles. These obstacles vary in terms of cultural formation and social development in different societies. Currently, great hopes have been placed on the role of women in promoting and consolidating peace. The current report focused on several essential points, including: the concept of peace and its dimensions, women's empowerment and its fields, real experiences of women's support for peace, women and their participation in peace negotiations, Yemeni women and peace building, in addition to the peace values of Yemeni women. The report concluded that it is necessary to pay attention to important matters such as: defining what is required of women in particular, the role that women are intended to play in this issue of peace, paying attention to solutions to the challenges and obstacles that limit the active role of women in general and focusing on community awareness campaigns on the importance of the role of women.

Keywords: Peace, Women empowerment.



Introduction:

Peace was and still a dream of humankind, and millions of people aspire to achieve it regardless of their races and groups. Many peoples of the world have suffered because of wars, conflicts, and violence to the point that peace has become nearly unachievable, especially in the current conditions witnessed by peoples. Furthermore, there is an obvious increase in the rates of conflict and violence in all of its forms, despite the growing awareness of the unity of human destiny and the importance of living in peace, considering that as an important condition of development and prosperity (التركي، 2010).

It is important to observe women's roles in the field of peace, in order to identify their position in this field of people's lives. The reports and studies indicated that enhancing the women's active participation in the efforts to bring about peace, and preventing the outbreak of conflicts is among the main priorities of the United Nations Department of Political Affairs and Peace Building. This issue emerged first on the Security Council's agenda in 2000, with the Security Council's adoption of the Resolution 1325 that is related to women, peace and security. However, despite commitments and initiatives at the regional and global levels, the number of women participating in official peacemaking remains low. Moreover, many peace agreements lack provisions related to gender considerations, as they do not adequately meet the needs of women in the areas of security and peace building (الأمم المتحدة، 2011).

In 2016, the Department of Political and Peace building Affairs established a stand-alone gender, peace and security unit that oversees the department's implementation of the women's peace and security action plan. The relevant unit develops policies and builds the capacity of staff in the Department of Political and Peace Building Affairs. In addition, it supports its staff at missions and headquarters to implement Security Council resolutions related to women, peace, security and conflict-related sexual violence.

In 2000, the Security Council adopted the 1325 Resolution on Women and Peace, which was presented to the Security Council by a diverse and geographically representative coalition of the Member States such



as Bangladesh, Nigeria, Namibia, Canada and Jamaica, as well as an important base of women's civil society organizations worldwide. This is considered as the first resolution of the Security Council that links women to peace and security plan, in addition to dealing with the impacts of war on women and their contribution to conflict resolution as well as achieving sustainable peace (2011، الأمم المتحدة).

Hence, women possess unique abilities that enable them to join efforts that promote peace. Besides, women have their moral privacy, they are the main victims of war, and they are responsible for preserving life during wartime. Since they are the most affected and the weakest party in the society's power relations, they have a real interest in achieving peace and stability in their life. The resolution 1325 comes to direct its provisions to all women in the international body's member states, which gives them doubled strength. Therefore, if it used properly and the women's wills are united, whether they live in countries and regions of armed conflict, or in countries that enjoy freedom and peace.

The decision also opens the way for joint work between women from various countries in accordance with the common concerns and sufferings among women, allowing and enabling women as individuals or institutions to establish women's organizations for joint work, and in a way that contributes to raising a unified women's voice around the world to achieve a just peace.

▪ **Report Problem:**

Women have a special status and importance in the society's life, due to the vital role they play at the level of the family and society, as a mother, wife, housewife and worker. However, they face many challenges and sufferings in order to obtain their rights, especially those who participate with men on the economic and political levels.

The question that arises in our minds is what role can women in general play in promoting peace in societies? Are they up to the task, given the complexity and sensitivity of the conflicts and its issues?

▪ **Report Importance:**

The importance of the study stems from the great importance of women in general, and in the locality of peace in particular, and as they are the main pillars of society who may contribute to peace and build the social



fabric through their developmental role and social peace promotion.

▪ **Report Objectives:**

The study's major objective is to determine the extent to which women contribute to the social peace process.

This will be accomplished through defining women's roles and contributions to the peace process, as well as studying the reality that women face in the field of peace on all economic, social, educational, cultural, and political levels.

▪ **Report Methodology:**

The descriptive approach used in this study is based on an objective description of the phenomena being examined, with the goal of obtaining the necessary facts and information about women and their required role in supporting and building peace areas.

▪ **Report Population and Sample:**

The report population is represented in women in general, and its sample has been identified in Yemeni women in particular, given the special and exceptional circumstances that they are going through in the current conditions, in addition to the special consequences and conditions that Yemeni women suffer because of conflict and war.



The First Topic: The Concept of Peace and its Dimensions

- **The concept of peace and its dimensions:**

The concept of peace not merely limited on war, rather it encompasses several dimensions related to many issues, values, and concepts including, justice, respect for human rights, security, environmental protection, non-violence, freedom of opinion and expression, tolerance, solidarity, acceptance of the other, political participation, equality and non-discrimination. Furthermore, they are no longer restricted to the political meaning only, as they have now social, cultural, economic, security and environmental significance. On the other hand, there is a problem related to the relationship between three dimensions regarding the concept of peace including, the concept of peace itself, its definition, and working to achieve it.

If peace is defined as the avoidance of war, then all efforts will be focused on war, how do we prevent it, how do we control its course, how to stop it, and so on. These are strategies that are related to our definition of peace based on the absence of war, in case that we could prevent or stop war.



Figure (1): The concept of peace and its multiple dimensions
Source: the researcher according to the theoretical framework

▪ **Types of Peace:**

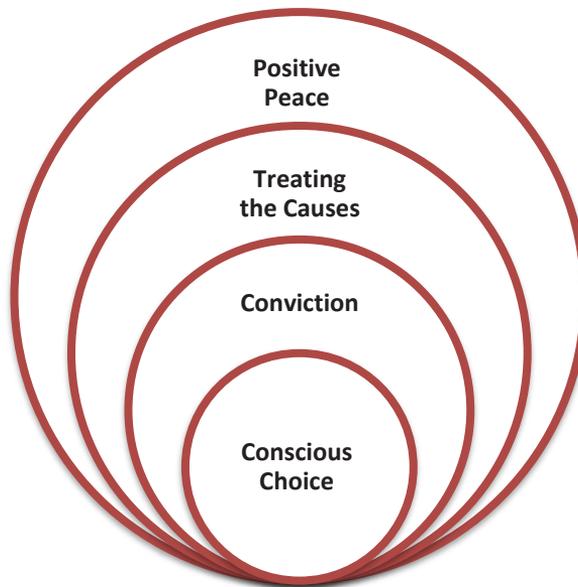
Many researchers argue that peace in general has types, depending on its nature and style. For example, there are regional peace, local peace, and international peace, according to the geographical scope in which it is centered. While it is divided into negative and positive peace.

Negative peace: is the absence of violence in major human groupings as nations, states and between ethnic as well as racial groupings.

Positive peace, on the other hand, refers to a model of collaboration and integration amongst major human gatherings in the absence of violence, which creates a suitable reality for eliminating conflict causes, resolving disagreements, comprehending and accordingly developing the required peace. This means that negative peace is a prelude to positive peace and a condition for its achievement. Furthermore, positive peace is a result of the conscious choice based on the conviction of peace and a principled commitment to enabling and sustaining it. Negative peace,



on the other hand, is based on compulsion caused by an inability or the lack of strong balance and fear of missing an interest. Therefore, positive peace is broader and more comprehensive in its meaning than just the absence of armed violence, as it is based on determination in addressing the causes of violence, and the desire to resolve conflicts by peaceful means (التركي: 2010).



*Figure (2): The quality of peace based on awareness and conviction
Source: the researcher according to the theoretical framework*



The Second Topic

Women Empowerment and its Fields

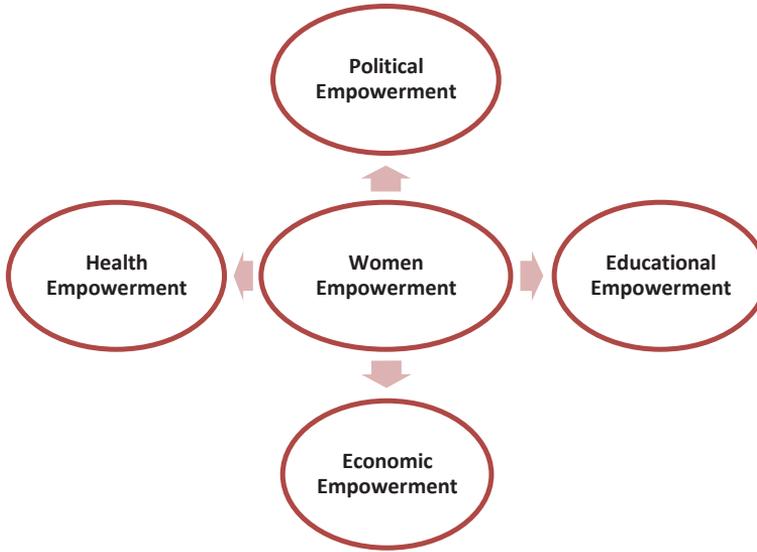
▪ **Women Empowerment:**

The process of empowering women means granting women their full rights to participate in the social, political and economic fields in any country, in order to promote their effective and required role in achieving sustainable development (2019، إسماعيل، شمالوي). Therefore, women's empowerment in general focuses on three main areas as follows:

1. Political field.
2. Economic field.
3. Societal field.

The need to empower women lies on the importance of integrating them into the development path, in addition to achieving women's strategic needs such as, the right to vote, candidacy, political participation, work, and education. Furthermore, there are studies that indicated the factors of Yemeni women's empowerment as follows:

- Education Empowerment.
- Economic Empowerment.
- Political Empowerment.
- Health Empowerment.



*Figure (3): The types of empowerments required for Arab and Yemeni women in particular
Source: the researcher according to the theoretical framework*

Education is one of the most fundamental pillars of empowering women in life, and empowerment involves having power, susceptibility to influence, and having a sense of self. As a result, inequality in this area represents an obstacle to both economic and social development.

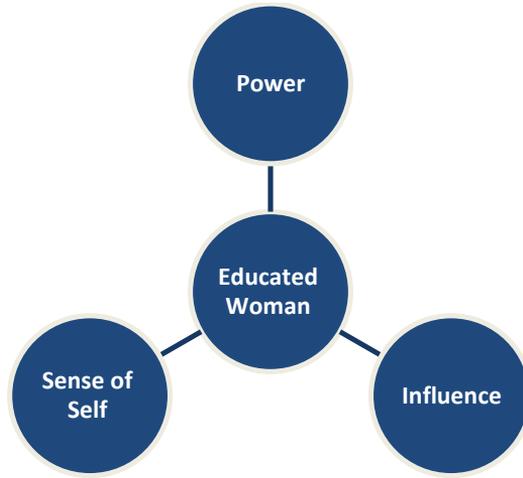
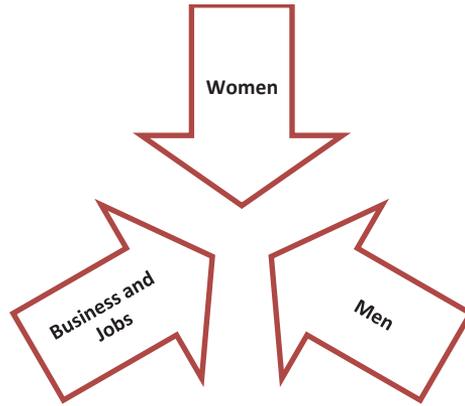


Figure (4): The role of education in empowering women within society
Source: the researcher according to the theoretical framework

Women empowerment is difficult in the fields of life, especially if they suffers from disease, physical weakness or fatigue, because their ability of productivity and tender are weak. Therefore, we should take care of their health, to ensure their important role in life.

Economic empowerment of women is also an important pillar in achieving Yemeni women's empowerment, and without it, the desired comprehensive development in the reality of society will not be achieved, and according to many social researchers, this means equal proportional distribution between men and women in administrative, organizational, professional, and wage positions (الأمم المتحدة، 2011). The following figure illustrate the balanced relationship between men and women in jobs and business:



*Figure (5): The importance of women in jobs and businesses
Source: the researcher according to the theoretical framework*

The preceding graphic shows the importance of women and their position in the workplace, as well as the various tasks that they perform in real life. Besides, it indicates that women are like men in terms of performance, giving and production, and without them it is difficult to find the required balance between them in this aspect.

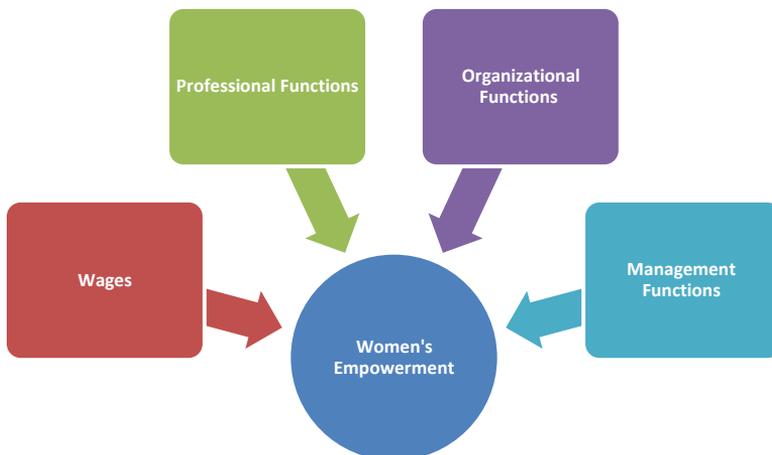


Figure (6): The fields of jobs that support women's empowerment



Source: the researcher according to the theoretical framework

The previous figure also indicates the important functional areas in which women must be empowered, so that they can play the positive role entrusted to them in real life, and any deficiencies in these areas will be reflected in the empowerment demanded of them within the community.





The Third Topic: Realistic Experiences of Women's Support for Peace

- **Realistic experiences on empowering women to support peace:**
Justina Mike Ngobia, an employee at the Center for Global Dialogue in Nigeria, responded to the United Nations call, which aims to work on building the capacities of women leadership to prevent conflict, and to ensure their full and effective participation in peace processes. Ngobia believes that empowering women contributes widely to achieving global prosperity and putting an end to violent conflict. “Women constitute nearly half of the world’s population, and any society that ignores this great potential of human resources cannot achieve real development,” she said.
Conflict and instability have already affected women and girls disproportionately, even before the COVID-19 pandemic that hits the world. They also threatening to undermine security structures, escalating violence and human rights abuses. In light of this, the United Nations called on its member states to take special measures to protect women and girls from armed conflict, especially against gender-based violence, rape and all other forms of sexual abuses. In light of these facts, Ngobia points out that conflict has different impacts on women than it does on men, as women in almost all parts of the world face threats to their lives and security due to their overwork, and their lack of power or influence. On the other hand, she believes that excluding women from peace processes will result in further inequality and conflict escalation. Therefore, the United Nations Security Council Resolution 1325 is a key policy document that recognized the importance of women’s involvement and participation in peace and security.
On September 7, 2007, the violence broke out between Christian and Muslim communities in Ngobia’s homeland of Jos city, which lasted about two weeks and resulting in the deaths of over a thousand people. Ngobia was working with the Nigerian Christian Council at that time to improve Christian-Islamic relations. She realized how



crucial women's roles are in preventing violence. Consequently, Ngobia continued her work over a decade to move women from the role of passive bystanders to the role of active and positive actors. She joined a group of brave women committed to healing the rifts of Nigeria's divided Christian and Muslim communities. To achieve this, Ngobia collaborated with her female Muslim colleague, and they launched a program aimed at training Christian and Muslim women of how to prevent, monitor, analyze and mediate between conflicting parties. The multi-stage program contributed to training more than 300 women in Adwama, Kaduna, Plateau and Taraba states over five days.

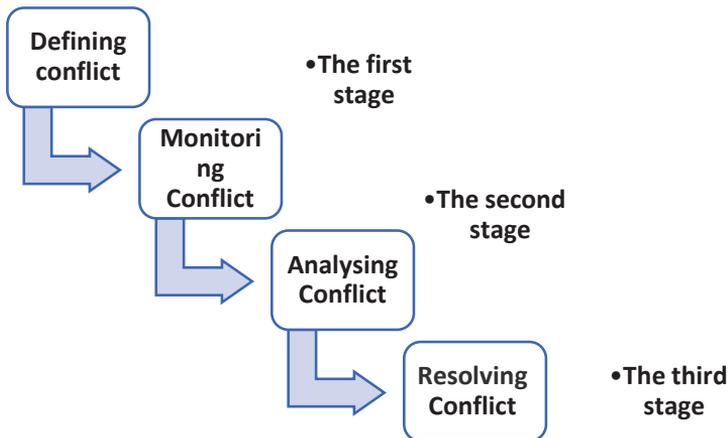


Figure (7): The stages taken by women in Africa to prevent conflict
Source: the researcher according to the theoretical framework

It is clear from the previous figure that women were able to participate in ending and preventing the conflict through several stages. The first stage focused on identifying and controlling the conflict between the parties. The second stage included the analysis and interpretation of the conflict process to reach logical solutions and treatments for it. The last stage, represented in resolving the conflict through mediation between the parties, and taking the possible measures to stop the conflict.



▪ **Women in Peace Negotiations:**

This was the main focus of the round table meeting that was held in Geneva, Switzerland, on April 26, 2012, in which experts in mediation and peace operations participated, in addition to the participation of civil society activists with experience in the field of peacemaking.

Therese Arnving, field coordinator of the Kvinna Tel Kvinna Foundation, and the organizer of the round table meeting, explained that the outcomes of the discussions will be shared with international bodies, donors and civil society as part of their efforts to bring about positive change. Among the experts participating in the meeting, Monica McWilliams, a professor at the University of Ulster in Northern Ireland, and one of the signatories to Belfast Agreement. Another expert is Paul Bremer, the former US presidential envoy to Iraq, and the responsible for coalition efforts to begin rebuilding shattered political and economic structures, in addition to Joyce Noy, the leader of the United Nations Reserve Mediation Expert Team. While ten women activists represent Civil society from Bosnia and Herzegovina, the Democratic Republic of the Congo, Iraq, Liberia and the South Caucasus. The meeting was held according to Chatham House rules, which means that information can be used freely and without disclosing the identity of the speaker.

“We followed this method because we wanted the dialogue to be as open as possible. When the participants know that their words will not be transmitted, they can then speak more freely,” Therese added.

According to Annie Matondo Mbambi, one of the civil society participants and President of the Women’s International League for Peace and Freedom in the Democratic Republic of the Congo, “I was delighted with this meeting, and I learned a lot about mediation, how to promote women’s participation, and how to apply a gender perspective in negotiations. She noted, “This information will certainly motivate us to have confidence in our capabilities, and to start negotiating for more seats for women during the peace



process.”

- **Results of the round table meeting:**

The negotiating parties play an important role in deciding whether or not to engage women in negotiations. However, since these parties will likely implement the peace agreement, it is important not to force women to be involved. Rather, it is preferable that they volunteer at their own free will; otherwise, it will be difficult to implement the decisions reached.

According to the summary of the round table meeting’s report, four key stimulants encourage women to participate in peace negotiations as follows:

- **Self-interest:**

It is by attempting to persuade the negotiating parties about forming a gender-balanced negotiating team that is fundamentally in their best interests. One of the arguments that can be used is that when democratic elections follow the peace agreement, women will make up about 50% of the electorate, implying that supporting women is a strategic move to ensure power.

Research findings show that more sustainable results can be achieved when civil society is involved in negotiations and applying gender perspective in agreements.

- **Financial Incentives:**

Funding can be used as an incentive for the negotiating parties to engage women and exert their efforts in the areas of peace. Thus, the gender strategy will be applied to the negotiating table

- **Public opinion:**

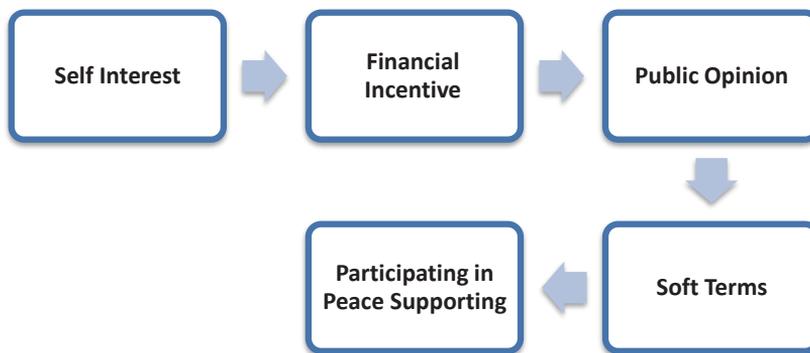
Public opinion is used as a means of putting pressure on the negotiating parties by raising public awareness about the issue, and through various media. However, it is important to note that the media can often be part of the problem, as it helps to reinforce stereotypes, and spread rumors about reputation and morals of activists in the political field.

- **Use of soft (non- aggressive) language:**

It is possible to address the issues of involving women and applying gender in words that indicate a less aggressive way such as, gender



or women's rights, where it can be a way to avoid resistance. For example, by shifting the discussion from addressing women's rights to economic development, constitutional reform and social justice. Other ways including, training all mediators and negotiating teams on gender equality issues.



*Figure (8): Women's Motivations for supporting peace operations
Source: the researcher according to the theoretical framework*

▪ **The Philippines experience in involving women at the peace table:**

In terms of peacekeeping, there are gender advisers who can perform such contacts at the UN level, based on the relationship with civil society and women's organizations as well as associations that are formed from outside the country, although it may be difficult to communicate with mass movements.

One of the successful examples of this path is the Peace Project in Mindanao, Philippines, where Miriam Coronel Ferrer negotiated a peace agreement with the MILF rebels in 2014. Local women's organizations participated in these negotiations, and are still exercising their tasks in implementing the peace agreement that was achieved.

The continuity of performance is very important. Therefore, the international community must provide a long-term financing, and consolidate gender justice systematically in all areas of reconstruction. However, unfortunately, reality may appear to be



quite different.

▪ **Norway's experience in peace talks:**

According to the statement, men occupied all the seats except one seat occupied by the female representative of the official talks in Cuba when the peace talks began in Norway. Each side was allowed to send a fixed number of up to ten negotiators, including five negotiators with a maximum of negotiating powers in Havana, along with 30-members team.

The only exception was Tanga Nijmeijer, known as Alexandra Nariño, the “Dutch fighter.” She joined for a limited time with her nine male colleagues, and given all the negotiating tables, this was shocking in terms of the expected progress regarding the achievement of normative aspects at the national and international level in demanding the inclusion of women in the peace building process (2016 برفير).

Women have also taken part in “regional trabajo de mesas” working groups formed by the Peace Committees of Colombia’s Chamber of Deputies and Senate in nine different regions of the country, with the help of the United Nations system.

A special effort has been made to ensure that 40-50% of the participants are women through Regional Action groups with the support of UN for women. Proposals from women at each consultation session were compiled and forwarded to peace negotiators in Havana.

One of the researchers concluded through her study that wars and conflicts are a major cause of backwardness in the field of development in general and women in particular. She also concluded that women have an important role in society in both war and peace, and it is necessary to develop women scientifically, intellectually and culturally. She added that it is also necessary to involve them in all peace processes as well as comprehensive development planning. In addition, women have the ability to bear change in their social role and promoting peace.

A number of studies have shown that societies in which gender equality prevailed become less prone to crises and conflicts within the country or across countries. Women’s participate in peace negotiations increases the chances of reaching a more robust and stable peace agreement, such as Rwanda, which is one of the countries with the highest rates of female participation in parliament.

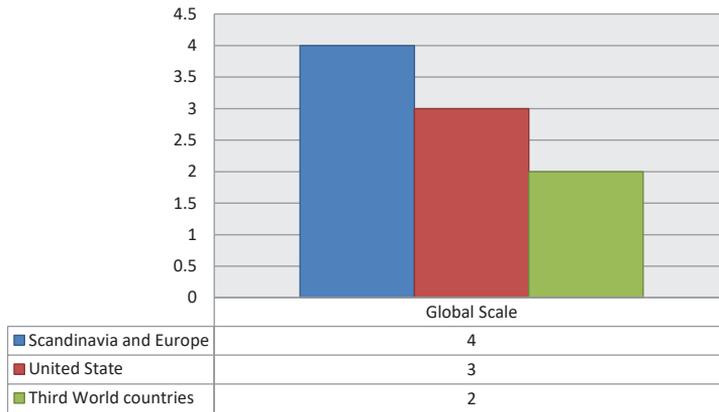


Figure (9): The best countries in caring for women
Source: the researcher according to the theoretical framework

The previous figure indicates that the best regions for women's role and status are the Scandinavian countries, led by Norway, Iceland, the Netherlands, and Belgium, while the third world countries are the least.

According to the 2019 Women Peace and Security Index, prepared by research institutions affiliated with the Institute for Women and Peace at Georgetown University, women's status has improved in nearly 60 countries, while it has deteriorated in other countries suffering from conditions of poverty, war, and conflict, such as Yemen, Syria, Iraq and Libya. On the other hand, Norway ranked first among the best countries with regard to women, followed by Scandinavian countries, such as Iceland, the Netherlands, and Belgium.

The United States of America advanced to 19th rank out of 22 countries. According to the results of the research, it still lags behind in the domestic violence field. On the other hand, Saudi Arabia continued to practice the largest legal discrimination against women, followed by Yemen, Sudan, the UAE and Syria.

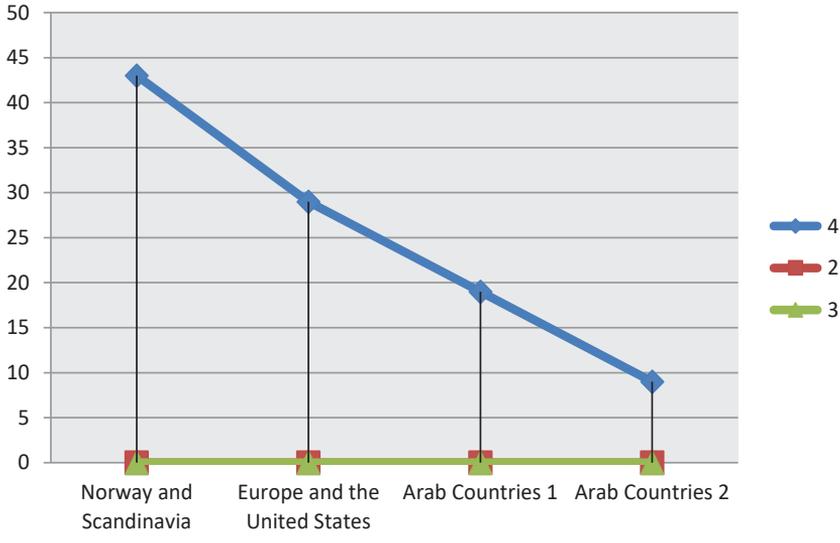


Figure (10): The progress of countries according to their support for the role of women
Source: the researcher according to the theoretical framework

The results of the above figure also show that there are two categories of Arab countries in terms of their concern for the role of women, although the majority of them are considered to be of a very low level compared to the Scandinavian and European countries, as shown from the previous figure.

It became obvious that the first category of Arab countries is represented by limited Arab countries such as, Saudi Arabia, Emirates, Tunisia, and Morocco as the best and worst countries in terms of caring for women’s roles.

The second category of Arab countries are Iraq, Syria, Yemen and Libya, which represent the least fortunate countries and regions of the world and that take care and qualify women to perform their positive role.



Figure (11): Ranking Arab countries according to their interest in women



The Fourth Topic: Yemeni Women and Peace Building

- **Yemeni Women and Peace:**

Martin Griffiths, the former UN envoy to Yemen, said in his briefing to the Security Council, “I am still inspired by the courage and determination of women in Yemen to end the war and build peace, as they are truly the heroines of peace in Yemen.” Griffiths underlined his prior recommendations for the warring parties to include women in peace talk’s delegations after meeting with thirty Yemeni women leaders.

These statements by women’s organizations related to peace efforts were widely welcomed, and it is certain that women in Yemen paid a heavy price because of the conflict, war and its effects. The parties to the conflict committed approximately 16,667 violations against women between September 2014 and December 2019 (منظمة رايتس). These violations varied in different ways and means, for example, killing because of confrontations and war, kidnapping, rape, and gender-based violence.



*Figure (12): Violations that women can be subjected to
Source: the researcher according to the theoretical framework*

The following chart indicates the type of violations that occurred to women because of the conflict and the war in Yemen. It became clear that the cases of injuries such as, disability, wounds, fractures, fear and psychological disturbance, topped the other types of violations. Their estimated rate was 60%, followed by murder cases with a percentage of 28.2% of the total violations of women in Yemen, while the case of disappearance and torture ranked the last order at a rate of 11.8%.

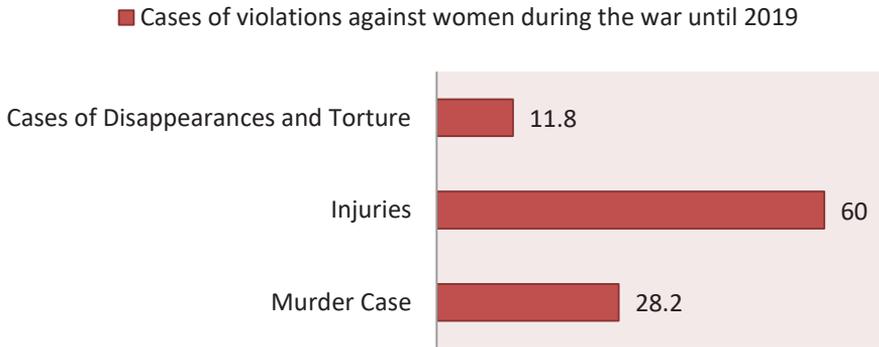


Figure (13) Percentage of violation types against Yemeni women due to the conflict and war
Source: the researcher according to the theoretical framework

Table (1): Number of violations that occurred as a result of the conflict and war

Number of violations against women	The number of governorates	The kind of the violations that occurred
16667	19	4

Table (2): The most prominent cities in which women were affected by the conflict and war

City	Number of Cases
Taiz	115
Hodeidah	166
Sana'a	133
Aden	102
Total Cases	516

The above two tables also show the number of violations and cases



of injury that occurred as a result of the conflict and war for Yemeni women from 2014 to 2019, and the most prominent regions and cities focused on Sanaa, Taiz, Al-Hodeidah, and Aden.

However, Yemeni women contributed to the consolidation of peace during the war. A report prepared by organizations, institutions, and social initiatives showed the women's contributions to peace. The report is based on a review of a number of global researches regarding United Nations Resolution 1325 and the agenda of women, peace and security. The author also interviewed women members of feminist initiatives, coalitions and academies (مطهر، 2021).

Dr. Sarah Al-Arasi, a professor in the field of international law at Sana'a University, noted that women do not have equal voices in decision-making, including peace talks, noting that the challenges included a lack of social awareness of the need to implement international conventions, in addition to the existence of the weak will for women involvement in decision-making positions.

At the same time, a number of organizations operating in Yemen indicated that the number of violence cases directed against women peace activists and human rights defenders is increasing, while the capabilities available to help them are decreasing and not keeping pace with this increase. On the other hand, protection programs are known as the most underfunded programs that lead to a focus more on the most urgent need for sustainable, flexible and long-term financing. Accordingly, this will provide an opportunity for persecuted women working to build peace in conflicting areas to feel safe and not alone, as well as allow them to continue helping their communities.

In particular, supporting the resettlement of these women in safe countries is required, and Yemeni women refugee must be given priority. We rarely see them participating in conflicts or perpetrating physical violence by themselves, because they are peaceful by nature and they have the desire to build peace and coexistence.

Based on what was discussed previously, and by examining many studies in this aspect, it can be said that the most important elements required for Yemeni women at the regional level, including the third world, for their required contribution to the process of establishing peace are as follows:



- ✓ Financing.
- ✓ Rehabilitation and awareness.
- ✓ Efforts and perseverance.
- ✓ Continuity.
- ✓ Consolidation of gender justice.

The following figure confirms the result of the foregoing:



*Figure (14) : Important elements of positive support
for women (supporting peace issues)*

Source: the researcher according to the theoretical framework

The previous figure illustrates the characteristics required for Yemeni women in order to be a positive and supportive woman and to represent peace, which are important qualities of a leadership personality that is capable of development and change.

Hence, it can be said that we are facing a great challenge to launch a dialogue about the role of women and the role of men in peace building within these societies. Therefore, it is important to search for roles, but it is necessary to present them in a positive way, and not to focus on the negatives as many media do.

More than twenty Yemeni women of peace activists participated in



the talks, which continued over two days, 15 and 16 of June, aimed at promoting and developing the effective participation of women and integrating gender in the peace process. The statement of the Office of the Special Envoy stated that about three quarters of the participants were from Yemen, including Hadramawt, Al-Hodeidah, Marib, Taiz, and Al-Bayda. Besides, more than 40% of the participants came from the south, while young women rate who participated in the talks was 23%.

Huda Al-Sarari, a Yemeni activist, noted that Yemeni women have contributed with strength and courage to confronting the war's circumstances, and they have worked harder than males. They also played a major role in relief, monitoring, documentation, support the displaced, and legal protection for battered women as well as children (منظمة رايتس، 2020).

Yasmine Al-Qadi, a human rights defender, won the International Women of Courage Award (IWOC) organized by the US State Department in Washington, as did Huda Al-Sarari, a human rights defender, who also won the Martin Ennals Foundation for Human Rights award. A scientific award was also given for the activist Fatima Zakhem and many others.

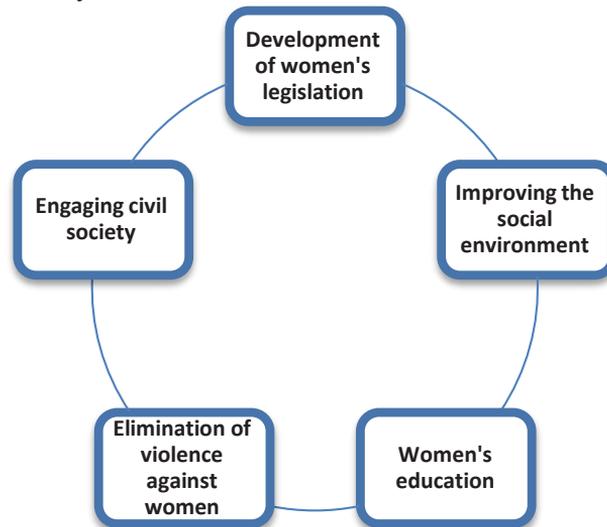


Figure (15): Factors leading to strengthening the role of women towards peace



Source: the researcher according to the theoretical framework

The previous figure also indicates the most important factors required to enhance the role of women in supporting peace in all of its concepts. Therefore, they can effectively exercise their role in this important aspect of the lives of societies.

The values of peace among Yemeni women:

In the light of perusal and study of the values of peace and its various fields, the researcher classified those values into three groups. The first group focused on human values such as, justice, freedom and brotherhood, while the second group represented social values such as, security, education, avoiding violence and mercy. The third group focused on cultural values such as, cooperation, interdependence and acceptance of the other. Despite this classification, they are closely related to each other, and each value leads to the other, and confirms the previous one. The following figure explains this classification, which serves the objectives of the research and achieves its purposes.

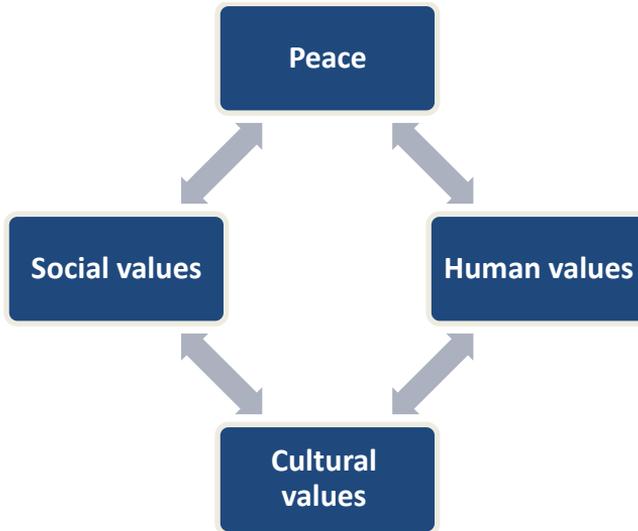
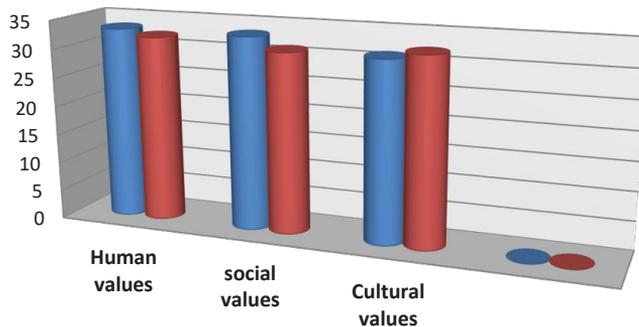


Figure (16): Classification of peace values and their relationship to each other
Source: the researcher according to the theoretical framework



	Human values	social values	Cultural values	
Peace for women	33,3	33,3	31,1	0
Peace for man	32,2	31,1	32,2	0

Figure 17: The importance of peace values for women compared to men
Source: the researcher according to the theoretical framework

The previous figure indicates the peace values for both men and women, and their importance in the lives for both sexes. A value has been set for each group that was categorized from peace values, after it was presented to a sample for both sexes with an equal number for each of them. In addition, 30 items were selected, 15 of which were for women, and the same for men. In order to see their views on the values of peace, a specific score was given for that value, and then the result showed the following:

The superiority of women over men in human values appear in support, freedom, brotherhood, and social values such as security, education, avoiding violence and mercy. They also achieved 33.3% of the total sample in humanitarian and social groups.

While men outperformed women in terms of cultural values attitude, which were represented in the values of cooperation, interdependence, and acceptance of the other, with men scoring 32.2% and women scoring 31.1%. Therefore, this could be due to the fact that these values are more compatible with men's nature and inclinations in this direction.

In all cases, human and social values in the field of peace remain important among other values in general, indicating the importance of



peace in the lives of women based on their psychological nature, which confirms the importance of their vital role in the fields of peace within and outside their society.

Report summary and general results:

Women have a major role in the various fields of peace, but this requires acceptance of giving them this role. Furthermore, the empowerment of women and acceptance of their engagement in practical life has gone through several stages, particularly in Arab countries, but several obstacles encounter the participation of women on the economic and political level. However, these obstacles vary in terms of cultural formation and social development in different societies. Currently, great hopes are attached to the role of women in promoting and consolidating a culture of peace. However, various issues based on the following should be addressed:

- Determining what is required of women in particular about the last role that women are intended to play in this issue. Our identification of what is required of women helps in revealing the truth about what could stand immediately in the way of her role fulfilling, which contributes to monitoring the supporting and factors for her to be able to do it efficiently.
- Attention must be paid to the obstacles of the role of women in general. In addition, there are factors that will reveal to us the extent to which society accepts or rejects this role and its willingness to do so such as, intellectual and cultural environment prevailing in society and the degree of education that will help us to know what can be done to prepare them.
- Focusing on awareness campaigns is based on two levels, first, a special level that focus on the woman herself to make her aware of what is required of her. Second, a general level that is directed at the society as a whole with all of its categories to comprehend the importance of what the culture of peace is based on ,whether they are governmental or private. Then, in this case, the private entities may not be paid much attention and not given much importance, especially if these entities are women. However, if the government entity adopts a national character in its activity, then it gains more importance, and the capabilities in this case



are broader in a way that serves the awareness campaign and its objectives.

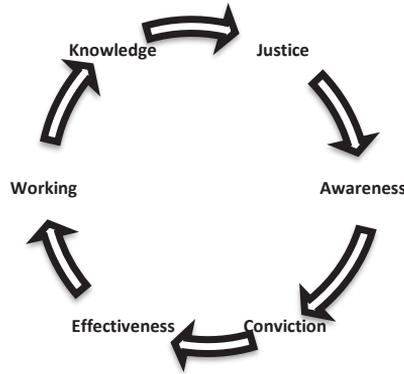


Figure (18): Suggestion for the steps necessary to prepare women to represent a positive personality to support peace

Source: the researcher according to the theoretical framework

In conclusion, Yemeni women or other women in the world can play a major and effective role in supporting the fields of peace if they have the qualified elements for this task, which can be summarized as follows:

1. Knowledge: neither a woman nor a man can do their role without accurate and correct knowledge of what is happening.
2. Awareness: It is an important characteristic that works on making the right choice, and it helps in taking decisions objectively about the issues and topics that occur. In addition, awareness of things contributes greatly to the proper evaluation of events.
3. Justice: It is a feature that represents one of the important and necessary elements that guarantee the performance and integration of both sexes in the tasks and functions of each party, without defect or detracting the right of one party over the other.
4. Conviction: It is very important for a person to be convinced of the idea or issue in order to work and sacrifice for it.
5. Effectiveness: Contentment alone is not sufficient to achieve the goal and reach success, as it is necessary to work actively and seriously to achieve the goal, and to obtain what a person wants.



The results showed the superiority of women over men in human and social values, as they achieved 33.3% of the total sample in the two groups (human and social). While the men outperformed the women in their orientation to cultural values, which were represented in the values of cooperation, interdependence, and acceptance of the other. The percentage among men reached 32.2%, while it achieved among women 31.1%, and this may be due to the fact that these values are more compatible with the nature and inclinations of men in this direction.

The results of the report showed that the need to empower women lies in the importance of integrating them into the development path. They also showed that the determinants of empowering Yemeni women centered on the following:

- ✓ Educational Empowerment.
- ✓ Economic Empowerment.
- ✓ Political Empowerment.
- ✓ Health Empowerment.

The economic empowerment of women is one of the important pillars in achieving the empowerment of Yemeni women, and without it comprehensive development will not be achieved in the reality of society, and it means equal proportional distribution between men and women in administrative, organizational, professional and wage positions.

1. The main stimulants for women's participation in supporting peace is based on public opinion, financial incentives, individual self-interest, and pleasant (non-provocative) terms.
2. The results of the report concluded that the status of women has improved in about 60 countries, while it has deteriorated in other countries that have suffered from conditions of poverty, war, and conflict, such as Yemen, Syria, Iraq, and Libya. It became clear from the results that there are two categories of Arab countries in terms of their interest in strengthening the role of women, with the majority of them being of a low level compared to the Scandinavian and European countries in this aspect. The first category represented limited Arab countries such as, Saudi Arabia, Emirates, and Tunisia, as they are considered the best and worst countries in terms of caring of the role of women. While the second category are the less



The Role of Women in Promoting Peace

fortunate Arab countries among the countries in the world and the region caring for the role of women and rehabilitating them, most notably Iraq, Syria, Yemen and Libya.

The results also showed the availability of a number of important elements to support active women in the field of peace. These elements focused on the following:

- ✓ Financing.
- ✓ Rehabilitation and awareness.
- ✓ Efforts and perseverance.
- ✓ Continuity.
- ✓ Establishing justice.

The report indicated that Yemeni women bravely contributed to addressing the difficult conditions of war, and worked hard and persevered to overcome these conditions during the period of conflict and war. They also played a major role in relief, monitoring, documentation and support for the displaced.

The report indicated that the most important factors leading to the success of the women's role, which contribute to peace are summarized as follows:

- Develop women's legislation.
- Improving the conditions of the social environment.
- Involving civil society.
- Ending gender-based violence.
- Women's education.



References :

- مطهر، فاطمة (2021): شبكات جديدة للمرأة اليمنية في بناء السلام، مركز صنعاء للدراسات الاستراتيجية.
- منظمة رايتس رادار لحقوق الإنسان (2020): تقرير بعنوان: اليمن - النساء في مهب الحرب - تقرير (2020): اجتماعات المبعوث الأممي مارتن غريفيث في اليمن.
- <https://rightsradar.org/media/pdf/reports/%D8%AA%D9%82%D8%B1%D9%8>
- شملاوي، حنان؛ وإسماعيل، نهيل (2019): محددات تمكين المرأة في الدول العربية، دراسات، مجلد 46، العدد (1).
- بوفير، فرجينيا (2016): النوع الاجتماعي ودور المرأة في عملية السلام، هيئة الأمم المتحدة للمرأة.
- منظمة الأمم المتحدة: (2011).
- الأمم المتحدة، الشؤون السياسية وبناء السلام.
- التركي، نزيهة أحمد (2010): دور المرأة في دعم السلام، الحوار المتمدن، العدد (2888).
- المرأة وصناعة السلام في العالم، أكتوبر / 2010، متاح على الموقع:
<https://www.radiosawa.com>
- تمكين المرأة خطوة حاسمة نحو تحقيق السلام، متاح على الموقع،
<https://www.kaiciid.org> ، تم زيارة الموقع 26 / 11 / 2021
- مشاركة المرأة في حل النزاعات وبناء السلام، متاح على الموقع،
<http://www.equalpowerlastingpeace.org>
- خير، حليلة محمد: دور تنمية المرأة في تعزيز السلام الاجتماعي، متاح على الموقع
<http://repository.sustech.edu>
- بناء السلام بدون حماية، متاح على الموقع:
<https://blogs.lse.ac.uk/mec>
- لا سلام بدون المرأة:
<https://www.deutschland.de>
- تقرير: لقاء- تاتيانشيس.
<https://sanaacenter.org>



www.yemeninformation.org

E-mail address: YIC@yemeninformation.org

Sana'a Office : 967-1-216282 - **Aden Office:** 772415913 - **Ibb Office:** 04-425622