

Sudan University of Science and Technology

College of Graduate Studies



**Job Employee Satisfaction and its Impact on
Employee Loyalty at Secondary Schools in
Karari Locality**

**أثر الرضا الوظيفي على ولاء العاملين في المدارس الثانوية في
محلية كرري**

*A Thesis Submitted for Partial Fulfillment of Requirement of
M.Sc Degree in Total Quality Management*

Prepared by:

Asma Hassan Osman Mahmoud

Supervised by:

Prof. Shamboul Adlan Mohamed

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قال تعالى :

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ②

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③ الَّذِي عَلَّمَ بِالْقَلَمِ ④

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

صدق الله العظيم

Dedication

This research is dedicated to my parents, brothers and sisters and to my son Omer and my daughter Hala, also to my dear friends Inaam and Manal and Salma. Thank you for your support and patience. I am forever grateful.

Acknowledgement

Firstly I thank my God whom with his great help I finished this dissertation. My deep thanks to my supervisor professor Shamboul Adlan Mohamed and professor Hadi Mohammed Eltigni Dr. Al tyeib Ballal, Dr, Omer Saad and Dr. Abdalla Badawi who helped me greatly. All the thanks for everyone supported me.

Abstract

This study aimed to investigate the effect of employee satisfaction on the overall employee loyalty at Secondary Schools in Karari Locality. Study was analytical in nature and the questionnaire was used to collect data about the six factors of employee satisfaction namely, the job itself, the school, pay and benefits, management, supervisors and work environment. The data was collected from 50 employees in the two model Secondary Schools in Karari Locality the findings were drawn after the statistical analysis of Statistical Package for Social Sciences (SPSS) program to test the hypotheses. Generally employees were less satisfied with pay and benefits, while they were satisfied with other employee satisfaction factors. Furthermore, relevant recommendations and suggestions for improving employee satisfaction at schools were proposed by the researcher.

مستخلص الدراسة

هدفت هذه الدراسة إلى بحث اثر الرضا الوظيفي على الولاء الوظيفي في المدارس الثانوية بمحلية كرري. كانت طبيعة الدراسة تحليلية وتم استخدام الاستبيان لجمع البيانات حول ستة عوامل عن الرضا الوظيفي وهي : العمل نفسه ، المدرسة والتعويضات المالية ، إدارة المدرسة ، بيئة العمل والمشرفين . تم جمع البيانات من (50) موظف في المدرستين النموذجيتين في محلية كرري .

نتائج الدراسة قدمت بعد التحليل الإحصائي بواسطة برنامج الحزمة الإحصائية للعلوم الإجتماعية (SPSS) لاختبار الفرضيات . عموما كان العاملون اقل رضا عن التعويضات المالية ، بينما كانوا راضين عن العوامل الأخرى. إضافة إلى ذلك قدمت الباحثة توصيات ومقترحات ذات صلة بموضوع الدراسة من اجل تحسين الرضا الوظيفي في المدارس الثانوية.

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CHAPTER ONE

INTRODUCTION AND LITERATURE REVIEW

1. Introduction and Literature Review

1.1 Introduction:

Employee satisfaction is an attitude, which results from balance and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in the evaluation of job and employing organization. This evaluation may rest largely upon ones success or failure in the achievement of personal objectives and upon received contributions of the job and employing organization to these ends. Thus employees may like certain aspects of their job yet thoroughly dislike others. Newstrom (1986) defined job satisfaction as, "It is a set of favorable or unfavorable feelings with which employees view their work". According to Hugh (1993), job satisfaction will be defined as, "the amount of overall positive effect (of feeling) that individuals have towards their jobs ". (Hugh J. Arnold. 1983)

Both employer and employees want a more favorable climate because of its benefits, such as: loyalty and better performance. Employees feel that the climate is favorable when they feel they are doing something useful that provides a sense of personal worth. They also feel satisfaction when the pay and benefits from work are suitable to their efforts and cover their needs. Also employees need to be listened to and treated and valued as Individuals and have the opportunity to succeed. Generally they want to feel that the organization really cares about their needs and problems (Davis, 1985). (Davis, K, & Newstrom, J. W. 1985)

1.2 Literature Review:

Employee satisfaction is the term used to describe a situation when employees are satisfied and contented with their job and the office environment. This concept has been subject to deferent definitions as it

has many dimensions and related to different disciplines such as psychology; human resources management, organization behavior and total quality management (TQM) as well. In literature there is a large number of studies that analyze the term from many different perspectives and its relationship with various organizational variables (Lund, 2003).(Lund, D.B. 2003) However there is no universal definition of employee satisfaction that exposes all these dimensions at the same time. (Bernal, J.G., Castel A.G., Navarro, M.M., and Torres P.R. 2005)

Most of definitions emphasize the importance of employees' job – related perceptions that link their expectations and what they receive in return. Some researchers focus on the overall job satisfaction or even life satisfaction of employees. (Judge, T.A., Erez, A., Bono, J., and Locke, E.A. 2005).

While some others underline a variety of satisfaction facets such as satisfaction with pay, promotion or supervisor. For example Locke, et, al (1969) describes job satisfaction a pleasurable or positive emotional state resulting from the appraisal of one's job and job experiences. According to this, employee satisfaction is a " function of the perceived relationship between what one wants from ones job and what one perceives it as offering" . (Locke E.A. 1969)

On the other hand, mentions that employee satisfaction is positively correlated with motivation, job involvement, organizational citizenship behavior, organizational commitment, life satisfaction, mental health, and job performance, and negatively related to absenteeism, turnover, and perceived stress. He identifies it as the degree to which a person feels satisfaction by his /her job. (Judge, et .al. 1993)

(Cranny, C.J., Smith, P.C., and Stone, E.F. 1992) , suggests that employee satisfaction encompasses a lot of different facets. Hence overall employee affective reaction to the set of work and work- related

factors where as the facets of job satisfaction involve workers feelings toward different dimensions of the work and work environment.

In contrast, (Rousseau, D.1978) identified three components of employee satisfaction they are characteristics of the organization job task factors, and personal characteristics. According to Rousseau's identification the characterization of the organization and the job task factors can be regarded as work factors in job satisfaction, while personal characteristics can be regarded as non- work factors of job satisfaction (Hagihara, A., Babazono, A., Nobutomo, K., and Morimoto, K. 1998). Human Resources Management (HRM) literature underlines the importance of employee satisfaction as well. The relationship between "appropriate" HRM practices and positive employee attitudes including employee satisfaction, loyalty and productivity have been widely analyzed (Edgar, F. and Geare, A. 2005) .It is also suggested that treating employees as a valuable asset improves their commitment and loyalty which leads to higher performance and quality (Silvestre, R. 2002).

1.2.1 Theories of Employee Satisfaction:

(wikipedia.org 2013).

1.2.1.1 Affect Theory:

Edwin A. Locke's Range of affect theory (1976) is the famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. It is also about how much one values a given facet of work (e.g. the degree of autonomy in apposition), his satisfaction is more greatly impacted both positivity (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet or he is indifferent with it. This theory also states

that too much of a particular facet will produce stronger feelings of dissatisfaction the more the worker values that facet.

1.2.1.2 Dispositional Theory:

It is a very general theory. It suggests that people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction, regarded of one's job. This theory became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

1.2.1.3 Coreself- Evaluation Model:

It was proposed by Timothy A. Judge, Edwin A. Locke and Cathy C. Durham in 1997. Judge et. al, argued that there are four core self-evaluations that determine ones disposition towards job satisfaction: self esteem, general self-efficacy, locus of control, neuroticism. This model states that higher levels of self-esteem and general self-efficacy lead to higher job satisfaction. Having an internal locus of control and lower levels of neuroticism also lead to higher job satisfaction.

1.2.1.4 Equity Theory:

It shows how a person views fairness in regard to social relationship. It suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed in his workplace. If, on the other hand, one individual gets pay raise and new responsibilities, then the feeling of in equality is reduced.

1.2.1.5 Discrepancy Theory:

The concept of discrepancy theory explains the ultimate source of anxiety and dejection. A person who has not fulfilled his responsibility feels anxiety and regret for not performing well, they also feel dejection

due to not being able to achieve their hopes and aspirations so they will learn over time what their obligations and responsibilities are, if they fail to fulfill them they will be punished. Over time these duties and obligations consolidate to form a set of principles, designated as self-guide. And if the achievement of obligations is obtained then the reward can be praise, approval, or love. These achievements and obligations also form a set of principles referred to as the ideal self guide.

1.2.1.6 Two-Factor Theory (Motivator-hygiene theory):

Fredrick Herzberg two-factor theory attempts to explain satisfaction and motivation in workplace. Motivation can be seen as an inner force that drives individual to attain personal and organizational goals.

Motivating factors are those of the job that make people want to perform such as achievement in work, recognition, promotion opportunities, while hygiene factors include aspects of working environment such as pay, company policies, supervisory practices and other working conditions. However the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating / hygiene factors. Also the theory does not specify how to measure these factors.

1.2.1.7 Job Characteristics Model:

It was proposed by Hackman and Oldham it is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc ...) the five core job

characteristics can be combined to form a motivating potential score for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. A meta- analysis of studies that assess the frame work of the model provides some support for the validity of the job characteristic model (JCM) .

1.2.2 Importance of Employee Satisfaction:

Employee satisfaction is important for both the organization and the employees: (humanresources-hrvinet.com 2013)

1.2.2.1 Importance of Employee Satisfaction for Organization:

- Enhance employee retention.
- Increase productivity.
- Increase customer satisfaction.
- Reduce turnover, recruiting, and training cost.
- Enhance customer satisfaction and loyalty.
- More energetic employees.
- Improve team work.
- Higher quality product and /or service due to more competent, energized employees.

1.2.2.2 Importance of Employee Satisfaction for Employees:

- Employee will believe that the organization will be satisfying in the long run.
- They will care about the quality of their work.
- They will create and deliver superior value to the customer.
- They are more committed to the organization.
- Their works are more productive.

1.2.3 Factors that Influence Employee Satisfaction:

(managementhelp.org 2013)

There is a wide range of factors that influence employee satisfaction. It can include factors as the following:

- Factors concern organization development (brand of organization in business, mission and vision, potential development).
- Factors concern compensation and benefits (wage and salary, benefits, rewards and penalties).
- Factors concern promotion and career development (opportunities for promotion, training, capacity of career development).
- Factors concern work (quantity of task, difficult level task).
- Factors concern relationship with supervisor (level of coaching, level of assignment for employee, treatment to employee, etc....).
- Factors concern working condition and environment (tools and equipment, working methods, working environment).
- Factors concern corporate culture (relationship with co-workers, level of sharing, etc..).
- Factors of competencies, personalities and expectation of employees (suitable employee competences, suitable employee personality).

1.2.4 Challenges to Employee Satisfaction:

These are the problems that make employee satisfaction difficult in organizations:

- Unclear policy.
- Incompetent manager.
- Inadequate pay.
- Weak social interaction of employees during job time.
- Uncomfortable work environment.

- Insufficient recognition.
- Not enough development opportunities.

1.2.5 Employee Satisfaction and Employee Loyalty:

(surveymethod.com 2013)

There is great importance of employee feedback on loyalty and satisfaction for the improvement of the overall performance of any organization. Most organizations measure employee satisfaction because it offers them the means to generate comprehensive understanding of critical issues in the work environment. Organizations also use employee satisfaction and loyalty studies as a critical strategy for reducing cost or employee turnover. Reducing turnover is an important issues of any organization as all researchers agree that turnover is bad for any business and can result in serious losses due to a variety of factors including, but not limited to:

- Cost of recruiting a new employee.
- Cost of retraining / interviewing the new employee
- Lost production from the position meant to be filled.

Satisfied employees are more productive than the dissatisfied ones who will do the bare minimum rather than invest all their time and hard work in a company they don't like. So understanding employee loyalty aspects leads organizations to know if their employee satisfaction efforts are fruitful or not.

Employee satisfaction and employee loyalty are correlated. Employees stay in jobs where their needs are fulfilled.

1.3 Objectives:

1.3.1 General Objective:

The main objective of this research is to verify the Impact of Employee Satisfaction on Employee Loyalty at Secondary Schools in Kararai Locality.

1.3.2 Specific Objectives:

1. To know the recent status of employee satisfaction at secondary schools in Korari Locality.
2. To examine the process of employee satisfaction adopted by secondary schools in Karari Locality.
3. To highlight the obstacles of employee satisfaction adopted by secondary schools in Karari Locality.

CHAPTER TWO

MATERIALS AND METHODS

2. Materials and Methods

2.1 Materials:

The tool of data collection is the questionnaire. It helps to understand and analyze the data to reach to a general rule about it.

2.1.1 Population and Sampling:

The population is the collection of units within which the survey will be conducted. While the sampling in the process of selecting the units from a population of interest.

This research is conducted in the governmental model secondary Schools in Karari Locality. Of course the targeted population is the employees at Secondary Schools in Sudan but we restricted our sample in the only two governmental models secondary schools in the area. Alawia Abelrafi Model Secondary School and Alsheikh Yousif Aldegeir Model Secondary School, because they are the only two model Secondary Schools in the area. The research depends on the number of employees in these two Schools. The table below shows the number of employees in both Schools:

Population and sampling exclude the geographical governmental schools as they are not targeted by this research.

Table 2.1: No. sex and age of employees at the two schools.

Name of School	No. of employees	Sex	Age
Alawia Abdelrafi Model Secondary School	25	females	From 20 Above 51
A sheikh Yusuf Alleger Model Secondary School	27	Males	From 20 to above 51
Total	52	52	52

In this sample teachers were randomly selected in the two Schools.

2.1.2 Questionnaire Design:

The questionnaire is measuring the employee's satisfaction at model secondary schools. The research depended on the employee satisfaction index quotation which is commonly used in many previous studies in this field come to the following dimensions that are required to be measured and formed the questionnaire statement accordingly.

2.1.3 Employee satisfaction Dimensions:

Table 2.2: Employee satisfaction Dimensions.

Dimensions	No of statements
Satisfaction from job itself.	1 – 3
Satisfaction from the school.	4 – 6
Satisfaction from pay & benefits.	7 – 9
Satisfaction from work environment.	10 – 12
Satisfaction from management.	13 – 15
Satisfaction from supervisors.	16 – 18

2.1.4 Measurement Scale:

The research used a five Likert scale version 13 throughout the questionnaire in order to indicate the degree of agreement or disagreement with each statement included in the research. They are as follows:

- | | | | | | |
|---|-------------------|---|----------------|---|---------|
| 1 | Strongly disagree | 2 | Disagree | 3 | Neutral |
| 4 | Agree | 5 | Strongly agree | | |

2.1.5 Translation of Research Questionnaire:

The first version of the research statements was in English language and was validated through the feedback from professional colleagues.

Since the participants main Language is Arabic, the English version was translated to make sure that each respondent could understand the questionnaire.

2.1.6 Questionnaire Pilot Test:

Pilot Test is a good means of obtaining feedback on the contents, clarity and style of survey. The proposed questions were introduced to some professionals in the field of quality management and teaching for their comments on the structure of the questionnaire and to test the validity of the content. Each participant in this pilot test completed the questionnaire and provided feedback to the researcher regarding its clarity.

2.1.7 Statistical Package for Social Sciences (SPSS):

SPSS Program is used to analyze the Questionnaire and find the result for findings and discussion.

2.2 Methods:

The descriptive analytical approach is used because it is suitable for such a study. The tools of data collection are questionnaire, in addition to the literature review.

The researcher used the descriptive analytical approach, because it is suitable for such kind of researches. This method aims to describe the phenomenon, diagnose it and highlight its different sides. The qualitative expression of the phenomenon means the accurate description of the phenomenon as it is in reality. The tool of data collection is the questionnaire. It helps to understand and analyze the data to reach to a general rule about it.

The researcher decided to use the quantitative survey method as a tool for data collection. This method involves an inquiry into a defined problem, aiming to produce data in the form of numbers the data is then analyzed using statistical techniques. Surveys are questionnaires for data collection with the intention of estimating the characteristics of a large population based on smaller sample from that population. The surveys have been widely used to assess the influence of employee satisfaction or employee loyalty in a number of studies. Also it is suitable for the study aim and objectives. Depending on literature review, this was judged to be the most appropriate way to good reliable data and to be able to investigate the impact of employee satisfaction on employee loyalty at Secondary Schools in Karari Locality.

2.2.1 Data Collection Method:

There are two methods of data collection.

2.2.2 Primary Data:

It is the data which is collected through the questionnaire that are related to measuring the effect of employee satisfaction an employee loyalty in the Schools at which the research was conducted.

2.2.3 Secondary Data:

It is the data which was previously collected through available, websites, files, records from the schools in which the research was conducted.

2.2.4 Selecting the Data Collection Method:

The research selected the questionnaire as the most suitable methods to fulfill the objectives of this research because they are:

- Low - cost methods.
- A questionnaire can be well designed.

- Involve large group.
- Easily interpreted.

2.2.5 Research Determinants:

Place: This research will be carried out in Karari Locality – Khartoum State at the governmental Model Secondary School.

Time: School year 2011 – 2012.

Subject: Determining the factors of employee satisfaction that influence employee Loyalty.

Key words:

Employee satisfaction - Employee loyalty.

School: The governmental model secondary school in Karari Locality.

Karari Locality: One of Khartoum – State 7 localities. It is located north Omdurman town and contains 102 blocks.

2.2.6 Research Model:

Research design is an action plan for getting you from here to there, where "here" refers to the initial set of questions to be answered, and "there" is the set of answers about the questions. The research design must originate from the research hypotheses and provide the data that answer them. It should define the main points of the research plan including sampling methods, tools of data collection the procedure to be used for collecting and analyzing empirical data.

So the research design discusses at first the research problem, then shows the research aim, objectives and hypotheses. Then the research methodology. The researcher writes the literature review, and the questionnaire, then explains the questionnaire output followed by the statistical analysis and finally the findings and conclusion.

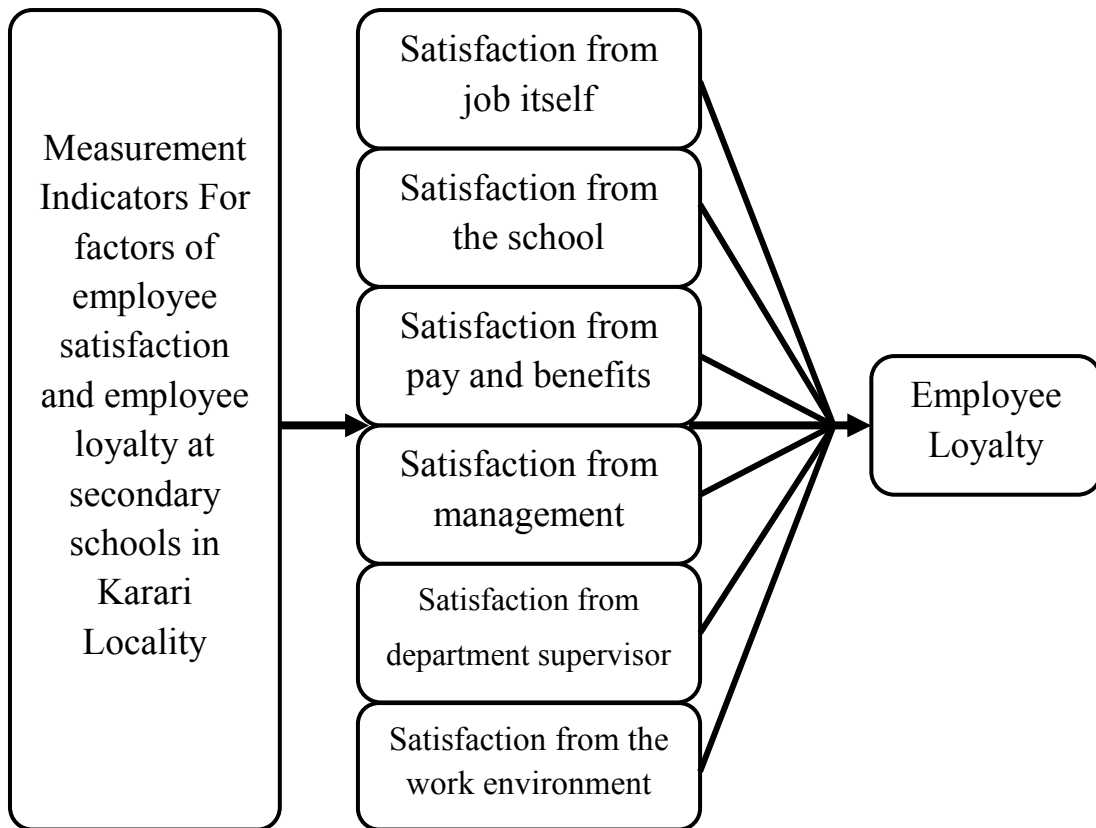


Figure 2.1: Research Model.

CHAPTER THREE

RESULTS

3. Results

The study sample respondents differ according to the following characteristics:

- The respondents from different gender (Male, Female) the respondents from different age group (20-30 years, 31-40 years, 41-50 years, more than 51 years).
- The respondents from different experience years (1-5 years, 11-15 years, 16-20 years, 21-25 years, more than 25 years).

The following is detail description for study sample individuals according to the above variables (respondents' characteristics):

3.1 Gender:

Table 3.1: The frequency distribution for the study respondents according to the Gender.

Gender	Number	Percent
Male	30	60%
Female	20	40%
Total	50	100%

Source: The researcher from applied study, 2013

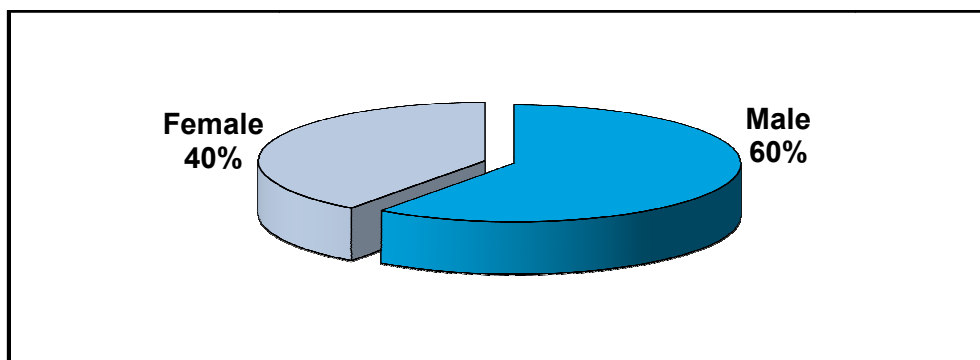


Figure 3.1: The frequency distribution for the study respondents according to the Gender.

Source; The researcher from applied study, Excel Package, 2012

From above table and figure, it is shown that most of the study's respondents is male, the number of those was (30) persons with percentage (60.0). Whereas the numbers of respondents whom they female was (20) with percentage (40.0).

3.2 Age:

Table 3.2: The frequency distribution for the study respondents according to the age.

Age years	Number	Percent
20- 30	13	26%
31 – 40	24	48%
41- 50	9	18%
More than 51 year	4	8%
Total	50	100.0

Source: The researcher from applied study, 2012.

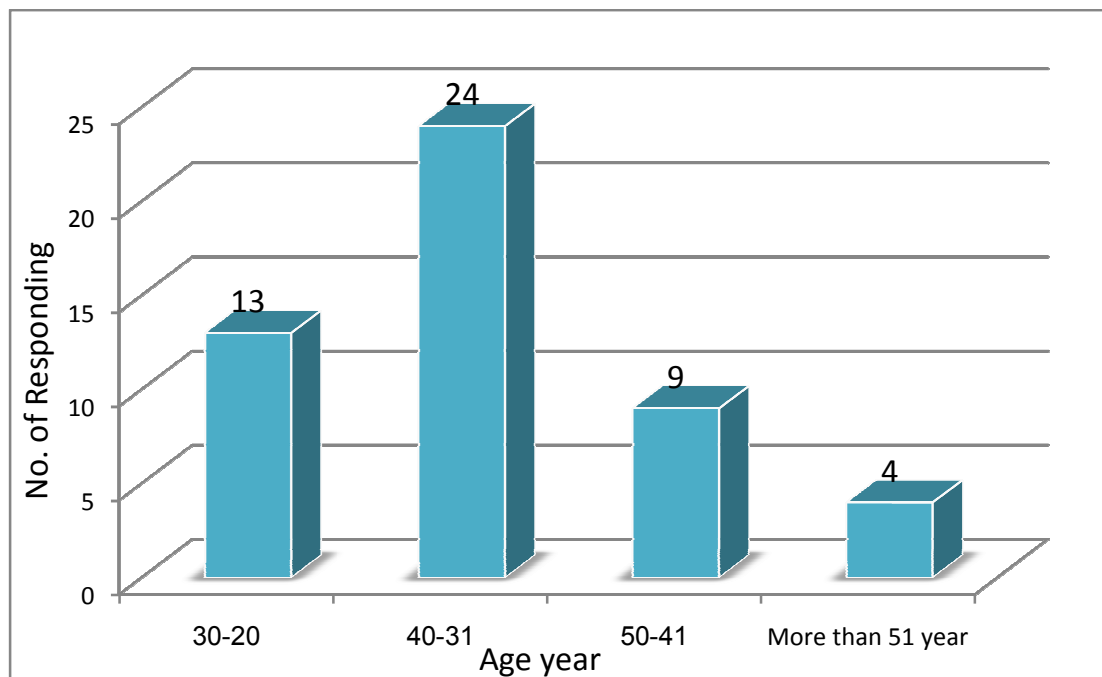


Figure 3.2: The frequency distribution for the study respondents according to the age.

Source: The researcher from applied study, Excel Package, 2012.

We note from the table (3.2) and the figure (3.2), that most of the sample's respondents have age between (31-40) years, their number was (24) persons with percentage (48.0).

The respondent's number whom they have age between (20-30) years was (13) persons with percentage (26.0), the respondent's number whom they have age between (41-50) years was (9) persons with percentage (18.0), the respondent's number whom they have age more than 51 years was (4) persons with percentage (8.0).

3.3 Year of Experience:

Table 3.3: The frequency distribution for the study respondents according to the year of experience.

Experience years	Number	Percent
5- 10	20	40%
11- 15	14	28%
16- 20	9	18%
21-25	4	08%
More than 25	3	06%
Total	50	100.0

Source: The researcher from applied study, 2012.

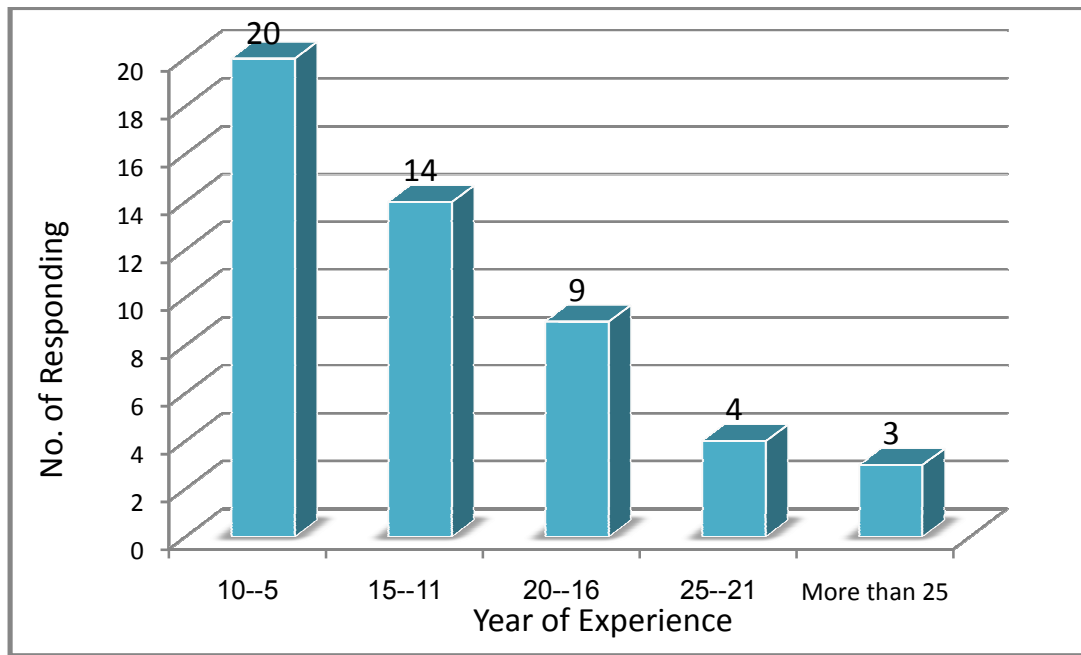


Figure 3.3: The frequency distribution for the study respondents according to the year of experience

Source: The researcher from applied study, Excel Package, 2013

We note from the table (3.3) and the figure (3.3), that most of the sample's respondents have experience between (5-10) years, their number was (20) persons with percentage (40.0). The respondent's number whom they have experience (11-15) years was (14) persons with percentage (28.6), The respondent's number whom they have experience (16-20) years was (9) persons with percentage (18.0), The respondent's number whom they have experience (21-25) years was (4) persons with percentage (8.0), respondent's number whom they have experience more than 25 years was (3) persons with percentage (6.0).

3.4 Reliability and Validity of the Questionnaire:

3.4.1 Apparent Reliability and Validity:

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation,

the researcher showed the questionnaire to the (5) of the Ph.D. holding referees whom they are specialists by the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some corrections on his questionnaire have been done. The following table is showing the referees and their jobs and places of work.

Table 3.4: The questionnaire's referees and their jobs and places of work

No.	Name	Job	Title
1	Dr. Altayieb Ballal	lecturer	Faculty of education Omdurman Islamic University
2	Dr. Omar Saad	lecturer	Faculty of education Khartoum University
3	Dr. Abdalla Badawi	principal	Aljawda Model Basic Schools

Source: The researcher from applied study, 2011

3.4.2 Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.

3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient.

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (5) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to

calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table 3.5: The statistical reliability and validity of the pre-test sample about the study questionnaire.

Questionnaire	Reliability	Validity
overall questionnaire	78%	88%

Source: The researcher from applied study, 2012.

We note from the results of above table that all reliability and validity coefficients for pre-test sample for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.5 Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used.

3.6 Application of the Study's Tool:

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (50) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, natural, agree, and

strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representation have done for this purpose.

3.6.1 Satisfaction from the job itself:

Table 3.6: Frequency distribution for Satisfaction from the job itself

No	Statements	Number & Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	I feel my job give me a sense of accomplishment.	18 36.0%	24 48.0%	4 8.0%	2 4.0%	2 4.0%
2	I feel that my job plays an important role in achieving the goals of the school.	18 36.0%	28 56.0%	3 6.0%	1 2.0%	0 0.0%
3	I feel realized my expectations in the job.	13 26.0%	18 36.0%	10 20.0%	4 8.0%	5 10.0%

Table 3.7: Chi-square test results for respondents' answers about Satisfaction from the job itself.

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	I feel my job give me a sense of accomplishment.	4	4	42.40	Agree
2	I feel that my job plays an important role in achieving the goals of the school.	4	3	39.44	Agree
3	I feel realized my expectations in the job.	4	4	13.40	Agree

Source: The researcher from applied study, 2012.

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (42.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "I feel my job give me a sense of accomplishment".
2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (39.44) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that I feel that my job plays an important role in achieving the goals of the school".
3. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (13.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "I feel realized my expectations in the job".

3.6.2 Satisfaction from the school:

Table 3.8: Frequency distribution for Satisfaction from the school.

No	Statements	Number & Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	School objectives comply with employee objectives.	5 10.0%	29 58.0%	10 20.0%	5 10.0%	1 2.0%
2	If I have to choose between schools I will chose the same school I m working at now.	16 32.0%	29 58.0%	4 8.0%	1 2.0%	0 0.0%
3	I feel period because I work at this school.	21 42.0%	23 46.0%	5 10.0%	1 2.0%	0 0.0%

Table 3.9: Chi-square test results for respondents' answers about Satisfaction from the school.

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	School objectives comply with employee objectives.	4	4	49.20	Agree
2	If I have to choose between schools I will chose the same school I m working at now.	4	3	39.12	Agree
3	I feel period because I work at this school.	4	3	29.68	Agree

Source: The researcher from applied study, 2012.

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (49.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no. (3.6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "School objectives comply with employee objectives".
2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (39.12) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "If I have to choose between schools I will chose the same school I m working at now".
3. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (29.68) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "I feel period because I work at this school".

3.6.3 Satisfaction from pay and benefits:

Table 3.10: Frequency distribution for Satisfaction from pay and benefits

No	Statements	Number & Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	I feel satisfied from salary.	1 2.0%	4 8.0%	2 4.0%	11 22.0%	32 64.0%
2	Wages are suitable to the quantity of task.	1 2.0%	7 14.0%	13 26.0%	29 58.0%	0 0.0%
3	I feel satisfied from benefits compensation.	2 4.0%	9 18.0%	4 8.0%	11 22.0%	24 28.0%

Table 3.11: Chi-square test results for respondents' answers about Satisfaction from pay and benefits

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	I feel satisfied from salary.	1	4	66.60	Strongly disagree
2	Wages are suitable to the quantity of task.	1	3	34.80	Strongly disagree
3	I feel satisfied from benefits compensation.	1	4	29.80	Strongly disagree

Source: The researcher from applied study, 2012.

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (49.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagree with that "I feel satisfied from salary".
2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (34.80) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagree with that "If I have to choose between schools Wages are suitable to the quantity of task".
3. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (29.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly disagree with that "I feel satisfied from benefits compensation".

3.6.4 Satisfaction from work environment:

Table 3.12: Frequency distribution for Satisfaction from work environment.

No	Statements	Number & Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	The IT system needs improvement.	24 48.0%	21 42.0%	1 2.0%	3 6.0%	1 2.0%
2	There is co-operation between my colleagues.	11 22.0%	32 64.0%	6 12.0%	1 2.0%	0 0.0%
3	The physical work environment is convenient (comfort/Vento- latter / order / cleanness).	7 14.0%	27 54.0%	5 10.0%	6 12.0%	5 10.0%

Table 3.13: Chi-square test results for respondents' answers about Satisfaction from work environment.

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	The IT system needs improvement.	5	4	52.80	Strongly agree
2	There is co-operation between my colleagues.	4	3	44.56	Agree
3	The physical work environment is convenient (comfort/Vento- latter / order / cleanness).	4	4	36.40	Agree

Source: The researcher from applied study, 2012.

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (49.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "The IT system needs improvement".
2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (44.56) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that There is co-operation between my colleagues".
3. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (36.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "The physical work environment is convenient(comfort/Vento- latter / order / cleanness)".

Comparing the research result with a study in the same issue was made by Ali Turkyilmaz, Empirical study of public sector employee loyalty and satisfaction, about the relationship between employee satisfaction and loyalty.

Data analysis reveals that there is a strong relationship between employee satisfaction and loyalty (ESL) in a branch of a public sector Social Security Institution in Turkey. The study also finds a positive relationship between working conditions and satisfaction. (Ali Turkyilmaz, 2011)

This result coincides with the result of this study.

3.6.5 Satisfaction from school management:

Table 3.14: Frequency distribution for Satisfaction from school management.

No	Statements	Number & Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	School manager communicates the goals and priorities of the school	14 28.0%	27 54.0%	7 14.0%	1 2.0%	1 2.0%
2	School manager review and evaluate the school progress toward meeting its goals.	13 26.0%	27 54.0%	8 16.0%	2 4.0%	0 0.0%
3	School manager encourage ideas and suggestions of employees.	17 34.0%	23 46.0%	9 18.0%	1 2.0%	0 0.0%

Table 3.15: Chi-square test results for respondents' answers about Satisfaction from school management.

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	School manager communicates the goals and priorities of the school	4	4	47.60	Agree
2	School manager review and evaluate the school progress toward meeting its goals.	4	3	27.28	Agree
3	School manager encourage ideas and suggestions of employees.	4	4	22.00	Agree

Source: The researcher from applied study, 2012.

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (47.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "School manager communicates the goals and priorities of the school".
2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was

(27.28) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that School manager review and evaluate the school progress toward meeting its goals”.

3. The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question was (22.00) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that “School manager encourage ideas and suggestions of employees”.

3.6.6 Satisfaction from superiors:

Table (3.16): Frequency distribution for Satisfaction from superiors.

No	Statements	Number &Percent				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
1	Supervisor provide me with constructive suggestions to improve my performer	17 34.0%	24 48.0%	3 6.0%	4 8.0%	2 4.0%
2	Dept supervisor treat me with respect.	22 44.0%	23 46.0%	3 6.0%	2 4.0%	0 0.0%

3	Dept supervisor appreciate my efforts in job.	24 48.0%	18 36.0%	7 14.0%	1 2.0%	0 0.0%
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Table 3.17 Chi-square test results for respondents' answers about Satisfaction from superiors.

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	Supervisor provide me with constructive suggestions to improve my performer	4	4	39.40	Agree
2	Dept supervisor treat me with respect.	4	3	32.08	Agree
3	Dept supervisor appreciate my efforts in job.	5	4	26.00	Strongly agree

Source: The researcher from applied study, 2012

According to the table, we can demonstrate the results as follows:

1. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (47.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "Supervisor provide me with constructive suggestions to improve my performer".

2. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (32.08) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that Dept supervisor treat me with respect".
3. The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (26.00) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agree with that "Dept supervisor appreciate my efforts in job".

CHAPTER FOUR

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

4. Discussion, Conclusion and Recommendations

4.1 Discussion:

This study tried to find out the effect of employee satisfaction on the overall employee loyalty at Secondary Schools in Karari Locality.

This research aims to show how the different factors of employee satisfaction such as: satisfaction from pay and benefits, satisfaction from job itself, satisfaction from the school, satisfaction from management, satisfaction from department supervisors, and satisfaction from the work environment, affect employee loyalty at secondary school at Karari Locality .

This research is conducted in the governmental model secondary Schools in Karari Locality. We restricted our sample in the only two governmental models secondary schools in the area.

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used.

From the analysis of the questionnaire and qualitative data collected, participants were asked 18 questions about the six dimensions of employee satisfaction which were as follows:

1. Satisfaction from the job itself.
2. Satisfaction from the school.
3. Satisfaction from pay and benefits.
4. Satisfaction from management.

5. Satisfaction from work environment.
6. Satisfaction from department supervisors.

4.1.1 Analysis of the questionnaire (Part 1):

The result of the first part of the questionnaire was as follows:

1. The respondents from different gender were (30) males and (20) females. Their percentage was 60% for males and 40% for females.
2. The respondents from different age group, 26% were between (20-30) years old, while the majority 48% was between (31-40) years old, while 18% were between (41-50) years old and only 8% were above (51) years old. From this analysis it appears that most respondents were medium aged.
3. The respondents from different experience years 40% have (5-10) years of experience while 28% have (11-15) years of experience, and 18% have (21-25) years of experience, and only 6% have more than (25) years of experience. This indicate that the majority of employees 40% have years of experience less than (10) years.

4.1.2 Analysis of the questionnaire (Part 2):

4.1.2.1 Satisfaction from the job itself:

This dimension contains three questions; 50 participants were asked if their job gives them a sense of accomplishment. Out of the 50 participants, 48% have acknowledged that they are getting the sense of accomplishment, while those who strongly agree represent a smaller percentage of 36%.The neutrals were 8%, while 4% disagree, and another 4% strongly disagree.

From the analysis it appears that staff is satisfied with the sense of accomplishment they get from the job because it represents part of their beliefs and values, 8% are either disagreeing or strongly disagree. This

group is dissatisfied due to the fact that the job status is less than their expectations; they have to do it for living while they are looking for a better job. The second question was whether the participants feel that their job plays an important role in achieving the goals of the school. 56% agreed that their job is important in achieving the goals of the school, while 36% strongly agree with the same question, because the school result keeps improving through the years of their work in it, also the school reputation has improved. The responds to the third question about if the participants feel that they realized their expectations in the job. 36% acknowledged that they realized their expectations in the job, and 26% strongly agreed with the statement, because they work at the top governmental secondary schools in the area, and they teach the best students, which helped them to have good reputation as excellent teachers. But 18% were either disagree or strongly disagree, because in their opinion teaching status as a job has deteriorated and it is was better in the past.

4.1.2.2 Satisfaction from the School:

Participants were asked if the school objectives comply with theirs. A majority of 58% have agreed that the school objectives coincide with theirs, in addition to small percentage of (10), who were strongly agree with the same statement, while 10% disagree and 2% strongly disagree because in their opinion school objectives are only about the achievement of high school result so they are oriented, the objectives, towards external customer satisfaction but not oriented to satisfy the internal customers of this school. The second question was about if they have to choose between schools, will they choose the same school they are working at now. A great majority of 90% either agreed or strongly agreed that they would choose the same schools if they are given the choice, because in their opinion they are the best schools available compared to the other

governmental secondary schools in the area. Participants responded to the third question about if they feel proud because they work at this school, also a percentage of (88) either agree or strongly agree that they feel proud of working at their school.

4.1.2.3 Satisfaction from Pay and Benefits:

The Participants were asked if they feel satisfaction from salary. A majority of 64% were strongly disagree that they feel satisfaction with their salaries, while 22% disagreed with same question, only 2% were strongly agree and 8% agreed that they are satisfied from their salaries. From the analysis it appears that 88% of employees were dissatisfied with their salaries because it doesn't cover their needs especially with high inflation rate. In the second question about if wages are suitable to the quantity of task, 58% participants disagreed and 14% agreed and only 2% strongly agreed, while 26% percent were neutral because they couldn't decide.

But the majority believed that the quantity of task is more than the amount of wages because the effort and time they spend at work deserves better wages. In the third question participants were asked if they feel satisfied from benefits and compensations. 28% were strongly disagreeing and 22% agreed, while only 4% strongly agreed and 18% agreed. From this we understand that a majority of 50% are dissatisfied from benefits and compensations because they are weak compared to other benefits and compensation in other jobs.

4.1.2.4 Satisfaction from Work Environment:

For the first question about if the IT system needs improvement, a great percentage of participants (90) either strongly agreed or agreed that the IT system in their school needs improvement because till now school work is traditional because many teachers don't know how to use

computers in their work, also the number of computer devices at their schools is limited. The participants were asked if there is co-operation between their colleagues, 64% agreed that co-operation exists among colleagues, and 22% strongly agreed to the same statement. So 88% of participants believe that there is co-operation between them because they have worked together for along time and work duties are clear for each one of them. Regarding the physical work environment the participants were asked if it is convenient. 54% agreed and 14% strongly agreed that the physical work environment is convenient, while 12% disagreed and 10% strongly disagree that physical work environment is convenient. From this we find 74% were with the physical work environment because if it is compared to other governmental secondary schools available in the area it is the best. But 22% of participants disagreed to that because there could be an even better physical work environment that fulfills their expectations.

4.1.2.5 Satisfaction from School Management:

Participants were asked if the school manger communicates the goals and priorities of the school. 54% agreed to that and 28% percent strongly agreed and only 4% either disagree or strongly disagree, so a majority of 82% of participants either agree or strongly agree that the school manager communicates school objectives and priorities because they are good leaders .

In the second question participants were asked if the school managers review and evaluate the school progress to word meeting its goals. 54% agreed to that while 26% strongly agreed, while only 4% disagreed. From these analysis 80% of employees believe that school manager reviews and evaluates the school progress toward its goals, because their school managers always follow up what happens in their schools and try

their best to remove obstacles that hinder the achievement of school goals. In the third question participants were asked if school manager encourages ideas and suggestions of employees. 46% participants agreed with the statement, while 34% strongly agreed; only 2% disagreed. From this a majority of 80% of employees believe that the manager encourages their suggestions and ideas because they are always asked about their opinions in what happens in their schools.

4.1.2.6 Satisfaction from Supervisors:

Participants were asked if their supervisors provide them with constructive suggestions to improve their performance. 48% supported the statement and 34% strongly agreed, while only 12% either disagreed or strongly disagreed. From this analysis a majority of 82% either agrees or strongly agrees that their supervisors are supplying them with constructive suggestions to improve their performance because their supervisors understand their role towards their employees. But 12% disagreed with that because they have never received any constructive suggestions from their supervisors. The second question was about if department supervisors treat them with respect, 46% agreed while 44% strongly agreed, but only 4% disagreed. From the analysis we find a majority of 90% are satisfied with the treatment of their supervisors because their supervisors are aware that good treatment of the staff will make them perform well and increase their commitment to their schools. The third question was about if supervisors appreciate their efforts in job. 48% strongly agreed and 36% agreed that their efforts in job were appreciated by their supervisors. So a majority of 84% of the participants were satisfied because their supervisors always thank them for their efforts.

From the analysis of the six factors that affect the employee satisfaction at Secondary Schools in Karari Locality, it appears that (79%) of employees were satisfied with the job itself. Regarding satisfaction from the school we find that 82% employees were satisfied. But 65% of the employees were dissatisfied with pay and benefits, which indicates a negative trend toward financial rewards of their job. Employee satisfaction from work environment was 82%. The satisfaction from school management was high 80%. Also satisfaction from department supervisors was high among employees 85%.

4.2 Conclusion:

The research about employee satisfaction in Secondary Schools in Karari Locality can be considered immature with comparison to the literature in employee satisfaction. This study analyzed employee satisfaction and the factors affecting overall loyalty of the employees in Secondary School in Karari Locality. Six factors have been chosen namely the job itself, the school, pay and benefits, school management, work environment and supervisors. The writer of this study hypothesized that there is a positive relationship between the employee satisfaction and overall employee loyalty.

The findings show that there is apposite linear relationship between all these six factors of employee satisfaction and employee loyalty. However, among these factors, pay and benefits was found to be the most important criterion followed by the job itself. In contrast department supervisors, management, the school and work environment have comparatively less impact on overall employee loyalty.

4.3 Recommendations:

The researcher recommends the following:

1. Raising the salaries of employees at Secondary School.
2. Improve the health insurance and the transport cost to match the inflation rate and increase in prices.
3. It is necessary to measure employee satisfaction in the school regularly.
4. Improve the IT system by introducing more computer devices and train the employees to use them.
5. Improve the physical work environment to make all employees satisfied with it.
6. Increase training opportunities as most of the employees has less than 10 years of experience in the job.

4.4 Suggestions:

The research suggests that it is necessary to conduct further studies about employee satisfaction in Secondary School such as:

1. A research about measuring employee satisfaction in governmental geographical Secondary School in Khartoum State.
2. Conduct the same research in basic Schools.

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[www.managementhelp.org](http://managementhelp.org)

APPENDIXES

Appendixes
Sudan University of Science & Technology
College of Graduate Studies
A Research questionnaire

Dear Participant:

I am an Msc candidate in Total quality Management. I am currently conducting a research about the Impact of Employee Satisfaction on Employee loyalty at secondary Schools in Karari Locality – Khartoum State. Please answer the questionnaire and express your opinion openly, as the aim of this research in the continuous improvement of employee satisfaction that will reflect on general performance of these schools.

Data and information will only be used for scientific research purposes.

Thank You

Research Presenter:

Asma Hasan Osman

Please read the following sentences carefully then put a (√) in front of the sentence that expresses your opinion:

Part (1)

The following information for statistical purposes only:

Sex:

Male Female

Age:

20 – 30 31 - 40

41 – 50 above 51

Years of experience:

5 - 10 11 - 15

16 - 20 21 – 25

Above 25

Part 2:

1- strongly disagree	2- disagree	3- neutral	4- agree	5- strongly agree
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A- Satisfaction from job itself

	1	2	3	4	5
1. I feel my job give me a sense of personal accomplishment					
2. I feel that my job plays an important role in a achieving the goals of the school					
3. I feel realized my expectations in the job					

B- Satisfaction from the school

	1	2	3	4	5
1. School objectives comply with employees objectives					
2. If I have to choose between schools I will chose the same school I'm working at now					
3. I feel proud because I work at this school					

C- Satisfaction from pay and benefits

	1	2	3	4	5
1. I feel satisfied from salary					
2. Wages are suitable to the quantity of task					
3.Ifel satisfied from benefits and compensation					

D - Satisfaction from work environment:-

	1	2	3	4	5
1. The IT system needs improvement					
2. There is co-operation between my colleagues					
3. The physical work environment is convenient (comfort / ventilation /order / cleanness)					

E- Satisfaction from school management

	1	2	3	4	5
1. School manager communicates the goals and ironies of the school					
2. School manager review and evaluate the school progress toward meeting its goals					
3. School manager encourages ideas and suggestions of employees					

F- Satisfaction from supervisors

	1	2	3	4	5
1. Supervisor provide me with constructive suggestions to improve my performance					
2. Dept supervisor treats me with respect					
3. Dept supervisor appreciate my efforts in job					

The research design:

The following diagram shows the research design:

