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Factors Affecting Job Satisfaction among Secondary School Teachers in Wad-Madeni Greater Locality, Gezira State, Sudan (2020)

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ABSTRACT

The study aimed to know the most critical factors affecting job satisfaction among secondary school teachers in Wad-Madeni Greater Locality, Gezira state, Sudan (2020), and the study mainly depended on primary data from Wad-Madeni greater locality, Gezira state. A structured questionnaire was used for data collection, and statistical packages were used in the processing and analysis of data. In this study, the researchers applied descriptive statistics; likers scale measurement, and factor analysis. The result shows that the average of age, training courses, experience for males respectively 49.54, 3.36 and 24.04 while for the females 43..05, 2.56 and 17.29. There is a significant difference between males and females in (Residence, Marital status), while the (Education Level, Department, Work is Satisfactory) are not significant. According to Likers scale measurement, the researchers found that most of the respondents in section one (To some extent). In section two, most of the respondents (disagree and strongly disagree). In section three (To some extent) is the answer of most of them. Finally, in the last section also most of them (To some extent). Kaiser standard detected nine factors with roots value higher than 1.0. These nine factors explain 66.528%% of the total variation. The first factor contributes to 15.762%. The second factor contributes by 13.035% of the total variance. The third factor contributes by 6.996%. Factor four contributes by 6.990%. Factor five contributes by 5.621%. Factor six contributes by 5.160%. Factor seven contributes by 4.937%. Factor eight contributes by 4.030%, while the last factor contributes by 3.980% of the total variance. The most important recommendations of this paper are, the number of students must be proportional to the capacity of the classes and must be clear policies and guidelines for incentives and promotions.

Key words: Factors , Job Satisfaction, Teachers, Secondary School

1. BACKGROUND:

Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing their employees. Many studies have demonstrated an unusually large impact on job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on the performance of business organizations.

Job satisfaction also affects humanitarian interests as employees deserve to be treated with respect and have their psychological and physical well-being maximized. (Schnake, 1991) stated that a satisfied worker usually meets or exceeds the fulfillment of their formal job requirements while a dissatisfied worker displays a tendency for counterproductive behaviors such as withdrawal, burnout, and workplace aggression (Spector, 1997).

The definitions of job satisfaction have taken different directions, making agreement on a single definition because of the different outlook for job satisfaction due to different circumstances and environment, values, and beliefs and the nature of the orientation, which is sometimes based on the employee personal nature and environmental position of work.

Job satisfaction is commonly defined as the extent to which employees like their work. It is generally conceptualized as a general attitude toward an object and the job (Agho, Mueller, and Price, 1993).

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job and an attitude towards one's job (Cranny, Smith and Stone, 1992).

Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation, which can affect beliefs, behaviors, and a certain extent of emotion. This definition suggests that employees develop attitudes towards their jobs by taking into account their beliefs, behaviors, and feelings.

Another distinct definition of job satisfaction is that an employee's affective reactions to a job based on comparing actual outcomes with desired outcomes (Cranny el at, 1992). It is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Robbins and Judge, 2007).

Hoppock defined job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935). According to this approach, although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is, job satisfaction presents a set of factors that cause a feeling of satisfaction. Vroom, in his definition of job satisfaction, focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964).

2. STUDY QUESTIONS:

* Does the work environment have a role in job satisfaction for secondary school teachers?

* Do material aspects, and moral incentives affect job satisfaction for secondary school teachers?

* How educational supervision has an impact on job satisfaction among secondary school teachers

* Does the relationship of teachers with society have a role in job satisfaction?

3. IMPORTANCE OF THE STUDY:

The importance of the study stems from the fact that it provides information to the executors and program planners in the country in general and at the state level in particular on the most critical factors that affect job satisfaction in the state of Gezira, which helps in identifying deficiencies and working to avoid them by providing effective programs and policies and plans, and through the aspects of practice and application represent success factors and reveal the extent of commitment to statistical methods in the administrative field.

4. OBJECTIVES:

* To estimate the effect of the work environment on job satisfaction.

*To measure the impact of material aspects and moral incentives on job satisfaction.

* To estimate the effect of educational supervision on job satisfaction.

* To explain the relationship of teachers with society and its impact on job satisfaction.

5. STUDY METHODOLOGY:

This study is based on the descriptive analytical Methodology, which is appropriate for the nature of the study.

5.1. Data Source:

The study mainly depended on primary data from Wad-Madeni greater locality, Gezira state. A structured questionnaire used for data collection. In particular, this questionnaire designed to collect data on variables related to the factors affecting job satisfaction among secondary school teachers. Questions covered all the types of variables**.**

Secondary sources from reports, surveys, censuses, and official records were used in the study.

5.2 Methods of Analysis:

In this study, the researchers applied the statistical indicators and statistical models related to the data of the topic. In the research, the focusing has been on descriptive statistics, factor analysis, because it's suitable for the data collected.

Data were analyzed using the Statistical Package for Social Science (SPSS).

5.3 Sample design and Size

Random sampling method in any society is used to estimate the dependent variable, and when the statistical community homogeneous, the sample was calculated using the following simple random sampling equation:

$$n_0 = \frac{z^2 pq}{d^2}$$

Where:

n_0 = The primary sample size

z: Standard variable contrast to a certain level of confidence (taken here 5%)

d : Statistical adjustment on both sides of p (taken here 5%)

P: Expected Society parameter

$$q = 1 - p$$

$$n = \frac{(2)^2 (0.5)(0.5)}{(0.1)^2} = 100$$

Now, the final sample size, according to the rate of confidence in the parameter estimation (P 95%) is 100. And the cause of the random sample design cannot be used in reality due to in heterogeneities of the communities; the researchers revise the design to a multi-stage cluster sample by multiplying it in the design effect of which is equal 2 here then:
n = 100*2 = 200

6. PREVIOUS STUDIES:

Several studies deal with factors affecting job satisfaction, including a study by (Hui et al., 2014; Karim, Khan, & Shamim, 2017; Nie et al., 2015) that have validated the relationship between working conditions and job satisfaction. (Demirdag, 2015) argued that a heavy teaching load adversely affects teachers' satisfaction level and classroom management. A study by (Shehnaz & Noor, 2015) indicates that teacher power, working conditions,

administrative support, and students' behavior are correlated with job satisfaction. In a study in Kenya, Maara Sub-County, Muguongo, Muguna & Muriithi (2015) observed that compensation plays an important role in determining employees' job satisfaction, and the perception of being paid what one is worth predicts job satisfaction. According to (Van den Berghe et al., 2014), Job satisfaction has relationships with working conditions and work goals. Moreover, Malik et al. (2012) assert that pay and promotion contribute to job satisfaction. Demaki (2012) stressing on the benefits of promotion to workers reiterated that it is positively related to job satisfaction because pay and promotion have social prestige, which is tied up with occupational level. Moreover, (Parvin &, Kabir, 2011) reveal that teachers are satisfied when they are well paid. Though money is one of the main factors that motivate teachers. Danish and Usman (2010) and Oparanma (2011) emphasize that motivation strongly influences job satisfaction. In a study investigating factors that affect the job satisfaction level in Turkey on 245 special education teachers, Ari & Sipal (2009) established that lack of audio-visual teaching aids, ineffective assessment, students' attitudes towards their classrooms, extra tasks, low income and the huge amount of paperwork as the factors affecting job satisfaction. In another study on job satisfaction among secondary school teachers in Malaysia, (Abdullah & Parasuraman, 2009) revealed that teachers were generally dissatisfied with pay and their working conditions. Moreover, studies have found that working conditions and self-efficacy have a positive effect on job satisfaction. On the contrary, goal support and goal progress have an insignificant effect on job satisfaction (Duffy & Lent, 2009; Lent & Brown, 2006). Another study by Ramlall (2003) indicates that work itself, reward, and recognition are factors that highly contribute to employee retention or leaving the job, which are signals of job satisfaction or dissatisfaction.

7. DATA ANALYSIS AND DISCUSSION:

7.1 Characteristics of Population Study:

A questionnaire designed to study factors affecting job satisfaction among secondary school teachers in Wad-Madeni Greater Locality, Gezira state, distributed for both sex 100 males and 100 females.

Descriptive statistics were calculated separately for the males and females, and from the results, the researchers found that: The age of respondents of males ranged from 26 to 68 years with (mean ± S.D) (49.54 ± 9.73) and median 51.5 years. The age of respondents of females ranged from 27 to 60 years with (mean ± S.D) (43.05± 8.07) and median 44.5 years. The difference between the mean age of the two groups was not statistically significant (p-value = 0.429), the age in the two groups was matched for.

Information regarding training courses was available for all males and females. Training courses were found to be (3.36 ± 2.77) years for males with (median = 3) years and (2.56 ± 2.04) years for females with (median = 2) years.

The data were collected for all males and females. The experience of the respondent of males ranged from 1 to 45 years with mean (24.04 ± 10.48) years and (median = 25), for females ranged from zero to 36 years with mean (17.29± 7.45) and median 18 years.

Residence: From table (1): the difference between males and females group statistically was significant (p-value = 0.004). 75% males and 90% for females come from urban areas. 25% for males and 10% for females comes from rural areas. P-value shows that the difference between the two groups is significant, which means the two groups are not matched for residence.

Table (1): Distribution of Males and Females According to Residence

Race	Males	Females	Total	P-Value
Rural	25	10	35	0.004
Urban	75	90	165	
Total	100	100	200	

Source: Researchers calculation from SPSS software outputs

Marital status: (83%) and (67%) of males and females respectively are married. (5%) of males are divorced, (1%) are widowed, and (11%) are single, for females groups (9%) are divorced, (1%) are widowed and (23%) are single. The difference between the distribution of the two groups with respect to marital status is statistically significant at 10%, (p-value = 0.060).

Table (2): Distribution of Males and Females According to Marital status

Marital Status	Males	Females	Total	P-Value
Marriage	83	67	150	0.016
Divorced	5	9	14	
Widower	1	1	2	
Single	11	23	34	
Total	100	100	200	

Source: Researchers calculation from SPSS software outputs

Education level: Most of the males are B.Sc. (69%), (22%) are M.Sc., (7%) are diploma and (2%) just are Ph.D., for females groups also, most of them are B.Sc. (74%), (17%) are M.Sc., (7%) are diploma and (2%) just are Ph.D. The two groups matched, and the difference

between the distribution of males and females according to education level is statistically not significant (p-value = 0.846).

Table (3): Distribution of Males and Females According to Education Level

Education Level	Males	Females	Total	P-Value
Diploma	7	7	14	0.846
B.Sc.	69	74	143	
M.Sc.	22	17	39	
Ph.D.	2	2	4	
Total	100	100	200	

Source: Researchers calculation from SPSS software outputs

Department: (19%) and (18%) of males and females respectively are humanities. (22%) of males are Languages, (25%) are Sciences, (19%) are math, (5%) are applied arts and (10%) are others, for females groups (20%) of males are Languages, (32%) are Sciences, (8%) are math, (4%) are applied arts and (18%) are others. The difference between the distribution of the two groups with respect to the department is statistically insignificant (p-value = 0.155).

Table (4): Distribution of Males and Females According to Department

Department	Males	Females	Total	P-Value
Humanities	19	18	37	0.155
Languages	22	20	42	
Sciences	25	32	57	
Math	19	8	27	
Applied Arts	5	4	9	
Others	10	18	28	
Total	100	100	200	

Source: Researchers calculation from SPSS software outputs

Work is satisfactory: (64%) of males and (59%) of females said work is satisfactory, while (36%) of males and (41%) of females were not satisfactory. The difference between the two groups with regard to work is satisfactory, statistically was not significant (p-value = 0.467).

Table (5): Distribution of Males and Females According to Work is Satisfactory

work is satisfactory	Males	Females	Total	P-Value
Yes	64	59	123	0.467
No	36	41	77	
Total	100	100	200	

Source: Researchers calculation from SPSS software outputs

7.2 Descriptive Analysis:

Table (6) shows the descriptive statistics of study variables, means, and standard deviation, also the trend and the rank of job satisfaction indicators. According to Likers scale measurement, the researchers found that most of the respondents in section one (To some extent). In section two, most of the respondents (disagree and strongly disagree). In section three (To some extent) is the answer of most of them. Finally, in the last section also most of them (To some extent). The other indicators are shown in table (6) below:

Table (6): Sort items of job satisfaction according to importance and trend

Variables	**Mean**	**SD**	**Trend**	**Variables**	**Mean**	**SD**	**Trend**
Q1	3.9500	.98608	Agree	**Q25**	1.5850	1.04798	Strongly disagree
Q2	3.1800	1.38825	To some extent	**Q26**	3.2000	1.51707	To some extent
Q3	3.4450	1.34761	Agree	**Q27**	3.1900	1.28145	To some extent
Q4	3.0300	1.37058	To some extent	**Q31**	3.4750	1.24786	Agree
Q5	2.4800	1.25998	To some extent	**Q32**	3.4450	1.14610	Agree
Q6	3.8450	1.09864	Agree	**Q33**	3.4800	1.20284	Agree
Q7	3.4750	1.09332	Agree	**Q34**	3.4150	1.17459	Agree
Q8	2.4150	1.43635	Dis agree	**Q35**	3.2550	1.32619	To some extent

Q9	3.2100	1.19711	To some extent	**Q36**	2.7500	1.18088	To some extent
Q10	2.7950	1.18321	To some extent	**Q37**	2.7850	1.26363	To some extent
Q11	2.6000	1.16912	To some extent	**Q38**	3.0100	1.43183	To some extent
Q21	2.5850	1.44680	Dis agree	**Q41**	3.1100	1.29471	To some extent
Q22	2.3150	1.33593	Dis agree	**Q42**	3.3150	1.18863	To some extent
Q23	3.9250	1.37799	Agree	**Q43**	2.6750	1.30302	To some extent
Q24	1.5750	1.04875	Strongly dis agree	**Q44**	4.1400	1.12102	Agree

Source: Researchers calculation from SPSS software outputs

7.3 Factor Analysis:

To use factor analysis first examine the correlation matrix of relationships in order to make the matrix valid for factor analysis it must show at least some correlation to reach to (0.3) or higher, if the researchers do not find this result, the matrix judge as invalid for factor analysis and therefore overlook to use the main components. Here the researcher found that the correlation matrix contained some variables with (0.3) and above, which shows the possibility of using the method of the main components in the analysis. Also, the result shows that there were positive and negative correlations between the variables.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO): This test is used to test the adequacy of the sample size the sufficient sample size must not be less than the 0.50 value, given the Table (7) the researchers found that the KMO test value equal to (0.826) which indicates that the sample size was large enough to reliably extract factors

Bartlett's Test of Sphericity: Used test whether the original correlation matrix is unit matrix or not, if the correlation matrix is not a matrix unit indicates that the absence of relations between the variables and that is what is required when using the method of the main components method in factor analysis. Given Table (7), the researchers found that Bartlett test value equal to (2397.422) and the level of significance (.000), and this shows that the test D. (moral) statistically significant at (0.000), also the significant value of the test p= 0.000 indicates that there was a correlation between the variables.

Table (7): KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.826
Bartlett's Test of Sphericity	Approx. Chi-Square	2397.422
	Df	435
	Sig.	.000

Source: Researchers calculation from SPSS software outputs

Determine the number of key components: In this step, the researchers extract an initial solution using the principal components method to determine the appropriate number of factors.

Table (8) presents the total variance of the variables in an initial solution. The initial solution extracted nine factors accounting for more than 1.0 units of variance. The values in this panel of the table represent the distribution of the variance after the varimax rotation. Varimax rotation tries to maximize the variance of each of the factors, so the total amount of variance accounted for is redistributed over the nine extracted factors.

Factor 1: The first factor has an Eigen value equals (4.729). Since this is greater than 1.0, it explains more variance than a single variable, in fact (4.729) times as much. The percent variance explained: (4.729 / 30 units of variance)* (100) = (15.762%).

Factor 2: The second factor has an Eigen value equals (3.916) it is also greater than 1.0, and therefore explains more variance than a single variable. The percent variance explained: (3.916 / 30 units of variance)* (100) = (13.053%).

Factor 3: The third factor has an Eigen value equals (2.099) it is greater than 1.0, and therefore explains more variance than a single variable. The percent a variance explained: (2.099 / 30 units of variance) * (100) = (6.996%).

Factor 4: Has an Eigen value equals (2.097) and the percent of variance explained (6.990%). of variance.

Factor 5: Has an Eigen value equals (1.686) and the percent of variance explained (5.621%). of variance.

Factor 6: Has an Eigen value equals (1.548) and the percent of variance explained (5.160%). of variance.

Factor 7: Has an Eigen value equals (1.481) and the percent of variance explained (4.937%). of variance.

Factor 8: Has an Eigen value equals (1.209) and the percent of variance explained (4.030%). of variance.

Factor 9: Has an Eigen value equals (1.194) and the percent of variance explained (3.980%). of variance.

The cumulative percentage of variance explained by the first nine factors was (66.528%).

Table(8): Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.577	25.256	25.256	7.577	25.256	25.256	4.729	15.762	15.762
2	2.176	7.254	32.510	2.176	7.254	32.510	3.916	13.053	28.815
3	2.033	6.776	39.286	2.033	6.776	39.286	2.099	6.996	35.811
4	1.859	6.197	45.483	1.859	6.197	45.483	2.097	6.990	42.801
5	1.679	5.596	51.079	1.679	5.596	51.079	1.686	5.621	48.422
6	1.385	4.618	55.697	1.385	4.618	55.697	1.548	5.160	53.582
7	1.130	3.767	59.464	1.130	3.767	59.464	1.481	4.937	58.518
8	1.097	3.657	63.122	1.097	3.657	63.122	1.209	4.030	62.549
9	1.022	3.407	66.528	1.022	3.407	66.528	1.194	3.980	66.528
10	.944	3.146	69.675						
11	.862	2.875	72.550						
12	.750	2.502	75.051						
13	.729	2.431	77.483						
14	.675	2.249	79.732						
15	.657	2.190	81.922						
16	.594	1.980	83.902						
17	.561	1.869	85.771						
18	.497	1.658	87.429						
19	.462	1.539	88.968						
20	.425	1.417	90.385						
21	.407	1.358	91.743						
22	.396	1.321	93.064						
23	.372	1.239	94.303						
24	.360	1.199	95.502						
25	.294	.981	96.483						
26	.271	.903	97.386						
27	.231	.770	98.156						
28	.198	.661	98.817						
29	.180	.598	99.415						
30	.175	.585	100.000						

Source: Researchers calculation from SPSS software outputs

Rotate the factor: Factors were rotated to find factors that easier to interpret and to ensure that all variables had high loading only on one factor. Table (9) shows the rotated component matrix. The table illustrates that the rotated pattern improved nine variables. The improvement in the solution is presented in Table (8). Finally, the thirty variables were reduced to nine factors. These nine factors account for (66.528%) of the covariance among the variables.

From the same table (9) the nine factors affecting job satisfaction among secondary school teachers are:
Factor (1) which includes the variables: q21, q31, q32, q33, q34, q35, q38 (There are clear policies and guidelines for incentives and promotions, the supervisor advises teachers to help them find suitable alternatives to improve the teaching and learning process, the method of the educational supervisor is a great source of job satisfaction, the supervisor directs teachers to appropriate teaching methods, the supervisor follows the teachers' work plans and implementation procedures, the supervisor provides me with all new information in the field of education, through publications and targeted readings, and the supervisor has fair plans for teachers to select correction tasks).

$$P_{C1} = .521Q_{21} + .799Q_{31} + .783Q_{32} - .821Q_{33} + .798Q_{34} + .806Q_{35} + .625Q_{38}$$

Factor two includes: q1, q3, q4, q5, q6, q7 (The school holds regular meetings to discuss problems, the school is interested in providing the textbook, teacher aids from office and office supplies are available, The school has a library and laboratories, there is an interest in improving relationships between students and teachers, and the school cares for parenting educational councils).

$$P_{c2} = .662Q_{1} + .739Q_{3} + .808Q_{4} - .664Q_{5} + .672Q_{6} + .708Q_{7}$$

Factor three includes the variables: q22, q24, q25 (Get promotions in time, my salary is considered satisfactory to me, paid wages are proportional to the workload and my level of education).

$$P_{c3} = .506Q_{22} + .809Q_{24} + .755Q_{25}$$

Factor four includes the variables: q41, q42, q43 (Society appreciates work in education, parents work with teachers to solve student problems, and the community helps provide moral motivation for teachers).

$$P_{c4} = .714Q_{41} + .710Q_{42} + .700Q_{43}$$

Factor five includes: q10, q11 (My colleagues' lack of cooperation bothered me in my work; and I am bothered by the difficulties in dealing with the administration).

$$P_{c5} = .797Q_{10} + .813Q_{11}$$

Factor six includes the variables: q26, q27 (Opportunities for promotion in the teaching profession are less than in other professions, and there are limited opportunities for growth and promotion in the school).

$P_{c6} = .847Q_{26} + .787Q_{27}$

Factor seven includes the variables: q36, q37 (I am bothered by the claims of the educational supervisor, and my work does not receive the appreciation it deserves with the educational supervisor).

$P_{c7} = .786Q_{36} + .594Q_{37}$

Factor eight includes the variables: q8, q23 (The teaching profession is one of the least social professions, and get more productive when I get promotions and incentives).

$P_{c8} = .708Q_{8} + .544Q_{23}$

Factor nine includes the variables: q9 (My time is less than my work requirements).

$P_{c9} = .844Q_{9}$

Table (9): Rotated Component Matrix

	Component								
	1	2	3	4	5	6	7	8	9
q1		.662							
q2									
q3		.739							
q4		.808							
q5		.664							
q6		.672							
q7		.708							
q8								.708	
q9									.844
q10					.797				
q11					.813				
q21	.521								
q22			.506						
q23								.544	
q24			.809						
q25			.755						
q26						.847			
q27						.787			
q31	.799								

q32	.783								
q33	.821								
q34	.798								
q35	.806								
q36							.786		
q37							.594		
q38	.625								
q41				.714					
q42				.710					
q43				.700					
q44									
Source: Researchers calculation from SPSS software outputs									

8. CONCLUSION AND RECOMMENDATIONS:

8.1 Conclusion:

This paper aims to use statistical methods to gain results that can contribute to the knowledge of the most important factors that affecting job satisfaction among secondary school teachers in Wad-Madeni Greater Locality, Gezira State, Sudan (2020). Study variables were subjected to analysis according to the component method using SPSS software, the most important findings of the study as follow:

Population characteristics: the researchers found significant differences between males and females in (Residence, Marital status) while the (Education Level, Department, Work is Satisfactory) are not significant.

According to Likers scale measurement, the researchers found that most of the respondents in section one (To some extent). In section two most of the respondents (disagree and strongly disagree). In section three (To some extent) is the answer of most of them, finally, in the last section also most of them (To some extent).

The respondent said I agree with(The school holds regular meetings to discuss problems, The school is interested in providing the textbook, there is an interest in improving relationships between students and teachers, The school cares for parenting educational councils) in section work environment. Also agree with (Get more productive when I get promotions and incentives) in the financial and moral incentives section. In the third section educational supervision, the respondents agree with (The supervisor advises teachers to help them find suitable alternatives to improve the teaching and learning process, The method of the educational supervisor is a great source of job satisfaction, The supervisor follows the

teachers' work plans and implementation procedures, The supervisor direct teachers to appropriate teaching methods).Finally, in section four relationship with the community, the respondents agree with (The teaching profession helps in social relations).

Factor analysis: Bartlett test has been applied, which revealed that the correlation relationship between variables, the result shows the possibility of using the key components in the analysis method. - KMO test was used to measure the adequacy of the sample size, and the result shows the lowest correlation was (0.826). Kaiser standard detected nine factors with roots value higher than 1.0. These nine factors explain 66.528%% of the total variation. The first factor contributes to 15.762%. The second factor contributes by 13.035% of the total variance. The third factor contributes by 6.996%. Factor four contributes by 6.990%. Factor five contributes by 5.621%. Factor six contributes by 5.160%. Factor seven contributes by 4.937%, factor eight contribute by 4.030%, while the last factor contributes by 3.980% of the total variance.

8.2 Recommendations:

The flowing recommendations from the study results:

- The number of students must be proportional to the capacity of the classes.
- Must be clear policies and guidelines for incentives and promotions
- The system of promotions must be fair and promotions in time
- The salary should be satisfactory for teachers.
- Paid wages must be proportional to the workload and level of education
- The supervisor should advise teachers to help them find suitable alternatives to improve the teaching and learning process.
- To improve the educational process, there must be a relationship between the school and the community.
- Finally, conducting similar studies in localities and other states to identify the level of job satisfaction of male and female teachers

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