

UDC 377.6

DOI: 10.23951/2782-2575-2025-1-19-36

## ACADEMIC SATISFACTION AND ITS INFLUENCE ON THE COMPETENCE OF SCIENCE TEACHERS IN ISLAMIC SECONDARY SCHOOLS IN KIRKUK PROVINCE

*Albayati Gh. Taan*

*Presidency of Sunni Endowment, Religious Teaching and Islamic Studies  
Directorate, Baghdad, Iraq, dr.ghazi@taleemdeny.edu.iq,  
<https://orcid.org/0000-0003-1012-5248>*

**Abstract.** This article examines the extent to which academic satisfaction is related to the competence of science teachers in Islamic secondary schools in Iraq. It identifies statistical differences between the sample responses that can be attributed to the variables of gender and academic experience. The study relied on a descriptive and correlational approach. The data was collected using a questionnaire containing (58) paragraphs. The study sample consisted of (138) teachers distributed in (22) Kirkuk province – Iraq Islamic schools. The academic satisfaction indicators studied included teachers' interest in the educational goals, their sense of self-efficacy, and satisfaction with the meetings, communication, and partnership between them and the educational institution. The effects of behavioral indicators on the dimensions of academic satisfaction (salary, incentives, pedagogical supervision, professional development, school administration, working conditions, social status, and belongingness to the profession), there are no statistical differences in the competence of teacher performance attributed to the gender variable, in contrast to the existence of statistically significant differences for the academic experience variable. The results also showed that academic satisfaction is related to teachers' competence in improving their pedagogical experience, which is one of the most important factors in improving the competence of professional work.

**Keywords:** *academic satisfaction, science teachers, teacher competence*

**For citation:** Albayati Gh. Taan. Academic Satisfaction and its Influence on the Competence of Science Teachers in Islamic Secondary Schools in Kirkuk Province. *Education & Pedagogy Journal*. 2025;1(13):19-36. doi: 10.23951/2782-2575-2025-1-19-36

### Introduction

In recent years, the topic of employee satisfaction has occupied the attention of many academics and researchers in many countries, particularly in relation to satisfaction and its relationship to key work activities. The research on this topic is due to the increasing influence of the human factor in determining modern output alongside other material factors. Satisfaction in academia depends on compatibility with values and principles.

The higher the satisfaction with working conditions, the greater the productivity gain. Many factors directly impact the teacher's performance, which plays an important role in the teacher's level of competence, whether these factors are positive or negative. Many studies have looked at this issue, but it is no secret to us as researchers of educational problems that these factors vary from one setting to another. Regardless of how we identify these factors, other factors may emerge. Academic satisfaction is one of the general factors that affect teachers' professional competence of teachers because it is an important aspect of their professional activity as it influences the effectiveness of performance in general.

However, let us look at some aspects of this background that still need to be mentioned. Motivations for career choice:

- Teachers' satisfaction with their profession depends on the reasons for their career choice and its influence on family traditions, advice from friends... etc. [1]

- Professional self-actualization: the level of satisfaction also depends on how the teacher evaluates his professional activity through a positive attitude towards the role and tasks assigned to him, which will contribute to increasing satisfaction [2].

Many studies have pointed out the importance of academic satisfaction for employees, as academic satisfaction can be considered an indicator of employees' competence rate, so appropriate measures must be taken to maintain competence in professional work, such as the study by [3], on the level of "academic satisfaction of teachers," the study by Madigan & Kim, 2021. [4] on "the concept of teachers' attrition and their intentions to resign" and Al-Abba et al.'s 2020 study [5].

### **The problem of the study**

- The issue of academic satisfaction has long been a problem for many groups in society, especially employees. In recent years, many scholars, researchers, educators, sociologists, and psychologists have conducted much research on various topics, but academic satisfaction is relatively low. The lack of such research, especially in economically unstable countries such as Iraq, has led the researcher to choose this topic for research for many reasons. The problem of this study is to answer the following main questions: **What is the impact of academic satisfaction on the effectiveness of science teachers in Islamic secondary schools in Kirkuk province?**

- To answer the main problem question of the study, the following sub-questions need to be answered:

- What is the level of academic satisfaction among science teachers in Islamic secondary schools in Kirkuk?
- What is the level of competence of science teachers in Islamic high schools?
- What is the influence of academic satisfaction on teachers' competence?
- Are there any statistical differences between the respondents' answers to the question of teachers' competence depending on gender and academic experience?

#### **Objectives of the study**

- Determine the level of academic satisfaction of science teachers.
- Determine the level of competency of science teachers in Islamic secondary schools in Kirkuk.
- Determine the level of academic satisfaction of science teachers.
- Calculate the statistically significant differences in the teachers' level of competency by gender and academic experience.

#### **Importance of the study**

Academic satisfaction is one of the most important social and psychological issues. Many studies have shown that academic satisfaction plays an important role in teachers' professional lives regarding mental health, creating a supportive environment, and maintaining a positive attitude toward the profession.

#### **limits of study**

- limits of the study
- The academic satisfaction and competence level of the teachers represented the objective limits.
- A random sample of science teachers represented human limits.
- The spatial limits were drawn in Islamic secondary schools in the city of Kirkuk, Iraq.

#### **Hypotheses of the study**

First: "There is no statistically significant difference at the significance level (0.05) in the responses of the study sample on the competence of Islamic secondary school teachers in Kirkuk city based on the gender variable".

Second: There is no statistically significant difference at the significance level (0.05) in the responses of the studied sample regarding the competence of Islamic secondary school teachers in Kirkuk city based on the variable of scientific experience.

### **Conditions of the study**

**Academic satisfaction:** Akimov defined it as an important indicator of social and psychological climate which is directly related to performance [6].

Aki Juraboev also defined it as an indicator of a person's job satisfaction [7].

Karim defined it as the result of a person's compatibility with the work environment, which results from a number of factors and personal characteristics [8].

**The researcher** defines it procedurally as the individual's social well-being that helps increase teacher performance competence to achieve sustainable professional development.

Who are **science teachers**? They are teachers who teach pure science subjects such as math, physics, and biology.

**Performance competence:** The researcher defines it procedurally: it is the personal ability to skillfully master certain professional tasks within one's own field of expertise.

**Concept of academic satisfaction:** In modern pedagogical and psychological theories, the concept of academic satisfaction is considered in two main directions:

- Psychological: Excellence in education is considered as an emotional state of the teacher that expresses their personal attitude towards tasks, activities, or the exercise of competencies [9, 10].

- Pedagogical: Here, satisfaction is seen in relation to the success of teaching in terms of quality and high competence in education [11, 12].

### **Importance of academic satisfaction**

**For the teacher:** feeling satisfied with the teaching job helps the teacher to develop a sense of appreciation for their profession and teaches them to deal with the stresses of life in general. There are some tips that can be followed to achieve satisfaction [13].

**For educational institutions, the educational systems in many countries, especially in the Arab world,** force educators and researchers to observe and study teachers' professionalism levels. Many studies have dealt with the question of what a teacher should do professionally, and we realize that every year, there are new standards that teachers must consider to be satisfied with their work and profession. This includes the psychological personality of the teacher because the multitude of tasks that the educational administration is responsible for can distract the same administration from its duties, negatively impacting teacher satisfaction [14].

**For the community:** society determines interpersonal relationships according to trends that affect life activities. When the teacher assumes their social status, this strengthens their confidence in their personal and professional relationships. Therefore, it is important that the work done and the teacher's position are positively evaluated by society [15].

The researcher believes that professional and social justice can only be achieved through the academic satisfaction of the employee (teacher), but despite the results of studies and research that have effectively helped to define the concept of academic satisfaction and its effective role in the integration between the employee, the educational institution and society to achieve the best together.

**Factors for academic satisfaction can be identified:** 1) the financial benefits; 2) the employee's salary; 3) the evaluation of competency, which is determined by the teacher's individual skills; 4) the teacher's professional development; 5) social relationships among peers; 6) psychological well-being [16].

**Improving teachers' academic satisfaction:** In the following, we present the most important recommendations from studies and research on improving teachers' academic satisfaction: 1) improving teachers' emotional skills develops mental alertness, reduces stress, and increases social skills, which in turn affects teaching as a whole; 2) limiting working hours, working outside regular working hours and lack of rest breaks reduce teacher's well-being; 3) strengthening relationships with teachers' colleagues and management support can help them cope with work challenges and feel happy; 4) building positive relationships with students will increase teacher's satisfaction [17–22].

### **Earlier studies**

Previous studies were divided into two axes:

1. Academic satisfaction.
2. Teacher competence.

In their works, many domestic and foreign researchers have dealt with academic satisfaction and its relationship with economic prosperity (salary, age, education, social relations, and marriage), psychological beliefs, and moods.

1. (Alkaid) study titled "Academic Satisfaction among Special Education Teachers." The study aimed to measure the level of satisfaction of special education teachers with their work, their attitudes toward working with children with disabilities, and their influence on the attitude of student teachers. The researcher used a sample that consisted of (71) teachers and (71) students. A multiple linear regression analysis

was conducted. The study concluded that fostering work satisfaction and positive attitudes among special education teachers is critical to creating a supportive environment that encourages teachers to embrace the challenges and rewards associated with working with children with disabilities. [23]

2. A study by (Abu Armila) entitled “Academic Satisfaction and its Impact on Job Immersion among Municipal Secondary School Teachers in the East Jerusalem Countryside.” The study relied on a descriptive and correlational approach to achieve the aim of the study. The study sample consisted of (255) individuals, including (99) male teachers and (156) female teachers. The study concluded that academic satisfaction affects job commitment and that there are no statistically significant differences between the mediums of responses. The sample members studied estimated the level of job commitment based on the gender variable, while the study indicates that there are statistically significant differences based on the years of experience variable.” [24]

3. The study by (Sahito & Vaisanen) titled “Literature Review on the Academic Satisfaction of Teachers in Developing Countries.” The studies were conducted in (21) countries in Asia and Africa. The study aimed to investigate various relevant factors. The study concluded that the most important factors influencing teachers’ academic satisfaction are favorable working conditions, opportunities for advancement, fair compensation, support from school administration, colleagues and the community, teacher empowerment, and friendships. [25]

4. Bechara’s study entitled “Professional Satisfaction of Urban and Rural Secondary School Teachers in Russia” aimed to determine teachers’ job satisfaction in rural and urban schools. Experimental methods were used. The study found that teachers in urban areas are more satisfied than teachers in rural areas. Their satisfaction is related to the school administration’s recognition of teachers’ efforts to improve their professional performance and ability to maintain friendly relationships at work. The study also found that teachers in rural areas desire to change jobs to obtain a position with higher status and better pay, but they do not desire professional development or continuing education. [26]

5. The study by (Abdul Khaliq and Hassania) titled “Educational Beliefs and their Role in Achieving the Competence of Primary Education Teachers.” According to the degree variable, the study aimed to determine psychological flexibility and its relationship with self-efficacy and job satisfaction among kindergarten teachers in schools in

Sulaymaniyah. The researcher used the descriptive method, and the study included (250) teachers. The study found that the level of self-efficacy among kindergarten teachers was generally high, and there was a statistically significant direct relationship between psychological flexibility and self-efficacy among kindergarten teachers. [27]

**General comment on previous studies:** Previous studies have shown that teachers' satisfaction with their work has a significant impact on their performance and on the achievement of educational goals in schools. Previous research has also looked at the issue of teacher satisfaction and its relationship to working conditions in schools and teacher characteristics. It is worth mentioning that another study has shown the importance of teachers' satisfaction with general working conditions in schools and teachers' characteristics. These studies can help to improve our understanding of the relationship between academic satisfaction and the effectiveness of science department teachers in Islamic secondary schools.

### **Research methodology and procedures**

**Research methodology:** The study was conducted using the descriptive-relational method.

**Community of the research:** the study population consisted of secondary school teachers in the schools of Kirkuk City, with a total number of (680) teachers distributed among the Islamic secondary schools in Iraq. The sample was randomly selected to suit the nature and objectives of the study. The sample size was (138) teachers, including (96) male teachers and (42) female teachers.

The questionnaire was used as a tool for data collection and consisted of two parts: the first included personal information and the second included two axes: the first – academic satisfaction, which included (46) items divided into (7) dimensions: the first dimension: “school administration” and included (8) items. Second: “Working conditions and nature of work” comprised (6) items. Third: “Salary and incentives” comprised (8) items. Fourth: “Social status” comprised (5) items. Fifth: “Professional development” comprised (8) items. Sixth: “Pedagogical support” with (4) items, and seventh: “Belonging to the profession” with (7) items. The second axis – teacher competence, which comprised (12) items.

### **Experimental procedure**

1. Apparent validity: The instrument was presented to (12) specialized reviewers, and some items were changed and deleted, while the agreement rate for the questionnaire items reached (85%).

2. Internal consistency: The significance of the correlation coefficient values was confirmed as the internal consistency of the academic satisfaction axis (0.702) and the teacher competence axis (0.812) was achieved.

**Reliability of the instrument:** After calculating the Cronbach's alpha coefficient, it was found that its value is (0.80). Thus, the study instrument has high validity and reliability, and its results can be considered reliable in the present study.

### Study results and discussion

– **To answer the first question**, “What is the level of academic satisfaction among science teachers in Islamic secondary schools in Kirkuk?” the arithmetic mean and relative weight of the dimensions of academic satisfaction were calculated, and the rank of each dimension of the axis was determined:

Table 1  
*Arithmetic mean and relative weight of the dimensions of academic satisfaction*

No	Dimensions	No. Items	means	Std. deviation	Relative weight	Direction of opinion	Rank
1	School administration	8	2.893	0.844	2.90	Medium	4
2	Working conditions and type of work	6	2.924	0.897	2.83	Medium	3
3	Salary and Incentives	8	1.980	0.922	1.94	Low	7
4	Social status	5	3.055	0.986	3.06	Medium	2
5	Professional development	8	2.714	1.037	2.71	Medium	5
6	Educational Supervision	4	2.413	0.930	2.41	Low	6
7	Belonging to the profession	7	3.105	0.958	3.11	Medium	1
Academic Satisfaction axis		46	2.759	0.975	2.71	Medium	

Table 1 shows that the mean dimensions of the first axis, “*Academic satisfaction*,” ranged between (1.980–3.105), with the dimension “*Belonging to the profession*” ranking first with a relative weight of (3.105) and receiving a “medium” rating, followed by the dimension “*Social status*” with a relative weight of (3.055), while the dimension “*Working conditions and type of work*” ranked third with a relative weight of (2.924). The dimension “*Educational Supervision*” was in penultimate place with a rating of “low” and a relative weighting of (2.413) and was mentioned last after the dimension “*Salary and incentives*” with a relative weighting of (1.980). The overall mean for the “*Academic satisfaction*” axis was (2.759) with a rating of “medium.” We also note the teachers’ academic dissatisfaction estimates in the two dimensions (6, 7).

**These are two important things indirectly:** first, the indirect positive effect of pedagogical supervisors on the performance of teachers in school. Therefore, it is necessary to look into this matter to understand the reasons and turn their role from observer and scold to guide and mentor [28, 29].

The second problem is about salary and incentives. This is a chronic problem that continues to plague teachers at all levels. The institutions with the decision-making power have not been able to develop a solution to this problem despite all the recommendations of studies and conferences that have advocated it [30, 31].

– **To answer the second question**, which included “What is the level of competence of science teachers in Islamic secondary schools?” the means and deviations were calculated for the second axis, “competence of teachers,” and arranged according to the arithmetic mean.

Table 2

*Arithmetic means and relative weight of my teacher’s competency axis*

No	Dimensions	No. Items	means	Std. deviation	Relative weight	Direction of opinion
1	I feel comfortable while working at school	3.522	0.961	2.55	High	9
2	I work actively in the most difficult circumstances	3.652	0.994	2.65	High	8
3	I cooperate with my coworkers	3.862	0.968	2.80	High	2
4	I suffer from work stress at school	3.775	0.904	2.74	High	6
5	Assigning me additional work at school	3.797	0.921	2.75	High	4
6	I feel comfortable while working intensely	1.630	0.829	1.18	Low	12
7	I am flexible when dealing with my colleagues	3.884	0.997	2.81	High	1
8	I devote myself to teaching when I work	3.783	1.030	2.74	High	5
9	I don’t think about external topics while teaching	3.471	0.976	2.52	High	10
10	I prefer my schoolwork to my personal tasks	3.841	1.013	2.78	High	3
11	I feel excited while performing my duties as a teacher	3.761	0.993	2.73	High	7
12	I feel happy when I work intensely	2.297	0.977	1.66	Low	11
Teacher competency axis		3.440	0.964	2.49	High	

From Table 2 the above table, we note that the 7th paragraph, “*I am flexible in dealing with my colleagues*,” ranked first with an average of (3.884) and a grade of “high,” while the paragraph “*I cooperate with my colleagues at work*” ranked second with an average of (3.862) and also with a “high” as well rating, and the paragraph “*I prefer my school work to my personal tasks*” ranked third with an average of (3.841).

As for the last three paragraphs, their arithmetic averages ranged from (1.630–3.471), where the paragraph “*I don’t think about any external topic while teaching*” ranked tenth, and the paragraph “*I feel happy when I work intensely*” ranked eleventh, followed by the paragraph “*I feel comfortable while working intensely*” ranked last.

The arithmetic mean of the teacher competence axis was (3.440) with a grade of “high,” which shows the degree of impact of the living conditions in the teacher’s environment on performance competence at school. Burdening the teacher with tasks other than teaching, such as providing pedagogical support, supervising extracurricular activities or acting as a librarian ... etc., would lead to professional anxiety, which would have a negative impact on the teacher’s performance competence in the classroom: [32]

**To answer the third question,** “What is the influence of academic satisfaction on teachers’ competence?” Pearson’s correlation coefficient was calculated to determine the relationship between the dimensions of the independent variable and the dependent variable, and stepwise multiple linear regression was analyzed to determine and rank the dimensions of the first axis, “Academic satisfaction,” that have the greatest influence on teachers’ competence.

Table 3  
*Progressive Multiple Linear Regression Analysis of Academic Satisfaction Axis Dimensions*

Dimensions of the first axis, “Academic Satisfaction”	Estimated Parameters (B)	T-test		F-test		R	R2
		Value	Sig	Value	Sig		
Fixed Value	0.677	5.687	0.000	433.667	0.000	0.919	0.844
1. Salary and Incentives	0.366	5.253	0.033				
2. Educational Supervision	0.398	4.651	0.000				
3. Vocational development	0.452	3.728	0.000				
4. School administration	0.446	3.101	0.000				
5. Working conditions and nature of work	0.483	2.158	0.000				
6. Social status	0.570	1.975	0.000				
7. Belonging to the profession	0.093	0.397	0.024				

The above table shows that teachers’ academic satisfaction (84%), represented by the seven dimensions addressed in the present study, impacts teachers’ competence level. The remaining value (16%) may be due to other factors that probably influence the teachers’ level of professional competence but are not listed in the scale. The value of (F) probability reached (0.000), which means that the scale used to predict the possible outcomes in this study is valid.

Based on this result, we reject the null hypothesis and accept the alternative (moral hypothesis) hypothesis, which states that “there is an influence on teachers’ competence for each of the dimensions of academic satisfaction.” This result is logical because the more satisfied teachers are with their salary and rewards, their belonging to the profession, ...etc., the more their competence increases. This satisfaction is reflected in the quality of teaching in academic and Islamic educational institutions. This result is consistent with the study (Ali, 2009; J. Liu, 2021) [33. 34: 825]

– To answer the fourth question, which related to the hypotheses of the study, the “T-test” for independent samples was used:

1. The first hypothesis: “There is no statistically significant difference at the significance level (0.05) in the responses of the study sample regarding the competence of Islamic secondary school teachers in Kirkuk due to the gender variable.”

Table 4

*T-Test data on teacher competence according to the gender variable*

Teacher competence	Frequency	Mean	Standard deviation	T-test	F-test	level of sig.
Male	96	43.26	4.133	-1.114	0.986	0.323
Female	42	44.07	3.432	-1.198		

\* A value of T at (0.05), and a degree of freedom (136) is = (1.645).

From the data in Table 4, the mean for males (43.26) with a standard deviation of (4.133) is very similar to the mean for females (44.07) with a standard deviation of (3.432); since the portability value (Sig) is (0.323), which is greater than the significance level (0.05), the variance is the same, and therefore, there are no statistically significant differences in the estimates of the sample’s responses related to the teachers’ competence based on the gender variable, and the researcher attributed this result to the fact that both genders were in the same institutional environment with a system without discrimination, and this result was consistent with the study: (Machado-Taylor et al, 2014; Koca et al, 2023). [35, 36]

1. The second hypothesis: “There is no statistically significant difference at the significance level (0.05) in the responses of the study sample on the competence of Islamic secondary school teachers in Kirkuk due to the variable of scientific experience.”

To test the validity of the second hypothesis, the one-way test of variance and Levene’s test were used to measure the homogeneity between the groups, and the results were as follows:

Table 5

*Results of the “Univariate Test” on the competence of teachers based on scientific experience*

Teacher Competency variable	Sum of squares	Degree of freedom	Mean squares	Levene’s test		F-test	level of significance
					(Sig)		
Variation between groups	59.685	2	29.84	0.343	0,710	9.185	0.002
Variance within groups	215.64	135	107.82				
Totally	167.505	137					

In Table 5, homogeneity between groups was measured by the fibrin value (0.710), which is greater than (0.05), indicating that differences were obtained between groups. The probability value of (ANOVA) test is (0.002), which is less than (0.05), indicating that there are statistically significant differences between the samples’ responses in terms of the competence of teacher performance based on the science experience variable.

In favor of each category of these differences, Tukey’s test was used to make comparisons, as can be seen in the following table:

Table 6

*Results of Tukey-test post-comparisons for differences in teacher competence based on the science experience variable*

Categories	Comparison			
	Average Categories	Less than 5 years	From 5 to 10	More than 10
Less than 5 years	38,50	—	\	\
From 5 to 10	39,78	\	—	*
More than 10	49.11	\	*	—

\* The level of statistical significance is at (0.05), but it isn’t significant at (0.05).

Table 6 shows that there are statistically significant differences in the category of those with science experience (more than 10 years) and the category of those with science experience (5 to 10 years) in favor of the category (more than 10 years) in terms of the highest mean of (49.11). The researcher believes that this result is probably because teachers with more than 10 years of experience have a higher competence in professional performance than their colleagues due to the cumulative experience they have gained with the different environmental conditions surrounding them.

### Results and Interpretation

A study on the correlation between academic satisfaction and the competence of science teachers in Islamic secondary schools revealed a positive influence of academic satisfaction on teacher effectiveness. The

study found that higher levels of academic satisfaction among teachers were associated with several positive outcomes:

First, it led to higher levels of interest and commitment to educational goals. More academically satisfied teachers showed a stronger commitment to achieving intended learning goals.

Second, it increases teachers' sense of self-efficacy. When teachers were more satisfied with their academic roles and responsibilities, their confidence in their own ability to work effectively increased.

Third, the study showed that the decisions made by educational institutions to improve teacher satisfaction had a positive impact. The actions taken to improve job satisfaction contributed to better academic fulfillment among teaching staff.

In addition, the study identified improved communication and cooperation – both between teachers and school administrators and between schools and universities – as another factor enabling higher teacher competence. However, the study also found that discussions about weaknesses between managers and teachers were often counterproductive. This was attributed to managers lacking appropriate communication styles and approaches that would make such feedback acceptable and constructive for teachers. The study highlights that fostering mutual respect between managers and teachers is crucial to instilling a positive attitude towards the teaching profession and career progression.

Therefore, we can discuss several important factors that affect teachers' job satisfaction and competence:

**Salaries and extra work:** this part points out that many teachers receive salaries that are below the subsistence level, forcing them to take on extra work after school to meet their financial needs. The lack of adequate remuneration is cited as a major problem.

**Inappropriate specialization:** Another recurring problem is the fact that teachers are not allowed to teach exclusively in their area of specialization. Sometimes, teachers have to teach subjects not part of their specialty, e.g., a math teacher also has to teach science. This mismatch between qualifications and assigned subjects is cited as an obstacle.

**Classroom resources:** The paragraph also highlights the importance of adequately equipping classrooms with the necessary resources, such as lighting, furniture, and teaching aids. The lack of adequate classroom facilities is said to have a negative impact on teachers' academic satisfaction and the overall working environment.

Intrinsic factors of the profession: ultimately, this paragraph argues that teacher satisfaction is essentially related to the teaching profession itself. It suggests that the profession should provide material, moral, and psychological stability to teachers, especially trainee teachers. The material component, in particular, is highlighted as crucial to teacher performance and effectiveness.

In summary, the most important factors affecting teacher satisfaction and competence appear to be adequate fringe benefits, appropriate teaching tasks and specialization, sufficient teaching resources, and stability and fulfillment from the teaching profession itself. Addressing these elements could help to increase teachers' job satisfaction and thus improve their overall performance.

### **Conclusion**

The studies on teachers' academic satisfaction underline its crucial importance for the education sector. Recent research has shown that high levels of academic satisfaction among teachers play a crucial role in improving the overall quality of education and the safety and well-being of the educational environment. Furthermore, the studies show that increasing teachers' academic satisfaction directly improves their competence and effectiveness in academics and teaching. This, in turn, benefits the educational process as a whole.

These findings highlight the need for education stakeholders, including administrators and policymakers, to prioritize strategies and actions to promote teacher academic satisfaction. By addressing the key factors that influence teacher satisfaction, the education system can significantly improve the quality of teaching and student outcomes.

### **Recommendations for research**

The following are some key recommendations for improving the academic satisfaction and professional competence of teachers in Islamic secondary schools:

- Provide a positive working environment by creating a supportive, cooperative, and nurturing working climate for teachers.
- Address any issues related to physical working conditions, resources, and facilities.
- Strengthen collaboration between teachers and school administrators by fostering open communication and trust between teachers and school administrators and involving teachers in the decision-making and educational planning process.
- Provide ongoing professional development opportunities by conducting regular in-service training programs to improve teachers'

instructional skills and abilities and by encouraging and supporting teachers' professional growth and learning.

– Provide emotional and psychological support by offering counseling and wellness services for teachers' emotional needs and creating a culture where teachers' contributions are valued and recognized.

– Improve material and moral rewards by reviewing and improving teacher compensation and various benefits and implementing non-monetary recognition and appreciation programs.

– Strengthen pedagogical supervision and guidance by ensuring that pedagogical supervisors provide tailored professional development programs and actively involve teachers in designing and implementing these programs.

If these recommendations are implemented, Islamic secondary schools can work towards improving teachers' academic satisfaction and professional competence. This will help improve the overall quality of education and create a more effective and conducive learning environment for students.

### References

1. Mikhalkina E.V., Skachkova L.S., Dyuzhikov S.A. Udovletvorennost' trudom v akademicheskoy sfere [Job satisfaction in the academic field]. *Terra Economicus*. 2020;3(18):160-181 (in Russian).
2. Ibrahim R.A., Al-Jalil R.A. Obstacles to the self-professional development of the English language teacher at the secondary stage and the requirements for achieving it. *Journal of the College of Education in Mansoura*. 2022;2(117):595-620.
3. Demirtas Z. Teachers' job satisfaction levels. *Procedia-Social and Behavioral Sciences*. 2010;9:1069-1073.
4. Madigan D.J., Kim L.E. Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teach Educ*. 2021;105:103425.
5. Al-Abba W.J., Al-Faroukh A.Y., S. Governorate. Job satisfaction of government secondary school teachers in the Directorate of Education for Zarqa II Region. *Jerash Journal for Research & Studies*. 2021;2(22).
6. Akimov I.B. Faktory udovletvorennosti rabotoy pedagogov srednego obshcheobrazovatel'nogo uchrezhdeniya [Factors of satisfaction with the work of teachers of secondary educational institutions]. *Vestnik Samarskoy gumanitarnoy akademii. Seriya: Psikhologiya – Bulletin of the Samara Humanitarian Academy. Series: Psychology*. 2017;2(22):23-35 (in Russian).
7. Zhuraboev B. Motivirovannyye lyudi dlya udovletvoreniya svoikh sobstvennykh potrebnostey [Motivated people to meet their own needs]. *Academic research in educational sciences*. 2020;3;1170-1177 (in Russian).
8. Karim R.S. Job satisfaction – its concept and methods of measuring it. *Journal of the College of Arts*. 2022.
9. Zhang G. et al. Understanding the impact of the psychological cognitive process on student learning satisfaction: combination of the social cognitive career theory and SOR model. *Frontiers in Psychology*. 2021;12:712323.

10. Kim M. et al. Developing student-athlete school satisfaction and psychological well-being: The effects of academic psychological capital and engagement. *Journal of Sport Management. Human Kinetics*. 2020;4(34):378-390.
11. Shafait Z. et al. An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. *PLoS One*. 2021;8(16):e0255428.
12. Hassan S. un-N. et al. Academic self-perception and course satisfaction among university students taking virtual classes during the COVID-19 pandemic in the Kingdom of Saudi-Arabia (KSA). *Education Sciences*. 2021;3(11):134.
13. Toropova A., Myrberg E., Johansson S. Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*. 2021;1(73):71-97.
14. Mohamed Abdel Moneim Dr. The role of excellence management in enhancing job engagement for secondary school leaders in light of Egypt's Vision 2030. *Educational Journal of Adult Education*. 2023;3(5):31-60.
15. Judge T.A., Zhang S.C., Glerum D.R. Job satisfaction. In: Sessa V.I., Bowling N.A. (eds) *Essentials of job attitudes and other workplace psychological constructs*. Routledge, 2020. Pp. 207–241.
16. Gadeer B., Fayad L., Nyzamly B. Study of the most important organizational factors affecting job satisfaction of employees in educational institutions (field study at Tishreen University). *Tishreen University Journal-Economic and Legal Sciences Series*. 2021;5(43).
17. Saad bin Surur Al-Ghafri e. et al. The impact of academic qualification and professional ambition on the job satisfaction of the Omani teacher and on the entrepreneurial thinking and competitive performance of his students. *Journal of the College of Education*. 2024;1(40):1-96.
18. Al-Kilani N.K. The prevailing leadership styles among public school principals and their relationship to the degree of improvement in job satisfaction from the point of view of teachers in Jordan. *Journal of Educational and Psychological Sciences*. 2022;5(6):1-24.
19. Sahito Z., Vaisanen P. A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education*. 2020;1(8):3-34.
20. Breus I.V. Udovletvorennost' trudom pedagogov obrazovatel'noy organizatsii [Satisfaction with the Work of Teachers of an Educational Organization]. In: Ashikhmina L.M. (ed.) [Youth of Siberia-Science of Russia]. Krasnoyarsk, Siberian Institute of Business, Management and Psychology Publ., 2022:111-115 (in Russian).
21. Muhammad A.A., Muhammad B.Sh. Psychological flexibility and its relationship to self-efficacy and job satisfaction among kindergarten teachers in government schools in the center of Sulaymaniyah Governorate. *Halabja University Journal*. 2024;1(9):267-290.
22. Al-Sarayrah et al. Job satisfaction and its relationship to achievement motivation among teachers in schools in the southern district of Mazar. *Education (Al-Azhar): a peer-reviewed scientific journal for educational, psychological, and social research*. 2022;193(41):607-635.
23. Alkaid Z.S., Ali S.M.A., Al-Masad M.M. The creator of the working environment for experimental production. *Education and science*. 2024;1(1i):202-225.
24. Abu Rmeila M., Maysaa. Job satisfaction and its impact on job immersion among municipal secondary school teachers in East Jerusalem. *Journal of the College of Education (Assiut)*. 2023;2(39):308-330.

25. Sahito Z., Vaisanen P. A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education*. 2020;1(8):3-34.
26. Bocharova E.E. Udovletvorennost' professional'noy deyatelnosti uchiteley gorodskikh i sel'skikh shkol [Satisfaction with the professional activities of teachers of urban and rural schools]. *Izvestiya Saratovskogo universiteta. Novaya seriya. Seriya Akmeologiya obrazovaniya. Psikhologiya razvitiya – Bulletin of Saratov University. A new series. The Acmeology of Education series. Developmental psychology*. 2017;3(6):253-260 (in Russian).
27. Abdel Khaleq Sayed Mansour H., Hosnia. Pedagogical beliefs and their role in achieving the competence of primary education teachers. *Pedagogical Journal of Adult Education*. 2022;1(4):291-325.
28. Dehomme S.A. The reality of supervisory practices for educational supervisors in light of the principles of comprehensive quality and ways to develop it in the city of Zliten. *Al-Asala Magazine*. 2023;8(2).
29. Al-Humaidi Al-Anazi A.A. The degree of availability of the dimensions of the learning organization in the administration of educational supervision in the city of Tabuk from the point of view of educational supervisors. *Journal of the College of Education (Assiut)*. 2019;7,2(35):312-338.
30. Khashaba et al. The degree of availability of quality of work life among basic education teachers in Damietta Governorate. *Journal of the College of Education in Damietta*. 2023;84.05(38).
31. Al-Shahoumi S.B.R.B.A. et al. The impact of the dimensions of job satisfaction among basic education school teachers in the Sultanate of Oman on their organizational similarity. *Arab Journal of Educational and Psychological Sciences*. 2022;25(6):255-284.
32. Al-Suqairi, Mohsen A.B.A.B. A proposed vision to overcome obstacles to teachers' professional development to meet the challenges of the digital age. *Education (Al-Azhar): a peer-reviewed scientific journal for educational, psychological, and social research*. 2023;200(42):229-272.
33. Ali A. The impact of teacher wages on the performance of students: evidence from PISA. *MPRA Paper*. 2009;18252.
34. Liu J. Exploring teacher attrition in urban China through interplay of wages and well-being. *Education and Urban Society*. 2021;7(53):807-830.
35. Machado-Taylor M. de L., White K., Gouveia O. Job satisfaction of academics: Does gender matter? *Higher Education Policy*. 2014;27:363–384.
36. Koca F., Kılıç S., Dadandı İ. Attitudes towards distance education and academic life satisfaction: The mediation role of academic self-efficacy and moderator role of gender. *Technology, Knowledge and Learning*. 2023;29(2):1–22.

**Information about the author:**

**Ghazi Hussein Taan Albayati**, Doctor of Sciences, Candidate of Pedagogical Sciences, Presidency of Sunni Endowment, lecturer in Religious Teaching and Islamic Studies Directorate, Baghdad, Iraq, 10011.

E-mail: dr.ghazi@taleemdeny.edu.iq.

## АКАДЕМИЧЕСКОЕ УДОВЛЕТВОРЕНИЕ И ЕЕ ВЛИЯНИЕ НА КОМПЕТЕНТНОСТЬ УЧИТЕЛЕЙ ЕСТЕСТВЕННЫХ НАУК В ИСЛАМСКИХ СРЕДНИХ ШКОЛАХ ПРОВИНЦИИ КИРКУК

*Гhazi Хусейн Таан Албаяти*

*Главное Суннитского дарование, Управления религиозного преподавания  
и исламских исследований, Багдад, Ирак, dr.ghazi@taleemdeny.edu.iq*

**Аннотация.** В данной статье рассматривается исследование степени, в которой академическая удовлетворенность связана с компетентностью преподавателей научных предметов в исламских средних школах в Ираке, и выявление статистических различий между ответами выборки, относящимися к гендерной переменной и научному опыту. Исследование опиралось на описательный и корреляционный подход, и данные были собраны с использованием анкеты, которая включала (58) пунктов. Выборка исследования составляла (138) учителей, распределенных по (22) исламским школам в провинции Киркук – Ирак. Изучаемые показатели академической удовлетворенности включали интерес учителей к образовательным целям, их чувство самооэффективности, удовлетворенность встречами, общением и партнерством между ними, с одной стороны, и учебным заведением - с другой. Влияние поведенческих показателей на измерения академической удовлетворенности (заработная плата, стимулы, образовательный надзор, профессиональное развитие, управление школой, условия труда, социальный статус и принадлежность к профессии). Исследование показало, что нет статистических различий в отношении компетентности эффективности учителей, отнесенной к гендерной переменной, в сравнении с наличием статистически значимых различий для переменной научного опыта, и результаты также показали, что академическая удовлетворенность связана с компетентностью учителей в улучшении их образовательного опыта, что является одним из наиболее важных факторов, ответственных за повышение компетентности профессиональной работы.

**Ключевые слова:** *Академическая удовлетворенность, Учителей естественных наук, Компетентность учителей*

**Для цитирования:** Albayati Gh. Taan. Academic Satisfaction and its Influence on the Competence of Science Teachers in Islamic Secondary Schools in Kirkuk Province // Education & Pedagogy Journal. 2025. Issue 1 (13). P. 19–36. doi: 10.23951/2782-2575-2025-1-19-36

### **Информация об авторе:**

**Гhazi Хусейн Таан Албаяти**, доктор наук, кандидат педагогических наук, Главное Суннитского дарование, преподаватель в управления религиозного преподавания и исламских исследований (Багдад, Ирак, 10011).  
E-mail: dr.ghazi@taleemdeny.edu.iq.

*Submitted July 1, 2024*