

The Role of Job Satisfaction in Increasing Productivity trainers at Vocational and Business Skills Training Centers in Khartoum State (Karari Center Model)

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Abstract

The study applied to know the criteria of Incentive finance for the trainers in vocational training Centre and business skills in Khartoum state. Also to figure out the difference between productivity and incentive finance for trainers in Vocational training center and business skills in Khartoum state. And to know the incentive finance difference between trainers in Vocational training center, according to variability of salary and the incentive finance (wages). Beside, to know the impact of directions for trainers in Vocational training center. The study applied descriptive analytical method for trainers at Vocational training center Khartoum-state. The researcher used Questionnaire and the sample of study was taken randomly from the population. The researcher distributed (200) Questionnaire for the study population and it was accepted from all the total numbers no exception was done for the Questionnaire validity which it led the total number (200). The study finding and results as follows: There was unacceptably of salary for the trainers at the Vocational training center Khartoum-state and had resulted in workers' performance. Also there was an obvious weakness in salary payment that offer for trainers, and it indicted the unacceptability of salary system in training center. There was a consistency shows that incentive finance and good salary encourage effective working. The study recommendation: improving salary payment and the incentive finance system to achieve acceptability in work which will result in performance and productivity. Laying basic and specific criteria for offering salary payment which will achieve justice between workers. Improve work environment. Designing safety occupational procedures perfectly. Give trainers a participations to make decisions and offer workers trust to excuse work better.

Keywords: Job Satisfaction, Yield, Vocational Training Centre, Salary And Financial Incentives.

1 Introduction:

Undoubtedly, vocational training plays a highly significant role in society, as it serves as a decisive factor in the economic and educational development of communities, particularly among the youth demographic. The importance of the educational role assumed by the instructor (trainer) at vocational training centers becomes evident, given their active contribution to advancing and developing the training process. This, in turn, contributes to the progression of the labor market and its accompanying rapid changes.

The trainer is considered the most crucial element of the training process and is influenced by various material and psychological factors in the workplace. Consequently, their productivity and performance fluctuate accordingly, either increasing or decreasing. Numerous psychological and sociological studies have sought to identify factors that influence human behavior and have shed light on some causes of these behaviors. However, many questions and ambiguities remain regarding the nature of human actions.

A set of factors essential for achieving employee satisfaction has been identified. The presence of these factors is fundamental to attaining the desired satisfaction, while their absence leads to dissatisfaction. This dissatisfaction adversely impacts an employee's performance and their ability to fulfill their duties effectively. The concept of job satisfaction is closely tied to employees' ability to perform their roles and responsibilities. Moreover, individual performance varies based on the effort exerted, their conviction in

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the organization's goals, their deep loyalty to the institution, and their adherence to their responsibilities. Such effort is particularly crucial in the realm of vocational training.

Scientific evidence indicates that job satisfaction and a sense of fulfillment motivate individuals to exert maximum effort in accomplishing tasks. Satisfaction at work is a significant driver of achievement, and the inverse often holds true. Thus, an individual's performance and professional competence are indicators of their job satisfaction and their sense of success and progress. This performance is further enhanced by the extent to which the job satisfies their needs, motivates them, and utilizes their potential (Al-Yahya, 1423: 751).

Therefore, understanding the factors that influence the satisfaction of trainers in vocational training centers in Khartoum State, along with their positive and negative reactions within the training field, emerges as a critical area of focus.

2 Study Problem:

The state, represented by Khartoum State, established vocational training and business skills centers in areas such as Jebel Aulia (Mayo-Industries), Karari (Al-Thawra Al-Iskan, Block 76), Bahri (Al-Halfaya), and East Nile (Al-Haj Yousif). These centers aim to mitigate negative societal phenomena such as poverty and unemployment, which lead to serious issues like theft and drug abuse. Since the trainer serves as the cornerstone of the training process, their job satisfaction and self-concept represent the primary challenges in achieving high productivity in training activities. The researchers observed dissatisfaction among trainers with their roles and declining productivity based on their interactions with trainers and insights into their attitudes toward job satisfaction and its impact on productivity. The study addresses the following research questions:

1. What is the level of job satisfaction among trainers in vocational training centers in Khartoum State?
2. Is there a relationship between productivity and job satisfaction among trainers in these centers?

Is there a connection between attitudes toward electronic services and job satisfaction among the sample participants.

2.1 Significance of the Study:

The significance of this study lies in both its theoretical and practical aspects:

Theoretical Significance:

- The study contributes to academic libraries by offering a rich theoretical framework.
- While prior research has addressed job satisfaction or productivity, this study emphasizes the importance of intensifying research on this topic to raise awareness about the role of job satisfaction in enhancing productivity.

Practical Significance:

- The study's findings will provide practical insights into the significance of job satisfaction and its impact on productivity in vocational training centers in Khartoum State. The outcomes will highlight the role of satisfaction in fostering cooperation, enhancing productivity, and shifting attitudes positively.

Objectives of the Study:

1. To identify the general characteristics of job satisfaction among trainers in vocational training and business skills centers in Khartoum State.

2. To explore the correlation between job satisfaction and productivity among trainers in these centers.
3. To examine the differences in job satisfaction among trainers based on variables such as salary and financial incentives.
4. To analyze variations in job satisfaction attributable to the working environment in vocational training centers.
5. To assess the impact of attitudes on job satisfaction among trainers in these centers.

Hypotheses:

1. Job satisfaction among trainers in vocational training centers in Khartoum State is high.
2. Productivity among trainers in vocational training and business skills centers in Khartoum State is high.
3. There is a significant correlation between job satisfaction and productivity among trainers in these centers.

2.2 Research Scope:

- Field of Study: The research was conducted in vocational training centers in Khartoum State.
- Time Frame: The study was conducted from 2022 to 2023.
- Target Population: The research focused on trainers in vocational training and business skills centers in Khartoum State, totaling 200 trainers at the time of the study.

Definitions:

1. **Job Satisfaction:**

Researchers have varied in defining job satisfaction, sometimes referred to as work satisfaction. Adily (1981) defined it as the psychological feeling of contentment, comfort, and happiness resulting from meeting desires, needs, and expectations through work and the workplace environment, fostering trust, loyalty, and belonging.

Biladi (2010) viewed it as an internal feeling of comfort and happiness arising from fulfilling needs and desires through one's job, leading to acceptance of job demands. Satisfaction can be holistic, encompassing all job-related factors, or partial, reflecting contentment with specific aspects.

2. **Productivity:**

Productivity refers to three dimensions of output: quantity, value, and quality. It also pertains to the relationship between output and the time required to achieve it. Higher productivity is indicated by reduced time taken to produce a certain output (Abdel-Baqi, 1999).

Theoretical Framework and Previous Studies:

Concept of Job Satisfaction:

Job satisfaction has been defined in various ways due to differing theories and perspectives on its causes and outcomes. Most studies emphasize that satisfaction positively affects individual performance, whereas dissatisfaction negatively impacts performance. Satisfaction or dissatisfaction often manifests as emotional and psychological reactions influencing observable behavior, such as enthusiasm or aversion toward work.

Landy and Trumbo describe job satisfaction as employees' feelings about their jobs, similar to the term “quality of life,” which refers to individuals' general impressions of life. Form defines it as a positive attitude toward one's job, while De Nobile describes it as the extent of positive or negative feelings toward work. Look considers it a pleasant emotional state resulting from personal evaluation or experience. Satisfaction arises from balancing inputs (effort) and outcomes (rewards), where imbalance can lead to dissatisfaction (Hussain, 2009).

Key Insights from Definitions:

Job satisfaction reflects an internal feeling influenced by external conditions evident in employee behavior. It serves as a measure of institutional efficiency in meeting employee needs, offering incentives, and fostering motivation. Job satisfaction enhances the quality of supervision and leadership, promoting synergy between organizational and employee goals for optimal results.

The Importance of Job Satisfaction

Job satisfaction is one of the most critical factors influencing workplace productivity. The human element is a cornerstone of production, as its skill level determines the efficiency and adequacy of organizational structure. Neglecting the human factor has led some societies and organizations to lag behind in productivity, highlighting the practical significance of studying job satisfaction.

Numerous studies in this field demonstrate that high job satisfaction among employees typically increases productivity, reduces turnover, lowers absenteeism, boosts employee morale, and enhances individuals' overall quality of life (Al-Misha'an, 1413 AH). Al-Hunaity (2000) emphasized the importance of job satisfaction, identifying several reasons to prioritize it:

1. High job satisfaction increases employees' ambition in various organizations.
2. It reduces absenteeism among employees in different professional institutions.
3. Employees with high job satisfaction are more content during their leisure time, particularly with their families, and generally exhibit greater life satisfaction.
4. Satisfied employees are less prone to workplace accidents.
5. There is a strong correlation between job satisfaction and productivity; higher job satisfaction leads to increased production (Al-Badrani, 1427 AH: 35–36).

Understanding job satisfaction is essential for management to identify employees' feelings and attitudes toward various aspects of administrative processes, uncover deficiencies, and address them (Al-Salloum, 1432 AH). Additionally, studying job satisfaction helps identify issues of concern to employees and develop appropriate solutions to ensure organizational progress and productivity improvement.

As Al-Bidawi (2006) noted, job satisfaction remains a critical topic for leaders, supervisors, and those interested in administrative development. It requires ongoing research since current factors of employee satisfaction may evolve over time. Changes in life stages can also influence satisfaction levels; what is dissatisfactory now may become acceptable in the future.

Job satisfaction is pivotal for achieving psychological, intellectual, and professional stability among employees across all administrative levels. This sense of satisfaction naturally drives individuals to increase productivity, which ultimately aligns with the organization's goals, regardless of its nature (Al-Aghbari, 2002: 170).

Factors Influencing Job Satisfaction (Abdel-Baqi, 2002: 78):

1. Compensation.
2. Job stability.
3. Work methods.
4. Recognition of achievements.
5. Fair and competent leadership.
6. Opportunities for growth.
7. Harmony with colleagues.
8. Benefits beyond salary.
9. Social status.
10. Performing meaningful work.

Definition of Productivity

Productivity is a metric used to measure the amount of input required to achieve a specific level of output. It reflects the relationship between production inputs and the outputs of produced goods (Al-Salami, 1970).

Productivity is often conflated with related concepts, such as:

- Efficiency: Refers to the proportion of organizational resources (both material and human) utilized in production.
- Effectiveness: Refers to the extent to which organizational resources achieve their objectives or desired outcomes.

These concepts are easier to understand in economic and commercial establishments than in non-profit organizations, where the focus shifts to the social impacts of activities. Understanding productivity holistically—considering its interactive and multifaceted nature—can make it challenging to define, much like job satisfaction (Al-Shahri, 2002).

Importance of Productivity Efficiency

The significance of productivity efficiency lies in its role as a key indicator of the optimal use of available resources. It reflects the competence of top management in selecting alternatives and ensuring sound decision-making (Amer et al., pp. 77–79).

At the institutional level, productivity efficiency serves as a measure of resource utilization, a tool for wage policy planning, cost reduction, and production monitoring. As such, it holds substantial importance in institutional management (Aqli, p. 31).

Factors Influencing Productivity Efficiency

Factors affecting productivity efficiency can be broadly classified into internal and external categories:

- Internal factors: These are within the organization's control and can be managed by its administration.

- External factors: These stem from the surrounding environmental conditions that are beyond the organization's control.

This distinction is summarized in Table 1, which categorizes internal and external factors impacting productivity efficiency (Adoun, n.d.: p. 324).

Table 1: Internal and External Factors Affecting Productivity Efficiency

Internal factors	External factors
Individuals working in the organization	Technology
The work environment and organizational structure within the institution.	General economic situation
Policies of the institution	Business environment
Information and control systems used	Government legislation
Supervision process within the institution	Consumer demands
Incentive and reward systems	Innovation
Quality of equipment and machines	Industrial relations
Prevailing organizational conditions	
Raw materials	

Source: Nasser Dadi Adoun

Previous Studies:

1. Study by Taher Ahmed Ali (2012): This study aimed to determine the level of job satisfaction among faculty members at governmental universities, testing the relationship between this level and various administrative, psychological, justice, incentives, and teaching-related variables. It also sought to identify the key elements that contribute to faculty job satisfaction. The study concluded with several findings, the most important of which were: The administrative procedures at governmental universities, which are directly related to job satisfaction among faculty members, require a conscious review to uncover the reasons behind the lack of job satisfaction. Financial factors such as salaries, wages, and incentives have not yet reached a level that reflects internal satisfaction regarding the amount of work and compensation.
2. Study by Ibrahim (2003): The goal of this study was to clarify the impact of incentive systems on job satisfaction levels among employees and provide suggestions for designing an incentive system that would enhance employee satisfaction at the university. Key results from the study indicated that the majority of employees at the Faculty of Commerce at Nile University were dissatisfied with the applied incentive system. Employees unanimously agreed that there were many flaws in the system, such as the lack of fair implementation and the involvement of personal factors in the distribution of incentives. The deprivation of incentives negatively affected collaboration among colleagues, increased conflict within the university, and impacted loyalty and stability.
3. Study by Sabian Iman (2012): The results of this study highlighted that job satisfaction is one of the most important foundations for organizational success. It significantly influences employee behavior and performance, serving as a major driver for outstanding achievement. High levels of job satisfaction are among the key determinants of organizational success or failure.
4. Study by Mahmoudia Shahira (2000): This study revealed a strong correlation between job satisfaction and factors such as salary, social status, promotion opportunities, supervision, content and hours of work, and physical conditions. These factors have a significant impact on teachers' satisfaction with the teaching profession.

5. Study by Ali bin Yahya Al-Shahri (2002): This study aimed to examine job satisfaction and performance levels among customs inspectors in the Riyadh ar-ea. It also aimed to analyze job satisfaction and productivity levels according to personal and job-related variables (such as gender, age, years of experience, salary, educational qualification, job security, working conditions, relationships with supervisors and subordinates, and promotion opportunities). One of the key findings was a positive relationship between job satisfaction and productivity levels. The study revealed that promotion was not always linked to competen-cy, which reduces satisfaction levels. Statistical differences were found, with job satisfaction being higher among those with higher salaries, fewer years of experience, and lower educational qualifications.
6. Study by Mariam Bukhari (1987): The main goals of this study were to sys-tematically investigate job satisfaction among female workers in public educa-tion in the Makkah region by examining their feelings and attitudes toward the new educational regulations aimed at improving workers' conditions and in-creasing incentives. The study also aimed to identify administrative factors that hinder or contribute to job satisfaction. Using a descriptive survey method, the researcher applied a questionnaire to a stratified random sample of 226 em-ployees in public education in Makkah, including supervisors. The key findings were that the employees were dissatisfied with their work under the new regula-tions. A high percentage of employees felt insecure under these regulations, and most teachers tended to accept tasks outside their specialization to avoid con-flict with administrative bodies.
7. Study by Abdul-Samad Al-Agbari (2003): This study aimed to examine the level of job satisfaction among a sample of general education managers in the Eastern Region of Saudi Arabia and identify the factors that received the high-est and lowest satisfaction levels. The study also explored the relationship be-tween job satisfaction and independent variables such as school building type, educational level, years of experience, and age. A questionnaire containing 20 items on aspects like salary, participation in decision-making, and job satisfac-tion was distributed to 83 respondents. The study found that job satisfaction was highest regarding salary, feelings of achievement, teacher collaboration, and job security. However, there was no significant correlation between job satis-faction and the independent variables.

Previous Studies and the Current Research Context: From the overview of the previous studies on job satisfaction, it is evident that these studies primarily focused on the relationship between job satisfaction and performance in organizations, factors affecting job satisfaction, and employee satisfaction levels. This study, however, aims to explore the relationship between job satisfaction among trainers at vocational training centers in Khartoum and its impact on productivity.

Research Methodology and Procedures:

1. Research Methodology: The researchers employed a descriptive method that relies on research findings to describe and clarify the phenomenon under inves-tigation.
2. Original Study Population: The study population refers to the total group of elements to which the researchers aim to generalize the results related to the problem under study. The study population includes trainers at vocational train-ing centers and business skills training in Khartoum State, with the Karari Cen-ter as a model.
3. Study Sample: The sample was randomly selected from the study population. The researchers distributed 200 questionnaires to the targeted participants from the study population, with all questionnaires returned and considered valid for analysis, making the total number of respondents 200.

Research Instrument: The research instrument is the tool used by researchers to collect necessary information about the phenomenon being studied. Various tools are used in scientific research to gather data, with the questionnaire being the primary tool for collecting information from the sample. The advantages of using a questionnaire include:

1. The ability to collect information from a large number of individuals.

2. Low cost and ease of administration.
3. Easy to design questions and phrases.
4. Provides respondents with time to think.
5. Respondents feel free to express their opinions without fear of disagreement from others.

Table 2: Respondents' Views on the Appropriate Response

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1 point	2 points	3 points	4 points	5 points

The respondents are asked to select the appropriate degree from the questionnaire based on what they deem suitable (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

B. Statistical Reliability and Validity:

Reliability refers to the consistency of the test, meaning that the questionnaire should yield the same results when used more than once under similar conditions. Reliability also implies that if the questionnaire is applied to a group of individuals, and their scores are recorded, then the same questionnaire is reapplied to the same group and the same scores are obtained, the test is considered entirely reliable. Reliability is also defined as the accuracy and consistency of the measurements obtained by the test. Common methods used to estimate the reliability of a scale include:

1. Split-half method using the Spearman-Brown formula.
2. Cronbach's Alpha formula.
3. Test-retest method.
4. Equivalent forms method.
5. Guttman's formula.

Validity is a measure used to assess the degree of truthfulness of the respondents' answers to a specific scale. Validity is calculated in various ways, the easiest being the square root of the reliability coefficient. Both validity and reliability values range from 0 to 1. The validity of the questionnaire is a measure of whether the tool measures what it is intended to measure, and validity tests the suitability of the tool for measuring its intended purpose.

The researcher statistically determined the validity using the following formula:

$$\text{Validity} = \text{Reliability}$$

Reliability through Cronbach's Alpha:

The researcher calculated the reliability coefficient for the scale used in the questionnaire using Cronbach's Alpha, and the results showed that the Cronbach's Alpha coefficient for all domains reached (0.69), with internal consistency or self-validity at (0.83). This value reflects strong reliability for the questionnaire items and enables the researcher to perform statistical analysis on the items to derive results that represent the opinions and attitudes of the trainers at vocational training centers and business skills training in Khartoum State, regarding the acceptance or rejection of the study hypotheses.

6. Statistical Methods Used:

To achieve the research objectives and verify its hypotheses, the following statistical methods were used through the SPSS program (Statistical Package for Social Sciences):

- A. Frequency Distribution and Relative Frequencies of the respondents' answers.
- B. Mean and Standard Deviation to understand the direction of the respondents' answers.
- C. Chi-square Test and Significance Value to identify statistical differences in the respondents' opinions.
- D. Cronbach's Alpha Coefficient to calculate the reliability and validity of the questionnaire.

To answer the research questions and test its hypotheses, the arithmetic mean for each statement will be calculated, then the direction of the response will be measured according to the five-point Likert scale. Afterward, the overall mean and standard deviation for each hypothesis will be computed, allowing for the determination of the general trend for each hypothesis. The Chi-square test will be used to determine the significance of the differences in the responses of the study sample for each hypothesis statement.

The arithmetic mean is used to describe the data, indicating whether respondents' opinions are negative or positive toward the statement. If the actual arithmetic mean exceeds the hypothetical mean, it indicates a positive response to the statement, meaning agreement with the statement.

Table 3: Weight and Weighted Mean for the Study Scale.

Average	Weight	Phrase
1 to 1.6	1	Strongly agree
1.70 to 2.49	2	Agree
2.50 to 3.29	3	Neutral
3.30 to 3.99	4	Disagree
4. to 4.70	5	Strongly disagree

The period length used is (2/3), approximately 0.80. This length was calculated based on the fact that the numbers 1, 2, and 3 were confined between 2 intervals. To test the frequency of respondents' answers and determine whether they are leaning toward a positive or negative direction, the Chi-square test for goodness of fit is applied. Specifically, it tests whether the frequencies obtained from respondents' answers are distributed evenly (uniformly) across the categories: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

If there is a statistically significant difference, this indicates that the responses of the respondents tend to lean toward either the positive or negative direction. This can be determined by comparing the actual arithmetic mean with the hypothetical (expected) mean. If the actual mean is greater than the hypothetical mean, the responses are more positive, while if it is lower, the responses are more negative.

The Chi-square test yields a value for the Chi-square statistic, which is used to assess the fit of the observed frequencies against the expected ones.

$$X^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{E_i}$$

This formula helps assess the goodness of fit between the observed and expected frequencies to determine if there is a significant difference in how the responses are distributed.

Where:

- **Observed Frequencies (O_i):** These are the frequencies obtained from the sample.
- **Expected Frequencies (E_i):** These are the expected frequencies (16 in this study).
- **Total (Σ):** The sum of the frequencies.
- The number of individuals in the sample.
- Refers to the index for categories, such as 1, 2, 3, etc

The p-value is used to determine whether there are statistically significant differences between the observed and expected frequencies. This is done by comparing the p-value with the significance level (0.05). If the p-value is less than 0.05, it indicates that there are differences between the observed frequencies and the expected frequencies. In this case, the actual arithmetic mean of the statement is compared with the hypothetical mean. If the actual mean is lower than the hypothetical mean, it provides sufficient evidence to conclude that the respondents do not agree with the statement. On the other hand, if the actual mean is higher than the hypothetical mean, it suggests that the respondents agree with the statement.

Survey Analysis:

Measuring Job Satisfaction

Table (4): Financial Axis: (Proceeding with the table or analysis would follow based on the specific contents of the study, such as the financial aspects affecting job satisfaction in this case.)

p-value sig	Correlation coefficient	Paragraph	M
0.00	0.75	The current salary you receive is appropriate for you	1
0.00	0.81	The salary you receive compared to the work you accomplish is appropriate for you	2
0.00	0.72	The incentive for productive work is acceptable to you	3
0.00	0.77	The financial allowance system (evening incentive, technical bonus, incentive)	4
0.00	0.71	The ranks and financial incentives encourage you to work with high efficiency	5
0.00	0.64	The center relies on specific and announced standards and foundations to ensure the application of the principle of justice and transparency in granting rewards.	6

*The correlation is statistically significant at the level of significance $\alpha \leq 0.05$

**The correlation is statistically significant at the level of significance $\alpha \leq 0.01$

From the previous table, it is evident that the first axis, which examines the relation-ship between job satisfaction and financial satisfaction, is positively correlated with all the items that measure it. All these correlations are statistically significant at the level of $\alpha \leq 0.05$

This indicates that the items measuring the first axis are internally consistent with the axis they assess, confirming their validity and importance for measurement purposes.

Table (5): Appropriateness of Current Salary

		Frequency	Percent
Valid	Strongly agree	25	12.5
	Agree	32	16
	Neutral	9	4.5
	Disagree	45	22.5
	Strongly disagree	89	44.5

	Total	200	100.0
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From Table (5), which shows the extent to which the monthly salary is considered appropriate in relation to the effort exerted, it is evident that 44.5% of respondents (the "Strongly Disagree" category) view the monthly salaries as inappropriate given the economic conditions. This is followed by 22.5% in the "Disagree" category, which is significantly higher compared to the other categories. The "Strongly Agree" category achieved a low percentage of 12.5%, while 16% of the total sample agreed that their salary was appropriate. The lowest percentage, 4.5%, fell in the "Neutral" category.

This reveals that the trainers at the center are dissatisfied with their salaries, which negatively affects job satisfaction and performance quality.

Table (6): Appropriateness of Salary Compared to Work Accomplishments

		Frequency	Percent
Valid	Strongly agree	13	6.5
	Agree	9	4.5
	Neutral	16	8
	Disagree	73	36.5
	Strongly disagree	89	44.5
	Total	200	100.0

Table (6) demonstrates the extent to which the salary received by trainers is considered appropriate relative to the work they accomplish. Key insights from the data include:

- **Strong Disagreement:** The majority of respondents (44.5%) strongly disagreed, indicating that the salaries are inadequate compared to the effort exerted.
- **Disagreement:** A significant portion (36.5%) also disagreed, reinforcing the consensus within the sample that the salaries are not commensurate with the work performed.
- **Agreement:** Only 11% of the sample (combining "Strongly Agree" and "Agree") felt the salaries were appropriate, highlighting the low level of satisfaction regarding remuneration.
- **Neutral:** A small percentage (8%) were neutral, suggesting minimal indifference among respondents regarding the issue.

The findings strongly confirm that trainers perceive their salaries as insufficient, which significantly contributes to reduced job satisfaction and lower motivation.

Table (7): Acceptance of Productivity Incentives

		Frequency	Percent
Valid	Strongly agree	10	5.0
	Agree	6	3.0
	Neutral	9	4.5
	Disagree	78	39
	Strongly disagree	97	48.5
	Total	200	100.0

The data from Table (7) reveal the following key points regarding the acceptance of the productivity incentive system among trainers:

- Strong Disagreement: The largest proportion of respondents (48.5%) strongly disagreed, indicating significant dissatisfaction with the incentive system.
- Disagreement: A substantial percentage (39%) also disagreed, further emphasizing the perception that the current incentive system is inadequate.
- Neutral Responses: A smaller portion (9%) remained neutral, suggesting limited indifference within the sample.
- Agreement: Combined, the "Agree" and "Strongly Agree" categories accounted for only 16% of the sample, reflecting minimal satisfaction with the incentive system.

These findings highlight a clear consensus among the respondents that the productivity incentive system is inadequate and contributes to a lack of job satisfaction among trainers in the training center.

Table (8): Fairness and Appropriateness of Financial Allocations (Evening Incentives, Technical Allowances, and Bonuses)

		Frequency	Percent
Valid	Strongly agree	12	6
	Agree	11	5.5
	Neutral	7	3.5
	Disagree	79	39.5
	Strongly disagree	91	45.5
	Total	200	100.0

Based on the data presented in Table (8), which outlines the financial allowances system, including incentives and bonuses, and whether they are adequate to meet the essential needs of trainers, it is observed that a very high percentage of the sample strongly disagrees, perceiving the current system as unfair and unsuitable. They also believe that all financial allowances are insufficient and fail to meet basic needs, indicating a lack of job satisfaction. Specifically, 45.5% of the sample strongly disagreed, while 39.5% disagreed. On the other hand, only 6% of the respondents strongly agreed, and 5.5% agreed. The percentage of those who were neutral was 3.5%.

From this analysis, it is evident that there is significant dissatisfaction among the sample with the incentive system implemented by the center.

Table (9): Does your salary and financial incentives encourage you to work efficiently?

		Frequency	Percent
Valid	Strongly agree	97	48.5
	Agree	74	37.0
	Neutral	15	7.5
	Disagree	6	3.0
	Strongly disagree	8	4.0
	Total	200	100.0

Table (9) illustrates whether salaries and financial incentives encourage efficient work. The data reveals that 48.5% of the respondents, categorized as "strongly agree," affirm that good salaries and financial incentives significantly enhance work efficiency. Additionally, 37.0% fall under the "agree" category. Together, these two groups constitute 85.5% of the total sample, representing a very high percentage. Meanwhile, the "neutral" category accounts for 7.5% of the sample. The percentages of those who "strongly disagree" and "disagree" are relatively low compared to the higher categories, which strongly

confirms the agreement of the majority that good incentives and salaries play a crucial role in fostering efficient work.

Table (10): The center relies on defined and transparent criteria to ensure fairness and equity in grant-ing rewards.

		Frequency	Per cent
Valid	Strongly agree	10	5.0
	Agree	8	4.0
	Neutral	12	6.0
	Disagree	77	38.5
	Strongly disagree	93	46.5
	Total	200	100.0

The data in Table (10) indicates that 46.5% of the study sample, categorized as "strongly disagree," represented the largest proportion of respondents. This was followed by the "disagree" category at 38.5%. The "neutral" category accounted for 6.0% of the sample, while 5.0% of the respondents were in the "strongly agree" category, and 4.0% fell under "agree."

These findings highlight a consensus that there are no clear and defined criteria for the reward allocation system, which leads to inequality and a lack of fairness among employees.

Table (11): Work Environment Dimension

p-value sig	Correlation coefficient	Paragraph	M
0.00	0.58	The work site, buildings, halls and workshops are suitable for carrying out the training process	1
0.00	0.36	The occupational safety procedures in the work sites are appropriate	2
0.00	0.49	The training means in the center are sufficient to carry out your job to the fullest	3
0.00	0.69	The physical equipment (lighting - ventilation - air conditioning) necessary to improve the work environment is available.	4
0.00	0.54	There is a comfortable technological environment for customers	5
0.00	0.46	The workplace is characterized by being comfortable and safe	6

*The correlation is statistically significant at a significance level of $\alpha \leq 0.05$.

The correlation is statistically significant at a significance level of $\alpha \leq 0.01$.

It is clear from the previous table that the first axis of the relationship between electronic services and customer satisfaction is directly related to all the paragraphs that measure it, and all of them are significant at a significance level ($\alpha \leq 0.05$). It indicates the correlation of the paragraphs that measure the first axis, which means that they are internally consistent with the axis that they measure, and they are essential in the measurement.

Table No. (12) The work site, buildings, halls and workshops are suitable for carrying out the training process

		Frequency	Percent
Valid	Strongly agree	13	6.5
	Agree	19	9.5
	Neutral	12	6.0
	Disagree	76	38
	Strongly disagree	80	48

	Total	200	100.0
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The data in table No. (12) indicate that the percentage of (48%) of the sample under study, which is the category (strongly disagree), represented the highest percentage in the sample, followed by the category (disagree) with a percentage of (38%), while (neutral) was at a percentage of (6.0%). As for the category (strongly agree), it was at a percentage of (6.5%), and finally the category (agree) with a percentage of (9.5%) of the sample studied. From here, it is noted that there is agreement that there is no suitable environment that helps in performing the training process well.

Table No. (13) Occupational safety procedures in work sites are appropriate

		Frequency	Percent
Valid	Strongly agree	11	5.5
	Agree	9	4.5
	Neutral	23	11.5
	Disagree	70	35
	Strongly disagree	87	43.5
	Total	200	100.0

Table (13) illustrates the importance of safety measures and their presence on-site, as well as their suitability for training activities. It is observed that the highest percentage, 43.5%, falls under the "strongly disagree" category, followed by 35.0% in the "disagree" category. The "neutral" category accounted for 11.5%, while 5.5% of respondents strongly agreed.

From the above analysis, it is evident that a significant proportion of the sample indicates a lack of professional safety measures at the training sites, which poses a risk to the trainees.

Table (14): The training equipment at the center is sufficient to perform your job efficiently.

		Frequency	Percent
Valid	Strongly agree	12	6.0
	Agree	26	13.0
	Neutral	25	12.5
	Disagree	65	32.5
	Strongly disagree	72	36.0
	Total	200	100.0

Table (14) illustrates the availability of training equipment at the center and whether it is sufficient to effectively carry out the training process. According to the analysis, the highest percentage, 36.0%, falls under the "strongly disagree" category, followed by 32.5% in the "disagree" category. The "neutral" category accounted for 12.5%, while 13.0% agreed, and 6.0% strongly agreed.

From this, it is evident that a very high proportion of the sample confirmed the lack of adequate training equipment at the center, which negatively impacts the educational process.

Table (15): Availability of physical facilities (lighting, ventilation, air conditioning) necessary to improve the work environment.

		Frequency	Percent
Valid	Strongly agree	32	16
	Agree	27	13.5
	Neutral	16	8.0
	Disagree	45	22.5
	Strongly disagree	80	40.0
	Total	200	100.0

The data in Table (15) indicates that the highest percentage, 40.0%, falls under the "strongly disagree" category, followed by 22.5% in the "disagree" category. This shows that over 62.5% of the sample believes that the center's physical facilities are significantly deficient and require substantial improvements to support the training process effectively. There is, however, a smaller proportion that perceives some improvement in the work environment, although this group is relatively small compared to the higher categories. Specifically, 16.0% of respondents strongly disagreed, 13.5% agreed, and 8.0% were neutral. These percentages are low in comparison to the higher categories.

Table (16): Does the center have a comfortable technological environment for clients?

Valid	Frequency	Percent
Strongly agree	24	12.0
Agree	15	7.5
Neutral	4	2.0
Disagree	47	23.5
Strongly disagree	110	55.0
Total	200	100.0

Through the analysis of the data in Table (16), it is observed that the highest percentage, 55.0%, falls under the "strongly disagree" category, followed by 23.5% in the "disagree" category. This indicates that 78.5% of the sample confirmed the lack of a comfortable technological environment for both clients and trainees. On the other hand, 12.0% strongly agreed, and 7.5% agreed. This demonstrates the sample's strong agreement that technology is not being utilized as required in all processes to save time and effort.

Table (17): Is the workplace comfortable and safe?

Valid	Frequency	Percent
Strongly agree	20	10.0
Agree	12	6.0
Neutral	3	1.5
Disagree	95	47.5
Strongly disagree	70	35.0
Total	200	100.0

Through the analysis of the data in Table (17), which examines whether the workplace is characterized by safety and comfort, it is evident that the "disagree" category represented the highest percentage, 47.5%, of the total sample, followed by 35.0% in the "strongly disagree" category. This indicates that a large proportion of the sample believes that comfort and safety are lacking in the designated areas for the training process at the center. The "neutral" category accounted for 1.5% of the total sample, while 10.0% strongly agreed, a relatively low percentage compared to the higher categories. This confirms the lack of attention to the training environment at the center.

Job Satisfaction Measurement

Table (18): Attitude Dimension

p-value sig	Correlation coefficient	Paragraph	M
0.00	0.46	There is a trend among trainers to enhance their capabilities and skills for the sake of ability and creativity.	1
0.00	0.40		2
0.00	0.44	The management delegates its authority to subordinates.	3

0.00	0.53		4
0.00	0.39	The procedures for providing the service are characterized by clarity.	5

*The correlation is statistically significant at a significance level of $\alpha \leq 0.05$.

The correlation is statistically significant at a significance level of $\alpha \leq 0.01$.

It is clear from the previous table that the first axis of the relationship between electronic services and customer satisfaction is directly related to all the paragraphs that measure it, and all of them are significant at a significance level ($\alpha \leq 0.05$). It indicates the correlation of the paragraphs that measure the first axis, which means that they are internally consistent with the axis that they measure, and they are essential in the measurement.

Table No. (19) There is a trend among trainers towards enhancing their capabilities and skills for the sake of ability and creativity

		Frequency	Percent
Valid	Strongly agree	89	44.5
	Agree	45	22.5
	Neutral	9	4.5
	Disagree	32	16.0
	Strongly disagree	25	12.5
	Total	200	100.0

Through the analysis of the data in Table (19), which examines trainers' attitudes toward enhancing their skills and abilities for creativity, it is evident that 44.5% of respondents, categorized as "strongly agree," express a strong desire for development and skill enhancement, though they face some obstacles, the most significant being continuous training. This is followed by 22.5% in the "agree" category, which is relatively high compared to the other categories. The "strongly disagree" category accounted for 12.5%, a lower percentage compared to the higher categories. Additionally, 16.0% of the sample agreed, while the "neutral" category represented the smallest proportion at 4.5%.

From this, it is clear that there is a strong desire for development and skill enhancement among the trainees, enabling them to perform their work more proficiently and comprehensively, which will benefit the trainees.

Table (20): Does the management delegate its authority to subordinates?

		Frequency	Percent
Valid	Strongly agree	13	6.5
	Agree	9	4.5
	Neutral	16	8.0
	Disagree	73	36.5
	Strongly disagree	89	44.5
	Total	200	100.0

The data in Table (20), which examines the extent to which management delegates authority to subordinates, shows that 44.5% of the sample, categorized as "strongly disagree," believe that management does not grant any authority to subordinates to manage the work and dominates all decision-making. This is followed by 36.5% in the "disagree" category, which extends the view of the first category, emphasizing the extent of management's control over decision-making at the center. When we consider the combined percentages of the "strongly agree" and "agree" categories, they make up 11% of the sample, indicating significant dissatisfaction with the managerial approach, which directly contributes to job dissatisfaction. The "neutral" category represented a smaller proportion, totaling 8%.

This further confirms the findings of the study through the analysis of previous tables, highlighting job dissatisfaction among the trainers in both financial and administrative aspects.

Table (21): Are the service delivery procedures clear?

		Frequency	Percent
Valid	Strongly agree	10	5.0
	Agree	6	3.0
	Neutral	9	4.5
	Disagree	78	39
	Strongly disagree	97	48.5
	Total	200	100.0

The data in the table above, number (21), shows that the percentage of (48.5%) of the sample, which is the category (strongly disagree), represented the highest category in the total sample of the study, while the category (disagree) represented a percentage of (39.0%), which is a high indicator that there is a lack of clarity and transparency in the service provision procedures. While the category (neutral) represented a percentage of (4.5%) of the sample, which is a low percentage, while the two categories (agree, and strongly agree) represented a percentage of (8.0%) combined. Of the total sample, which is a weak percentage compared to the total sample, and this confirms what the table analysis reached.

Table No. (22) The prevailing cooperation between workers in completing the work

		Frequency	Percent
Valid	Strongly agree	91	45.0
	Agree	79	39.0
	Neutral	7	3.5
	Disagree	11	5.5
	Strongly disagree	12	6.0
	Total	200	100.0

Through the data in table No. (22), which shows the form of cooperation between workers and in completing the work, it is noted that there is a very high percentage of the sample who strongly agree and see that there is continuous cooperation between workers in training to complete their tasks well. This is at a rate of (45.5%) for the category (strongly agree) and a rate of (39.0%) for the category (agree), which is an extension of the first category and is considered a confirmation of it. As for the category (strongly disagree), it was at a rate of (6.0%) of the sample surveyed, and the category of agree was at a rate of (5.5%). As for neutral, it represented a rate of (3.5%). From here and from the above analysis, it is noted that there is cooperation between workers in performing tasks, which indicates the desire to work well despite job satisfaction.

Table No. (23) Management's appreciation and respect for the distinguished employee

		Frequency	Percent
Valid	Strongly agree	8	4.0
	Agree	6	3.0

	Neutral	15	7.5
	Disagree	74	37.0
	Strongly disagree	97	54.8
	Total	200	100.0

The analysis of the data in Table (23), which assesses the management's recognition of outstanding employees, reveals that 48.5% of the sample, categorized as "strongly disagree," confirm that there is no recognition for outstanding employees by management. This is followed by 37.0% in the "disagree" category. Together, these two categories account for 85.5% of the total sample, indicating a high percentage of agreement on the lack of recognition. The "neutral" category represented 7.5% of the sample, while the "strongly agree" and "agree" categories had relatively low percentages in comparison to the higher categories. This reinforces the consensus that there is no evaluation or motivation for outstanding employees.

Results:

1. Improving salaries and the incentive system for trainers to achieve job satisfaction, which will enhance performance and productivity.
2. Establishing clear criteria and standards for the reward system to ensure fairness among employees.
3. Enhancing the work environment.

Recommendations: Based on the findings of the research, the researcher recommends the following:

1. Improving salaries and the incentive system for trainers to achieve job satisfaction, which will enhance performance and productivity.
2. Establishing clear criteria and standards for the reward system to ensure fairness among employees.
3. Enhancing the work environment and designing comprehensive occupational safety procedures.

Suggestions for Future Studies:

1. The causes of organizational work stress and its relationship with job satisfaction among administrative supervisors in the Department of Educational Administration, College of Education, Sudan University of Science and Technology, Khartoum, Sudan.
2. A study on incentive systems and their impact on job satisfaction among bank employees in Khartoum, Sudan.
3. The psychological stress of military officers and its relationship with job satisfaction levels, Military College, Khartoum.

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