



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 21, 2021

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

The level of teachers' job satisfaction in secondary schools of East Darfur state in Sudan

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Abstract. The purpose of the study was to investigate teachers' job satisfaction in secondary schools of East Darfur state in Sudan. The sources of data for this research remained secondary school teachers and school principals. The primary data collection instrument was questionnaire for teachers. Besides, the sample school principals was an interview. The sample consists of 650 teachers and ten principals. Teachers were selected using simple random sampling; the school principals were selected using purposive sampling. The questionnaire was distributed to 284 teachers, and the interview was administered to 8 principals, 284 teachers, and eight principals who filled in the questionnaire and returned them. Descriptive statistics, one-sample t-test, and ANOVA test were employed in this study using SPSS to analyze the quantitative data. The qualitative data were analyzed utilizing the thematic analysis method and interview. The study's main findings indicated that there is statistical significance since it is $P < 0.5$. There is a lower level of teachers' job satisfaction in secondary schools of East Darfur state. One-Way ANOVA showed that there were statistically significant differences between groups about the teachers' job satisfaction of the variables. In conclusion, the teachers' satisfaction in secondary schools requires continuous support to raise the level of school teachers. The paper proposed research recommendations and significant suggestions. Since this study was delimited only to education in Eldaien within a single locality, in East Darfur State, the findings lack comprehensive and generalizability of the area. As a result, researchers are recommended to undertake similar research secondary schools at the national level and develop all-embracing and superior findings.

Keywords. teachers, job satisfaction, secondary school, Eldaien

1. INTRODUCTION

1.1 Background of the Study

Job satisfaction has been an issue of concern for many researchers in the past, mainly because of its connection with important organizational phenomena, such as turnover, absenteeism and organizational effectiveness (Gkolia, Belias, & Koustelios, 2014). Reported that job satisfaction is one of the subjects widely explored in organizational behavior studies, as it influences organizational efficiency and results in an apposite way (Cerit, 2009). Many academics, including Maslow (1943), Frederick Herzberg (1987), agree that employees' achievements are positively influenced by work satisfaction, whereas dissatisfaction may negatively reflect their efficiency. The feeling of happiness or frustration evolves into a state of psychological emotion, which occurs as observed behavior in a person's performance.

Moreover, (Al Jenaibi 2010) job satisfaction is also a significant factor that influences employee commitment and enthusiasm. Furthermore, the lack of work satisfaction can lead to increased absenteeism and high turnover on-the-job employment satisfaction is a crucial factor in personal satisfaction. However, the most critical goal for improved work satisfaction is to include reasons that attract employees with their jobs .Eva, Sendjaya, (2013) argue that attitudes such as work satisfaction are more likely than the other way around to predict results. Generally speaking, it is understood that the happier employee is, the higher the job performance rates.

Therefore, job satisfaction refers to an effective relationship between an individual and his or her position in work (Mengistu, 2012). According to Zembylas & Papanastasiou (2004), a job attitude can be described as a general feeling about one's work or career or particular aspects of the job or career. Therefore, Crossman and Harris (2006) noted that job satisfaction refers to the perception of an individual's level of workplace attractiveness if both positive and negative outcomes are measured against each other. This is an affective reaction to a job arising from the person's comparison of the actual outcomes with those desired, expected, or deserved. Therefore, Zembylas & Papanastasiou (2004). Identified two types of job satisfaction: the general sense of the work and the emotions of the aspects of the job, such as benefits, salaries, place, opportunities for growth, work environment, and the relationship among employees.

Besides that, several different theories are formed to describe the most important factors contributing to job satisfaction for teachers (Jordan, 2015). The studies of job satisfaction usually involved evaluating variables such as personality, pay and working conditions, Promotions, and Co-Workers. However, several studies have shown a link between servant leadership and teacher job satisfaction .Cerit (2009) observed teachers employed in educational organizations where servant members show high job satisfaction levels, supporting the servant leadership theory. Therefore McKenzie, (2012) indicates a positive correlation between servant leader behaviors and teacher job satisfaction in a public school district.

However, Sudan's educational system consists of three educational stages: pre-school, basic (primary) education, and secondary education. In the pre-school stage, there are khalawi and kindergartens. The purpose of the khalawi is to teach Holy Quran to kids. The children are between 4 and 5 years old. By the end of this step, kids can join the essential education stage; this basic or primary school duration is for eight years (from six years old to thirteen years old). When the students finish these primary schools, they have to take an exam for a primary school certification, which allows them to join secondary education (Tairab, & Ronghuai, 2017). Secondary education consists of two divisions of education: an educational sector and a technical/vocational sector. Student's years from fourteen to sixteen years old, with completing secondary school, have to get a secondary school certificate to join higher education, consisting of three to five years for a diploma and a bachelor's degree. Education management's responsibility in Sudan is shared between the federal, state, and locality levels of government. Through its Federal Ministry of Education, the federal government is responsible for oversight in the sector and the development and maintenance of standards, including curriculum development and mobilization of resources from internal and external sources. At all levels, Non-Government contributes to the provision of education alongside the Government (FMOE, 2018).

Furthermore, teacher policy is one of the critical domains enabling Sudan to improve teaching and learning quality. As pointed out by (UNESCO (2015) teachers are the critical factor to achieving every aspect of the Education 2030 agenda. Teacher policy requires urgent attention because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in Sudan's disadvantaged areas.

Generally, the degree of academic qualification and years of experience may have an impact on servant leadership practice among the teachers in secondary school. Because the degree and experience can make an individual highly qualified. In the East Darfur state we have problem such as a lack of qualified teachers and teacher's retention.

1.2. Statement of the Problem

The need for teacher satisfaction is not only a Sudanese issue; it has also been described as a global phenomenon. A lack of job satisfaction for teachers contributes to schools with low satisfaction and decreasing the morale of teachers (McKenzie, 2012). Principals who do not help teachers strongly influence worker satisfaction and retention of teachers. Furthermore, it was not known if and to what extent teachers' the level of teachers satisfaction of work itself, pay, promotions, working conditions, and co-workers relate to teacher job satisfaction in Eldaien public secondary schools. There is a teacher job satisfaction problem that exacerbated teacher turnover and attrition in Eldaien secondary schools.

According to statistics from (M O E, 2019) East, Darfur state is less than another state in Sudan whence the number of recruited teachers, in public secondary schools is 18.4% which is very week and not compatible with the student enrolment ratio. In this regard, the present study wants to examine the relationship between servant leadership behavior and teachers' job satisfaction in public secondary schools. So, it would be beneficial to understand teachers' perceptions of principals' servant leadership behaviors to fix the teacher's job satisfaction issue. therefore, the purpose of this study is to examine the servant leadership behavior and teachers' job satisfaction in public secondary schools of Sudan with particular emphasis to the East, Darfur state Eldaein.

On the other hand during the researcher stay as teachers in secondary school there are no teacher's job satisfaction provided and role models who are envisioned, strive for a shared vision to improve their schools, and honor collective commitment with the potential to improve the teacher's job satisfaction all the schools. Furthermore, some secondary schools in East Darfur state Eldaien locality are characterized by a weak job satisfaction; undemocratic teachers' job disengagements, and lowered work morale followed by increased teacher turnover. On top of this, job satisfaction studies in many parts of the world, a great number of them focused on job satisfaction has with organizational performance (Kumar (2018); However, there are no job satisfaction studies conducted in relation to teachers job satisfaction east Darfur in secondary schools contexts.

Besides, there are lock of studies on the topic of teacher's job satisfaction in general and in the East Darfur state context, in particular. Those limited number of studies that do exist in East Darfur state Eldaien locality only explored teachers' job satisfaction in education (secondary and primary schools). In addition, since there are no empirical studies' revealing the contributions of teachers' job satisfaction in secondary schools, this study is hoped to fill in such gaps. Accordingly, this study focusses on the flowing three basic two questions:

Q.1 what is the level of teacher's job satisfaction in secondary school East Darfur state Eldaien locality?

Q.2 Are there any significant differences among teachers job satisfaction in secondary school East Darfur state based on their academic qualification and years of experience?

1.2 The objective of the study

The study's primary purpose is to examine the level of teacher's job satisfaction in secondary school East Darfur state Eldaien locality. Besides, the study attempts to obtain the following specific objectives.

1. To identify the level of servant leadership practices among Eldaein secondary school teachers?

2. To identify whether there are any significant differences of teacher's job satisfaction in secondary school of East Darfur state Eldaien locality based on their academic qualification and years of experience?

2 Literature Review

Job satisfaction is a broad concept that affects both the employees well-being and organizational health (Mengistu, 2012). One of the most commonly used concepts of job satisfaction to Edwin Locke (1976) which says that job satisfaction is a pleasurable or positive emotional state resulting from one's job or job experiences (Kaminska, 2016). Furthermore, job satisfaction is one of the subjects commonly studied in organizational behavior studies since it has a positive effect on organizational effectiveness and efficiency, job satisfaction is an attitude developed by an individual towards the job and job conditions, job satisfaction is a personal evaluation of job condition (Cerit, 2009). Hackman & Oldham (1975) suggested the, task discrepancies in the degree to which five core dimension is involved skill variety, task identity, task significance, autonomy, and task feedback.

The definition of job satisfaction is not conventionally established, although many scholars have studied it for a long time (Ngimbudzi, 2009). With respect to the meanings, there is no generally agreed-upon definition of teachers' job satisfaction or of what constitutes teacher satisfaction although there might be some international trends such as the notion that teachers are most pleased with issues inherent in teaching: student achievement, student support, positive relationships with students and others, self-growth, etc. (Zembylas & Papanastasiou, 2004).

In order to understand job satisfaction in detail, it may be necessary to identify a variety of aspects in one's job. However the idea of job satisfaction is very complicated (Norizan, 2012) Presented a summary of job dimensions that have been established to contribute significantly to employees' job satisfaction. The particular dimensions are characteristics associated with job satisfaction. The dimensions are: (the work itself- pay- promotions- working conditions- co-workers).

(i) The Work Itself: According to Norizan (2012), if people work in a clean, friendly environment, they will find it easier to come to work. The nature of the work performed by employees has a significant impact on their level of job satisfaction (Mcwatts, 2005). Employees derive satisfaction from work that is interesting and challenging, and the work that gives them the status of a specific dimension represents characteristics associated with job satisfaction (Norizan, 2012). Advocates that work that is of personal interest to workers is likely to contribute to job satisfaction the research suggests that a variety of tasks can promote job satisfaction (Eby, Freeman, Rush, & Lance, 1999) this is based on the view that skill variety has a strong impact on job satisfaction, which means that the greater the variety of skills that employees are able to use in their work, the higher their level of satisfaction. Norizan (2012) postulates that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him/her by the organization. (Mcwatts,2005) they claim that if the job entails adequate variety, challenge, discretion, and scope for using one's own abilities and skills, the employees doing the job are likely to experience job satisfaction.

Pay: Ayele (2014) pay refers to the amount of financial compensation that an individual receives, as well as to the extent to which such compensation is perceived to be fair. He added that remuneration and earnings are a cognitively complex and multidimensional factor for job satisfaction. Therefore, pay to define as the amount of compensation received for a particular job (Ayele, 2014). The existence of both financial reward and recognition has been shown to have a significant impact on knowledge workers. According to Mcwatts (2005). Inequity in terms of lack of recognition and poor pay often contributes to the challenge of retaining

employees. Studies also show, however, that most workers felt satisfied when they were paid more adequately for the work they performed. The relative importance of pay would likely change the factor of job satisfaction or dissatisfaction. Norizan (2012) argued that salaries not only help people to meet their basic needs but are also instrumental in meeting people's higher needs. The actual level of pay and pay satisfaction is probably a function of the difference between the perceived level of pay and the amount that employees believe their pay should be high (Currall, Towler, Judge, & Kohn, 2005). they presented a perspective that views pay satisfaction as a discrepancy between how much pay one feels one should receive and how much one feels is actually received the primary goal of the present study seeks to gain a better understanding of the antecedents of pay satisfaction and, more specifically, to focus on pay comparisons and perceptions of fairness and organizational justice.

Promotions: Norizan (2012) employee opportunities for promotion are also likely to have an impact on job satisfaction. Maintains that promotions provide opportunities for personal growth, increased accountability, and increased social status. Ayele (2014) Suggest that many people experience satisfaction when they believe that their future prospects are good. This can result in opportunities for advancement and growth in their current workplace, or increase the chances of finding alternative employment. They maintain that if people feel that they have limited opportunities for career advancement, their job satisfaction may be reduced. In addition, the positive relationship between promotion and job satisfaction depends on employees' perceived equity. However, Ayele (2014) points out that perceived promotional equity is not the only factor that has a positive impact on the satisfaction of teachers at work. According to (Currall, et al 2005) employee satisfaction with job incentives may depend on a number of variables, including the possibility that workers were promoted, as well as on the quality and consistency of such promotions.

Co-Workers: Mowday and Sutton (1993) suggest that job satisfaction has to do with the opportunities for employees to interact with others on the job. Studies found the better relationship, the higher the degree of job satisfaction. Wharton and Baron (1991) say these social relationships form an important part of the workplace's 'social climate' and provide a context within which workers can feel meaning and identity. There is empirical evidence that interactions with colleagues are a source of job satisfaction. Dingeta (2013) In his study entitled 'job satisfaction among Addis Ababa secondary school teachers' it was recorded that there was a substantial correlation between the satisfaction of teachers with co-worker ties and their overall job satisfaction. Teachers who are satisfied with their interpersonal relationships have found that they show better overall job satisfaction. Teachers who are satisfied with their interpersonal relationships have found that they show better overall job satisfaction. This seems reasonable, of course, because people like to be close to their friend's workers are satisfied when the co-workers are helpful, friendly, and cooperative (Mowday & Sutton, 1993).

Working condition: According to the business dictionary, working conditions refer to the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibility, organizational culture, workload, and training (Ayele,2014). Ali and Adan (2013) defined the working conditions as working conditions are created by the interaction of employees with their organizational climate, and includes psychological as well as physical working conditions. Therefore, we adopt the definition of working conditions as follows: working conditions refer to the working environment and aspects of an employee's terms and conditions of employment (Kaminska, 2016). Moreover, working conditions are another factor that has a moderate impact on the job satisfaction of employees. According to Staudt (1997), if people work in a clean, friendly environment, they will find it easier to get to work. If the opposite happens, it was difficult for

them to accomplish tasks. It maintains that working conditions are likely to have a significant impact on job satisfaction only when, for example, working conditions are either extremely good or extremely poor. In addition, employee complaints about working conditions are often linked to manifestations of underlying problems (Norizan 2012).

3. METHODOLOGY

Research Design

In this research, a descriptive survey design was employed, which has been the questionnaire data gathered from the teachers. This can be triangulated with the interview data gathered from the principals. According to Creswell (2009), the mixed-method approach is to seek better understanding of the problem under investigation instead of just using one of the methods- quantitative or qualitative. Data were gathered through questionnaires from the teachers, and qualitative data were collected through the principals' interviews.

Among the different kinds of mixed methods, convergent (parallel) was applied. Moreover, the mixed methods approach enables the researcher to make investigations with predicting narration of events, comparisons, and drawing conclusions based on the information obtained from relatively large and representative samples of the target population. Creswell (2009) states that one advantage of mixed methods is using open and closed questions and multiple data-gathering possibilities.

The researcher used both quantitative and qualitative approaches in the form of mixed approach. Therefore, the intention of the researcher was to carry out the study sequentially while using this mixed approach of data analyses.

This approach is employed because it enables the researcher to conduct both quantitative and qualitative approaches simultaneously. The basic assumption is that the combination of quantitative and qualitative approaches provides a better interpretation of the research. According to Creswell (2009), the time-intensive nature of analyzing both text and numeric data incorporates qualitative and quantitative approaches that combine and associate the characteristics of both approaches of mixed methods. Furthermore, the researcher applied mixed methods to integrate and triangulate the quantitative and qualitative data because the approach enables the researcher to get the answers to the proposed basic questions.

3.1 Population

In this article, the target participants were limited to teachers and principals of public secondary schools in the Eldaein locality. Eldaein is one of the eight districts in the East Darfur State. There are (13) secondary schools in the entire area. Eight of these secondary schools are in the North, and the other five (5) secondary schools are in the South.

3.2 Sample size and Sampling Techniques

The purposes of the mixed methods design are data triangulation; the mixed methods and sampling design are necessary for studies attempting to triangulate the data. In order to obtain the sample size manageably, the populations of the study were limited to teachers and principals of secondary schools. The study's target populations were secondary school teachers and principals in public secondary schools in the Eldaein locality. The total number of teachers and principals is (650). To determine the sample size of the study, it applies Yamane's (1967) formula as cited in (Kasiulevičius, Šapoka, & Filipavičiūtė, 2006):

$$n = N / (1 + e^2)$$

Where: n = sample size, N = Population size 650, and e = level of precision 0.05
When the formula does apply to the population size (650), we get 247 samples. A proportion of 11% (37) samples was added to the sample size. It compensates for persons the researcher cannot contact for responders to the questionnaire or to account for nonresponse or lost

questionnaires for any contingent reasons. Fortunately, a total sample of 24 is collected and used for the analysis.

To obtain an adequate proportion sample size for each school, I applied the formula as cited in Israel (1992) is:

Where n represents sample size = 284, N_i represents the strata's population size (school), and N represents the population size= 650. The following table displays the sample participants in the questionnaire for each school in the study:

The researcher selected ten schools purposive for the current study. The participants were selected through a proportional sampling method because it gives a sample size to a different stratum in proportion to their size and makes the sample size manageable. To collect the qualitative data from principals, it was limited only to eight schools in Eldaein locality because conducting an in-depth interview in all the ten secondary schools may have been unmanageable and unnecessarily time taking and laborious as well. The researcher determined the school's samples purposively because it was manageable; moreover, the researcher excluded three schools because they were newly established and incomplete.

Job Satisfaction questionnaire is the teacher's job satisfaction. Standardized Minnesota Satisfaction Questionnaire (MSQ) This questionnaire consisted of fifth dimensions and 22 item it's prepared to measure teachers' satisfaction in Edaein secondary schools to know their views about servant leadership. The teachers were asked to rate on a five level attitude scale (1= very satisfied 2= satisfied 3= partially satisfied 4= dissatisfied 5= very dissatisfied).

The qualitative data collection methods that enabled the researcher to gather in-depth data was utilized in this study. One of these methods was an interview. The core issue for researchers who used qualitative research interviews is to seek in-depth understandings about individuals' and groups' experiences, commonly drawing from a small sample of people (Morrison, Curry, & Khvorostyanov, 2005). Moreover interview is a discussion between two or more persons. It is different from any other talks that usually take place in our day to day life. "When there is specific purpose for a talk or discussion it is different" (Kumar, 2018). To benefit from this quality of the interviews, the researcher developed semi-structured interview guide questions that encourage an interviewees to answer questions on their terms. To make the study more comprehensive and reliable Semi-structured interview was conducted with eight secondary school principals from the Edaein locality, who are directly responsible for teachers' satisfaction.

Table (1) Reliability Statistics

Variables	N of Items	Cronbach's Alpha
The level of teachers job satisfaction	22	0.895
Total of questionnaire	22	0.895

Reliability was concerned with the degree to which a measurement of a phenomenon provides stability and consistent results. For example, a scale or test does say that measurements made by it under stable conditions were given the same result (Taherdoost, 2016). Therefore the researcher measured the reliability through Cronbach Alpha because it is the most commonly used and appropriate measure of reliability when using Likert scales. The reliability of teachers' job satisfaction questionnaires was computed using SPSS, and Cronbach's Alpha was 0.895. This implies that the questionnaires employed in this study were reliable based on the result. The Cronbach's alpha values demonstrate that the questionnaires were reliable. Besides, after employing the study, the degree to which the questionnaire items refer to each

other is acceptable. The association between these items can also be very high, according to Obasuyi (2019). 70, the extent of the similarity or internal reliability within the questionnaire constituents can be great or very high.

3.3 Data gathering procedures

In this regard, Creswell (2009) claimed that using multiple data collection instruments allows the researcher to integrate, reinforce and rectify some of the data triangulation inadequacies. Questionnaires and interviews were applied to collect participants' data, and the data collection process was based on the researcher's work schedule. The researcher directly went to select the schools and distributed the questionnaire to teachers. Also, the school principals' interviews were on the second part of the data collection instrument, and the interviewees were ensured that the information gathered is kept confidential for them. In each principal's school, interviews were conducted in a face-to-face approach. The teacher's questionnaires were physically distributed in the school by the researcher, and the filled-out questionnaire was obtained immediately by teachers who filed in the objects. The instruments for collecting data were prepared in English language and then translated into the Arabic language to improve the respondents' comprehension.

3.4 Data analysis Techniques

This analysis used descriptive statistics and inferential statistics (SPSS) to evaluate the quantitative data obtained through questionnaires. Descriptive statistics such as a sample t-test did use. Descriptive statistics were used to describe the frequency of the degree of agreement among the respondents. The researcher has also applied a one-sample t-test for question one, which is the level of teachers' job satisfaction in secondary schools of East Darfur state in Sudan. Moreover, a one-way between-groups ANOVA test was used for question two, which is there is a significant difference between the two secondary school groups' means of academic qualification and years of experience. The qualitative (interview data) was analyzed using the thematic analysis method and triangulated with the quantitative data results. Thematic analysis is a hugely popular analytic method. Its popularity partly reflects its independence from the articular theoretical approach or epistemology persuasion (Braun & Clarke, 2006). Thematic analysis in this study was done by identifying patterns and themes within the data and writing all the details about the respondent's ideas according to the study's objectives. This begins at the stage of data collection and continues throughout the process of transcribing, reading and re-reading, analyzing and interpreting the data (Evans & Lewis, 2018).

4. Results and Discussion

Demographic characteristics such as gender, age, work experience, academic qualification, and area of specialization of respondents are presented below.

Table (2): Distribution of respondents Socio-demographic characteristics

Table (2)

Variables		Frequency	Percent
Sex	Male	105	37%
	Female	179	63%
	Total	284	100 %
Qualification	Diploma	8	2.8
	Bachelor	187	65.8

	Master	84	29.6
	Doctorate	5	1.8
	Total	284	100 %
Years of experience	(1-5)yrs.,	72	25.4%
	(6-10)yrs.	97	34.1%
	11 and above	115	40.5%
	Total	284	100 %

From table (2), the distribution of participants according to sex shows there were (121) out of total (222) represented (8) teachers, represented (2.8) have diploma degree, (37%) were males, while females (63%). According to qualification, the majority of the study sample (187) represented (65.8%) have a bachelor degree, there were (84) teachers, represented (29.6%) have a master degree, and (5) teachers, represented (1.8 %) were Ph.D. holders. The study sample has a good level of academic qualification. More than half of teachers (40.5%) their years of Experience were 11 and above, (34.1%) their experience range (6-10) years. Moreover, (25.4%) their Experience ranges between 1 to 5 years.

Question one: what is the level the level of teachers' job satisfaction in secondary schools of East Darfur state in Sudan

The first question guiding this study sought to find how teachers perceived the practice of servant leadership among school teachers. Furthermore, Tables (3) below illustrate the mean values and standard deviations of the variables in each study context. The data analyses were made for variables and corresponding dimensions to understand the magnitude of their practices better. Thus, the results indicated that school principals demonstrate practice associated with the variables despite differences in their magnitudes. The results are shown in the Table below a lower servant leadership practice among schools the schools teachers.

Table (3) one sample t-test for the level of teacher's job satisfaction

Variables	Mean	Test Value	Standard division	Mean Difference	T	Sig. (2-tailed)
Work Itself	2.35	3	1.31	-.64718	-8.29	.000
Pay	3.46	3	1.13	.46761	6.96	.000
Promotions	2.13	3	1.19	-.86180	-12.13	.000
Working Conditions	2.37	3	1.25	-.62148	-8.33	.000
Co-Workers	2.04	3	1.19	-.95687	-13.44	.000
Teacher's job satisfaction	2.47	3	1.34	-3.55	-6.92	.000

N= 284, d f = 283

Investigating teacher's job satisfaction in public secondary schools it was also another focus of this study. Regarding this, the mean and standard deviations were computed to investigate the level of teachers' satisfaction in secondary. As indicated in the above table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of all the dimensions of teacher's job satisfaction there was a notable difference between the calculated mean value of job satisfaction dimensions (M=2.47, SD= 1.34); t= -6.92, p=.000, and all the dimensions are statistically significant, since P <0.5. As stated above, the findings indicated that the grand

mean is less than the expected mean value of the total dimensions and regarding this, the job satisfaction is lower level in secondary schools of East Dar fur sate Eldaien locality.

Similarly, there was an interview incorporated this findings and it was participated by 8 participants of school principals. The result of this interview taken from the principals regarding the question about “the level of principal's servant leadership practices in Eldaien secondary schools?” the findings is as follows:

In this regard, (Interviewees 1,2,) was stated that: the teacher’s job satisfaction at Eldaien secondary schools are varies regarding the years of service, the school environment, and its geographical location since the schools are far from the city.

Regarding the dimension of “work itself”, as shown in the above stated table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension of the work itself in Edaien secondary schools, there was a significant difference between the scores for the calculated mean value of work itself (M= 2.25, SD= 1.31); $t=-10.334-$, $p=.000$, and the mean test value which was 3. The findings indicated that the grand mean less than the expected mean value. And in this regard, the job satisfaction is lower level in Edaien secondary schools.

Moreover, (Interviewees, 3,4), responded: that there is a good satisfaction at Eldaien secondary schools since most of the schools receive community material support and teachers receive good attention; therefore, satisfaction has increased.

As stated above, the interviewee participants pointed out that the schools receive the additional support from the community make their teachers satisfied.

Regarding the dimension of “pay”, as shown in the above stated table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension pay in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of pay (M= 3.46, SD= 1.31); $t=-10.334-$, $p=.000$, and the mean test value which was 3. The findings indicate that the grand mean above than the expected mean of the pay dimensions. And the teacher’s job satisfaction is moderate level in Edaien secondary schools.

In addition, (Interviewees 4,) stated that: there was teachers' job satisfaction in Eldaien secondary schools, because there is education attention, which was aimed to improve the educational process in Sudan”.

Moreover, (Interviewees 6,) suggested that: “the tasks of the teachers do in the school environment are not comparable to their payment, and also, the daily routine tasks to be done in the schools are different one another.

In line with this, there was an increase of teachers' job satisfaction due to the last education conference held by the Ministry of Education of Sudan, which was emphasized for the increasing salaries of the teachers and also was given attention to the schools’ environment.

Regarding the dimension of “Promotions”, as shown in the above stated table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension Promotions in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of Promotions (M= 2.13, SD= 1.19); $t=-10.334-$, $p=.000$, and the mean test value which was 3. The findings indicate that the grand mean above than the expected mean of the Promotions dimensions. And the teacher’s job satisfaction is lower level in Edaien secondary schools.

Furthermore, (Interviewees 1,) side that: “the school principals’ leadership have impacts on the teachers’ job satisfaction if the principal motivates teachers and give them equal promotion opportunities during their school service”.

As stated above, the lower promotion opportunity for the teachers effects on the job satisfaction in the study area. The low promotion opportunity of teachers on their job may influence teachers' performance negatively. Moreover, this indicates that the school principals can influence teachers by setting up clear criteria for the promotion. However, the promotion is expected to employ an influence on teachers' job satisfaction to provide opportunities for personal growth, increased responsibility, and increased social status and in this case, if the school principals follow the stated criteria properly the teachers can be satisfied.

Regarding the dimension of "working conditions", as shown in the above stated table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension working conditions in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of working conditions ($M= 2.37$, $SD= 1.25$); $t=-10.334$, $p=.000$, and the mean test value which was 3. The findings indicate that the grand mean above than the expected mean of the working conditions dimensions. And the teacher's job satisfaction is lower level in Edaien secondary schools.

Also (Interviewees 1, 2, 8,) clarifies that: working conditions in Edaien secondary schools is not fully satisfactory to enhance the teacher's job satisfaction, because secondary schools lack the necessary school facilities and equipment due to the budget constraints. And the poor working conditions in the school block the teacher's access to do various activities that can support the teaching-learning process".

As stated above, the working conditions have significant impact on the teachers' job satisfaction, because the teachers prefer that their school environment and other surroundings are safe, clean, and comfortable for doing their work.

Regarding the dimension of "co-workers", as shown in the above stated table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension co-workers in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of co-workers ($M= 2.04$, $SD= 1.19$); $t=-10.334$, $p=.000$, and the mean test value which was 3. The findings indicate that the grand mean above than the expected mean of the co-workers dimensions. And the teacher's job satisfaction is lower level in Edaien secondary schools.

On the other hand (Interviewees 7,) sides that: "There is overwhelming job satisfaction among the teachers in Eldaien Secondary Schools, while some of the teachers expressed dissatisfaction, especially the newly hired teachers".

As stated above, in general, the data collected through questionnaires and interviews in this study implied that working condition factors were positively affected teachers' job satisfaction whereas pay (payment) factor was the major issue for teachers' dissatisfaction. These findings were in line with the results of the quantitative data which was collected through questionnaires. However, the overall findings of the study indicated that the teachers had a lower job satisfaction in terms of work itself, promotion, coworkers and work conditions. Furthermore, the study has also found that the teachers had got moderate level in terms of pay (payment) in Eldaein secondary. Generally, the results of the study showed that teachers in Eldaien schools perceive lower level of servant leadership in their school principals.

Q.2 Are there any significant differences among teachers job satisfaction in secondary school East Darfur state based on their academic qualification and years of experience.

Table (4A): Academic Qualification

ANOVA					
Total of teachers job satisfaction					
academic qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	375.189	3	125.063	331.495	.000
Within Groups	105.635	280	.377		
Total	480.824	283			

As indicated in the above table 4A, the mean differences among groups (teachers' job satisfaction and academic qualifications) regarding their evaluations about the level of teachers job satisfaction of the variables at Eldaien secondary schools. The mean differences between groups about the level of teachers job satisfaction of the variables at Eldaien secondary schools were statistically significant: teachers' job satisfaction, $F(3, 280) = 331.495, p = .000$; years of experience $F(3, 280) = 331.495, p = .000$. Thus, based on the results, it is possible to understand that groups have different views about the level of teacher's job satisfaction.

One-Way ANOVA was computed to investigate if there are meaningful differences among groups level of teachers job satisfaction and years of experience) in evaluating the existing practices of the variables in their secondary schools.

Q.2 Are there any significant differences among teachers job satisfaction in secondary school East Darfur state based on their academic qualification and years of experience.

Table (4B): Years of Experience

ANOVA					
Total of teachers job satisfaction					
years' of experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	376.874	2	188.437	331.495	.000
Within Groups	103.950	281	.370		
Total	480.824	283			

As indicated in the above table 4B, the mean differences among groups (teachers' job satisfaction and years of experience) regarding their evaluations about the level of teachers job satisfaction of the variables in Eldaien secondary schools. It denoted that the mean differences between the groups about the level of teachers' job satisfaction in Eldaien secondary schools: teachers' job satisfaction, $F(2, 281) = 331.495, p = .000$; years of experience $F(2, 281) = 331.495, p = .000$. Thus, based on the results, it was clearly known to understand that groups have different views about the level of teachers job satisfaction.

Discussion

Findings from the teachers' job satisfaction in Eldaien secondary schools in the dimensions of work itself, pay, promotions, working conditions, and co-workers the study revealed the teachers' satisfaction in Eldaien secondary schools is lower. In this regard, it implies that the teachers need to improve their satisfaction about the work. Regarding the findings of question one, indicated that there was a significant difference between the scores for

the calculated mean value of the job satisfaction dimensions ($M=2.47$, $SD= 1.34$); $t= -6.92$, $p=.000$, and all the dimensions was statistically significant, since P value is less than 0.5 ($P < 0.5$), and the mean test value was 3. The findings indicated that the grand mean was lower than the expected mean of the total dimensions. Therefore, the level of teacher's job satisfaction had a lower level of in Eldaien secondary schools. Moreover, the findings of questions two A: showed that it was statistically difference regarding the level of teachers job satisfaction, $F(3, 280) 331.495$ $p= .000$; & years' of experience $F(3, 283) 331.495$, $p= .000$. Thus, based on the results, it is possible to understand that the groups have different views about the level of teacher's job satisfaction.

Moreover, the findings of question two B: indicated that it was statistically difference regarding the level of teachers job satisfaction, $F(2, 281) 331.495$ $p= .000$; & years' of experience $F(2, 281) 331.495$, $p= .000$. Thus, based on the results, it is possible to understand that the groups have different views about the level of teacher's job satisfaction.

The study was to investigate the level of a teacher's job satisfaction in Eldaein secondary schools. One sample t-test result indicated that the grand mean was significantly lower than the mean test value of job satisfaction dimensions such as work itself, the payment, promotions, working conditions, and the co-workers in the school. This finding of the present study is compatible with results of previous studies for example, Cerit,(2009) who found a strong positive relationship between servant leadership behaviors of school principals and teachers' job satisfaction, and servant leadership was a significant predictor of teacher job satisfaction. Further, Al-Mahdy, Al-Harhi, & Salah El-Din, (2016) found that teachers indicate moderate levels of job satisfaction. However, findings of a study by El Amins (2017) indicated that job satisfaction among male teachers of the basic stage in the Khartoum locality was low.

In an interview made with the participants, they also described average satisfaction regarding the work itself. They told that teachers are encouraged and supported by school principals to cooperate and operate as one team with the administration, which helped them to develop their personal talents, confidence, and assertiveness. The participants further described that teachers' satisfaction increased their acceptance and employability.

Moreover, the results of this study support the findings of Herzberg and his colleagues (1959) on the aspects of the work itself, payment, job satisfaction, but contradict them on the aspect of the physical working environment in which participants in the current study indicated that they are to some extent happy with the physical and environmental working conditions their schools. These findings are consistent with previous studies in that leadership support and care associated with teacher's job satisfaction (Peggy & Bonnie, 1994 & Wood, 2008). What's more, Crossman and Harris (2006) noted that job satisfaction refers to the perception of an individual's level of workplace attractiveness when both positive and negative outcomes are measured against each other. In addition, Eby, et al (1999) distinguished in their study of Indian managers that the nature of work was the most important factor in determining job satisfaction for the top managers, and job security was the most important factor in ensuring job satisfaction for managers at the bottom. Conversely, these results are inconsistent with Herzberg's Two Factors Theory in which administration and supervision become sources of job dissatisfaction (Herzberg et. al. 1959 & Robbins & Judge, 2008).

Besides, the present research results support Herzberg's Theory. According to Herzberg et al. (1959), salary associated with job dissatisfaction. Another study by Al-Mahdy, Al-Harhi, & Salah El-Din (2016) showed that teachers showed moderate level of job satisfaction. Findings from a study by Kultur (2012) also indicated that all dimensions of job satisfaction among basic school teachers were statistically higher except the dimensions of salaries & incentives and promotion and school environment. Farther, Ayele (2014) recommends that many people

experience satisfaction when they believe that their future prospects are good. Besides, Herzberg (1957) claims that job satisfaction and dissatisfaction are results of different factors which are motivational and hygiene factors.

5.0 Summary, conclusion and recommendation

5.1 Summary of the findings

The study's purpose was to investigate the level of teachers' job satisfaction in secondary schools of East Darfur state in Sudan. It employed mixed methods research approach (QUANT→qual). Teachers, school principals' were involved in providing data. Thus, a total of 284 teachers and eight school principals' participants were involved in providing data for the study. In addition, questionnaires, interviews, were instruments used for data collection from sample respondents. The collected data were also analyzed both quantitatively and qualitatively. The findings indicated that the grand mean was lower than the expected mean of the total dimensions. Therefore, the teachers' job satisfaction had a lower level in Eldaien secondary schools.

5. Recommendation

1- The study's findings may contribute to the stakeholders of the study and the scholars in the field of teacher's job satisfaction. Administrators in the Educational System who are responsible for the development of education would benefit from the study to raise their teacher's satisfactions.

This support could potentially improve administrators' motivation that could, in turn, raise the individual job satisfaction of all employees—further research.

2- The State Governance of Education in the Eldaien locality should give specific attention to the increasing level of teacher's job satisfaction in Eldaien secondary schools, such as additional support, encouragement and motivational.

3- Finally but not least, the recommendation of this study was focused on governmental secondary schools and the results were limited in terms of generalizability and not holistically representative of the East Darfur state. Therefore, an additional studies need to be carried out, to have a detailed result of upcoming studies.

6. Conclusion

The study revealed that Eldaien school teachers have lower level of job satisfaction in their schools and the practice of satisfaction is lesser as was expected. Similarly, the study indicated that there was a significant difference between the scores for the calculated mean value of the teacher's job satisfaction dimensions. In conclusion, this study was based on the theory that developed by Maslow (1943), Frederick Herzberg (1987), which was argued that employees' achievements are positively influenced by work satisfaction, whereas dissatisfaction may negatively reflect their efficiency. The feeling of happiness or frustration evolves into a state of psychological emotion, which occurs as observed behavior in a person's performance, and following with this theory our study findings indicated that there is lower level of job satisfaction in Eldaien secondary schools.

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