

\*

(6)

(60)

(61)

:

)

(

(Habilitation)

(1986 )

(2003 )

2008/9/22

2008/4/17

\*

)

(2000

Chan, ) (1994 ) (2003 )  
(Ciarrochi and Mayer, 2001) (1986

( )

)

.(

(2001 )

(Ciarrochi and Mayer, 2001) (1994 )

(1998)

-1

(75)

: (5)

-2

( )

-3

(67)

10 -6 5 )

10

-4

( )

(2008)

(1992)

(65)

(55)

)

(318)

.(

1992/1991

) (7)

348

81

%62.7

)

(

(Chan, 1986)

(20)

(20)

.(291)

(61)

:

(Calderon, 1986)

(2003 )

(2004 )

) (1998 ) (2008 )

):

(1992

(10)

(

%100

%87

: (6)

(60)

(Dianne and Walter, 1982)

(10)

-1

(10)

-2

(10)

-3

...

(10) (Test-Retest) (10) -4  
 (8) (10) -5  
 (10) -6

(Pearson Correlation) (1)  
 .(2)

(2)

%88	
%79	
%83	
%78	
%85	
%93	

%52.46	32		
%47.54	29		
%26.23	16		
%36.06	22	10 - 6	
%37.71	23	10	
%39.34	24		
%29.51	18		
%31.15	19		

(2)  
 (%93-%78)

(Miller, 1998 )  
 %60

( )  
 (2004 )  
 -1 (1999 ) (2003 )  
 :  
 ( ) -2 (2.49 -1) -1  
 (Anova) -3  
 -4 (3.49 -2.50) -2  
 (5 -3.50) -3

(10)

%75

(3)

(3.22)

(3)

(4.10 -2.33)

(2.33)

(4.10)

(3.83)

(3.45)

(3.77)

( )

(3.45)

(3)

	0.82	0.48	4.10	
	0.46	0.75	2.33	
	0.64	0.80	3.22	
	0.69	0.66	3.45	
	0.75	0.62	3.77	
	0.76	0.72	3.83	
	0.69	0.65	3.45	

(4)

..

	0.062	1.90	0.22	0.54	4.06		
				0.35	4.28		
	0.212	1.26	0.24	0.77	2.28		
				0.71	2.52		
	0.212	1.26	0.25	0.88	3.17		
				0.65	3.42		
	0.100	1.67	0.28	0.66	3.38		
				0.64	3.66		
	0.049	2.01	0.32	0.60	3.69		
				0.61	4.01		
	0.887	0.143	0.03	0.78	3.87		
				0.64	3.90		

.1.98 (0.05 ≥ α)

(7) ( ) (4)

-1) ) (3.6955) ( 5 ( ) :

10 ) (4.26) ( )

10 ) ( )

( )

( ) ( )

(8)

10 10 -6 5 )

(9) ( ) (5)

( ) (9) :

(3.09) ( ) ( ) (6)

(0.05 ≥ α) ( ) (6)

( ) ( ) :

(0.05 ≥ α) ( ) ( )

(0.05 ≥ α) ( )

(3.09) ( )

(10) (10) (0.05 ≥ α)

(10)

( ) (2.6815) ( )

( ) (2.1158) (7)

(5)

10		10-6		5-1		
0.51	4.12	0.49	4.10	0.33	4.39	
0.71	2.33	0.89	2.49	0.50	2.28	
0.82	3.15	0.90	3.29	0.34	3.60	
0.72	3.47	0.64	3.50	0.57	3.54	
0.27	4.26	0.61	3.76	0.67	3.69	
0.79	3.79	0.69	3.93	0.58	4.06	

(6)

0.258	1.385	0.321	2	0.641		
		0.231	58	13.42		
			60	14.06		
0.686	0.380	0.220	2	0.440		
		0.579	58	33.59		
			60	34.03		
0.317	0.171	0.753	2	1.50		
		0.643	58	37.30		
			60	38.80		
0.968	0.033	1.512	2	3.02		
		0.459	58	26.63		
			60	26.66		
0.046	3.243	1.176	2	2.35		
		0.363	58	21.03		
			60	23.38		
0.582	0.546	0.290	2	0.581		
		0.531	58	30.82		
			60	31.40		

.3.09 (0.05 ≥ α)

(7)

(0.05 ≥ )			
2	1		
	3.6955	10	5-1
3.7690	3.7690	22	10 -6
4.2600		29	10

(8)

0.43	4.01	0.38	4.20	0.55	4.23
0.65	2.11	0.69	2.17	0.76	2.68
0.70	3.06	0.58	3.38	0.95	3.36
0.59	3.30	0.56	3.47	0.74	3.65
0.51	3.76	0.51	3.85	0.75	3.84
0.62	3.73	0.51	3.69	0.87	3.95

(9)

0.295	1.246	0.290	2	0.579	
		0.233	58	13.48	
			60	14.06	
0.018	4.329	2.21	2	4.42	
		0.511	58	29.61	
			60	34.03	
0.401	0.928	0.601	2	1.20	
		0.648	58	37.60	
			60	38.80	
0.204	1.636	0.712	2	1.42	
		0.435	58	25.23	
			60	26.66	
0.884	0.123	4.94	2	9.89	
		0.402	58	23.28	
			60	23.38	
0.530	0.643	0.340	2	0.681	
		0.530	58	30.72	
			60	31.40	

.3.09 (0.05 ≥ α)

(10)

<b>(0.05 ≥ )</b>			
<b>2</b>	<b>1</b>		
2.6815		19	
2.1733	2.1733	15	
	2.1158	27	

(1994 ) (2008 )  
(2004 ) (2003 ) (1995 )  
(Conly, 1989)

( )

(Maslo)

(T-Test)

(3)

( )

(1992 ) (1998 )  
(Dianne and Walter, 1982) (2003 )

(2004 ) (Macmiland)

:(Mertler,2002) (1993 ) (2008 )

(6.5.4)

(Anderman, 1991) (Verdugo, 1997) (Bogler, 2001)

(10)

(75)

:

-1

-2

(Gonley and Levinson, 1993)

(Stempien et al., 2002)

-3

:

(9.8.7)

(10)

-4

:

-1

(1996 )

-2

(Porter and Lawler)

-3

-4

(2004 ) (2008 )

(1994 ) (1995 ) (1999 )

(Chan, 1986)

/			
	1994		2003
(1)	(10)		
	1992		1998
	(3)7		
	2004		
(	)		1980
	1995		2001
		(5 )	1994
Anderman et al. 1991. Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership. Annual Meeting of the American Educational Research Association (Chicago, IL), April, 3-7.		-	1986
Bogler and Ronit. 2001. Reassessing the behavior of principals as a multiple-American Educational Research Association (Montreal, Quebec, Canada), April, 19-23.			2003
Calderon- Garcia, Alberto. 1986. A comparative study of job satisfaction / dissatisfaction of physical education faculty Colombian and Costarican institutions of higher education: <i>Dissertation Abstracts International</i> , 46 (12).		(	)
Chan, Roy Chin- Ming. 1986. A Profile of job satisfaction for graduate physical education faculty members, <i>Dissertation Abstracts International</i> , 47 (4).			2008
Ciarrochi, J., Forgas, J.P. and Mayer, J.D. 2001. Emotional Intelligence in Everyday Life. Philadelphia: Psychology Press.		"	2008/15-14 "
Conly, Sharon C. and Frenes. 1989. The school environment and teacher career dissatisfaction. <i>Education Administration Quarterly</i> , 25(1): 58-81.			1999
Dianne Smith and Walter Plaw. 1982. Sex differences in the satisfaction of university professor, <i>Journal of Applied Psychology</i> , 67 (2): 249 – 251.			1992
Gonley, Sharon and Levinson, Ralph. 1993. Teachers work redesign and job satisfaction. <i>Educational Administration Quarterly</i> , 29 (4): 433-478.			1989
Mertlar and Craig, A. 2002. Job satisfaction and perception of motivation among middle and high school teachers.			2003
			2000
			1993

- teachers. *Remedial and Special Education*, 23 (5): 258.
- Verdugo, R. Richard and Frenes. 1997. School governance regimes and teachers job satisfaction: bureaucracy, legitimacy and community. *Educational Administration Quarterly*, 33 (1): 38-66.
- American secondary Education*, 31 (1) 43.
- Miller, D. 1998. Measurement by the physical educator: why and how? (3<sup>rd</sup> ed), Indianapolis, Indiana: Wm. C. Brown Communication, Inc.
- Stempien and Frenes. 2002. Differences in job satisfaction between general education and special education

## **The Role of Olympic Committee and Sport Associations in the Job Satisfaction of Jordanian National Team Coaches**

*Hasan Al-Soud, Ali Abuzama and Khaled Atiyat \**

### **ABSTRACT**

This study aimed at exploring the role of olympic committee and sport associations in the job satisfaction of Jordanian national team coaches. Moreover, this study aimed at studying the effect of sport type, experience and training class on the job satisfaction. A questionnaire consisting of (60) items divided into six dimensions was used to achieve the purposes of the study. The sample size of this study consisted of (61) coaches. The results indicated that the degree of job satisfaction was assessed as intermediate. The dimension that represents the type of job scored the highest level among the six dimensions. However, the dimension that represents the salaries and motives scored the lowest level among the studied dimensions. Result also indicated that there are statistically significant differences among the independent variables in the fields of social status and job security due to sport type and experience. There are also statistically significant differences in the field of salary and motive due to training class. It was recommended that more attention should be paid to improve the different circumstances of the coaches through increasing their salaries and motives.

**Keywords:** Olympic Committee, Sport Associations, Job Satisfaction, Coaches.

---

\* Mu'tah University; Mu'tah University; and University of Jordan. Received on 17/4/2008 and Accepted for Publication on 22/9/2008.