

Organizational Slack of Primary Schools Principals in Minia Governorate and its Relation to Teachers' Job Satisfaction

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Abstract:

The current study aimed to identify the reality of organizational slack among primary school principals and job satisfaction among primary school teachers, Minia Governorate, Egypt; and to monitor the relationship between organizational slack among primary school principals and teachers' job satisfaction. The study utilized the descriptive research methodology relying on a questionnaire as a study tool prepared by the researcher, which was applied to a sample consisted of 531 teachers in the primary schools in Minia Governorate centers. Results of the study revealed that the level of organizational slack among primary school principals from teachers' points of view were moderate in all dimensions of this axis which were as follows: laws and regulations, administrative and technical tasks, the relationship with colleagues and the relationship with students and that the level of job satisfaction among primary school teachers in Minia Governorate centers from teachers' points of view were high in the dimension of the nature of work inside the school; while it was moderate in the dimensions of laws and regulations regulating work and the relationship with principals, in addition it was low in the dimension of salaries, rewards and promotions. Results also indicated that there was a statistically significant relationship at the level of ($\alpha \leq 0.001$) between the organizational slack and job satisfaction dimensions in primary schools in Minia Governorate centers at a moderate level from teachers' points of view.

Key Words: Organizational Slack, Job Satisfaction, Primary Schools.

Introduction:

School is considered as one of the most important educational and pedagogical fields and is the place where the images of interdependence and interconnectedness between all components of the educational process of human and material elements are evident. Undoubtedly, whenever an atmosphere of consistency and coherence are have prevailed between such elements and whenever we depend on the scientific foundations to confront the organizational obstacles, this led indeed to the success of these educational institutions in achieving its goals which is reflected in the overall quality of education. Therefore, it is necessary to identify the organizational obstacles that hinder achieving this educational quality.

Organizational slack is one of the organizational obstacles facing the achievement of educational process quality, which is defined as "losing the principals the motivation towards his work and failure to perform duties assigned to him with the required quality as well as showing laziness and accepting low-performance

levels."¹ In other words, it refers to violations issued by the school principals while performing their work tasks, which mainly related to work including laziness, the desire to obtain the largest compensations for the least effort, the implementation of the minimum levels of work, lack of seriousness at work, lack of motivation towards work and acceptance of low- performance work level.

To the extent that the educational institutions' management adopts the concepts of work respect, equality, justice, accountability, and supervision; it increases its' strength and capacity for creative giving; it also creates the spirit of relaxation and reassurance and increases loyalty and belonging. Finally, this leads to deepening the entire human input to perform their work probably and reach psychological satisfaction among all school staff.

Teachers' job satisfaction of his profession is essential for achieving psychological and social adjustment and achieving success in work, as well as being an indicator of teachers' success in other aspects of his life. The effects of teachers' job satisfaction are reflected on work and the school in which they work, and thus is represented through the positive feeling that teachers carry towards their work in the school, towards school administration and towards students as well, which in turn will be reflected on the students' educational level.

Therefore, the current research attempts to study the relationship between the organizational slack of primary school principals in Minia Governorate and teachers' job satisfaction.

Research Problem:

Despite attempts to raise the level of pre-university education in Egypt, the administrative system suffers from challenges that weakened its efficiency and effectiveness in achieving the desired results from the sector, which had a clear impact on teachers' job dissatisfaction, which as follows ²:

- the lack of job descriptions for all jobs and tasks in the school sector as a whole, workers also are not familiar with their duties, responsibilities and powers. Moreover, the method of selecting educational leaders is based on seniority, not competence; consequently, this causes the absence of educational leadership concept, and there are no clear mechanisms for exchanging experiences and information between different leadership levels, with the existence of responsibilities and specializations conflict.
- although there is an enormous training infrastructure for the pre-university education sector, it is not making the best use of it.
- The absence of an integrated institutional system for monitoring and evaluation which based on results, in spite of the existence of many departments that carry out roles of follow-up and evaluation but they lack coordination and integration as a result of the absence of an organizational structure that defines duties and responsibilities across different administrative levels.

Furthermore, the National Authority for Quality Assurance and Accreditation of Education has also approved (20)³ schools in Minia Governorate, but this represents a small number which is not consistent with the aspiration of NAQAAE, as there is a gap between the school reality and the requirements for obtaining the Egyptian school accreditation.

Based on the principals' performance in carrying out their roles and tasks assigned to them due to a large number of burdens upon them and the routine which characterized their performance as a result, the organizational slack becomes one of the main factors that can lead to negative educational outcomes or no outcomes at all. It is easy for any school to adopt a specific organizational plan, but it is very difficult to implement it and obtain positive outcomes that are in line with the theoretical outputs previously defined in the plan, this leads certainly to negative results, furthermore caused wasting time and efforts among teachers without success and causes their feelings of dissatisfaction with their profession and work.

Considering the scarcity of scientific studies which have dealt with the phenomena of organizational slack in educational institutions in particular, as it is a phenomena that has its causes, results, effects, and connections with other behavioral variables and phenomena in one hand; as well as according to the researchers' knowledge about the reality of the administrative behavior of primary school principals in Minia governorate on the other hand, this study was conducted to reveal the level of organizational slack among primary school principals in Minia Governorate and to what extent it affects teachers' job satisfaction.

Hence, the researcher conducted an exploratory open interview ⁴ with some school principals. Results revealed a number of obstacles that hindered them from performing their work, the most important of which were:

- The unjust distribution of teachers to schools by the administration that some schools have a large increase, while others have a severe deficit.
- Failure to activate the role of boards of trustees and teachers and the increasing problems with parents as a result of misunderstanding freedom, which leads to blatant interference in school affairs.
- The inadequate role of both the school psychologist and social worker.
- Failure to activate community participation by the local community surrounding the school.
- The absence of teachers specialized in most of the subjects in the primary stage and assigning teaching materials to any teacher in order to solve the problem.
- Lack of seriousness of technical follow-up among supervisors, as it becomes a kind of routine and does not fulfill the role assigned to them; that the only role of the follow-up committees is catching errors without presenting any directions, guidance or evaluation.
- The lack of seriousness in work, and the lack of motivation towards work, which results in a lack of commitment of workers in the work hours.
- Weak presence of communication channels among workers inside the school.
- Some teachers do not comply with the laws issued by the educational administration and implementation as required.
- Failure to activate the training units inside schools as required.

All of these reasons have led to a lack of school principals performance of their roles and organizational slack, which had a major impact on the staff weak satisfaction with their work in those schools, and in light of these challenges and problems, how can school management perform their roles and overcome these obstacles; Therefore, the current study problem was identified in the following main question:

What is the relationship between organizational slack of primary school principals in Minia Governorate and the teachers' job satisfaction?

This main question is divided into the following sub-questions:

- What is the reality of organizational slack among principals of primary schools in Minia

Governorate?

- What is the reality of job satisfaction among primary school teachers in Minia Governorate?
- What is the relationship between organizational slack of primary school principals and teachers' job satisfaction, Minia Governorate?
- What are the recommendations to reduce organizational slack among primary school principals in Minia Governorate and to achieve job satisfaction among teachers?

Research Objectives: The current study aims to:

- identify the reality of organizational slack among principals of primary schools in Minia Governorate.
- identify job satisfaction among primary school teachers in Minia Governorate.
- monitor the relationship of organizational slack among primary school principals in Minia Governorate and job satisfaction among teachers.
- suggest recommendations to reduce organizational slack among primary school principals' in Minia Governorate, and to achieve job satisfaction among teachers.

Research Significance:

The significance of the current study is clear through its' seeking to reveal the level of one behavioral variables affecting the administrative behaviors of school principals which is organizational slack, clarify its relationship with teachers' job satisfaction as well as clarify the significance of such important administrative concepts, moreover; to determine the impact of slack on teachers' of satisfaction which can reduce productivity and school's inability to achieve the desired goals effectively.

More specifically, the importance of this study is demonstrated through the following aspects:

- Diagnosing the factors behind organizational slack, whether it is high or medium, so that the Ministry of Education and educational administrations can take the appropriate decision in this regard.
- School principals will benefit from the results of this study, through identifying their level of organizational slack and the level of teachers' job satisfaction.
- It is hoped that this study will be an important reference for academics and researchers on the subject of organizational slack.

Study Terms:

The study included two terms: organizational slack and job satisfaction, which are defined as follows:

Organizational Slack:

It is the deviations issued by the employee during the performance of job tasks and duties, which mainly related to work, the most important of which are laziness, the desire to obtain the largest compensations for the least effort, the implementation of the minimum levels of work, lack of seriousness at work, lack of motivation towards work and acceptance of low- performance work level."

It is procedurally defined as the weakness of the school principals' motivation towards his work and his abandonment of his daily work; while being lazy, lethargic and indifference towards most of the work required for school administration.

Job Satisfaction:

Job satisfaction or (job satisfaction) generally refers to the total emotional feelings that an individual feels about the work he or she occupies and his circumstances. These feelings may be positive or negative. The more there is a correspondence between an individual's perception and what he thinks it should be the more positive the individual's feelings and the satisfied. The opposite is also true, and therefore job satisfaction reflects the extent to which the individual perceive the satisfaction of his needs at work. The more he imagines that his work will achieve the proper satisfaction for him, the more positive his feelings towards work will be and the more satisfied he is with his work.⁶

The present study adopts the following procedural definition: a state of happiness felt by the teacher when the situation within his educational institution is consistent with his aspirations and his moral and material expectations.

Research Methodology:

In light of the nature of the current study, its questions and objectives; the "analytical descriptive approach" was used; since it does not merely describe the phenomena under research only, rather it seeks to analyze and interpret it to elicit meaningful results⁷, the researcher especially utilized it to monitor the reality of organizational slack of primary school principals and its effect on teachers' job satisfaction.

Study Limitations:

The current study was limited to the following limitations:

Thematic Limitations: The study was limited to analyzing the reality of the organizational slack of primary school principals in terms of teachers' points of view and their job satisfaction.

Human and Place Limitations: The study was limited to the teachers' in primary schools in Minia Governorate.

Time Limitations: The field study was conducted during the second semester of the academic year 2018/2019.

Field Study:

This part presents a detailed description of the procedures which were followed in the implementation of the field part of the study and includes field study objectives, tools preparation, verifying tools validity and reliability, describing some characteristics of the sample, clarifying the statistical methods that were uses in processing the results and finally presenting the results.

A. Objectives of the Field Study:

The field study aimed to identify the reality of organizational slack of primary school principals from the point of view of teachers and their job satisfaction.

B. Building a study tool and verifying its validity and reliability:

A questionnaire was designed to collect the data, information and opinions necessary to achieve the goals of the study, after reviewing the relevant literature and previous studies, in addition to the personal experience of the researcher in the field of school administration. The questionnaire consisted of 35 phrases distributed in two dimensions: organizational slack and job satisfaction.

• Questionnaire Face Validity:

To ensure the questionnaire ability and validity to achieve the objectives of the study, the face validity was verified through presenting it to a group of jury members consisted of nine professors from the departments of educational pedagogy, comparative education ,and educational administration in order to be guided by their opinions and observations about the suitability of the questionnaire statements and to express their opinions on the necessary amendment such as deleting, adding or suggesting what is appropriate items that are inconsistent with the objectives and the nature of the study.

In the light of the opinions of jury members, appropriate modifications were made. The final form of the questionnaire consisted of 40 items distributed into two parts:

The first part: contains the initial and personal general data about respondents such as gender, number of years of experience and the educational administration.

The second part: consists of 40 items distributed in two dimensions: organizational slack and job satisfaction.

Study sample and application procedures:

The questionnaire was distributed in its final form to some male and female teachers in nine educational administrations, which make up all educational administrations in Minia Governorate. The sample was asked to express their views on organizational relaxation and job satisfaction on the Likert triple scale (high - medium - low). The numbers of distributed questionnaires reached 560 questionnaires, only 545 questionnaires were received; While 14 questionnaires were excluded due to lack of some data and lack of response on all statements. Consequently, the final sample was 531 male and female teachers. Table (1) shows the characteristics of the study sample according to some demographic variables.

Table (1) Characteristics of the Study Sample According to Some Demographic Variables

Demographic Variables	Characteristics	Number	Percentage
Gender	• Male	185	34.8%
	• Female	346	65.2%
Years of Experience	• Less than five years.	27	5.1%
	• From five to ten years.	141	26.6%
	• From ten to fifteen years.	146	27.5%
	• From fifteen to twenty years.	107	20.2%
	• More than twenty years.	68	12.8%
	• More than thirty years.	42	7.9%
Educational Administration	• Minia	97	18.3%
	• Samalut	51	9.6%

	<ul style="list-style-type: none"> • Matai • Bani Mazar • Maghaghah • El- Edwa • Abu Qurqas • Mallawi • Dermoos 	<p>45</p> <p>34</p> <p>39</p> <p>55</p> <p>68</p> <p>53</p> <p>89</p>	<p>8.5%</p> <p>6.4%</p> <p>7.3%</p> <p>10.4%</p> <p>12.8%</p> <p>10%</p> <p>16.8%</p>
Total number of respondents		531	100%

The study sample was characterized according to the results shown in Table (1) with a set of characteristics; it can be briefly indicated as follows:

- It is clear that the percentage of female teachers in the sample is greater than the percentage of male teachers, as the female percentage constituted 65.2% of the total sample size, while the male was about 34.8%.
- The largest rate of experience in the field of education ranged between "five to ten and ten to fifteen" with the percentage of 26.6% and 27.5% of the total sample size, as it was found that approximately 95% of the sample had a period of more than five years of experience. This characteristic supports the results of the current study, as it gives it more validity, on the basis that the length of experience allows most of the sample members to understand the performance of the school principal and their satisfaction with their work.
- Distributing the questionnaire randomly to the nine governorate centers of Minia among the primary schools.

a) Statistical Treatment:

The researcher emptied and analyzed the questionnaire through the Statistical Package for the Social Sciences (SPSS), and the statistical treatment of the results was as follows:

- Weights (3-2-1) were given to the responses of the sample members (high - medium - low), respectively. The triple Likert scale was used to measure the study sample responses to the questionnaire items.

For estimating the average of response intensity for each of the questionnaire items the researcher utilized the following equation:

Average of questionnaire response intensity rate

$$= \frac{\text{Weighted degree for the highest approval degree} - \text{Weighted degree for the lowest approval degree}}{\text{possibilities of Responses}}$$

$$\frac{3-1}{3} = 0.67$$

According to what was mentioned above:

- a) If the average of respondents' response rate to the statement is greater than or equal to (80%), then the respondents agree to this statement.
- b) If the average of respondents' response rate to the statement is between (80%) and (54%), then the respondents agree to some extent with this statement.

- c) If the average of respondents' response rate to the statement is less than (54%), then the respondents agree to this statement in a low manner

The results of the field study and its interpretation:

- The first axis: Organizational Slack

This dimension deals with discussing the results of organizational slack among primary schools principals in the nine centers of Minia Governorate, and it includes four dimensions:

The first dimension - laws and Regulations:

Table (2) Results of the Sample Responses for the Dimension of Laws and Regulations

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The school principal is obliged to apply the administrative regulations and laws.	415	87	29	57.1	16.4	5.5	2.73	0.91	High
2	The school principal favors some teachers in distributing works.	117	147	267	44.1	27.7	50.3	1.71	0.57	Medium
3	The school principal is late in carrying out the tasks assigned to him by the educational administration.	49	92	390	22.9	17.3	73.4	1.35	0.45	Low
4	The school principal leaves before the official working hours.	36	53	442	14	10	83.3	1.23	0.41	low
Total average and average response rate for the dimension of laws and regulations								1.75	0.58	medium

It is noted from table(2) that the rate level of organizational slack among the primary school principals in Minia Governorate centers from teachers' point of view was moderate in the dimension of laws and regulations; that the total mean was "1.75", while the average of response ratio for the total dimension was 0.58 and the means ranged between "2.73:1.23". The achievement of statement n.1 with a high degree was due to the principals' fear of sanctions and punishments in the case that they don't comply with the application of these laws and regulations. Whilst the achievement of statements n. (3&4) came in a low degree, this was mainly due to the commitment of school principals to work hours, whether in attendance or

leaving, as the principals seek to accomplish the tasks entrusted to them from the educational administration so as not to be held accountable. Moreover, the achievement of the statement n.(2) came in a medium degree due to the fact that some primary school principals characterized by organizational justice, while others favor some teachers in distributing work and assign them easy jobs that have special or material returns.

The Second Dimension: Administrative and Technical Tasks:

Table (3) Results of the Sample Responses for the Dimension of Administrative and Technical Tasks

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The school principal is available at all times.	460	66	5	86.6	12.4	1	2.85	0.95	high
2	The school principal follows the teachers' duties during working hours.	364	136	31	62.9	25.6	5.9	2.64	0.88	High
3	The school principal monitors the duties of administrators during working hours.	341	152	38	65.1	28.6	7.1	2.58	0.86	high
4	The school principal is concerned with matters away from his administrative duties	118	149	364	41.3	28.1	49.7	1.74	0.58	Moderate
5	The school principal delegates some teachers to carry out the tasks assigned to them.	131	149	251	44.9	28.1	47.3	1.77	0.59	Moderate
6	The school principal stays in his office all the time.	106	170	255	42.5	32	48	1.71	0.57	Moderate
Total average and average response rate for the dimension of administrative and technical tasks								2.22	0.74	moderate

It is noted from table(3) that the level of organizational slack among primary school principals in Minia Governorate centers from teachers' point of view was moderate in the dimension of administrative and technical tasks as the total mean was "2.22"; three statements of them were achieved highly and other three

were achieved moderately, this was mainly due to the commitment of primary school principals' in Minia Governorate to good administrative and technical tasks such as being in school all the time to follow up teachers and administrators in a high way, while some principals are busy with matters away from their administrative tasks, but it was clear through this dimension that the delegation of authority process which statement(5) refers to was in a medium degree and this was mainly due to the fear of some principals from losing their powers and control if they delegate some of their powers to teachers.

The Third Dimension: Relationship with colleagues

Table (4) Results of the Sample Responses for the Dimension of Relationship with Colleagues

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The school is characterized by an inappropriate working climate.	84	116	331	27.4	21.8	62.3	1.53	0.51	Low
2	The school principal is concerned with human relationships inside the school.	288	149	94	53.7	28.1	17.7	2.37	0.79	Medium
3	The school principal trusts all teachers.	259	168	104	62.9	31.6	19.6	2.28	0.76	Medium
4	The principal is interested in evaluating teacher performance.	311	139	81	26.2	26.2	15.2	2.43	0.81	High
5	The school principal accepts low levels of performance form teachers.	33	134	364	30.3	25.2	68.6	1.38	0.46	Low
Total average and average response rate for the dimension of relationships with colleagues								1.98	0.66	medium

It is noted from table (4) that the level of organizational slack among primary school principals in Minia Governorate centers from teachers' point of view was moderate in the dimension of relationships with Colleagues, that the total mean was " 1.98" and all statements were achieved moderately except one statement which was achieved in a high degree and two statements were achieved in a low degree. This was mainly due to the fact that the relationship with colleagues is characterized by good human relations, and

what confirms this is the achievement of statement n. (1) in a low degree, the achievement of statement n. (2) in a medium degree, and the achievement of statement n. (6) in a low degree, as the principal does not accept low levels of teacher performance.

The Fourth Dimension: Relationship with Students

Table (5) Results of the Sample Responses for the Dimension of Relationship with Students

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	Students leave school without permission.	24	57	450	13	10.7	84.8	1.2	0.40	Low
2	Students practice violence between them.	126	178	227	47.6	33.5	42.8	1.8	0.60	Medium
3	Students abuse teachers.	66	132	333	33.6	24.9	62.7	1.5	0.50	Low
4	Students practice violence on the school's administrative system.	72	89	370	26.4	16.8	69.7	1.44	0.48	Low
5	The school principal punishes the naughty students.	274	178	79	63.5	33.5	14.9	2.4	0.80	High
6	The principal is interested in the parents' observations.	339	143	49	69.5	26.9	9.3	2.55	0.85	High
Total average and average response rate for the dimension of relationship with students								1.8	0.60	moderate

It is noted from table (5) that the level of organizational slack among primary school principals in Minia Governorate centers from teachers' point of view was moderate in the dimension of relationships with students, that the total mean was "1.8"; as two statements were achieved in a low degree, two in a high degree whole one statement was achieved in a medium degree; this was mainly due to the interest of school principals in listening parents' comments and punishing the rioting students. In addition, the school administration is characterized by firmness and seriousness, so students do not leave the school without permission in order to keep students safe as a result this led to the achievement of two statements (3&4) in a low degree and a decrease in students' violence in side primary schools due to the school administration policy and a decrease in violence practice among childhood students than adolescents. This result is in consistence with the findings of Taha, D⁸ study. Nevertheless, the achievement of statement n.(2) was in a medium degree which indicated that students practice violence in somewhat among themselves, but rarely with their teachers and school administration, as the relationship between administration, teachers and students was characterized by mutual respect.

Summary of the results of the first axis:

Through the results obtained from the first axis, the most prominent results can be summarized through the following table which shows the means and standard deviation of organizational slack among primary school principals in Minia Governorate centers from teachers' point of view.

Table (6) the General Mean and the Percentage Weight of the Organizational Slack Dimensions

N.	Dimension	Mean	Standard Deviation	Achievement Degree
1	Laws and regulations	1.74	0.69	Moderate
2	Administrative and Technical Tasks	2.22	0.78	Moderate
3	Relationship with Collages	1.98	0.76	Moderate
4	Relationship with Students	1.8	0.72	Moderate
Total Axis		1.9	0.73	Moderate

It is noted from Table (6) that the level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate, as the total mean average was "1.9", while the standard deviation was "0.73". It is also evident that all areas of the tools came at a moderate level; as the means average ranged between " 1.8:2.22" . Thus the results of the study indicated the following:

- The level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in the dimension of laws and regulations, and this was due to the fact that despite the commitment of primary school principals to apply and adhere to laws in a significant way moreover, some primary school principals characterized by organizational justice, while others favor some teachers in distributing work and assign them easy jobs that have special or material returns.
- The level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in the dimension of administrative and technical tasks, this was mainly due to the fact that despite the significance of the administrative tasks, many principals are not concerned with its application; moreover, they may exceed that after implementation in some cases.
- The level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in the dimension of relationships with colleagues, this was mainly due to the fact that the relationship with colleagues is characterized by good human relations as well as the principal does not accept low levels of teacher performance.
- The level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in the dimension of relationships with students, in spite of the fact that forming students' behaviors at this stage is the responsibility of school administration, furthermore, because of the decrease in student violence in primary schools, as a result to the school administration policy and the decrease in violence in childhood from adolescence.

2. The Second axis: Job Satisfaction:

This dimension deals with discussing the results of job satisfaction among primary schools principals in the nine centers of Minia Governorate, and it includes three dimensions:

The First Dimension: Work Nature

Table (7) Results of the Sample Responses for the Dimension of Work Nature

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The work I do fits my specialty.	425	67	39	80.2	12.5	7.3	2.73	0.91	High
2	The work I do is in consistent with my experiences.	427	78	26	80.5	14.6	4.9	2.76	0.92	High
3	The job fits my individual abilities.	401	102	28	75.6	19.2	5.2	2.70	0.90	High
4	I feel satisfied with the number of hours I spend working.	292	168	71	54.9	5.31	13.6	2.42	0.81	High
5	Work creates opportunities for me to acquire new skills.	314	168	49	59.1	31.7	2.9	2.52	0.84	High
6	Work satisfies my personal ambitions.	238	198	95	44.8	37.2	18	2.37	0.79	moderate
Total average and average response rate for the dimension of work nature								2.58	0.86	High

It is noted from Table (7) that the level of job satisfaction among primary school teachers in Minia Governorate centers from the teachers' point of view was high in the dimension of work nature inside the school. The least response was to the statement n. (6) "the work satisfies my personal ambitions" with a mean of "2.37", which indicated that it was achieved moderately.

Table (8) Results of the Sample Responses for the Dimension of Laws and Regulations Regulating Work

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The laws and regulations are properly applied in the school.	221	204	106	41.5	38.4	20.1	2.21	0.74	Moderate
2	The school principal	186	186	159	35	35	30	2.05	0.68	Moderate

	helps the work of a teacher who seeks for innovation and creativity.									
3	The school principal applies the regulations fairly.	156	244	131	29.3	46	24.7	2.05	0.68	Moderate
4	The publications received at the school are non-conflicting.	186	268	80	35	50	15	2.2	0.74	Moderate
Total average and average response rate for the dimension of laws and regulations regulating work								2.13	0.71	Moderate

It is noted from Table (7) that the level of job satisfaction among primary school teachers in Minia Governorate centers from the teachers' point of view was moderate in the dimension of laws and regulations regulating work inside the school. That all dimension statements were achieved moderately. This indicates the prevailing idea among the sample members about the application of laws inside schools, where some managers may resort to applying the laws selectively and in an objective manner, and this result differs with the findings of the study “Nawawi,A”⁹ which indicated that the distribution of work is done in an equitable manner And fair in one section.

- The statement n.(2) "the school principals help the work of teachers who seeks for innovation and creativity" and this reflected unclear significance; that indicated the weak management listening to teachers' suggestions for innovative and creative work; consequently, this cause a stagnant and un-renewal work environment. This result was in consistent with the results of Mohamed,S¹⁰ study which revealed that work environment is considered as one of the most important factors of teachers' job satisfaction.
- From the above-mentioned statistics, it is evident that the opinions of the study sample fluctuate and that some are not satisfied with the laws and regulations organizing work in primary schools. This fluctuation was due to the way laws and regulations was applied, not laws and regulations themselves. That bias overwhelmed the managers style in dealing and lack of objectivity in governance, which may give the impression of the teachers that the laws are not fair and the resulting frustration and dissatisfaction.

Table (9) Results of the Sample Responses for the Dimension of Salaries, Promotions and Rewards

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The salary I earn is suitable to the nature of my work.	69	144	318	12.9	27.1	60	1.53	0.51	Low
2	I feel that my salary is	93	150	288	17.4	28.3	54.3	1.64	0.53	Low

	appropriate compared to my colleagues in other educational institutions.									
3	I receive moral incentives from the school principal.	97	118	316	18.3	22.2	59.5	1.59	0.53	Low
4	I am financially honored by the school principal if I do an innovative job.	61	93	377	11.6	17.4	71	1.42	0.47	Low
5	The distinction between teachers in promotions is based on seniority only.	111	215	205	21	40.5	38.5	2.18	0.70	Moderate
Total average and average response rate for the dimension of salaries, promotions and rewards								1.68	0.54	low

It is noted from Table (9) that the level of job satisfaction among primary school teachers in Minia Governorate centers from the teachers point of view was low in the dimension of salaries, promotions and rewards, and this indicated the lack of satisfaction of the individuals in the search sample for the salaries and rewards they receive, whether literary or material.

- Mean of the statement n. (1) which stated that " the salary I earn is suitable to the nature of my work" was (1.53) which indicated that it was achieved in a low degree, and revealed that the teachers' salaries are low from the sample's point of view if compared to their work, this result was in consistent with the results of Tobias 11 study who asserted that teachers' job satisfaction is related to their salary satisfaction. Moreover, the statement n. (2) which stated that" I feel that my salary is appropriate compared to my colleagues in other educational institutions." Was achieved in a low degree with a mean of (1.64)and this indicated that the sample believes that the salaries they receive are not appropriate for their counterparts in other educational institutions
- The weak response of the research sample to this axis can be attributed to the high rate of inflation in recent years that devours any increase in salaries in addition to basic salary stabilization for teachers since 2014 and the consequent consistency in changing wages and bonuses, and it is noted that despite the teachers having a special cadre and subjecting them to the minimum wages law, the salary system that they receive needs to be restructured in order to align with the successive economic burdens and to achieve high degrees of job satisfaction, which is beneficial to the work and teacher benefit.

Table (10) Results of the Sample Responses for the Dimension of Relationship with Principal

N	Statements	Frequencies			Percentage			Response Ratio	Percentage of Response Ratio	Degree of verification
		high	medium	low	high	medium	low			
1	The school principal balances between completing the job and teacher satisfaction.	258	199	74	48.5	37.5	14	2.34	0.78	Moderate
2	The school principal accepts constructive criticism from teachers.	90	165	276	17	31	52	1.65	0.54	Low
3	The school principal participates with teachers in social events.	319	159	53	60	30	10	2.49	0.83	High
4	The principal encourages the good relations between the teachers.	336	165	30	63.4	31.1	5.5	2.58	0.86	high
Total average and average response rate for the dimension of relationships with principal								2.25	0.75	Moderate

It is noted from Table (10) that the level of job satisfaction among primary school teachers in Minia Governorate centers from the teachers' point of view was low in the dimension of relationship with principal; was moderate.

- Results revealed that statement n. (4) which stated that " The principal encourages the good relations between the teachers." Came in the first rank and get the highest mean of (2.58) which indicated that it was achieved with a high degree and this in turn referred to the teachers' satisfaction with their relationship with the school principal. This result was in consistent with the results of Dinger ¹² study which asserted that the relationship nature between teachers and principals is a the strongest indication of teachers' awareness of the effectiveness of leadership, and this is consistent with the findings of Selim.A ¹³ study results which revealed a great satisfaction with the leadership of the school.
- Statement n.(3) which stated that " The school principal participates with teachers in social events" achieved in a high degree with a mean of(2.49) and this reflected the social role that principals play, whether inside or outside the school, such as celebrating various religious and social occasions and complimenting teachers in their joys and sorrows. This result is consistent with the findings of the study of Al-Shaibani,S ¹⁴, which demonstrated the importance of exchanging contacts, visits and social courtesies with colleagues outside of work that increases job satisfaction.

Summary of the results of the second axis:

Through the results obtained from the second axis, the most prominent results can be summarized through the following table which shows the means and standard deviations of job satisfaction among primary school teachers in Minia Governorate centers from teachers' point of view.

Table (10) the General Mean and the Percentage Weight of the Job Satisfaction Dimensions

N.	Dimension	Mean	Standard Deviation	Achievement Degree
1	Work Nature	2.58	0.84	High
2	Laws and Regulations Regulating Work	2.13	0.71	Moderate
3	Salaries, Rewards and Promotions System	1.68	0.53	Low
4	Relationship with School Principal	2.25	0.75	Moderate
Total Axis		1.9	0.71	Moderate

- It is clear from the previous table that the second axis (dimensions of job satisfaction) has been achieved moderately. The dimensions came in terms of the degree of achievement in the following order (the nature of work inside the school, the relationship with the school principal, laws and regulations organizing work, the salary system, rewards, and promotions), and this indicated that the distribution of work to teachers was according to their specializations and the educational qualifications that they obtained, followed by the relationship with the school principal, and this indicated the interest of administrators in administrative aspects and their encouragement of good relations between teachers, while the system of salaries, rewards and promotions which was achieved in a low degree was in the last rank. This indicated that teachers in Minia are not satisfied with the system of salaries and material incentives as a whole, and that there is no system of material incentives that encourages their innovation at work.
- The level of job satisfaction among teachers of primary schools in Minia Governorate centers from the teachers' point of view was high in the nature of work within the school dimension.
- The level of job satisfaction among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in the dimension of laws and regulations organizing work inside the school. It is noted that all the statements of the dimension was in a moderate degree, and this indicated the prevailing idea among the sample members about the application of laws inside schools; where some principals may resort to apply the laws selectively and subjectively.
- That the level of job satisfaction among primary school principals in Minia Governorate centers from the teachers' point of view was low in the dimension of salaries, rewards and promotions system. This indicated the lack of satisfaction of the individuals in the search sample for the salaries and rewards they receive, whether literary or material.
- The level of job satisfaction among primary school teachers' in Minia Governorate centers from the teachers' point of view was average in relation to the relationship with the principal.

The relationship between the dimensions of organizational slack and the dimensions of job satisfaction:

To reveal the relationship between the dimensions of organizational slack and the dimensions of job satisfaction, the Pearson correlation coefficient was calculated, as shown in the following table:

Table (12) Pearson Correlation Coefficient between the Dimensions of Organizational slack and the Dimensions of Job Satisfaction

Job Satisfaction Organizational Slack	Work Nature	Laws and Regulations Regulating Work	Salaries, Rewards and Promotion System	Relationship with School Principal	Dimensions of Job Satisfaction
Laws and Legislations	0.579	0.489	0.365	0.517	0.489
Administrative and Technical Tasks	0.655	0.553	0.413	0.585	0.553
Relationship with colleagues	0.638	0.539	0.402	0.570	0.539
Relationship with Students	0.604	0.511	0.381	0.540	0.511
Organizational Slack Dimensions	0.518	0.518	0.386	0.547	0.518

The results of the statistical analysis of the data presented in the previous table indicated that there was a statistically significant relationship at the level of significance ($0.001 \geq \alpha$) between the dimensions of organizational slack and the dimensions of job satisfaction in primary schools in Minia Governorate centers from teachers' point of view with an average degree in most dimensions ,but the dimension of salaries, rewards and promotion system correlation coefficient was weak in its relation to the dimensions of organizational slack; Which explained that the financial aspects are outside the control of the school principal and are not related to his behavior, while the nature of work was affected by job satisfaction more than any other dimension with the dimensions of organizational slack and this confirmed the correlation and impact of the principal of the school on the nature of the work of teachers and thus on the educational process as a whole.

Study Results:

The current study revealed the following:

- The level of organizational slack among principals of primary schools in Minia Governorate centers from the teachers' point of view was moderate in all dimensions of this axis, namely (laws and legislations, administrative and technical tasks, relationship with colleagues, relationship with students).
- The level of job satisfaction among teachers of primary schools in Minia Governorate centers from the teachers' point of view was high in the nature of work within the school, while it was moderate in two dimensions of laws and regulations governing work and the relationship with the school principals and was low in the dimension of the salary system, rewards, and promotions.
- There was a statistically significant relationship at the significance level ($0.001 \geq \alpha$) between the

dimensions of organizational slack and the dimensions of job satisfaction in primary schools in Minia Governorate centers from the teachers' point of view with a moderate degree.

Study Recommendations:

The results of the study indicated that the level of organizational slack and job satisfaction in primary schools in Minia Governorate centers from the teachers' point of view was moderate. Accordingly, the researcher recommends the following:

- The necessity of finding suitable mechanisms for selecting principals of primary schools according to precise criteria and controls, to avoid any behavior that leads to organizational slack.
- Setting a comprehensive job description for the position of principal of the school so that there is a clear definition of the responsibilities to be performed, this closes the door on the ignorance of some of their duties and responsibilities.
- Activating the system of rewards for distinguished teachers to urge them and prompt them to excel and reach the state of satisfaction with their job.
- Activating the accountability system for minors, whether school principals, teachers or naughty students.

The researcher recommends conducting other research on organizational slack in university and pre-university education as an attempt to advance the educational process in Minia Governorate and find the relationship between organizational slack and other variables such as organizational climate, organizational justice, organizational loyalty, administrative creativity and administrative excellence.

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