

AFRICA INTERNATIONAL UNIVERSITY

FACTORS INFLUENCING TEACHER'S JOB SATISFACTION AND
PERFORMANCE IN SELECTED SCHOOLS IN YEI
TOWN, SOUTH SUDAN

BY

ALYAHA DANIEL FELIX OHIDE

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requirement of the degree of Master of Education
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Approved:

Supervisor:

Dr. Rosemary Mbogo

Second Reader:

Dr. Florence Itegi

External Reader:

Prof. Mary Getui

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DECLARATION

FACTORS INFLUENCING TEACHER'S JOB SATISFACTION AND PERFORMANCE IN SELECTED SCHOOLS IN YEI TOWN, SOUTH SUDAN

I declare that this is my original work and has not been submitted to any other
University or College for academic credit

The views presented herein are not necessarily those of Africa International
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(Signed): _____
Alyaha Daniel Felix Ohide

July, 2017

ABSTRACT

The purpose of this study was to examine factors influencing teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan. The study employed survey or quantitative research design in collecting data. Simple random sampling technique was used. The total sample size was 10 head teachers and a random sample of 100 teachers from each of the 10 schools to give a total of 110 respondents. The main instrument used in the study was a questionnaire. Data collected was analysed by the use of Statistical Package for Social Science (SPSS) version 12.0. The data was presented in frequencies, percentages, indexing, measure of central tendency and dispersion, tables, graphs, bivariate analysis and the chi square test. From the research finding, it was found out that pay positively influences teachers' level of job satisfaction and performance. Majority of the teachers (69.5%) either strongly disagreed or disagreed with the statement that their salary is competitive and meets their expectations. Furthermore, it was found that teachers 55(57.9%) indicated that indeed leadership attitude influences their job satisfaction and performance in their respective private primary schools in Yei, Town, South Sudan. Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. On the other hand, a considerable number of the teachers (38.9%) indicated that teacher's own perception of their own profession does not affect the teachers' job satisfaction and performance

DEDICATION

This thesis is dedicated to the Lord Jesus Christ who is the source of my knowledge, understanding and wisdom; He has been the cradle of my encouragement in and throughout this project and the entire cause of my study.

I also dedicate this thesis to my beloved wife Beatrice K. Ohide who has given me all the time, support and encouragement for me to finish this project. The goodness and love of the Lord which are new every morning are upon you.

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CHAPTER ONE

INTRODUCTION

Introduction

The teacher is a strategic knowledge facilitator and plays an imperative role in nation building. For this reason it is vital to find out how comfortable the teacher is in his/her place of work, termed teacher satisfaction. Additionally, it is also important to identify factors responsible for teacher job satisfaction or dissatisfaction. Since people join and work in organizations in order to satisfy their personal needs, one of the most important pieces of information to have regarding an employee is a validated measure of his or her job satisfaction.¹

According to Crossman and Harris, the lack of professional autonomy, poor salaries, and unavailability of teaching resources are some of the reasons proffered for low teacher job satisfaction and performance.² Even though, lack of enthusiasm for the job, teacher absenteeism, teacher stress, poor student performance and demographic factors such as age, gender and experience are some of the related effects of teacher job dissatisfaction on the teaching/learning process.³ Yet, leaving

¹ Shann, Mark. Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 2001, 92 No. 2, 67-073.

² Crossman, Alph and Harris, Penelope. "Job satisfaction of secondary school teachers." *Educational Management and Leadership*, 2006, Vol. 34 No. 1, 29-46.

³ Long, Swortzel. "Factors influencing job satisfaction of extension agents in the Mississippi state University Extension Service." Mississippi state University proceeding of the 2007 AAAE Research conference, 2007.

the profession suddenly in search of greener pastures and inefficiency on the part of teachers are other indications of teacher job dissatisfaction. In order to retain teachers in the educational profession and to encourage increased teacher productivity, research into teacher job satisfaction and performance is very significant. Furthermore, it is important to find out the factors that account for teacher job satisfaction and performance. Then, it will be practicable for school administrators and other educational stakeholders to adjust the school environment accordingly to foster satisfaction amongst teachers while nurturing their performance when these factors are known.

Job satisfaction refers to the fulfilment a teacher derives from day-to-day activities in his/her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work. A teacher's job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching. Thus, a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job is related to job satisfaction. According to Scott, factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and working conditions.⁴

Nevertheless, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. Wright noted that

⁴ Scott, Michael . Perceptions of Fundamental Job Characteristics and their level of Job, 2004.

there is a significant relationship between teacher's attitude towards teaching and job satisfaction. Teachers tend to teach well, when they have job satisfaction.⁵

As research by Edey and Huston indicated, teachers who had lower levels of satisfaction were more likely to leave their school in the first three years, as opposed to teachers who had higher levels of satisfaction and were more likely to remain in the school in the following three years.⁶ Understanding the needs of teachers while they are still in the classroom prevents another generation of teachers from leaving public schools, a loss so very difficult to reverse. Teachers at the beginning of their careers and teachers in urban schools leave teaching at a higher rate than more experienced teachers. The consequences of teachers leaving the field inevitably follow with teachers who lack the experience of the teachers they are replacing. Consequences are also inevitable in the loss of revenue based on hiring, training, and retaining of new teachers. Schools must continue to rebuild their staff without experienced and effective veteran teachers who are the ones most needed in lower performing schools.⁷

The current study seeks to investigate South Sudanese teachers' job satisfaction in selected private primary schools in Yei Town, South Sudan. In particular, the study will aim at finding out whether South Sudanese teachers are satisfied with their jobs. A second aim of the study will be to determine whether teacher satisfaction is more dependent on extrinsic factors such as adequate and prompt payment of salaries or as a result of other factors related to the educational

⁵ Wright, Kim. Participation's influence on job satisfaction: The importance of job characteristics. *Review of Public Personnel Administration* 24 (1) (2004): 18-40

⁶ Edey, John and Huston, David. *Administrators: Anticipating and Addressing new Teacher Needs*. Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, 2004.

⁷ Ibid

context such as the teacher-principal relationships and teachers' attitude toward the teaching profession.

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management.⁸ Teacher performance can be enhanced to the optimum level if the government and related stakeholders take care of these factors. However, alternatives put into practice by states and districts to determine teacher quality have been dolefully not enough. Teacher entrance and exit examination scores, teaching credentials, advanced degrees and years of experience are either not related to student achievement and ratings of teacher effectiveness.⁹

According to Schmidt, the quality of teaching has come down gradually all over the world, which demonstrates that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the educational institution management.¹⁰ This condition in the recent years for the teacher has led to inadequate compensation structure and very few growth opportunities. Hence, with disadvantaged students who require excellent teachers but have the least, the condition has continued to be worse.

⁸ Shann, Mark. Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 2001, 92 No. 2, 67-073.

⁹ Ololube, Patrick. "Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Schools. Paper Presented at the Seventh International LL in E Conference, September 23-25, 2004.

¹⁰ Schmidt, Simon. "The relationship between satisfaction with workplace training and overall job satisfaction." *Human Resource Development Quarterly*, 2007, 18(4):481-498.

On the other hand, the fundamental factors influencing the effectiveness of an organization are leadership and employee job satisfaction. Leadership considered as one of the most important determinants of employee job satisfaction. It extensively influences employees' motivation and dedication. According to Hanushek and Rivkin, elucidated global processes of leadership influences the performances of teams as a whole unit whereby compositional processes of leadership as those processes that influence teams of different composition.¹¹ Further, compilational processes of leadership allow the leaders to morph the individual performances into superior team performances.¹² As efforts to recruit more people into the teaching profession have proven to be successful, determining how to keep high-quality teachers in the classrooms providing meaningful and effective instruction has remained an enigma. Not only does teacher turnover present significant staffing problems for administrators, but it also has a strong relationship to the performance of schools.¹³

The public's perception of teachers and teaching, and how this impact on the profession's ability to attract and retain good teachers within the profession, as well determines teacher's job satisfaction. The issue of teacher status, its importance and its impact plays a significance role on job satisfaction.¹⁴ An examination of the discussions relating to status shows that there are three primary drivers of status –

¹¹ Hanushek, Eric and Rivkin, Stephen. Pay, working conditions, and teacher quality. *The Future of Children*, 17(1), 2003, 69-86.

¹² Ibid

¹³ Ingersoll, Richard. *Who Controls Teachers' Work?: Power and Accountability in America's schools*. Cambridge, MA: Harvard University Press, 2003.

¹⁴ Rosenholtz, Simon. *Teacher's Workplace: The social Organization of Schools*. New York: Longman, 2009.

power, money and fame.¹⁵ Two other factors have secondary influence: the amount of training/skill/expertise required, and the extent to which the career has an influence on other people's lives. However, these two secondary factors do not deliver status unless they result in a high level of power, money or fame. This is the reason why teachers do not have high status. Even though they are recognized as having to be well trained and highly skilled, and are seen as being hugely influential on society in the future but these factors do not result in them being powerful, famous or rich.¹⁶

Yet, the need for periodical performance appraisal just as it is in the corporate or business organization have been emphasized by Schmidt and Mead in their suggestion for lifting performance of teachers.¹⁷ Thus, the compensation structure of teachers will have to be based on performance and also they will have to be periodically evaluated. In order to modernize and enrich teacher quality for hiring, evaluating and compensating, a stringent policy will have to be developed. The best performance is usually yielded by merit based on rewards. By comparing the students' performance of an average teacher with that of the performance of students of an excellent teacher, policy makers have indicated how quality matters.

Problem Statement

In South Sudan, teachers have become constant objects of ridicule when analysis of examinations is conducted. The poor and deplorable working conditions, low status, poor salaries and remuneration, poor leadership styles, increased workload due to the high enrolment rates could be contributing factors to

¹⁵ Berry, Barnet. *Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives*. Washington, DC: National Education Association, 2007.

¹⁶ Ibid.

¹⁷ Ibid.

teachers' levels of job dissatisfaction. On the other hand, there has been increased number of transfer requests to the county director of education and teachers quitting their teaching professions which could also be an indicator that teachers in the area are not satisfied with the situation of affairs. The Division of Yei Town as compared to other Divisions within the larger Yei County has shown poor performance in the 2015/2016 state examinations, an indication that there could be factors pertaining to that. This situation of affairs will prompt the researcher to carry out this study to establish the factors that influence job satisfaction among the teachers in private primary schools in Yei Town, South Sudan.

Objective of the Study

The main objective of the study was to examine factors influencing teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Research Objectives

The objectives guiding the study were as follows:

1. To determine how age and gender factors influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan.
2. To establish how working conditions influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan.
3. To establish how school leadership influences teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan.

4. To determine how teachers' own perception of their profession affects their job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Research Questions

The following research questions were used to guide the study:

1. How do age and gender factors influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan?
2. How do working conditions influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan?
3. How does school leadership influence teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan?
4. How does the teacher's own perception of their profession affect the teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan?

Hypotheses

The following hypothesis was used:

H1: Head teacher Leadership styles affect the teacher's job satisfaction and performance.

H2: Teachers' own perceptions of the teaching profession affect the teacher's job satisfaction and performance.

H3: Social perceptions of the teaching profession affect the teacher's job satisfaction and performance.

H4: A Leadership attitude towards the teaching profession affects the teacher's perceptions on their job satisfaction and performance.

H5: Teacher's job satisfaction influences the teacher's work performance.

Significance of the Study

The relevance of job satisfaction is crucial to the long term growth of education system in South Sudan. Job satisfaction probably ranks alongside professional knowledge and skills, educational resources and strategies as the absolute determinants of educational success and performance. ¹⁸There is a growing body of evidence that when teachers feel good about their work, pupils' achievement improves.¹⁹

It is hoped that the results of this study may assist the Ministry of Education, education management personnel, planners and policy makers to make decisions aimed at improving the teachers' morale and working conditions. The study may also provide a better understanding of teachers' roles and their job satisfaction as well as form a basis for future research in the field of education in South Sudan.

Delimitations of the Study

The study was geographically delimited to the private primary schools in Yei Town to make the study more manageable. This study focused on teachers' job satisfaction and performance with particular emphases on identifying internal factors age, gender, working conditions, leadership styles and teachers own perceptions that affect teachers' job satisfaction and teachers' performance such as affective, continuance, and normative performance.

¹⁸ Morgan, Mark and O'leary, Michael. A Study of Factors Associated with Job Satisfaction of Beginning Teachers. *The Irish Journal of Education*, 2014, 73-86.

¹⁹ Ibid

Limitation of the Study

This study was conducted on private primary schools teachers in Yei Town. As the concept of job satisfactions and performance in education is broad and takes different forms, it is difficult to evaluate the magnitude of all job satisfaction and performance due to different forms within short period of time.

Conceptual Framework

The conceptual framework in this study was based on various factors influencing job satisfaction and performance. Job satisfaction of teachers depends upon various factors within the demographic category. The attributes include leadership, teacher's own perception and social perception of the teaching profession. This relationship is shown by Figure below.

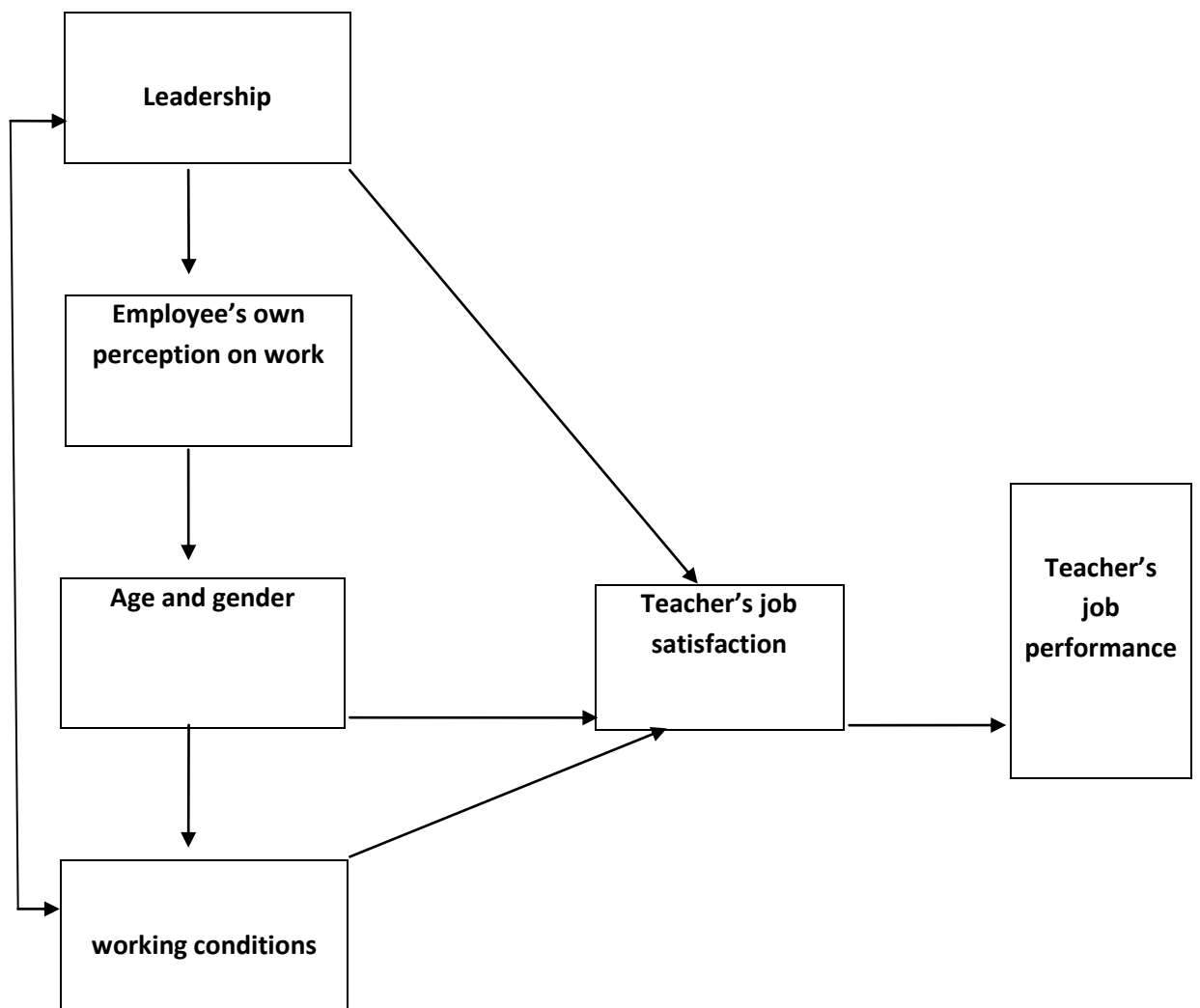


Figure 1: Conceptual framework

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents literature review on factors influencing teacher's job satisfaction and performance in school. The review is guided by the main research objectives: To determine how age and gender factors influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan, To find out how working conditions influence teacher's job satisfaction and performance in Yei Town, South Sudan, To establish how school leadership styles influence teachers' job satisfaction and performance in private primary schools in Yei town, South Sudan, and To determine how the teachers' perception of their own profession affect their job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Theoretical Review

This section presents a review of theories which are in line with the area under study. The three key theories which have been given much attention in this section include the Expectancy Theory, Hierarchy of Need Theory and Equity Theory.

A: Expectancy Theory

This theory was developed by Vroom in (1964) as a theory of motivation which posits that motivation stems from the perceived probability that effort will

result in performance and that performance will result in valued outcomes.²⁰ In this theory, past experiences, including successes and failures, influence current perceptions and decisions. Valence, expectancy and instrumentality are three beliefs which influence motivation. Valence involves an individual's value of an expected outcome. Expectancy is one's belief in the likelihood that effort will lead to performance. Instrumentality is the belief that performance will lead to desired rewards. Friedman applied Vroom's theory in an attempt to predict student motivation to succeed and stay in college. The study found that student academic performance expectancies predicted cumulative GPA at the end of the first year of college. Additionally, perceived grade attractiveness and effort to obtain good grades predicted retention beyond the first year. These results have implications for practice. Friedman and Mandel's work suggests that it may be beneficial to include psychological variables such as academic motivation and expectancy to succeed in predictive models.²¹

This theory is important to this study because it tries to encompass ways of motivating teachers not only to perform but also to dedicate their commitments in school. Thus this theory will help this study to come up with the interventions to motivate teachers and retain them in schools through improving their perception of performance and enhance their satisfaction in schools. Therefore, the study will help the education policy makers and the management of the schools to come up with better management strategies to enhance the retention of teachers in private primary schools education in Yei Town, South Sudan.

²⁰ Vroom, Victor. *Work and Motivation* (New York: John Wiley and Sons, 1964).

²¹ Friedman Ian. *Burnout In Teachers: The Concept And Its Unique Core Meaning*. Educational & Psychological Measurement, 2010.

B: Hierarchy of Need Theory

Abraham Maslow, a well-known figure in the area of psychology and a psychologist by profession believes that in the quest to fulfil their needs, individuals behave and exhibit themselves in a certain manner.²² A human being gets satisfaction only when their need is fulfilled. His theory has three assumptions i.e. human needs never end, when one need is fulfilled, the next hierarchy of needs surfaces to be fulfilled and satisfied and lastly human needs can be divided in to various levels depending on importance and when the previous level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction.

Abraham H. Maslow's hierarchical model of human needs can be used to identify the factors affecting job satisfaction. The hierarchy of needs identifies five distinct levels of individual needs. These include physiological, safety, social, esteem and self-actualization needs. Physiological needs represent the most basic of all human needs which are the basic biological needs. These include food, water, shelter and clothing: - According to Maslow's theory people would first want to have these needs fulfilled before they move on to the next level of needs²³

Safety needs include the need for security, protection and stability in the physical and interpersonal events of day to day life. According to this theory people want to feel safe, secure, and free from fear. In this regard, they need stability, structure, and order. In the workplace, job security and fringe benefits, along with an environment free of violence, fulfils these needs. The theory reiterates that individuals

²² Maslow, Abraham. *Motivation and Personality* (New York: Harper & Row, 1954).

²³ Ibid

would want to satisfy safety needs only if their basic biological needs have been satisfied.

Self-actualization is the highest motivation level according to Maslow's hierarchy of needs. This involves people striving to actualize their full potential, in order to become more of what they are capable of being. They seek to attain self-fulfilment. In the workplace, people satisfy this need by being creative, receiving training, or accepting challenging assignments.²⁴

Esteem needs according to Robbins; include the need for status, recognition and achievement. People want the esteem of others and they want to be regarded as useful, competent, and important. People also desire self-esteem and need a good self-image. In the workplace, increased responsibility, high status, and recognition for contributions satisfy these needs.²⁵

Social needs involve the need for love, affection, a sense of belonging in one's relationship with others. Daft also explained this need by writing that it involves the need for friends, family, and intimacy for social acceptance and affection from one's peers.²⁶ In the workplace, this need is satisfied by participation in work groups with good relationships among co-workers and between workers and managers.

C: Equity Theory

Equity Theory was proposed by Porter and Lawler. This theory suggests that employees in any organization have a tendency of making comparisons of what they

²⁴ Daft, Ricky. *Management*. Orlando, Florida: Harcourt Brace, 1997.

²⁵ Robbins, Paul. *Organizational Behavior*. (8th Ed.). New Jersey: Prentice Hall, 1998.

²⁶ Ibid

get from their respective jobs.²⁷ The comparisons they make are based on the input-output ratio that is whether there is any relationship between the input and the outcome. In other words, employees compare their income with that of other workers within their organizations or with that of their colleagues in other fields.

According to Porter and Lawler, the perceived equitable rewards are a major input into employee satisfaction. The outputs of one's job are "all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, responsibility, and so on".²⁸ The inputs include such aspects as employees' educational qualification, work experience, professional training, personal ability, personality qualities or characteristics, commitments and efforts and attitude towards the job among others which they bring with them to the institution. In addition, workers are expecting to see justice and fairness in terms of the work they do and the fruits of their work. In short, the theory claims that workers assess whether there is fairness in what they get doing the job. They do so by using what the authors refer to as "the process of social comparison"²⁹. This implies that if the employees are fairly rewarded, they become happy or contented with their job and the opposite is true.

Empirical Review

This section presents a review of studies and literature done on the area of the factors influencing job satisfaction and performance in school contexts. The section is

²⁷ Lawler, Edwin and Porter, James. A Casual Correlation test of Need Hierarchy Concept. *Organizational Behavior and Human Performance* April 1972, pp. 265-287.

²⁸ Ibid.

²⁹ Ibid.

based on the following areas: Effect of age and gender factors on teacher's job satisfaction and performance, Effect of working conditions on teacher's job satisfaction and performance, Effect of school leadership on teachers' job satisfaction and performance and performance and Influence of teacher's perception of their own profession on job satisfaction and performance.

Effect of Age and Gender Factors on Teacher's Job Satisfaction and Performance

Previous studies that were conducted in various countries on the phenomenon of job satisfaction reveal age and gender factors. The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers.³⁰ Similarly, the results of research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers.³¹ Both indicated that female teachers were more satisfied with their job than male teachers whereas, Zhongshan found that elementary school male teachers in Shanghai, China were more satisfied with their salaries than their female colleagues.³² Conversely, Crossman and Harris conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.³³

Previous research data collected in various countries give mixed results about the influence of age on job satisfaction. Findings of a study conducted among teachers

³⁰ Dinham, Steve and Scott, Charles. Moving into the third outer domain of teacher Satisfaction. *Journal Educational administration*, 2000, 38, No. 4, 379- 396.

³¹ Bishay, Annord. Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Sciences*, 2006, p 147-154.

³² Zhongshan, Zen. "Study of Job Satisfaction Among Elementary Schools In Shanghai." Chinese Educational Society, 2008, Vol. 40, No. 5, 40-46

³³ Crossman, Alph and Harris, Penelope. "Job satisfaction of secondary school teachers." *Educational Management and Leadership*, 2006, Vol. 34 No. 1, 29-46.

in Finland revealed that there was a strong relationship between the teachers' age and job satisfaction.³⁴ They found that teacher's job satisfaction was linked to their age. On the contrary, Crossman and Harris found that secondary schools teachers in United Kingdom did not differ significantly in their job satisfaction in relation to age.³⁵

Moreover, Zhongshan found that work satisfaction among Chinese teachers increases with the increase in age.³⁶ Similarly, it is argued that the higher the teacher's age, the higher the level of job satisfaction and the lower the teacher's age, the lower the job satisfaction level.³⁷ This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age differences. Additionally, Bennell and Akyeamong conducted a survey on teacher motivation and they found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in job satisfaction with regard to age.³⁸

However, results of the research on job satisfaction that was conducted among primary and secondary school teachers in Greece revealed that there were no significant differences in levels of teachers' job satisfaction with regard to age status. This implies that secondary school teachers in Greece did not differ in their job satisfaction levels in relation to age status. Besides, teaching experience refers to the number of years a person has served as a teacher. Crossman and Harris call this the

³⁴ Rasku , Kinnunen. "Job Conditions and Wellness among Finnish Upper Secondary School Teachers." *Psychology and Health*, 18, 2003, No. 4, 441-456.

³⁵ *Ibid*

³⁶ *Ibid*

³⁷ Greenberg, Jerald and Baron, Robert. *Behavior in Organizations*. Englewood Cliffs, New Jersey: Prentice Hall, 1995.

³⁸ Bennell, Paul and Akyeamong, Kelvin. "Teacher Motivation in Sub-Saharan Africa and South Asia." *DFID Department of international Development*, 71, 2007.

“length of service”.³⁹ According to Koustelios, the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession.⁴⁰ Similarly, Greenberg and Baron contend that employees with many years of service perceived higher job satisfaction than their colleagues.⁴¹

Evidently, adequate empirical research had been conducted to find out age and gender factors influencing teacher’s job satisfaction and performance in school in various parts of the world. However, there is limited research on the same research objective in the republic of South Sudan. Therefore, this study seeks to determine how age and gender factors influence teacher’s job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Effect of Working Conditions On Teachers’ Job Satisfaction And Performance

Workers are satisfied when the work place is orderly with adequate tools, materials and a favourable environment while poor equipments and facilities may lead to tension and stress among employees .⁴² If working conditions are not conducive, hardworking employees who can find jobs elsewhere leave while mediocre employees would stay.⁴³ When discussing the relationship between employees’ working conditions, social conditions and productivity, it was established that performance of

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Greenberg, Jerald and Baron, Robert. *Behavior in Organizations*. Englewood Cliffs, New Jersey: Prentice Hall, 1995.

⁴² Hanushek, Eric and Rivkin, Stephen. Pay, working conditions, and teacher quality. *The Future of Children*, 17(1), 2003, 69-86.

⁴³ Ibid

workers is influenced by the surrounding and by the co-workers.⁴⁴ Teachers value physical surroundings that are safe, comfortable, close home, offer cleanliness, adequate tools and equipments and buildings that are in good conditions. Employees also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment.⁴⁵

Herzberg, Mausner and Snyderman, list five factors that are said to influence workers' job dissatisfaction and these are: working conditions, company policy and administration, supervision-techniques, salary and interpersonal relations-supervision. According to them those factors are referred to as dissatisfies.⁴⁶

According to Bishay, teachers were uniformly dissatisfied with poor working tools.”⁴⁷ This implies that lack of adequate and good working tools and facilities make them dissatisfied with their job. Additionally, previous research conducted in Cyprus revealed that the teachers' job dissatisfaction was associated with poor working conditions: teachers were dissatisfied with inadequate tools and facilities”.⁴⁸

However, Dinham and Scot conducted research in the United Kingdom and Australia and they associate teachers' job dissatisfaction with extrinsic factors.⁴⁹

Balakrishnan Parasuraman conducted a study to identify the work dimension factors that affect the job satisfaction of teachers and to ascertain how these factors

⁴⁴ Shann, Mark. Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 2001, 92 No. 2, 67-073.

⁴⁵ Halpert, Michael Factors that influence the satisfaction levels of teachers in urban school districts. *Journal of Education*, 2011.

⁴⁶ Herzberg, Wiley, Mausner, Bernard and Snyderman, Barbara. *Motivation to Work*. New York: John Wiley & Sons, 1959.

⁴⁷ Ibid.

⁴⁸ Zembylas, Papanastasiou. “Sources of job satisfaction and dissatisfaction in Cyprus.” *British Association for International and Comparative Education*, 2006, Vol. 36, No. 2, 229-247.

⁴⁹ Dinham, Steve and Scott, Charles. Moving into the third outer domain of teacher satisfaction. *Journal Educational administration*, 2000, 38, No. 4, 379- 396.

relate to the aforementioned teachers' characteristics in Tawau, Sabah, Malaysia.⁵⁰ A survey was conducted with the participation of 200 teachers. The teachers' job satisfaction were determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study revealed that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is a significant relationship between teachers' characteristics and job satisfaction.

Additionally, a recent survey of 2,000 educators from California found that 28 percent of teachers who left before retirement indicated that they would come back if improvements were made to teaching and learning conditions. Monetary incentives were found to be less effective in luring them back.⁵¹ Similarly, Hanushek and Rivkin recently concluded that "salary affects teacher mobility patterns less than do working conditions, such as facilities, safety, and quality of leadership."⁵² A 2008 study of teacher retention found that teachers left their schools primarily because of management breakdowns, challenging relationships (administrators and colleagues as well as students and parents), and the loss of creativity and control in their classrooms.⁵³

⁵⁰ Parasuraman, Balakrishnan. "The work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teachers' characteristics". Tawau, Sabah, Malaysia, 2009.

⁵¹ Futernick, Ken. *A Possible Dream: Retaining California Teachers So All Students Learn*. (Sacramento: California State University, 2007).

⁵² Hanushek, Eric and Rivkin, Stephen. Pay, working conditions, and teacher quality. *The Future of Children*, 17(1), 2003, 69-86.

⁵³ Ingersoll, Richard. *Who controls teachers' work?: Power and accountability in America's schools*. Cambridge, MA: Harvard University Press, 2003.

But what counts for working conditions? One recent study revealed how high-stakes accountability negatively influenced teachers by forcing their teaching to become “less deliberate, less individualized, and more homogenized” and pushed decision-making power “further from the classroom and the school.”⁵⁴ Some analysts have claimed that addressing these working conditions and building a sense of trust in schools are critical factors in reforming schools, as both have been linked to greater teacher effectiveness. One of the most extensive examinations of working conditions data revealed “a clear but difficult lesson: if we want to improve the quality of our teachers and schools, we need to improve the quality of the teaching job.”⁵⁵

Rosenholtz’s landmark study of two decades ago concluded that “learning-enriched schools” were characterized by “collective commitments to student learning in collaborative settings... where it is assumed improvement of teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in concert with colleagues are conditions under which teachers improve.”⁵⁶ Recent studies of highly-accomplished teachers and their career preferences indicate that working conditions matter more than salary when it comes to deciding where they will teach. Others claim that growing student diversity can drive teachers away from or toward urban schools.⁵⁷

However, there are studies that have recorded different results on factors affecting teacher’s job satisfaction and performance. In Kenya, Pamela Adhiambo

⁵⁴ Halpert, Michael Factors that influence the satisfaction levels of teachers in urban school districts. *Journal of Education*, 2011.

⁵⁵ Ibid.

⁵⁶ Rosenholtz, Simon. *Teacher's workplace: The social organization of schools*. New York: Longman, 2009.

⁵⁷ Berry, Barnet. *Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives*. Washington, DC: National Education Association, 2007.

conducted research to examine factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County.⁵⁸ The objectives of the study were to determine the extent to which remuneration, working conditions, teachers' level of education and work load influence the teachers' level of job satisfaction in Kayole Division, Nairobi County. From the findings of this study, it was noted that 32 percent of the teachers were not satisfied with their job due to heavy work load in terms of number of lessons taught per week. On the other hand 59 out of the 196 respondents were not satisfied with the conditions of the classrooms.

Yet, Mading Ajak had carried out a study to find out the root causes of teacher attrition (teacher dropout) in the conflict affected South Sudan, Central Equatoria State.⁵⁹ A case study was conducted in two secondary schools and the national Ministry of Education Science and Technology, in Juba County, Central Equatoria State. Data were collected qualitatively using unstructured interviews and analysis of related documents. The researcher opined that perhaps, the movement of teachers out of the teaching profession could be attributed to the fact that, working environments in schools are no longer friendly to teachers: salaries are low, training opportunities are rare and teaching is being viewed as a profession of low income and prestige. The study concluded that teacher attrition and retention are influenced by the interplay of practices, processes and factors that mediate a teacher's decision towards teaching as a profession.

⁵⁸ Adhiambo, Pamela. "Examining factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County." *Research paper*, 2012

⁵⁹ Manyok, Mading. *The Root Causes Of Teacher Attrition (Teacher Dropout) In The Conflict Affected South Sudan, Central Equatoria State: Case Study Of Garang Memorial schools*, 2015.

Effect of School Leadership on Teachers' Job Satisfaction And Performance

Leadership is a process influence between leaders and subordinates where a leader attempts to influence the behaviour of subordinates to achieve the organizational goals.⁶⁰ Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity. Albanese studied associates job dissatisfaction with: monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. Incapable leaders and salary were key factors that influenced job dissatisfaction. This implies that, among other factors, teachers' job dissatisfaction is associated with leadership or managerial capability.⁶¹

Cameron Michael Lindahl study was to gain an understanding of school leadership behaviours association with school trust and teacher job satisfaction, in an effort to maximize student achievement.⁶² Using varying survey data from Chicago Public Schools, the study performed a series of linear regression analyses to explore these relationships: First, the relationship school leadership has with school trust and teacher job satisfaction is investigated. Second, the association school trust and teacher job satisfaction has on student achievement. Finally, the magnitudes of the relationships school trust and teacher job satisfaction have on student achievement were compared. The results revealed that school leadership behaviour has a

⁶⁰ Robbins, Paul. *Organizational Behavior*. (8th ed.). New Jersey: Prentice Hall, 1998.

⁶¹ Albanese, Ryan. Academic librarians are underpaid and overworked but mostly satisfied. *Library Journal*, 36-39.

⁶² Lindahl, Cameron. "School Leadership, Trust and Teacher Job Satisfaction Is It a Potential Strategy for Raising Student Achievement?" *Electronic Theses, Treatises and Dissertations*. Paper 9208. 2014.

relationship with school trust and teacher job satisfaction, but that school trust and teacher job satisfaction do not have clear relationships with student achievement.

Abdul Wahab examined the level of transformational leadership practices by headmasters in the primary national schools in the district of Temerloh, Malaysia.⁶³ The four dimensions of Transformational Leadership studied were fostering the ideal influence, inspirational motivation, intellectual stimulation and individual consideration. The study also looks at the level of teachers' job satisfaction and teachers' commitments as well as the relationship with the practice of transformational leadership by headmasters. The result of the study showed that the practice of transformational leadership by headmasters in the district of Temerloh, Malaysia, was at a high level and teacher's job satisfaction was high too, and there exist a significant relation between the level of transformation leadership and teachers' job satisfaction while teachers' commitments were average. However, the results of the study showed a significant relation between the level of transformational leadership and teachers work commitment.

Correspondingly, Alwyn Marshall examined Principal Leadership Style and Teacher Commitment among a Sample of Secondary School Teachers in Barbados.⁶⁴ This study was therefore designed to examine in greater detail the relationship between principal leadership style and teacher commitment. The author employed purposive sampling to survey a cohort of ninety (90) teachers and eleven (11) principals drawn from eleven secondary schools. Results confirmed the relationship

⁶³ Wahab, Abdul. The level of transformational leadership practices by headmasters in the primary national schools in the district of Temerloh, Malaysia. *International Education Studies*; 2014, Vol. 7, No. 13.

⁶⁴ Marshall, Alwyn. *Principal Leadership Style and Teacher Commitment among a Sample of Secondary School Teachers in Barbados*, 2014.

between principal leadership style and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer secondary schools and teachers at older secondary schools. Results also indicated that biographical variables moderated the relationship between principal leadership style and teacher commitment. Additionally, the regression model indicated that the principal leadership style sub-variables, in combination, accounted for some variance in the commitment demonstrated by teachers.

Abwalla Jay study was to investigate the influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia.⁶⁵ The study was carried out in ten general secondary schools of Gambella region. A total of 190 individuals participated in the study. Among them 170 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 20 general secondary school principals were included through available sampling technique. The teachers' performance was found to be moderate in general secondary schools. In general, the findings concluded that principals' leadership style of general secondary schools in Gambella region had significance effect on decision-making, communication and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation.

Furthermore, there are reports on the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. The study by Haruni Machumu and Mafwimbo Kaitila employed cross sectional research

⁶⁵ Jay, Abwalla. "The influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia," 2004.

design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts. Interviews, documentary analysis and questionnaires were used to collect data. It was found that the democratic leadership style was the most dominant in best performing primary schools. It was therefore suggested that there is much to be learnt with democratic leadership style as a copying strategy in least performing primary schools.⁶⁶ Moreover, level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools. The findings commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools.

Upon reviewing empirical literature relating to leadership attitudes towards teachers' job satisfaction and performance, there are limited studies that have been conducted in regards to the topic; therefore, a research gap has been realized in the current study. As such, this study sought to explore how school leadership attitudes influence teachers' job satisfaction and performance in the private primary schools Yei town, South Sudan.

Influence of Teacher's Perception of His or Her Own Profession on Job Satisfaction and Performance

Teachers often find themselves frustrated at work because of conflicting expectations concerning their professional and social roles within the community and peers or coalitions within the schools possessed undue influence and power. In the light of teacher's job dissatisfaction, John DeBruyne conducted a study to explore the relationship between teacher job satisfaction and job performance, and whether

⁶⁶ Machumu, Mwafimbo. Influence of Leadership styles on Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania, 2014

teacher attitudes about the job impacted their productivity on the job in Wisconsin State.⁶⁷ This study included a comprehensive review and critical analysis of research and literature concerning teacher attitudes and morale, job satisfaction, and job performance. Findings suggested that teacher attitudes have a significant impact on the job performance of teachers and also the academic performance of their students.

Gian Vittorio Caprara examined teachers' self-efficacy beliefs as determinants of their job satisfaction and students' academic achievement.⁶⁸ Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction. Students' average final grades at the end of junior high school were collected in two subsequent scholastic years. Structural equation modelling analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement.

Similarly, John Huysman study analyzed teachers' perceptions affecting job satisfaction in one small, rural Florida school district.⁶⁹ This mixed methods study included a self-administered survey of Likert-type items measuring 20 factors for job satisfaction and individual semi-structured interviews and focus groups. Several issues related to dissatisfaction surfaced not presented in previous studies. Of most concern to participants was the perception of being unappreciated. This perception was influenced by the collective bargaining process and promoted the perception of a

⁶⁷ DeBruyne, John. The relationship between teacher job satisfaction and job performance, and whether teacher attitudes about the job impacted their productivity on the job in Wisconsin State, *Research Journal of Education*. 2001.

⁶⁸ Caprara, Gian. "Teachers' self-efficacy beliefs as determinants of their job satisfaction and students' academic achievement" *Research Manual*, 2012.

⁶⁹ Huysman, John. "Teachers' perceptions affecting job satisfaction in one small, rural Florida school district," 2004.

“lack of respect” and an “unhealthy competition” between home grown and transplanted faculty. Addressing these perceptions afford rural administrators an opportunity to positively influence teacher retention, teacher quality, student achievement, and school climate.

Besides, Corey Gardenhour study was to investigate teacher perceptions of their empowerment. Six school systems in the Northeast Tennessee region were used in the study. ⁷⁰Of the 600 teachers who were surveyed, 312 responded (52%). The Psychological Empowerment Instrument was used to survey the sample. Research supported the notion that teacher empowerment could be influenced by organizational structure, relationships, communication, conflict resolution, emotional intelligence, motivation, job satisfaction, and transformational leadership. Teacher empowerment also involved servant leadership. Findings suggested that seasoned teachers often showed a higher level of empowerment than beginning teachers. The findings also suggested that gender and level of education did little to influence teacher empowerment in their schools.

There are limited studies that have been conducted in regards to how teacher’s own perception of his/her own profession affect their job satisfaction and performance, even though the literature shows that there are limited studies that have been carried out on the effects of teacher’s own perception of his/her own profession on job satisfaction and performance. However, the studies lack to find how teacher’s own perception of his/her own profession affect their job satisfaction and performance. Therefore, this study sought to examine how teachers own perception of

⁷⁰ Gardenhour, Corey. Teacher perceptions of their empowerment. *Research Journal*, 2008.

his/her profession affects his/her job satisfaction and performance in Yei town, South Sudan.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methodology that was employed in conducting this study. The key aspects that were addressed in this chapter include: research design, rationale for selecting survey research design, sample population, sample size, procedures for sample selection, instrument used for data collection, methods for data analysis and validity and reliability of the study.

Research Design

According to Kerlinger, a research design refers to “the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and control variance.”⁷¹ The key research questions for this study were answered through a positivist epistemological approach or quantitative research design. Positivist researchers define their subjects of interest in terms of observable behaviour. Thus, the study employed survey or quantitative research design in collecting data.

Target Population

According to Creswell, the term population is defined as a group of persons having a common characteristic, for instance, all school teachers or school principals in a

⁷¹ Kerlinger, Felix. *Foundations of Behavioral Research* (Delhi, India: Holt, Rinehart and Winston, 1978).

particular district, region or country would form a population.⁷² The target population of this study was 10 private primary schools, 10 head teachers and 100 private primary school teachers in Yei Town, South Sudan.

Sample Size and Sampling Procedure

Sampling is the procedure used to identify individual items to be studied, and other researchers such as Mugenda and Mugenda have stated that sample size for descriptive studies should be between 10 percent – 20 percent of the population. The sample size for this study was 25 percent for it is recommended that researchers use the largest sample possible because statistics calculated from a large sample are more accurate.⁷³ In order to provide for equal chance for every member in the school to be included, simple random sampling was used. Names of all teachers in a school were drawn on a piece of paper and mixed in a box thoroughly after which 2 teachers were identified to participate in filling in the questionnaires. The sample size included all the head teachers in the 10 schools and 50 percent of the 100 assistant teachers in the selected schools since Neuman indicated that 50 percent is an adequate sample in a descriptive study.⁷⁴ The study applied census sampling for all the teachers in the private primary schools in Yei Town, including the head teachers. The total sample size was 10 head teachers and a random sample of 10 teachers from each of the 10 schools to give a total of 110 respondents.

⁷² Creswell, John. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Prentice Hall, 2005.

⁷³ Kasomo, David. *Research Methods in Humanities and Education* (Eldoret: Zapf Chancery, 2007).

⁷⁴ Neuman, William. *Social Research Methods: Qualitative and Quantitative Approaches* (4th. Ed.). Boston: Allyn and Bacon, 2000.

Data Collection Instruments

A Self-administered, closed ended questionnaire was used for the study because it had the ability to limit inconsistency and save time as suggested by Amin.⁷⁵ Questionnaires were developed to test the teachers' response on staff job satisfaction and performance. The questionnaires were chosen in this study because they produced normative data important for analysis. The questionnaire was divided into various sections based on the research objectives. The first part of the entire questionnaire dealt with the background information of the respondents whereas the other parts will solicit closed-ended statements about factors that influence teacher's job satisfaction and performance. The validity of the questionnaire is its reliability on the Hoyt reliability coefficient was used to test internal consistency. This questionnaire contained 39 items with Cranach's Coefficient Alpha reliability estimate for 39 job satisfaction items being 0.95. Participants were asked to indicate their level of agreement with the thirty four (39) items using a 5-point Likert-type rating scale: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, or 5 = Strongly Disagree.

Validity and Reliability of the Instruments

The research instruments reliability and validity are of great significance in any identified research. Thus, when designing and judging the quality of a study, researchers are expected to properly consider them.

⁷⁵ Amin, Mohammed. Foundations of Statistical Inference for Social science Research. Makerere University, Kampala Uganda, 2004.

A: Validity of the Instruments

This is the degree to which evidence and theory support the interpretation of test scores entailed by use of test.⁷⁶ It can also be taken as the extent to which the research instrument measures what it is supposed to measure. The researcher validated the research instruments in terms of content and face validity. The validation of the questionnaires was done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study after which the request research experts or professionals of education judge, make recommendations and give feed back to the researcher.

B: Reliability of Instruments

The term reliability points to the level of internal consistency or stability over time of a research instrument. According to Mugenda and Mugenda, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples drawn randomly from the same population.⁷⁷ To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using coefficients with the same characteristics as the one targeted in the study. The reliability of the instrument was computed using split half method with the help of SPSS. The value found falls within the accepted levels (0.6-0.9), thus questionnaires were held reliable.

⁷⁶ Nachmias, David. *Research Methods in the Social Sciences*. St. Martin's Press, 1996.

⁷⁷ Mugenda, Olive. and Mugenda, Abel. *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press, 1999.

Data Collection Process

Upon the collection of all the required documents for the commencement of research, the management of each private primary school was contacted with the view of seeking permission to collect data and to explain the purpose of the study. Once this was done, the researcher distributed the questionnaires to the teachers. The researcher conducted regular follow up to ensure a good return rate of the distributed questionnaires. Then, completed questionnaires were collected immediately, where not possible, arrangements were made to pick them on a later date.

Ethical Considerations

Ethics in research is associated with researcher's responsibility of being respectful and honest to individuals who are affected by reports of the results of the studies or research studies.⁷⁸ Although, it is the recognition of the relevance of ethical principles that must guide any research, getting hold of the trust of respondents and their compliance to support the researcher's role is a step in the right direction. In that light, the researcher obtained an introductory letter from African International University to ensure that ethical principles are upheld. This letter was forwarded to the head offices of the selected private primary schools. Besides, it served as identification when the researcher required appointments with the top management of the selected private primary schools under study.

Data collection took place in Yei Town, South Sudan. It commenced in February and it lasted for one month. This study maintained the highest ethical standards with regard to issues such as anonymity, informed consent, privacy and confidentiality. The participants of the study were guided and allowed to make an

⁷⁸ Gravetter, Felix, and Forzano, Lewis. *The behavioral sciences research methods*, Mason, OH; Thompson, 2006.

autonomous decision as to whether to participate or otherwise. Additionally, collected information was used exclusively for the anticipated intention. By using the sampled population, questionnaires were then self-administered.

Pilot Study

Before the actual study the questionnaire were piloted in Redeemed Primary School and Dream private primary schools in Yei Town, South Sudan with 2 assistant teachers from each school participating in the study. The piloting schools had similar characteristics with the private primary schools in Yei Town. The piloting ensured the clarity and suitability of the language used in the questionnaire. Necessary adjustments were done to the items to ensure they solicited the needed information.

Furthermore, validity of the questionnaires, reliability and accuracy are checked by use of the pilot test. Statistical Package for Social Sciences (SPSS) software was used in the research to test the validity and reliability of the result after using a number of questionnaire sets to conduct a pilot test. Then the clear picture of the respondents was provided by the questions which contributed to more reliable result. More suitable questions were drafted for target respondents if the reliability of the result in the first questionnaire was low then re-test actions was performed until reliable results were obtained.

Data Analysis

The data was analysed by considering by frequencies, percentages, indexing, measure of central tendency and dispersion, bivariate analysis and the chi square test.

Frequencies

For all parts of the questionnaire frequencies were generated for the various responses and this was facilitated by Statistical Package for Social Sciences (SPSS).

Percentages

Also all parts of the questionnaire percentages were generated for the various responses and this was facilitated by Statistical Package for Social Sciences (SPSS).

Measure of Central Tendency and Dispersion

The measure of central tendency of the questionnaire responses on the levels of teacher's job satisfaction was used in order to get an overview of the typical value for each variable by calculating the mean, median and mode. The measure of dispersion was used to assess the homogenous or heterogeneous nature of the collected data by calculating the variance and the standard deviation.⁷⁹ These were facilitated by the means of Microsoft Excel Spreadsheet.

Index

The numerical scores from the questionnaire responses provided an indication of the varying degree of influence that each job aspect has on satisfaction levels. Since not all of these job factors have the same influence on satisfaction level, the relative importance index was used to differentiate between job aspects.⁸⁰ The relative importance index (RII) was used to rank the job aspects according to teacher's relative degree of satisfaction with them. This was calculated using the following formula: **Relative Importance Index (RII) = $\Sigma wf / AN$** with the aid of Microsoft Excel spreadsheet. Where w = weighting given to each factor by the respondents and range from 1 to 5 where 1= strongly agree and 5 = strongly disagree; A = highest

⁷⁹ Bernard, Ryan. *Social Research Methods: Qualitative and Quantitative Approaches*. London: SAGE Publications Ltd, 2000.

⁸⁰ Othman, Andrew. Identification, quantification and classification of construction brief development drivers. *Proceedings of the CII-HK Conference 2004 on Construction Partnering*: Hong Kong, China, 2004, ISBN 988-98153-2-X

weight (1 in our case); f is the frequency of occurrence of the particular weight and N = total number of sample.⁸¹

Bivariate Analysis

In order to investigate the correlation between aspects of work to which workers satisfaction levels was considered, Bivariate analysis was carried out to establish the linear relationship using the most common measure of correlation, Pearson's r .⁸² Bivariate analysis is used to reveal the relationship between two variables and to what extent the variation in one variable coincides with the variation in another. Bivariate analysis with the aid of Statistical Package for Social Sciences (SPSS) was used to generate the correlation matrix. The chief feature of using Pearson's r is that the correlation coefficient will almost certainly lie between 0 (no relationship between the two factors) and 1 (a perfect relationship). The closer the coefficient is to 1, the stronger the relationship, the closer it is to zero, the weaker the relationship. The coefficient will be either positive or negative; this indicates the direction of a relationship.⁸³ While negative coefficient indicates inverse relationship, positive coefficient indicates a direct relationship.

Chi square Test

This will be used to test Hypothesis 1 to 5 in order to find out the dependence of teacher's opinions on their job satisfaction based on their gender, age, experience

⁸¹ Ibid.

⁸² Clarke, George and Cooke, Danie. *A Basic Course in Statistics*, Second ed. London: Edward Arnold, 1992.

⁸³ Bryman, Allan. *Social Research Methods*. London: Oxford University Press, 2001.

and level of education respectively. The researcher computed the data using Statistical Package for Social Sciences (SPSS) software

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presents: questionnaire response rate, demographic information of the respondents, factors which influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan, school leadership attitudes towards influence teachers' job satisfaction and performance private primary schools in Yei town, South Sudan, and teachers' own perception of their own profession affect the teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan. Also it will present the findings of the data analysis of the study together with their interpretations. All of the data that will be presented in this chapter will be processed using Statistical Package for Social Sciences (SPSS). The respondents will be head teachers and assistant teachers in the private primary schools in Yei Town, South Sudan.

The researchers administered 110 questionnaires to selected private primary schools in Yei town, South Sudan but managed to obtain 95 completed questionnaires representing more than 75% response rate. The questionnaires contained questions that addressed the research objectives. The response rate is shown in table 4.1 below;

Table 1: Response Rate

Response rate	Frequency	Percentage
Returned	95	86.4
Not Returned	15	13.6
Total	110	100

The chapter is organized according to the following two main sections, which are based on the research objectives: results and discussion of the findings.

Results

This chapter is presented based on the following sub sections: background information; the factors which influence teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan; school leadership attitudes towards influence teachers' job satisfaction and performance private primary schools in Yei town, South Sudan; and teachers' own perception of their own profession affect the teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Background Information

The background information of the respondents was sorted out in this study. Some of these information included gender, age bracket, and educational level, length of service, occupation status and area of resident.

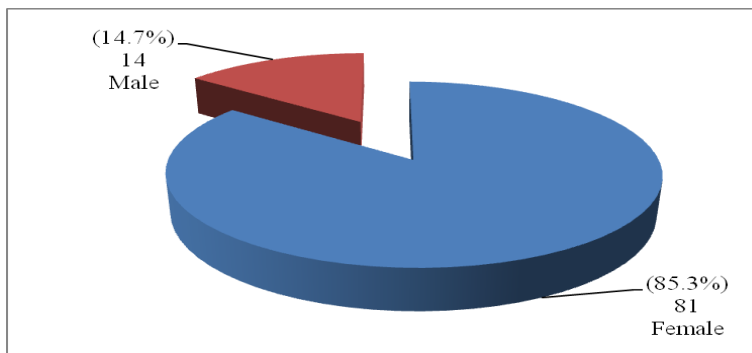


Figure 2: Gender of teachers

The result of the research showed that an overwhelming majority of the respondent (85.3%) were female. This means that men are apprehensive about teaching as a career.

Age bracket

The age bracket of the teachers was categorized into the following; 18-24 years, 25-34 years and 45-54 years.

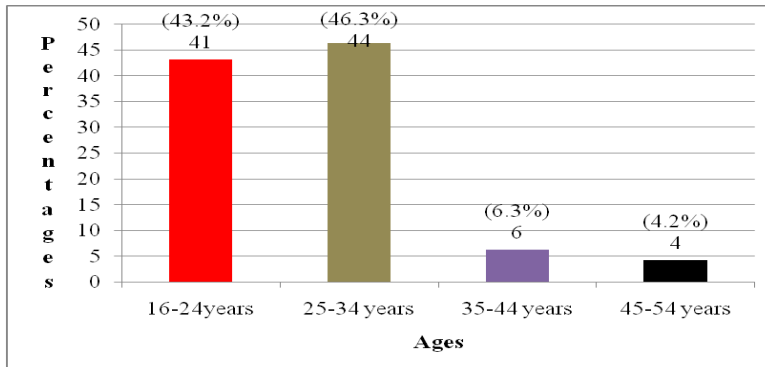


Figure 3: Age bracket of the teachers

From research findings, it is evident that a considerable number of respondents are between 25-34 years which accounts 46.3% of the teachers interviewed. Then followed closely with those under the age bracket of 18-24 years of age that accounts 43.2% of the respondents.

Level of Education

The educational level of the respondents was also looked into. This was categorized into certificate, diploma and degree levels.

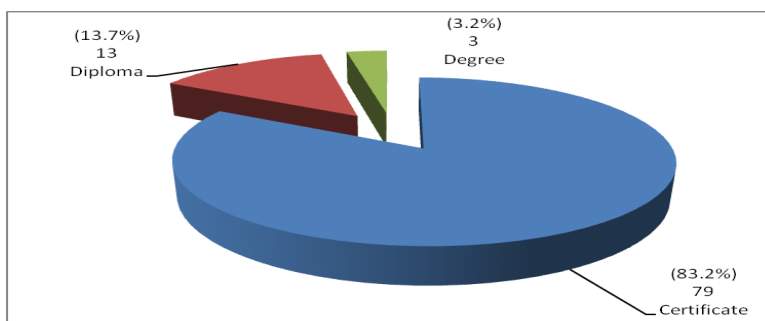


Figure 4: Education level of teachers

The results showed that majority of the teachers 79 (83.2%) are certificate holders while 13.7% of them indicated that they are diploma holders. Only 3.2% of them have attained degrees. The qualification of teachers is not good enough to the majority of private teachers in Yei Town, South Sudan.

Length of Service

The study sought to know the length of service the respondents that involve the duration they have served in the teaching profession.

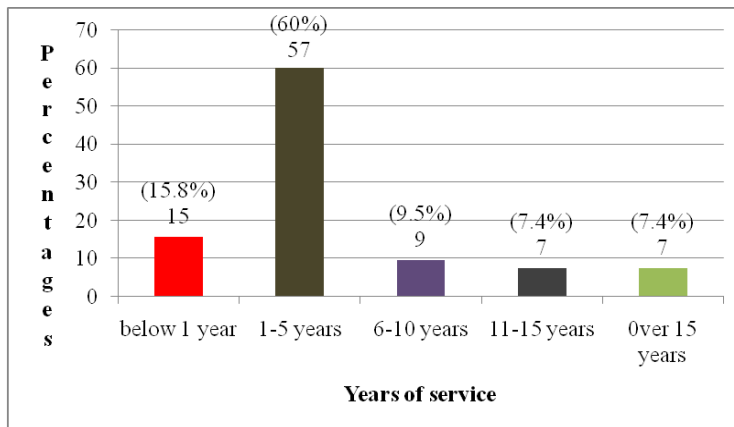


Figure 5: Years of service status of the respondents

It was apparent from the figure above that most of the teachers (60%) have served between 1-5 years in the teaching career. This is indication that most of the respondents are leaving the teaching profession after only serving for few years.

Factors Influencing Teacher's Job Satisfaction and Performance in School

This study was set to find out the factors influencing teacher's job satisfaction and performance in school. To have a deeper understanding of the factors influencing teacher's job satisfaction and performance in private schools in Yei Town South Sudan, the teachers were asked to indicate their extent of agreement regarding the various statements on pay factor.

Table 2: Distribution of how pay influence teacher's job satisfaction and performance										
Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
on pay :I feel am paid a fair amount for the work I do	16	16.8	36	37.9	13	13.7	14	14.7	16	16.8
I feel satisfied with my chances for salary increase	23	24.2	36	37.9	11	11.6	17	17.9	8	8.4
My salary is relevant to my qualification and experiences	16	16.8	20	21.1	11	11.6	25	26.3	23	24.2
my salary is competitive and meet my expectation	5	5.3	9	9.5	15	15.8	42	44.2	24	25.3

A considerable number (37.9%) stated that they are paid amount of the work they do. This was further supported by 16.8% of teachers who strongly agreed with the statement.

Majority of the teachers (62.1%) either strongly agreed or agreed with the statement that they feel satisfied with their chances of their salaries increase. This was however not the case among a number of them (37.8%) who either strongly disagreed or disagreed to the statement.

Slightly more than a half of the respondents (50.1%) either strongly disagreed or disagreed to the statement that there is relevant to their qualification and experiences. On the other hand, 37.9% of them either strongly agreed or agreed with the statement.

Majority of the teachers (69.5%) either strongly disagreed or disagreed with the statement that their salary is competitive and meet their expectations. On the hand, a few of them (14.8%) either strongly agreed or agreed with the statement.

The teachers were further asked to indicate their extent of agreement regarding the various statements under working condition.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
working condition: am given adequate freedom to do my job effectively	23	24.2	40	42.1	19	20.0	9	9.5	4	4.2
I am provided adequate facilities to do my job	24	25.3	32	33.7	17	17.9	21	22.1	1	1.1
I believe that the work atmosphere is friendly	30	31.6	36	37.9	20	21.1	9	9.5		
I know what is expected of me at my place of work	46	48.4	38	40.0	8	8.4	3	3.2		

A significant number (42.1%) agreed with the statement that they are given adequate freedom to do their job effectively in regards to the working conditions in their respective schools. This was further supported by almost a quarter of them (24.2%) who strongly agreed with the statement.

Slightly more than half of the respondents (59%), either strongly agreed or agreed with the statement that they are provided with adequate facilities to their job. Although, 21.1% of the respondents disagreed to the statement while 17.9% of them were neutral or undecided.

In regards to the statement if the teachers believe that their work atmosphere is friendly, majority of the respondents (69.5%) either strongly agreed or agreed to the statement. 21.1% of the were undecided.

An overwhelming majority (88.4%) either strongly agreed or agreed to the statement that they know what it is expected of them in their place work. From related findings, it can be concluded that the working conditions of the most private schools in Yei Town are favorable to teachers.

Furthermore, respondents were further asked to indicate their extent of agreement regarding the various statements in regards to career advancement and promotions.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
I am satisfied with my chances for promotion	27	28.4	26	27.4	15	15.8	12	12.6	15	15.8
Those who do well on the job stand a fair chance of being promoted	38	40.0	33	34.7	10	10.5	4	4.2	10	10.5
There is very little chance for promotion on my Job	20	21.1	25	26.3	22	23.2	12	12.6	15	15.8
I have an opportunity to learn and grow	47	49.5	36	37.9	7	7.4	3	3.2	2	2.1

Slightly more than a half of the teachers (55.8 %) either strongly agreed or agreed there are satisfied with their chances of promotions. However, 15.8% were undecided while the rest of them either strongly disagreed or disagreed.

When asked if those who do well on the job stand a fair chance of being promoted, considerable number of the teachers (40%) strongly agreed to that statement. Moreover, this was further supported by almost a quarter of them (34.7%) who strongly agreed with the statement. Only 5.3% of them either strongly disagreed or disagreed to the latter.

A significant number of the respondents (47.4%) either strongly agreed or agreed with the statement that there is very little chance for promotion in their respective jobs. However, 23.2% of them were undecided.

An overwhelming majority of the teachers (87.4 %) either strongly agreed or agreed to the statement that they have an opportunity to learn and grow.

To have a deeper understanding of another factor influencing teacher's job satisfaction and performance in school, the teachers were asked to indicate their extent of agreement regarding the various statements on the relation with peers.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
relationship with peers: I have best friends at work	56	58.9	26	27.4	7	7.4	3	3.2	3	3.2
My colleagues are cooperative in term of teamwork	55	57.9	22	23.2	14	14.7	4	4.2		
My friends give advice and feedback towards my performance	36	37.9	38	40.0	13	13.7	6	6.3	2	2.1

Majority of the respondents (58%) strongly agreed to the statement that they have a best friend's at work when asked the extent of their relation with peers. This was further supported by 27.4% of them agreed with the statement.

In response to the statement if their colleagues are cooperative in term of teamwork, majority of the teachers (57.9%) strongly agreed to that statement. This was further supported by 23.2% of them agreed with the statement.

An overwhelming majority of the respondents (87.3%) either strongly agreed or agreed to the statement that their friends give advice and feedback towards their performance. However, 13.7% of them were undecided on the statement. Overall, it is evident from the research findings that most teachers in this study relate well with their peers.

The leadership and supervision factor was also examined in this study. The teachers were asked to indicate their extent of agreement regarding the various statements on leadership and supervision styles as shown on the table below.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Leadership and supervision: my superior encourages my development	26	27.4	36	37.9	19	20.0	8	8.4	6	6.4
My superior is fair to me	19	20.0	47	49.5	18	18.9	7	7.4	4	4.2
At place my opinion seems to count	18	18.9	32	33.7	23	24.2	14	15.8	7	7.4
My superior expresses satisfaction when I meet my expectations	44	46.3	23	24.2	14	14.7	12	12.6	2	2.1

A significant number of the teachers (37.9%) agreed with the statement that their leaders encourage their development. This was further supported by slightly more than a quarter of them (27.4%) who strongly agreed with the statement. This is an indication that the head teachers in private schools in Yei Town influence teacher's satisfaction in terms of their encouragement on their development.

Majority of the respondents (69.5%) either strongly agreed or agreed with the statement that their leaders are fair to them. Although, 18.9% of the respondents were undecided to the latter while 11.6% of them either strongly disagreed or disagreed with the statement.

In regards to the statement if at workplace, their opinion seems to count; slightly more than a half of the respondents (52.6%) either strongly agreed or agreed to the statement. Nevertheless, 24.2% of the respondents were undecided to the latter. Majority of the teachers (70.2%) either strongly agreed or agreed to the statement that their superior expresses satisfaction when they meet their expectations. From the findings that have been reported under the extent of agreement of various statements in regards to the influence of leader's influence on teacher's job satisfaction and performance, it is evident that leadership styles have a positive influence on the teachers in private schools in Yei Town.

The teachers were further asked to point out the extent to leadership and supervision affected the teacher's satisfaction on performance of the selected private primary schools in Yei Town, South Sudan.

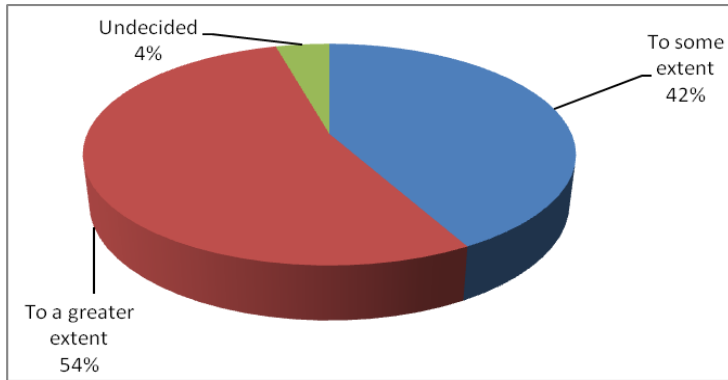


Figure 6: Distribution of the extent to which leadership and supervision affected the teacher's satisfaction on performance

Slightly more than a half of the staff members (54%) indicated that leadership and supervision affected the teacher's satisfaction on performance of the selected private primary schools in Yei Town, South Sudan to a greater- extent. On the other hand, a good percentage of them (42%) indicated that that leadership and supervision did influence teacher's satisfaction on performance of the selected private primary schools in Yei Town, South Sudan.

The teachers were further asked to point out their extent of agreement on statements related to their nature of work as shown on the table below.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
The job requires high skills and knowledge	60	63.2	26	27.4	7	7.4			2	2.1
The job is not repetitive and dull	28	29.5	40	42.1	13	13.7	11	11.6	3	3.2
The job gives an opportunity for career enhancement or advancement	49	51.6	30	31.6	10	10.5	2	2.1	4	4.2
The job achieves my short and long term	32	33.7	41	43.2	8	8.4	9	9.5	5	5.3

goals										
The job is interesting and challenging	53	55.8	30	31.6	7	7.4	3	3.2	2	2.1
The job increases my responsibility and commitment	51	53.7	34	35.8	6	6.3	2	2.1	2	2.1
The job is achievable and attainable	28	29.5	40	42.1	17	17.9	7	7.4	3	3.2

Majority of the teachers (63.2%) strongly agreed to the statement that the teaching job requires high skills and knowledge. This was further supported by 27.4% of them who agreed with the statement.

In regards to the statement if whether the job is not repetitive and dull, a good number of the respondents (42.1%) agreed to the statement. This was further supported by 29.5% of them who strongly agreed with the statement.

Majority of the respondents (83.2%) either strongly agreed or agreed to the statement that the teaching job gives an opportunity for career enhancement or advancement. On the contrary, 10.5% of them were undecided while 6.3% either strongly disagreed or disagreed with the statement.

In regards to the statement, 'the job achieves my short and long term goals', a considerable figure of the respondents (43.2%) agreed to that statement. Furthermore, this was supported by 33.7% of them who strongly agreed with the statement.

An overwhelming majority of the respondents (87.2%) either strongly agreed or agreed to the statement that their job is interesting and challenging.

An overwhelming majority of the respondents (89.5%) either strongly agreed or agreed to the statement that the teaching job increases their responsibility and

commitment. Only 4.2% of them either strongly disagreed or disagreed and comparable percentage (6.3%) was undecided.

A substantial number of the teachers (42.1%) agreed to the statement that the teaching job is achievable and attainable. Furthermore, this was supported by 29.5% of them who strongly agreed with the statement.

Having an idea of extent of agreement on statements related to teacher's nature of work in regards to how it influence teacher's job satisfaction and performance, the researcher intended to find out further the extent of agreement on statements related to the organization culture and its impact on teacher's job satisfaction and performance.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Open flow of information	23	24.2	29	30.5	23	24.2	11	11.6	9	9.5
Provides degree of flexibility and freedom to make decisions	23	24.2	31	32.6	16	16.9	16	16.9	9	9.5
Participate in making organizational changes	21	22.1	35	36.8	22	23.2	10	10.5	7	7.4
Provided with adequate information for decision making	26	27.4	31	32.6	17	17.9	11	11.6	10	10.5

Slightly more than a half of the respondents (54.6%) either strongly agreed or agreed with the statement that there is open flow of information in their organization culture. However, 24.2% of them were undecided.

Majority of the teachers (56.8%) either strongly agreed or agreed with the statement that their respective schools provide a degree of flexibility and freedom to make decisions. This was however not the case among a number of them (26.8%) who either strongly disagreed or disagreed to the statement.

A considerable figure of the respondents (36.8%) agreed with the statement that they participate in making organizational changes in their respective schools. This was further supported by 22.1% of them who strongly agreed with the statement.

Majority of the teachers (60%) either strongly agreed or agreed with the statement that they are provided with adequate information for decision making in their respective organization. On the hand, a number of them (22.1%) either strongly disagreed or disagreed with the statement.

In terms of various factors affecting teacher's job satisfaction and performance, it may be concluded that there are indeed quite a number of them who are influencing teacher's job satisfaction in private schools in Yei Town in both positive and negative ways. The key factors emerging in this section in regards to job satisfaction include payment, working condition, nature of work and organization culture.

How School Leadership Influence Teachers' Job Satisfaction and Performance

This study was set to find out the how school leadership influence teachers' job satisfaction and performance in Yei Town, South Sudan. First, the respondents were asked to indicate whether leadership altitude influence their job satisfaction and performance in their respective schools.

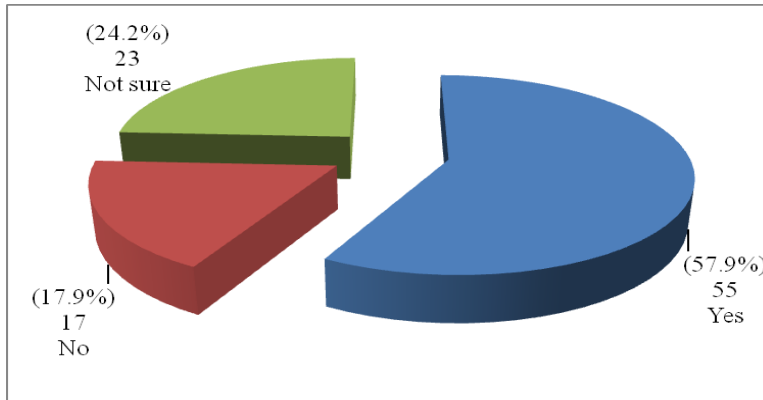


Figure 7: Distribution of whether leadership attitude influence teacher's job satisfaction and performance

It was apparent from the figure above that most of teachers 55(57.9%) indicated that indeed leadership altitude influence their job satisfaction and performance in their respective schools. However, almost a quarter of them (24.2%) seemed to be not sure while the rest said it has no influence.

Having the knowledge that majority of the respondents indicated that indicated that indeed leadership altitude influence their job satisfaction and performance in their respective schools, the research intended to find out the dominant leadership style that affects high job satisfaction among teachers in private schools in Yei Town. The leadership styles provided were as follow: Democratic style, Autocratic style, Leissez faire and Not sure.

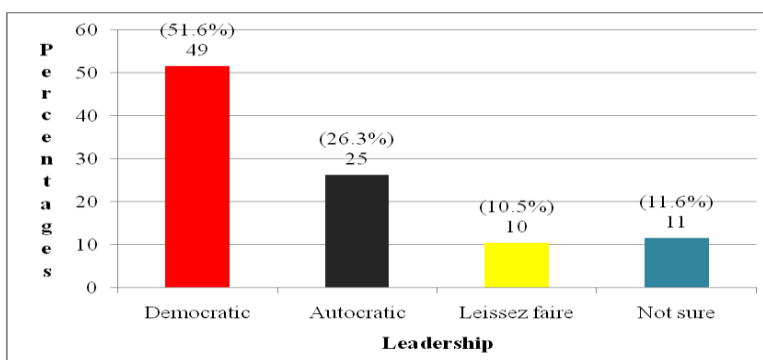


Figure 8: Distribution of which dominant leadership style that affects high job satisfaction among teachers

My principal/head teacher has a reasonable understanding of problems connected with my teaching assignment	30	31.6	39	41.1	14	14.7	7	7.4	5	5.3
I feel that my work is judged fairly by my principal /head teacher	30	31.6	41	43.2	16	16.8	8	8.4		
My principal/ head teacher tries to make me feel comfortable when he visits my class	39	41.1	29	30.5	16	16.8	8	8.4	3	3.2
My principal /head teacher makes effective use of the individual teachers' capacity and talent	33	34.7	31	32.6	15	15.8	9	9.5	7	7.4
overall school leadership is quite fair (eg, government, unions, parents, school boards)	19	20.0	32	33.7	26	27.4	7	7.4	11	11.6

Majority of the teachers (72.7%) either strongly agreed or agreed with the statement that the principal/head teacher has a reasonable understanding of problems connected with teaching assignment. On the hand, 14.7% of them were undecided while the rest either strongly disagreed or disagreed with the statement.

A considerable number of teachers (43.2%) agreed with the statement that the principal /head teacher judges their work fairly. This was further supported by almost a third of them (31.6%) who strongly agreed with the statement. Majority of the teachers (71.6%) either strongly agreed or agreed with the statement that the principal/ head teacher tries to make them feel comfortable when he/she visits their class. Although, 16.8% of them were neutral or undecided

In regards to the statement if their principal /head teacher makes effective use of the individual teachers' capacity and talent, majority of the respondents (67.3%) either strongly agreed or agreed to the statement.

Almost a half of the respondents (53.7%) either strongly agreed or agreed to the statement that the overall school leadership is quite fair (eg, government, unions, parents, school boards). On the contrary, 27.4% of them were undecided to the latter.

Other Analysis Conducted

Table.10: Regression analysis

Variables	Mean	Std. Deviation	N
My principal/head teacher has a reasonable understanding of problems connected with my teaching assignment	3.08	.957	95
I feel that my work is judged fairly by my principal /head teacher	2.95	1.025	95
My principal/ head teacher tries to make me feel comfortable when he visits my class	3.05	1.025	95

The above shows descriptive data for this multiple regression analysis. The regression equation was significantly related to the injury index, $R^2 = 0.629$, adjusted $R^2 = 0.608$, $F(2, 36) = 30.530$, $p < 0.01$. The multiple correlation coefficient was 0.793, indicating that approximately 63% of the variance in teacher satisfaction in the sample could be accounted for by the linear combination of the two administrator factors. In other words, the two independent variables, “I feel that my work is judged fairly by my principal /head teacher” and “My principal/ head teacher tries to make me feel comfortable when he visits my class” account for 63% of the variance in teacher satisfaction as defined by the dependent variable “My principal/head teacher

has a reasonable understanding of problems connected with my teaching assignment.” This suggests that teachers’ perceptions of administrator behaviour and communication strongly influence teachers’ level of general satisfaction with being a teacher at their current school.

How Teacher’s Own Perception of Their Own Profession Affect the Teachers’ Job Satisfaction and Performance

This study also sought to know how teacher’s own perception of their own profession affects the teachers’ job satisfaction and performance. The respondents were asked to indicate Yes or No if teacher’s own perception of their own profession affects the teachers’ job satisfaction and performance

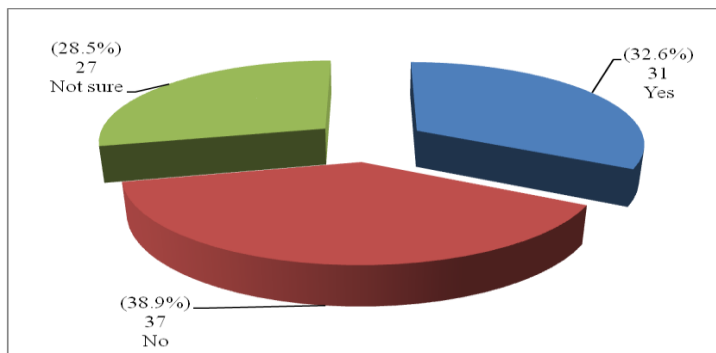


Figure 10: Distribution of whether Yes or No if teacher’s own perception of their own profession affects the teachers’ job satisfaction and performance

A considerable number of the teachers (38.9%) indicated that teacher’s own perception of their own profession does not affect the teachers’ job satisfaction and performance. Whereas almost a third of them (32.6%) indicated that, indeed teacher’s own perception of their own profession affects the teachers’ job satisfaction and performance. The rest of them (28.5%) were undecided.

To have a deeper understanding if teacher’s own perception of their own profession affects the teachers’ job satisfaction and performance, the respondents were asked to

indicate their extent of agreement regarding the various statements on teacher's perception in regards to their profession.

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
No one tell me that am a good teacher	20	21.1	14	14.7	18	18.9	43	45.3		
Teaching provides for a secure future	34	35.8	39	41.1	13	13.7	9	9.5		
I am afraid of losing my teaching job	36	37.9	12	12.6	12	12.6	35	36.8		
My students respects me as a teacher	47	49.5	26	27.4	20	21.1	2	2.1		
Teaching is very interesting work	45	47.4	29	30.5	11	11.6	10	10.5		
Teaching discourages originality	19	20.0	11	11.6	21	22.1	44	46.3		
I never feel secure in my teaching job	16	16.8	15	15.8	15	15.8	49	51.6		

A substantial number of the teachers (45.3%) disagreed to the statement that the No one tells them that they are good teachers. However, 35.8% of them agreed to the statement.

When asked if teaching provides secure future, considerable number of the respondents (41.1%) agreed to that statement. Moreover, 35.8 % of them strongly agreed with the statement.

In response to whether they are afraid of losing their teaching job, slightly more than a half the respondents (50.5 %) either strongly agreed or agreed with the statement. On the other hand, 36.8% of them disagreed with the statement.

Majority of the teachers (76.9%) either strongly agreed or agreed with the statement that their students respect them as teacher. however, 21.1% of them were undecided with the statement.

A significant figure of the respondents (47.4%) strong agreed that teaching is a very interesting job. This was further supported by (30.5%) of them who agreed with the statement. In response to whether teaching discourages originality, a considerable of the teachers (46.3%) disagreed to the statement. Nevertheless, 31.6% either strongly agreed or agreed to the same statement while the rest were undecided.

In regards to the statement 'I never feel secure in my teaching job', slightly more than a half of the employees (51.6%) disagreed to that statement. On the other hand, almost a third of them (32.6%) either strongly agreed or agreed with the statement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions of further research of this study on the factors influencing teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan.

Summary

The main purpose of this study was to investigate the factors influencing teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan. The study was guided by the following research objectives: To determine how age and gender factors influence teacher's job satisfaction and performance in the private primary schools in Yei town; South Sudan; To find out how working conditions influence teacher's job satisfaction and performance in Yei Town, South Sudan, To establish how school leadership styles influence teachers' job satisfaction and performance in private primary schools in Yei town, South Sudan; and To determine how the teachers' perception of their own profession affect their job satisfaction and performance in the private primary schools in Yei town, South Sudan.

The research design used in this study was a survey research design. The sample of this study consisted of 110 teachers of the (10) selected schools. However, ninety five (95) motorcyclists responded back to the data collection instruments. The

key data collection instrument that was used in this study was the questionnaire. The collected data was analyzed using both quantitative and qualitative data analysis approach.

From the analysis, the following key findings were made:

- Majority of the teachers (62.1%) either strongly agreed or agreed with the statement that they feel satisfied with their chances of their salaries increase.
- Slightly more than a half of the respondents (50.1%) either strongly disagreed or disagreed to the statement that there is relevant to their qualification and experiences.
- Majority of the teachers (69.5%) either strongly disagreed or disagreed with the statement that their salary is competitive and meet their expectations.
- Slightly more than half of the respondents (59%), either strongly agreed or agreed with the statement that they are provided with adequate facilities to their job.
- When asked if those who do well on the job stand a fair chance of being promoted, considerable number of the teachers (40%) strongly agreed to that statement.
- A significant number of the respondents (47.4%) either strongly agreed or agreed with the statement that there is very little chance for promotion in their respective jobs.
- An overwhelming majority of the teachers (87.4 %) either strongly agreed or agreed to the statement that they have an opportunity to learn and grow.

- An overwhelming majority of the respondents (87.3%) either strongly agreed or agreed to the statement that their friends give advice and feedback towards their performance.
- Majority of the respondents (69.5%) either strongly agreed or agreed with the statement that their leaders are fair to them.
- Majority of the teachers (70.2%) either strongly agreed or agreed to the statement that their superior expresses satisfaction when they meet their expectations.
- Slightly more than a half of the staff members (54%) indicated that leadership and supervision affected the teacher's satisfaction and performance.
- Majority of the respondents (83.2%) either strongly agreed or agreed to the statement that the teaching job gives an opportunity for career enhancement or advancement.
- An overwhelming majority of the respondents (89.5%) either strongly agreed or agreed to the statement that the teaching job increases their responsibility and commitment.
- Majority of the teachers (60%) either strongly agreed or agreed with the statement that they are provided with adequate information for decision making in their respective organization.
- 55(57.9%) of teachers indicated that indeed leadership altitude influence their job satisfaction and performance in their respective schools.
- Majority of the teachers (74.7%) indicated that Democratic type of leadership style is the one, which promotes high teachers job satisfaction in school.

- Majority of the teachers (72.7%) either strongly agreed or agreed with the statement that the principal/head teacher has a reasonable understanding of problems connected with teaching assignment.
- A considerable number of the teachers (38.9%) indicated that teacher's own perception of their own profession does not affect the teachers' job satisfaction and performance.
- A substantial number of the teachers (45.3%) disagreed to the statement that the No one tells them that they are good teachers.
- In response to whether they are afraid of losing their teaching job, slightly more than a half the respondents (50.5 %) either strongly agreed or agreed with the statement
- In regards to the statement 'I never feel secure in my teaching job', slightly more than a half of the employees (51.6%) disagreed to that statement.

Conclusions

The responses to the four research questions that were outlined for investigations in this study have been adequately answered. The researcher concluded that there is uneven distribution of teachers in private primary schools when it comes to gender. Some schools were noted to have either one male teacher or even none. The ministry or relevant stakeholders should consider equal distribution of both male and female teachers since the boy child also needs a mentor.

Furthermore, it was found out that pay influences positively teachers' level of job satisfaction. Majority of the teachers (69.5%) either strongly disagreed or disagreed with the statement that their salary is competitive and meet their

expectations. In conclusion therefore the answer to the first research question as per the analysis is that remuneration should be with other fringe benefits for teachers like other civil servants, like proper medical cover, other allowances like sitting allowances, leave allowance, among others.

According to Becker, working conditions vary by school type, location, and demographics of students, teachers and parents. Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. Working atmosphere also affected teachers' level of satisfaction with some citing very dissatisfied. However, from the research findings, it can be concluded that the working conditions of the most private schools in Yei Town are outstanding.

Leadership contributed a great deal to the levels of job satisfaction that were recorded. Only 17 percent of the teacher's indicated that leadership altitude doesn't influence their job satisfaction and performance in their respective schools. This indicates that however much a school would improve in making available the institutional factors, a significant number of private school teachers would still not be satisfied if the issue of leadership for teachers is not looked into. Stakeholders in education should guarantee better job satisfaction by ensuring that private school teachers are managed and treated fairly.

Research Question 4 addressed the perception of teachers in regards to their teaching profession. A considerable number of the teachers (38.9%) indicated that teacher's own perception of their own profession does not affect the teachers' job satisfaction and performance. Positive responses were found from certain statements compared to others. Interestingly, dissatisfied teachers indicated teaching discourages originality, whereas others stated that they don't feel secure in a teaching profession.

This leads the researchers to believe that the impetus for satisfied teachers is to have a certain level of skills in regards to their qualification.

Recommendations

Based on the findings of this study, the following recommendations are advanced:

National and local governments should provide adequate instructional materials for teachers' use in order to enhance teacher job satisfaction, as well as students' learning. It will also be important to work individually with school and County leaders to investigate the needs of their teachers.

Principals should make an effort to ensure that their relationships with teachers are cordial to promote teacher job satisfaction. Thus, each school in each county is unique and should be treated as such. School leadership should ask and ask consistently what the needs of their teachers are and what can be done to address their needs.

Hence, recognizing the values of teaching in contributing to transformation of lives and society will help to promote positive attitude towards teaching and enhance teacher job satisfaction.

In-service training can also include a motivational component to ensure that teachers understand the value of the teaching profession to society. This could increase the job satisfaction amongst those currently in the teaching profession. On the other hand, pre-service teachers should be trained to value teaching as a noble profession.

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APPENDIX 1

Questionnaire for Teachers

The purpose of this study is to seek your views on factors which influence teachers' job satisfaction and performance.

Your Opinion will provide a valuable input into the research project currently being undertaken to establish the relationship between teachers' job satisfaction and performance.

Your answers to the questionnaire will be strictly confidential. The questionnaire has four sections: section I, II, III and IV. You are kindly requested to answer all the questions in each section.

Section I: Background information

1. What is your gender?

Male []

Female []

2. What is your age Bracket?

16-24 Years []

25-34 Years []

35-44

Years []

45-54 Years []

55-64 Years []

Above 65

Years []

3. What is the highest level of education you have completed?

Certificate []

Diploma []

Degree []

Masters [] Specify any other _____

4. How long have you worked for the school?

Less than a year []

1-5 years []

6-10 years []

11- 15 years []

Over 15 years []

Section II: Factors influencing teacher's job satisfaction and performance in school

Statements indicate the extent to which you agree or disagree by ticking (✓) the appropriate column

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pay					
5) I feel I am being paid a fair amount for the work I do					
6) I feel satisfied with my chances for salary increases					
7) My salary is relevant to my qualification and experiences					
8) My salary is competitive and meets my expectations					
Working conditions					
9) I am given adequate freedom to do my job efficiently					
10) I am provided adequate facilities to do my job					
11) I believe that the work atmosphere is friendly					

12) I know what is expected of me at work					
Career advancement and Promotion					
13) I am satisfied with my chances for promotion					
14) Those who do well on the job stand a fair chance of being promoted					
15) There is too little chance for promotion on my job					
16) I have an opportunity to learn and grow					
Relationship with peers					
17) I have best friends at work					
18) My colleagues are cooperative in terms of teamwork					
19) My colleagues give advice and feedback towards my performance					
Leadership and Supervision					
20) My superior encourages my development					
21) My supervisor is fair to me					
22) At work, my opinion seems to count					
23) My superior expresses satisfaction when I meet my expectations					

Nature of the work					
24) The job requires high skills and knowledge					
25) The job is not repetitive and dull					
26) The job gives an opportunity for career enhancement or advancement					
27) The job achieves my short and long term goals					
28) The job is interesting and challenging					
29) The job increases my responsibility and commitment					
30) The job is achievable and attainable					
Organizational Culture					
31) Open flow of information					
32) Provides degree of flexibility and freedom to make decisions					
33) Participate in making organizational changes					
34) Provided with adequate information for decision making					

Section III: How school leadership attitude influence teachers' job satisfaction and performance

35) Does leadership altitude influence your job satisfaction and performance in your school?

Yes []

No []

36) What is the dominant leadership style that affects high job satisfaction among teachers in your school?

Democratic style (guided by a leader; individuals involved in the division making)
[]

Autocratic style (the person in charge has total control over decision making)
[]

Laissez Faire Leadership Style (deliberate abstention from direction; freedom of choice) []

36) Which type of leadership style promotes high teachers job satisfaction in your school?

Democratic style []

Autocratic style []

Laissez Faire Leadership Style []

37) Please tick (√) one cell for each statement below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
My principal/head-teacher has a reasonable understanding of the problems connected with my teaching assignment					
I feel that my work is judged fairly by my principal/head-teacher					
My principal/head-teacher tries to make me feel comfortable when he visits my class					
My principal/teacher makes effective use of the individual teachers' capacity					

and talent					
Overall school leadership is quit fair (e.g. government, Unions, parents, school boards)					

Section IV: How teacher's own perception of their own profession affect the teachers' job satisfaction and performance

38) Does your own perception on your own profession affect your job satisfaction and performance?

Yes []

No []

39) Please tick (√) one cell for each statement below.

	Strongly Agree	Agree	Neutral	Disagree
No one tells me that I am a good teacher				
Teaching provides for a secure future				
I am afraid of losing my teaching job				
My students respect me as a teacher				
I am afraid of losing my teaching job				
Teaching is very interesting work				
Teaching discourages originality				
I never feel secure in my teaching job				

APPENDIX 2: LETTER TO PARTICIPANTS

Dear Respondent,

I am a master student of African International University and am conducting a study to examine factors influencing teacher’s job satisfaction and performance in the private primary schools in Yei town, South Sudan. These questions pertain to your experience in your current job. Your answers will be kept strictly confidential and will only be used for this research purpose. Your name will not be mentioned anywhere on the document so kindly provide an impartial opinion to make research successful.

The researcher’s name is Daniel Ohide. You can contact me through the following contacts if you have any queries during or after the research process.

Email: Danielohide@gmailcom

Mobile: +211 922 104 994 or +211 955 319 233.

Regards

Alyaha Daniel Felix Ohide

.....

I have read the above information and consent to take part in the study.

Name of the participant

.....Signature.....

Date:

Name of Researcher

.....Signature.....

Date.....

APPENDIX 3: SAMPLE RESEARCH PERMIT

Alyaha Daniel Ohide

20 Mile Maridi Road

Goli – Yei

27th Feb, 2016

Education Coordinator

United Methodist Church

Yei – South Sudan

Dear Sir

SUBJECT: RESEARCH PERMIT

I am a student of Africa International University undertaking a Master of Arts in Education Leadership and Administration Degree. I am conducting a study of Factors influencing Teacher’s Job Satisfaction and Performance in Selected Private schools in Yei Town, South Sudan.

I will be very grateful if you kindly permit me to conduct this research in your primary schools. It is expected that findings from this study are likely to help improve the teachers’ job satisfaction and performance in schools particularly the private schools. High level of confidentiality, privacy, and integrity will be adhered to throughout the research and the information gathered will be used or disclosed for educational purpose.

Yours faithfully

.....

ALYAHA DANIEL FELIX OHIDE

APPENDIX 4: WORK PLAN

This study project is intended to be a six months research period covering Oct. 2015 to March 2016.

PROJECT PROPOSAL TITLE: Factors Influencing Teacher's Job Satisfaction and Performance in Selected Private schools in Yei Town, South.

S/N	ACTIVITY	OCT	NOV.	DEC.	JAN.	FEB	MAR	APR
1	Literature Review							
2	Proposal Writing							
3	Submission of proposal							
4	Corrections							
5	Data Collection							
6	Data Analysis							
7	Report Writing							
8	Submission of Report							

APPENDIX 5: BUDGET

This research project will be self-sponsored by the researcher. The table below shows an outline of the costs expected to be used during this study project.

S/N	ITEM	APPROXIMATE COST (US\$)
1	Travels (local and across the country)	300
2	Subsistence allowance	250
3	Stationery	50
4	Printing and Photocopying Service	100
5	Telephone and Internet Service	100
6	Wages for data entry	100
7	Visa	250
8	Contingency Cost	200
	TOTAL	1350