

# Job Uncertainty and its Effect on Quality of Faculty Staff at Bakht Al-ruda University

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## Abstract

The study aimed to find out fear and job anxiety and its effect quality at Bakht Al-Ruda University (2005-2021). The problem of the study was formulated in the following main question: Do fear and job anxiety negatively affect the quality of Bakht Al-Ruda University? The study was built on the following main hypothesis: There was a statistical significant relationship between fear and job anxiety among faculty members and the low level of quality and performance promotion at Bakht Al-Ruda University. The study used the descriptive and the analytical methods. The study revealed that fear and job anxiety prevalent among faculty members contribute to the low level of quality and the promotion of performance at Bakht University. The study recommended the necessity of selecting and appointing affiliates to universities, higher institutes and research centers according to the standards of quality requirements and performance promotion.

**Keywords:** Uncertainty, Job Anxiety, Quality, Bakht Alruda University.

## Introduction

Expanding the establishment of higher education institutions aims to meet the aspirations of the Sudanese in addition to bringing about a comprehensive educational renaissance that will push the country to the ranks of developed countries in knowledge and knowledge. A number of universities, higher institutes and research centers have been established in the states of Sudan to contribute to development by graduating qualified and capable cadres to achieve the aspirations of the Sudanese nation and meet the requirements of the labor market. Attention to the quality of education is necessary to judge the efficiency of educational institutions, just as creating a revolution in higher education requires large numbers of qualified workers and employees who are able to create addition and creativity to achieve the desired development in the university community. The experience of expanding higher education resulted in several problems, so it needs continuous evaluation and evaluation to avoid their occurrence in the future. However, funding problems, lack of qualified cadres, lack of facilities and a good educational environment are among the most important problems that the Ministry of Higher Education has set out to reduce by setting specifications for university institutions by electing university professors after fulfilling Certain conditions and qualifying them during service to keep pace with the march and development of scientific research regionally and globally. This is in addition to caring for the educational environment by providing work aids such as means, laboratories and appropriate classrooms. The Ministry has started implementing programs aimed at ensuring the quality of human and scientific outputs. The traditional incentives applied in universities did not provide full motivation for employees and workers in light of the global and regional changes, which requires a greater need for a sense of freedom and justice and the need to provide appropriate work aids to create a qualitative quality in higher education institutions. The most important obstacle to the progress of educational institutions is job uncertainty. Therefore, the study came to investigate this thorny issue and find programs to improve performance and ensure the achievement of qualitative quality, and to clarify the negative effects of job uncertainty for university workers, which results in problems that threaten the scientific, cognitive, leadership, intellectual, political and administrative role of universities.

## Study methodology

The study will use the descriptive analytical approach to describe the study problem, collect data to define the problem, formulate the study hypotheses, choose the study sample and its size, and choose the study tools to collect information in order to reach, discuss and analyze the results. The study used a simple random sample of (50) of the study population (218). The study used a questionnaire divided into three axes: the first: factors of job uncertainty at Bakht Al-Ruda University, the second: the causes of job uncertainty at Bakht Al-Ruda University, and the third axis: the effects resulting from job uncertainty at Bakht Al-Ruda University.



### Procedural Definitions

**Qualitative quality:** The concept of quality emerged as a result of the efforts and contributions of the American scientists Edward Deming and Juran, and quality passed according to their vision in three stages: The second (1980-2000) in which the principles of quality were developed, which were (14) principles by Edward Deming, which enable the institution to excel and compete. As for Philip Crosby, he developed (14) steps to improve performance, while Joseph Juran developed (3) quality processes: planning, control, and improvement. As for the third phase (2000-2015), it witnessed the establishment of quality teams and their circles, and highlighted quality as a basic function within the organization's management. International standards and international standards appeared that must be available in any product, and the concept of quality expanded from the quality of the product to the quality of the worker, employee, administrator, or institution [1].

**Performance upgrade:** It was the process of continuous development of fitness for use to reach zero defects in functional performance so that everyone works correctly from the first time [2].

**Uncertainty:** It was an initial feeling of tangible realistic fears. It is a psychological state that accompanies the individual's sense of direct threat as a result of a situation, with his knowledge of the source of this threat and its repercussions. The worker is threatened, directly or indirectly, or by his expectation of danger as a result of the internal or external work environment and the consequent repercussions, which hinders productivity, quality and creativity at work [3].

**Anxiety:** It was a psychological state associated with an individual's expectation of failure or frustration when facing a specific, undefined situation [4].

### Uncertainty Factors in Higher Education Institutions

Educational institutions are concerned with quality and upgrading performance in order to carry out their mission in an integrated manner. Their employees are characterized by high professionalism, openness, efficiency, adherence to standards of professional ethics, participation in goals, appreciation and constructive interaction, while encouraging administrative leaders in an atmosphere of trust and affection [1], [2]. On the other hand, we find that some institutions do not care about quality and do not perform Its mission is integrated, as its employees suffer from job uncertainty among them, and the phenomenon of fear and anxiety is affected by major threats represented in relations with superiors, the quality of leadership and its effects in boosting or lowering levels of trust. Where bad patterns of professional behavior prevail, and questions arise about the secrets that everyone knows and about topics that are not subject to discussion, and the phenomenon of hearing bad news and behaviors such as spying and sensitization that become necessities, so that its carrier is sometimes rewarded, leads to a lack of trust between workers and a decrease in quality in the end. The most important factors and causes of job uncertainty in the job community are summarized as follows [5]:

a) Psychological factors: related to the personality of the worker, his psychological formation, his way of perceiving the events and circumstances surrounding him, his attitudes, personal values and convictions, his motives for work and life, and the outcome of his previous experiences in dealing with various phenomena [6].

b) Social factors: The first socialization in the family environment affects the formation of the individual, in addition to the effects resulting from his relationship with his family members and friends, and the influence of the media on the formation of his personality[8].

c) Occupational factors: related to the job in terms of the type of work, its importance, and the responsibility of the worker [7].

d) Technical factors: related to the methods of work used and the extent to which they depend on modern technology and the use of information systems.

e) Organizational factors: appear as a result of an organizational imbalance within the institution when responsibilities differ, powers conflict, and work is shrouded in a kind of job ambiguity, which becomes a source of fear and anxiety [9].

h) Factors specific to the leadership style: The more the prevailing leadership style tends towards dictatorship, authoritarianism, and distance from teamwork, the more it creates a work environment conducive to fear, anxiety, and careerism, in addition to ambiguity and moodiness. The management policy towards human



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resources, in other words, if the prevailing leadership style tends towards weakness and lack of Personality the centers of power grew, regional and tribal strife increased, and the administration finally collapsed [10].

### Reasons of Job Uncertainty

a) Fear of leaving the job: In light of the current economic conditions and the lack of available job opportunities, some workers fear that they will be forced to leave the job, so the phenomenon of job fear begins to spread and the accompanying pathological behaviors such as flattery, hypocrisy, and hypocrisy.... etc. as a means of defense against risks.

b) Fear of job change: The fear of the administration changing employees' jobs without clear foundations and criteria and without developing solutions such as training to solve such problems associated with change [3], [4].

c) Fear of non-promotion: When the promotion process is subject to selective factors and the control of influential groups on the promotion committees, and the laws are interpreted according to the interests of the centers of power, the conflict intensifies, and fear and job anxiety appear [6].

d) Fear of lack of appreciation: A person works motivated by his desire to meet his material and moral needs, and when workers are not valued materially or morally, or there is unfairness in their appreciation, the efficiency of the worker's performance is affected by the fear of lack of appreciation.

e) Fear of losing benefits and deprivation of allowances: The lack of a fair system in distributing benefits and allowances among workers leads to management decisions to reduce benefits and allowances that are used to gain loyalty and subordination.

h) Fear of error: One of the unfair administrative practices between the manager and the subordinate leads to a state of fear and anxiety among the worker, which causes a decline in the level of performance.

f) Fear resulting from the lack of training and information: The lack of information and withholding it from the workers caused a loss of confidence among them, and the values of innovation and development vanished.

### The Effect of Job Uncertainty on Performance Efficiency

a) Decreased level of performance: Fear and job anxiety cause performance of tasks and tasks to a weak degree, and this does not lead to development and construction, so the institution is affected and performance declines.

b) Decreased productivity: Concern about the career future and the benefits granted leads to a decrease in the worker's level of productivity, deterioration in his performance, and negative behaviors appear among workers due to fear and anxiety, so they resort to coping without realizing conscious thinking that is suitable for the establishment and work.

c) High production costs: It results in a decrease in the level of worker productivity, a deterioration in the level of his work output, a decrease in the number of healthy productive units, an increase in the number of defective productive units, and a decrease in the level of performance in general [7], [8].

### Psychological, Social and Organizational Effects of Job Uncertainty

a) As a result of the causes leading to job fear and anxiety, organizational conflicts arise that lead to the workers' distancing from their primary role in improving performance efficiency and developing work and production systems.

b) Workers agglomerate in informal and unrecognized organizational forms in order to satisfy their needs, which negatively affect the efficiency of public performance and increase the conflict to reach its highest levels.

c) Decreased employee loyalty and affiliation with the organization due to the organization's inability to meet the workers' needs, achieve their aspirations, and satisfy their desires. The degree of employee loyalty begins to decrease, so they knock on the door of emigration or moving to other better-off institutions.

d) The low level of the mental image of the institution due to the institution's reliance on history and the beautiful time.

e) The control of power centers over the joints of the institution due to weak management and the spread of fear and job anxiety.

h) The collapse of the institution if it does not find support and backing.

### Components of Job Uncertainty

Amer (2007) clarified that fear will not stop the life of the educational institution, and limiting it increases the effectiveness, efficiency of workers, and it consists of topics that are discussed informally, and represent secrets at the official level that the administration considers red lines, such as the actions, behaviors, and administrative practices of officials, and the level of their job performance, and work advantages, change issues, suggestions for improvement, task identification, and mechanisms for allying power, management, and money [1].

### Islam and Job Uncertainty

Islam is a religion in which transactions are characterized by mercy, as the Almighty says, addressing His honorable Messenger (And We have not sent you except as a mercy to the worlds) and on these foundations of faith and noble values, business flourishes, grows, transactions progress, and transcendence. The type of this fear is as follows:

a) The fear of the work leader or the director of the institution from some of his assistants: This type arises from a lack of self-confidence and in others, and because of the director's listening to many rumors about others, the Messenger of God (PBUH) used to address this phenomenon arising from lack of trust and conveying words about others by directing his companions by saying: To them (no one informs me of anything about anyone, because I love to go out to you while I am healthy) [2].

b) The workers' fear of their boss at work: because he tracks their private parts and monitors their mistakes in order to put pressure on them in an unprofessional way, and we have guidance in the Prophet's guidance in this regard, as the Messenger of God, may God's prayers and peace be upon him, said (If you follow their private parts, you will spoil them or almost corrupt them, as Islam calls upon employers to They do not choose a person for any position. His competence is supported by the words of our noble Prophet (Whoever uses a man for a gang and among them is someone whom God is pleased with, he has betrayed God, His Messenger, and the believers), and on the authority of Yazid bin Sufyan, the Messenger of God, may God's prayers and peace be upon him, said (Whoever is in charge of the affairs of the believers in something, then someone commands over them out of favoritism, then the curse of God is upon him. God accepts whoever is disbursed or equitable until he enters Hell). Islam has placed a great responsibility on the shoulders of the head of work, which is to achieve justice among workers, and in that there is no betrayal and deception of his subjects. On the authority of Maqil bin Yasar, may God be pleased with him, the Messenger of God, may God's prayers and peace be upon him, said (There is no slave God Almighty will protect his subjects from him on the day he dies while he is deceiving his subjects, except that God Almighty will forbid him Paradise. On the authority of Ali bin Abi Talib, may God be pleased with him, he said: The Messenger of God, may God's prayers and peace be upon him, said: "The counselor is trusted, so if he is consulted, let him advise what he does for himself."

Islam also calls on every official to seek justice, so he does not oppress or aid an oppressor. On the authority of Abu Abbas, may God be pleased with him, he said, the Messenger of God, may God's prayers and peace be upon him, said (Whoever helps an oppressor to refute his falsehood truly, then he has absolved the covenant of God and the covenant of His Messenger) Narrated by al-Hakim, there is no doubt Achieving justice and avoiding injustice results in security at work and reduces uncertainty in the work environment, as God Almighty said in His decisive revelation: (Those who believe and do not mix their faith with injustice, they have security and they are guided) The Great Truth of God. There are some administrative aspects that contribute to the emergence of job uncertainty among workers, and Islam's position on them was clear, as follows [4]:

a) Subordination of employment and promotion policy to personal considerations: whims, desires, and inclinations. The issue is a matter of inclination and desire, or a matter of hatred, envy, and hatred. Whoever gets the first one is appointed and he is promoted, and whoever gets the second one is the outcast, neglected,



expelled, and deprived, and the prevalence of this in higher education institutions spreads uncertainty and corruption. Corruption, flattery, negativity, and unwillingness to work cause psychological depression and deviations due to the absence of transparency, accountability, and clarity of vision for workers, and here the position of Islam is clear and decisive. Or a way, or sex, or a bribe that he takes from him in terms of money, benefit, or other reasons, or because of weakness in his heart about the rightful one, or because of enmity between them, then he has betrayed God, His Messenger, and the believers [2].

b) Visible management: That is, all workers realize the goal and everyone shares roles, so fear and job uncertainty disappear because of His saying, come, (and consult them in the matter) and He said (and their matter is consultation between them), so there is no room for fear, no room for uncertainty, absence of information, and no room for evaluations in secret.

c) Good and accurate documentation of information: i.e. not following assumptions and running after undocumented information for the Almighty's saying (And do not say what you have no knowledge of) and He said (They only follow conjecture, and conjecture does not avail anything of the truth), i.e. issuing decisions on the basis of certainty, certainty, and removal All that would cause uncertainty, fear and panic among workers, as there is no room for gossip and it is not taken into account.

d) Accurate application of the principle of reward and punishment: It is one of the most important administrative principles that has a decisive impact on the development and success or failure of administrative work. It is also one of the most influential principles on job uncertainty, fear and anxiety.

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### Previous Studies

Hootegem, Witte (2019) An examination of the specific job insecurity associated with lower levels of information-seeking, feedback-seeking, and help-seeking behavior, and its relationship to low professional self-efficacy and its impact on psychological contract. A three-wave panel was designed to survey (1433) Belgian employees. Results showed that professional self-efficacy mediates the relationship between job-specific insecurity and information-seeking, seeking feedback from colleagues, and seeking feedback from supervisor, while breach of psychological contract mediates the relationship between job-specific insecurity and seeking feedback from supervisor, Qualitatively insecure employees are less likely to engage in informal learning through decreased professional self-efficacy and an increase in breach of psychological contract, and become more vulnerable in a volatile work environment [7].

Chirumbolo, et al (2021) Examine the effect of job insecurity and life uncertainty on the daily consumption and broader life projects of individuals. Data collection was conducted in Italy in June and July 2020 during the COVID-19 pandemic, in the wake of the corona virus national lockdown. In a sample size of (830) workers. The results of the mediation analysis showed this Job insecurity and life uncertainty have had a detrimental effect on consumer behaviors It was significantly associated with a higher propensity to sacrifice and reduce short-term daily consumption (eg, food purchases) and a perception of unaffordability in the broader long term. Projects (for example, buying a home) [9].

### Bakht Al-Ruda University

Talking about the role of Bakht Alruda in the development of education in Sudan is related to the emergence and crystallization of the idea. The roots of Bakht Alruda were deeply rooted in the process of developing education and teacher training, and it is difficult to overlook their importance together in promoting the perceptions and morals of the Sudanese of all their spectrums, as the first institute was established to train teachers and prepare and experiment with curricula For all levels of education in the country in 1934, by Mr. Griffiths on behalf of the Bakht Alruda Institute of Education as a result of the report of the committee that was formed by the Governor-General of Sudan in 1930 after the end of the Gordon College students' strike and after the memorandum presented by "J. s. Scott, the first inspector of education, criticizing the education policy and systems, and calling for fundamental reforms, in the year 1995, the Intermediate School Teachers Institute (two years) and the Education Institute (Mabrouka) were transformed into a university college (College of Education



Sciences) directly affiliated to the Ministry of Higher Education and Scientific Research, on the twenty-second of the month of Shawwal in the year 1417 AH corresponding to the first of March in the year 1997 and in accordance with the provisions of The Thirteenth Constitutional Decree of 1995 authorized the National Assembly and the President of the Republic approved the establishment of Bakht Alruda as a university in the White Nile State and a scientific body with a legal personality, based in the city of Edduiem, and appointed Professor Abdullah Abdel Qader Karim El-Din as its first director, located in the northern part of the Edduiem City is on the western bank of the White Neb, adjacent to it to the east is the National Center for Educational Curriculum and Research [11] [12] [13].

### University Goals and Philosophy

**Vision:** Bakht Al-Ruda University seeks to become one of the first universities in Sudan and the Arab world, internationally known for its comprehensive and contemporary academic and professional programs, of the highest quality and based on originality, and for its scientific style in distinguished academic and vocational education based on the principle of student preparation. To take over leadership matters in society, and to be an important center for education and scientific research whose lofty goal is to improve the standard of human life, in accordance with the national vision and the quarter-century strategy (2007-2031) that aims to complete the building of a united, safe, civilized, advanced and developed Sudanese nation.

**Mission:** Bakht Al-Ruda University is committed to providing its students with educational and learning experiences of the highest quality, providing a comprehensive base for academic and professional programs, promoting personal, social, academic and professional development among students, enriching knowledge, contributing to the cultural, social and economic progress of society, promoting Sudanese culture, heritage and history in particular, and Arabic and Islamic in general, and contributing In providing education and developing human resources in the White Nile State and Sudan as a whole [14].

**Objectives:** Bakht Al-Ruda University seeks to achieve the following goals:

- a) Confirming the identity of the nation and rooting it through the curricula approved and applied by the university.
  - b) Innovating technology and employing it to serve the Sudanese society in cooperation with universities and other institutions of higher education and scientific research in the country.
  - c) Paying attention to the Sudanese environment in general and the environment of the White Nile state in particular, and qualifying the frameworks capable of promoting it and resolving environmental issues of the state [11].
  - d) Conducting scientific and applied research related to the needs of the community and renewable in order to serve and upgrade it.
  - e) Developing modern scientific trends and methods in education and working on preparing and qualifying specialized educational leaders.
  - f) Taking care of modern education in its approach, content and application, and relying on it in preparing competencies and specialists so that they have the ability to confront and solve problems through scientific research.
  - h) Paying attention to issues of human development, thought and religious values.
- a) Preparing students in accordance with the purposes and objectives of the university and granting them academic licenses [12].

### Values

- a) Freedom of belief, thought, scientific research, and non-discrimination.
- b) Social and moral commitment.
- c) Teaching aids and employing modern technologies in education and science.
- d) Quality Standards - The University adheres to high-level standards seeking to develop the educational process and scientific research.
- e) Creativity and Creativity - The university adopts and nurtures creativity and supports innovation in its path towards excellence and academic accreditation.
- f) Community service - providing the community with the means of knowledge and working to raise its level of well-being.
- h) Distinguished global presence.



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- i) Leadership and joint cooperation - establishing a sense of teamwork, tolerance and leading others by good example.
  - j) Institutional - A sense of responsibility and transparency are necessary conditions for the university to achieve its goals and mission.

### **Unit Self-Evaluation and Accreditation**

It was established in February 2010, its purpose was to develop the university's programs, develop its human, material capabilities and capabilities, and keep abreast of global developments in the fields of university education so that the university can improve its performance of its functions and achieve its mission by ensuring high quality performance of the university's academic and administrative units, and the use optimal for all resources ,capabilities to advance the level of university education in the university, training and scientific research, with the participation of all university employees. The unit contains several sections [14]:

- a) Evaluation and Quality Assurance Department.
- b) Department of Learning Technologies.
- c) Department of Research, Authoring, Translation and Publishing.
- d) Department of Curriculum Development, Academic Courses and University Teaching.

### **Unit mission**

Assisting the various colleges and departments of the university in evaluating and developing their programs and curricula, serving the community and the university environment, and achieving the aspirations of the beneficiaries and the community by educating them about the culture of quality in university education and disseminating it in accordance with the mission of each college and its declared goals and the mission and goals of the university.

### **Unit Objectives**

It aims to raise the level of academic performance standards in the academic programs offered by the university's faculties through the application of academic quality standards accredited locally, regionally and globally so that the programs achieve their objectives, which are:

- a) Drawing up general policies to ensure quality and academic accreditation at Bakht Al-Ruda University and supervising their implementation.
- b) Promoting the culture of self-evaluation, accreditation, quality assurance and publishing at Bakht Al-Ruda University.
- c) Conducting scientific research and studies that contribute to improving the level of university education [12].
- d) Strengthening the system of research activities, and contributing to solving problems in the university and society on sound scientific bases.

### **Calendar and Quality Assurance Department**

This department works to raise the quality of the educational process and follow up on its development through the quality of performance of faculty members and students.

### **Department Tasks**

- a) Spreading the culture of quality and evaluation with regard to the academic and administrative aspects.
- b) Planning and developing strategies related to quality assurance in the university.
- c) Follow up the implementation of the evaluation and development processes to ensure quality in the university faculties and develop them, and follow up the documentation processes for these works in the faculties and departments.
- d) Follow-up of the self-evaluation and external evaluation of the study programs in the scientific departments of the university faculties.
- e) Following up on the processes of preparing and developing evaluation tools necessary for the comprehensive evaluation of study programmes, academic departments and administrative bodies at the university with their inputs, processes and outputs in the light of quality standards.
- h) Evaluating and analyzing academic programs and courses in university faculties in the light of quality standards and in coordination with the relevant units.
- i) Holding workshops, seminars and specialized training courses in the field of quality, evaluation and accreditation [11].
- j) Coordination with internal and external bodies specialized in academic accreditation.

h) Evaluating quality of university teaching via student's evaluation the performance of faculty members [13].

### Study procedures

The study used the analytical descriptive approach, which relies on collecting, analyzing, interpreting and describing available data and information to reach conclusions and recommendations. The study population consisted of faculty members at Bakht Al-Ruda University (218) members. A simple random sample of (50) members was chosen.

**Study tool:** A questionnaire was used for faculty members at Bakht Al-Ruda University to identify Job uncertainty among faculty members and it's Effect on the quality and promotion of work performance at Bakht Alruda University where the tool consisted of two parts. The first part included general information about the personal data of the faculty members. According to the Likert scale through his choices (strongly agree, agree, neutral, disagree, and strongly disagree) which came as follows:

The first axis: It included (9) phrases for standing the factors of job uncertainty at work at Bakht Al-Ruda University.

The Second axis: It included (9) phrases for standing the causes of job uncertainty at work at Bakht Al-Ruda University.

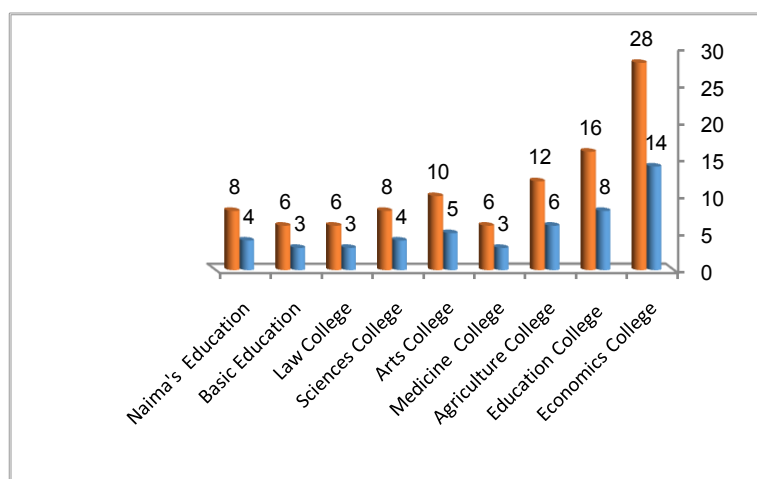
The Third axis: It included (9) phrases for standing the Effects of job dissatisfaction on qualitative quality work at Bakht Alruda University.

**Table (1) Frequency distribution of the study sample according to the college type**

Colleges	Frequencies	Percentage
Economics and Administrative Sciences College	14	28
Secondary Education College	8	16
Agriculture and Natural Resources	6	12
Medicine and Health Sciences College	3	6
Arts College	5	10
Sciences College	4	8
Law College	3	6
Basic Education College	3	6
Naima's Education College	4	8
Total	50	100

Source; Prepared by the researcher from SPSS Package outputs, 2023.

**Figure (1) Table (1) Frequency distribution of the study sample according to the college type**



Source; Prepared by the researcher from the data of table (1) and the Excel package.

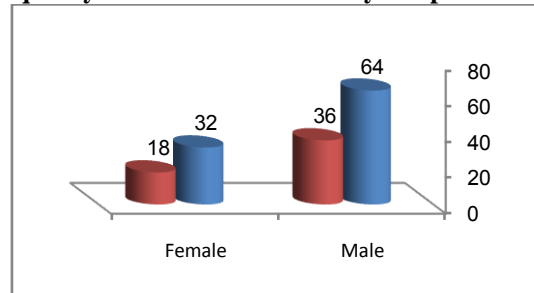
Table (1) and Figure (1) shows that the most represented colleges are College Economics (14%), Secondary Education College (8%), Agriculture College (6%), Arts College (5%), Faculties of Science, Education Naimah (4%) and finally the Medicine, Basic Education and law College was (3%) for each Colleges.

**Table (2) Frequency distribution of the study sample according to the Sex**

Sex	Frequencies	Percentage
Male	32	64
Female	18	36
Total	50	100

Source; Prepared by the researcher from SPSS Package outputs, 2023.

Figure (2) Frequency distribution of the study sample according to the Sex



Source; Prepared by the researcher from the data of table (2) and the Excel package.

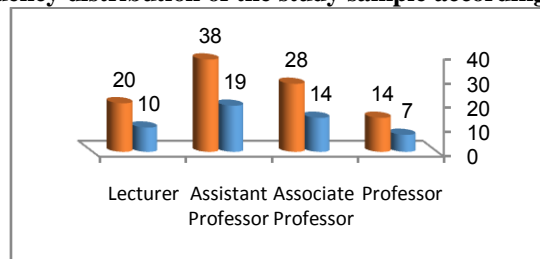
Table (2) and Figure (2) shows that the majority of respondents are males, at a rate of (64%) and the percentage of females was (36%).

Table (3) Frequency distribution of the study sample according to the Job Degree

Job Degree	Frequencies	Percentage
Professor	7	14
Associate Professor	14	28
Assistant Professor	19	38
Lecturer	10	20
Total	50	100

Source; Prepared by the researcher from SPSS Package outputs, 2023.

Figure (3) Frequency distribution of the study sample according to the Job Degree



Source; Prepared by the researcher from the data of table (3) and the Excel package.

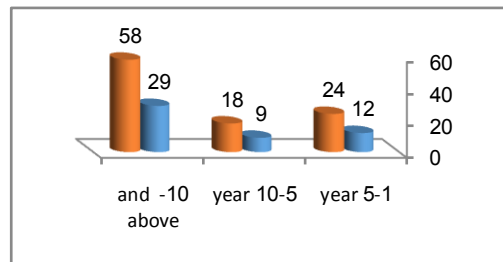
Table (3) and Figure (3) shows that the highest academic rank for the sample was assistant professor (19%), associate professor (14%), lecturer (10%), and professor was (7%).

Table (4) Frequency distribution of the study sample according years of experiences

Years of Experiences	Frequencies	Percentage
1-5 year	12	24
5-10 year	9	18
10- and above	29	58
Total	50	100

Source; Prepared by the researcher from SPSS Package outputs, 2023

**Figure (4) Frequency distribution of the study sample according years of experiences**



**Source; Prepared by the researcher from the data of table (4) and the Excel package.**

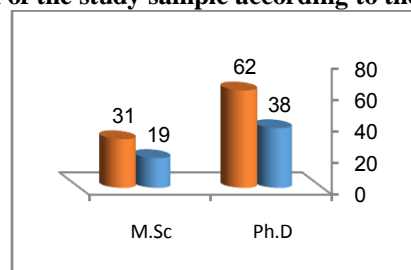
Table (4) and Figure (4) shows that the respondents had years of experience (10 and above (29%), (1-5 years) (12%), and (5-10 years) was (9%).

**Table (5) Frequency distribution of the study sample according to the Qualifications**

Qualifications	Frequencies	Percentage
M.Sc.	19	38
Ph.D.	31	62
Total	50	100

**Source; Prepared by the researcher from SPSS Package outputs, 2023.**

**Figure (5) Frequency distribution of the study sample according to the Qualifications**



**Source; Prepared by the researcher from the data of table (5) and the Excel package.**

Table (5) and Figure (5) shows that most of the respondents hold a master's degree (19%) and the rest hold a doctorate degree (31%).

**Reliability of Questionnaire**

The questionnaire was presented to a survey sample consisting of (10) respondents to check on the stability and validity of the questionnaire, and the Cronbach's alpha coefficient was used to measure the stability of the questionnaire according to the equation:

$$= \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}} \text{ Cronbach's Alpha}$$

$N$  = the number of items in a group

$\bar{c}$  = the average covariance between paired items

$\bar{v}$  = the average variance

**Validity of Questionnaire**

$$\sqrt{\frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}}$$

**Table (6) Reliability and Validity coefficients for the questionnaire axes separately and the questionnaire as a whole**

No	Axes	Reliability	Validity
1	Factors of job uncertainty at work at Bakht Al-Ruda University.	0.96	0.98
2	Causes of job uncertainty at work at Bakht Al-Ruda University.	0.85	0.92

3	Effects of job dissatisfaction on qualitative quality work at Bakht Alruda University.	0.94	0.97
4	The questionnaire as a whole	0.92	0.96

Source; Prepared by the researcher from SPSS Package outputs, 2023

It is noted from Table (4) that the questionnaire has a high degree of stability and validity, which confirms the clarity of its expressions and its validity for collecting data from the study sample of mentors.

#### Data processors

SPSS package was used to process the data of the study as percentage, Cronbach's alpha coefficient, chi-square test were used.

#### Presentation, analysis and discussion of results

To answer the questions of the study, the ( $\text{Chi}^2$ ) test was used, and each result was compared to the calculated value of ( $\text{Chi}^2$ ) with the value of ( $\text{Chi}^2$ ) read from the statistical tables against a degree of freedom (4) at the level of (0.05) and equal to (1.9600).

To answer the first question, this reads: What Factors of job uncertainty at work at Bakht Al-Ruda University.

**Table (7) Calculated and average value of Chi Square to factors of job uncertainty at work at Bakht Al-Ruda University.**

No	Responses					Calculated Chi Square value	Result	Mean
	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree			
1	29	11	2	5	3	14.560	Strongly Agree	1.6400
2	23	24	1	1	1	29.040	Agree	1.7200
3	22	13	10	2	3	29.040	Strongly Agree	1.7200
4	15	17	8	5	5	30.600	Agree	1.9800
5	20	18	7	2	3	31.600	Strongly Agree	1.9600
6	22	25	1	1	1	25.400	Agree	2.0600
7	12	24	4	6	4	25.400	Strongly Agree	2.1200
8	30	11	3	4	2	23.000	Strongly Agree	2.1800
9	11	33	2	2	2	26.200	Agree	2.2200
<b>The value of general average and weighted average of the axis as a whole</b>							Strongly Agree	1.9600

Source; Prepared by the researcher from SPSS Package outputs, 2023

Table (7) shows that the calculated value of chi is greater than its tabular value in degrees of freedom (4) at significance level (0.05) it equal (30.4) in all statements, which confirms the consensus of the faculty members of Bakht Al-Ruda University that there are factors that cause job uncertainty at work at Bakht Alruda University.

To answer the second question, this reads: what causes of job uncertainty at work at Bakht Al-Ruda University.

**Table (8) Calculated and average value of Chi Square to what causes of job uncertainty at work at Bakht Al-Ruda University**

No	Responses					Calculated Chi Square value	Result	Mean
	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree			
1	27	13	2	5	3	17.600	Strongly Agree	2.4400
2	22	25	1	1	1	16.600	Agree	2.5000
3	20	15	11	3	2	13.600	Strongly Agree	2.5600
4	13	19	8	7	3	13.600	Agree	2.5800

5	22	16	3	7	2	12.400	Strongly Agree	2.5800
6	20	24	3	2	1	33.800	Agree	1.9800
7	11	28	5	4	2	44.600	Strongly Agree	1.8200
8	29	8	7	2	4	39.400	Strongly Agree	1.8600
9	18	23	1	4	4	38600	Agree	1.9000
<b>The value of general average and weighted average of the axis as a whole</b>							Strongly Agree	2.2500

Source; Prepared by the researcher from SPSS Package outputs, 2023

Table (8) shows that the calculated value of chi is greater than its tabular value in degrees of freedom (4) at the level of (0.05) and equal to (30.42) for all expressions, which confirms the consensus of faculty members on the existence of reasons for functional uncertainty in the work of Bakht Al-Ruda University.

To answer the third question, this reads: what the Effects of job dissatisfaction on qualitative quality work at Bakht Alruda University.

**Table (9) Calculated and average value of Chi Square to what the Effects of job dissatisfaction on qualitative quality work at Bakht Alruda University.**

No	Responses					Calculated Chi Square value	Result	Mean
	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree			
1	13	27	2	5	3	32.600	Agree	1.9800
2	22	25	1	1	1	33.800	Agree	1.9800
3	15	20	11	3	2	25.600	Agree	2.2400
4	19	13	8	7	3	37.000	Agree	2.0000
5	16	22	3	7	2	37.400	Agree	1.9000
6	20	24	3	2	1	41.600	Agree	1.8400
7	11	28	5	4	2	38.000	Agree	1.9600
8	8	29	7	2	4	42.600	Agree	1.7000
9	18	23	1	4	4	51.400	Agree	2.0200
<b>The value of general average and weighted average of the axis as a whole</b>							Strongly Agree	1.9600

Source; Prepared by the researcher from SPSS Package outputs, 2023

Table (9) shows that the calculated value of chi is greater than its tabular value in degrees of freedom (4) at the level of (0.05) and equal to (30.42) for all statements, which confirms the consensus of faculty members on the existence of effects of job dissatisfaction on the quality of qualitative work at Bakht University the satisfaction.

## Results

1. Psychological formation and the level of awareness of the surrounding conditions increase job uncertainty for a faculty member at Bakht Alruda University.
2. The appearance of clear injustice, such as a faculty member being assigned to more than one position at the same time, causing a decline in the quality and performance of work at the university.
3. The high intensity of the organizational conflict between faculty members in their assumption of various administrative positions affects the quality and performance development at work at the university.
4. Not appreciating a faculty member financially and morally at Bakht Al-Ruda University is one of the most important reasons for his feeling of job uncertainty.
5. The high intensity of the organizational conflict between faculty members in their assumption of various administrative positions affects the quality and performance development at work at the university.

## Recommendations

1. Reducing the intensity of organizational conflict between faculty members in their assumption of various administrative positions increases quality and develops performance in work at the university.
2. Improving the psychological formation and improving the surrounding conditions to reduce job uncertainty for a faculty member at Bakht Al-Ruda University.



3. Appropriate appreciation for a faculty member, financially and morally, to make him feel job satisfaction.
4. Improving the teaching environment for faculty members contributes to their effective role in achieving quality work at the university.
5. Conducting more studies that contribute to improving the quality of work in Sudanese universities.

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