



Factors affecting job satisfaction among Saudi male and female teachers in Riyadh primary schools

BY

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*Dedicated to my father and mother for their
unconditional love, support and encouragement
throughout my life and in particular during my years
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Abstract

This study investigates the factors influencing primary school teachers in Saudi Arabia, with regard to their job satisfaction. It investigates the job satisfaction of teachers in both boys' and girls' primary schools in Saudi Arabia, specifically in the capital city of Riyadh. This research focus was selected due to the small number of studies which have investigated teachers' job satisfaction generally and within the Saudi educational context in particular, and the absence of studies including both genders in the Saudi context.

This study employed a sequential explanatory strategy using a qualitative-dominant mixed-method approach. A non-standardised questionnaire was designed, piloted and implemented online to collect quantitative data from teachers. It was disseminated by taking advantage of connections on social media platforms, such as WhatsApp and Twitter accounts. A total of two hundred and thirty-four questionnaire responses were received. The data from the questionnaire identified the level of the teachers' overall job satisfaction, the factors influencing their job satisfaction and dissatisfaction and the relationship between their overall job satisfaction and personal characteristics such as gender, age, qualifications, experience, and marital status. The data were also used to develop the next phase of data collection, which involved face-to-face semi-structured interviews conducted with twenty teachers (ten males and ten females) in Riyadh. The final phase of data collection – semi-structured interviews – was conducted via Skype with four school headteachers (two males and two females), and two officials from the Ministry of Education (one male and one female).

This thesis indicates the factors that positively or negatively influence overall job satisfaction of both male and female Saudi teachers teaching in state primary schools in Riyadh. The teachers are strongly satisfied with their colleagues, students and school headteachers. This reflects the collectivistic nature of the Saudi society in giving priority to interpersonal relationships at work when reflecting on their job satisfaction. Their satisfaction is moderately influenced by educational supervision, teachers' job grade, the nature of the work, the holiday system and students' parents. However, salary and promotion, teachers' social status and recognition, teachers' development, policies and regulations, school environment and workload are sources of their dissatisfaction. This thesis examines the relationship between the primary school teachers' overall job satisfaction and with a number of demographic variables by utilising T-test and one-way ANOVA. No statistically-significant differences in job satisfaction between teachers were found based on their gender, age, marital status, years of

experience, length of service in current school, qualifications, subject taught, number of classes taught, number of teaching lessons, and type of school building. The supervision centres the school follows, however, was found to be associated with statistically-significant differences between teachers in terms of job satisfaction. Differences were found between teachers from the middle centres and those from south and east centres, as well as between teachers from the south and the north. The overall level of teachers' job satisfaction is moderate to some extent being more satisfied.

This study contributes to our understanding of the factors relating to job satisfaction in general, and job satisfaction among primary school teachers in the Saudi educational context in particular, as well as providing recommendations to the Ministry of Education in order to enhance teacher job satisfaction and address dissatisfaction, which can benefit the future policymaking of the Saudi Ministry of Education.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This introductory chapter aims to provide the overall background, context and focus for this empirical research study. The research questions and the purpose of the study are outlined, and the organisation and structure of this thesis is presented, to signpost the reader to the relevant sections. The chapter suggests the significance of this research, highlighting its contribution to the wider context in academia.

1.2 Background

Education is considered essential for any nation to develop and prosper socially, intellectually, and economically. Education systems enable nations to develop and maintain their cultural identity, ensure the continuous development of their citizens, and provide individuals with the ability to contribute, through employment and citizenship, to their society's future. Thus, education, as a contemporary concept, can be regarded as a process that positively impacts on the reform and development of any country. Responsible leadership is required to manage change in the educational process from policy to processes and practices, provide accountability for its overall performance (Heck, 1992), promote student achievement (Leithwood and Slegers, 2006), and ensure teachers achieve job satisfaction (Griffith, 2004; Evans, 1998).

It is widely accepted that the quality of any education system depends largely on its teachers, and the quality of teachers is the most important school-related factor affecting student achievement (Gabriel, 2005; Aliakbari and Bozorgmanesh, 2015). Teachers contribute greatly to student learning and wellbeing, so it is vital for educational authorities at all levels to optimise the quality and effectiveness of teachers' performance. Thus, to implement educational policies successfully and achieve associated educational targets, it is important to motivate and retain teachers who are experienced, competent in their work, and able to perform their duties to a high standard (Rosenblatt and Shirom, 2005; De Nobile and McCormick, 2006).

1.3 Context of the study

The Kingdom of Saudi Arabia (KSA) is an independent monarchy situated in south east Asia, and is the largest of the Middle Eastern countries (Alrasheed, 2000), with an area of 2,240,000 square kilometres (see Figure 1.1). The country is divided into five main provinces: Central, Northern, Southern, Eastern, and Western, with the capital city of Riyadh (the location for this study) situated in the Central Region.



Figure 1.1: Map of Saudi Arabia

The KSA has recently undergone several decades of rapid and comprehensive change in the economic, social, and educational fields. The ability to foster development in many sectors, including education, is due to the income the KSA receives from its oil and gas exports. A pressing priority for the country is to develop the education sector. Recognising the importance of education to future development, the Ministry of Finance determined that 217 billion riyals (approximately £40 billion), representing 25% of the country's total budget, would be allocated to the education sector in 2015 (Ministry of Finance, 2015). In 2016, 36%, or approximately 200 billion riyals, of the annual national budget was invested in the education sector. One may therefore infer that, if the aim is to enhance the educational process, then teachers and teaching

practices should also be improved, since the success of any educational process must depend significantly on developing and retaining effective teachers who are satisfied and motivated in their working environment (Gupta and Gehlawat, 2013). Moreover, satisfied and motivated teachers can also be a catalyst to improve student motivation and academic achievement (Shann, 1998; Nguni et al., 2006). Thus, in the KSA and elsewhere, job satisfaction and motivation for teachers can be seen to be important not only for the teachers themselves, but also for their students, the educational process, the development of the educational system, and the wellbeing of the wider community.

The KSA is a conservative Arab Islamic country, where Islam is the official state religion and its citizens must lawfully adhere to this faith (Maisel and Shoup, 2009). As a result, the teachings of Islam underpin the country's constitution and laws, and education policies stem from Islamic values and rulings. The Saudi educational system's core goal is to facilitate learners' systematic insight into Islam and the appreciation of Islamic values (MoE, 2008); moreover, Islamic education is compulsory at all stages of general education. Although Arabic is the official language, English is the lingua franca widely used in business and international relations, and occasionally in higher education, and therefore it is taught to students from an early age. Gender separation occurs in all educational institutions with the exception of kindergarten, where both genders are taught the same materials but in separate buildings/classrooms. All six levels of state school education (see Figure 1.2 and Appendix 1 for a detailed description) are provided free of charge. In addition, government authorities provide income for students enrolled at university or college. This reflects the Saudi Arabian political ideology that education is the cornerstone of a flourishing economy (Alrasheed, 2000).

With a host of government agencies involved in the planning, administration, and execution of educational policy in the KSA, control of the sector is very centralised. The majority of its educational policies, curricula, syllabi, and textbooks are formulated by the central government, under the supervision of the Supreme Council for Education. Improvements to a nation's educational process rely heavily on educational supervision. Through this process, the development and training of teachers and headteachers is overseen, and the learning and teaching process is evaluated and improved by all related services to achieve educational goals (Alzaidi, 2008). To enable the efficient execution of its mandate, every city in the KSA has a small number of educational supervision centres, staffed with a number of qualified educational supervisors in accordance with the size of the city.

Teacher training is regarded as a critical element of teacher development in the KSA, and the Ministry of Education (MoE) has focused its efforts not only on training teachers, but also ensuring that they stay up-to-date with changes in the teaching profession. Accordingly, there are two variants of teacher training. Pre-service training, required for students who intend to work as teachers in schools, is normally delivered at educational colleges, leading to a bachelor's degree. Alternatively, students can attend a university school of education for four years at no cost. This programme involves working with an array of academic departments, such as Islamic studies, Art, Arabic Language, Foreign Languages, and Social Studies, and a practical placement in the fourth year of the programme.

In addition, the ministry has also established educational training centres that offer training and development schemes for teachers. The ministry encourages teachers to attend these programmes by providing them free of cost and they also take into account when teachers seek new positions or promotions, or transition from one school to another. Teachers are free to select the schemes they would like to participate in, to a maximum of four each term or eight each year.

With regard to teacher performance evaluation, teachers are assessed by the headteacher and highly qualified subject-specific educational supervisory staff overseen by the local educational authority. Supervisory visits take place once or twice annually, and involve teacher observations, during which supervisory staff examine the quality of the teaching and teacher progression. Such supervision can affect teachers' job satisfaction in a positive or negative manner (Herzberg et al., 1959; Ageel, 1982; Rasmussen, 1990; Al-asmar, 1994; Schroffel, 1999; Koustelios, 2001). In addition, the headteacher or deputy headteacher is required to conduct classroom observations on a per term basis for each teacher.

Within the Saudi education system, the primary stage represents the first level of general education, and also the longest (six years). Primary school teachers are contracted to teach approximately 24 lessons a week (as teachers in the KSA are subject specialists they usually just teach that subject). The expectation is that they come to the institution fifteen minutes prior to their initial lesson, and do not leave until the scheduled end of the day. Primary teachers face pressure to develop various basic skills, particularly language, numeracy, and physical skills, in addition to preparing their students for intermediate education. Teachers have limited access to modern technological tools (Al-Dendani, 2010), although they consider traditional teaching methods to be inadequate in stimulating their students. As a result, many teachers feel their

role is undermined in terms of students' cultural progress and development. Some Saudi teachers appear to be abandoning teaching, preferring other administrative roles or even early retirement (Alonzi, 2011).

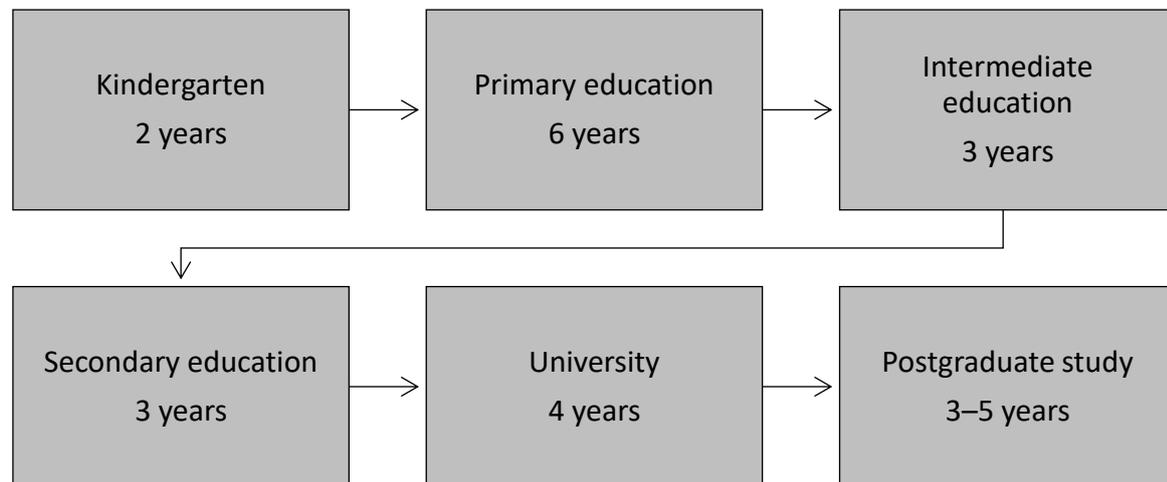


Figure 1.2: The education system in Saudi Arabia

Having reviewed the relevant literature on the KSA, it appears that little research has been undertaken on the topic of job satisfaction in primary schools. No previous research was found that investigated both male and female teachers' job satisfaction in one study, with the exception of a quantitative study by Alturki (2010). Unfortunately, this study did not explore teachers' views in depth to determine the factors underlying their job satisfaction. Furthermore, none of the earlier Saudi studies investigated the views of headteachers and officials when examining teacher satisfaction. There is, therefore, a need to investigate these multiple perspectives on the factors affecting primary school teachers' job satisfaction in the KSA, to address and provide practical solutions/recommendations for the aforementioned issue.

1.4 Focus of the study

This study aims to bridge the gap in existing research literature on Saudi primary school teachers' job satisfaction. By identifying the main factors that affect male and female teachers'

job satisfaction, it seeks to contribute not only to the research literature but also to the endeavours of the MoE to address this issue within the Saudi education system.

Much thought has been given by researchers and managers in developed countries to determine and examine the factors affecting job satisfaction (Gautam et al., 2006; Spector, 1997). With regard to educational contexts, teachers' job satisfaction has been widely researched, especially in developed countries such as the UK and USA (Koustelios, 2001). A study conducted by Klassen and Anderson (2009) identified a fall in teachers' job satisfaction in the UK since the 1960s, when extrinsic factors such as salary, buildings and resources were largely responsible for teachers' dissatisfaction. The study suggests that by 2007 teachers were more preoccupied with intrinsic factors, including time, pressure, and student behaviour. Employees who currently appear to be satisfied with work may become dissatisfied in the future (and vice versa) (Gesinde and Adejumo, 2012). MetLife (2011; 2012) reported a dramatic fall in US teachers' satisfaction, which reached its lowest level in 25 years, coupled with a rising number of teachers seeking another profession, or feeling that their jobs were not secure. This suggests an ongoing need for research to determine how satisfied teachers are with their jobs and to identify the factors that can influence satisfaction levels. This is equally important in developing countries, since teachers from various regions across the world vary in their level of satisfaction at work (Hinks, 2009).

Studies conducted on teachers' job satisfaction in the KSA, which will be discussed in the next chapter, are few and limited in scope; thus, it is unlikely that these research findings will appropriately reflect the current level of job satisfaction, especially given the unprecedented economic, social, and educational developments that have taken place within the KSA in recent years.

Against this background, my interest in teacher job satisfaction—and my belief in the need for a deep analysis of this topic to be undertaken in the KSA—is a result of my own anecdotal evidence, personal observations, and interpretations in this area. I recall my formal and informal online and face-to-face meetings with many teachers before and during preparing the research proposal, working as a teacher trainee in a primary school, engaging with the teachers there and the multitude of concerns they voiced regarding their jobs. Moreover, online conversations with administrators and supervisors led me to recognise a number of significant issues that affect teacher job satisfaction, such as their social status, development opportunities,

and workload. Therefore, it seems that there is scope for such research in developing countries in general, including the KSA, which provides the context for the present study.

1.5 Research questions

This study aimed to investigate the following relevant research questions from the perspective of male and female primary teachers, headteachers, and education officials:

1.5.1 The main research question:

What are the factors that affect the job satisfaction of Saudi male and female primary school teachers in Riyadh?

This question will be answered through the following sub-questions:

- 1- What aspects of the Saudi primary school teachers' role have an impact on job satisfaction?
- 2- Is teachers' job satisfaction significantly affected by their demographic variables?
- 3- What is the overall level of job satisfaction among primary school teachers in Riyadh?

1.6 Purpose of the Study

The fundamental purpose behind this study is to identify the factors that may contribute to the job satisfaction or dissatisfaction of primary school teachers in Riyadh, the KSA, and to offer specific recommendations for improving the level of job satisfaction for such teachers. Thus, an extensive analysis of the job satisfaction of male and female primary teachers in KSA was undertaken:

- To determine the overall level of job satisfaction among primary school teachers in Riyadh;
- To identify the factors that may contribute to the job satisfaction or dissatisfaction of primary school teachers in Riyadh;
- To determine whether there are differences in job satisfaction between teachers based on demographic differences;
- To highlight the aspects of the role of the teacher that impact on their job satisfaction;

- To make recommendations to the MoE with regard to ways in which the job satisfaction of primary school teachers might be enhanced.

1.7 Significance of the study

Earlier published studies investigating job satisfaction in general, and in the field of education in particular, have mostly been conducted in developed countries. They offer an understanding of individuals' job satisfaction within their social settings, and thus within their social, economic and cultural contexts (e.g. Klassen et al., 2010; Klassen et al., 2011). There is a need for similar studies to be carried out in developing countries such as the KSA taking into consideration the reality of the Saudi educational context to provide a more comprehensive picture of the phenomena in question. Thus, this study will attempt to utilise the findings of existing studies, based on the relevant literature on the issue of teachers' job satisfaction.

This study is significant because it is the first to investigate the job satisfaction of both male and female primary school teachers in the KSA, taking account of demographic and socioeconomic factors, and the social and cultural factors that affect teachers' job satisfaction. It seeks to understand the factors affecting Saudi primary school teachers' job satisfaction across all subjects, as the majority of previous studies in the KSA have investigated a limited range of subjects.

The study provided teachers, headteachers and ministry officials in the KSA with the opportunity to express their views regarding teacher job satisfaction, facilitating a deeper understanding of the phenomenon from these various perspectives, and filling an important gap in the literature on developing countries. It is hoped that the recommendations of the study will contribute to the formulation of new government policies in the KSA, as a means of enhancing job satisfaction amongst its teachers. It is also hoped that the methodology of the study will provide a model for further studies of teachers' job satisfaction to be carried out in other levels of education in the KSA, and in other developing educational contexts.

1.8 Methodology and approach

This study employs a mixed method, sequential explanatory approach, with the aim of bridging the gap between the methods and findings of previous studies, to appropriately investigate the current job satisfaction of male and female primary school teachers in the KSA. A wide range

of relevant primary and secondary sources –both published and unpublished –were reviewed and documented in this thesis.

In relation to the core data for this study, much of this was obtained through structured self-administrated questionnaires and individual face to face and online semi-structured interviews. These instruments were developed to reflect the research questions, and to be appropriate to the KSA's educational context. The information from the questionnaire was collected, tabulated, and subsequently statistically evaluated. In this regard, there were two sequential levels of analysis, quantitative and qualitative, followed by a detailed discussion of the combined results. Each stage of the analysis entailed a separate description of the specific methods employed. All of the coding details and data collection are presented in the appropriate sections or chapters of the work, as well as in the appendices. Chapter Three addresses the research design in detail and presents the methodology adopted to conduct and analyse the questionnaires and the semi-structured interviews.

1.9 Organisation of the thesis

The remaining chapters of this thesis are organised as follows:

Chapter Two reviews the existing literature regarding job satisfaction and motivation. It offers definitions, introduces the relevant theories, and discusses the factors influencing job satisfaction, including the demographic variables considered in the research. The major findings of teacher job satisfaction studies and the cross-cultural aspects of job satisfaction are considered. Finally, the conceptual framework of this study is presented.

Chapter Three offers a detailed description of the research methods used in this study. It identifies the ontology, epistemology, and methodology adopted in this research, and then discusses the diverse issues related to research design. This includes the rationale for the approach used to select the population, the sampling of the study's participants, the choice of data collection instruments and procedures, and the conduct and outcome of the pilot study, as well as key issues pertaining to the validity and reliability of the research.

Chapter Four presents an analysis of the findings of the quantitative phase, using data gathered by means of the questionnaire.

Chapter Five provides the qualitative interview findings from teachers, headteachers and educational officials.

Chapter Six offers a discussion and interpretation of the overall combined findings as they relate to the study's research questions.

Finally, Chapter Seven summarises the findings, draws overall conclusions, and considers the research contribution. Additionally, the chapter provides a number of recommendations to enhance teachers' satisfaction in the KSA, as well as considering the limitations of the present study and providing suggestions for future research.

References and appendices are included at the end of the thesis.

1.10 Summary

This chapter has introduced the present study, by detailing the background and the statement of the problem in relation to the job satisfaction of teaching staff. It outlined the research questions and described in depth the purpose of the study. Following this, the chapter reflected on the significance of the current research and its aim to contribute to the existing literature, particularly regarding perceptions of job satisfaction amongst teachers in developing countries, and within the Saudi educational system in particular. The chapter then described the context of the study, with a concise overview of Saudi Arabia and its educational system. Lastly, the organisation of the thesis was outlined. The next chapter seeks to provide a review of the relevant literature relating to the main topic under investigation in this thesis.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter sets out the theoretical foundations and rationale for the study, by reviewing the relevant literature pertaining to job satisfaction and motivation in general, as well as the specific literature focusing on educational settings. The aim is to evaluate the most prominent work on the subject of job satisfaction, illustrate the multiple dimensions of the term, and arrive at a supporting definition. To achieve this, the chapter provides definitions of job satisfaction and motivation, highlighting their importance especially for teachers, and reviewing the main theories of job satisfaction. Based on these theories and previous studies, a detailed breakdown of the more prominent factors that influence job satisfaction, including demographic factors, are discussed. An in-depth review is provided of existing studies conducted in international and Arabic contexts, specifically in Saudi. In this way, a working definition of job satisfaction is developed (see Section 2.3). The chapter concludes with a consideration of job satisfaction and cross-cultural differences.

2.2 Job satisfaction

The etymological foundation for the term ‘satisfaction’ in the English language derives from Latin (Oliver, 2010) as a composite of two terms: *satis* (enough) and *facere* (do or make), implying a sensation of happiness derived from achieving a certain goal (Longman Modern English Dictionary).

Over recent decades, researchers have attempted to define the term ‘job satisfaction’ (Giese & Cote, 2000; Okaro, Eze and Ohagwu, 2010). Locke (1976) provided a definition that implies the importance of affect, or feeling, and cognition/thinking (Saari and Judge, 2004) as: “... a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, *ibid.*, p. 1300). Mumford (1972) notes the importance of,

the degree of “fit” between organisational demands and individual needs, and the employee’s satisfaction with his job and employer’s satisfaction with work performance will only be high when this fit is a good one. (p.72)

Although numerous definitions have been formulated by social science researchers, a clear and widely acknowledged definition has yet to be achieved (Monyatsi, 2012; Zembylas and Papanastasiou, 2006; Evans, 1998; Al-Owaidi, 2001). Descriptions of the concept of job satisfaction note that it combines emotions, behaviours and attitudes, yet definitions vary according to differences in culture, beliefs, values and environment, and these factors significantly affect understanding of the concept (AlAmri, 1992). The majority of descriptions highlight the potential implications and features of job satisfaction (Evans, 1998), and the complex nature of the concept (Oplatka and Mimon, 2008). In the following sections an analysis of the concept is offered, to enhance understanding of theories of job satisfaction and the factors affecting it.

2.2.1 Job satisfaction as a need

Sergiovanni (1968), Bader (1997), and Tewksbury and Higgins (2006) built on the earlier ideas of Maslow (1954) and Herzberg (1957) to define satisfaction as the fulfilment of individual needs, within the working environment. Such definitions focusing on individual needs ignore other related factors which may affect satisfaction, such as feelings, attitudes, and the job itself.

2.2.2 Job satisfaction as a feeling

From this perspective, job satisfaction refers to subjective feelings in relation to one's work and how satisfied one is with it (Griffin, Hogan and Lambert, 2010). It is achievable when individuals like their work (Muchinsky, 2000; Ganai and Ali, 2013) and enter "a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met" (Evans, 1998, p.12). These feelings reflect the individual's personal needs and determine whether they are fulfilled or not (Lambert, Hogan and Barton, 2002). Schultz (1982) refers to the resulting psychological state that "involves a collection of numerous attitudes or feelings" (p.287) evoked by activities carried out by the individual, and the outcome they desire. It is the extent to which an employee is happy or unhappy with the job, the work environment, and the organisation (Virk, 2012).

2.2.3 Job satisfaction as an attitude

An alternative perspective from Ilies and Judge (2004) refers to job satisfaction not as an emotional state but as an attitudinal construct based on an individual's evaluation of their job. Job satisfaction represents the positive or negative perceptions or attitudes that employees have

towards their work or their work environment (De Nobile, 2003; Oplatka and Mimon, 2008; Roelen, Koopmans and Groothoff, 2008). Moreover, it involves the favourable attitude and emotional disposition that work instils in employees (Furnham, 1997) and their orientation towards their role in the workplace (Vroom, 1964), and, therefore, the individuals' positive and negative feelings about their job (Akhtar et al., 2010).

2.2.4 Job satisfaction as a specific aspect of the job

According to Porter and Lawler (1968), the greater the extent to which a job meets employees' expectations, the more satisfied they will be. This is because,

Satisfaction is the extent to which rewards actually meet or exceed the perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards, the more dissatisfied a person is considered to be in a given situation. (ibid., p.31)

From this, it is clear that job satisfaction is a complex concept that is difficult to define (Judge et al., 2001; Oplatka and Mimon, 2008), given the multi-dimensional layers associated with the term. Several authors have noted the importance of job satisfaction to employees' physiological, psychological, and general wellbeing (Akhtar et al., 2010; Oshagbemi, 1999; Rutebuka, 2000; Klassen et al., 2010; Roelen et al., 2008). Employees may possess alternative views of satisfaction, and levels of satisfaction or dissatisfaction, based on their experiences and perceptions of employment, their personalities, their employing organisation, and the workplace culture.

2.3 Job satisfaction and motivation

Several studies in different disciplines have addressed the importance of job satisfaction for employees (Okaro et al., 2010; Giese and Cote, 2000; Gautam et al., 2006; Abdullah, Uli, and Parasuraman, 2009), and indeed it occupies a central role in many theories and models of individual attitudes and behaviour (Judge and Klinger, 2008). This high level of scholarly focus is indicative of the importance of the topic for both employees and organisations. In light of this, organisational sciences often use job satisfaction as a core feature of theoretical formulations and frameworks to determine employees' perceptions and actions (Judge and Klinger, 2008). The expansive research on job satisfaction has resulted in job satisfaction being linked to motivation, productivity, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy and Becker, 1978). Accordingly, happy employees are

more motivated and productive than unhappy employees (Saari and Judge, 2004; Rain, Lana and Steiner (1991), cited in Teck-Hong and Waheed, 2011). Therefore, organisational concerns about employee satisfaction are often related to motivation and productivity, avoidance of absenteeism (Dupré and Day 2007; Monyatsi, 2012; Okaro et al., 2010; Perrachione et al., 2008) and turnover (Griffin et al., 2010; Oshagbemi, 2003; Sledge et al., 2008), as well as commitment to employee wellbeing (Al-Hussami, 2008).

Motivation is a dynamic psychological concept, continually changing according to individual needs (Lindner, 1998; Roos and Eeden, 2008). In work contexts, motivation is taken to mean those strategic approaches used to promote enthusiasm and achieve specific goals (Malik and Naeem, 2009; Halepota, 2005), or “the willingness to exert high levels of effort to reach organisational goals, conditioned by the effort’s ability to satisfy some individual need” (Robbins 2003, p. 205). As this illustrates, the terms *motivation* and *satisfaction* are often inter-related (Dinham and Scott, 2000) and are at times used interchangeably in the literature (Addison and Brundrett, 2008). The concepts of job satisfaction and motivation underpin, reinforce and uphold each other (Lather and Jain, 2005; Locke and Latham, 2004; Ololube, 2006; Rhodes, 2006; Teck-Hong and Waheed, 2011). Job satisfaction and motivation have been associated with internal psychological states (Mukherjee, 2005), suggesting that a satisfied employee is more likely to be motivated and vice versa. Other scholars suggest that satisfaction is not equivalent to motivation (Ganai and Ali, 2013; Thompson, 1996; Mullins, 2008), as job satisfaction denotes something akin to an approach or inner condition, that can be further linked to an individual sentiment regarding achievement or gain, whether quantitative or qualitative. In contrast, motivation can be construed as the process through which job satisfaction may arise. It is important for organisations to recognise that a highly motivated employee is not necessarily highly satisfied, and vice versa.

Goal-directed behaviour can be achieved through motivation, which can be incentivised by both financial and non-financial means. Motivation can enhance an individual’s performance by facilitating the transition from negative to positive, or indifferent to engaged, mentalities (Singla, 2009). Those who are highly motivated are likely to perform effectively, responsibly and conscientiously within their work environment (Shaari, Yaakub, and Hashim, 2002). Motivation is thus associated with behaviour, while job satisfaction is associated with emotions (McCormick and Ilgen, 1992). In this study, job satisfaction and motivation are considered

distinct but interlinked concepts; however, job satisfaction remains the main concern in this study.

2.4 Teacher job satisfaction

Teacher job satisfaction is a “decisive element” that influences teachers’ attitudes and performance (Caprara et al., 2003 p. 823). In light of the previously examined broader definitions of job satisfaction, it may be deduced that teacher job satisfaction depends on individual characteristics, the affiliation that teachers have with their role, and the relationship between what is expected and experienced by the teacher at work (Zembylas and Papanastasiou, 2004). Teachers’ job satisfaction has been found to result from an alignment of their intentions and expectations with regard to their role and teaching activities, and with what they derive from it (Ho and Au, 2006), that is the degree to which job activity is pleasurable or has a positive impact (Lawler, 1973).

Studies conducted worldwide have identified that a key element of teachers’ overall life satisfaction is the degree to which they are satisfied with their job (Zembylas and Papanastasiou, 2004). Teacher job satisfaction can have a significant impact on absenteeism, attrition, and retention (Perrachione et al., 2008; Bogler 2002; De Nobile and McCormick 2008; Roos and Eden, 2008; Houchins et al., 2006). Monyatsi (2012) and DeStefano (2002) suggest that further investigation is needed into human resources development and promotion, as a way for educational institutions and head teachers to address teachers’ motivation, job satisfaction and attrition and retention rates. Deficiency of job satisfaction is a strong predictor for teachers leaving their current school (Popoola, 2009). In this regard, Monyatsi (2012) argues that a high level of job satisfaction among teachers can motivate them to remain in the teaching sector.

Research has also indicated that teaching performance is impacted by job satisfaction (Shann 1998); in this study, teachers’ satisfaction with their role and occupational circumstances correlated with higher performance. Abdullah et al. (2009) identified evidence to emphasise the underperformance of dissatisfied teachers. Moreover, Akhtar et al. (2010) found that satisfaction not only impacted upon teachers’ performance, but also had an effect on their motivation, commitment, and engagement. Job satisfaction can drive teachers to complete tasks to a high standard, thus enhancing the quality of education (Ostroff, 1992).

It has been noted that increased teacher job satisfaction correlates positively with the achievement of educational objectives (Eyupoglu and Sane, 2009; Sharma and Jyoti, 2009; Gupta and Gehlawat, 2013; Aronson et al., 2005; Warr and Clapperton, 2010), since the degree to which employees are satisfied occupationally varies from individual to individual. Hurren (2006) strongly advocates the need for school administrators to facilitate measures to maximise job satisfaction for teachers, thereby enhancing the provision of education and potentially increasing teachers' overall welfare.

Given the overwhelming evidence within the existing literature that teacher job satisfaction is closely associated with educational outcomes and teacher wellbeing, it is important for educational authorities to gain deeper insights into the prevailing factors that contribute to satisfaction and the implementation of measures to enhance satisfaction. This is the objective of the present study, which examines the phenomenon of job satisfaction among primary school teachers within a specific cultural context (the city of Riyadh, Saudi Arabia).

After taking the research objectives and literature review into consideration, this study utilises the following definition for teachers' job satisfaction, in this particular context: *Teachers' job satisfaction refers to the general and specific positive feelings and attitudes held by primary school teachers in the Saudi educational context, as associated with the needs that they are expecting their job to meet.*

2.5 Theories of job satisfaction and motivation

This section will attempt to provide an overview of the major theories, their application to job satisfaction and motivation, and an analysis of their limitations. No single theory was selected as a framework for this study; rather, a combination of several theories was considered to establish a theoretical base.

Due to the association between employee performance and organisational outcomes, a large body of research has been conducted on this in connection to job satisfaction. As suggested earlier, job satisfaction is difficult to comprehend because humans are complex and there are major differences in their behaviour, which, in turn means causes of satisfaction can differ spatially and temporally. Additionally, there are individualised ideological differences that affect levels of job satisfaction. Researchers such as Furnham (1994) have expressed how a

variety of different theories can be applied to justify and explain job satisfaction, although none are comprehensive enough to consider all possible factors.

With regards to the relationship between job satisfaction and motivation, a number of theories have been devised, which can be split into two main categories, as reported by Campbell et al., 1970): content theories and process theories. Content theories aim to address the subjective dimensions that result in job satisfaction (Gibson et al., 2000), and two of the most cited are Maslow's Hierarchy of Needs (Maslow, 1954) and the Two-Factor Theory (Herzberg et al., 1959). Conversely, process theories seek to address the connection between job satisfaction and the ways in which individual variables (i.e. needs, beliefs, expectations, and attitudes) operate concurrently to generate job satisfaction (Gruneberg, 1979). Similarly, the most cited process theories are Expectancy Theory (Vroom, 1964) and Equity Theory (Adams, 1965). Figure 2.1 provides a basic overview of the two types of theories which will be discussed in depth.

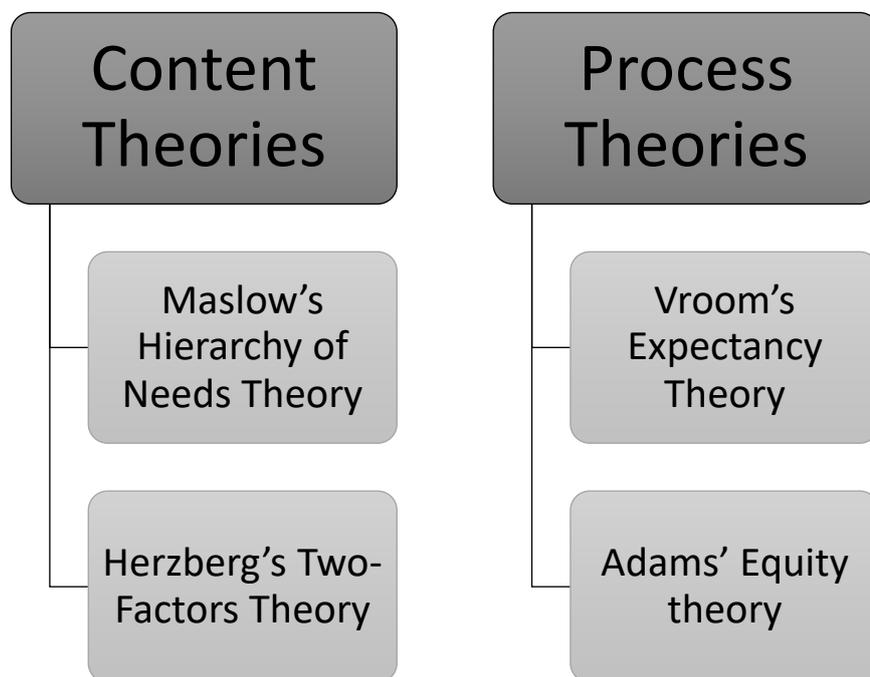


Figure 2.1: Prominent theories of job satisfaction

2.5.1 Content theories

2.5.1.1 Maslow's Hierarchy of Needs Theory (1954)

Maslow's theory is grounded in the idea that individuals have needs, ranked in a hierarchy of five distinct levels (Punnett, 2004) (Figure 2.2). Thus, when an individual's needs are fulfilled at one level, beginning with those physiological needs essential to the satisfaction and sustainability of life (i.e. food, water, clothing and shelter), they then pursue further needs at the next level of importance (Wilson, 2010). However, in the workplace, it is not enough to meet only physiological needs, as other needs should also be addressed at the second level. These are related to safety and security, such as personal and financial security, and avoidance of physical harm. When physiological and safety needs are met, individuals may move to the next level, where belonging becomes important (i.e. need for acceptance and group membership). Following this we find the need for esteem, which can be divided into two types: self-esteem, and esteem conferred by other people (i.e. recognition, respect for and from others, autonomy, and achievement). Lastly, self-actualisation needs are at the top of the pyramid (i.e. self-development, achieving one's full potential, and creativity).

The higher the need, the less it is critical to a person's continued existence at the purely physical level. Maslow (1954) suggested that job satisfaction and dissatisfaction share a single continuum, reasoning that both intrinsic and extrinsic factors have the ability to create satisfaction and dissatisfaction. Therefore, the lower needs are referred to as "deficit needs" and the higher ones as "growth needs" or "being needs" (Boey, 2010); deficit needs should be satisfied before any growth can take place.

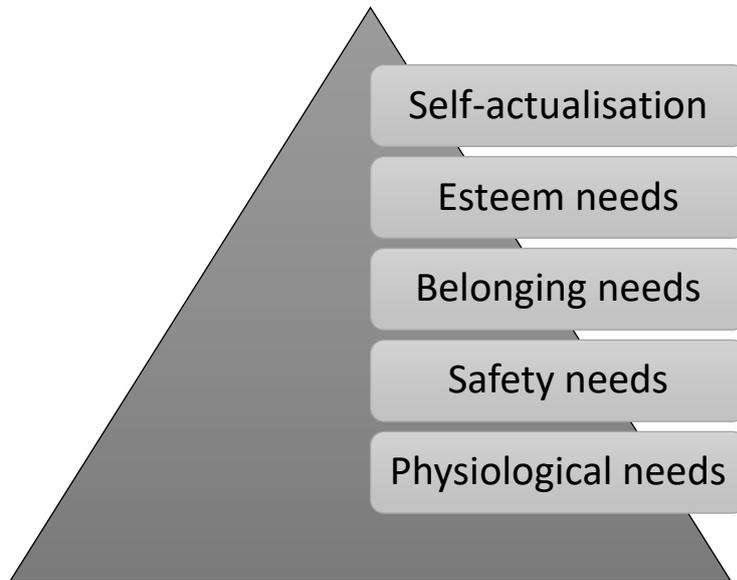


Figure 2.2: Maslow's hierarchy of needs

It is important to recognise that three fundamental assumptions underpin the hierarchy. Firstly, after the satisfaction of a need, its importance as a motivational driver decreases and the importance of another need concurrently heightens. This assumption underlies the notion that the pursuit of needs is perpetual. Secondly, the nature of an individual's needs is characterised by complexity and influences their behaviour. Thirdly, the satisfaction of higher-level needs must occur after the satisfaction of lower-level needs. This assumption highlights the interdependent nature of each level of need, as noted by Hellriegel and Slocum (2007). Having said this, the satisfaction of higher needs may be easier than the satisfaction of lower needs (Jain, 2005). Maslow also noted that the order of needs is flexible, based on individual differences and external circumstances. For instance, for some individuals, the need for self-esteem is more important than the need for love.

Regardless of the popularity of Maslow's theory, it has received criticism because of its non-cohesive framework, with much debate and contention surrounding its application. His theory appeared in papers published in the 1940s and 1950s which did not involve primary research (Heylighen, 1992). Locke (1976) concurred that there is a lack of clarity regarding how the concepts of action, desire, needs, and values may be interpreted and how individuals determine whether certain needs have been fulfilled. Heylighen (1992) notes that, although needs are formulated and categorised simply and consistently, "self-actualisation is not clearly defined"

(p. 45). This emphasises the difficult nature of the concept, primarily because it is founded on the assumption that talent is an innate feature of all individuals; consequently, the achievement of self-actualisation is possible. The difficulty with this idea is that each individual's context is highly complex and often subject to the difference between potential development and unrealised development. Furthermore, Riches (1994) pointed out that: "The hierarchy may simply reflect American middle-class values and pursuit of the good life, and may not have hit on fundamental universal truths about human psychology" (p. 231). This theory may not be applicable to other cultures (Harris and Hartman, 2002). Thus, while there may be some similarity with the values of western countries, other cultures worldwide may follow different hierarchical structures. Within some educational contexts, it is inappropriate for teachers to place esteem needs at a lower level than self-actualisation (Gawel, 1997).

Although such criticisms may be warranted, Barker (1992) underlined the validity of Maslow's work, in that the existence of a hierarchy of needs is borne out by the available evidence. Mullins (2008) demonstrates that Maslow's model has been critical to uncovering a range of motivators, sparking further scholarly investigation into work motivation. Despite the criticisms, it is still one of the best-known and widely quoted theories (Furnham, 2005; Williams, 2006), and is regarded as an umbrella model in explaining the notions of job satisfaction and motivation.

2.5.1.2 Herzberg's Two-Factor Theory (1959)

Herzberg's theory is also known as the Motivation-Hygiene Theory and is well regarded as a practical approach to employee motivation. The theory was based on responses from interviews about job satisfaction and attitudes conducted with 200 U.S. employees. In the interviews, employees were asked to describe positive or negative employment experiences, and their feelings regarding these experiences. The results revealed that good feelings were typically associated with job content (motivators), while bad feelings were typically associated with job context (hygiene) (Teck-Hong and Waheed, 2011). Herzberg (1959) further expressed in his theory how the attitudes and opinions of different individuals towards their jobs determine their relative levels of job satisfaction or dissatisfaction.

In the educational context, motivators are factors that can determine an individual's job satisfaction, allowing them to reach their psychological potential. They are usually intrinsic and related directly to job content, including recognition, promotion, achievement,

responsibilities, and the work itself. In contrast, hygiene factors determine job dissatisfaction, and tend to be extrinsic factors related to the environment or context, that is, they are concerned with the job conditions rather than to the job itself. These include working conditions, status, supervision, salary, organisational policy, interpersonal relationships, and security (Figure 2.3).

Interestingly, in Herzberg's (1959) theory job satisfaction and dissatisfaction are unrelated, in that they are influenced by different workplace factors (Menon and Athansoula-Reppa, 2011). For example, although a lack of hygiene factors may result in job dissatisfaction, its presence does not indicate job satisfaction (De Nobile and McCormick, 2005). Central to this theory is the view that the opposite of job satisfaction is not job dissatisfaction; rather, it is no job satisfaction. Similarly, the opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction. Winer and Schiff (1980) used Herzberg's Two-Factor theory to run research studies in retail. In their research, "achievement" was found to be the most important motivator, followed by "making more money," "chances of promotion," and "recognition," respectively (cited in Teck-Hong and Waheed, 2011).

Although this theory is quite popular, it is not without its critics. A range of criticisms challenge the validity of Herzberg's theoretical framework, primarily related to the fact that it has not frequently been subjected to empirical investigations (Furnham, 2005). In addition, it fails to take into account the variance that exists with regard to the personal features of different individuals (ibid, 2005). It has a shortcoming identified in the qualitative approach. Instead of using testing scales or measuring job satisfaction statistically, interviews involving three open ended general questions were used without a clear plan. The critical incident techniques that were employed by Herzberg in the construction of his theory have been challenged (House and Wigdor, 1967) because the data depends on the respondent's memory and personal testimony (Stello, 2011). Influential factors, such as parent relationships, resources, and security measures relating to job satisfaction among teachers were absent in his theory. Herzberg (1959) has also been criticised for miscategorising some motivations as hygiene factors, or for the ambiguity within some factors, such as salary, which may fall into both categories (Teck-Hong and Waheed, 2011). However, in spite of these opinions, this theory is still widely used within the context of the educational sector (De Nobile and McCormick, 2006).

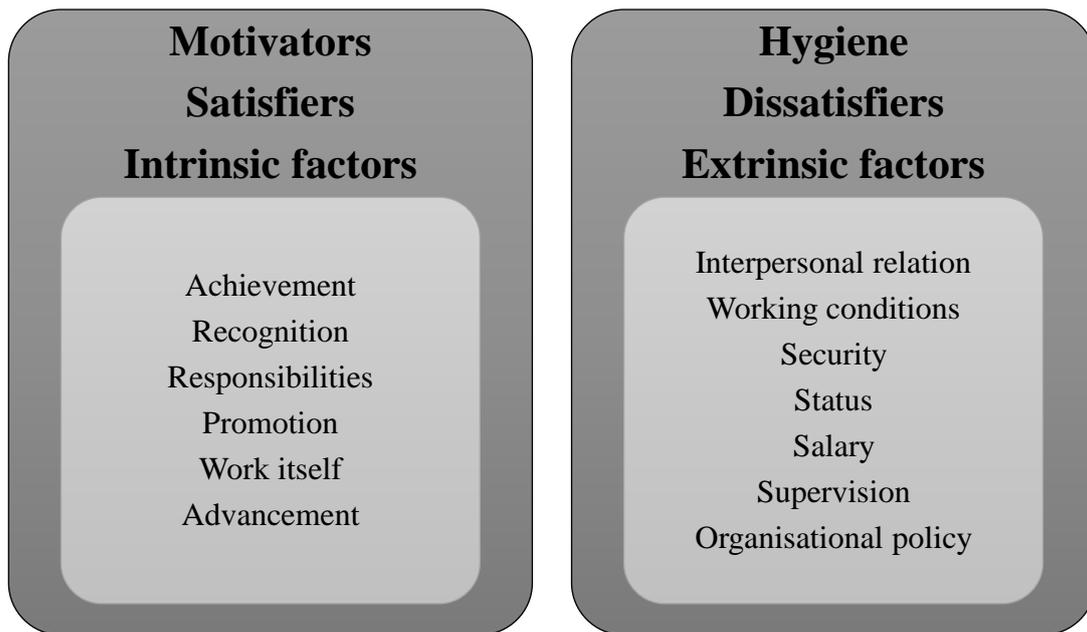


Figure 2.3: Herzberg's two-factor theory

Whilst taking these criticisms into account, it is also important to note that the Two-Factor theory has widened our understanding of how job satisfaction is defined and measured. Due to the applicability of this theory, it can be applied by organisations to distinguish between the dichotomy of contributory factors, thereby improving the overall satisfaction of workers. In (2007), Sachau suggested that Two-Factor theory should be viewed as a generalised approach to understand the duality of certain factors within this field, such as satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic and mastery/status.

The theoretical models proposed by Maslow (1954) and Herzberg (1959) are similar in that both are used to evaluate job satisfaction. Maslow's notion of low-level deficiency is akin to Herzberg's notion of hygiene factors, and it is also the case that motivator factors are similar to high-level growth needs (Kyriacou et al., 2003). Furthermore, when determining which factors result in job satisfaction or dissatisfaction, each of the theories is commonly drawn upon and utilised accordingly. Nevertheless, there remain significant differences between the two. For example, according to Herzberg (1959), employee needs are not seen as a basis for satisfaction or dissatisfaction, and he also chooses to look at aspects of job satisfaction rather

than ranking them in order. Moreover, Herzberg's theory is based on the use of motivators while Maslow's theory is based on the concept of individual needs and their satisfaction.

2.5.2 Process theories

2.5.2.1 Vroom's Expectancy Theory (1964)

This theory was born out of Vroom's criticism of the two aforementioned theories from Maslow and Herzberg. Vroom (1964) considered expectations to be major motivators for employees. In relation to motivation and job satisfaction, the fundamental basis for Vroom's theory is that the expected outcomes of an individual's actions have a strong impact on their motivation. Thus, before engaging in any sort of action, if an individual first considers what the probable consequences shall be, and then, based on their evaluation, is satisfied by what they expect the probable outcome to be, the action will have the greatest chance of being rewarding. Expectancy Theory suggests that the perceived relationship between an individual's performance and the appropriateness of response to that performance determines the level of employee motivation (Lawler, 1973; Vroom (1964), as cited in Ololube, 2006).

Vroom's theory expanded on previous theories by describing variables determining employee motivation (Furnham, 2005) and reward acceptance, as shown in Figure 2.4. These variables include: Expectancy (E), or the extent to which they believe a set level of performance will lead to the attainment of a desired outcome; Instrumentality (I) – the extent to which they think making an effort will achieve a goal; and lastly, valence (V) – the degree to which the expected outcomes are seen as attractive or unattractive (Beardwell and Claydon, 2007). Each variable is given a probability value. Consequently, when all three factors are high, motivation will be high; if any element is not present, then overall motivation will be low. In cases where employees feel that their actions should be rewarded, motivation will rank at zero if the valence of the anticipated reward is zero.



Figure 2.4: Vroom's expectancy theory

Like the previous theories outlined in this chapter, Vroom's theory has its limitations because it fails to consider the association between a person's job satisfaction and the nature of their performance (Borkowski, 2009), and avoids explaining the types of performance that result in job satisfaction or anticipated rewards (Lee, 1993). It does not establish concrete concepts or the factors underlying job satisfaction (Luthans, 1998). The theoretical formulation of Expectancy Theory has been criticised for being overly simplistic when considered in relation to the intricacies of motivation and job satisfaction (Pinnington and Edwards, 2000). Parijat and Bagga, however, suggest that the complexity of the theory – insofar as it incorporates a range of variables – reduces its practicability and heightens testing and implementation difficulties (2014).

Other scholars suggest that the theory cannot be applied extensively, as it may only apply to specific cultures (such as the US, UK and Canada) where there is an emphasis on internal attribution and employees believe they have some control over their conduct and work environment (Hellriegel and Slocum, 2007). However, in countries such as the KSA and Iran,

for example, where employees do not believe they have control over their work and its environment, expectancy theory cannot easily be applied.

Despite its limitations, the expectancy model has a degree of validity (Robbins et al., 2009) and shows some promise for the prediction of job satisfaction, occupational choice, and organisational behaviour (Sears, Rudisill, and Mason-Sears, 2006; Furnham, 1994).

2.5.2.2 Adams' Equity theory (1963)

As shown in Figure 2.5, Equity theory is based on three main factors: inputs, outcomes, and referents. This theory builds on social comparisons between employees doing comparable jobs, wherein the major assumption is that employees desire to balance contributions or inputs with rewards or outcomes. The theory implies that employees observe their colleagues, in order to determine what efforts are made, what rewards are reaped, and whether this is standardised for everyone. Such a social comparison process arises from human concern regarding equity and fairness, especially in the workplace (Ololube, 2006).

Equity is a term that describes a situation in which an employee is granted a reward commensurate with the effort they make, addressing the relative under-reward of individuals in relation to the over-reward of others, which can generate a sense of injustice and, consequently, dissatisfaction (Griffin and Moorhead, 2010). Rewards can be financial (benefits or salary) or motivational (status or recognition), and employees perceive rewards based on a comparison with the rewards that other similar employees receive. Equity Theory therefore necessitates a balance between input (skill levels, enthusiasm, and effort) and output (benefits, recognition, and salary) (Ololube, 2006).

Employee inputs are what an individual will bring to an assigned job, such as effort, experience, education, time, skills, and commitment. Conversely, employee perceived outputs include aspects such as recognition, enjoyment, rewards, salary, and security. These inputs and outputs are then compared with those of the referent, such as another person or group, often colleagues in the workplace (George and Jones, 2005). In cases where input/output ratios are consistent, job satisfaction is generated. This is because employees are driven to maintain consistent ratios or, alternatively, to heighten inputs and, thereby, outcomes. However, in cases where unbalanced ratios or under-rewards are thought to be apparent, inequities and job dissatisfaction may result (Adams, 1963).

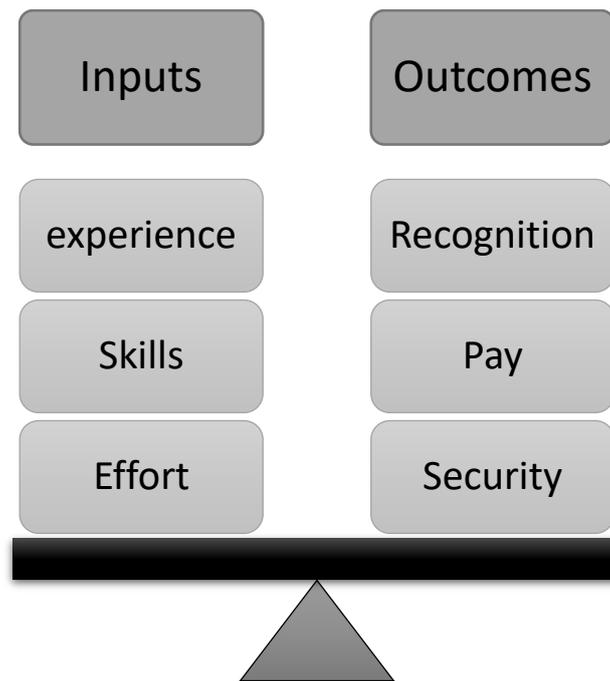


Figure 2.5: Adams' equity theory

This theory offers helpful insights into teachers' perspectives on potential motivators and demotivators. It provides a mechanism for comparing the factors that affect teachers' job satisfaction and places a meaningful emphasis on payment and workload. Expectancy theory helps the understanding of how teachers can achieve their desired outcomes.

While this may seem fairly uncomplicated, a range of criticisms has been levelled towards the theory, most notably from Gruneberg (1979), who suggested that it only has explanatory power for workers' salary-based satisfaction. That is, it fails to address the practical elements of work, such as communication, which are integral to a professional role. Vroom (1969) also highlights the complex nature of the theory and the challenges to testing it, as it does not explain how to assess the workers' perceptions of input-output relationships. Moreover, Donovan (2002) notes some confusion regarding the comparisons that individuals make, as Equity theory does not explain how referents are chosen.

In contrast, several scholars have looked at Equity Theory in a favourable light (Jost and Kay, 2010). Bolino and Turnley (2008) noted that it has received considerable academic interest over the years, especially from organisational researchers. It has facilitated advancements in

understanding job satisfaction and motivation, insofar as it has functioned as a viable investigative framework (McKenna, 2000; Sweeney, 1990).

2.5.3 Comparing content and process theories

Having reviewed examples of both content and process theories, the theories pertaining to job satisfaction concentrate on human behaviour and behavioural management, reflecting the intricacies and complications of job satisfaction. However, it is noted that these theories are broad, and that no single theory can be considered superior as they all have limits. Moreover, it may be the case that one theory is best suited to one topic or context, while another may be required for a different topic or context. For instance, research by Landy and Becker (1987) explain how content theories are commonly used to investigate work effort and satisfaction, while Expectancy Theory has been used to predict organisational and job choices, and withdrawal behaviour. Conversely, Equity Theory offers a framework for the study of employees' needs and efforts.

Both process theory models (Expectancy and Equity Theory) focus on those cognitive and perception processes that influence employee work conditions. In terms of education, process theories imply that administrators and policy makers must be cognizant of the relationships between teachers' needs and their performance, and of the relationship between the teachers' perceived value of rewards and the level of performance related to those rewards, in order to ensure that salary rates are considered fair (Ololube, 2006). Notwithstanding this, the different theories presented are all integral to the comprehension and explanation of the phenomenon of job satisfaction and motivation and are therefore useful as a theoretical foundation for this study as they provide the basis for the discussion of findings (Chapter 6).

2.6 Job satisfaction factors

Theories on job satisfaction have been discussed above and the differences between them highlighted. Whereas Mullins (2008) suggests that there is some doubt whether job satisfaction consists of a single dimension or a number of separate dimensions, other studies imply that many factors influence job satisfaction and that it is multidimensional (Conklin and Desselle, 2007; Roelen et al., 2008; Wharton, Rotolo and Bird, 2000; William, McDaniel and Ford,

2007). Job satisfaction is undoubtedly a complex concept that is difficult to measure objectively (Mullins 2008; Chimanikire et al., 2007). It is “affected by the interplay of factors emanating from the business environment, government policies and personality factors” (Chimanikire et al., 2007p.167).

With regard to the personal and emotional influences affecting job satisfaction, general job satisfaction is the most analysed aspect of employees’ overall feelings about their jobs (e.g. “Overall, I love my job”) (Mueller and Kim, 2008) Measurement of job facet satisfaction, on the other hand, can provide more specific data on feelings about specific job aspects, such as growth opportunities, salary, work environment, and the relationships with colleagues (e.g. “Overall, I love my job, but my salary is less than what I deserve”) that can help identify specific aspects of a job that need improvement (Kerber and Campbell, 1987).

According to the literature that has been published so far, many factors have clearly been considered in relation to job satisfaction. Nevertheless, this issue is relatively complex and there is a lack of consensus regarding the most appropriate way to research and categorise teacher job satisfaction. That said, because this study is concerned with this very topic, the following section highlights the most commonly cited factors that contribute to job satisfaction, particularly within the context of the educational domain. As such, organisations need to be aware of these factors so that management can tailor their working environments to optimise satisfaction, and, consequently, improve performance among employees. However, it should be noted that job satisfaction is very subjective for each employee and for each situation being assessed.

2.6.1 Work factors

This study focuses on satisfaction with the most commonly researched job facets, which are satisfaction with work itself, salary, students, colleagues, recognition, promotion, leadership, supervision, and workload.

2.6.1.1 Work itself

The concept of “work itself” was defined by Robbins et al. (2003) in the following way:

[It denotes] the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results. (p. 77)

Accordingly, “work itself” reflects the type of operation that an individual is required to engage in to fulfil a certain job description, thus highlighting the dissimilarities of the work itself with regard to different jobs (Herzberg et al., 1957; Vroom, 1964). One can construe the concept as the degree to which a certain job is simple, difficult, fascinating, or tedious for a teacher.

Usually individuals seek a job where they can practise their skills, see their output, and have responsibility and autonomy (Dodd and Ganster, 1996). Employee satisfaction can be increased if a job includes task significance, autonomy, variety, and performance feedback (Dale et al., 1997; Locke and Latham, 1984).

Scholars routinely identify that the nature of a role, which primarily relates to what it entails, is one of the chief determinants of job satisfaction. In addition, the degree of interest that an employee has in their role, and the available opportunities for independent and creative action, are important considerations (Sargent and Hannum, 2005; Locke, 1976; Jain, 2005). Work is of crucial importance since it “...is often our source of identity and at times our reason for being” (Bruce and Blackburn, 1992, p. 4).

Within the school environment, work can be extremely demanding, often with high levels of accountability. Teachers are therefore pressured into achieving the most optimal results, in order to meet the greatest performance standards. Therefore, teachers’ work is considered to be of particular importance when addressing job satisfaction.

Two notable studies (Dale et al., 1997; Evans and Lindsay, 1996) conducted in the USA have highlighted a series of job features that are conducive to the prospect of heightening an employee’s job satisfaction, namely, its varied nature, the degree of autonomy it permits, the requirement for varied skills, task identity, task significance, and performance feedback. Moreover, the structure and organisation within a workplace are also highly influential over the satisfaction levels that individuals report; these structures may be particularly centralised or decentralised. Centralised structures concern those where decisions are made by senior individuals, whereas decentralised structures involve more employee-based decision making. Research by Lambert et al. (2006) aimed to find distinctions between these two types of organisational structure, and individuals that worked within highly centralised organisations reported increased levels of dissatisfaction and reduced levels of commitment, whereas decentralised organisations report the opposite (Organ and Greene, 1982).

One may therefore note that schools within developing countries, for example the KSA, tend to be highly centralised in terms of the decision-making nature. There is a general lack of autonomy within schools, coupled with a high degree of bureaucracy, and the associated literature states that these different characteristics tend to create greater levels of dissatisfaction among employees. Although autonomy is regarded as a central consideration for employees' self-esteem within the bounds of Maslow's theory, Herzberg's theory emphasises responsibilities and the work itself as key motivators. Furthermore, decision-making policy in Herzberg's theory is regarded as a hygiene factor, thereby meaning that it has the capacity to hinder or facilitate dissatisfaction, as opposed to promoting satisfaction.

A range of scholars in the field of education have further identified that the work itself is a contributing factor to teachers' job satisfaction. De Nobile and McCormick (2008), in a study based in Australia, found that a sample group of primary school teachers of both genders displayed extreme satisfaction with the elements relating to the nature of their work. This observation is reflected in a broad corpus of literature (Abdullah et al., 2009 in Malaysia; Achoka et al., 2011 in Kenya; Castillo et al., 1999 in Ohio; Koustelios, 2001 in Greece).

In addition, in a study focusing on primary and secondary school teachers in the United States, Perie and Baker (1997) reported that important factors feeding into job satisfaction were identified as the working conditions, the degree of independence afforded to teachers, school support, student discipline, and safety. A broad generalisation from the study was that, for the sample group, the higher the degree of autonomy, safety, and support, the greater the satisfaction.

Within the work itself, the working conditions that teachers operate in also seem to contribute to their satisfaction levels. The literature surrounding the relationship between these two parameters is relatively reductive, and there is a high degree of inconsistency within the research thus far (Shen et al., 2012). The working facilities, physical environment, and general atmosphere all relate to this concept. Shen et al. (2012) described the school context as the school buildings, the size of the establishment, the resources available, and the school level, all of which were considered to relate to satisfaction within the workplace for teachers. Poor facilities and lack of equipment, as well as poor building conditions, could also dissatisfy teachers further (Chase, 1951). Sargent and Hannum (2005) explained how school structures, available economic resources, heating, electricity, equipment, library books, and teaching aids and supplies were all contributory to this concept, in a study investigating primary school

teachers' satisfaction in China. Consequently, these conditions in particular need to be optimal in order to greatly impact on the satisfaction that individuals experience within their working environment. Teaching staff, school members and students all operate within these conditions, highlighting the need for a proper infrastructure to support their work. As expected, poor equipment and facilities and unsatisfactory school buildings can all negatively affect job satisfaction, and research by Aydogdu (2005, as cited in Aydin, Uysal and Sarier, 2012) explained how good quality physical working conditions, such as cleanliness, resource availability, and lighting, all aid individuals to work efficiently, comfortably and productively.

Job satisfaction literature explains how the organisation size could greatly impact on the employees' job satisfaction level. Al-Asmar's study on Saudi secondary school teachers (1994) explained how the number of students attending a school relates to how satisfied the respective teachers and head teachers are. What this generally means is that employees who work within smaller organisations reported higher levels of satisfaction with their jobs compared with those working at larger institutes (Al-Saadi, 1996).

2.6.1.2 Salary

Salary is particularly important to individuals, as it funds their daily lives and provides them with the opportunity to experience and satisfy upper-level needs (Luthans, 1992, as cited in Aydin, Uysal and Sarier, 2012). Much research has been conducted into how pay can affect job satisfaction, and salaries are considered the most tangible influence on job satisfaction levels that employees cite (Gupta and Shaw, 1998). In many cases, it is a main concern of individuals seeking a job. The amount of pay that an individual receives is supposed to satisfy their basic physical needs; however, it is also a symbol of achievement and a source of recognition that an individual has within the workplace (Locke, 1976). In developing countries, pay can mean social security (Al-Saadi, 1996). Research on those from developed countries, such as Sloan's work on American workers (2002, as cited in Teck-Hong and Waheed, 2011), has highlighted how individuals would always crave more money from their job, with higher salary commonly perceived to be the ultimate goal for any employee. Tang et al. (2004) argued that the love of money reflects an employee's wants and values, and suggested that one who values money highly will more likely be satisfied with their salary, and, in turn, satisfied their job, when a desired increase is received.

Whereas Maslow's theory (1954) suggests that money provides for low level physical and security requirements, Herzberg's theory (1957) considers pay to be important to avoiding job dissatisfaction altogether. Adam (1963) asserted that people will be satisfied when they view a reward structure such as pay as being fair for all employees; Vroom's theory (1964), however, considered pay as a reward which should meet the expectations of the employee working within a particular performance-based organisation.

Interestingly, as borne out by the extant literature relating to job satisfaction (see Ranganayakulu, 2005; Terpstra and Honoree, 2004; Spector, 1997), teacher salaries have been identified as having various impacts on their levels of satisfaction. Certain studies have identified salary as a positive contributor to satisfaction (Kearney, 2008 in an urban district in the US; Tickle, Chang and Kim, 2011 in the US; Wisniewski, 1990 in Poland), whereas other studies that mostly conducted in the developing countries identify it as a negative contributor to satisfaction (Abdullah et al., 2009 in Malaysia; Akpofure et al., 2006, Akiri and Ugborugbo, 2009, and Ofili et al., 2009 in Nigeria; Hean and Garrett, 2001 in Chile; Koustelios, 2001 in Greece; Monyatsi, 2012 in Botswana; Shah et al., 2012 in Pakistan; Evans 1998 in the UK). Salary is often a topic of dissatisfaction for teachers, and teachers in Evans' 1998 study often left positions at a particular school due to the low income they were earning.

A particularly notable finding was published by Abd-El-Fattah (2010), who reported that salary was not statistically significant with regard to job satisfaction for a sample group of Egyptian primary school teachers. Following a rise in income, dissatisfaction was a prominent complaint of teachers who were high academic achievers. Perie and Baker (1997) also stated that there was no significant correlation between job satisfaction and salary benefits for primary school teachers within the United States; further research by Ubom (2001) in Nigeria supported these findings, suggesting that extrinsic factors, such as merit and payment, did not affect the job satisfaction levels that were reported by school teachers. Furthermore, within the context of Chinese primary school teachers, Sargent and Hannum (2003) found that salaries and wages did not significantly affect job satisfaction levels. Mhozya (2007) supported these findings in research conducted on primary school teachers in Botswana.

Owing to the fact that earlier research studies have been conducted in various cultural and national situations, generalising any concrete factors is neither advisable nor viable. Nevertheless, one logically-informed assumption is to consider that a large salary will generate correspondingly high satisfaction, while a small salary will produce correspondingly low

satisfaction. Money is critical for workers who are not satisfied with other aspects of their work (Gruneberg, 1997; Miner, 2007). For example, in poorer countries where teachers have to take on additional jobs to provide for their families, job satisfaction and overall happiness are linked with salary (Michaelowa, 2002). Conversely, when workers attain a comfortable standard of living (in the USA, for instance), greater earnings increase job satisfaction up to a certain point, beyond which a pay increase does not further affect it (Robbin et al., 2009).

Despite the fact that Muslim employees usually work to secure their well-being in this world and ensure rewards in the 'hereafter', Saudi employees greatly value salaries and respect the influence that this has on their reputation; consequently, salaries are highly motivational for them. The amount of pay that an individual receives is considered to be within the top three or four factors of satisfaction, as discovered by studies that have employed ranking systems in their research (Al-Sumih, 1996; Al-Saadi, 1996). The majority of Saudi researchers, including Al-Gahtani (2002) and Al-Thenian (2001), report that teachers display satisfaction towards the salaries they receive. In a similar manner, Al-Zahrani (1995) identified that a majority of secondary school teachers in Jeddah perceived an accurate income-workload alignment. Nevertheless, several studies, including Al-Shahrani (2009) and Al-Shrari (2003), reported that primary and secondary school teachers, respectively, were less satisfied with salary than other dimensions. In a more recent study, Al-Tayyar (2014) identified that secondary school teachers' salary has a moderate effect on their job satisfaction.

2.6.1.3 Students

The transfer of knowledge and information from teachers to students is considered to be of particular importance for teachers, as it is often their fundamental goal and reason for pursuing this profession. Therefore, the academic achievement of students is often used as a factor in job satisfaction, as supported by Dinham (1995). Teacher-student relationships have also been highlighted in several studies as being significant contributors to satisfaction (Benmansour, 1998 in Morocco; Hean and Garrett, 2001 in Chile; Ramatulasamma and Rao, 2003 in India; Zembylas and Papanastasiou, 2006 in Cyprus). Reddy (2000 in India) concluded that teacher-student and teacher-parent relationships are similarly central sources of job satisfaction.

The students' achievements can affect teachers' performance, efficacy, and job satisfaction because they reflect teachers' abilities to transfer knowledge and promote student learning. In Cyprus a study by Zembylas and Papanastasiou (2006) found that teacher job satisfaction can

be enhanced by the development of their students' abilities and understandings, providing them with a great sense of achievement themselves. Teacher job satisfaction also has a potential impact on students' enthusiasm, satisfaction, and performance as found in American researches conducted by (Bishay, 1996; Hurren, 2006; Shann, 1998). Moreover, a number of studies (Bennell and Akyeampong; 2007 in Sub-Saharan Africa; Ganai and Ali, 2013 in India) have demonstrated a correlation between teacher dissatisfaction with underperformance in the classroom.

With regards to the relationships between students and teachers, the interactions that are fostered between them have a great impact on their satisfaction levels, either positively or negatively. Additionally, internal rewards can be achieved and developed when teachers are able to establish personal bonds with their students (Spilt et al., 2011). Research by Hargreaves (2000) in Canada involved comprehensive interviews with many teachers, finding that the relationships teachers had with students were considered to be the most motivational factor within the workplace. This was accurate for both primary and secondary school teachers. In this regard, one Cypriot teacher who was interviewed by Zembylas and Papanastasiou (2006) expressed that:

The greatest satisfaction in teaching is the love that I receive from kids, when kids show their love to you in a variety of ways, e.g. with a simple gesture, a kiss on the cheek, a hug, or a card. This is undoubtedly the most wonderful feeling. (p. 236)

It is worth noting that, this study was on primary school teachers only and that can be seen in the children's ways to show their love to the teachers which would not be appropriate in secondary schools. However, in some cultures this is not appropriate even in primary schools.

Hean and Garrett (2001) also found that job satisfaction can be greatly enhanced by the interactions and achievements that individuals establish with their students. Grayson and Alvarez (2008) suggested that when successful relationships are established between teachers and students this can have a positive effect on motivation, enthusiasm, and enjoyment within the school environment.

On the other hand, a negative relationship with students can result in teacher burnout (Otero-Lopez et al., 2008), absenteeism (Ingersoll, 2001), and early retirement (Spilt et al., 2011). Moreover, teachers in the USA are increasingly experiencing violence and aggressive

behaviour such as intimidation, verbal threats, bullying, assault, and theft (Espelage et al., 2013). However, it should be mentioned that students' violence against teachers is a common issue in some countries which can not be generalised in all countries.

2.6.1.4 Colleagues

Colleague relationships are often considered to be especially important when determining satisfaction levels (Locke, 1976). This is because human behaviour greatly depends on interactions and communications with other individuals. This concept becomes especially important in the context of the workplace, whereby such interactions can have both positive and negative effects on job satisfaction. In the context of a school environment in particular, research has shown that effective interpersonal relationships between teachers working in the same institution can serve to drive satisfaction and also function as a predictor of it (Wall, 2008 in the USA; Van der Heijden, 2005 in the Netherlands). Having said that, the relationships individuals have become more complex and important due to the multidimensional hierarchical nature of the school system, which often reflects the aims and values of the school institute itself. Thus, interactions between teachers and peers, head teachers, parents, supervisors and students should all be considered, as such relationships make up the network of the teacher.

Maslow's (1954) theory places the relationships that individuals have with one another as a means of fulfilling social needs (the third level). Individuals working in isolation may consequently be dissatisfied with their jobs, as they yearn for social interaction. Teamwork is therefore potentially satisfying for many employees. One of the key assertions of Gruneberg (1981) was the fact that collaborative activities with colleagues can contribute towards job satisfaction, while Herzberg et al. (1959) asserts that isolation and poor relationships can cause job dissatisfaction. In a similar manner, negative relationships at work correlate with low job satisfaction (Harden, Fritz and Omdahl, 2006).

In light of this, it is widely accepted that an effective approach to professional learning is one that takes place in schools, amongst teachers who intentionally and collegially learn together, working collaboratively as part of their commitment to the success of their students (Hirsh and Hord, 2008). In these settings, teachers can exchange opinions and knowledge, develop and discuss new materials, and get feedback from one another (Meirink et al., 2007). This is referred to as collaborative professional learning, which can be defined as "any occasion where a teacher works with or talks to another teacher to improve their own or others' understanding

of any pedagogical issue” (Duncombe and Armour, 2004, p. 144). Thus, by engaging in such professional communities, teachers gain opportunities to share and interrogate their practices in a continuous, collaborative, reflective, learning-oriented and growth-promoting approach (Stoll and Louis, 2007). Sharing ideas and expertise, providing moral support when facing new and difficult challenges, discussing complex individual cases together can be regarded as “the essence of strong collegiality and the basis of effective professional communities” (Moore and Fink (date missing) as cited in Hargreaves, 2003, p. 109).

Professional communities, or “communities of practice” (CoP) (Wenger, 2006) are one of the most effective means for groups of teachers to collaborate and learn together: “Communities of practice are groups of people who share a common concern or a passion for something they do and learn to do it better as they interact regularly” (ibid, p.1). Sergiovanni (2000) considered CoP as a source to satisfy teachers’ need for belonging. Teachers often discover that their new professional knowledge and practices have a direct and positive impact on their students, which, in turn, causes them to feel more effective as teachers (Timperley, 2008).

It is a common theme in the extant literature for the relationships that exist between teachers to inform job satisfaction; moreover, in most of the studies, this dimension serves as a satisfier (Abdullah et al., 2009 in Malaysia; Abraham et al., 2012 in Nigeria; Benmansour, 1998 in Morocco; Boreham et al., 2006 in Scotland; Dinham and Scott, 2000 in England, New Zealand and Australia; Gujjar et al., 2007 in Pakistan; Reddy, 2007 in India; Usop et al., 2013 in Philippines). It is, however, important to acknowledge Zembylas and Papanastasiou’s (2006) study in Cyprus, which found that, in contrast to those teachers who identified their professional relationships with colleagues as contributing to their job satisfaction, certain teachers viewed their colleagues negatively and avoided collaborative work. This was found to contribute to the dissatisfaction of those who aimed to construct favourable professional relationships.

Other studies, such as that of Al-Gos in Riyadh (2000), have expressed how the interactions that individuals have with one another within the school should not be solely educational and academic; rather, they should also be reflective of friendship and cooperation, thus strengthening the social and psychological nature of the educational environment. Kyriacou (2001) explained how high levels of communication and cooperation between staff members can help to strengthen working conditions and reduce stress, therefore improving performance, productivity, and overall job satisfaction.

Regarding teachers in the Saudi Arabian context, several scholars have confirmed that professional relationships with colleagues do indeed function as a satisfier and, furthermore, teachers express satisfaction towards relationships of this kind (Al-Gahtani, 2002; Al-Shahrani, 2009; Al-Tayyar, 2014; Al-Thenian, 2001; Al-Zahrani, 1995).

2.6.1.5 Recognition

Recognition and awareness of achievement should also be addressed within this context, as it may play a major role in determining job satisfaction (Daft, 2008; Saiti, 2007), depending on the link between an employee's input and the employer's acknowledgment (Wolverton and Gmelch, 2002). It is also a key outcome that employees routinely seek. Generally speaking, receiving rewards and recognition can improve the overall job satisfaction that individuals experience, improving teacher motivation, and signalling to students, parents and communities a respect for the field of teaching and the exceptional teachers serving in many of our schools today. This should also help to keep quality teachers within our schools (Andrews, 2011).

Thus, although one may assert that individuals require validation for their hard work in any profession, this is perhaps particularly true for those in education, due to the complexity of the job (Al Zaidi, 2008). Recognition has the potential to serve as a source of feedback and support, thereby improving teachers' performance. Therefore, when employers' efforts are recognised, the quality of their work improves (Besterfield et al., 2011). In contrast, when recognition is not forthcoming, job satisfaction may decrease (Persson, Hallberg and Athlin, 1993). It can be provided through a variety of methods, such as monetary (Lester, 1987), written (Besterfield et al., 2011), or spoken recognition (Chevalier, 2007). Individuals may react differently to identical forms of recognition; for instance, while certain people have a preference for financial rewards, others may prefer positive feedback (Cook, 2008; Jain, 2005), or societal recognition (Pride, Hughes and Kapoor, 2008).

Interestingly, in an Australian study, Andrews (2011) drew a significant parallel in regard to recognition, in that teachers require a reward for their efforts within the classroom, just as much as they would reward hardworking students. In Pakistan, Danish and Usman (2010) further explained how employees are often awarded with a particular status within an organisation if they have accomplished particular tasks, which is particularly influential upon their motivation and encouragement. The factor of recognition also relates to Maslow's and Herzberg's theories. Maslow (1954) expressed how employees tend to seek recognition and respect since they are

vital for their self-esteem, within the fourth level of the hierarchy; Herzberg also explained how recognition relates heavily to the satisfaction levels of an individual in a profession.

Upon further analysis of job satisfaction research, it does highlight how recognition for hard work has the potential to be considered a contentious issue. That is, while many studies found that recognition encourages job satisfaction within the workplace (Al-Mansour, 1970 in Baghdad; Lester, 1987 in New York; Al-Sumih, 1996 in London; Alarimi, 1998 in Oman; Tieam, 1999 in Palestine; Alonazi, 2001 in KSA; Alagbari, 2003 in KSA; Alsharari, 2003 in KSA; Al-Mutairi, 2005 in KSA; Kearney, 2008 in USA; Popoola, 2009 in Nigeria; Sharma and Jyoti, 2009 in India), there are others that claim it may be a source of dissatisfaction for teachers as believe they do not receive the recognition they feel they deserve (Alomari, 1992 in Jordan; Fraser, Draper and Taylor, 1998 in Scotland; Siddique et al., 2002 in Pakistan; Zembylas and Papanastasiou, 2006 in Cyprus).

This is highly relevant to this particular study, as the research from Al-Harbi (2003) and Al-Amer (1996), both in the Saudi Arabian context, identified widespread dissatisfaction amongst teachers with regard to the lack of recognition received from their employers. Similarly, most participants in Al-Zahrani's study (1995) perceived a lack of societal recognition, thereby resulting in job dissatisfaction.

2.6.1.6 Promotion

Opportunities for promotion are universally important, irrespective of the nature of the work itself or the type of organisation an employee is working for. In relation to the central role that promotional opportunities play in informing job satisfaction, scholars have highlighted the increased salary, the prospect of individual development, and access to higher social position as being influential components within this factor (Ranganayakulu, 2005; Lester, 1987). A range of scholars have focused on the ways in which promotional opportunities feed into job satisfaction (Locke, 1976; Vroom, 1964). Regarding the previously examined theoretical frameworks, Herzberg et al. (1957) regarded promotion as a satisfier in itself, whereas Adams (1965) considered that job satisfaction grows in cases where employers perceive equitability in promotional processes. Therefore, promotion is an important factor to consider in research about job satisfaction. Vroom (1964) argued:

we would predict that receiving a desired promotion would result in a greater income in job satisfaction on the part of workers who did not expect it than on the part of those who did expect

it; and failure to receive a desire promotion would result in a greater decrement in the job satisfaction of those expecting it than those not expecting it. (p. 154-155)

In the educational context, research strongly suggests that promotion is largely correlated with job satisfaction (Abdullah et al., 2009 in Malaysia; Mwanwenda, 2004 in South Africa; Sirima and Poipoi, 2010 in Kenya). In a Chinese study, Sargent and Hannum (2005) explained how teachers tend to appreciate opportunities for professional and personal advancement within their professions, thereby improving their overall levels of job satisfaction. In an India-focused study addressing a sample group of special needs teachers, Reddy (2007) identified the important link between job satisfaction and promotional opportunities, and it was found that the sample group was, for the most part, satisfied with the current level of opportunity. Nevertheless, contrary to these findings and correlations, there is a significant and growing corpus of literature suggesting that teachers, speaking in general terms, are not satisfied with promotional opportunities due to a perceived lack of justice and fairness in promotions systems (Achoka et al., 2011 in Kenya; Adelabu, 2005 in Zimbabwe; Dinham and Scott, 2000 in England, New Zealand and Australia; Koustelios, 2001 in Greece; Oshagbemi, 1999 in the UK; Mkumbo, 2011 in Tanzania; Zembylas and Papanastasiou, 2006 in Cyprus).

Similarly, in research pertaining to the educational context of the KSA, Al-Zahrani (1995) identified that the lack of opportunities for career progression were a consistent source of teacher dissatisfaction. Having said that, regarding the Saudi Arabian context, it is important to note that, due to the limited number of studies, a clear link between promotional opportunities and job satisfaction cannot be confirmed. It should furthermore be acknowledged that promotion for teachers in the KSA occurs automatically on an annual basis, without any consideration of the qualitative features of an individuals' work. Al-Tayyar's study (2014) found that teachers are dissatisfied with this system. As such, this unique cultural feature means that the findings from other countries regarding this connection do not necessarily apply to the Saudi context.

2.6.1.7 Leadership

In all organisations, including schools, leadership is expected to produce outcomes. However, these results do not happen overnight. They require great efforts by the leaders who, in turn, are to spearhead the affairs of the whole organisation (Brown and Akwesi, 2014). School leadership is a process of supporting and helping teachers and students to work enthusiastically towards the fulfilment of the school goals (Clara, 2016).

Leadership greatly influences the satisfaction levels that teachers express. It also affects all members of the school, including students and parents. According to Evans (1998):

[T]he most strikingly common factor to emerge as influential on teachers' morale, job satisfaction and motivation is school leadership. Whether it was the extent to which it enabled or constrained teachers, created and fostered school professional climates that were compatible with teachers' ideals, or engaged their commitment and enthusiasm, the leadership effected by their head teachers was clearly a key determinant of how teachers felt about their jobs. (p. 118)

High quality leadership and supervision can aid the development of the school environment, which includes organisational climate and working conditions (Sargent and Hannum, 2005). Much research has been conducted into the educational settings of many teachers, highlighting how leadership behaviours can influence their job satisfaction levels (Cerit, 2009). Bogler (2005) affirms this, stating:

It is important that school principals (are) aware of teachers' feelings regarding their leadership style because this seems to have a significant impact on teachers' level of satisfaction, with transformational leadership having a positive effect and transactional leadership having a negative effect. (p.31)

Transactional leadership refers to the development of relationships between "leaders" and "followers". The relationship is based on 'give-and-take', in which teachers' compliance is exchanged with an expected reward. This may motivate teachers by appealing to their self-interest (Nyenembe et al., 2016). In contrast, transformational leadership interactions between leaders and followers may take a hierarchical form, directed towards the stimulation of self-worth and self-esteem of teachers (Shamir, 1991) by enhancing their motivation and engagement by directing their behaviour toward a shared vision. It assumes that both leader and teachers have the same vision and objectives they are striving to achieve (Nyenembe et al., 2016).

Principals characterised as transformational leaders are considered to be more respected by teachers, because they satisfy teachers' needs, provide intellectual discussion/stimulation, motivate the workforce, invest extra time and effort, and surpass the expectations of the teachers (Bogler, 2001).

In the Saudi educational context, Al-Zahrani (1995) and Almeili (2006) found that the majority of teachers were strongly satisfied with their head teacher. A more recent Saudi study

conducted by Al-Tayyar (2014) found the school administration was a source of teachers' job satisfaction.

2.6.1.8 Supervision

Supervision is strongly influential within the work place and can be considered an important factor affecting job satisfaction (Jain, 2005). Bradley and Ladany (2001) see supervision as the strategic interplay between supervisor and supervisee, which must rely on "trust and mutual respect" (Sullivan and Glanz, 2009, p.164). Jain (2005) further describes the core element of supervision to be the provision of assistance to an individual; thus, in the context of an employee-employer relationship, this equates to interaction in personal and formal forms.

Ranganayakulu (2005) found evidence to suggest there is a close connection between effective supervision and high job satisfaction across a range of professional occupations. In this regard, effective supervision equates to pleasant, considerate, just, truthful, and supportive treatment. As a result, good relationships between supervisor and supervisee influence the extent to which employees perceive that their organisation allows more autonomy, support and freedom to make decisions (Hsu and Wang, 2008). Teachers' perceptions of doing well and increased levels of satisfaction in the work place have been related to supervisor treatment, trust and feedback (Bruce and Blackburn, 1992; Herzberg et al., 1959). Furthermore, an effective supervision style can influence satisfaction and dissatisfaction levels among teachers (Vroom, 1964). This suggests that highly skilled supervisors should be democratic and considerate, while maintaining an effective relationship with their subordinates to enhance employee attitude and satisfaction in their workplace (Lawler, 1973).

In educational contexts, teacher satisfaction is related to how supervisors interact with teachers, highlight the developmental opportunities that are available, and feedback on the performance of the teachers. In the UAE, Ibrahim's study (2013) explained how a negative attitude and low satisfaction levels can emerge from the lack of sufficient supervision and coordination. As a result, self-efficacy is reduced, and the performance and job satisfaction of teachers may be hindered (London and Larsen, 1999).

In the extant literature relating to job satisfaction in the educational context, however, there is an inconsistency in the results associated with the connection between satisfaction and supervision. Various researchers have identified that the supervision factor is associated with

teachers' job satisfaction (Tieam, 1999 in Palestine; Abdullah et al., 2009 in Malaysia; Cockburn, 2000 in the UK; Koustelios, 2001 in Greece; Usop et al., 2013 in the Philippines; Monyatsi, 2012 in Botswana). After examining a sample group of 500 primary school teachers in Zimbabwe, Adebayo and Gombakomba (2013) identified supervision as one of the chief factors feeding into high job satisfaction. In contrast, several researchers have found compelling evidence to suggest that the opposite is the case (Castillo, et al., 1999 in Ohio; Zembylas and Papanastasiou, 2006 in Cyprus). This was a result of the teachers' intense negative feelings to the lack of justice and fairness in the current system.

A positive correlation between satisfaction levels and supervision efficiency, particularly within the context of Saudi schooling, has been widely reported (Al Sumih, 1996; Al-Gos, 2000; Alonazi, 2001; Al-Gahtani, 2002; Alagbari, 2003; Alsharari, 2003; Al-Mutairi, 2005). These studies explain how evaluating teachers' performance is fundamental to achieving a high level of productivity within Saudi schools. However, Al-Asmar (1994) reported teacher dissatisfaction regarding the degree of supervision and the approaches employed.

2.6.1.9 Workload

Teaching is a very demanding profession that requires high levels of effort. Teachers have many duties that need to be accomplished throughout the day, which can typically run into their personal time, as the contact hours with students are particularly long. In terms of the level of workload that teachers are assigned, this also relates to non-facing teaching tasks, such as lesson planning, marking activities, homework assignments and examination preparation – all of which the teachers are required to fulfil. Workload pressure is therefore considered to be one of the main factors influencing the job satisfaction of employees in general and amongst teachers in particular. Previous studies have found a strong relationship between workload and job satisfaction (Smith and Bourke, 1992 in Australia; Chughati & Perveen, 2013 in Pakistan).

Chen (2010) identified that Chinese middle school teachers managing heavy workloads tended to display lower levels of satisfaction. Studies by Sirin (2009) in Turkey and Liu and Ramsey in the United States (2008) yielded similar findings, with the latter particularly citing inadequate time available for teachers to prepare their lessons. Hean and Garret (2001) also noted that a heavy workload was among the central contributing factors to low job satisfaction within a sample group of secondary school science teachers in Chile.

With regard to the KSA, teachers tend to give up to 24 lessons per week, with additional time required for planning, marking, teaching activities and examination preparation. Butt and Lance (2005), however, argued that a reduction in working hours does not necessarily lead to higher levels of job satisfaction. In addition to teaching workload, administrative workload such as involvement with school community activities may also influence teachers' satisfaction (Smith and Bourke, 1992).

Relatively few studies in the extant literature have addressed this relationship in the Saudi educational context. Al-Gos (2000) examined male teachers' job satisfaction and their workload, stating these findings, which was also the case of Al-Obaid (2002) for female teachers, there was no significant relationship. In examining male secondary school teachers, Al-Tayyar (2014) found workload to have a moderate effect on their job satisfaction.

2.7 Personal and demographic variables

Continuing the investigation on the influencing factors of job satisfaction in the extant literature, the purpose of this section is to consider the impact that personal and demographic variables have on teachers' job satisfaction, since it is one of this study's key concerns. Evidence from different sectors, especially education, relating to personal variables, such as age, gender, education, experience, and other demographic variables, is usually examined in job satisfaction studies. The correlation between personal variables and job satisfaction has been highlighted by a number of studies, although the results are somewhat contentious. Some studies report that the relationships between the variables have a positive influence, whereas others claim a negative influence. Menon and Athanasoula-Reppa (2011) argue that the impact of personal variables is context-specific and differs according to various circumstances.

2.7.1 Age

A key determinant of job satisfaction is age. Several studies have investigated the correlation between job satisfaction and employees' age (Clark et al., 1996; Hickson and Oshagbemi, 1999 in the UK; Sharma and Jyoti, 2009 in India), wherein the effect of their age tend to differ based on other demographic factors, such as ethnic background, educational background, income, and gender (Weaver (1980), cited in Clark et al., 1996). That said, it is largely the case that considerable disparities are observed by different authors regarding job satisfaction based on

age group (Akhtar et al., 2010 in Pakistan; Al-Hussami, 2008 and McNall et al., 2010 in the United States; Koustelios, 2001 in Greece; Sirin, 2009 in Turkey; Williams et al., 2007 in their meta-analyses study), yet, at the same time, other studies have not identified any significant correlation regarding age and job satisfaction (Asadi et al., 2008 in Iran; Scott et al., 2005 in Mississippi; Fugar, 2007 in Ghana).

The majority of studies pertaining to the relationship of employees' age and job satisfaction have found certain associations between them (Sarker et al., 2003); however, as reflected in the extant literature, the precise information regarding this association is unclear (Spector, 1997). Relationships of all types have been identified, ranging from negative linear, positive linear, and U-shape to an inverted J-shape and, in certain cases, no statistically significant association (Bernal, Snyder and McDaniel, 1998).

Certain researchers have found evidence to reinforce the U-shaped age-satisfaction association, signifying that at the beginning of their careers, the level of employees' job satisfaction is high, which then decreases during mid-career, and then increases once again towards the end of their career (Diaz-Serrano and Cabral Vieira, 2005 in the European Union; Georgellis and Lange, 2007 in Germany; Handyside, 1967 in the USA, Herzberg et al. 1957 in the USA and Jones and Sloane, 2009 in the UK).

Within the educational context, it has been argued that teacher job satisfaction is directly proportional to age (Noordin and Jusoff, 2009 in Malaysia; Ssesanga and Garrett, 2005 in Uganda). Similarly, De Nobile and McCormick (2008) noted that older Australian primary school teachers have greater job satisfaction, being particularly content with specific work facets, such as positive peer interaction. Additionally, in the UK, Griva and Jockes (2003) found that younger teachers tended to be less satisfied than older teachers, while Hicken and Oshagbemi (1999) claimed that the correlation between job satisfaction and age was linear and negative. In other studies, however, Oshagbemi (1997; 2003), also in the UK, have not identified an age-satisfaction association for samples of teachers or university-based scholars. The same was true for the findings in Nigeria of Ladebo (2005).

There are three main opinions that should be considered when comparing job satisfaction level with age (see Figure 2.6). The first concept considers the U-shaped relationship that exists within the correlation. As explained, job satisfaction dips with age, before rising again alongside increased levels of experience. Secondly, older individuals are considered to be more

satisfied with their work in comparison to younger individuals. Thirdly, younger individuals were considered more satisfied with their work in comparison to older individuals (Jung et al., 2007). Curvilinear relationships were less likely to be reported, whereas U-shaped relationships were more apparent, with the exception of rare inverted J-shapes.

From these different findings, it becomes evident that this is a somewhat controversial issue. Sarker et al. (2003) pointed out that explanations of the correlation between age and job satisfaction are mixed. The inconsistency of the correlation between age and teachers' job satisfaction can also be found in the literature related to the Saudi Arabia context, where several studies have investigated this phenomenon. For instance, Al-Qahtani (2002) argues that age is one of the main variables affecting secondary school teachers' job satisfaction, which is supported by Al-Gos (2000), who found a correlation between teachers' age and their job satisfaction. Al-Thenian (2001) and Al-Moamar (1993) reported that job satisfaction increased with Saudi teachers' age; whereas other studies found no significant correlation (Al-Huwaji, 1997; Al-Mutairi 2005; Al-Tayyar, 2005).

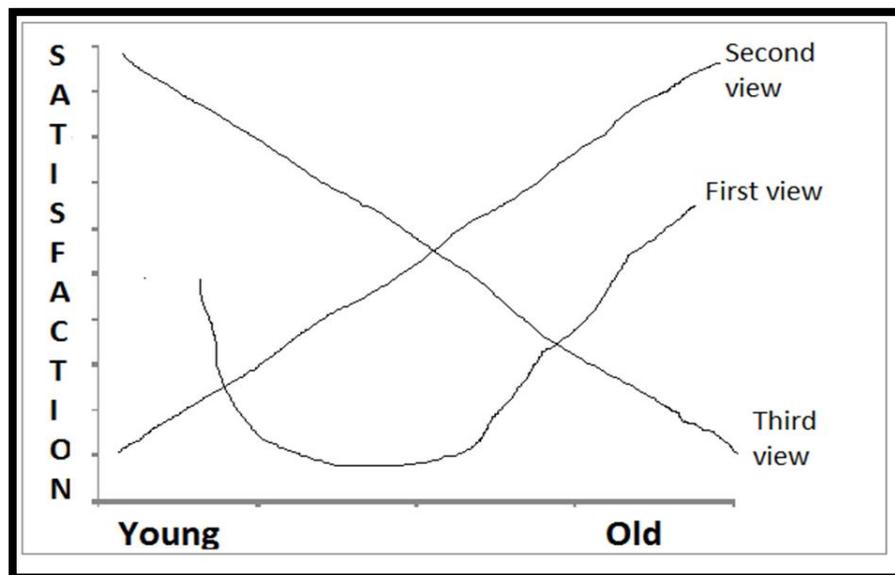


Figure 2.6: Three views regarding the relationship between age and job satisfaction

2.7.2 Gender

Employee gender is another demographic variable that influences job satisfaction. Although the relationship between teachers' gender and job satisfaction has been investigated extensively, there are no consistent results that can be applied to this relationship. Wilson

(1997) maintained that obstacles hindering career advancement, such as discrimination and socio-economic aspects, have a greater impact on female teachers, who are less satisfied with their job. Moreover, women tend to be affected not only by external obstacles, but also by internal ones, like lack of confidence and fear of change, which can only be inflicted and/or overcome by the women themselves (Shakeshaft (1987), cited in Menon and Athanasoula-Reppa, 2011).

It has been demonstrated by previous research that the job satisfaction of Australian women is greater than that of men in primary schools (De Nobile and McCormick, 2008). In contrast, Mertler (2002) found that the level of job satisfaction of male teachers in US middle and high schools exceeded that of female teachers. Similarly, for the UK, Crossman and Harris (2006) indicated that the level of job satisfaction of women teachers in secondary schools was lower in comparison to men, while there are other studies (Noordin and Jusoff, 2009 in Malaysia; Ssesanga and Garrett, 2005 in Uganda; Stevens, 2005 in the UK) that concluded the general level of job satisfaction was similar for men and women, but displayed differences in specific areas, such as pay and collegial participation.

As highlighted by the findings from various countries and educational systems, gender also has a context-specific influence on job satisfaction. Moreover, Menon and Athanasoula-Reppa (2011) suggested that job satisfaction may be affected by the interplay between gender and other personal characteristics as well, like age and level of experience.

In the Saudi context, as mentioned previously, the education system is gender segregated, with male and female teachers and pupils in schools. Due to this, little Saudi research has explored this variable. To the best of my knowledge, the only Saudi study examining teachers' gender was that of Alturki (2010), which found secondary school teachers' level of job satisfaction varied significantly across the nine factors discussed depending on their gender.

2.7.3 Experience

Another important determinant of job satisfaction is the years of experience that employees have had in their work. However, it is once again the case that the examined studies arrive at differing views regarding any sort of correlation between these variables, even though the amount of research studies specifically designed to investigate whether or not job satisfaction increases with length of service are few (Oshagbemi, 2000). What has been noted is that the more time employees spend in a certain line of work, the better their understanding of the job

will be, and the more capable of learning, adapting, and socialising they will become, and in turn this will favourably influence job satisfaction. It has also been suggested that the extent of an individual's experience in a particular role can serve as an adequate forecaster of job satisfaction (Oshagbemi, 2000), and employees with fewer years of experience will leave if dissatisfied, while those who are more satisfied tend to remain. In an Indian study, Sharma and Jyoti (2009) note that, from their sample group, satisfaction fell in the initial five-year period of employment and, after this, it rose until the twentieth year; following the twentieth year, a discernible decline could be identified (see the aforementioned U-shaped age satisfaction association). In view of these findings, the conclusion drawn was that the impact of length of service on job satisfaction in an organisational context is cyclic.

In the educational context, a teacher's service period duration is frequently linked as having a positive correlation to job satisfaction. That is, as stated by Al-Sumih (1996) when studying the job satisfaction of teachers at the Fahad Academy in London, and by Al-Saadi in Oman (1996), satisfaction will tend to be higher as teaching experience grows. This positive association was identified by Bishay (1996) in the USA and Chimanikire et al. in Zimbabwe (2007), as well as Wisniewski in Poland (1990), who all observed that teachers with work experience of more than 20 years displayed a high level of job satisfaction, whereas teachers with work experience of up to ten years had a lower level of job satisfaction. In addition, a study by Monyatsi (2012) examined job satisfaction with a 150-teacher sample group in Botswana (comprised of both primary and secondary school teachers), and this also confirmed the previous studies' conclusions. Another study on secondary school teachers with a slightly different conclusion was reported by Akhtar et al. (2010), in which Pakistani female teachers with 0-5 years of experience stated they were satisfied with teaching, while their male counterparts were dissatisfied. As for teachers with 6-10 and 11-15 years of experience, both genders were found to be satisfied with their jobs.

The account offered by Oshagbemi (2000) in the UK was mirrored by the later study of Liu and Ramsey (2008) in the USA; namely, dissatisfaction in the early stages of one's career as a teacher is closely associated with employee turnover. However, other variables were found to feed into the association; most notably, the relationship a teacher has with institutional administrative officials. As reflected in the findings of Ma and MacMillan (1999) from Canada and Abdullah et al. (2009) from Malaysia, teaching staff with a longer duration of service were

linked to higher satisfaction and more favourable connections to administrative officials than those with less experience.

Notwithstanding, there are several studies that have reported an inverse relationship between service experience and teacher job satisfaction (Fraser et al., 1998 in Scotland; Hulpia et al., 2009 in Greece). A series of recently conducted studies have also attested to this association, notably from different cultures, with an Indian study (Gupta and Gehlawat, 2013), a Norwegian study (Skaalvik and Skaalvik, 2009), and a Chinese study (Chen, 2010), which reported comparable results. Other research findings indicate the absence of a significant correlation between experience and job satisfaction among primary school teachers (Abd-El-Fatteh, 2010 in Egypt; Almeili, 2006 in the KSA; Al-Gos, 2000 in KSA), university lecturers in the UK context (Oshagbemi, 2003) or teachers in Cyprus (Zembylas and Papanastasiou, 2004).

In the Saudi Arabian educational context, Al-Thenian (2001) examined job satisfaction across a sample group of public and private intermediate school teachers. The findings regarding experience and satisfaction revealed that longer experience was correlated with greater satisfaction, and this was reflected in other studies (Al-Shbehi, 1998; Al-Moamar, 1993; and Al-Tayyar, 2005). However, Al-Tayyar (2014) found no correlation between teacher job satisfaction and their years of experience.

In concluding this section, it is clear that there are conflicting findings from different studies and this provide a clear rationale for looking at age related factors in the current study.

2.7.4 Educational qualification

Usually, to obtain a job in the education sector, having an educational qualification is mandatory. This requirement tends to vary between different educational contexts, as well as over the course of time. For example, education within the KSA during the 1950s found that teachers of primary education only needed to be qualified at the same level of their students; however, nowadays, a bachelor's degree is required by Saudi primary schools for individuals wishing to teach there.

The literature pertaining to any significant relationship between job satisfaction and level of teachers' educational qualifications reports different conclusions, both in general contexts and amongst teachers. As highlighted in an American study by Green (2000), the association between education and satisfaction can be positive or negative. A number of researchers have

further stated that they were not able to identify significant relationships between these variables (i.e. Scott et al., 2005 in Mississippi; Fugar, 2007 in Ghana), whereas in an Indian study Sharma and Jyoti (2009) found that a high level of qualification is correlated with high job satisfaction. Moreover, in a Turkish study Gazioglu and Tansel (2002) conducted a comprehensive examination of qualifications and concluded that individuals with qualifications from higher education institutions (namely, graduates and postgraduates) tended to express higher levels of job satisfaction than their less qualified counterparts. The latter finding was reinforced by Artz's study (2008) on job satisfaction of employees in the UK.

Regarding this relationship in the context of education, the extant literature is inconsistent in terms of its findings, as, depending on the study, one can identify negative, positive, or no correlation conclusions. For instance, Ghazali (1979) reported that Malaysian graduate teachers were less satisfied than those who were not degree holders, and Akhtar et al. (2010) reported a similar result regarding those with masters and BSc qualifications, respectively, when investigating the job satisfaction of Pakistani secondary school teachers. In Nigeria, Akiri and Ugborugbo (2009) found comparable findings in their study on secondary school teachers and Abd-El-Fattah (2010) found that highly qualified Egyptian teachers had a stronger awareness of the different career pathways they could have taken. Michaelowa (2002) noted that the relationship between qualification and job satisfaction for teachers in sub-Saharan Africa was inverse, and accounted for it by positing a misalignment between teachers' anticipations of the role and the job realities.

Dissimilar results have also been reported in other studies. In the case of Arab teachers in Israel, Abu Ssad (1986) found a positive relationship between job satisfaction and education. This finding was supported by Abdullah et al. (2009) in Malaysia, who accounted for the positive relationship with reference to the larger incomes enjoyed by graduates. In another study conducted in Malaysia, Wong and Heng (2009) found that teachers with a PhD displayed greater satisfaction relating to their income than their less qualified counterparts. More recently, Virk (2012) noted that employees working in organisations in North India with a high level of qualification only attained high job satisfaction if the nature of their work matched their education level. By contrast, in a Spanish study, Vila and García-Mora (2005) reported that, on the whole, job satisfaction is not significantly influenced by qualification level. Nevertheless, a wealth of studies can be found in the literature that do not report any connection

between qualification level and job satisfaction (Gupta and Gehlawat, 2013 in India; Castillo et al., 1999 in Ohio and Mora et al., 2007 in Europe).

The above studies suggest that the impact of level of teachers' educational qualifications on job satisfaction are contradictory and uncertain (Vila and García-Mora, 2005). This may be due to the fact that the nature of the relationship is dependent upon other factors, ranging from the salary to the status the qualification facilitates.

For the Saudi Arabian context, the results regarding this relationship are similarly inconsistent. For instance, Al-Tayyar (2005) examined a sample of psychology teachers in Riyadh-based secondary schools and identified no significant association between the two variables. This was reinforced by Almeili (2006), but Al-Thenian (2001) reported on a statistically significant relationship. However, Al-Tayyar (2014) found a significant inverse relationship between the qualifications of Saudi male secondary school teachers and their level of job satisfaction. As soon as teachers succeed in obtaining higher degrees, they experience an incompatibility between their expectations and the reality of their work, which may influence their satisfaction negatively. This suggest that the MoE paid inadequate attention to this issue.

2.7.5 Marital status

There are insufficient research studies that examine the effect of marital status on job satisfaction to draw any conclusions about this issue. Despite the limited number of previous studies addressing this subject, American married employees were found to be more satisfied with their jobs than their unmarried colleagues (Astrom et al., 1988; Watson, 1981). However, in Bangladesh Azim et al. (2013) found that marital status had no association with employee job satisfaction.

2.7.6 Educational supervision centre

In this study, the educational supervision centre is considered a demographic factor which reflects the special characteristics of the Saudi educational context in the city of Riyadh. To the best of my knowledge this demographic variable has not been examined in earlier Saudi studies.

2.8 The consequences of low-level job satisfaction

Teacher satisfaction impacts not only on work but also on psychological and physical wellbeing (Eyupoglu and Saner, 2009). Some studies have shown that many factors can negatively influence teachers' job satisfaction (Dinham and Scott, 2000; Scott et al., 2003), including low salary, a centralised education system, limited resources, lack of job autonomy, and criticism from the media. As a result of these negative influences, an increasing number of teachers are suffering from job-related stress and leaving the profession, which, in turn, has a detrimental effect on student achievement (Farber, 1991; Troman and Woods, 2000). A critical consequence of low satisfaction among teachers in many contexts is employee turnover (Woods et al., 1997). A number of the implications of low satisfaction or dissatisfaction for teachers are considered in the following sections.

2.8.1 Staff Turnover

When employees leave an organisation voluntarily this is known as turnover (Tett and Meyer, 1993). Previous American studies found that teaching is one of the careers which has a high turnover rate with individuals quitting their jobs (Harris and Adams, 2007; Kersaint et al., 2007; Ongori, 2007; Watlington et al., 2010). This is attributed to the fact that teachers face demanding workloads, including the preparation of teaching and learning materials, high expectations from parents, and daily accidents (Odland and Ruzicka, 2009).

The failure of any education system to keep its qualified and motivated teachers would indicate that aspects of their job satisfaction and motivation are being neglected (Dolton and Newson 2003 in London). Branch (1998) underlines that financial issues are not the sole contributing factor to satisfaction and employee retention; rather, an appropriate work-life balance is a key component of this. Existing empirical research has sought to explain teacher turnover as a function of the characteristics of individual teachers and their level of job satisfaction, in conjunction with student body demographics and school environmental factors (Liu, 2012). In general, teachers who experience a high level of job satisfaction remain in their jobs and those who experience a low level of job satisfaction are inclined to leave their jobs.

Platsidou and Agaliotis (2008) report that there is a correlation between high job satisfaction among Greek teachers and low levels of burnout; however, others have found a strong correlation between burnout and low level of job satisfaction (Griffin et al. (2010) and Lambert et al. (2002) in the USA; Popoola (2009) in Nigeria; Skaalvik and Skaalvik (2009) in Norway).

Thus, studies across different cultures indicate connections between teacher job satisfaction and motivation, and subjective and objective health (Skaalvik and Skaalvik, 2009). Moreover, burnout is considered the opposite of engagement, representing the other end of the continuum that stretches from not engaged (high burnout) to fully engaged (low burnout) (Klassen et al., 2013).

When staff turnover is high, this has a negative influence on the organisation in terms of finance, production and efficiency, and may lead to low workplace morale, decreased performance from both students and teachers, interruptions to teaching and learning, and unfulfilled development.

2.8.2 Stress

As indicated earlier, job stress is one of the main antecedents of turnover (Travers and Cooper, 1993), which also correlates with teachers' job satisfaction (Chaplain, 2006). Teacher stress has been defined as the experience of negative or unpleasant emotions resulting from aspects of the work (Kyriacou, 2001). Work-related teacher stress is a major concern which implies that excessive demand or pressure has been placed on the teacher, potentially damaging their self-esteem or well-being (Eyupoglu and Saner, 2009).

From a purely humanistic viewpoint, Kim (2011) emphasised that job satisfaction is important because it is inextricably linked to health. Studies consistently find that less satisfied employees are more likely to be unhealthy and die at a younger age (Cass et al., 2002 in Hong Kong; Fischer and Sousa-Poza 2009 in Germany). Liu and Ramsey (2008) highlight stress as one of the key factors influencing job satisfaction for teachers and a primary cause for health concerns. Their research identified that stress was related to the working environment, the available facilities, and time-related factors such as time available for preparatory work, and an excessive teaching schedule, which all resulted in decreased satisfaction.

Job dissatisfaction can be a consequence of work-related stress (Davis and Wilson, 2000; Klassen and Chiu, 2010). This can have a pervasive and profound emotional and physical effect on the lives of teachers.

2.9 Studies of teachers' job satisfaction: methods and contexts

The purpose of the preceding sections was to review the findings of studies on the factors related to teachers' job satisfaction and their contribution to the field and to determine which elements feed into job satisfaction generally, and, more specifically, the precise elements relating to teachers and their motivational influences. To gain further and deeper insights into the empirical evidence, this section investigates the ways in which job satisfaction for teachers has been examined in the extant and related literature. The review focuses on the findings of studies with an international scope, directed towards Arab regions, and specifically the Saudi Arabian educational landscape.

2.9.1 International studies

Studies of teachers' job satisfaction have been conducted in many countries and, until recently, the majority of these studies were in developed countries, while relatively few were conducted in developing countries (Hean and Garrett, 2001; Michaelowa, 2002). This however, has changed in recent years. A large body of teachers' job satisfaction studies have been conducted at the global level. The international studies reviewed in this subsection were organised according to whether the research methodology was qualitative or quantitative.

2.9.1.1 Qualitative studies

The earliest and only qualitative study selected for review in relation to job satisfaction was conducted by Sergiovanni (1967). In this study, the focus was on job satisfaction in the American context, more specifically teachers in school districts in Monroe County, New York. The sample group was 127 teachers of both genders from elementary, and junior and senior high schools. Sergiovanni's application of Herzberg's (1957) theory was carried out by determining what elements fed into teacher job satisfaction and dissatisfaction. The results revealed that the variables of achievement, recognition, and responsibility were the chief determinants of job satisfaction, and the corresponding variables impacting job dissatisfaction were management, student and colleague relationships, supervision, injustice, status, and institutional policy. It is notable that these findings were aligned with the universal outcomes of Herzberg's model which confirmed that factors that satisfy employees and dissatisfy them are mutually exclusive.

2.9.1.2 Quantitative studies

In a study examining the stress and job satisfaction of 844 Maltese state primary school teachers, Borg and Falzon (1989) noted that the central moderators of teacher stress related to the extent of their experience and the age group of students that teachers were dealing with. 30% of the teachers rated their job as very or extremely stressful, and they also found that most of the teachers (75.5%) reported relative or extreme satisfaction with their teaching. However, a distinct gender disparity was observed, with twice as many male teachers expressing dissatisfaction with their teaching role compared with female teachers. With regard to data relating to students' age group, those teaching younger students were generally satisfied to a greater degree than their colleagues teaching older students. Hence, the key findings from this sample group illustrate that gender and age group were the main factors informing satisfaction.

The second quantitative study was in Hong Kong, where Keung-Fai (1996) investigated job satisfaction in a sample of 415 secondary teachers. A bilingual version (English-Chinese) of The Job Descriptive Index questionnaire was the central data collection instrument, wherein the researcher assessed satisfaction with reference to five dimensions: the nature of the work, income, promotion, supervision, and colleagues. In addition, correlation between job satisfaction and several demographic variables were assessed, including age and gender. The results related to supervision and colleague associations indicated broad satisfaction, while relative dissatisfaction was expressed regarding chances for career progression. Moreover, a degree of conflict was observed with regard to the nature of the work and the level of income. A further notable outcome from the study was that significant differences were identified, depending on variables such as age and school type. More specifically, for teachers between 26 and 30, satisfaction was the least pronounced for career progression, colleagues, and income, but the greatest for income and career progression chances in government schools. The length of time individuals had been working as teachers was not found to be a statistically significant moderator of satisfaction. As a whole, teachers were neither satisfied nor dissatisfied.

Ma and MacMillan's quantitative study of 2,202 Canadian primary school teachers focused on the influence that working environments have on teacher job satisfaction (1999). Data from questionnaire results demonstrated that female teachers displayed a higher degree of satisfaction than male teachers, whose satisfaction was found to be more affected than females by the organisational culture of the school; teachers who had served longer were more likely to express dissatisfaction. Working environments were positively correlated with teacher

satisfaction, along with teaching ability and organisational culture. A notable finding was the way in which the gender gap for job satisfaction became greater as teaching ability increased.

In another quantitative study of 293 American agriculture secondary school teachers (81 females and 212 males), Castillo et al. (1999) used a questionnaire to examine factors related to job satisfaction and dissatisfaction with the influence of demographic variables. These variables were supervision, salary, interpersonal relationships, achievement, development, recognition, policy and administration, responsibility, work itself, and working conditions. The results indicated that females' overall satisfaction was higher in terms of specific factors, but where achievement was rated as the highest in importance, the responsibilities were the least. Conversely, male teachers perceived responsibilities and recognition as the most important factors, with work itself as the least important. Regarding factors correlated to dissatisfaction for females, policy and working conditions were the highest and lowest importance, respectively, whereas supervision and working conditions were the most significant for men, with relationships regarded as the least important. No significant differences in job satisfaction were found to be associated with age, experience, or length of experience. Overall, female and male teachers of agriculture in Ohio were slightly satisfied with their jobs.

In Greece, Koustelios (2001) investigated 354 Greek teachers' job satisfaction in 40 state schools by means of a questionnaire. Of these 40 schools, 20 were primary stage and 20 were secondary. The questionnaire measured their level of satisfaction and their relationship to some demographic variables, including level of qualification, workload, gender, age, marital status, and level of experience. Comparable to the study of Keung-Fai (1996), Koustelios examined satisfaction in terms of variables like the nature of the work, promotional opportunities, supervision processes, work environment, salary, and administration. The study found that the key determinants of dissatisfaction were promotional opportunities and salary, with working conditions moderating slightly impaired satisfaction. The job itself and the supervision processes were sources of satisfaction. Importantly, this research identified certain personal characteristics as a core indicator for a range of aspects of satisfaction. Female teachers were more satisfied with their working conditions than males. It also found that as working experience increased, satisfaction with supervision and promotion increased. Primary school teachers were more satisfied with working conditions, while secondary school teachers were more satisfied with supervision and promotional opportunities.

By using a slightly amended version of the Job Satisfaction Survey (JSS) of Spector (1997), Crossman and Harris (2006) examined job satisfaction in 233 UK-based teachers drawn from a range of different types of secondary schools in Surrey: Roman Catholic, Church of England, independent (i.e. privately operated), foundation, and community schools. There was a significant difference in the overall job satisfaction identified in terms of school type suggesting that teachers in the privately-managed and independent schools are more satisfied than those in foundation and Church of England Schools. This suggests that differences related to environmental factors such as the financial resources and degree of bureaucracy are relevant. However, no significant difference in satisfaction was reported in terms of demographic factors, including age, gender, and length of experience. This study has some obvious limitations which is the small sample size, the limited geographic scope and not including the leadership and management style.

In a study of teacher job satisfaction and retention, Perrachione et al. (2008) used a questionnaire to investigate the extent to which the variables associated with satisfaction influenced teachers' choices to stay in or leave their profession. Most of the sample (201 primary school teachers from Missouri) was "very satisfied" or "somewhat satisfied" with their profession, with the most notable reasons being small class sizes, a positive work environment, sufficient support, disciplined learners, the personal teaching efficacy, and the opportunity to work with learners. In contrast, the key determinants of dissatisfaction were the following: heavy workloads, ineffective salary, parental support, undisciplined students, and large class sizes. Participants who expressed satisfaction with their professional role were more likely to stay in the profession. However, no statistical evidence was found to indicate a correlation between the degree of satisfaction and gender, age, qualification level, or experience as indicators of teachers' retention.

Abdullah et al. (2009) examined the factors affecting job satisfaction across a 200-teacher sample group in five Malaysian secondary schools. A questionnaire was formulated to address six elements: the nature of the work, income, work environment, relations with colleagues, opportunities for promotion, and supervision processes. The results showed that 81% of those examined reported a high level of satisfaction, and four of the elements – the nature of the work, colleague associations, promotional opportunities, and supervision processes – were found to have a positive impact on this. As for the key determinants of dissatisfaction, these

related to salary and the work environment. Regarding the demographic variables, a higher degree of satisfaction was found in older male higher-ranking graduate teachers.

Demirta (2010) investigated the association between demographic elements and job satisfaction in a study examining 289 primary school teachers in Turkey. A questionnaire was formulated to collect information regarding satisfaction and its moderating factors: gender, age, and experience. The results revealed that the degree of satisfaction was broadly high but differed considerably with regard to age; the highest degree of satisfaction was found in participants aged 36-40, while those older than 41 displayed the lowest satisfaction. Another notable finding was that the highest level of satisfaction was found in teachers with 10-20 years of experience, yet for those with experience of over 21 years, the level of satisfaction was reportedly lower.

Monyatsi's (2012) study of 150 primary and secondary school teachers in Botswana identified the ways in which satisfaction related to demographic variables. One of the central conclusions of the research was that the majority of the teachers were satisfied with their professional role. Supervision and relationships with colleagues were determinants of satisfaction, with the nature of the work reported as a moderate determinant, and, lastly, chances for promotion and pay being the key sources of teachers' dissatisfaction. Furthermore, considerable variance was found regarding the relationship between job satisfaction and demographics (i.e. gender, age, experience, and qualification level). More specifically, the male participants expressed greater satisfaction than their female counterparts, more qualified teachers (those who held a diploma or master's degree) were less satisfied than those who held only a degree in primary education, and experience was positively correlated with higher satisfaction. While Monyatsi (ibid.) did highlight some interesting findings on both factors of satisfaction and its relationship to demographic variables, it is important to note two limitations identifiable with this study: first, the researcher only examined five moderators of job satisfaction, excluding the environment, and second, no qualitative data informed the conclusions drawn.

Getahun et al. (2016) examined the degree of organisational commitment and the ways in which this can reinforce or detract from teachers' job satisfaction. The study centred on six Ethiopian primary schools, with 118 teachers chosen using simple random sampling and a correlation design. Spector's (1997) adapted version of the Job Satisfaction Survey (JSS) was then used, in conjunction with Meyer and Allen's (1990) Organisational Commitment Questionnaire (OCQ), thereby facilitating the collection of related information. The results

displayed a positive relationship between job satisfaction and organisational commitment, and it was also reported that the sole demographic factor relevant in job satisfaction was gender. Demographic variables including age, marital status, and qualification level did not suggest a significant association with teachers' job satisfaction.

All the international studies reviewed above adopted quantitative methodologies using a questionnaire, except for Sergiovanni (1967) who used interviews. Many differences were found among teachers in these studies related to their job satisfaction and the demographic variables that were considered. Most, but not all of the studies report correlations between job satisfaction and factors such as age, gender, qualifications, and experience. Castillo et al. (1999), Monyatsi (2012), and Crossman and Harris (2006) for example, found no such relationships.

2.9.2 Studies in the Arab world

Al-Mansour (1970) conducted one of the first empirical examinations of job satisfaction for teachers in the Arab region. It focused on 600-primary school teachers in Baghdad city in Iraq and he used a questionnaire to examine the relationship between gender and teacher job satisfaction. Overall, teachers were moderately satisfied, with positive factors including a feeling of pride derived from discernible student progress; positive recognition from the head teacher; being appreciated by students; and a sense of engaging in socially responsible and worthwhile work. Conversely, the negative influences included ineffective job resources, a lack of recognition from supervisors, and teaching environments characterised by indifferent students and large class sizes. Female teachers displayed a higher level of job satisfaction than their male counterparts.

Olimat (1994) used a questionnaire in an attempt to gain insight into the job satisfaction of 2,233 secondary school teachers in Jordan, and to analyse the factors related to work environment, salary, colleagues' relationship, incentive schemes, and administration. The majority of the participants expressed satisfaction with the contributing factors highlighted as relationships, environment, and administration. A lower degree of satisfaction was expressed towards salary and incentives. Variance in satisfaction based on age, experience, and qualifications was identified with experienced, older, and more qualified teachers being less satisfied than their younger, less experienced, and less qualified counterparts. Olimat also found that gender was not a factor with any statistical significance.

In Libya, Ibrahim (2004) carried out a comparable study to that of Olimat (1994), to examine job satisfaction across 517 teachers from all education levels of the general education in Sabha City. Demographic variables included gender, teaching level, marital status, and qualifications, and a questionnaire was used to examine five elements: working environment, incentives, salary, colleagues' relationships, and the head teacher. Approximately 75% of the sample expressed satisfaction, and it was reported that the key contributing factor was the relationship with the head teacher. The second most important contributory factor was working environment, while teachers were satisfied to a lesser degree by salary and incentives. In addition, a higher degree of satisfaction was displayed by males than females, and this manifested primarily with regard to interpersonal relationships with colleagues and the head teacher, and incentives. As noted in previously examined studies, this study also noted that lower qualified teachers displayed greater satisfaction than highly qualified teachers, and no statistically significant variance was observed in relation to marital status or teaching level. However, one obvious limitation identified in this study is that it did not include the teachers' ages with the demographic variables.

To investigate the association between job satisfaction and demographic features, Khleel and Sharer (2007) conducted a study of 360 Palestinian teachers from all education levels. The questionnaire investigated four elements: financial aspects, the nature of the work and working environment, levels of achievement, and interpersonal relationships with administrative personnel. Moderate satisfaction was reported, with key areas for satisfaction being the work and working environment, levels of achievement, and administrator relationships. As is a prevailing theme in most of the studies examined, dissatisfaction was chiefly oriented towards income. Furthermore, gender was statistically significant, with females reporting higher levels of satisfaction than their male counterparts. Teachers holding diplomas (being less qualified) were generally more satisfied than degree-holding teachers, and no significant differences were observed regarding school level.

In the Arabian Gulf Region, El-Sheikh and Salamah's study (1982) of 240 Qatari teachers from all three education stages investigated six aspects of job satisfaction: promotion, incentive rewards, career status, working conditions, school administration, and interpersonal relationships. They concluded that 67% of the sample was dissatisfied, with the most influential factors being promotion, salary, incentives, teacher status, and working conditions. The factor which mostly correlated with satisfaction was relationships with administrators and colleagues.

Significant differences were also found in terms of gender and teaching level, with females and primary school teachers being more satisfied.

Each of the Arabic-focused studies utilised a quantitative research design and drew on questionnaire surveys as the data collection instrument. In some cases, new questionnaires were formulated while, in others, existing questionnaires were employed. Unexpectedly, the majority of the examined studies, including Al-Mansour (1970), Khleel and Sharer (2007), and El-Sheikh and Salamah, (1982) reported higher satisfaction in females than males. Olimat (1994) was the only study to observe no gender disparity. However, it was only in Ibrahim's study that male teachers reported higher satisfaction than females (2004).

Variations in cultural and economic determinants may well have influenced the results of the studies reviewed above, as well as may differences in methodology and sample size.

2.9.3 Saudi studies

The Saudi studies of teachers' job satisfaction reviewed in this sub-section are organised according to the school stage, primary or secondary.

2.9.3.1 Studies on primary school teachers

This review suggests that the earliest Saudi-focused study on teacher job satisfaction was the quantitative study conducted by Al-Amri in 1992, with 263 male primary school teachers in Riyadh. The study employed the short form of the Minnesota Satisfaction Questionnaire (MSQ), and revealed that overall satisfaction was moderate. The teachers expressed high satisfaction with achievement, supervision, social status, and relationships with colleagues, but less satisfaction with school strategies, security, and working conditions, and were very dissatisfied with promotion, appreciation, and responsibility. In terms of the limitations of this study, the first is that it is not possible to generalise from the findings because of the small sample size (only five schools); secondly, the MSQ, despite being adapted by the researchers, had impaired reliability and validity owing to its emergence from a dissimilar context. Lastly, the study was gender-focused as it did not include the female teachers.

Al-Obaid (2002) conducted a gender-focused study (exclusively females) of job satisfaction with 500 primary school teachers in Riyadh by adapting a quantitative research design approach (questionnaire). 75% of the sample group were found to be satisfied, and

interpersonal relationships were highlighted as the strongest contributory element. School facilities, salary, and workload were cited as having a less pronounced impact; the negative factors related to a lack of decision-making power, students' misbehaviour, and a lack of engagement in curricular programmes. This study failed to examine the impact of teachers' demographic features on their job satisfaction, and a further limiting factor was the gender-focused nature of the study.

2.9.3.2 Studies on secondary school teachers

Al-Zahrani (1995) sought to examine the job satisfaction of 149 secondary school teachers in Jeddah. The questionnaire formulated for this study yielded results indicating that most respondents were highly satisfied with their head teachers, salary, holidays, and colleagues, but dissatisfied with opportunities for promotion. That said, as with Al-Obaid (2002), a central limitation of this research was that it did not examine the ways in which satisfaction varied on the basis of demographic characteristics such as age. Furthermore, only four elements were used to inform the assessment of job satisfaction.

Almeili (2006) employed a questionnaire to examine the extent to which 88 secondary school science teachers in Dammam were satisfied or dissatisfied with their work. The researcher aimed to determine whether relationships existed between levels of satisfaction and experience or qualifications. Job satisfaction was reported to be moderate, and the contributing factors to job satisfaction were colleagues, workload, school management, head teachers, and the geographic location of the school. Conversely, the factors negatively affecting satisfaction were identified as salary and the relatively low social status of being a teacher. Interestingly, Almeili did not observe any significant relationship between satisfaction and experience or qualifications, yet two main limitations of this study were the restricted focus on science teachers and the comparatively small sample size.

In another study based in Riyadh, Alturki (2010) adopted a quantitative research design approach to examine job satisfaction for 186 secondary school teachers. The questionnaire revealed that the main contributing factors towards satisfaction were as follows: effective facilities, positive administration, institutional policy, job security, salary, the social importance of the role, and workload. Of these factors, job security was identified as the key contributing factor. Teachers' level of satisfaction varied significantly depending on their demographic variables, namely, age, gender, qualification, income, marital status, and

experience. Furthermore, demographic variance was found for each of the factors, with the results revealing age, experience, and salary as the key influencing factors; more specifically, job satisfaction was found to a greater degree amongst older and more experienced teachers as well as more highly paid teachers. The key factors contributing towards dissatisfaction were ineffective teaching materials, feedback, opportunities for creativity, large classes, and teacher appraisal.

Al-Tayyar (2014) is the most recent reviewed study, and it focused on job satisfaction and motivation for male teachers in secondary schools in Riyadh. He investigated the association between satisfaction, motivation, and demographic variables including age, qualification, experience, length of service, and the degree of training they had received. A mixed method research design was adopted, with 737 teachers completing a questionnaire, and 32 teachers participating in semi-structured interviews. The results suggested that most teachers were satisfied on the whole, with key contributing factors identified as interpersonal relationships, school administration, and the nature of the work. Job satisfaction was slightly impacted by the need to mark students' work, the nature of the educational system, teachers' social status, the workload, supervision, salary, opportunities for progression, and student achievement. Staff development was the key contributing factor for dissatisfaction. In terms of the demographic variables, statistically significant differences were identified with regard to qualification, experience, and the academic subject. No significant differences were found related to the length of service, experience, the workload, the degree of in-service training, job grade, or age. Despite the comprehensive nature of this study, which primarily stemmed from the mixed method design, one notable limitation was the exclusive focus on male teachers.

This sub-section has reviewed six Saudi-based research studies examining teacher job satisfaction. With the exception of Al-Tayyar (2014), the studies were exclusively quantitative, relying on questionnaires for data collection. Also, except for Al-Amri (1992), who used the MSQ (a commonly used job satisfaction assessment instrument for teachers), all the researchers formulated their own questionnaires as they deemed fit for their specific purpose. All were gender-focused, thereby excluding half of the relevant population, with the exception of Alturki (2010). Consequently, it is important to acknowledge the limitations of the studies, most of which failed to employ a mixed method approach or to give the teachers an opportunity to express feelings and opinions in depth.

If the six studies are compared, it can be seen that, for the most part, teachers were moderately or highly satisfied with their professional role in ascending order, as follows: Al-Amri (1992) and Almeili (2006), Al-Zahrani (1995), Al-Obaid (2002) and Al-Tayyar (2014). Additionally, by examining the key contributing factors, interpersonal relationships with colleagues was uniformly considered to be important (Al-Amri, 1992; Al-Zahrani, 1995; Al-Obaid, 2002, Al-Tayyar, 2014). The factor contributing to the highest level of satisfaction was social status in Al-Amri (1992), whereas in Al-Zahrani's study (1995), the results identified this as a negative contributing factor. In addition, demographic features were only considered in three of the studies (namely, Almeili, 2006; Al-Turki, 2010; Al-Tayyar, 2014).

Each of the previous studies focused on the job satisfaction of either male or female teachers. This study, however, seeks to consider teachers of both genders, in primary schools in Riyadh. It also draws on a mixed method research design comprised of a questionnaire as the primary data collection instrument, supplemented by interviews. In this respect, it is similar only to Al-Tayyar (2014). In addition to this, one of the key elements of importance for this study is its scope, in that it incorporates not only the perceptions of teachers of both sexes, but also of head teachers, and MoE officials. Consequently, it is the only study to be conducted in Riyadh's primary schools that adopts a mixed method research design while examining three different participant demographics. The intention is that the findings from the study will provide a more comprehensive investigation of job satisfaction for teachers in the KSA, thus contributing to the understanding of job satisfaction for teachers there.

2.10 Satisfiers and dissatisfiers

As discussed, due to the multifaceted nature of the teaching profession, much contention surrounds the parameters and criteria that should be used to determine job satisfaction among teachers. Early research that investigated job satisfaction levels (Maslow, 1954; Herzberg, 1957; Vroom, 1964; Adam, 1963) highlighted different factors that determine satisfaction and associated dissatisfaction. These factors were assessed against one another. While some factors may increase levels of satisfaction when they are present, this does not necessarily mean they increase dissatisfaction when they are absent. Some factors may increase levels of dissatisfaction when they are absent, but not necessarily increase satisfaction when they are present (and vice versa). Furthermore, some factors may affect both satisfaction and

dissatisfaction levels, producing both positive and negative influences, which differ based on the degree of absence or presence.

With regards to defining satisfiers and dissatisfiers, the literature claims that satisfiers are those that meet the individuals' intrinsic needs and are considered to be ends in themselves, whereas dissatisfiers consider the individuals' extrinsic needs related to functional performance and requirements, and are considered to be means to ends. For a clear distinction between satisfiers and dissatisfiers, a specific theoretical perspective is required. For instance, satisfiers in Maslow's Hierarchy of Needs Theory (1954) are the fulfilment of each level of need in the hierarchy, before progressing to the next level. Herzberg's (1957) Two Factor Theory, however, relates the motivator to the satisfier, while the hygiene factor is the dissatisfier, as it has the ability to reduce or prevent dissatisfaction. Expectancy Theory explains the satisfier as the match of expectations with what is being received (Vroom, 1964), whereas Equity Theory suggests that the satisfier is the balance between the perceptions of the individual, their contribution, and their reward (Adam, 1963).

The job satisfaction of primary school teachers does not require the presence of all the satisfiers or absence of all dissatisfiers. The teachers' job satisfaction studies reviewed in this chapter revealed inconsistencies in the interactions between the satisfier and dissatisfier factors because of the cross-cultural differences between the study context and the theory context; that is, factors which are considered satisfiers in one context may be considered dissatisfiers in another.

2.11 Job satisfaction and cultural factors

A significant number of the job satisfaction studies reviewed in this chapter took place in different countries, with diverse cultural, social, economic, and educational settings. While there were some similarities in their findings, there were also differences, especially between studies in developed and developing countries. Some of these differences, as discussed earlier, may relate to the various research methodologies, the methods used to measure job satisfaction, the factors addressed, or even the sample size. The importance of the different cultural factors influencing the studies should not be overlooked.

Since the advent of globalisation, there has been much interest in cross-cultural differences in job satisfaction. In this regard, Hofstede (1980, 1984, and 1991) conducted some of the most

comprehensive research in employee attitudes with regard to job satisfaction. For instance, he describes culture as mental programming, which collectively differentiates members of the same community or group of individuals from others (Hofstede, 2001). His research compared the experiences of IBM employees in more than 70 countries, in which he found that national culture is responsible for many of the attitude variations in the workplace, with cultural values having more influence than any other variable on employees' attitudes and behaviour. Hofstede's final conclusions were sorted into four categories: Power Distance (PD), Uncertainty Avoidance (UA), Individualism/ Collectivism (IC), and Masculinity/ Femininity (MA/FE). The behaviours of the employees surveyed were categorised according to these factors (Figure 2.7).

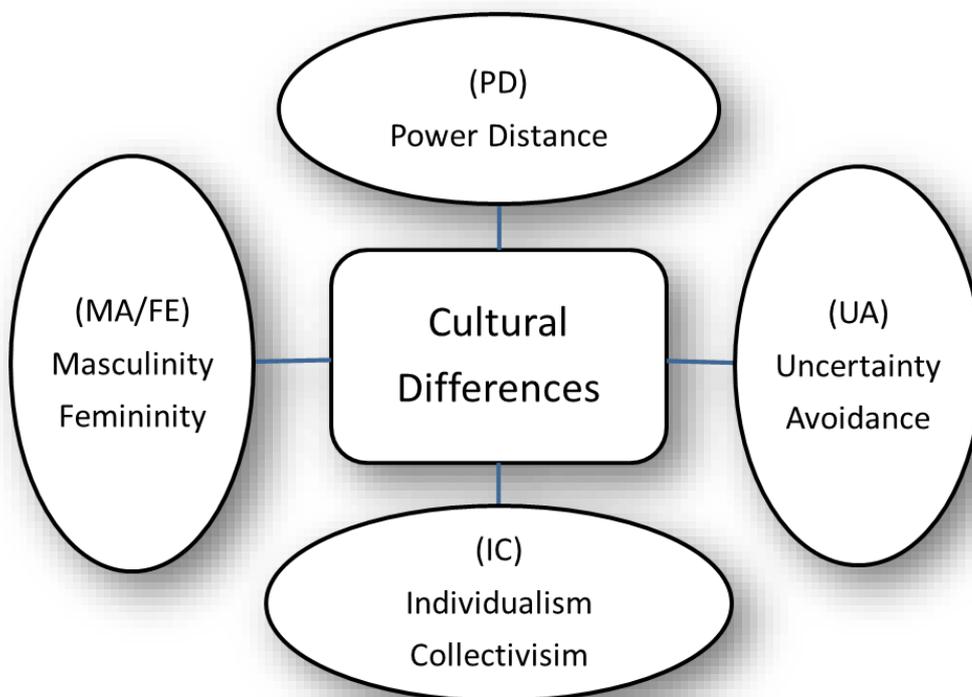


Figure 2.7: Hofstede's model

Despite the differences noted between academic and business situations, and differences between teachers and IBM employee responsibilities, Hofstede's cross-cultural differences model can serve to enhance the understanding of teachers' job satisfaction. In addition, this study does not adopt a comparative approach between countries; however, a critical account of

Hofstede's model could facilitate a comprehensive understanding of the different results of studies reviewed above regarding teachers' job satisfaction.

This section will explore the four dimensions of Hofstede's research and apply them to findings for Arab countries, including Egypt, Iraq, Kuwait, Libya and the KSA, with specific emphasis on the latter.

2.11.1 Power Distance (PD)

The amount of control one person has over someone else can be described as power. Power can be measured according to the distance between a manager and their subordinates. Ultimately, the power distance considers the degree to which power and rank differences are embraced by cultures. According to Hofstede (1984), power distance can be defined as follows:

The power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behaviour of S and the extent to which S can determine the behaviour of B. (p.72)

Arab countries have a high level of power distance, averaging 80. The KSA in particular has an even higher level of power difference, at 95. Societies with high levels of power difference are accustomed to hierarchies which should not be questioned or justified, and centralisation is popular in these societies as subordinates probably accept the power of decision making of their superiors much more easily (Krokosz-Krynke, 1998). According to Hofstede (1984), managers in such countries consider themselves to be benevolent decision makers, and subordinates are averse to disagreeing with their managers. According to Samovar et al. (1998), people in high distance countries,

...believe that power and authority are facts of life. Both consciously and unconsciously, these cultures teach their members that people are not equal in this world and that everybody has a rightful place, which is clearly marked by countless vertical arrangements. Social hierarchy is prevalent and institutionalises inequality. (p.71)

On the other hand, in societies with low levels of power distance, there is a strong interdependence between boss B and subordinate S.

Within the educational context, teacher-student relationships are affected by socially recognised power distance attitudes, as suggested by Klassen et al. (2011). In situations of high-power distance, teachers and students establish hierarchical interactions, by which teachers control the communication processes, and students are respectful to them both inside and

outside the classroom. These hierarchical interactions also have an impact on teachers' and their leaders' relationships, as the teachers simply comply with their leaders rather than challenge or disagree with them.

2.11.2 Individualism/Collectivism (IC)

The Individual/Collectivism dimensions are concerned with the degree to which people emphasise the individual or collective approach as being appropriate for the situation at hand. In individualistic countries, people tend to cater more for themselves and their immediate family members, while in collectivist countries such as those often found in the Arab world, people tend to form 'in groups' that look after members in return for allegiance. According to Hofstede's study, Arab cultures, and in particular the KSA, are collectivist with low scores for individualism, at 38 and 25, respectively.

One reason for this may be the influence of religion. Islam is the official religion and is often held in high regard amongst the general population. As a result, Muslim countries tend to be highly collective because, in a collective society, employees will put less emphasis on their own personal concerns, needs and interests – this is emphasised within Islamic teaching, where individuals are encouraged to help others and want good for others. As the prophet Mohammad (peace be upon him) said: 'you do not truly believe until you love for your brother what you love for yourself'. According to Hofstede, collectivist societies tend to use "we" as opposed to "I". Kirkman and Shapiro (2001) found that high levels of collectivism were associated with high levels of commitment within teams and job satisfaction.

In educational contexts, teachers in individualist communities tend to pay attention to self-focused motivational factors, whereas in collectivist communities they tend to focus on teaching motives based on group referents, such as religious or family ones (Klassen et al., 2011).

2.11.3 Masculinity/Femininity (MA/FE)

The degree of masculinity or femininity reflects the extent to which a society emphasises differences between genders in the workplace. According to (Hofstede, 2001) the masculine dimension emphasises heroism, material rewards, achievement and assertiveness. As for

masculine societies, they are seen as very competitive. On the other hand, the femininity dimension emphasises modesty, quality of life, cooperation, and caring for the weak. In this regard, having a sense of accomplishment at work in masculine societies is an important factor determining job satisfaction. Despite the fact that Arab countries, including the KSA, are ranked in a reasonably strong position in Hofstede's model (60), it is difficult to apply this to Saudi schools, due to their single gender system. In this aspect, the Arab world and the KSA are defined as masculine societies.

2.11.4 Uncertainty Avoidance (UA)

This refers to “the extent to which the members of a culture feel threatened by uncertain or unknown situations” (Hofstede, 2001, p.161). Of particular concern is how a culture views the future, and whether it is something to be controlled or a force that does the controlling. Arab culture has a high score overall, achieving a 69 on uncertainty avoidance. The KSA scores higher, with a mark of 80. Countries with high UA scores are typified by strong belief systems and tend to incline towards behaviour that is not tolerant of variations to the norm. However, individuals can reduce uncertainty by adopting strict rules and regulations, as well as believing in absolute truth (ibid.). According to Klassen et al. (2011), when uncertainty avoidance is high at work, employees show strong commitment to their managers and comply willingly with their demands and social expectations. They have an inner motive to be busy and work hard. Inside the school, teachers are perceived as the source of knowledge, able to answer to all students' questions, emphasising the hierarchical relationship between teachers and students.

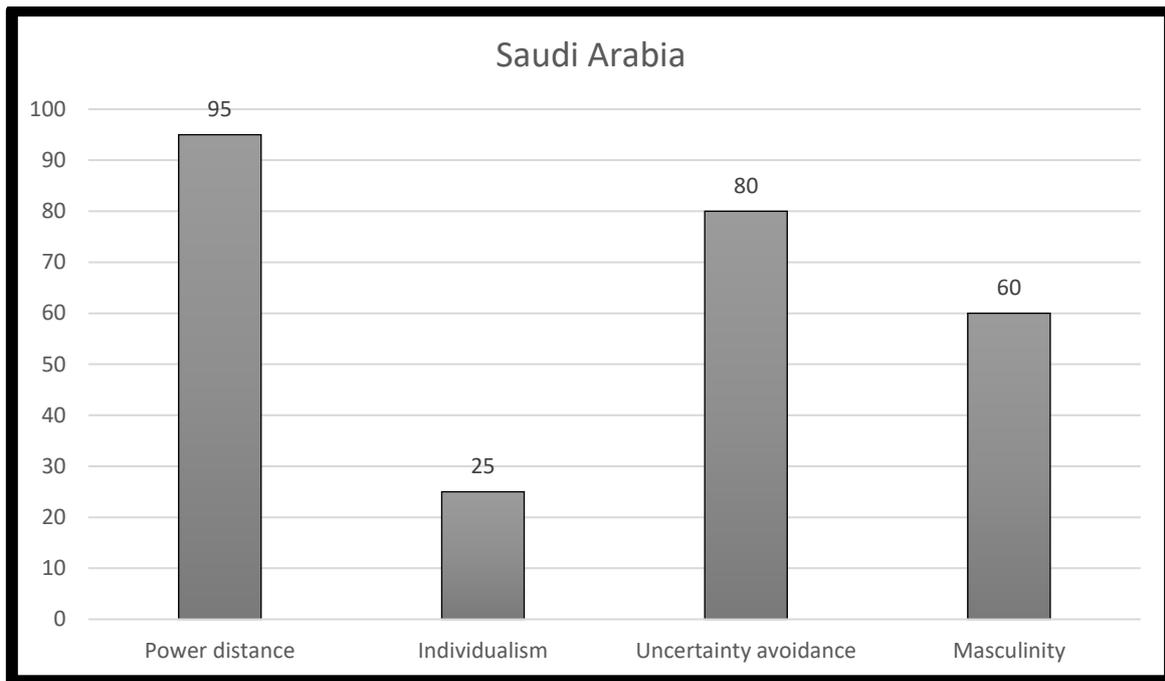


Figure 2.8: Saudi Arabia's score on the four categorises

Generally, Hofstede's model is considered to be effective in justifying and explaining the impact of culture on employee job satisfaction. However, some job satisfaction theories do not take the Hofstede dimensions into account, making their applicability across cultures more difficult to determine, since the perceptions of job satisfaction vary from one culture to another. Nevertheless, there may be a link between some of Hofstede's findings and teachers' job satisfaction, since the teachers live in the community and their satisfaction might be influenced by their own cultural and societal values.

In sum, it is apparent that culture has an influence on an individual's job satisfaction. Studies of job satisfaction that are set in different cultures produce different results. These variations support the notion that individuals may have some needs in common, but the relative importance of these needs and how they are expressed may vary across cultures.

2.12 Overview of Job Satisfaction Factors Identified in the Literature

This review of the most common theories dealing with job satisfaction, and of research into job satisfaction in general and among teachers in particular, has revealed an array of different findings, whilst identifying many factors that have been reported to affect satisfaction. This variety and complexity make it challenging to draw fixed conclusions and, as a result, it is

useful to offer a summary and overview of all the factors and demographic variables that have been discussed in relation to satisfaction.

In addition, the multiple theories of satisfaction discussed earlier have contributed extensively to help explain and extend understandings of these findings, as well as aiding in determining the factors that correlate with them. Table 2.1 summarises many empirical studies from different countries that have claimed to determine factors affecting satisfaction and dissatisfaction, and Table 2.2 lists studies that have explored the effect of demographic characteristics on job satisfaction. These tables have two purposes specifically for this study: the identified factors were used in the design of the study and informed the comparisons made with with those factors identified in the empirical phases.

Table 2.1: Factors related to teacher job satisfaction reported in the international empirical literature (adopted from Al-Tayyar, 2014)

Factors	References
Salary	Locke (1976), Smith et al. (1969), Gruneberg (1979), Herzberg et al. (1957), Adam (1963), Michaelowa (2002), Wong and Heng (2009), Keung-Fai (1996), Koustelios (2001), Hean & Garrett (2001), Mhozya (2007), Shah et al. (2012), Perrachione et al. (2008), Abdullah et al. (2009), Olimat (1994), Ibrahim (2004), El-Sheikh & Salamah (1982)
Head teacher	Smith et al. (1969), Platsidou & Agaliotis (2008), Cook (2008), Ibrahim (2004), Almeili (2006), Al-Zahrani (1995), Usop et al. (2013)
Supervision	Vroom (1964), Smith et al. (1969), Herzberg et al. (1957), Ranganayakulu (2005), Folsom & Boulware (2004), Sargent & Hannum (2005), Abdullah et al. (2009), Usop et al. (2013), Cockburn, (2000), John (1997), Koustelios (2001), Castillo et al. (1999), Zembylas & Papanastasiou (2006), Keung-Fai (1996), Castillo et al. (1999), Koustelios (2001), Al-Shrari (2003), Adebayo and Gombakomba (2013)
Colleagues	Gruneberg (1979), Smith et al. (1969) Herzberg et al. (1957), Lawler (1973), Holdaway (1978), Maslow (1954), Harden et al. (2006), Wall (2008), Van der Heijden (2005), McKenna (2000), Abdullah et al. (2009), Benmansour (1998), Bernal et al.(2005), Boreham et al. (2006), Dinham & Scott (2000), Usop et al. (2013), Gujjar et al. (2007), Reddy (2007),

	Zembylas & Papanastasiou (2006), Hean & Garrett (2001), Ramatulasamma & Rao (2003), Akhtar et al. (2010), Sergiovanni (1967), Keung-Fai (1996), Castillo et al. (1999), Klassen & Anderson (2009), Olimat (1994), Huberman & Grounauer, (1993)
Promotion	Herzberg et al. (1957), Smith et al. (1969), Locke (1976), Patchen (1960), Vroom (1964), Adam (1965), Buitendach & De Witte (2005), Armstrong (2006), Lester (1987), Abdullah et al. (2009), Achoka et al. (2011), Mwanwenda (2004), Dinham & Scott (2000), Koustelios (2001), Oshagbemi (1999), Zembylas & Papanastasiou (2006), Mhozya (2007), Keung-Fai (1996)
Students	Reddy (2007), Perie & Baker (1997), Benmansour (1998), Hean & Garrett (2001), Ramatulasamma & Rao (2003), Zembylas & Papanastasiou (2006), Reddy (2007), Sergiovanni (1967), Al-Mansour (1970), El-Sheikh & Salamah (1982), Perrachione et al. (2008), Klassen & Anderson (2009)
Students' parents	Reddy (2007), Karavas (2010), Perrachione et al. (2008)
Workload	Herzberg et al. (1957), Butt & Lance (2005), Chen (2010), Smith & Bourke (1992), Hean & Garrett (2001), Sirin (2009), Ari & Sipal (2009), Koustelios (2001)
Work environment	Ari & Sipal (2009), Lee (2006)
School holidays	Mhozya (2007), Al-Zahrani (1995)
Development and self-growth	Herzberg et al. (1957), Ari & Sipal (2009), Hean & Garrett (2001), Rocca and Kostanski (2001), Castillo et al. (1999), Dinham & Scott (1996), Scott et al. (1999)
Status in society	Maslow (1954), Pride et al. (2008), Popoola (2009), Shah et al. (2012), Siddique et al. (2002)
Autonomy	Maslow (1954), Perie & Baker (1997), Furnham (2005)
Responsibilities	Herzberg et al. (1957), Castillo et al. (1999), Sergiovanni (1967), Usop et al. (2013)

Job security	Maslow (1954), Adam (1965), Adebayo and Gombakomba (2013), Al-Amri (1992)
Job variety	Bryman & Cramer (1990), Furnham (2005)
Level of stress	Borg & Riding (1991), Davis & Wilson (2000), Klassen & Chiu (2010), Kyriacou & Sutcliffe (1979), Scott, Cox et al. (1999)

Table 2.2: Demographic characteristics related to teacher job satisfaction reported in the literature (adopted from Al-Tayyar, 2014)

Demographic characteristics of participants	References
Age	Hickson & Oshagbemi (1999), Mottaz (1987), Sharma & Jyoti (2009), Spector (1997), Oshagbemi (2000), Herzberg et al. (1957), Clark, Oswald, & Warr (1996), Diaz-Serrano & Cabral Vieira (2005), Georgellis & Lange (2007), Jones & Sloane (2009), Akhtar et al. (2010), Al-Hussami, (2008), Koustelios (2001), McNall et al. (2010), Sirin (2009), Bishay (1996), Nestor & Leary (2000), Oshagbemi (2000), Bernal et al. (1998), Al Qahtani (2002), Al-Gous (2000), Al-Thenian (2001), Al-Moamar (1993)
Experience	Oshagbemi (2000), Sharma and Jyoti (2009), Bishay (1996), Chimanikire et al. (2007), Monyatsi (2012), Koustelios (2001), Akhtar et al. (2010), Ma and MacMillan (1999), Abdullah et al. (2009), Gujjar et al. (2007), Gupta & Gehlawat (2013), Chen (2010), Skaalvik and Skaalvik (2009), Hulpia et al. (2009), Al-Thenian (2001), Al-Shbehi (1998), Al-Moamar (1993), Al-Tayyar (2005)
Qualifications	Sharma and Jyoti (2009), Gazioglu & Tansel (2002), Artz (2008), Akhtar et al. (2010), Abd-El-Fattah (2010), Michaelowa (2002), Akiri & Ugborugbo (2009), Abdullah et al. (2009), Wong and Heng (2009), Ghazali (1979), Gupta & Gehlawat (2013), Castillo et al. (1999), Mora et al. (2007), Al-Shbehi (1998), Al-Thenian (2001)
Gender	Crossman and Harris (2006), Michaelowa (2002), Jyoti (2006), De Nobile and McCormick (2008), Jung et al. (2007), Mertler (2002), Noordin and Jusoff, 2009; Ssesanga and Garrett, 2005; Stevens, 2005), Borg and Falzon

	(1989), Keung-Fai (1996), Xin Ma and Robert MacMillan (1999), Castillo et al. (1999), Koustelios (2001), Perrachione et al. (2008), Abdullah et al. (2009), Demirta (2010), Montatsi (2012), Getahun et al. (2016), Al-Mansour (1970), Olimat (1994), Ibrahim (2004), Khleel and Sharer (2007) El-Sheikh and Salamah's study (1982), Alturki (2010)
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2.13 The conceptual framework

Job satisfaction has been the subject of a significant number of studies over the years, and the development of numerous theoretical concepts has provided early contributions to the discussions. These have been designed to explain and expand the understanding of the phenomenon without identifying the factors affecting job satisfaction. However, these theories attempt to draw attention to specific elements responsible for driving feelings of satisfaction and dissatisfaction. In order to establish and categorise the factors which may impact on an individual's satisfaction with their job, these conceptual thoughts lay the foundation for future analytical research. The international studies reviewed above highlighted the primary factors that may affect job satisfaction positively or negatively. It is difficult to identify distinctive boundaries between categories due to the multidimensional nature of job satisfaction. Therefore, as identified in Figure 2.9, two categories were selected for discussion in this study: (1) work factors, and (2) personal and demographic factors. These different factors are based on the literature reviewed and developed using sources as shown in Tables 2.1 and 2.2.

Within the Saudi educational context, based on the best efforts and knowledge of the researcher, only one study has been found which attempted to explore the job satisfaction of teachers from both genders (a quantitative study), and it involved secondary school teachers. In light of this, the review of previous Saudi studies in the educational context in general and in particular related to primary school teachers' job satisfaction rationalises the need for new research, to address the limitations of previous work.

The selection of mixed methods provides an appropriate approach for the research to overcome the shortcomings and drawbacks of previous studies which exclusively used quantitative methods. A three-phase data collection approach was thus implemented, with the application of two different methods rendering complementary data. Firstly, based on the theoretical foundation and established sections of this chapter, a questionnaire was developed in line with

the study requirements. Thereafter, teachers' semi-structured interview schedules were created based on the questionnaire outcomes. The third phase established semi-structured interviews for head teachers and officials based on the findings obtained from teachers. This mixed method approach addressed the gap in literature by identifying both male and female primary school teachers' job satisfaction. It explored the factors which underpin their job satisfaction and gave them the opportunity to express their views, feelings, and attitudes towards their job circumstances and satisfaction. The mixed method approach adopted here, particularly the sequential explanatory approach used as the methodological framework, yielded findings that contribute to an understanding of how teachers perceive job satisfaction. The objective was to provide valuable insights which can help the Saudi MoE improve the job satisfaction and working conditions of primary school teachers.

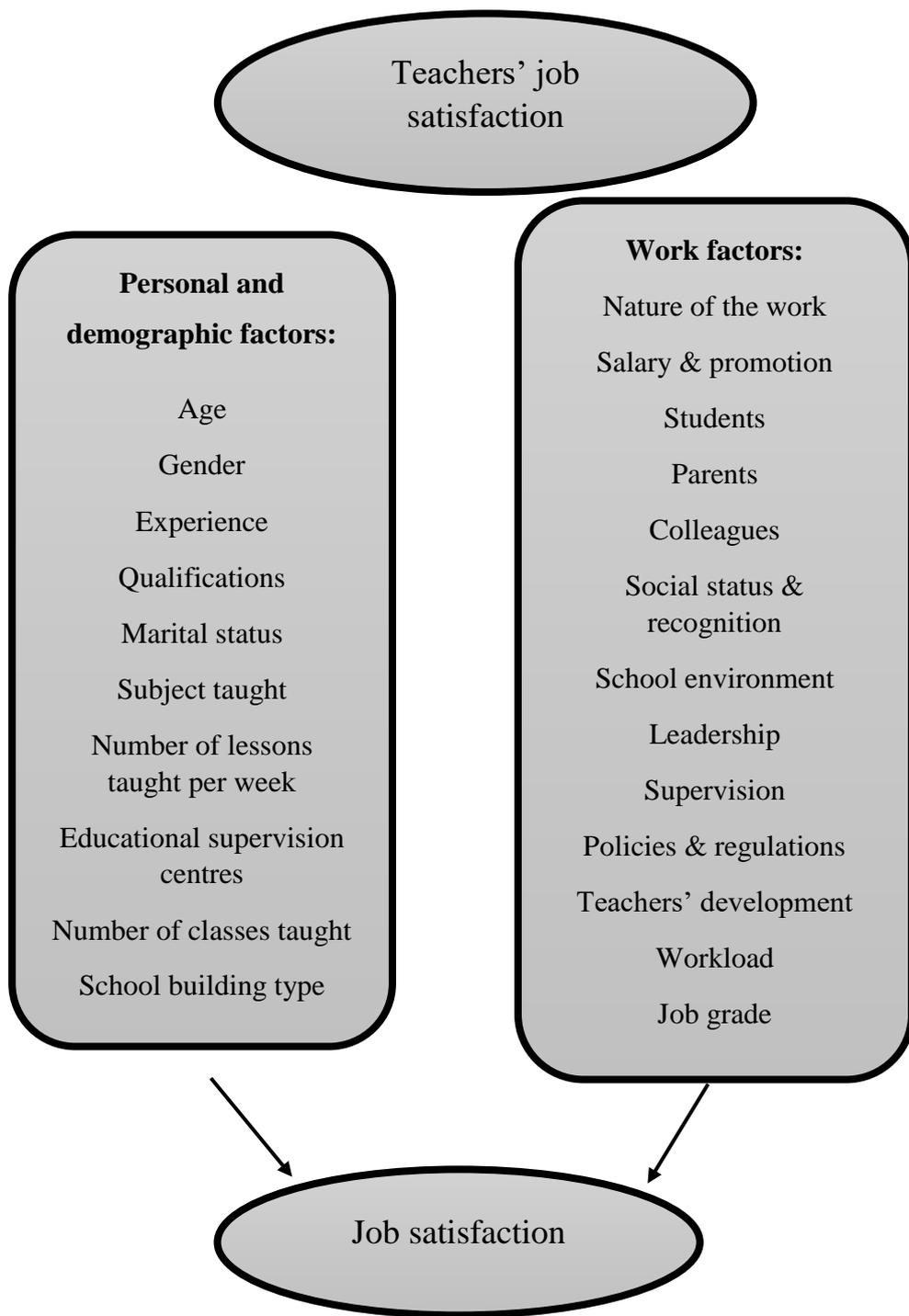


Figure 2.9: Conceptual framework of the study

2.14 Summary

The purpose of this chapter was to investigate the central theories, methodologies, findings and assumptions that could be identified in the extant literature relating to teachers' job satisfaction. The first finding of note was that job satisfaction is variously defined and generally determined with regard to individual demographics, socio-cultural factors, the nature of the job, and the environment in which individuals fulfil a job role. Importantly, disparities emerged regarding the influence of these variables on the extent to which teachers are satisfied with their professional role. The implication of this is that no stable group of variables exists, to consistently generate identical or comparable findings in terms of teachers' level of job satisfaction across studies and contexts. This was underlined further when cross-cultural differences were found to contribute to the dissimilarities in the existing literature.

Regarding the importance of cultural context, it is acknowledged that only a small number of the earlier studies on teacher job satisfaction have taken the KSA as their context. Moreover, no previous studies were found that investigated the views of both male and female teachers from primary schools in Riyadh. No previous studies were found that investigated the views of teachers, head teachers and education officials on the issue of teacher job satisfaction. Methodological limitations were found in earlier Saudi studies, with a lack of qualitative approaches and the selection of data collection instruments designed for different cultural contexts, with different cultural values. In view of these considerations, the present study was designed to avoid the limitations that characterise the extant Saudi-focused studies, whilst providing an in-depth and comprehensive insight into the research topic. The sample group includes primary school teachers, head teachers, and education officials of both genders. The next chapter presents a rationale for the research strategy, design, and methodology.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The main objective of this chapter is to provide a rationale for the methodological and philosophical frameworks utilised in this study, as well as expounding upon the procedures implemented to explore job satisfaction amongst Saudi teachers in primary schools across Riyadh. I begin by explaining my research paradigm from an ontological and epistemological perspective. This is followed by providing information pertaining to the methodology and study procedures, including the piloting and sampling procedures for both the questionnaire and interviews that were conducted. I address issues related to the validity and reliability of this study and the ethical considerations that were taken into account. Finally, the conclusion summarises and closes the chapter.

The key concepts explored in this chapter are: i) Paradigm: a pattern of thinking and a set of philosophical assumptions; ii) Theory: a set of propositions providing the principles of analysis or explanation; iii) Ontology: theory of reality, existence and being (i.e. what is reality and how does something come into being?); iv) Epistemology: the theory of knowledge (i.e. why do we believe as we do? how do we know about the world?); v) Methodology: research strategy and strategy of inquiry (i.e. how do we gain knowledge of the world?); and lastly, vi) Method: a way to arrange the generation and/or analysis of material and writing up the research.

3.2 Research paradigm

Selecting a research philosophy and a specific perspective is the first step towards developing various research parameters and choices for a particular study (Kagioglou et al., 1998). As explained by LeCompte and Schensul (2010: 57), the research paradigm is a “way of looking at the world; interpreting what is seen; and deciding which of the things seen are real, valid, and important to document”. It illustrates my basic belief system or worldview (Creswell, 2009), which is based on ontological, epistemological, and methodological assumptions about the nature of the social phenomena under investigation, as well as the basics of knowledge underpinning this study (Cohen et al., 2011; Denzin and Lincoln, 2011) (Figure 3.1).

According to Morgan and Smircich (1980: 491):

The choice and adequacy of a methodology embodies a variety of assumptions regarding the nature of knowledge and the methods through which that knowledge can be obtained, as well as a set of root assumptions about the nature of the phenomena to be investigated.

Particular paradigms are therefore associated with the ontology, epistemology, theoretical framework and choice of methodologies; this is not universally the case and no single paradigm is “correct” (Chilisa and Kawulich, 2012) or superior to others, which is why they are often debated (Guba and Lincoln, 1994). That said, in light of this research paradigm, the ontological stance that I adopted has had a direct influence over my epistemological philosophy, which, in turn, dictated my methodological approach, and which then determined my research methods (Killam, 2013). This sequence, and my stance towards it, is discussed in greater depth.



Figure 3.1: Research paradigm

3.2.1 Ontology and epistemology

While ontology is concerned with “the study of being” (Crotty, 2003: 10) and the nature of reality, epistemology is the theory of knowledge that “...addresses how that reality is known, as well as the relationship between the knower and the known (or researcher and participants)” (Morrow, 2007: 212). It is concerned with forms of knowledge, where they come from, whose knowledge it is (Wellington et al., 2005) and what is deemed as acceptable, valid and legitimate knowledge. Epistemology is the researcher’s understanding of how knowledge is understood and obtained, as well as how it is produced and transferred (Cohen et al., 2011); in other words,

it explains “how we know what we know” (Crotty, 1998: 8). These two philosophical elements are important to the research process, as they form what researchers “silently think” about their research (Scott and Usher, 1999: 10).

In order to establish an ontological position, one must decide which of the two alternative views of reality to adopt (Mason, 2002). These two positions are realist and nominalist. Realists assume that there is one reality that exists external to the individual and social reality, meaning that it is objective. Nominalists assert reality as being of the individual’s making and the social world as constructed in how it is understood, in context, subjectively (Burrell and Morgan, 1979; Cohen et al., 2007).

In relation to my ontological position, which is the position that shapes the claims or assumptions that I make about my approach towards this social enquiry, and the claims I make concerning what exists, what it looks like, and how these factors interact with each other (Blaikie, 2007), I opted for nominalism. The rationale behind adopting this view is because I believe a nominalist stance is particularly relevant in a study that is focused on something as “subjective” as job satisfaction, which is based on people’s perceptions and can fluctuate a great deal, depending on many circumstances.

People construct reality when they talk to each other and interact with the world around them (Burr, 1995). Reality can therefore be established through the development of socially constructed meanings (Richards, 2003), constituted in accordance with the context and concepts that are most relevant to the individual’s personal and subjective experiences (Lodico et al., 2010). Thus, interpretations of a phenomenon are likely to be affected by peer groups, family, or other social or professional groups that the individual belongs to (Rubin and Rubin, 2005).

As a researcher, I attempted to understand and interpret the complex and often “multiple realities” from the participants’ perspectives. This required me to be involved in the participants’ reality and interact with them in “deeply meaningful ways” (Lodico et al., 2010).

Interaction is seen as necessary to gain in-depth understanding, as it provides the opportunity to “see the world through the eyes of the participants” (Robson, 2002: 25). In applying it to this study, direct interaction with the teachers allowed me to focus on what they know, to respect what they know, to identify the dilemmas they face within their context, and subsequently communicate these to the officials who may be able to resolve them (Johnson, 2009a). To

achieve this, I interacted with teachers by conducting face to face interviews. In light of this, nominalism is highly relevant to the present research as it relates to an emic or constructivist epistemological stance, in which the researcher is directly involved with the participants and interacts with them to find out what truth means to them.

As an epistemological viewpoint, constructivism is appropriate for this study as the main focus is the phenomenon of job satisfaction among teachers, and the factors affecting it and the main research question are qualitative in nature. The main points to be examined are the teachers' attitudes and perspectives with regard to job satisfaction. This subsequently allows the construction of an understanding of the richness of the social world of the participants (Richards, 2003; Alexander, 2006). As each participant has a different standpoint, the focus for this study was on the identification of contextualised meaning of these multiple points of view (Green, 2000), with the goal of creating a joint, collaborative reconstruction from the multiple realities that exist (Guba and Lincoln, 1989b). This involved co-creating the findings with the participants. This places a strong emphasis on understanding the phenomenon from an insider perspective (i.e. the teachers' perspectives) (Merriam, 1998). In turn, this helped to gain rich and detailed insights (Mukherji and Alborn, 2010), or "rich, thick description" (Merriam, 1998: 29) of their job satisfaction. Thus, in adopting the constructivism framework, participants were encouraged to speak honestly about their experiences (Ruth et al., 2015) and it was my role to understand, reconstruct, analyse and critique their perceptions, in order to construct rich, descriptive, meaningful findings (Guba and Lincoln, 1989; Morrow, 2007; Patton, 2002; Polkinghorne, 2000).

Taking a holistic understanding of all the participants involved, I recognised that this would include the experiences of male and female teachers working in public schools, while also acknowledging the perspectives of other stakeholders, the head teachers and government officials, and therefore acknowledging the possibility of "multiple explanations for actions" (Hartas, 2010a: 23).

In summary, constructivism was selected for this study because the qualities that are found within this stance are in line with the nature of this research. If one was to make a comparison with the core ideas in constructivism and positivism (another philosophical stance), they could be distinguished as **subjective** versus objective (Burrell and Morgan, 1979), **qualitative** versus quantitative (Van Maanen, 1979), **insider** versus outsider (Evered and Louis, 1981), and **emic**

versus etic (Morey and Luthans, 1984). This highlights the rationale behind adopting this stance.

3.3 Rationale for a mixed methods research approach

When analysing whether to adopt an inductive or deductive foundation for this study, which had a direct influence on the methodological approach that was selected (i.e. qualitative or quantitative), an inductive approach was chosen because it involves working from the “bottom-up, using the participants” views to build broader themes and a data-driven approach to generate a theory interconnecting the themes (Creswell and Clarck, 2007: 23; Saunders et al., 2006). This was in line with the focus and objective of this study, as it seemed appropriate to identify the factors affecting teachers’ job satisfaction through respondents’ opinions and attitudes, which were then used to gather deep and insightful data. In turn, a deductive approach – a top-down approach that works from theory to hypotheses to data (Creswell and Clark, 2007; Saunders et al., 2006) – was deemed unsuitable.

That said, because inductive reasoning is generally associated with qualitative research methods (and deductive with quantitative research), this does not necessarily mean a study will be purely inductive in nature; it may have inductive and deductive processes within and throughout it, as is the case with many social studies of this nature. However, because both quantitative and qualitative approaches can have a wide range of limitations when they are applied on their own, many researchers advocate the use of a mixed methods approach.

The concept of mixed methods research was first devised by Campbell and Fisk (1959), when they used both methods to test the validity of a psychological paradigm. Mixed methodology research:

involves philosophical assumptions that guide the direction of the data collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study (Creswell and Clark, 2007: 5).

It is therefore a sensible, flexible, realistic, acceptable and popular social research methodology, “where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson and Onwuegbuzie, 2004: 17). As a result, it takes advantage of both qualitative and quantitative approaches to generate more valid, meaningful, reliable, representative and generalisable

findings, whilst also reducing and overcoming the impact of each paradigm's known disadvantages and limitations (Bryman, 2012; Johnson and Onwuegbuzie, 2004).

Mixed methods research [can be considered as] an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). It recognises the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results (Johnson et al., 2007: 129).

McDonough and McDonough (1997: 71) support this, surmising that a combination of the qualitative and quantitative methods, "allows the opportunity of greater credibility and greater plausibility of interpretation". This approach, however, is not without its critics and criticism. Limitations of the mixed method approach include that it requires a greater amount of resources to obtain the necessary results, and also requires the researcher to be proficient and familiar with a variety of methods (Johnson and Christensen, 2004). Moreover, Bryman (2006a, 2007) explains that one of the main contentions of this approach is that the application of both qualitative and quantitative methods in a single study are contradictory, based on the belief that the two paradigms cannot work together harmoniously.

To address this, Creswell et al. (2004) suggested a pragmatic solution, which centres on the belief that the quantitative or qualitative approach by itself is unable to provide an exhaustive analysis, and as a result, both methodologies must be used in an interdependent way.

Despite the advantages associated with the mixed method approach, sufficient justification should be proposed whenever it is adopted. Thus, the following rationales for the adoption of a mixed methods approach in this study are:

- Triangulation – by adopting this approach, two diverse viewpoints on an issue can be identified, and this can contribute towards the validation of the research conclusions drawn. In this study, data were obtained from questionnaires and interviews and this information was then used to satisfy the same research objectives;
- Complementarity – this refers to the use of multiple methods in an attempt to validate and substantiate data, and then compare findings generated using different methods;
- Development – by using a mixed methods approach, the data obtained from one particular method can be used to design and develop the following stage of the study, which may be under another method. For example, the questionnaire responses in this study were used to decide which questions should be asked during the interview stage,

to provide key data that would not have been available in a single approach (O’Cathai and Thomas, 2006);

- Initiation – the use of multiple methods can highlight anomalies or contradictions in the findings and can subsequently guide the researcher to reconsider their stance on the topic and possibly modify their research focus (Rossman and Wilson, 1985);
- Expansion – this allows for a greater research scope, as several research questions can be answered using different approaches based on the parameters of each inquiry. In turn, this can increase the study’s insight into the subject (Johnson et al., 2007);
- Comprehensiveness and offset – using both qualitative and quantitative methods allows an issue to be addressed more widely and completely. This is because the researcher can take advantage of the strengths of different methods, whilst avoiding their limitations (Bryman, 2006a; Morse, 2003);
- Credibility – the use of mixed methods increases confidence in the findings when the results from different methods agree, thereby increasing their validity (Bryman, 2006a; Glik et al., 1986).

Taking all this into consideration, a mixed methods approach was chosen for this study as an appropriate means to generate the necessary quantitative and qualitative data. What follows is an insight into how these two approaches were integrated.

Firstly, the quantitative element within this approach “consists of a systematic examination of specific factors and includes numerical information as data” (Craig, 2009: 8). In this study, this was actualised through the distribution of a questionnaire amongst a sample of teachers to explore the factors affecting their job satisfaction. An advantage of incorporating a quantitative research method is that it provides the potential for the information that is gathered to be considered generalisable, or representative of a wider research population (Johnson and Onwuegbuzie, 2004). In addition, the use of questionnaires can lower the risk of bias and they are also cost and time-effective. However, there are some limitations to this approach which must be taken into consideration before a research design is formulated. For instance:

- There is no capacity to gain a more in-depth knowledge of the subject at hand;
- The results are only able to show a one-dimensional view (i.e. it does not reflect the whole picture of the phenomenon) (Johnson and Onwuegbuzie, 2004);
- There is a risk of low response rates (Baker and Charvat, 2008).

As highlighted, these limitations were considered and addressed by incorporating and applying qualitative methods in conjunction with the quantitative methods. Thus, the qualitative element of this approach provided open-ended, non-numerical data, which could then be analysed primarily by non-statistical methods. In this study, this was actualised by conducting interviews and transcribing recordings, which were then analysed by inductive, qualitative content analysis (Dörnyei, 2007) to ensure the interviews obtain meaning from the participants (Bogdan and Biklen, 2006). The advantage of this approach enabled me to explore factors that influenced participants' opinions, feelings and behaviours, as this information can only be obtained through the analysis of word-based data (Ralph et al., 2002). However, the qualitative approach also has limitations. For instance, it can be cost and time-intensive and there is a high risk of subjectivity, as the researcher is the main measurement tool for collecting the data, and this may allow personal beliefs to colour their interpretation of the data (Borg and Gall, 1989). Despite these limitations, qualitative research is invaluable in tackling the human issues within this study, and, as already stated, a combination of the two approaches helped to reduce the impact of any limitation.

Once the decision was made to implement the mixed method approach, it was necessary to decide what methods would be incorporated, in what order during this process and what would be prioritised. This involved consideration of four criteria identified by Creswell et al. (2003):

1. The sequence of implementation for the collection of the qualitative data in this study
2. The priority given to the quantitative or qualitative data collection and analysis
3. The stage in the research project when the qualitative data and findings would be integrated
4. The overall theoretical perspective (i.e. gender, race/ethnicity, lifestyle, class) to be used in the study

Based on these criteria, five possible mixed method approaches were considered, namely: sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, and concurrent nested (Creswell et al. 2003). Figure 3.2 provides a flow diagram illustrating the sequential explanatory design that I adopted.

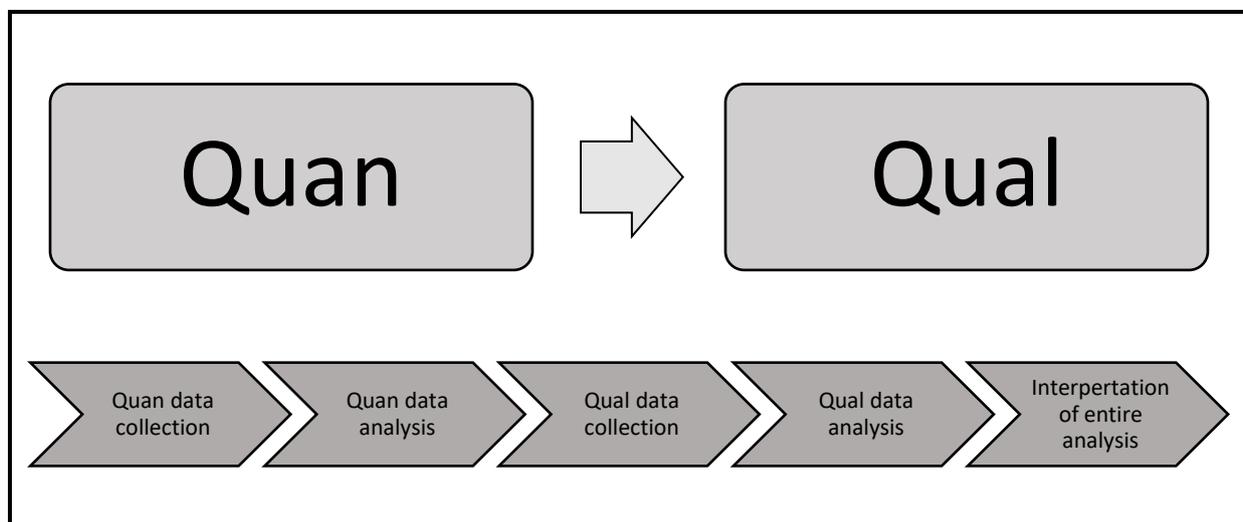


Figure 3.2: Sequential explanatory design adopted in this study

The uniqueness of this study lies in its application of the sequential explanatory design. This choice was made based on the research purpose and the related research questions. Thus, the sequential explanatory design is characterised by the collection and analysis of quantitative data first (questionnaire), followed by the collection and analysis of qualitative data (interviews). The two approaches are integrated during the interpretation phase of the study. This strategy was deemed to be the most appropriate mixed methods approach to address the research questions and takes into account the more qualitative nature of this research.

This sequential approach has a number of key advantages. As Creswell (2003) points out, the straightforward nature of the design is one of its main strengths. Moreover, it is easy to implement because the steps fall into clear separate stages, and it is also useful when a researcher wants to explore quantitative findings further. At the same time, however, there are limitations associated with this strategy (Creswell, 2003), which included the length of time involved in data collection to complete the two separate phases, and this had to be taken into consideration throughout this research.

3.4 Measuring job satisfaction

Locke (1976) reviewed the vast array of analytical research which had been implemented to understand and rationalise the nature of job satisfaction or dissatisfaction. Job satisfaction has been examined in many studies using various scales (Spector (1997), such as the Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index (JDI). Although these scales have several advantages, such as an acceptable level of reliability and validity, their use is also limited. In the absence of a right or wrong method of measuring satisfaction in order to meet the needs of this study, a customised questionnaire was created in line with the context of the study and the nature of the society being explored.

The application of this questionnaire was integrated with the secondary method of interviews, which were deemed the most suitable approach for this research. Starting with a questionnaire provided information on a wide range of factors and the correlation between them. The research continued with semi-structured interviews, enabling greater flexibility to allow respondents to generate complete and detailed responses on the topic in question. This mixed methods approach was designed to address limitations in previous literature on job satisfaction and dissatisfaction in the KSA, as only Alturki's quantitative study of teacher job satisfaction included both genders (2010). This research is the first to use mixed methods to explore the job satisfaction of both male and female teachers in Riyadh.

3.5 Research Instruments

Research instruments used to collect sets of data have particular features that make them appropriate or inappropriate to investigate specific research questions. For research within educational contexts, three major data collection tools are commonly suggested: questionnaires, observation, and interviews (Punch, 2009). In this study, I decided that questionnaires would be circulated to gather quantitative data (with a few open-ended items in the first section), and interviews would be conducted to collect additional qualitative data.

Prior to moving to the details regarding the instruments that I used to collect the data it is worth noting that, due to the fact that this issue (job satisfaction) could be contentious and sensitive, throughout the data gathering and handling the data I was aware of the ethical implications of the study and sought to minimise potential distress for participants. This was done through adopting the self-selected sample, allowing the teachers to select the interview location and other and more procedures that will be addressed late in this chapter.

3.5.1 Questionnaire

There were various reasons for choosing questionnaires as the preferred method of quantitative data collection within this study. For instance, due to its anonymity (Coomber, 1997), questionnaires tend to be more reliable, as this encourages greater honesty and openness from respondents, whilst also reaching a wider audience and encouraging demographic diversity (Burchana and Smith, 1999; Roztocki, 2001). This data collection tool is also ideal when respondents are located in geographically diverse regions or when direct contact is not required or easily achievable (Whitney, 1972). Moreover, questionnaires are more economical in terms of researcher and participant time (Munn and Drever, 2004), as well as being appropriate for use in both small- and large-scale case studies (Dörnyei, 2007). Another important aspect is that, when the same questionnaire is given to all the participants in a study – as was the case in this research (see Appendix 2 for a copy of the questionnaire) – the collected data tend to be standardised, objective, and uniform (McBurney and White, 2009). Furthermore, “there is no other method of collecting survey data that offers so much potential for so little cost” (Dillman, 2000: 400) particularly when using the self-administration method of questionnaires (online questionnaire). Schleyer and Forrest (2000) considered the varying costs between mail distribution and web surveys and found a 38% reduction in cost when using web-surveys. This method also minimises the potential for human error (Roztocki, 2001), allows responders to move quickly through the survey, and gives researchers the necessary tools to administer the survey in a time-effective manner (Schmidh, 1997; Burchana and Smith, 1999). Online questionnaires can be accessed on phones and tablets as well as computers.

There are however limitations to web-based questionnaires (Aoki and Elasmr, 2000) that depend on participants’ self-reports of their knowledge, behaviour, and attitudes, as the validity of data is contingent on the respondent’s honesty (Berg, 2007). Other limitations include:

- Sabotage attempts – this is where an individual is not restricted to a single response submission. It is possible to reduce this kind of sabotage by allowing one response from the same IP address, asking participants to only respond once, and removing whatever appears to be a duplicate.
- Computer literacy – participants themselves must be computer literate in order to complete the process effectively and efficiently. It could be argued that in today’s society, with the Internet being integrated into everyday life for most people, the

number of individuals that are computer illiterate is relatively low. That said, the teachers' age could also be considered as a limitation, as anecdotal evidence would suggest that older people tend not to use technology as much as younger people.

- Technological limitations – computers may crash, Internet connections may be lost, net-splits can occur, and these are not factors that can be foreseen or removed (Lynn, 2007). Moreover, the participants may use a different operating system or a different kind of web browser, which can result in viewing the questionnaire slightly differently to how it was designed (Dillman, 2006), such as differences in the colours, visual appearance, or text.
- Data security – The Internet can be less secure than traditional data-gathering mediums due to viruses and malicious attacks, which can make the security of the data vulnerable.
- Response rate – it should be noted that online surveys usually have relatively low response rates, as reported in the literature (Dillman, Reips, and Matzat, 2010; Frippiat and Marquis, 2010). A meta-analysis comparing web surveys to conventional survey methods found that response rates of web surveys were 11% lower, based on 45 studies (Lozar Manfreda et al., 2008). For the current study, the response rate for the online questionnaire was adequate and yielded interesting data to inform the next phase of the study.

For the purpose of this study, the questionnaire was circulated amongst participants electronically; this allowed them to complete it in their own time, within the specific requested time frame. For this study, a web-based survey was set up using the website Survey Monkey (www.surveymonkey.com), which responders accessed through their web-browser (Green, 1995; Stanton, 1998) computers, tablets, or phones.

The primary reason behind using Survey Monkey was not only due to my previous experience of the site, but also because of its many beneficial features that simplify the data collection process. For instance, once the design of the questionnaire is completed, a link is generated which can be sent to the participants by message or social media. Furthermore, it provides a number of response options, such as multiple-choice drop-down boxes and Likert scales for closed questions, as well as free text for more open-ended questions that allow respondents to write larger amounts of text. The latter was utilised to ask some questions in the first sections, such as for the number of classes the teachers teach. Another key feature is that it enables

researchers to restrict responses to one response per IP address, thereby preventing any sabotage or inaccurate results. It also offers certain statistical information about the questionnaires gathered, such as the temporal initiation of the survey, the date it was completed, when it was most recently amended, as well as the time it took the respondents to complete. Lastly, the moment the data collection process is completed, the data set can also be downloaded into SPSS, which saves the time needed for data entry. This means that the data can be coded and stored as it is entered, enhancing the simplicity of analysis (Lazar and Preece, 1999; Schmidt, 1997). Thus, the procedures involved in producing a reliable survey, and yielding valid data using Survey Monkey can be seen as highly favourable in comparison to the procedures one would use to create a survey in the conventional manner.

3.5.1.1 Questionnaire design

Questionnaire design is critical in guaranteeing the study is highly valid and reliable. According to Oppenheim (1994:10), questionnaires must be “constructed with great care in line with the specific aims and objectives of the investigation”. I therefore aimed to have a definite purpose behind the questionnaire that related to the objectives of the research, and to be clear from the outset on how the findings would be used.

Furthermore, it is important to note that the questionnaire used for this study was non-standardised; in other words, it was designed, piloted, and tested by the researcher, with the sole purpose of collecting data pertaining to teacher job satisfaction within a Saudi context. In regard to the type of questions used, research shows that closed questions tend to generate more consistent findings and are simpler to process than open-ended questions (Rubin and Babbie, 2013). The use of closed-ended questions also avoids any opportunity for participants to give responses that are irrelevant to the purpose of the study. Thus, because the questionnaire is self-administered, I decided that closed questions would be used, since they are also more suited to addressing a greater number of people (Simmons, 2001).

A key issue when using closed-ended questions is the manner in which the researcher organises the answers (Babbie, 2013). To overcome this, I was guided by two organisational needs: 1) the response subsets that were given were to be made comprehensive; and 2) they were able to account for all potential responses. Thus, it was decided that a 5-point Likert-type scale pertaining to job satisfaction would be utilised. Participants were asked to choose one of the

following responses to every statement: strongly agree, agree, undecided, disagree, or strongly disagree. The rationale behind choosing this scale was:

- It allows two positive and two non-positive options, as well as a middle response of an impartial opinion;
- Likert scale questionnaires are useful in assessing a continuous construct, such as an attitude, opinion or perception (Peterson, 2000 and Cohen et al., 2011);
- It is a universal data collection technique; thus, it is easy to comprehend;
- Since Likert scale questions use a scale, there is no obligation to express an either/or opinion, but rather participants can offer a neutral opinion if they wish;
- Collected responses are very easy to analyse;
- It is quick and easy to conduct such surveys;
- It can be distributed in various ways, including text messages.

In some surveys that apply a Likert scale, the researcher omits the neutral option, which forces the respondent to choose a side; however, in this research, a conscious decision was made to include it in the scale. Interestingly, the neutral option has become a matter of great controversy within the literature, as I will discuss next.

Originally provided as a means to avoid false responses (Bishop, 1987), the neutral response gave participants the option to choose no opinion or to stay neutral, instead of feeling obligated to select an answer that was not representative of their true opinion (Johns, 2005; Krosnick et al., 2002). Selecting the neutral option really means that the individual has no significant information on the issue. Therefore, if respondents cannot understand a statement or respond to it for whatever reason, they may select this option to eliminate any chance that the research will be using invalid or unreliable information (David and Sutton, 2011; Oppenheim, 1998).

With regards to the layout of the questionnaire, key criteria that would determine a high response rate was considered (Dillman et al., 2009; Babbie, 2013). In a web-based questionnaire, both the layout and presentation of the questionnaire are crucial components for encouraging respondents to participate (Dillman et al., 2009), and it is recommended that a web-based questionnaire appear attractive, organised, and uncluttered. Therefore, the design process was given significant attention, with the following aspects implemented:

- A scrolling design format was used, whereby all the questions were presented on one screen, and the participants scrolled to answer. This was selected as some responders can become frustrated with navigating multiple new pages, which can slow down questionnaire completion (Lozar Manfreda et al., 2008);
- Questions were presented in a traditional format, similar to that usually used in traditional pencil-and-paper self-administered questionnaires;
- Respondents were not required to provide an answer to each question before being allowed to answer the following questions. According to Evans et al. (2009), forcing participants to answer questions they do not wish to could cause annoyance, resulting in them closing the survey and failing to provide usable data;
- An undecided (neither agree nor disagree) response option was provided so participants did not feel compelled to answer every item; this can prove effective in reducing, but not eliminating, uninformed responses.

During the design stage of the questionnaire, there were 82 statements in the initial questionnaire draft, which is a significant number. As a result, it was decided that the questionnaire should be shorter and so statements that were similar to others were removed, leaving 76. What follows is a breakdown of the two sections within the questionnaire.

Section One: respondents' personal and demographic information

The questionnaire's first section is made up of demographic and personal variables, including gender, age, marital status, number of years working as a teacher, length of time spent in the current school, location of supervision centre responsible for them, level of qualification, how many classes they teach, weekly teaching hours, and school building type.

Educational level, time spent in position, age, and gender were chosen because they represented some of the factors investigated previously in many studies such as Clark (1996, 1997), Sloane and Williams (2000), and Ssesanga and Garrett (2005). It may be concluded, as a result of the literature review, that these factors all relate significantly to job satisfaction. However, the other variables were incorporated because I considered them to relate to how satisfied teachers are with their jobs, especially in the KSA based on my knowledge of the sector.

Section Two: job satisfaction factors:

The second section covered elements of job satisfaction and associated factors, and was comprised of 76 items categorised into ten domains, as illustrated in Table 3.1.

Domain title	Number of items in each domain
Work (teaching and environment)	21
Salary	5
Students and parents	5
Colleagues	4
Head teacher	5
Promotion	4
Educational supervision	9
Recognition	5
Teachers' beliefs	9
Consequences of the level of job satisfaction	8
Overall job satisfaction	1
Total	76

Table 3.1: Categories of domain for the questionnaire items

3.5.1.2 Covering Letter

The covering letter is a critical part of the survey, because it introduces the questionnaire to the participants and provides them with the motivation and necessary encouragement to respond and complete it (Cohen et al., 2011; Wiersma, 2000). The letter describes the research's significance, purpose, and nature, in addition to describing the importance of the participation of the respondent. It also gives them assurance that the information will be entirely confidential. Lastly, my name and contact address were given at the bottom of the questionnaire, in case they required further information or had any questions, this was in accordance with BERA/ECLS ethics guidelines. The actual covering letter that was submitted online, along with the questionnaire, can be found in Appendix 2.

3.5.1.3 Translation of the questionnaire

Despite the fact that English is an international language, it is not spoken extensively in the KSA. As a result, most Saudi teachers have an inadequate to basic level of English; this would be problematic if the survey were to be conducted in English, as it would directly impact on their participation. Therefore, the questionnaire was initially written in English, but since it needed to be shared with those whose mother tongue was Arabic, it was subsequently translated into Arabic using the back-translation method (Douglas and Carige, 1983). This method is used to ensure translation precision and is made up of two main actions: firstly, the English version of the questionnaire is translated into Arabic through an interpreter, and secondly, the Arabic version is translated back into English by a different interpreter. The first English version is then compared with the newly translated English version to ensure they are both similar and accurate. This did take a great deal of time, as cultural differences had to be accounted for, such as difficulty in finding direct Arabic translations for some English words. However, it was necessary to devote time and consideration to this to eliminate issues pertaining to inadequate translation, since “a poorly translated questionnaire will produce data which are misleading” (Bradley, 1994: 43).

A PhD language graduate checked the Arabic translation of the questionnaire, and a second graduate holding a PhD, also in Arabic, proofread the Arabic text. The translation was then checked by two female teachers studying for their PhD, in order to highlight any issues with the questionnaire. Finally, when the Arabic version of the questionnaire was finalised and completed (see Appendix 3), it was then placed online. Figure 3.3 shows the steps involved in conducting the online questionnaire.

3.5.1.4 Steps involved in conducting online questionnaire

The figure below (3.3) illustrates the five steps involved in administering the questionnaire in this study.

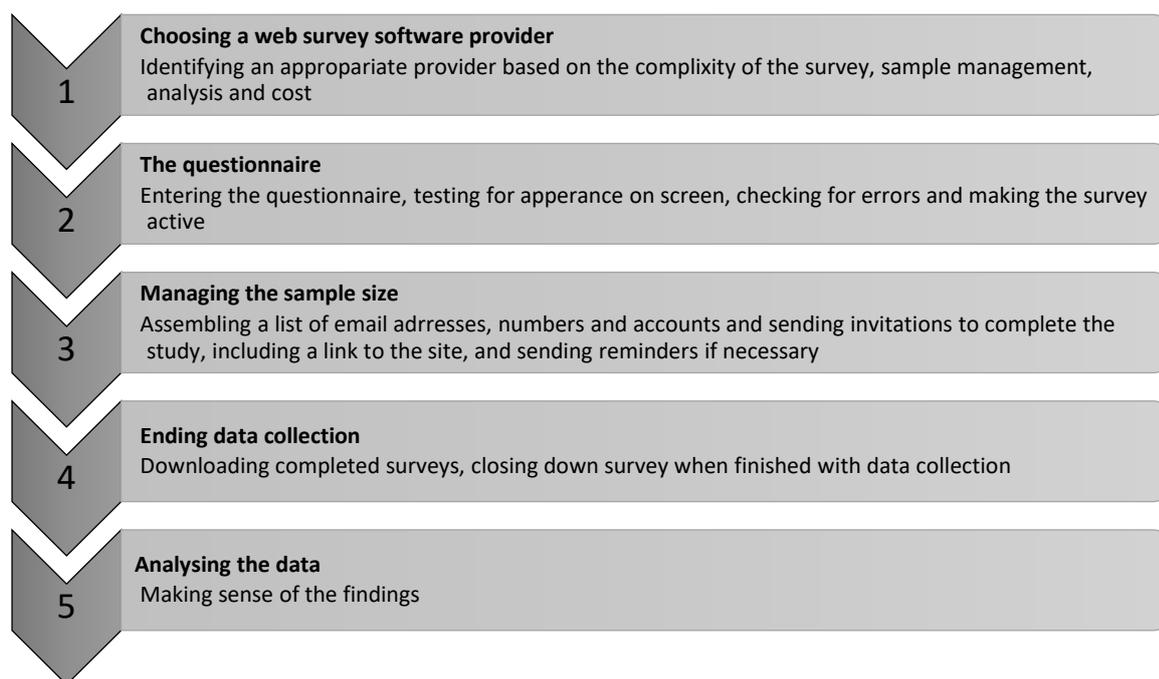


Figure 3.3: Adopted from: Workbook H: self-administrated surveys: conducting surveys via mail and email (<http://www.wallacefoundation.org/knowledge-center/Documents/Workbook-H-Self-Administered.pdf>)

3.5.2 Interviews

For qualitative research, the use of interviews is regarded as a valuable method that can deepen and broaden our comprehension of a particular issue. Within research methodology, interviews have been described as a type of conversation between two individuals, initiated by the interviewer, who has the specific objective of drawing out information pertinent to their research (Cohen et al., 2000). The interview method can ensure that the information obtained is reliable and valid, as well as generating in-depth details pertaining to the individual meaning of a phenomenon (Sinding, 2003). As a result, it is one of the most widely used methods for the generation of qualitative research data, as it is utilised in around nine out of ten studies (Briggs, 1986).

Typically, there are three types of interviews that can be utilised as a data-collection tool: structured, unstructured, or semi-structured. These interviews and their characteristics are shown in Table 3.2.

Interview type	Characteristics
Structured	All questions are well-structured and carefully prepared into a schedule of interview (Wallace, 1998). This is fully agreed to in advance; accordingly, the interviewers have to rigidly adhere to the script (Arksey and Knight, 1999)
Semi-structured	The most common format of interviews that contains both structured and unstructured aspects (Sarantakos, 1998). The script and main questions are fixed (Arksey and Knight, 1999); however, interviewers can include follow-up questions, to clarify or elaborate on answers, to explore various meanings, or different areas that may be of interest as and when they emerge
Unstructured	Flexible and open interviews, allowing freedom to the interviewer to ask the same questions but with the ability to change their order or wording to obtain the required data for their research (Fielding and Thomas, 2001)

Table 3.2: The main characteristics of structured, semi-structured, and unstructured interviews

Semi-structured interviews involve predetermined questions that the interviewer prepares. They are meant to be open-ended and should sufficiently cover the questions posed by the research. Smith et al. (1999) argue that they provide a greater level of flexibility compared to structured interviews, and can provide rich data to even the most inexperienced of researchers. Additionally, due to their nature, they can cover broad questions relating to the general field of study. When interviewers use this method, they often refer to a guide, which tends to be a mixture of open and closed questions (Arksey and Knight, 1999). Moreover, because it is not possible to plan follow-up interview questions in advance, the interviewer must be explorative and flexible, allowing for any unpredicted shifts in dialogue, thereby ensuring each relevant topic is covered throughout the course of the interview (DiCicco-Bloom and Crabtree, 2006). Semi-structured interviews also allow the participants to express their viewpoints and explicate

their experiences, (Smith et al., 1999) which can be helpful if a researcher intends to explore experiences, perceptions, interpretations and understandings.

In this study, semi-structured interviews were utilised for the data collection from twenty primary school teachers, as well as with four head teachers and two officials. This approach was suitable because it offered the teachers an opportunity to fully express their attitudes, opinions, feelings, and views about the factors relating to their job satisfaction in confidence, as they knew that their names would not be revealed. It also gave an opportunity for the head teachers and officials to discuss and respond in depth to the issues that were elicited from the teachers' interviews. Furthermore, this style of interview helped in guiding the discussion from general topics to more specific insights that might not have come to mind while preparing the questions (see Appendix 8).

3.5.2.1 Conducting the interviews

The sample for the interview was self-selected and detail of the sampling procedure will be explained section 3.7. After choosing the participant sample group, all the interviewees were contacted by phone to arrange a time and date for their interview. It has been argued that the location of the interview is not just a matter of technicality, but that it ought to be established within the research's social context (Herzog, 2005). Thus, the teachers were able to dictate where the interviews would take place. All the female teachers opted to have their interview at their schools, as they felt more comfortable in their domain there; however, in terms of conducting interviews with the male teachers, certain cultural practices in the KSA had to be considered, which meant that I, as a woman, was not able to access the boys' schools to carry out interviews with male teachers. This was easily rectified though, as we agreed to meet in different public places of their selection, such as a coffee shop, library, or hotel lobby.

Conducting face-to-face interviews was the favoured option because personal interaction and the development of rapport with the participants allowed me to analyse the topic in more depth (Ary et al., 2010; Denscombe, 2010; Gary, 2009) and generated data of a higher quality (Gillham, 2000). It allowed me to follow up hunches, non-verbal clues, and thoughts (attitudes and beliefs) (Cohen et al., 2010). Their response rates were typically high, even though they are more costly than other types of interview (David and Sutton, 2011; Gray, 2009).

Even though the participating teachers were informed about the research in advance when they filled in the questionnaire, I also provided them with a consent sheet prior to conducting the interviews (see Appendix 4). After receiving this sheet, which indicated the purpose of the research and outlined all necessary information regarding the interview, respondents were requested to sign the form to indicate their agreement in partaking in the study. At this stage, I also requested consent from respondents to record the interviews. They were asked to read and sign a form that outlined the purpose and objective of making the recordings (Appendix 6), informing them that interview recordings save time and eliminate disturbances caused by note taking and assuring the confidentiality of the process (Gray, 2009; Wilkinson and Birmingham, 2003).

Like the questionnaires, the interviews were conducted in Arabic to ensure the participants could fully understand the questions, and express themselves freely. I also informed them of the importance of their answers, since their input would be giving me a holistic insight into this topic and would ultimately enhance the research.

During the interviews, I made sure not to disturb the flow of conversation when responses were being provided. Gillham (2000) recommends that researchers who focus more on listening to participants than speaking will be more effective and efficient in conducting the interview. In general, listening equates to paying attention. I also remained as neutral as possible, by not showing my emotions or opinions that might affect the interviewees (Mukherji and Albon, 2010).

The interviews with the head teachers and officials were carried out online via Skype at a date and time convenient to both parties. They were also told that the interview would be recorded, to which they all gave their consent. All other procedures within the interview process were the same as with the teachers, including the information that was provided to the teachers, explaining the purpose and objectives of the research, and the importance of their answers to the study.

3.6 Piloting and pre-testing

The pilot study is “a small-scale test of the methods and procedures to be used on a large scale ...” Porta (2008: 320). It is therefore considered to be a crucial part of the data collection process, as it “detects weakness in design and instrumentation and provides proxy data for the selection of a probability sample” (Blumberg et al., 2005: 68). This can indicate how feasible

a project is and reveal the various modifications that may be required, as an important foundation for good research practice, to enhance procedural quality prior to the actual data collection (Borg et al., 1989; Cohen et al., 1994). Moreover, a pilot study “provide[d] an opportunity for [me] to test and refine [my] methods and procedures for data collection and analysis ... [and to] save[d] a lot of time and energy by alerting [me] to the potential problems that can be worked out before [I] begin the actual study” (Murray, 2009: 49–50). Hazzi and Maldaon (2015) cite further reasons for conducting pilot studies, including (but not limited to) helping the researcher to review statements and words on any sort of scale used, and to refine and develop items on the scales.

In relation to this research, the pilot study for the questionnaire was a hard copy distributed to Saudi postgraduate students studying in a university in the north of England in 2015. To a degree, their academic backgrounds reflected that of the target sample for the chief study. The online version was then pre-tested on four teachers working in primary schools in Riyadh.

With regards to the interviews, piloting interviews provided feedback relating to various issues, such as the rationality and clarity of questions as far as content and form were concerned, the extent to which questions were suited to target participants, and whether the process was likely to generate important information (Taylor et al., 2006). Due to the nature of the interview (i.e. social communication), practice was vital and, therefore, I was conscious of the necessity to listen to and observe the interviewees’ emotional state, should they become tired, angry, or bored. This also anticipated time-frames and allowed for feedback to be obtained in relation to the interview procedure, so confidence and experience could be gained. The participants in the pilot interviews were one female and one male teacher from Riyadh. Feedback indicated that the questions were clear and the length was acceptable. This pilot was conducted online before going to the KSA.

The piloting of the head teachers’ interview was also carried out online with two head teachers (one male and one female) who were known to me. The officials’ interviews were also piloted online with one male and one female employed at the Ministry, who had provided me with their contact information. It is important to mention that during the piloting interviews I also piloted the recording process to ensure its technical quality, because this step was very important for the transcription process.

3.7 Identifying the population sample

In defining a population sample, Sue and Ritter (2007: 23) state:

A population is a group of persons that the evaluator wishes to describe or make predictions about; a sample is a group of participants selected from a larger group (population) in hopes that studying the smaller group will yield information about the larger group. The goal is to select a sample that is representative of the population of interest.

The target population of any study should be clearly and accurately defined to ascertain an appropriate and archetypal sample. For this study, the target population was Saudi male and female teachers in primary schools in Riyadh. The case study of Riyadh was chosen for the following reasons:

- Riyadh is a representable model within the KSA and so serves the purpose of this investigation well;
- Since it is the capital of the KSA, it has a significant degree of population density and diversity;
- The broad range of demographics present in the KSA can be seen in Riyadh;
- Riyadh has many nationally funded schools at the primary level. Table 3.2 shows the exact number of primary schools and teachers in Riyadh, as specifically provided by the MoE;
- It may be possible to generalise the outcomes of the present research study because Riyadh is an archetypal Saudi area, and institutions throughout the country may be similar.

	Schools	Teachers
Boys	548	12,579
Girls	496	15,557
Total	1,044	28,136

Table 3.3: The study population sample in the city of Riyadh (2013–2014)

3.7.1 Sampling procedure

There are two key forms of sampling in research; namely, probability sampling and non-probability sampling. Probability sampling is representative and allows the findings to be

generalised to the whole population, since each member of the population has a known and equal chance of being selected (Clark and Adler, 2011; Cohen et al., 2011; Robson, 2011). Probability sampling can be subdivided into various types, such as stratified sampling, simple random sampling, cluster sampling, systematic sampling, and multistage sampling (Cohen et al., 2011). Conversely, non-probability sampling is not representative of a larger population. Multiple authors have highlighted the risks involved should the target population not possess the same probability as those being selected. As a result, it is not possible to generalise these results to the whole population (Pole and Lampard, 2002).

While Patton (2002) believes that a greater understanding can be extracted from non-probability selected samples, David and Sutton (2011) pointed out that, if there is no way to select a sample randomly, the researcher will have no option but to use a non-probability sample to select participants who want to take part. The three key types of non-probability sampling are convenience sampling, quota sampling, and snowball sampling (Cohen et al., 2011).

In regard to online surveys, Fricker (2006) noted that one should ensure the targeted sample population is, at a minimum, computer literate and that they have access to the Internet. In this regard, the United Nations Conference on Trade and Development (UNCTAD) reported that, despite its population of 25 million (of which a sizable number are expatriates), the KSA has the largest number of mobile phone users worldwide, with 180 mobile phones for every 100 residents (Alarabiyah Net, 2012). As a result, the survey was disseminated by taking advantage of connections on social media platforms, such as WhatsApp and Twitter accounts.

Nowadays, social media has become an integral part of society. It is more than a place for friends to connect; it is a powerful medium in the contemporary world, particularly to reach out to other individuals for education, politics, health, entertainment and shopping purposes. Utilising social media for distributing questionnaires might not be popular in some communities, but this technique is very common in Saudi society. According to the BBC (2015), the KSA has one of the largest social media markets in the Middle East, with approximately 2.4 million users; that is more than 40% of all active Twitter users in the Arab region (Dubai School of Government, 2014).

As a researcher, I implemented a number of key strategies to improve the quality and quantity of my responses. I attempted to target the right population by sending the questionnaire link to Twitter accounts specifically set up for instructors in education to talk about matters relating

to their teaching. Many of these accounts have a high number of followers (hundreds of thousands), and, based on the description of the group, one could presume that most of the followers, if not all, were teachers or in the educational field. Thus, due to the nature of the survey, I was confident that many teachers would see it as directly related to them and subsequently be encouraged them to participate.

I also sought to make the survey more widespread by spreading the link on WhatsApp, so it could reach as many teachers as possible. From personal experience, I know that many teachers have several groups in WhatsApp of fellow teaching colleagues from their own or different schools. In this regard, a national study found that teachers spend 5–10 minutes during each class lesson on WhatsApp, and consider it an important resource in their lives (Ajel.sa, 2016). Therefore, I attached the link to a message encouraging people to share it within their social circles and with teachers.

In light of this, I also made sure that the survey could be read clearly and was accessible on the mobile phone platform, so that the process of participating was as easy as possible. The questionnaire was made available on the Internet for an eight-week period, starting on 2/2/2015 until 23/3/2015. This time period could have been extended, but the final number of 234 received questionnaires was a sufficient size, as the forthcoming phase of data collection (interviews) would further produce in-depth data. Thus, it was more beneficial to move onto the next phase rather than persist with the questionnaire (Hill, 2012).

With regards to the interview sampling, initially a sample of fifty teachers (twenty-five males and twenty-five female participants) was considered appropriate for the present research to yield as much reliable data as possible. However, the sample was reduced to twenty participants with an equal allocation in terms of gender. The reduction decision was recommended by the University progress panel which took place before I had analysed the questionnaires. Twenty teachers were considered be a sufficient number, as my research method sought saturation and deep understanding. That is, the explanatory design aimed to clarify the initial quantitative findings, and therefore the participants in the qualitative phase should be chosen from the population sampled in the initial quantitative phase (Creswell and Clark, 2011).

To help choose my target sample for the interview stage, and to ensure that teachers participating in the interviews would be comfortable while discussing the issues related to job satisfaction, participants were self-selected (purposive sampling). At the end of the questionnaire participants were asked to include their names and contact details if they were

interested in being interviewed. Analysis of the questionnaire data revealed that thirteen male and sixteen female teachers had agreed to this.

The acceptability of purposive sampling in qualitative research has been asserted by several scholars (Creswell and Clark, 2011; Hesse-Biber and Leavy, 2006; Lindlof and Taylor, 2011). These authors have suggested that qualitative samples appear to be purposive rather than random. This was an advantage to the whole process, as the self-selecting sample reduced the time spent in searching for appropriate participants committed to taking part in the study and willing to provide more insight into the phenomenon. In addition, Ary et al. (2010) posit that it is a suitable tool for surveys based on individual personal attitudes and opinions. Thus, selecting participants from the sample who responded to the survey is a type of integration that occurs when one type of data links with another through the sampling frame. This has been referred to as integration through connecting (Fetters et al., 2013). However, there could be a number of reasons behind teachers' decisions to offer to take part in the interviews. These could be because they were happy and wanted to talk positively about their job, they wanted to talk about distressing experiences, or because they believed teacher job satisfaction is an important issue that should be investigated.

Rather than seeking statistical generalisability or representativeness, qualitative research is usually inclined to mirror the variety within a specific community (Barbour, 2001). In light of this, it was thought that the best way to select twenty teachers from the 29 volunteer teachers was by assigning each male and female teacher a number and then randomly selecting ten numbers from each gender, until the desired number of participants was reached (ten males and ten females).

For the third stage of the data collection, which involved interviews with head teachers and officials, a self-selected sample was also used. In terms of the head teachers' interviews, these were carried out via Skype. Most of my visit in Riyadh was spent conducting interviews with the teachers, and thus it was not possible to interview the head teachers before analysing the teachers' interviews. Thus, I had to take a chance and request the head teachers' consent to take part in the next research stage. Furthermore, while permission was granted by all twenty head teachers, I first had to complete the data analysis stage of the teachers' interviews to formulate relevant questions for the head teachers and officials, based on the teachers' data. To select who would be chosen for the interview, I created two piles of documents from each gender group, from which I randomly selected two head teachers.

As far as the government officials were concerned, it was neither easy nor possible to choose whom I wished. Instead, I was obliged to email the Ministry of Education detailing the research topic and its objectives, and to request to interview two officials (one male and one female). They responded by sending me the contact details of two officials.

3.8 Data collection and responses

After eight weeks of the survey being available online, 244 surveys were returned from participating teachers. Unfortunately, ten had to be deleted as they were submitted empty, so the remaining total was 234. Figure 3.4 shows the quantification of the replies over the eight-week period.

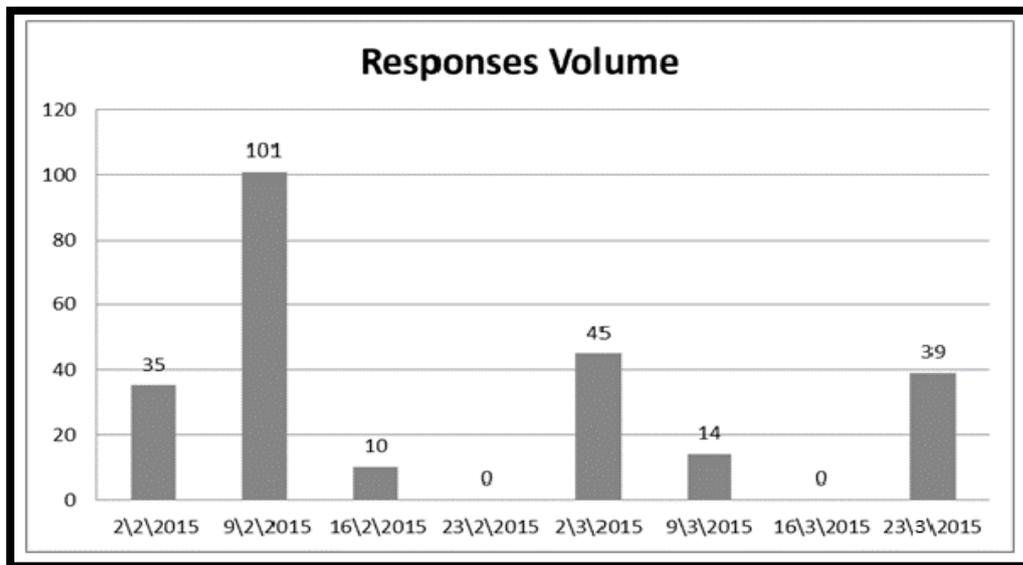


Figure 3.4: Volume of response to the questionnaire

3.9 Analytical procedure

Essential to the process of research is the data analysis stage. When mixed methods research is implemented, it is important to integrate the different methods used to collect data, and the findings as a result of each type. Thus, a robust link exists between the research questions and the procedure of data analysis. This connection is created by the mode of research strategy employed (mixed methods). In turn, this impacts on the procedure of data analysis depending on the chief approach – quantitative or qualitative – in addition to whether the order of time is sequential or concurrent. The issue of mixed methods data analysis is addressed by

Onwuegbuzie and Teddlie (2003: 353), and according to them, mixed methods data analysis is:

The use of quantitative and qualitative analytical techniques, either concurrently or sequentially, at some stage beginning with the data collection process, from which interpretations are made in either a parallel, an integrated, or an iterative manner.

The strategy of sequential explanation adopted for this study determined the data collection procedure and analytical order. As such, the quantitative data underwent analysis first, followed by qualitative data analysis. Both sets of data were handled separately, and the noteworthy issue of transforming data into text from numerical form was taken into account. All the quantitative data obtained from the teachers via the questionnaires were exported from Survey Monkey to the SPSS software program for analysis; The software is designed to evaluate quantitative data rapidly and in a number of different ways. SPSS 22 was used for this study because of the following advantages, as noted by Stevens (2002): a) its distribution is wide; b) it is simple to use; and, c) its analysis range is wide, from non-complex descriptive statistics to various types of complicated multivariate analyses. According to Punch (2009), the benefits of using statistical analysis are to keep the researcher close to the data and to understand the distribution of each variable across the survey respondents. After the analysis of the questionnaires, data were presented in tabular form with interpretations of the results.

In relation to the qualitative data, the analysis of such data depends on the researcher's explanations, and is usually arranged, expressed, and presented in the form of text, written in letters, words and phrases, as opposed to variables and statistical language (Clark and Adler, 2011; Lee and Fielding, 2009). As for the qualitative data in this study (i.e. interviews), the first step was transcribing the recordings of the interviews in a computer file, which was done by myself so that I could become familiar with the data.

It was decided that the qualitative data was to be analysed in the original Arabic language. As has been argued, any type of research will benefit in terms of accuracy if it utilises the language of the original interview, because the analysis will be holistic and there will be a greater understanding of the discussion (Vallance and Lee, 2005). It should be noted, however, that during the latter phase of findings (presentation and discussion), any representative quotations are submitted in English translation. Following this, the next step was to separate the female from the male interviews in different files. I then grouped the responses to each question to create themes.

A coding process was used by reading the original transcripts of each interview line-by-line three times, highlighting any agreements, similarities, and differences between the opinions and what they explicitly stated as being important and their overall standpoint in the interviews. Although I had initial ideas about codes that were relevant to the research questions, after I had finished analysing the questionnaires and transcribing the interviews, I developed and modified the codes as I worked through the coding process. I began categorising the coded themes through a process of combination or removal (Appendix 17 is a transcript of one interview showing the coding process). The next step was to group the codes (sub-themes) into relevant categories and label them accordingly. Through the “negotiated agreement” approach, my codes and the inter-coder’s (a second person who codes the transcripts) were both compared and discussed, in an effort to reconcile them and arrive at a final version (Campbell et al., 2013). Lastly, a grid was prepared for each theme and sub-theme, and the text was categorised with the relevant sub-themes before translating the quotations into English. To avoid any problems related to translating the interview transcripts, a decision was made to analyse the original text, and therefore the back-translation method was conducted to ensure the accuracy of the results. Table 3.4 shows an example of how codes (sub-themes) emerged during the coding process (the whole table can be found in appendix 18), while Figure 3.5 summarises the procedure undertaken for the analysis of interview data.

Table 3.4: Example of codes

Major Theme	Sub-themes (codes)	Related factors
SUPERVISION	Relationship with educational supervisors Educational supervisors’ practices	*Help *Inspectors *Support *Friends *Contempt for teachers *Cooperative *Not appreciated *Lack of support *Focus on written documents *Lack of confidence *Frustration and Restrictive to teachers *Lack of justice and integrity
INTERPERSONAL RELATIONSHIPS	Relationship with students	*Good model *Honest and respect their views *Fully satisfied with it *Enjoy working with children

	Relationship with parents	<ul style="list-style-type: none"> *Easy to deal with children *They should be patient and control their emotions *Good relationship *Negative role in the educational process *A whole year without meeting some mums * Also couple of years without meeting some dads *Fail to communicate with school *Some parents don't know about their kids
	Relationship with colleagues	<ul style="list-style-type: none"> *Satisfied with it *Mutual respect *Informer teachers *Spirit of teamwork *Strong relationship outside the school

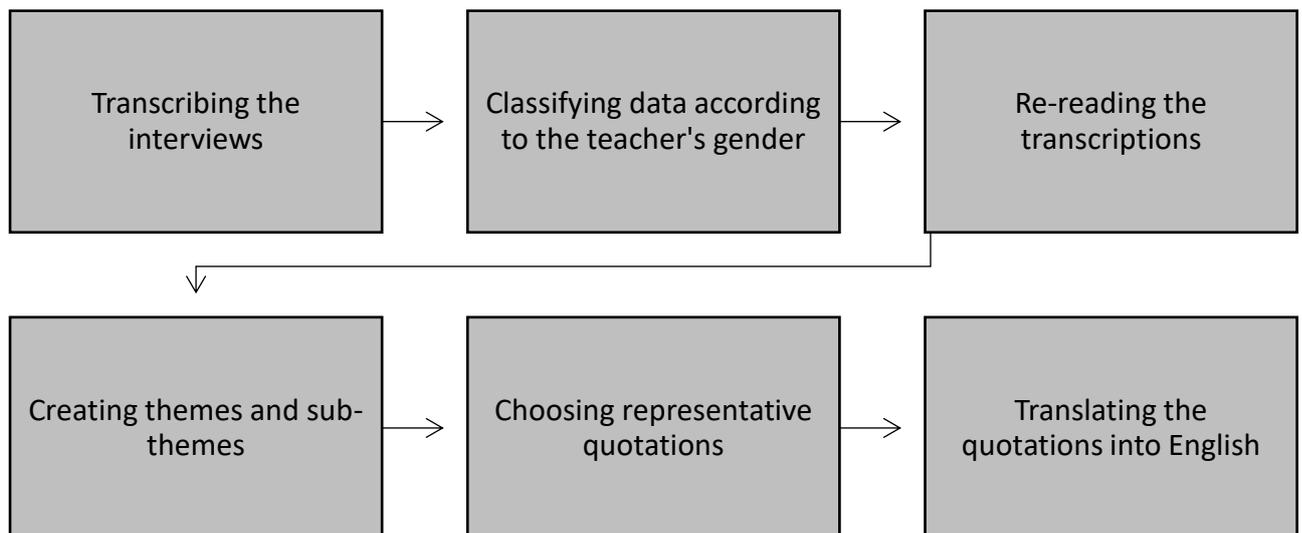


Figure 3.5: The procedure for analysing the interview data

3.10 Recording and transcribing

Interviews for qualitative research tend to be audio recorded and transcribed later. It was an important decision to record the interview, as using memory only could result in bias and missing information, and thus potential errors (Denscombe, 2003). Moreover, I was not only

interested in the subject matter of a person's conversation, but also how it was expressed verbally. The advantages of recording the interview were:

- My concentration, as listening and responding is enhanced;
- If only notes were taken, my subjectivity may be increased;
- Notetaking can be a distraction, but with recording the discussion may flow better;
- With the whole of the interview being recorded, I gained a greater, overall picture of the situation; and
- During analysis, I was able to review the material.

Basit (2010: 114) also recommends recording interviews, stating that “ideally, all interviews should be audio-recorded and transcribed verbatim. This provides us with in-depth perceptions of the interviewees which can never be captured by note-taking during the interviews.”

In terms of transcribing, it was preferable for me to do this myself, since transcribing data is a useful and important stage in familiarising myself with the data (Langridge, 2004). This meant a total of 26 interviews were transcribed verbatim and put into a separate Microsoft Word file.

3.11 Validity and reliability

According to Patton (2002) and Borg (1981), validity and reliability are two essential elements that should be given considerable attention by every researcher during the design, analysis, and evaluation stages. This refers to the methods by which the variable factors examined in the process of this research were monitored and assessed for their clarity, and whether or not they were fit for purpose.

While the definition of validity may differ in academic research, it has been argued that it is paramount and the cornerstone to any study (Cohen et al., 2000). One way of looking at this matter is to say that validity is the degree by which a method can accurately measure what is set out to be examined. This is the view of a number of academics including Landrige (2003), Ingleby and Oliver (2008), and Bell (2010). However, Borg (1989: 249–50) suggests that it is better to ask whether the method is valid for the objective that it applies to – in other words, the degree to which it measures what it says it does. For any piece of research to be a success, it needs to be valid; if it is not, it has no value whatsoever and therefore all research, be it qualitative or quantitative, lacks integrity and authenticity (Cohen et al., 2007). Validity

therefore acts as a guard against some degree of bias, and so it is of great use in research by investigators.

Scholarly research acknowledges various types of validity. For instance, De Vaus (2014) states that no ideal approach to determining the validity of a measure exists, and that this approach is determined by the individual circumstances. Examples of different types are:

- **Face validity:** otherwise known as logical validity. This is the simplest form of validity to use. Bryman (2012) describes it as the most straightforward measure of validity. It focuses simply on the extent to which the method measures what it intended to measure (Cohen et al., 2011);
- **Content validity:** This focuses on various meanings contained in the concept (Rubin and Babbie, 2013). It focuses on judgements, which means that academics and other professionals make judgements regarding the extent to which the measuring tool includes all the universal aspects that make up the concept itself (Cohen et al., 2011).

Shrock and Coscarelli (2007) assert that the key difference between these two types is that content validity is formal and depends on expert opinions regarding the content or capacity of the test, whilst face validity works on non-expert impressions of the test. Both types of validity were applied to the questionnaire in the present research, as a means of ensuring its validity was high. Furthermore, a preliminary assessment of criteria was carried out before the pilot stage, by way of meetings and discussions with my supervisor. Connaway and Powell (2010) advised that following the completion of the first questionnaire draft and prior to application, it must be evaluated by one or a multiple of specialists.

Cohen et al. (2000) also assert that quantitative methods are valid if there is meticulous sampling, and the information gathered is represented properly in statistics. With respect to the participants' answers to the questionnaire, it is impossible to ensure their accuracy because, as Gall et al. (2007) point out, questionnaires depend on self-reported knowledge, belief or behaviour; hence, the validity of gathered data is conditional on the truthfulness of the participants.

With regards to the reliability of the questionnaire, this was assessed using the coefficient of Cronbach's alpha. In this test, as Cronk (2012:101) stated, "... reliability coefficients close to 1.00 are very good", and "numbers close to 0.00 represent poor internal consistency".

Generally, Cronbach's alpha should be above 0.7, and the overall scale in this questionnaire was 0.930, which exceeds the recommended level of 0.70.

The reliability of each section of the questionnaire was determined using the SPSS programme to calculate Cronbach's alpha. These values, shown in Table 4.11 in Chapter Four, demonstrate that the questionnaire is reliable. In addition to the above, the questionnaire also underwent a pilot study before it was used.

In the case of qualitative research interviews, the concerns should be for the frankness, breadth, and depth of information gathered by the researchers, as well as the range of triangulation employed and the lack of bias or vested interest on the part of the researchers themselves (Winter, 2000). Utilising mixed method data collection tools in this study helped to reduce the influence of bias, augmented validity, and minimised any potential limitations of using one method, whilst benefitting the research in obtaining broader and better results (Cohen et al., 2011).

As mentioned earlier, this study adhered to the emic epistemological approach, whereby participants had the opportunity to share and clarify their viewpoints during the interview stage, and their data were given precedence over existing theories. Thus, the procedure for this research was carried out in an inductive manner to ensure validity in line with Seedhouse (2004). Furthermore, the interview was initially assessed prior to the pilot study to ensure its validity; this was achieved through discussions with my supervisor and the use of the pilot study.

With regards to reliability, Lincoln and Guba (1985: 36) state that, "since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the [reliability of the] latter". Reliability, in the case of qualitative research, has been said to exist where there is a correlation of the information gathered, and in the reality of the behaviours and actions taking place in real and naturally occurring contexts. There must be some accuracy and a breadth in terms of the range of examination (Bogdan and Biklen, 1992, in Cohen et al., 2007). In addition, when coding the transcripts, both myself and the other coder (a PhD student) were not only equally capable, we also operated in isolation from each other to select the codes from the transcripts. This is called intercoder reliability (reproducibility across coders) (Krippendorff, 2004). From there, we attempted to reconcile any coding discrepancies through discussion (referred to as intercoder agreement) (Campbell et al., 2013).

Patton (2002) points out that the researcher's skill in any qualitative study is crucial to ensuring the reliability and validity of the study. To ensure the reliability of the recording and transcription process, I listened to each interview multiple times and then, following completion, I made the transcriptions. I then asked another person to do the same, and subsequently we compared transcripts. Only small differences were identified, which enabled us to concur that such differences had no significant impact on the meaning of the interview answers, and that the reliability of the transcription process was high.

In conclusion, the issues involved with judging the quality of a mixed method approach are complicated and controversial amongst methodologists, particularly in instances where findings are integrated. However, I tried to ensure the quality of this research through some procedures, namely, explaining my philosophical standpoints. Sampling, data collection, and data analysis procedures for both the questionnaire and the interviews were described in sufficient detail. In addition, the research process was reported transparently and, finally, I aimed to ensure that the data were integrated effectively in the discussion chapter, with the results of the quantitative and qualitative analysis discussed together on a theme-by-theme-basis in a waving approach, or an integration-through-narrative approach (Fetters et al., 2013).

3.11.1 Triangulation

Triangulation is “an important way to strengthen a study design [through] the combination of methodologies in the study of the same phenomena” (Patton, 2002: 187). In addition, Moran-Ellis et al. (2006: 46) described it as “epistemological claims concerning what more can be known about a phenomenon when the findings from the data generated by two or more methods are brought together”. From this, what we can conclude is that triangulation helps to increase the validity of the research findings and strengthens the reliability of the conclusions, particularly within social science research. This may explain why many contemporary studies employ the mixed methods approach.

Many authors discuss the advantages of triangulation and the way in which it can increase the validity and reliability of research findings. For instance, Bryman (2004) and Kelle (2001) state that comparative analysis of the findings generated by different research methods can allow the researcher to acquire a more well-rounded perspective on the topic. In addition, the use of multiple methods circumvents the limitations of each approach, and avoids subjectivity. In effect, it enhances the validity of the research conclusions and provides a more in-depth and

integrated perspective on the research topic. Furthermore, triangulation can be used to substantiate the findings generated by another method or to test the validity of the research hypotheses. It can also help researchers collect the most suitable data required to understand and explain the nature of a concept or societal phenomenon.

In summary, in this study triangulation was achieved by implementing two distinct research instruments through three phases of data collection. Quantitative data, in the form of a questionnaire, was collected from the target population. Approximately 70–80% of published research in the Arab world is quantitative (Raeen; 2003; Al-Hazmi, 2007). Therefore, to give teachers an opportunity to provide more detail regarding job satisfaction, it was crucial to apply qualitative tools, such as those in the form of interviews. To acquire the head teachers’ and officials’ perspectives regarding the reported results from the teachers’ questionnaires and interviews, interviews were conducted with head teachers and MoE officials. Lastly, triangulation improved the ruggedness of the research and eliminated any bias in the data sources (see Figure 3.6). This is in accordance with Creswell’s (2009) assertion that mixed method research is beneficial in that it gathers different opinions, allowing the researcher to understand multiple dimensions of the issue.

Figure 3.6 shows the methods that were applied to collect data in this study. The data associated with the phenomenon can be viewed in three different ways. The data collected from the questionnaires is presented at the top of the triangle, while the data gathered using the semi-structured interviews from teachers, head teachers, and officials lie at the base of the triangle.

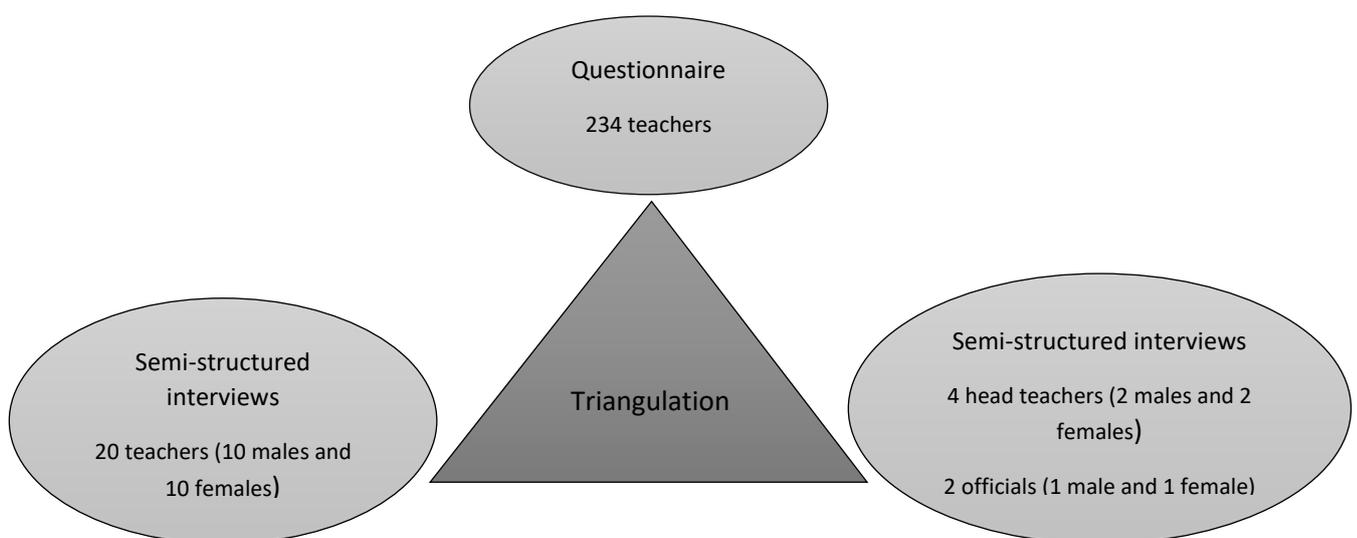


Figure 3.6: Triangulation of the data

3.12 Ethical issues

Various ethical issues can arise in any social research project, and can involve people or documents. For this reason, a number of key issues and their solutions were considered (Blaxter et al., 2010). According to Wellington (2000: 3), “ethical concerns should be at the forefront of any research project and should continue through the write-up and dissemination stages”.

To ensure that best practice was adhered to in relation to ethical concerns and safeguarding in research, I referred to BERA (the British Educational Research Association) for guidelines, and also sought advice given from the AERA (the American Educational Research Association). The aforementioned guidelines emphasise that all subjects surveyed or studied should be given the utmost respect during interactions with the researchers, to avoid a negative impact on participants by disregarding their entitlements and needs during these processes. Researchers typically address these issues through a completed consent form, which informs participants about important aspects such as voluntary participation, confidentiality, and safeguarding (Bell, 2010; BERA, 2004). This means that potential participants can decide whether to be involved, and thus as fully informed participants they willingly give consent to take part in the research (Cohen et al., 2001).

In relation to this study, assurances from a number of head teachers and a ministerial official from the Education Department were obtained, to the level that no official sanction was needed to survey the teachers online. However, such permission was necessary before commencing the second part of the study, in order to gain entry to the schools to conduct the interviews. Therefore, approval for the interviews was sought before initiating the second data collection stage, and a letter was drawn up from my supervisor concerning the research to confirm that this was an official study, and that I intended to collect data in Riyadh during a specific time period (Appendix 16). This letter was then submitted to the UK Saudi Cultural Attaché, who provided a letter for the Riyadh MoE. In return, the MoE gave me a letter that I could present to the schools, stating that I was collecting information for the purpose of my PhD project, and that I required access to their facilities (Appendix 17). This whole process was overseen by an education panel committee at the university, who offered project approval for me to conduct my research, which was, in turn, authorised by the Postgraduate Dean (sample approval letters can be found in Appendix 14).

In regard to the online survey, any messages that were sent via social media or WhatsApp were accompanied with text informing the recipient about the survey, specifically pertaining to the

objectives of the data being collected in their answers, as well as the significance the research may have. The participants were also guaranteed privacy and anonymity, so as to stimulate participation amongst those who received the requests.

This focus on ethical issues was centred on the entitlements of the participants that were engaged in the interview stage. Thus, all of the participants were given information in regard to the purpose of the study, as well as any possibility that the study might be disseminated to an audience beyond the researcher. They were informed of their rights, including anonymity and their right to withdraw from the interview at any stage; in other words, they were not forced to participate. Moreover, during the interaction with the participant, a significant degree of frankness was conveyed, as well as an emphasis on transparency, which was upheld throughout the process. Lastly, permission to record the interview was sought from all participants, explaining why the interview was done and assuring them of data privacy (i.e. it would not be made public). All data were securely kept on a hard drive which will be destroyed once this study has been completed.

As is the case with any research that involves the participation of human subjects, there is a consideration about the potential impact of the research on all those involved (Cohen et al., 2007; Elliott, 2005). During the interviews, I ensured that, at the very least, the participants should not be worse off at the end of the research process than they were at the start (Hynson et al., 2006). As far as I know in this study, and while discussing potentially distressing or sensitive issues, none of the participants became visibly distressed. This could be due to the fact that individuals sharing their experiences and telling their stories to an interested listener can experience positive and therapeutic effects from participation (Corbin and Morse 2003; Ison 2009; East et al., 2010). Moreover, self-selecting participants in this study were also inclined to share their experiences to gain a sense of purpose and contribution through increased awareness of their experience and the issues at hand (Elmir et al., 2011). This suggested that the psychological effect can be contained and mitigated by the benefits that participants receive by telling their stories (Corbin and Morse, 2003).

3.13 Answering the research questions

Table 3.5 illustrates how the research questions were addressed in the data analysis process. The table offers a summary of each data source drawn upon for the purpose of addressing the research questions, as well as examples of how they have been interpreted.

Table 3.5: A summary of the research questions, the data source, and how each question will be answered

Research question	Data source	How the question is answered
What factors affect the job satisfaction of Saudi male and female primary school teachers in Riyadh?	Teachers' questionnaire and interview	Questionnaire responses of the teachers were evaluated, so I gained a holistic view of the factors that impact on their job satisfaction. I was therefore able to recognise gender-related differences across the sample, particularly those that related to their own job satisfaction. Taking this and other key factors into account, further interview questions were devised.
What aspects of the Saudi primary school teachers' role have an impact on job satisfaction?	Teachers' questionnaire and interview	Similar to the main research question, certain aspects were examined through the questionnaire, while others discussed during the interviews.
Is teachers' job satisfaction significantly affected by their demographic variables?	Teachers' questionnaire	Via data gathered from the questionnaire, the teachers provided an insight into how strongly these variables affected their job satisfaction.
What is the overall level of job satisfaction among primary school teachers in Riyadh?	Teachers' questionnaire	Teachers were asked to determine their overall level of job satisfaction on the 5-point Likert scale.

3.14 Summary

This chapter provided a rationale for the selection of the research design and methods, the data collection process, and the data analysis. It has provided an explanation and justification of the ontological and epistemological standpoint adopted in this study, as well as justifying the use of a mixed methods approach, and highlighting the instruments for data collection. In addition, the procedure for conducting a pilot study was assessed in relation to my study, which subsequently raised issues pertaining to validity and reliability. Thus, an outline of the procedure for collecting data was brought together, addressing the study's reliability, validity, and ethical concerns. The next two chapters present the results from the quantitative and qualitative data collection tools.

CHAPTER FOUR: QUANTITATIVE RESULTS

4.1 Introduction

Since a sequential explanatory type of mixed method approach was adopted for this study – whereby two main stages of data collection and analysis are required – the data are subsequently presented in chronological order. This means the quantitative data, which were collected first, are presented in this chapter, followed by the qualitative data in the next chapter. Thus, this chapter provides a detailed analysis of the views and opinions of Saudi primary school male and female teachers concerning the factors that affect their job satisfaction, from the study’s online questionnaire. These data were analysed using the statistical programme, SPSS 22, and the results and analysis are organised into descriptive analysis, scale reliability, t-tests, and correlational analysis in terms of key study factors. These factors include work, salary, students and parents, colleagues, head teacher, promotion, educational supervision, recognition, values and beliefs, consequences of the level of job satisfaction, and overall job satisfaction.

4.2 Demographic characteristics of the sample

This section presents the results of the descriptive data analysis, showing the relevant demographic characteristics of the sample. According to Vogt and Johnson (2011, p.104), descriptive statistics is, “summarising, organising, graphing, and, in general, describing quantitative information”.

Table 4.1: Teachers’ Gender

Gender	%
Male	34.2
Female	65.8
Total	100.0

Table 4.1 provides information on the respondents’ gender. In the sample of 234 teachers, 80 were male teachers, representing 34.2%, while 154 were female teachers representing 65.8%, and thus the sample has a ratio of female to male teachers of approximately 2:1.

Table 4.2: Teachers' Age

Years	%
20-29	15.4
30-39	42.3
40-49	37.6
50-60	4.7
Total	100.0

The results regarding the respondents' age are shown in Table 4.2. Of the 234 respondents, 15.4% were from the age group 20 to 29 years old, while 42.3% were between the ages of 30 to 39. Another large proportion of the sample (37.6%) was found in the 40 to 49 age bracket, whereas only 4.7% were aged 50 to 60, which comprised the lowest proportion. Therefore, a large majority (79.9%) were aged 30 to 49 years.

Table 4.3: Teachers' Marital Status

Marital status	%
Married	80.8
Widow	1.3
Divorced	4.7
Single	13.2
Total	100.0

Results regarding the marital status of the teachers are shown in Table 4.3, and these indicate that most teachers (80.8%) were married, in comparison to 13.2% who were single; only a small percentage were widowed or divorced (1.3% and 4.7%, respectively).

Table 4.4: Teachers' Teaching Experience

Experience	%
1-4 years	21.6
5-9 years	13.4
10-14 years	13.9
15-19 years	27.7
20+ years	23.4
Total	100.0

Table 4.4 presents the teaching experience of the respondents in primary school. In the whole sample (n=234), the largest proportion had teaching experience of 15 to 19 years, at 27.7%. It was also noted that 23.4% (the second largest proportion) had more than 20 years' experience. This clearly highlights that half of the sample of teachers had 15 years' or more of experience, indicating that they were highly experienced in teaching primary school level.

Table 4.5: Teachers' Educational Supervision Centre

Supervision centre	%
South	20.2
North	20.2
East	20.7
West	28.2
Middle	10.7
Total	100.0

In terms of the respondents' educational supervision centre, Table 4.5 reports the classification of teachers by centre, and the frequency distribution is relatively equal across the sample. That is, although there was a larger percentage of teachers (28.2%) in centres from the west and a lower percentage in the middle (10.7%), there was a fairly equal representation of teachers from south, north, and east supervision centres, respectively, all with approximately 20%.

Table 4.6: Teachers' Qualification

Qualification	%
Diploma	28.0
Bachelor's degree	67.2
Master's degree	3.9
Doctorate	0.9
Total	100.0

Results regarding teachers' qualifications are shown in Table 4.6. This shows that the largest percentage of teachers held a bachelor's degree (67.2%), while a smaller percentage of 3.9% held a master's qualification, and the smallest proportion of respondents had doctorates (0.9%). These results show that the majority of primary school teachers in this sample held the necessary requirements to fulfil their role, but very few had further developed their

qualifications. The table also shows that, starting from the bachelor's degree, the number of teachers in each category decreased as the qualification became higher.

Table 4.7: Teachers' Teaching Subject

Teaching subject	%
Arabic language	21.9
English language	4.6
History and geography	14.9
Islamic studies	14.2
Maths	15.5
Science	17.6
General	4.6
Health education	5.5
Physical education	1.2
Total	100.0

Teachers were asked to indicate which subject they taught. As Table 4.7 shows, the largest group of respondents comprised of Arabic language teachers (21.9%), followed by science (17.6%), maths (15.5%), and history and geography studies (14.9%). English language, health education, and physical education were all less common subject areas, with a much lower numbers of teachers in comparison (4%, 5%, and 1%, respectively). The difference in the percentage of teachers by subject area may be explained by the varying weekly lesson requirements. That is, Arabic language and maths are taught more often each week, meaning that more teachers are needed for these subjects than physical education/health education, which are taught less often.

Table 4.8: Teaching Classes

Classes	%
1	12.6
2	10.0
3	15.6
4	14.2
5	8.7
6	14.2
7	2.6
8	3.0
9	6.9

10	3.5
11	0.9
12	3.5
13	0.4
14	0.9
15	3.0
Total	100.0

Table 4.8 presents the number of teaching classes taught by the sample of 234. The clearest information from this dataset showed that teachers teaching 1–6 different classes were in the majority – 15.6% of teachers taught three classes, 14.2% taught four or six classes, while 12.6% taught only one class 10% taught two classes, and lastly, 8.7% taught five different classes . Thus, as a total percentage, 75.3% taught between 1–6 classes. What the data also shows here is that those teaching more than six classes were a minority, with only 3.5% teaching ten classes, and 3% teaching the maximum 15 classes. This suggests that the workload regarding the number of teaching classes was not distributed uniformly.

Table 4.9: Teaching hours per week

Hours	%
2	0.5
3	0.9
4	0.5
5	1.4
6	2.8
7	3.2
8	2.8
9	1.4
10	0.9
11	0.5
12	3.2
13	1.4
14	3.2
15	8.1
16	5.1

17	2.3
18	12.9
19	2.3
20	22.6
21	4.1
22	6.0
23	2.8
24	11.1
Total	100.0

Results regarding the number of teaching hours per week are shown in Table 4.9, and the majority of teachers (22.6%) were teaching 20 hours per week, followed by 12.9% of teachers for 18 hours per week, and 11.1% for 24 hours per week. Further analysis therefore revealed that 69.2% taught more than 15 hours per week and, although it is ministry policy for teachers to deliver 24 hours of teaching per week, these findings show that only a few of the sample did so. This may be attributed to the policy of expanding teachers' employment in recent years, so that more teachers are available to teach the lessons required and each has a reduced workload.

Table 4.10: School building type

School building	%
Government building	68.5
Rented	31.5
Total	100.0

Table 4.10 provides data on the type of school building that the sample taught in, which in this case was either a government school building or a rented property. The results showed that the majority were in a government building, at 68.5%, while 31.5% taught in a rented building.

4.3 Summary of demographic characteristics

Descriptive analysis revealed that a large proportion of the participants (65.8%) were female. More than three quarters of the participants (79.9%) were aged between 30 and 49 years, and an even greater number of them (80.8%) were married. Moreover, 41.6% of the respondents had between 10 and 19 years of experiences in education. The highest number of teachers was from the west region of Riyadh (28.2%). Moreover, a significant number of teachers (67.2%) also had a bachelor's degree. More than half of the sample (53.3%) taught between 15 and 20 lessons per week, and 39% delivered these in 5–10 different classes. A large number of the teachers (68.5%) worked in government school buildings.

4.4 Questionnaire responses (descriptive statistics)

The following sub-sections examine the teachers' responses to the second part of the questionnaire concerning factors influencing their job satisfaction. Descriptive statistics, as Mann (2010) defined, is the discipline of quantitatively describing the main features of a collection of information. According to Mann (*ibid.*), descriptive statistics aim to summarise a sample rather than use the data to learn about the population that the sample of data is thought to represent. Common measures used in descriptive statistics, which this study refers to, are means and standard deviations, which measure the tendency and variability within a data set (Field, 2009).

4.4.1 Scale Reliability

Reliability refers to the extent to which a test or an experiment yields the same results on repeated trials (Carmines & Zeller, 1979). Internal consistency is a commonly used indicator of a scale's reliability, which is defined as the degree to which the scale items are measuring the same underlying construct. There are various methods to measure internal consistency. The most frequently used indicator of internal consistency is Cronbach's alpha coefficient. Cronbach's alpha provides evidence of the average correlation between all the items of the scale. The values range from 0 to 1, with higher alpha coefficient values indicating greater scale reliability. Generally, the Cronbach's alpha coefficient value of a scale should be above 0.7 (Hair, 2005).

In this study, the Cronbach's alpha reliability coefficient values for almost all of the scales were more than the recommended level of 0.7. That is, the Cronbach's alpha coefficients for the ten factor scales were 0.896, 0.904, 0.748, 0.927, 0.914, 0.854, 0.913, 0.819, 0.856, and

0.67, respectively. The Cronbach's alpha coefficient for the overall scale was 0.930, which exceeds the recommended level of 0.70 alpha coefficients. Table 4.11 presents the reliability analysis results for all factors and the overall scales.

Table 4.11: Cronbach alpha coefficients

Factor	No. of items	Alpha
Work	21	0.896
Salary	5	0.904
Students and parents	5	0.748
Colleagues	4	0.927
Head teacher	5	0.914
Promotion	4	0.854
Educational supervision	9	0.913
Recognition	5	0.819
Values and beliefs	9	0.856
Consequences of the level of job satisfaction	8	0.666
Overall scale	76	0.930

4.4.2 Factors affecting teachers' satisfaction

The main research question for this study was concerned with identifying the factors affecting teachers' job satisfaction. Teachers were asked general questions about the extent to which they were agreed or disagreed with each of the 75 items, using a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. These 75 items were grouped into ten sections, each of which is now examined in terms of the teachers' responses. Item number 76 asked the teachers about their overall level of job satisfaction.

The five-point Likert Scale used in this study identified the degree of teachers' job satisfaction. Table 4.12 shows the interpretation of teachers' responses. As the lowest possible score in the scale is 1 and the highest is 5, the total mean range was $(5-1=4)$, and then this result was divided by the maximum score of the scale $(4\div5=0.8)$, giving equivalent mean value for the five categories.

Table 4.12: Statistical values according to Likert Scale ranking

Value on Likert scale	Ranking	Mean Value	Interpretation
1	Strongly disagree	1-1.80	Strongly dissatisfied
2	Disagree	1.81-2.60	Dissatisfied

3	Undecided	2.61-3.40	Moderate, neither satisfied nor dissatisfied
4	Agree	3.41-4.20	Satisfied
5	Strongly agree	4.21-5	Strongly satisfied

4.4.2.1 Nature of the work

Table 4.13: Responses to items in factor 1 (nature of the work)

Work (teaching and environment)	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I have an adequate desk space for individual work.	7.1	10.9	17.9	21.8	25.0	17.6	16.1	25.2	33.9	24.5	2.64	1.33
I feel that the building is suitable to be a school building.	23.2	9.4	26.8	24.6	14.3	18.6	8.9	18.6	26.8	28.8	2.83	1.43
School cares about the physical factors like ventilation and lighting.	16.1	7.6	26.8	33.0	26.8	19.5	14.2	24.6	16.1	15.3	3.00	1.25
I am satisfied with the availability of new technologies at school.	8.9	3.4	10.7	17.7	23.2	15.3	17.9	31.4	39.3	32.2	2.31	1.23
I am satisfied with the number of hours I spend at school.	17.9	15.3	17.9	38.1	25.0	13.6	14.2	16.1	25.0	16.9	3.10	1.38
I am satisfied with the teaching hours per week.	10.7	11.1	14.3	32.5	19.6	17.9	16.1	21.4	39.3	17.1	2.80	1.37
I am satisfied with justice in the distribution of the workload of classes and activities.	10.9	12.8	12.7	24.8	20.0	20.5	18.2	20.5	38.2	21.4	2.72	1.36
I am satisfied with the system of attending and leaving school.	26.8	15.3	21.4	37.3	23.2	13.6	12.5	22.0	16.1	11.8	3.24	1.31
Vacations system and absence from work (including the paid leave of absence) fair and satisfactory.	7.1	7.7	14.3	17.1	12.5	12.0	19.6	23.0	46.5	40.2	2.27	1.35
I have an adequate time for preparation and professional learning.	5.5	9.3	23.6	18.6	16.4	26.3	21.8	30.5	32.7	15.3	2.67	1.37
There are opportunities to learn new things at work.	7.3	5.1	18.2	19.0	21.8	26.7	21.8	27.6	30.9	21.6	2.56	1.23
I am satisfied with the training opportunities that available for me in my work.	9.3	7.0	22.2	22.6	29.6	26.1	18.5	27.8	20.4	16.5	2.78	1.20
There is variety in my work.	3.6	5.3	12.7	20.4	25.5	23.0	32.7	26.5	25.5	24.8	2.51	1.21
There are opportunities to use my personal and professional skills, whilst teaching.	7.1	17.1	26.8	31.6	33.9	22.2	16.1	16.3	16.1	12.8	3.15	1.19
There is a sense of responsibility involved in planning my own work.	32.1	27.4	33.9	51.3	21.5	11.1	8.9	5.1	3.6	5.1	3.89	1.24
There is a sense of achievement involved in my role as a teacher.	44.4	38.5	27.8	40.1	22.2	11.1	3.7	4.3	1.9	6.0	4.04	1.06
I am satisfied with the number of students in the classes that I teach.	10.9	8.5	10.9	23.9	23.7	12.8	12.7	19.7	41.8	35.0	2.49	1.40
I have job security as a teacher.	22.2	25.2	27.8	28.7	18.5	18.3	9.3	15.6	22.2	12.2	3.34	1.04
I use my own money to meet the school and students' needs.	32.1	31.6	17.0	21.4	13.2	17.1	15.1	12.8	22.6	17.1	3.34	1.50
The educational administration, and its department, responds to my requests.	5.4	6.0	12.5	17.9	19.6	24.9	30.4	25.6	32.1	25.6	2.46	1.21
Overall, I am satisfied with the work that I do.	32.7	17.9	25.5	44.5	29.1	22.2	7.2	7.7	5.5	7.7	3.62	1.12
Total											2.97	

Table 4.13 lists the teachers' responses to the items grouped under the 'nature of the work' factor. It shows that the range for the means was 2.27–4.43, and the standard deviation from 1.06–1.50, which indicates the variability in the obtained data. In relation to the first item, which pertains to the teachers having an adequate desk space for individual work, half of the male and female respondents expressed their dissatisfaction (50% and 49.7%), while only one quarter of the males (25%) and approximately a third of the females (32.7%) were satisfied. With regard to the suitability of the building to be a school building, it is clear that there were some differences between the male and female teachers. Half of the males (50%) were satisfied about their school building, while a third of the females (34%) were satisfied. Conversely, slightly more than one third of the males (35.7%) were dissatisfied with the building, while almost half of the females (47.4%) were dissatisfied.

Regarding the physical factors like ventilation and lighting, 30.3% of male teachers and 39.9% of female teachers expressed their dissatisfaction, and slightly more teachers showed their satisfaction (42.2% males and 40.6% females). For item 4 (the availability of new technologies at school), a larger proportion of male and female teachers expressed their dissatisfaction (57.2% and 63.6%, respectively) showing a greater level of dissatisfaction, whereas those who were neither satisfied nor dissatisfied numbered more than the satisfied teachers (23.2% males and 15.3% females).

An almost similar number of teachers from both genders showed their dissatisfaction with the length of the school day, with 39.2% of male teachers and 33% of female teachers expressing their dissatisfaction. However, 35.8% of the male and 53.4% of the females showed different levels of satisfaction from satisfied to strongly satisfied. That said, the data showed a larger proportion of teachers were dissatisfied with the number of teaching hours, (that is 55.4% of the male teachers and 38.5% of the female teachers). However, the female teachers showed slightly more satisfaction regarding the teaching hours than males (43.6% and 25%, respectively). More than half of males (56.4%) and 41.9% of females expressed their dissatisfaction with the justice in the distribution of their workload, while almost a quarter of the male teachers (23.6%) and more than a third of the female teachers were satisfied. In relation to the system of attending and leaving school, around half of both genders expressed satisfaction – 48.2% of males and 52.6% of females. However, 28.8% of the males and one third of the females expressed their dissatisfaction regarding it. More than two thirds of male teachers and 63.2% of the females expressed their dissatisfaction regarding the vacation system and absences from work (including paid leave of absence).

With regards to the items related to the teachers' development, more than half of the males were dissatisfied about having adequate time for preparation and professional learning, and also regarding the opportunities to learn new things at work. Additionally, almost half of the females noted their dissatisfaction regarding these two items. The teachers showed more dissatisfaction regarding the training opportunities available to them (38.9% males and 44.3% females). However, 29.6% of males and 26.1% of females were neither satisfied nor dissatisfied.

The data obtained also indicated that more than half of the males and females felt that there was no variety in their work (58.2% and 51.3%, respectively), and as for the item regarding the opportunities the teachers had to use their personal and professional skills whilst teaching, this revealed a relatively high number of neither satisfied nor dissatisfied male teachers (33.9%), and the same proportion of the males who were also satisfied, whereas about half of the females (48.7%) showed their satisfaction.

A very high proportion of both male (66%) and female teachers (78.7%) had a sense of responsibility involved in planning their work. In terms of whether the teachers found a sense of achievement in their roles, the majority of both genders noted their satisfaction, with 72.2% and 78.6% of males and females, respectively.

Almost the same percentage of both genders (54.5% males and 54.8% females) were dissatisfied with the number of students in their classes, while almost a third of the females (32.1%) were satisfied.

Half of the male teachers and more than half (53.9%) of the females believed they had job security, while more than 18% of both genders had no opinion. The data further showed that almost half of the male teachers (49.1%) and more than half of females (53%) used their own money to meet the school's and students' needs.

A large number of teachers, 62.5% of males and 51.2% of females, expressed their dissatisfaction in relation to receiving a response to any requests that they sent to the educational administration and its departments. As for the last item, which was on their overall satisfaction with their work, more than half of both genders positively expressed their general satisfaction and less than 8% of both genders were either dissatisfied or strongly dissatisfied. The overall mean score for this factor was 2.97, reflecting the sample's moderate level of satisfaction.

4.4.2.2 Salary

Table 4.14: Responses to items in factor 2 (Salary)

Salary	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
My salary as a teacher is compatible with the cost of living in the city of Riyadh.	10.5	11.0	21.1	13.6	21.1	22.0	17.5	27.1	29.8	26.3	2.62	1.34
My salary as a teacher is compatible with my duties.	14.0	8.5	24.6	21.4	10.5	29.9	31.6	19.7	19.3	20.5	2.81	1.29
My salary is compatible with my level of experience.	12.3	7.7	28.1	31.9	10.5	19.0	22.8	19.0	26.3	22.4	2.82	1.35
The salary structure for teachers is fair.	14.0	5.1	15.8	23.7	19.3	27.1	15.8	21.2	35.1	22.9	2.66	1.31
Overall, I am satisfied with my salary.	14.8	8.6	25.9	26.7	11.1	17.3	24.1	28.4	24.1	19.0	2.82	1.33
Total											2.74	

Table 4.14 shows the teachers' responses to items under the second factor in the questionnaire, salary. Teachers expressed their dissatisfaction regarding the compatibility of their salary with the cost of living in the city of Riyadh, with 47.3% of male teachers and 53.4% of their female counterparts, showing a higher dissatisfaction among females. For the rest of the items, almost half of the male teachers indicated their dissatisfaction compared to female teachers (51%, 49.1%, 51%, respectively for the males, and 40.2%, 41.4%, and 44%, respectively for females). With regard to their overall satisfaction level with salary, teachers from both genders expressed similar levels of dissatisfaction (48.2% of males and 47.4% of females). This is perhaps surprising given that in Saudi society the responsibility for the family's finances traditionally falls on males. The overall mean score for this factor was moderate at 2.74, with a high proportion of teachers showing their dissatisfaction, especially males.

4.4.2.3 Students and Parents

Table 4.15: Responses to items on factor 3 (Students and parents)

Students and parents	Strongly satisfied		Satisfied		Undecided		Dissatisfied		Strongly dissatisfied		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I have a good relationship with my students.	39.3	45.7	46.4	39.7	7.1	10.3	5.4	3.4	1.8	0.9	4.23	0.86
I have a good relationship with my students' parents.	27.3	35.7	45.4	41.7	20.0	11.3	5.5	6.1	1.8	5.2	3.96	1.04
I have the ability to control the students' behaviour in the classroom.	37.5	41.4	51.8	43.1	5.4	9.5	3.5	3.4	1.8	2.6	4.18	0.89
The parents of my students participate effectively in school council meetings.	14.8	6.1	20.4	17.4	29.6	33.0	18.5	32.2	16.7	11.3	2.83	1.14
Overall, I am satisfied with my relationships with students and their parents.	23.6	24.2	38.2	50.0	25.5	15.5	9.1	8.6	3.6	1.7	3.82	0.97
Total											3.81	

Table 4.15 lists the teachers' responses to items under 'students and parents'. In general, this table shows very positive responses from both genders. For instance, a large proportion of both male and female teachers (85% each) indicated that they had a good relationship with their students, and almost three quarters of both genders expressed that they had a good relationship with their students' parents (72.7% of males and 77.4% of females). Among the male and female teachers, there was a very high level of satisfaction with their ability to control the students' behaviour in the classroom (89.3% and 84.5%, respectively). However, more than two thirds of male teachers (35.2%) indicated their dissatisfaction regarding the parents' participation in school council meetings, and exactly the same proportion indicated their satisfaction. The female teachers showed more dissatisfaction than males (43.5%), and a third (33%) were neither satisfied nor dissatisfied with parental participation in school council meetings. With regards to the last item (overall satisfaction with their students and their parents), the female teachers showed more satisfaction than males (74.2% and 61.8%, respectively). The overall mean score of 3.81 for this factor indicates that teachers were generally satisfied with their relationships with the students and their parents.

4.4.2.4 Colleagues

Table 4.16: Responses to items on factor 4 (colleagues)

Colleagues	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M	F	M	F	M	F	M	F	M	F		
	%	%	%	%	%	%	%	%	%	%		
I have a good personal relationship with my colleagues.	53.6	49.1	41.1	32.8	3.6	14.6	1.7	2.6	0.00	0.9	4.33	0.80
I have a good professional relationship with my colleagues.	49.1	47.4	43.6	36.2	5.5	12.9	1.8	2.6	0.0	0.9	4.31	0.79
I have supportive colleagues.	42.9	38.8	41.1	36.2	8.8	18.1	3.6	6.0	3.6	0.9	4.9	0.95
Overall, I am satisfied with my work colleagues.	42.9	40.5	44.6	36.2	10.7	16.4	0.0	5.2	1.8	1.7	4.15	0.91
Total											4.21	

Teachers expressed a very high level of satisfaction on all items under this factor, and the levels of satisfaction among males were higher than females. Almost all of the male teachers expressed that they had a good personal and professional relationships with their colleagues (94.7% for personal and 92.7% for professional relationships), showing stronger satisfaction. In addition, the females also expressed similar positive relationships (81.9% and 83.6%, respectively). Most of the teachers stated that they had supportive colleagues (84% of males and 75% of females), and more than three-quarters of both male and female teachers expressed their overall satisfaction with their work colleagues (87.5% and 76.7%). The overall mean score was 4.21, indicating the teachers' strong satisfaction with this factor, which is the highest among the ten factors of the questionnaire. In relation to gender differences, the male teachers expressed a higher level of satisfaction regarding their colleagues than females.

4.4.2.5 Head teacher

Table 4.17: Responses to items on factor 5 (head teacher)

Headteacher	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M	F	M	F	M	F	M	F	M	F		
	%	%	%	%	%	%	%	%	%	%		
I have a good personal relationship with my headteacher.	26.8	33.3	44.6	36.0	19.6	26.3	3.6	1.8	5.4	2.6	3.92	0.98
I have a good professional relationship with my headteacher.	30.4	28.7	41.1	40.7	14.2	20.9	8.9	3.5	5.4	6.1	3.83	1.09
The headteacher treats all of the teachers fairly.	25.5	21.7	32.7	28.7	21.8	20.9	14.5	15.7	5.5	13.0	3.40	1.27
Teachers are evaluated by the headteacher based on educational foundations.	26.8	16.8	26.8	34.5	30.4	31.9	8.9	8.0	7.1	8.8	3.47	1.14
Overall, I am satisfied with my headteacher.	25.5	22.6	40.0	42.6	16.4	21.7	10.8	7.0	7.3	6.1	3.68	1.11
Total											3.66	

The table above lists the teachers' answers to items under the 'head teacher' factor. It shows that more than two-thirds of the teachers had a very good personal and professional relationship with their head teachers, and more than half of both males (58.2%) and females (50.4%) also expressed their satisfaction with the fair treatment from their head teacher. More than half of male teachers (53.6%) and females (51.3%) believed that teachers are evaluated by head teachers based on educational foundations. However, almost a third were neither satisfied nor dissatisfied (30.4% and 31.9% for male and female, respectively). In general, almost two-thirds of male and female teachers indicated their satisfaction with their head teachers. The analysis revealed that the participants were well satisfied with their head teachers, as the overall mean score was 3.66 and the overall proportion of satisfied respondents was more than those who were dissatisfied. Therefore, the 'head teachers' factor is identified as a factor that directly contributed to these teachers' job satisfaction.

4.4.2.6 Promotion

Table 4.18: Responses to items on factor 6 (promotion)

promotion	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
The promotion system is fair for all teachers.	12.5	12.2	26.8	25.3	26.8	21.7	10.7	19.1	23.2	21.7	2.89	1.35
I am currently on the job grade that draws with my service in teaching.	10.7	13.0	19.6	29.6	12.5	18.3	14.3	11.3	42.9	27.8	2.73	1.46
There is good opportunity for promotion in my job, in the future.	12.5	8.9	19.6	23.0	37.6	27.4	10.7	17.7	19.6	23.0	2.82	1.28
Overall, I am satisfied with the present promotion system for teachers.	10.7	7.8	17.9	24.3	25.0	24.3	17.9	17.4	28.5	26.2	2.69	1.32
Total											2.77	

Table 4.18 lists the responses to four items under the 'promotion' factor. Both satisfaction and dissatisfaction over the item pertaining to the fairness of the promotion system received almost the same proportion from all teachers, which was slightly more than one third. With regard to the job grade, despite the fact that the number of affected females from item 105 was actually more than males, more than half of the male teachers indicated that they were not active on the functional level according to their length of service in teaching (57.2%); in contrast, the females numbered only 39.1%.

Interestingly, the males' responses to the item regarding the opportunity for promotion in the future did not show any prominent response, as they were distributed almost equally between satisfied, dissatisfied and neutral, while the females expressed more dissatisfaction (40.7%). As for the teachers' promotion system within schools, the majority of the teachers indicated their overall dissatisfaction, with 46.4% of males and 43.6% of females, while a quarter were neutral. The overall mean score for this factor was low (2.77), reflecting teachers' moderate level of job satisfaction.

4.4.2.7 Educational Supervision

Table 4.19: Responses to items on factor 7 (educational supervision)

Educational supervision	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I have a good relationship with the educational supervision centre.	12.5	8.0	23.2	31.9	35.7	40.7	12.5	9.7	16.1	9.7	3.14	1.10
I have a good personal relationship with my supervisor.	16.1	12.4	32.1	31.0	30.4	32.7	7.1	15.9	14.3	8.0	3.24	1.15
I have a good professional relationship with my supervisor.	16.1	13.3	37.5	36.3	21.4	31.9	12.5	9.7	12.5	8.8	3.34	1.15
I get help from my supervisor when I am facing problems at work.	10.7	9.7	30.4	28.3	33.9	31.0	7.1	20.4	17.9	10.6	3.07	1.16
I benefit from the feedback I get from my supervisor, regarding my performance as a teacher.	23.2	13.2	39.3	36.0	26.8	29.8	3.6	14.0	7.1	7.0	3.46	1.10
I am satisfied with the responsibilities delegated to me by my supervisor.	16.1	7.0	25.0	29.8	37.5	36.8	12.5	17.5	8.9	8.8	3.15	1.8
I get enough educational supervision from qualified supervisors.	14.3	7.1	30.4	21.2	35.7	36.3	10.7	26.5	8.9	8.9	3.03	1.09
I face some negative practices from the educational supervisors.	7.3	12.3	20.0	21.1	32.7	34.1	23.6	24.6	16.4	7.9	2.97	1.14
Overall, I am satisfied with my supervisor.	16.1	10.6	37.5	26.5	30.4	42.5	10.7	12.4	5.3	8.0	3.30	1.05
Total											3.19	

Table 4.19 lists the teachers' responses to nine items under the 'educational supervision' factor. Upon analysis of the data, it is clear that around one third of the female teachers were neither satisfied nor dissatisfied with all the items. Also, around one third of the male teachers showed neutrality on the items under this factor. The same proportion of teachers who were undecided about having a good relationship with the supervision centre (35.7% males and 39.9% females) also expressed their satisfaction with it. With regards to their personal and professional relationship with their supervisors, the teachers from both genders expressed their satisfaction

(48.2%, 53.6% males and 45.4%, 49.6% females), and a relatively high number of teachers also expressed their satisfaction regarding the help they received from their supervisors when they faced a problem at work. The mean score for teachers benefiting from the feedback they received from their supervisors regarding their performance was 3.46, which was the highest for this factor. Regarding the responsibilities delegated to them by their supervisors, responses to this item were generally spread across the categories showing more satisfaction, especially from male teachers. With regards to receiving enough supervision from a qualified supervisor, Table 4.19 shows that male teachers expressed more satisfaction (44.7%) while the females expressed more dissatisfaction (35.3%). With regards to facing negative practices from supervisors, the majority of the female teachers were neutral (34.1%) and around the same number (33.4%) said that they did face some negative practices, whereas 32.5% expressed the opposite. However, 40% of males stated that they did not face any negative practices from their supervisors. Lastly, for the item regarding the teachers' general satisfaction with their supervisors, more than half of the males (53.6%) indicated their satisfaction, while 42.5% of the females were neither satisfied nor dissatisfied. The overall mean score for this factor was 3.19, representing moderate satisfaction.

4.4.2.8 Recognition

Table 4.20: Responses to items on factor 8 (recognition)

Recognition	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I feel like society appreciates my work as a teacher.	18.2	7.9	27.3	28.9	23.6	14.9	14.5	23.7	16.4	24.6	2.88	1.34
As a teacher, I receive financial rewards which encourage me to do my job better.	5.5	2.7	5.5	8.8	16.3	13.3	12.7	35.4	60.0	39.8	1.95	1.12
The educational administration honours the distinguished teachers.	7.1	2.7	16.1	18.5	26.8	24.8	19.6	25.7	30.4	28.3	2.45	1.19
As a teacher, I feel the criteria for honouring teachers are objective.	10.7	4.4	19.6	23.9	28.6	27.5	16.1	26.5	25.0	17.7	2.73	1.20
Overall, I am satisfied with my job recognition.	12.5	2.7	14.3	17.7	25.0	30.0	16.1	23.9	32.1	25.7	2.52	1.23
Total											2.50	

Table 4.20 lists the teachers' responses to the items under the 'recognition' factor. Regarding their answers to whether or not they felt appreciated by society for the work they do as teachers,

the males were more satisfied (45.5%) than the females (36.8%), who were mostly dissatisfied (48.3%). Additionally, almost three quarters of both genders expressed different levels of dissatisfaction towards receiving any sort of financial reward to encourage them (72.7% of males and 75.2% of females); the mean score for this item was 1.95, which was the least in the whole questionnaire. More than half of the female teachers (54%) indicated that they were dissatisfied with how distinguished teachers are appreciated by the educational administration, with half of the males (50%) also expressing similar sentiments. Regarding the objectivity of the recognition of teachers' criteria, the teachers expressed their dissatisfaction (44.2% of females and 41.1% of males), while more than a quarter had no opinion. The responses on the last item regarding their overall satisfaction with their job recognition shows that around half of them were dissatisfied (49.3% of the females and 48.2% of the males). This analysis reveals that participants were generally dissatisfied with their job recognition, with the mean score of 2.50 being the second least overall.

4.4.2.9 Values and beliefs

Table 4.21: Responses to items on factor 9 (Values and beliefs)

Values and beliefs	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I have a sense of pride in being a teacher.	51.0	45.4	31.3	35.2	11.8	11.1	0.0	4.6	5.9	3.7	4.17	1.04
I am satisfied with my level of self-esteem, in my job	49.1	53.5	30.9	33.3	14.5	7.0	0.0	3.6	5.5	2.6	4.28	0.98
I believe that I am qualified for this job.	56.4	57.7	34.5	27.9	5.5	8.1	0.0	2.7	3.6	3.6	4.36	0.96
I get a sense of satisfaction when students perform well.	70.9	74.6	23.7	17.5	3.6	3.5	0.0	1.8	1.8	2.6	4.60	0.81
I am willing to make more effort to improve myself when there is an opportunity.	52.7	64.6	34.5	23.0	7.4	5.3	3.6	2.7	1.8	4.4	4.39	0.98
I am satisfied with the flexibility and autonomy involved in my work.	20.0	14.3	12.7	22.3	34.5	27.7	10.9	25.9	21.9	9.8	3.2	1.26
I am fully confident in my ability to work well.	55.6	50.9	37.0	38.4	3.7	8.0	0.0	0.9	3.7	1.8	4.36	0.87
The bureaucratic overcome the procedures and transactions of the Department of Education with teachers (formalism).	25.9	15.0	18.5	35.4	38.9	33.6	7.4	9.7	9.3	6.3	3.44	1.10
I participate with the officials in making the decision that concerning my job.	16.2	11.5	25.5	23.9	25.5	21.2	7.3	26.5	25.5	16.9	2.92	1.33
Total											3.94	

Table 4.21 lists the responses to nine items under the factor 'values and beliefs'. More than three quarters of the teachers said they had a sense of pride in being a teacher (82.3% males and 80.6% females), and a high proportion of both the male and female teachers also expressed their satisfaction with their self-esteem (80% and 86.8%, respectively). In addition, 90.9%

males and 85.6% females expressed their satisfaction about being well qualified for their role, and more than half showed strong satisfaction (56.4% males and 57.7% females). More than 90% of the teachers in this study also expressed that they had a sense of satisfaction when students perform well. This item yielded a higher mean score (4.60) than all the other items. A high proportion of male and female teachers indicated that they would be willing to make more effort to improve themselves if they were given the opportunity (87.2% and 87.6%, respectively). With regard to flexibility and autonomy, responses from both genders were divided almost evenly between satisfied, dissatisfied, and neutral. Nevertheless, the majority of the teachers were satisfied with their ability to work well (92.6% of males and 89.3% of females). Regarding the bureaucratic procedures and transactions, more than one third of teachers were neutral, while 44.4% of males and 50.4% of the females noted the existence of bureaucracy in the educational sector. Lastly, responses to the item concerning participating in decision making indicated that the results from the males were slightly in favour of satisfaction (41.7%), while the females were more dissatisfied (43.4%). The overall mean score for this factor was 3.94, which indicates the teachers' general satisfaction.

4.4.2.10 Consequences of the level of job satisfaction

Table 4.22: Responses to items on factor 10 (consequences of level of job satisfaction)

Consequences of the level of job satisfaction	Strongly agree		Agree		Undecided		disagree		Strongly disagree		Mean	SD
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %		
I am seeking another educational job instead of teaching.	40.0	33.6	16.4	22.2	12.7	17.7	10.9	15.9	20.0	10.6	3.49	1.44
I am seeking another job outside the scope of education.	29.2	29.8	10.9	19.	14.5	14.0	10.9	22.8	34.5	14.0	3.15	1.53
I am thinking of resigning from my job.	23.6	16.8	10.9	19.5	21.8	17.7	16.4	23.0	27.3	23.0	2.84	1.45
I am thinking of early retirement.	42.8	37.7	16.1	22.8	23.2	13.2	3.6	14.0	14.3	12.3	3.64	1.42
I hate going to work.	18.2	17.2	23.6	21.6	20.0	22.4	16.4	27.6	21.8	11.2	3.03	1.32
I enjoy going to work.	16.4	15.7	20.0	32.2	32.7	27.8	12.7	10.4	18.2	13.9	3.17	1.27
I have physical problems because of stress at work (blood pressure, heart disease, upset stomach, etc.).	25.0	25.2	25.0	21.7	19.6	20.0	12.5	17.4	17.9	15.7	3.24	1.41
I have psychological problems because of stress at work (depression, anxiety, etc.).	18.2	21.4	23.6	25.7	27.3	16.8	5.5	20.4	25.4	15.7	3.12	1.41
Total											3.18	

Table 4.22 lists the teachers' responses to eight items under 'consequences of the level of job satisfaction'. More than half of teachers from both genders (56.4% males and 55.8% females)

indicated that they were seeking another educational job aside from teaching, with the main score for this item being 3.49 – the highest in this factor. With regard to seeking another job outside the scope of education, more female teachers were seeking to leave the education field than males (49.2% and 40.1%, respectively). Conversely, 43.7% of male teachers and 46% of females were not thinking about resigning from their jobs; however, more than half of the male and female teachers were thinking about early retirement (58.9% and 60.5% respectively). Regarding whether or not the teachers hated going to work, the responses were distributed almost equally between hating it or not, but in the next item they did indicate more enjoyment in going to work (36.4% from males and 47.9% from females). That said, analysis of the data also showed that the stress from work left its mark on the teachers’ physical and psychological health – the physical problems were slightly more among males than females (50% and 46.9%, respectively), while the psychological problems were more among females than males (47.1% and 41.8%, respectively).

4.5 Overall level of job satisfaction

This section is concerned with determining the overall level of teachers’ job satisfaction. Teachers were asked to choose which response best represented their feelings on a five-point scale, ranging from ‘strongly agree’ to ‘strongly disagree’.

Table 4.23: Teachers’ overall job satisfaction (1)

Job Satisfaction	Percent
Strongly agree	22.2
Agree	25.6
Undecided	18.3
Disagree	24.5
Strongly disagree	9.4
Total	100.0

Table 4.24: Teachers’ overall job satisfaction (2)

Level of job Satisfaction	Male	Female	Total
Strongly satisfied	(28.3%)	(19.2%)	(22.2%)
Satisfied	(20%)	(28.3%)	(25.6%)
Undecided	(23.3%)	(15.8%)	(18.3%)

Dissatisfied	(20%)	(26.7%)	(24.5%)
Strongly dissatisfied	(8.3%)	(10%)	(9.4%)

The two tables above present the teachers' responses regarding their overall level of job satisfaction. In this study, 25.6% and 22.2% of the teachers were satisfied and strongly satisfied respectively in relation to job satisfaction as a primary school teacher, resulting in an overall 47.8% positive opinion. In contrast, 24.5% and 9.4% of the data sample were dissatisfied and strongly dissatisfied respectively with their job, which resulted in an overall 33.9% negative perception. 18.3% were undecided. This shows that the responses were distributed between satisfied and dissatisfied, but slightly more of the teachers were satisfied with their jobs as primary school teachers. With regards to the gender differences, both male and female teachers showed similar satisfaction regarding their job (48.3% of the males and 47.5% of females), but total dissatisfaction among females was higher than among males.

4.6 Differences based on demographic characteristics

One-way ANOVA and a t-test were used to determine whether there were any statistically significant differences amongst teachers in their general job satisfaction according to their gender, age, marital status, experience, length of service in the current school, supervision centre, qualifications, subject taught, number of classes taught, number of teaching lessons, and type of school building. These are discussed in turn below.

4.6.1 Differences by gender

The t-test was first used to determine whether there were any statistically significant differences in the teachers' general job satisfaction according to gender. The results listed in Table 4.25 reveal that there were no such differences and the Laverne's score of .632 indicates that we should assume equal variances. The t-test significance is .723 is more than 0.05, so there does not appear to be a statistically significant difference in means.

Table 4.25: Differences by gender

		f	Sig.	t	Sig. (2-tailed)
Overall satisfaction	Equal variances assumed	.230	.632	.355	.723
	Equal variances not assumed			.315	.726

4.6.2 Differences by age

Table 4.26 shows the ANOVA results for age, which indicate that there were no statistically significant differences in the teachers' overall job satisfaction regarding their age. Therefore, age did not correlate with job satisfaction in this study.

Table 4.26: Differences by age

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	.627	.209	.605	.613
Within Groups	62.578	.346		
Total	63.205			

4.6.3 Differences by marital status

The ANOVA results in Table 4.27 indicate that again there were no statistically significant differences among teachers in terms of their levels of overall job satisfaction correlated with their marital status.

Table 4.27: Differences by marital status

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	1.778	.593	1.741	.160
Within Groups	61.631	.341		
Total	63.409			

4.6.4 Differences by years of experience

Table 4.28 indicates the absence of any statistically significant difference in overall job satisfaction of teachers based on their years of experience.

Table 4.28: Differences by years of experience

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
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Between Groups	2.213	.553	1.648	.164
Within Groups	60.074	.336		
Total	62.287			

4.6.5 Differences by length of service in current school

For this factor alone, a Pearson correlation was used. The results in Table 4.29 indicate that there was no statistically significant correlation between teachers' length of service in their current schools and their overall job satisfaction.

Table 4.29: Differences by length of service in current school

		Length of service in current school	Overall satisfaction
Length of service in current school	Pearson Correlation	1	-.087
	Sig. (2-tailed)		.256
Overall satisfaction	Pearson Correlation	-.087	1
	Sig. (2-tailed)	.256	

4.6.6 Differences by supervision centre

Table 4.30 lists ANOVA results for the respondents' supervision centre, indicating that there were statistically significant differences in job satisfaction amongst teachers based on the centre to which they belong. Table 4.31 presents the results of the LSD test, which was used to determine which groups differed and to what extent. These show that there were statistically significant differences in the overall level of job satisfaction between teachers from the middle centres and teachers from south and east centres, as well as between teachers from the south and teachers from north.

Table 4.30: Differences by supervision centre

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	3.280	.820	2.491	.045
Within Groups	53.979	.329		
Total	57.259			

Table 4.31: LSD test results of teachers' satisfaction versus supervision centre

Multiple Comparisons					
(J) centre		Std. Error	Sig.	95% Confidence Interval	

(I) centre		Mean Difference (I-J)			Lower Bound	Upper Bound
south	north	.32849*	.14458	.024	.0430	.6140
	east	.09343	.13728	.497	-.1776	.3645
	west	.24220	.13274	.070	-.0199	.5043
	middle	.42633*	.16716	.012	.0963	.7564
north	south	-.32849*	.14458	.024	-.6140	-.0430
	east	-.23506	.13607	.086	-.5037	.0336
	west	-.08629	.13149	.513	-.3459	.1733
	middle	.09784	.16616	.557	-.2302	.4259
east	south	-.09343	.13728	.497	-.3645	.1776
	north	.23506	.13607	.086	-.0336	.5037
	west	.14877	.12342	.230	-.0949	.3925
	middle	.33290*	.15985	.039	.0173	.6485
west	south	-.24220	.13274	.070	-.5043	.0199
	north	.08629	.13149	.513	-.1733	.3459
	east	-.14877	.12342	.230	-.3925	.0949
	middle	.18413	.15597	.239	-.1238	.4921
middle	south	-.42633*	.16716	.012	-.7564	-.0963
	north	-.09784	.16616	.557	-.4259	.2302
	east	-.33290*	.15985	.039	-.6485	-.0173
	west	-.18413	.15597	.239	-.4921	.1238

4.6.7 Differences by qualification

Next, one-way ANOVA was deployed to determine whether there were statistically significant differences among the teachers in their overall levels of job satisfaction based on their qualification. Table 4.32 reveals that there were no statistically significant differences of this kind, and therefore it would appear that the teachers' qualifications had no significant effect on their level of job satisfaction in this study.

Table 4.32: Differences by qualification

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	.507	.169	.488	.691
Within Groups	62.368	.346		
Total	62.876			

4.6.8 Differences by subject taught

The ANOVA results in Table 4.33 indicate that there were no statistically significant differences among teachers in their levels of overall job satisfaction correlated with the subjects they taught.

Table 4.33: Differences by subject taught

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	6.829	.325	.948	.531
Within Groups	52.845	.343		
Total	59.674			

4.6.9 Differences by number of classes taught

The ANOVA results in Table 4.34 indicate no statistically significant differences in teachers' overall job satisfaction by the number of classes that they taught. It would therefore appear that this variable had no significant effect on the job satisfaction of the teachers in this study.

Table 4.34: Differences by number of classes taught

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	4.080	.291	.852	.612
Within Groups	57.145	.342		
Total	61.225			

4.6.10 Differences by number of teaching lessons

Table 4.35 lists ANOVA results showing that, similar to the previous results, no statistically significant differences were found between the teachers in terms of their overall job satisfaction correlated with the number of lessons (hours) that they taught each week. This indicates that their weekly teaching load had no significant influence upon the job satisfaction of teachers in this study.

Table 4.35: Differences by number of teaching lessons

Overall Satisfaction	Sum of Squares	Mean Square	F	Sig.
Between Groups	4.500	.346	.999	.455
Within Groups	55.453	.347		

Total	59.953			
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4.6.11 Differences by type of school building

Table 4.36 lists the t-test results showing that no statistically significant differences were found amongst the teachers in terms of their level of job satisfaction correlated with the type of school building they worked in, whether government owned or a rented building.

Table 4.36: Differences by type of school building

		f	Sig.	T	Sig.(2-tailed)
Overall satisfaction	Equal variances assumed	2.373	.125	-1.104	.271
	Equal variances not assumed			-1.157	.250

4.7 The relationship of satisfaction factors to overall job satisfaction

To establish the relationship between the various factors of job satisfaction and overall job satisfaction, the bivariate correlation with a one-tailed Pearson correlation coefficient was calculated for the data. The resulting correlation matrix is shown in Table 4.37. Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. It can take on only values from -1 to $+1$. The sign indicates whether there is a positive correlation or a negative correlation, and the size of the absolute value provides an indication of the strength of the relationship. In contrast, a correlation of 0 indicates no relationship between the two variables. Pallant (2006) suggests $r=.10$ to $.29$ as small, $r=.30$ to $.49$ medium, and $r=.50$ to 1.0 as a large correlation.

Table 4.37 indicates the existence of a statistically significant relation between the factors, including work, salary, relationships with students and parents, colleagues, relationship with head teacher, promotion, relationship with educational supervisor, recognition, teaching beliefs, consequences of the level of job satisfaction, and overall job satisfaction.

The correlation analysis shown in Table 4.37 indicates that the colleagues factor shows the strongest positive correlation among the factors ($r = .384$) followed by salary, which was also positively related to overall job satisfaction ($r = .365$). Work was also positively correlated to the overall job satisfaction ($r = .356$). Recognition showed positive correlation with overall job satisfaction ($r = .304$).

Moreover, two factors showed the same strength of correlation with overall job satisfaction, namely the relationship with students and their parents, and the values and beliefs ($r = .296$) and the head teacher factor was almost identical ($r = .293$). The educational supervision factor was correlated too ($r = .254$). However, the promotion factor had the least correlation with overall job satisfaction ($r = .014$). The last factor, which is the consequences of the level of job satisfaction, showed a negative non-significant correlation with overall job satisfaction ($r = -.094$).

Table 4.37: Correlation between Factors

Factors	Work	Salary	Students and parents	Colleagues	Head teacher	Promotion	Educational supervision	Recognition	Values and beliefs	Consequences job satisfaction	Overall job satisfaction
Work	1										
Salary	.467**	1									
students and parents	.450**	.098	1								
Colleagues	.372**	.158*	.489**	1							
Head teacher	.573**	.252**	.520**	.455**	1						
Promotion	.371**	.514**	.082	.078	.162*	1					
Educational supervision	.447**	.199**	.411**	.316**	.481**	.184*	1				
Recognition	.594**	.384**	.386**	.222**	.381**	.436**	.466**	1			
Values and beliefs	.482**	.166*	.513**	.421**	.508**	.222**	.385**	.315**	1		
Consequences job satisfaction	-.200**	-.126	-.007	-.227**	-.146	-.113	-.043	-.100	-.026	1	
Overall job satisfaction	.356**	.365**	.296**	.384**	.293**	.014	.254**	.304**	.296**	-.094	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

4.8 Summary

The design of this study was composed of multiple methods carried out on different data sources: quantitative and qualitative analyses of data collected by questionnaire for the teachers, and interviews with teachers, head teachers and officials. The sections and sub-sections in this chapter sought to present the quantitative findings of the data that emerged from the analysis of the teachers' questionnaire. In the next chapter, the study's qualitative findings are presented, using the data extracted from interviews with the teachers, head teachers, and officials. I subsequently present an overall discussion of the study findings before concluding the study, by presenting an account of the limitations and recommendations in the final chapter.

CHAPTER FIVE: QUALITATIVE RESULTS

5.1 Introduction

Having provided in the previous four chapters the introduction and background to the context of the present study, the review of the relevant literature regarding teachers' job satisfaction, the methodology of this study, and the analysis of the quantitative data (the questionnaire), attention now shifts towards presenting the prominent qualitative results that emerged from the interviews. This chapter will shed light on the findings which have been derived from teachers' interviews, head teachers, and officials from the MoE interviews, using illustrative excerpts from translated interview transcripts. The data are presented thematically.

5.2 Findings from the semi-structured interviews

In total, twenty teachers (ten males and ten females) from primary schools in Riyadh, two male and two female primary school head teachers in Riyadh KSA, and a small representative sample consisting of one male and one female official from the Saudi MoE took part in the semi-structured interviews.

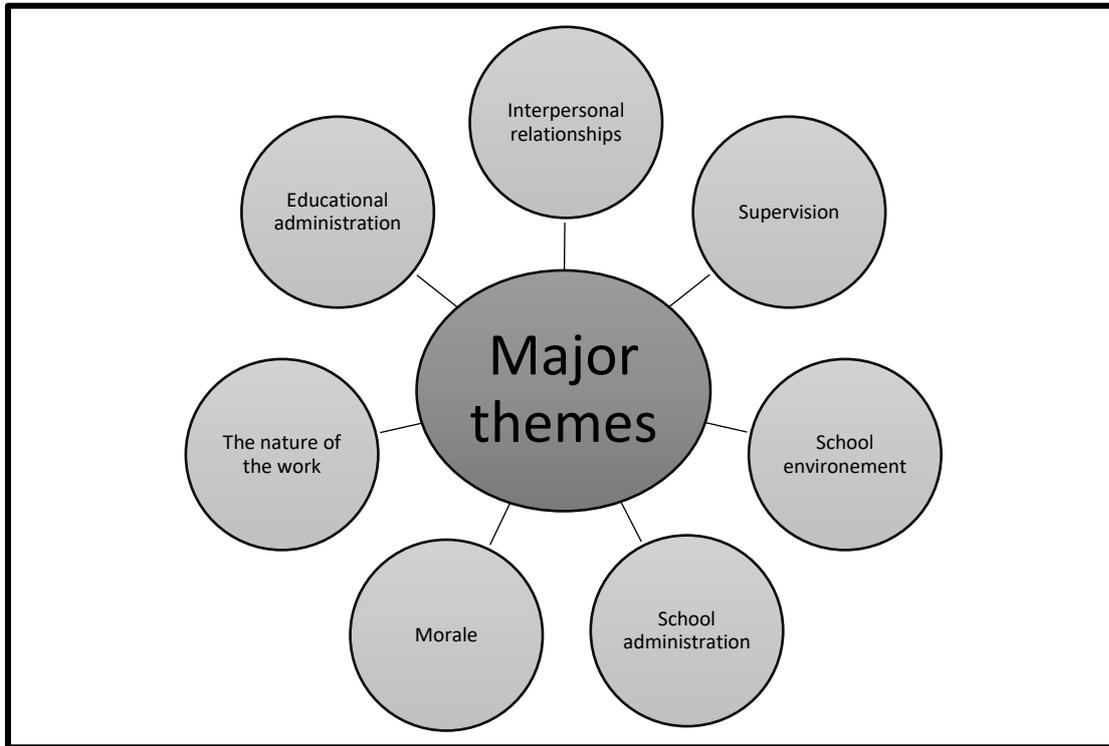
The interview questions were designed to be neutral to avoid any potential bias (Appendix 8). The collected data from the teachers' semi-structured interviews were thematically analysed. The findings from the twenty interviews indicated that the teachers' attitudes towards their job satisfaction could be comprehended under seven major themes, each with a number of sub-themes. The findings from the head teachers and the officials' interviews were then organised under these themes. Figure 5.1. illustrates the major themes that emerged from the semi-structured interviews with teachers. It is clear from the qualitative findings that many of the primary school teachers expressed some negative attitudes regarding their job satisfaction. This might be because it was the first opportunity they had to participate in such an event, where their voices could be heard, and where they could express their feelings, emotions, and attitudes

regarding their job satisfaction. As can be seen, Figure 5.1 illustrates the major themes which emerged, namely:

- School administration
- Interpersonal relationships
- Education administration
- The nature of the work
- The supervision
- School environment
- Morale

The major themes and sub-themes are illustrated with examples in the participants' own words from the semi-structured interviews. The thematic analysis aims to provide an integrated account of the participants' views (see Section 3.11 for the explanation of how these themes were derived).

Figure 5.1: Major themes emerging from teachers' interviews



Prior to starting the illustration of these themes, I will present the officials' explanation of the criteria that are taken into account when choosing a primary school teacher, and whether there are any differences between the selection criteria for these teachers and the criteria for middle and secondary school teachers. The importance of presenting this information is to show that there are strict criteria contrary to what people believe (i.e. that education is a profession for someone who does not have a profession). The selection of teachers is not a random process, because the MoE believes that one of the most basic requirements is to ensure the quality of the teachers' performance and thus a high-quality educational process for the students. Their responses are indicated below:

The primary stage of education is the foundation of the field of education... Accordingly, the selection of primary school teachers is subject to important criteria that mainly depend on choosing qualified teachers with expertise in both pedagogical and professional skills. In addition to being professionally qualified as teachers to ensure they are familiar with their subjects and teaching methods, teachers should also be qualified in child psychology as primary teachers are educators as well as teachers. With regard to the selection of middle and secondary school teachers, their selection should concentrate more on the professional criteria of the

relevant course without neglecting educational aspects, because of the difference in ages of students from those of primary school... (Male official).

Unfortunately, to be honest with you, the foundation stage (primary education) lacks development. I do not believe there are any differences in the criteria when choosing primary school teachers or middle and secondary school teachers...the evidence is that teachers from middle and secondary schools can transfer to teach in primary schools. Also, there are no specific criteria for each subject; you can find a teacher teaches art one year and the next year he or she teaches maths or science (Female official).

The above quotations suggest that the two interviewed officials have slightly contradictory views. Even though the female supported her idea with an example, she was unsure enough about the existence of these criteria.

5.2.1 The first major theme: School administration

School administration is the first main theme and is comprised of some sub-themes. This theme, as perceived by the primary school teachers, refers to various aspects governing the relationship between teachers and the school administration. In the quotations below, teachers talk about head teachers in general, referring to the need for general improvement in their qualities, and do not talk directly about their head teachers. Due to the sensitivity of this topic, especially the issues related to their head teachers, some ethical implications were taken into consideration, as mentioned earlier in the methodology chapter.

Figure 5.2: School administration theme

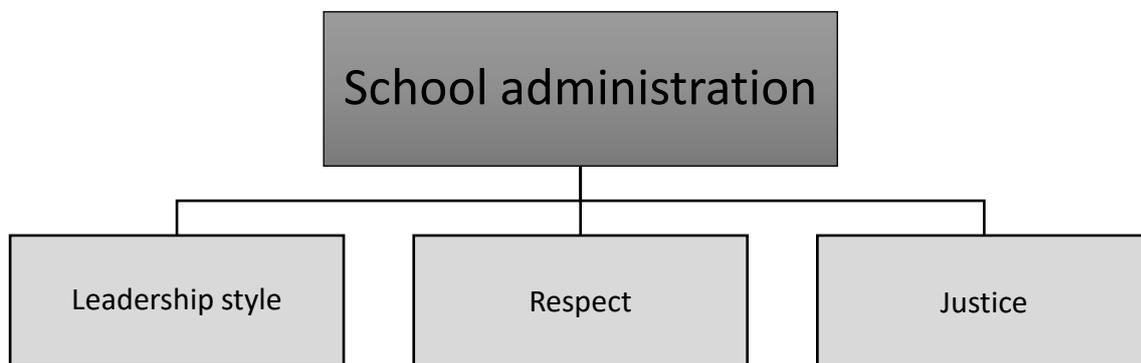


Figure 5.2 illustrates three sub-themes under the major theme of school administration, namely leadership style, respect, and justice. Twelve teachers mentioned the impact of their school's head teacher on their job satisfaction:

Allah explains the best method for the prophet Mohammad as a leader to deal with his companions in the Quran – “and by the mercy of Allah, you dealt with them gently. And if had you been severe and harsh-hearted, they would have broken away from about you; so, pass over their faults, and ask Allah forgiveness for them; and consult them in the affairs” (Al-Imran-159). All the leaders should follow this style of leadership (Male teacher 5).

The style of the school leader in leading the school is an influential factor on our satisfaction and also on our students' outcomes. The school leaders can make the school a pleasant environment for learning, and a good place for teachers to teach; on the other hand, they can make the school boring and a hateful environment for students and teachers (Female teacher 10).

However, one female teacher mentioned, in general terms, the dictatorial leadership style in leading schools:

... the school leader affects all the school staff, ignites their participation, and takes responsibility for achieving educational goals and helping to achieve the desired success. They should be more democratic and abandon their dictatorial style (Female teacher 3).

One teacher also mentioned the negative impact of the authoritarian administration.

... Unfortunately, authoritarian administrations are spreading in many schools in KSA. In these schools, the school administration kills the spirit of research, thinking, and innovation among the school staff. I used to teach in a school with a leader of this kind and I could not stay there, so I moved to this school which has the opposite leading style and I am happy here (Female teacher 6).

School head teachers were therefore asked to comment on the above statement on authoritarian administrations. Head teachers' comments indicated an awareness that this may be an issue in some schools in the country, although it was not perceived to be a common concern:

An authoritarian or dictatorial leadership is a leadership style that can be found in any organisation. The leadership style depends on the school leader and their leadership methods. However, this cannot be generalized to apply to all schools in Riyadh. Some leaders tend to occasionally be dictatorial, but they cannot continue or keep up... The last thing I want to say is that however you are, will be given back to you (Female head teacher A).

One male head teacher considered that authoritarian leadership was not a widespread factor in determining teacher job satisfaction. He commented:

From my point of view, this is untrue because it relies on a personal view of a teacher and does not rely on real studies. Some people might confuse between the authoritarian and applying the system...we do have this kind of administration in some of our schools because of the lack of accountability from officials to some school leaders and other causes but it is not widespread (Male head teacher B).

Unfortunately, this could be correct to some extent. We cannot say that all school leaders in Riyadh or in any other city are successful leaders as some of them have always had the position and are not keen to develop themselves or their leading styles. For me, I deal democratically with everyone in my school and we love each other ... you can come and ask the teachers if you do not believe me. I follow everything in the Quran and Sunnah, I know I am responsible and accountable for every person in my school and my role model in leading is the prophet Mohammad. Peace be upon him... (Female head teacher B)

To be honest, I believe that this kind of leadership exists in some schools in KSA, but I think, and I hope that it is not extremely prevalent because it generates aggression instead of tolerance, love, and brotherhood. It also makes teachers hate their job and they do not associate with the system, which negatively affects their students. (Male head teacher A)

Respect from the school administration for primary teachers was mentioned by almost half of the teachers interviewed (ten teachers) as an important characteristic that all head teachers should demonstrate. Four of them showed their dissatisfaction with the lack of respect from their head teachers:

The behaviour of school leaders and their dealings with others should be a good example to the students. They should deal with the school staff like colleagues working together for the benefit of the educational process. Unfortunately, the leader in my school does not have any of these features; she shouts at me in front of the other teachers... (Female teacher 2).

The relationship between the school leader and the teachers must take into account the psychological aspect of the teacher and should be keen to develop their potential and respect because the development of this relationship is the development of the entire educational process. However, there is a principle widespread among the school leaders, which is that if you are not with me, you are against me, as if we are in battleground [the teacher then laughed] (Female teacher 7).

With regards to the sub-theme 'justice', which was mentioned by two female teachers, one teacher said that perceptions of being justly treated had important effects on teachers and the educational process:

As you know, the relationship between the school leader and the teachers can be accurate and fruitful if it is based on justice in treatment and of mutual trust, and if justice does not appear the confidence weakens. You lose confidence, the teacher is going to be busy counting the leader's mistakes, and the leader will be preoccupied with trying to get rid of the teacher and they will forget the work in achieving the goals of the educational process. This explained the negative effect of the injustice in treating the teachers and I saw lots of examples of unjust leaders in the schools that I worked in (Female teacher 1).

However, the other female teacher expressed her dissatisfaction regarding her headteacher's behaviour, which she perceived to be unjust:

To be honest, I suffer from the injustice of my head teacher in the current school that I am teaching in. She was not fair about my job performance's result. I discussed this with her, but nothing changed. I do not really know the reason behind her hate. I work very hard and I love my job and I always achieved a good result in my annual job performance in my previous school...I am thinking about moving to another school because I do not feel happy in this one, but that will be hard because this is the nearest school to my house (Female teacher 8).

Due to the importance of the relationship between the school head teacher and teachers, which every participating teacher mentioned during the interviews, it was crucial to examine this relationship from the perspective of the school head teachers. All four participating school head teachers expressed that they had a good relationship with every teacher in their school and did not mention any negative relationships or problems, confirming the questionnaire results:

I believe that this relationship is an important factor in the work place. It has a significant effect especially on individuals that do not have more power than the other; for example, the relationship between students and their teacher, between the school leader and teachers, or between the school leader and officials... In our school we luckily have excellent relationships based on love and intimacy between the teachers, students, and the school administration. We work together as a team and share experiences under the umbrella of respect. We are also united under the primary objective of the student (Female head teacher A).

The two male school head teachers also confirmed that they had a successful relationship with teachers in their schools:

My relationship with the teachers is like any successful human relationship. I try my best to be a good leader and role model. I thank and support successful and outstanding teachers and try my best to develop and raise the performance of weak teachers... (Female head teacher B)

Our relationship is based on piety, sincerity, honesty, and respect. Teachers then come to love, understand, consult, tolerate others' mistakes, and build effective communication...The teachers also continue follow-up to improve the quality of the educational process and students' knowledge (Male head teacher A).

Justice is the important pillar that I rely on in my job as a school leader...Passion also has a substantial role in my administration and often it can overwhelm the system provided that there is no negative effect on the educational process in general and the students in particular. I always try to stay away from excessive scrutiny and prefer to overlook errors with an attempt to rally the teachers and focus on the important issues (Male head teacher B).

The school head teachers were asked about their thoughts on the effect of school head teachers on teacher job satisfaction. All four primary school head teachers agreed on the clear and significant effect of school leadership on teacher job satisfaction:

Of course, the school leaders and their style in leading the school effect teachers' job satisfaction, students' achievements, and the whole educational process. The success or failure of a school reflects primarily the school leader. I believe that as leaders we have a significant role in the formation of teachers' image about themselves and the formation of their self-efficiency. I know some teachers that have changed schools because of a dispute with the school leader despite the school standards and resources available. This emphasizes the significance of school leadership issues for teachers and its corresponding effect (Male head teacher A).

It does affect teachers and students as well. I remember when I was a teacher the first thing we cared about if we wanted to change schools was the school administration and especially the school leader. We did not even ask about the students or available resources. The school leaders' psychological and emotional states have a strong effect on the teachers' work and to some extent their job satisfaction (Female head teacher A).

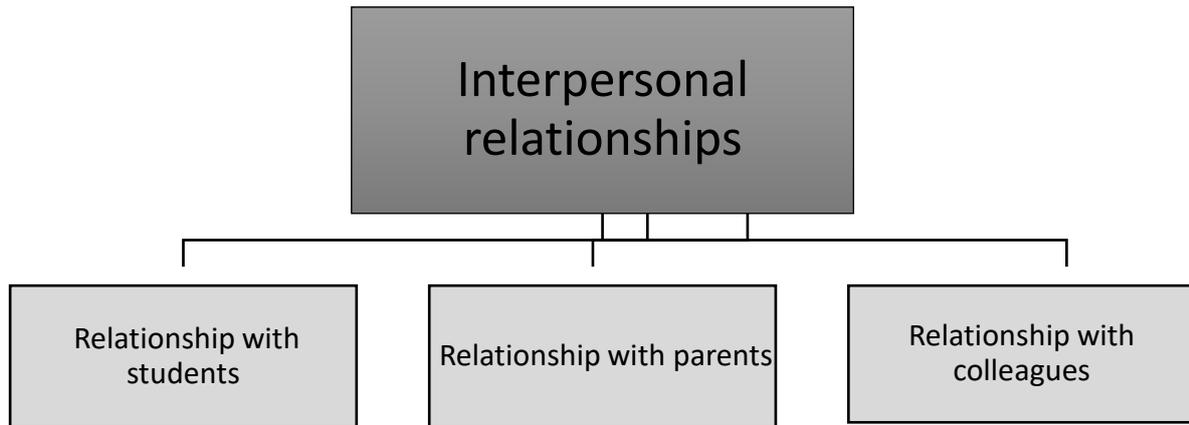
I believe that school leaders affect teachers' job satisfaction, either positively or negatively, in addition to other factors. We, as school leaders, are the communication link between all the educational elements of the learning process and are responsible for providing a positive and healthy educational environment. This furthers teachers' professional development and increases their job satisfaction in our schools (Female head teacher B).

From the above quotations, it is clear that the teachers in this study did not express a clear and direct dissatisfaction regarding their head teachers' style. This was confirmed by the head teachers when they described their relationships as positive and successful, even though they also mentioned some negative issues related to justice and respect.

5.2.2 The second major theme: Interpersonal relationships

The primary education level is crucial for students as it is the first compulsory level of education in KSA and the behaviour, skills, and information that children acquire in this stage of their life will stay with them forever and affect their future. Therefore, the relationship between the teacher and students on the one hand and their parents on the other plays a vital role in terms of the teacher's job satisfaction, especially in Saudi society where social relationships are so influential. This theme can be defined as the framework which regulates the relationship between the teachers each others and the students and their parents. In addition, we have to consider the cooperation between teachers and parents aimed at overcoming various obstacles. This theme, as can be seen from Figure 5.3, includes the sub-themes of the relationship with students, and the relationship with parents, and colleagues.

Figure 5.3: Interpersonal relationships theme



In general, all the teachers interviewed said they had positive relationships with their students, which gave them a feeling of satisfaction, confirming the questionnaire results:

A positive relationship with our students gives us the greatest feeling of job satisfaction. The teacher should deal with the students like his or her children and try to be a good model for them in being honest and respecting their views (Male teacher 8).

I have an excellent relationship with my students and I am fully satisfied with it (Female teacher 7).

I have a background and understanding of dealing with children this age due to being a mum of three. I really enjoy working with the students in this age group and I know everything they learn will remain with them throughout their life – as they said, ‘learning at a young age is an inscription on stone’ (Female teacher 4).

Male teachers 2 and 3 made a comparison between the predominantly positive relationships between students and teachers in primary schools and those in secondary schools:

The students in primary schools are still children; so most of us have a good relationship with the students and do not have any issues...A great number of teachers in middle and secondary schools have negative relationships with their students, sometimes reaching the level of verbal and physical abuse (Male teacher 2).

I chose to be a primary school teacher instead of teaching in a middle or secondary school because of the ease of dealing with children at this age, as well as their innocence and honesty really affecting me and making me forget all the negative influences surrounding me at school and increasing the satisfaction of my work. However, if anyone thinks about becoming a primary school teacher he or she should be very patient and be able to control his or her emotions (Male teacher 3).

The next two quotations provide different perspectives on the issues faced by primary school teachers:

...Absent-mindedness and hyperactivity are the most noticeable phenomena among children. These forced us to interrupt the lesson to stop them. I personally believe there are individual differences between students and they came from different backgrounds and there might be family issues that might cause these behaviours. The problem is this does not affect just them but all the class, even the good students who were concentrating with me (Female teacher 9).

Just like every teacher I wish to run a free-flowing lesson. However, sometimes during the lesson I come across sleepers, especially in the morning lessons. In this case, I have to stop the lesson and wake them up and ask them to go and wash their face. To be honest, sometimes when they come back they do sleep again, but I prefer to ignore them and carry on the lesson (Male teacher 6).

With regards to the sub-theme 'relationship with parents', all seventeen teachers interviewed who talked about the students' parents expressed that they generally had good relationships with them:

No one can ignore the importance of the relationship between the parents and the school in general and the students' teacher in particular. It is like a partnership between the school and the family in order to invest in the students' minds and to prepare them for the future...However, I have a good relationship with the parents of the students that I teach (Male teacher 4).

However, they complained about a lack of communication with some students' parents, despite the schools' great efforts to establish and maintain continuous communication with parents:

Unfortunately, most parents have a negative role in the educational process, by leaving all the responsibility to the school and ignoring their role which includes both supervision and care together, just like they are not caring breaking with their children future. Some students I teach for a whole year without meeting or talking to their mum!! Although every term the school holds a parents' meeting, attendance is weak (Female teacher 7).

As teachers, we often experience families who fail to communicate with us...Some of the students here study two or three years at the same school without their dad ever attending the parents' meeting. I do not know what is more important than their children and their education. Can you imagine one day a dad came to take his son early from school, and when they asked him in which year the son was he did not know! He said, 'maybe year three or four I forget'! We meet this kind of dad lots of times (Male teacher 1).

The last sub-theme is the relationship between the teachers and their colleagues at school. All the teachers who mentioned this type of relationship (seventeen teachers) described it as a strong and positive one, confirming the questionnaire results:

Yes, having a successful and positive relationship with your colleagues in your work place is an important factor to increase your job satisfaction. And I am really satisfied with my relationship with the other teachers in this school. We have a special room for us where teachers take breaks, sit together and talk as friends. Also, I have a strong relationship with most of them outside the school, and we meet and visit each other with our children in the holidays and some weekends. Even though some of us have moved to another school, we remain committed to this close relationship (Female teacher 6).

This is a very important factor that can affect our job satisfaction and also our students' achievement. The relationship between us as teachers is based on mutual respect and strong ties among us. We have the spirit of teamwork between us and, to be honest, this is the same in all the schools that I have worked in... (Male teacher 9).

However, one female teacher complained about teachers who took on the role of informants. Although only one teacher mentioned this issue, but this viewpoint was worth to be included due to its negative effect and to shed light on it before it spreads among teachers:

In general, I can say that I am satisfied about my relationship with the other teachers in this school... However, the things that I am not satisfied with regarding to this is when some teachers be informer between the teachers and the school administration. Some teachers unfortunately think that when they tell the school administration about everything that happens or is said in the teachers' room, this will make her get special treatment and become better than the other teachers. Fortunately, this type of teacher is rare and I hope this kind of teacher will become extinct soon (Female teacher 5).

One of the positive influences on job satisfaction identified in this study is the successful relationships between teachers and students. The officials were invited to comment on the importance of teacher-student relationships:

Teachers' positive relationships with their students indirectly reflects the extent of job satisfaction for teachers. Moreover, these successful, positive relations reflect the mutual harmony between teachers and students and this leads to success in the educational process (Male official).

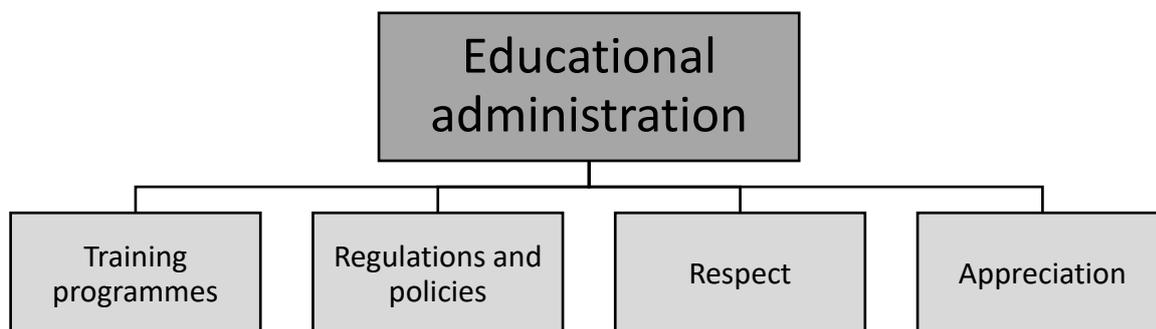
That is excellent. We proudly have in our schools a great number of teachers of both genders who treat their students just like their children and this is what all teachers should do in order to gain respect and obedience from their students (Female official).

These two quotations from the officials' interviews make it clear that they have different perspectives regarding the good relationships between teachers and their students. The first equates good relationships with job satisfaction for teachers and successful educational outcomes for students. The second equates this with respect and obedience for teachers.

5.2.3 The third major theme: Educational administration

The major theme of "educational administration" produced four sub-themes, namely: training programmes, regulations and decisions, respect, and appreciation.

Figure 5.4: Educational administration theme



Training programmes is the first sub-theme that falls under the major theme of educational administrations, as the administrators are responsible for providing these programmes. All of the teachers interviewed indicated that they understood the importance of these programmes and were keen to attend them. However, the majority were dissatisfied with the content, timing, or trainer:

Because the officials believe in the importance of the training programmes for the teachers and their role in our development and satisfaction, there are a great number available for us as teachers to attend...but unfortunately, they do not meet our needs or improve our thinking and do not even add to our knowledge. I went to a number of training programmes, and I was surprised because they have the same content, the difference was just in the name of the programme. This happened, of course, because the officials do not assess the outcomes of these programmes (Female teacher 3).

The training programmes are very important for us because the field of education is constantly evolving, and we get many benefits from them in our work... However, the problem with these training programmes is their timing. They are always during the official working time, so we have to be absent from school to attend them and the students stay without lessons as there is no substitute teacher, which cause a delay in the curriculum (Male teacher 6).

The conventional training programmes are very useful for me as a teacher and for all the staff in schools. However, what we attend cannot accurately be called a training programme; the trainer (who is usually an experienced teacher or a school head teacher and not a qualified trainer) just reads from the slides without adding further knowledge or any practical application. The trainer herself needs some courses in training. Therefore, we can call them content transfer instead of training programmes (Female teacher 1).

Only two of the teachers interviewed were satisfied with these programmes:

My head teacher always encourages us to join workshops and training courses, and I am really satisfied with the training programmes that we have as teachers because they can satisfy the important individual needs of development and growth. They renew our skills and experience, make a good change in our career routine, and are a good addition to our CVs (Male teacher 10).

One female teacher complained that sometimes her head teacher does not inform them about the training programmes:

The head teacher in my school does not tell us about the training programmes that are available for us to attend. I do not know why. Perhaps it is because our students will miss out on their lessons, or perhaps there are some other reasons (Female teacher 8).

In this regard, I asked the two female school head teachers to respond to an issue that was mentioned by some female teachers. Some female teachers complained that sometimes they are not made aware of the training programmes provided. The female head teachers' responses are quoted below in their own words, indicating that from their perspective they informed all teachers as soon as they received the announcements, and the delay was sometimes in receiving the information from the training centre:

We, as a school administration, must inform all teachers about what we receive from the Ministry or the Supervision Centre especially the things that are related to them or may benefit them. However, sometimes the announcements for training programmes are delayed in arriving to the schools from the training centre, but as soon as we receive them we report them to the teachers...I do not think there are any leaders that will not tell the teachers about these training programmes because this would not be beneficial. If this happened in any school, for any reason, the teachers should talk to their supervisors or the officials to solve this issue (Female head teacher A).

A second head teacher refuted the idea that teachers were ill-informed about training opportunities:

That is not true, at least in my school, as I always inform teachers about all the courses through different methods like a formal circular that teachers can use to sign up or announcements in the teachers' group on WhatsApp. Teachers that do not attend these training and development courses are deducted on their annual job performance. I am keen that all teachers have a chance to attend them in fairness and equality because these programmes benefit our students not just the teachers (Female head teacher B).

Teachers in this study perceived that training programmes were very important, but their attendance at such programmes was affected by perceptions about the content and quality of the delivery of training. They were also concerned about the effect on the curriculum that their absence from school may have caused when they attended a training course during school time. The officials' comments on this issue are presented below:

Professional development is one of the first concerns of the MoE in KSA in order to enhance the educational process and its outcomes. Therefore, the Ministry allocates an annual budget for training and professional development of more than 60 million Saudi riyals (10 million pounds). The General Directorate for Educational Training organises educational courses specialising in professional development such as teaching methods and teaching skills and school leadership, and which take into account the changes required in these programmes in order for them to keep pace with the world around us. Recently, the Minister of Education

inaugurated a professional development programme for teachers (khibrat) that intends to offer participants experiences and opportunities to train internationally in partnership with international universities. This programme comes within the framework of Saudi Vision 2030 and is in response to the urgent requirements for development and change in line with the orientations of the MoE and its future plans...[regarding] the timing of training programmes, the most appropriate time to hold training is in the morning (during official working hours). This timing was not selected randomly but because the Ministry knows that this is the most convenient time for teachers, especially female teachers, to complete training. However, if teachers are really concerned about the curriculum due to being away at a training programme, they can give their lessons to another teacher to enable that teacher to cover their lessons (Male official).

As the teachers need in-service training more than before-service training, the Ministry pays attention to these programmes... There might be some careless trainers, as there are some careless teachers, leaders or students, but that does not mean that all training instructors read from slides or from a book or the content is always duplicated... With regards to the timing of training programmes, I do not think this has an effect on the curriculum as the training programmes are often conducted when there are no classes (when the teachers are back from holidays before the students) and usually every teacher attends just one programme each term, which does not have that big effect (Female official).

The above two quotations from the officials' interviews show a clear difference on how they view the teachers' views regarding the training programmes. The obvious difference relates to the timing of these programmes. The female official stated that they are usually conducted when there are no classes. While the male suggested a teacher to cover the lessons when teachers are away to attend these programmes.

With regard to regulations and policies that the schools receive from the educational administration, all the teachers who mentioned this (twelve teachers) expressed their dissatisfaction because of the number they receive, having a negative impact on them (the teachers) and the fact that many are duplicates that therefore seem unnecessary:

We receive lots of decisions to sign every year. I can divide these decisions into two types: 90% of them are commands letters, and 10% are thank you letters to the head teacher or to the supervision centre. To be honest, because I am bored of these decisions, I sometimes sign without reading them or ask another teacher to sign for me (Female teacher 5).

In the education field, we receive decision after decision, regulation after regulation, and we as teachers do not have the right to discuss them or give our opinion; we are expected just to sign and do whether we agree or disagree with them like a machine (Male teacher 9).

The issue of random decision making was mentioned by one teacher, who stated that:

The MoE is popular with its great number of decisions and regulations. Most of the decisions that we receive are made without adequate planning and there are contradictory decisions...We sign today on a decision, and tomorrow we are asked to sign on another decision contrary to the earlier one! Can you believe that we sign around ten regulations per week and most of them are duplicated? (Female teacher 2).

A teacher provided some examples for the decisions that she considered against the teachers:

Most of the decisions are against the teachers; we are not allowed to sit together to have our lunch, we are not allowed to communicate with the students outside the school ... and other decisions. I think there are more important things the officials should care about to improve the educational process instead of restricting us (Female teacher 4).

The teachers interviewed perceived that they were not involved in decisions that were related to them. They are only expected to agree and sign them. The officials were invited to comment on this issue and their answers are given below:

The MoE and its department do not function in isolation from the educational field (school members). In every agency of the MoE there are educational consultants (specialising in all areas of education) who are nominated from the educational field which means they have previously worked in the educational field (schools). One of these agencies (the Agency of School Affairs), which is concerned with the affairs of teachers, school leadership, education systems and the school environment in general, receives assistance from expert educators from the educational field, such as school leaders and teachers. These individuals work in the MoE and its departments as educational supervisors who act as the link between the Ministry and the educational field. They visit the schools to supervise programmed plans throughout the school year. During these visits they meet the school's members, that is, its teachers, leaders and administrators, and inform them of the Ministry's projects and plans for the modernisation and development of education. These supervisors then take note of the opinions of teachers, leaders and administrators in regard to the plans discussed and report back to the Agency so that school members' viewpoints can be taken into account during the drafting or implantation of education-related decisions (Male official).

...It is impossible to involve all the teachers in the country when making a decision concerning the educational field. However, the MoE is connected to the educational field (schools) through educational supervisors. They provide the Ministry with real information about the work and real-world situation in the educational field. They are also responsible for identifying the needs and requirements of the educational process to improve the level of its performance. Decisions are made in light of this input. So, the teachers are involved in the process of decision-making indirectly (Female official).

Under the major theme "educational administration", the sub-theme "respect" was mentioned by two teachers as a factor that affects their job satisfaction negatively:

Lots of pictures and videos that spread across social media show the disrespect of students to their teachers, especially in secondary schools. For example, by pulling them outside the classroom by their clothes ... or lighting up cigarettes during the lesson. The reason behind these behaviours lies in the disrespect of the Ministry and the officials towards us; they are always against the teachers. For example, the Ministry prevents the teachers from hitting their students, and now what has happened? The students now hit their teachers (Male teacher 6).

As teachers, we do not receive any respect from the officials in the Ministry and the proof of this is our demand for our rights for years without any result. Actually, there is a big gap between us as teachers and the MoE and its administration (Female teacher 1).

With regard to teachers' sense of appreciation from the educational administrators, during the interviews, nine teachers mentioned this as an important factor influencing their job satisfaction, and thus its absence can increase their dissatisfaction:

...As teachers, the most important thing we aspire to is appreciation from the educational and school administrations, and the community as a whole (Male teacher 5).

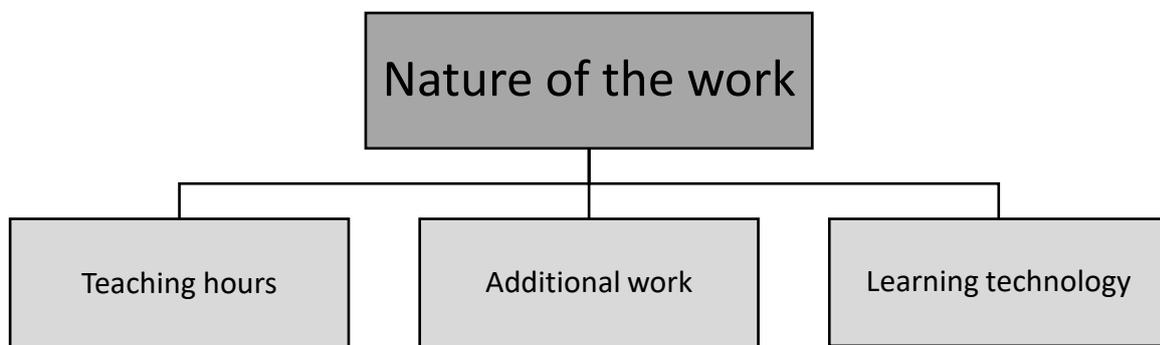
All the employees like to be appreciated by their officials, for example appreciating those who spend a great deal of their time and effort on their work. This appreciation has lots of forms, such as the participation in decision making (Male teacher 8).

The influence of educational administrators and administrative processes is clearly relevant to teacher job satisfaction. In the following section, further factors related to the nature of teachers' work are explored.

5.2.4 The fourth major theme: Nature of the work

The theme nature of the work is classified into three sub-themes, as shown in Figure 5.5, namely, teaching hours, additional work, and learning technology.

Figure 5.5: Nature of the work theme



The sub-theme of teaching hours is considered by the majority of primary school teachers interviewed as an important factor which negatively affects their job satisfaction:

When a teacher is required to take on more hours than they are able, this has a negative effect on our physical and mental wellbeing, as well as on their level of job satisfaction. What do you expect of the performance of a teacher who teaches five consecutive mathematics lessons to five different classes? I think that five lessons are too many, as there is not sufficient time to prepare before lessons or to have a rest and drink a cup of coffee... To be honest, this term I do not enjoy Tuesdays and sometimes I am absent because I have five lessons on that day and find it extremely tiring (Female teacher 9).

Indeed, teaching hours have a strong and clear effect on our job satisfaction as primary school teachers... In my experience, the relationship between teaching hours and job satisfaction is an inverse one; the more teaching hours you have, the lower your level of job satisfaction (Male teacher 3).

From my point of view as a female primary school teacher, twenty-four lessons a week is too much for primary school teachers, as most middle and secondary school teachers have no more than twelve lessons per week. Also, we heard that teachers in the north of Riyadh have less teaching hours than us in the south... If the maximum number of lessons was reduced from twenty-four lessons a week to, for example, fourteen or sixteen, this would help us to feel more satisfied and increase our enthusiasm and creativity. This would also be useful in finding jobs for job-seeking graduates (Female teacher 10).

The above teachers' quotations allude to the negative impact of too many teaching hours per week on their job satisfaction and wellbeing. Indeed, one teacher provided an example of the positive impact of having a reduced workload on his job satisfaction and on his health:

Discussion of teaching hours is an endless issue; demands for the reduction of the maximum number of lessons are in newspapers, on social media and elsewhere, yet no-one has responded. I have worked as a teacher for thirteen years, and due to the stress and hard work in the primary school and the developed curriculum I now have high blood pressure (Female teacher 3).

As you know, the maximum teaching hours for teachers in KSA is twenty-four lessons a week in addition to extracurricular activities and supervisory work. In my opinion, this is overwork as we work with children rather than spending our time in offices like other government employees... I used to have twelve lessons per week, and that term was very different to this term because I now have to teach twenty lessons a week. That term, I was able to concentrate better on my work and the results that I see on the students increased the love and satisfaction... (Male teacher 4).

Female teachers complained about the different number of lessons they were required to teach depending on the neighbourhood in Riyadh. This issue was discussed with the two officials and their answers are presented below:

According to the rules and regulations of the MoE in KSA, the maximum number of lessons for teachers is 24 hours weekly. Therefore, it is not permissible for any school leader to give teachers more lessons than the indicated number. Knowing this, teachers in schools with fewer students do not reach the maximum number of weekly lessons. So, the issue of population density is a key element in determining teaching hours for female teachers. For example, in the south and west of Riyadh there is greater population density. There are thus a larger number of students and classrooms in these schools and little motivation in these neighbourhoods from teachers, as well as a lack of public school buildings due to a corresponding lack of public land belonging to the MoE. Population density is less in the north of Riyadh and therefore there are fewer students in schools and as a result the teachers in these neighbourhoods conduct fewer weekly lessons (Male official).

The maximum number of lessons for male and female teachers in Saudi is determined by the MoE and is 24 lessons weekly. However, there may be variations across different schools due to differences in the number of classes, teachers, and students. Nonetheless, to be honest, sometimes internal administrations (school administrations) manipulate this because of bias

towards some teachers for certain reasons. Thus, there is imbalance in applying the regulations (Female official).

Under the major theme of “the nature of the work”, the sub-theme “additional work” was mentioned by fifteen primary school teachers during the interview as a factor contributing to their dissatisfaction:

Being a teacher is not as easy as people think; it is actually a very difficult and stressful job. If I had a choice, I would quit as soon as possible, because there is so much work to do in addition to your main job of teaching. I am responsible for supervising the students during their morning queues, lunchtime breaks, when leaving school, school broadcasting, and covering the classes of absent teachers, along with many additional supervisory and administrative tasks... (Female teacher 1).

I do not dislike the job itself, as since I was a child I dreamed of being a teacher... However, the problem is the additional work added to our duties which increases on a yearly basis. I consider these tasks as burden on the teacher as they are of no educational value. Teachers should be devoted solely to teaching in order to be able to concentrate on their work and be creative and satisfied about what they are doing. (Male teacher 7).

I am very much tired of being a teacher, though I have been in the profession for only nine years. This is mainly because of the extra work I am required to do in addition to teaching... Extracurricular activities should not be the responsibility of teachers. I think that teaching twenty hours a week, planning lessons, assessing students and correcting their work is more than enough for teachers to do (Female teacher 5).

The data obtained from teachers indicated that teachers had additional work in addition to their teaching. They are expected to perform supervisory and other additional duties in addition to their role as teachers, which they did not consider to be their responsibility. The officials were invited to comment on this issue:

The Ministry’s rules and regulations establish the maximum number of lessons for male and female teachers as 24 lessons weekly in addition to 3 additional hours (two allocated to filling in for an absent teacher and one for supervision). Therefore, if teachers receive any duties that exceed these limits, this is in directly contravenes the Ministry’s instructions (Male official).

This is due to a procedural manual issued by the MoE which explains the responsibility of all employees of the school (teachers, head teachers, deputies and so on) and it works to remove the overlap in functions between the different elements of a school. So, we are not responsible for changing this, but it might be subject to change someday. When teachers participate in any supervisory works this increases their sense of belonging to the school. With regards to extracurricular activities, I believe these activities are good for teachers as they break up teachers’ daily routines and can strengthen the positive relationship between them and their students (Female official).

The sub-theme of learning technology was found to be another contributory factor under the major theme of “the nature of the work”, and this affects the job satisfaction of primary school teachers. It received a great deal of attention from all the teachers due to its importance, since nowadays the trend leans more towards the utilisation of technology in developing learning

styles. Teachers acknowledged the importance of learning technologies to enhance learning and also to increase teacher job satisfaction:

I believe that using learning technologies such as computers, digital slideshows, smart boards and so on has become a necessity in this era of knowledge. So, the educational process these days is no longer limited to the teacher, students and textbooks as in the past. Using such technology in education is very useful for both teachers and students. It reduces boredom and straying and increases suspense and the enthusiasm of students towards learning. With regard to the teachers, it saves time and effort in preparing and teaching lessons and also provides diversification of teaching methods. All of these benefits have a positive effect on educational outcomes and also on teachers' satisfaction. However, this does not receive sufficient attention from the people who are responsible; the computers are old, the software isn't updated, and many devices need maintenance (Male teacher 2).

The availability of learning technologies in schools is very important, as we are living in the digital age. Today's world is full of images and sounds, and teachers should take advantage of them in the depiction and facilitation of scientific concepts in the learning process which will benefit the teacher and the students as well. For example, science teachers can show the students pictures and videos detailing the digestive process. Geography teachers can use Google Earth with their students to show them any part of the world and even outer space (Male teacher 10).

The teachers quoted above provide illustrations of the positive benefits of learning technologies. However, sixteen teachers referred to resource issues that impact on their job satisfaction. The quotations from both teachers below refer to using their own money to provide what they consider are essential resources:

Technologies have an effect on teachers' satisfaction and also on the students' achievements. No one can deny the role of educational technology in the delivery of knowledge to students... but unfortunately our schools lack such technology. In the event that they are found in a school, they have often been purchased with the teacher's own money and not by the school or the MoE or they're in poor condition and need maintenance (Female teacher 7).

Because of the large number of benefits in using learning technologies at school, including the reduction of learning time, increasing the students' academic achievements, and therefore increasing the teachers' satisfaction about their work, these technologies have become a basic requirement in every school to be used during the learning process... However, such equipment is rare in our schools unless the teachers have bought it themselves. I use my own projector, laptop and broadband connection, but for some teachers their financial status prevents them from doing so... Therefore, every school should have a resource room equipped with all the relevant technologies and equipment to be used in the educational process. They also should provide a good network for all the staff not just for the school administration as in our school (Female teacher 6).

The quantitative data indicates that more than half of the participants considered this factor a source of job dissatisfaction. The qualitative data also suggest that the teachers' view the scarcity of learning technologies in schools as a concern. An important issue was mentioned by one teacher, who said that the internet network in her school is only for the school administration's use and teachers are not allowed to use it. The officials were invited to give their perspectives on this issue as detailed below:

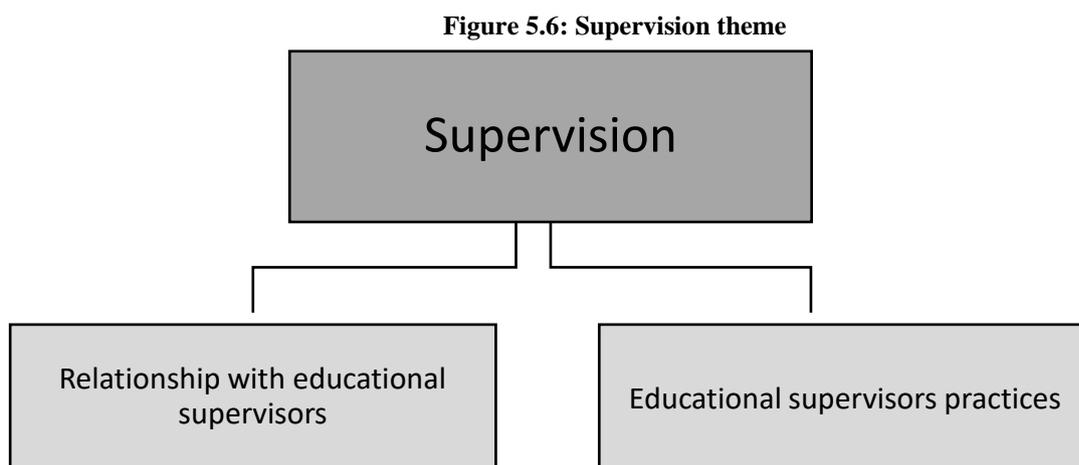
With regards to the school internet network, it is available for all the staff to use and there is nothing in the system that prevents teachers from using it. That might be an individual behaviour by some school administrations and there might be a reason behind it, such as the network having only a limited number of devices that can connect to it. Of course, in this case the priority is for the school devices not for individual devices or perhaps because if so many devices are connected to it that might slow it down, and subsequently will slow down the school's online work...KSA spending on these technologies is among the highest in the world and we are optimistic about the big change and development that is coming soon with the National Transition Programme 2020, as its educational goals are to improve the educational environment, develop curriculums and teaching methods (Male official).

No one can deny the importance of technology in the educational field...the Saudi MoE also holds this belief. All our schools have a variety of ICT that can help teachers to organise their time, prepare their teaching material and lessons, and use new and attractive teaching methods. We also provide maintenance for this equipment when there is need for it...I want to mention that the Ministry allocates a huge budget for educational technologies in schools but there might be some failure from those responsible for maintaining them (Female official).

It is clear that the nature of the teachers' work and the sub-themes within it had a clear effect on the teachers' job satisfaction in this study. In the following section, factors related to the educational supervisors are explored.

5.2.5 The fifth major theme: Supervision

This major theme refers to the responsibilities and duties of educational supervision centres and supervisors in monitoring the performance and commitment of school teachers.



This theme, as Figure 5.6 shows, includes the two sub-themes of relationships with educational supervisors and their practices. Sixteen of the twenty teachers interviewed expressed their satisfaction with their supervisors:

I have a very good relationship with my supervisor. He is very helpful and supportive, and we talk with one another like friends. I consider myself very lucky, because I hear that many teachers – particularly the females – have complaints about their supervisors (Male teacher 3).

I remember the first meeting I had with my supervisor. She is a very nice lady and said to me: “Please do not see me as a supervisor, but rather consider me a big sister who is here to help you and give you useful advice”. I wish we had more supervisors like her, but unfortunately most of them consider themselves superior to others and look at teachers with scorn as if they were not themselves teachers in the past (Female teacher 10).

However, they mentioned what were described as the ‘negative practices’ of educational supervisors. These practices were found mainly in two areas: ignoring the positive and focusing instead on negative features, and the lack of continuous communication between supervisors and teachers:

...Some supervisors tend to find and focus on the negative points in your work, rather than appreciating what you have done well or offering the necessary guidance and support to improve performance. However, my supervisor is not one of them, he is a helpful and cooperative supervisor (Male teacher 1).

Unfortunately, some supervisors (or, to be honest, the majority of them) follow the style of inspecting and finding teachers’ mistakes instead of supervising them. Of course, we are not infallible, and the role of the supervisor is to help and support us in a polite manner... (Female teacher 9).

My supervisor concentrates only on written documents rather than offering me support or assisting me in improving my knowledge, so I do not get any help from her and all I have is orders. I wish I had a supervisor who understands her career role which is to support and help me. Unluckily, my supervisor is continuously concerned with paperwork and the number of papers in my folders (Female teacher 5).

One teacher mentioned the lack of confidence between herself and her supervisor and the effect of that on their relationship and the teacher’s creativity:

What most affects the teacher/supervisor relationship is a lack of confidence, and this leads some supervisors to ask students whether or not the teachers really used this or did that in previous lessons, which puts the teacher in an embarrassing position. This style of supervision is frustrating and restrictive to teachers’ creativity (Female teacher 2).

The final quotation is from a teacher asking for certain things which he believed were missing in the supervision process:

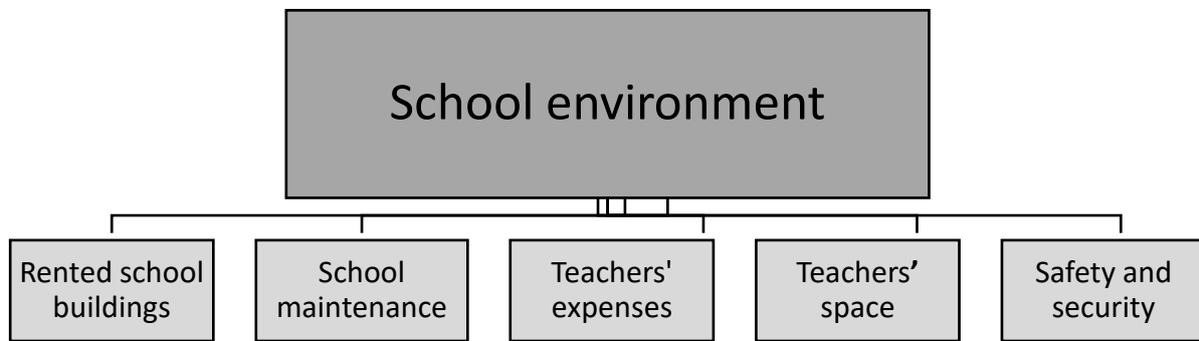
...We are not asking for impossible things from the supervisors; we just want them to listen and pay attention, and to remember that supervision is a consultative and collaborative process, basically, we ask for justice and integrity in supervising (Male teacher 6).

From the above quotations, it is clear that these teachers had a good relationship with their educational supervisors despite the existence of some negative practices. The following section considers factors related to the school environment.

5.2.6 The sixth major theme: School environment

The major theme of the school environment refers mainly to the physical environment: the school building and the preparation and setting up of this building for the purposes of learning and teaching. All of the interviewed teachers spoke about this theme in different ways, so this theme, as shown in Figure 5.7, includes the sub-themes of rented buildings, school maintenance, teachers' expenses, teachers' space, and their safety and security. These sub-themes will be supported by quotations from the interviewed teachers. The overall conclusion was that school environments negatively influence teacher job satisfaction.

Figure 5.7: School environment theme



The “rented school buildings” sub-theme is an important sub-theme and the school building condition was mentioned by the majority of the eighteen teachers as a source of dissatisfaction, even though some of them did not teach in a rented school; rather, this was because they know teachers who teach in them or used to personally teach in a rented school building:

As you know, the school is the receptacle of the educational process and using a rented building as a school building has a number of defects which negatively influence the educational process... In these buildings, you can find up to thirty students in a very small classroom which was designed to be a kitchen not a classroom. I am not against the idea of renting buildings and turning them into schools, but I believe that these buildings should be suitable for academic use and be in good condition (Male teacher 8).

The teacher described the situation in these small buildings as follows:

I want you to imagine that you teach a class in a primary school. In your class, there are thirty-five children sharing a small classroom with little space to move, and a single air conditioner in very poor condition while the temperature outside can reach fifty degrees Celsius. Do you not think this affects the job satisfaction of teachers? And the students' achievement? (Female teacher 4).

Yes, all members of society suffer from these buildings. The students are crammed into small rooms which are not suitable for use as classrooms, and the staffroom is the same. The best place in these schools is the leader's room. In brief, rented buildings are unhealthy and not a suitable educational environment. We heard about the cost of changing the MoE's logo, which was forty-one million riyals (more than six million pounds sterling). Money is clearly available to build new schools rather than renting them (Male teacher 1).

These buildings do not just affect teachers, as mentioned in the following quotation:

Of course, the condition of the school building has an effect on students, teachers, and the entirety of the school staff. How can teachers enjoy their work and feel satisfied about it if they teach in a rented building where you can find a large number of students in a small classroom lacking physical factors such as suitable lighting, ventilation and air conditioning? (Female teacher 7).

The problem is not with the rented buildings but with the condition of most of these buildings and the threat of these buildings to their lives:

...Our problem is not with the fact that these buildings are rented, but with the condition of these buildings; most of these buildings are in a very poor condition which puts the lives of everyone in this school at risk. You may have heard about multiple occurrences of ceilings collapsing onto students in their classroom and walls falling down in many schools around the country (Male teacher 9).

From the above quotations from the teachers' interviews, it can be said that the factor of rented school building did have an affect on the teachers' job satisfaction. The next factor is school maintenance.

The sub-theme of school maintenance was an issue mentioned by nine teachers, which includes the preparation and cleaning of the school:

School maintenance ...is a factor in improving the performance of the students and teachers and all of the school staff and improves educational outcomes as well. How can a teacher teach their lessons and use the required technology if there is a power cut in the school for a whole day during the summer? Regular checks of the electrical system should take place, as we often hear about electrical fires in schools (Male teacher 4).

...Praise be to God [Alhamdulillah] that our government pays the education sector billions of riyals – which is equal to the budget of some other countries – but we do not see where this money goes! The students' toilets are in very poor condition and some of them are unusable; some children do not go to the toilet until they get home even though they need it, and on occasion they can even wet themselves. Additionally, the school lab and resources room require regular checks from the maintenance branch of the ministry to service the tools and devices (Female teacher 3).

The maintenance of the educational environment is of crucial importance and requires further attention from the officials in the MoE in KSA. I have seen pictures of schools in a terrible condition and could not believe that they are in my country! Electrical wires uncovered, broken water pipes, cracks in the walls and more. I cannot imagine how the teachers and the students in these schools' work and learn! However, I consider my school to be a good school as I work

in a government school and we do not face any maintenance-related problems (Male teacher 10).

...Hygiene and cleanliness are crucial issues which need to be addressed. All schools should contract a cleaning company to clean the premises every day during the school week. In my school and all government schools, there are two or three elderly women responsible for cleaning, though to be honest I cannot see any results from their work except for in the administration rooms... (Female teacher 8).

In many cases, circumstances force teachers to pay from their own pocket for the school and the students. This issue was mentioned by ten teachers and expressed as the sub-theme of teachers' expenses (this was also referred to by two of the teachers in the learning technologies theme):

...I always pay out of my own pocket in the hope that I will be reimbursed by the school, but you never know whether or not this will happen (Male teacher 5).

Most teachers use their own money to keep their work running. This is not for extras, but for basic needs such as printing worksheets for the students. Indeed, we pay the school for the use of the printer with which we print worksheets for the students. Once, other teachers and I contributed 250 riyals each (more than forty pounds sterling) to the refurbishing and maintenance of the teachers' toilets, but I left the school before the work was completed (Female teacher 2).

As female teachers, we regularly use our own money at school. I will give you some examples; we print the students' paper work, we decorate the classrooms, we pay for an external cleaner to clean the staffroom and our toilets because the school cleaners are not responsible for cleaning them, we buy our own desks and chairs because they are usually either in poor condition or we do not have any. I also know teachers in another school whose head teacher asked them to pay for the planting of grass in the school playground and the decoration of its wall! (Female teacher 4).

The quantitative data indicated that half of the teachers from both genders used their own money to meet the school and students' needs. Also, the teachers interviewed in the second phase of data collection reported that they were required to pay, from their own money, for school lesson resources such as printing, papers, markers and activities and to use the school printers. School head teachers were asked to respond to this situation; they all confirmed this happened in most schools, but it is not compulsory, as recorded below:

As you know, the Ministry provides every school with an annual budget to spend on the school's maintenance, students, celebrations and so many other things. However, sometimes there are deficits in this budget due to some mistakes in spending it...I believe this happens in most schools; we also use our own money and ask the teachers to help. This does not and should not happen permanently (Male head teacher A).

To be honest, the teachers in my school have their own printer in their room that they can use at any time. I know there are some school leaders that ask teachers to pay for extra things for their school. These teachers are not forced to pay and they can refuse if they want and are happy to do so... just to let you know, as school leaders we also pay from our personal money to our

school. We are happy to pay because we believe that we are responsible for everything at school just like at our home (Female head teacher A).

The head teacher confirmed that the teachers use their own money for school lessons and resources and that he also had done so as a teacher:

That is correct. I remember when I was a teacher; I paid for my students almost twenty thousand riyals from my own money (around three thousand pounds) in one year. This money should have been from the school's budget, but I was completely satisfied and would be happy to pay even more for my students. The lack of job satisfaction among teachers, which has been referred to between teachers and the school administration has emerged. We have, in the field, many teachers that spend lots of money on their students and this is evidence of their high level of job satisfaction... (the head teachers defend the teachers use of their own money as evidence of their commitment and not an expectation) ... Anyway, the school budget is responsible, but some teachers spend money from their personal accounts due to their desire for personal excellence and self-development without asking for refund (Male head teacher B).

The quotations from the female official below show a similar perspective to the previous male official's comment:

It is not compulsory for teachers to pay anything from their own money. Every school has an annual budget, according to its needs and the number of students, and photocopiers should be free for teachers to use. The school leader, therefore, has no right to ask teachers to pay to use the printers. If there is a school leader that forces teachers to pay for using these machines, the teachers should contact the officials to investigate this issue...I believe they do this to cover a deficit in their school budget. With regards to paying for activities, there is a section of the budget that is allocated for activities. Some leaders use their authority and position to force teachers to pay by threatening them with a lower degree in their annual job performance to cover their failures in spending the school budget. This is against the rules (Female head teacher B).

The officials from the MoE were also invited to give their perspectives regarding this issue:

According to the financial and administrative affairs regulations of the ministry system, all public schools have an annual budget. Every public school in KSA receives an amount of money every year which differs from school to school according to the number of teachers, students, classrooms, school facilities including toilets, libraries and activity rooms such as art rooms and sport halls. The Ministry's instructions and regulations state that advances and finances allocated to a school by the Ministry should be used for extracurricular activities, reform and construction works and that teachers, administrators, students and parents should not be asked to contribute financially (Male official).

The MoE never asks any teacher to pay for the school from their own pocket and there is no regulatory item that forces them to do so. However, some head teachers must face a deficit in the school budget and they resort to asking teachers to help them to cover this deficit... Teachers are not forced to give money but offering funds is a form of participation and cooperation for the benefit of their school and their students (Female official).

With regard to the sub-theme of teachers' space, this issue was discussed with all teachers during the interviews. The teachers' responses illustrate two different opinions about it; some

teachers thought it had an effect on their satisfaction and some did not, and the teachers were distributed almost evenly between these two opinions:

Of course, teachers should have a personal space in their school as this gives them a feeling of belonging, without having to share that space (Female teacher 6).

One female teacher did not think having her own space was important, but she did think adequate working space was:

The teachers' room is one of the school facilities, and it is the place where we sit when we do not have lessons and is the place where we prepare for our lessons and correct the test papers... We are not asking to make them five-star rooms, we just want enough offices and chairs (I share an office with two more teachers) for us that are in good condition and equipped with some devices that help us in doing our work like computers, printers and photocopiers (Female teachers 8).

In contrast, the following quotation from a male teacher does not allude to a need for adequate (shared or personal) facilities:

In my opinion, having your own space at school is not important enough to affect our job satisfaction and there are more important things than this, so I do not care if I have my personal space or even sit on the floor (Male teacher 2).

Safety and security needs are among the primary needs that should be satisfied for any individual, along with physiological and emotional needs. This factor was mentioned by the majority of teachers (nineteen) while discussing the condition of school buildings as a factor affecting their job satisfaction, as illustrated by quotations from the interviews related to this sub-theme:

It is very important to feel safe at school whether you are student, teacher, or even a parent. We have heard about many accidents happening in schools. We heard about a fan which fell on a student and a metal window which fell on a student's head, and also about lots of fires and even cases of students being kidnapped. These stories have a negative effect not only on teachers and students, but also makes the general public feel insecure (Male teacher 7).

...The MoE pays sufficient attention to safety and security to make everyone at school feel safe and secure, as fear and insecurity have a negative effect on the educational process. The ministry encouraged all schools to establish a special commission of teachers for security and safety responsible for initiating evacuation plans; they can use a fire extinguisher and train some students to use it, know the basics of first aid and so on. However, these differ from school to school, I know a teacher in another school who is a member of the commission for security and safety, but she does not know how to use a fire extinguisher!... (Female teacher 9).

It is evident that this major theme (school environment) and its sub-themes (rented buildings, school maintenance, teachers' expenses, teachers' space, and safety and security) have negatively influenced the job satisfaction of participating teachers and that these factors deserve consideration as a source of teacher job dissatisfaction.

One of the factors that impacts on teacher job satisfaction in KSA is the type of school building they teach in, that is, whether it is a government or rented building. The teachers interviewed perceived that their job satisfaction is negatively affected by rented buildings as these usually lack many of the specifications of the school building. The two officials were asked about this issue and they noted that there may be negative effects from rented buildings and confirmed that the Ministry's goal is to replace all of them with government buildings:

To be honest, some of these rented buildings lack the positive educational atmosphere that is appropriate to the educational process causing concern and discomfort among some teachers due to the lack of some educational facilities, such as an appropriate laboratory room and educational sources and other facilities that encourage and move the educational process forward. Regarding the continued existence of these schools, the agency responsible for the buildings in the Ministry has developed a budget and timescale for replacing all the rented buildings with typical government buildings according to the availability of suitable land in residential neighbourhoods in Riyadh (Male official).

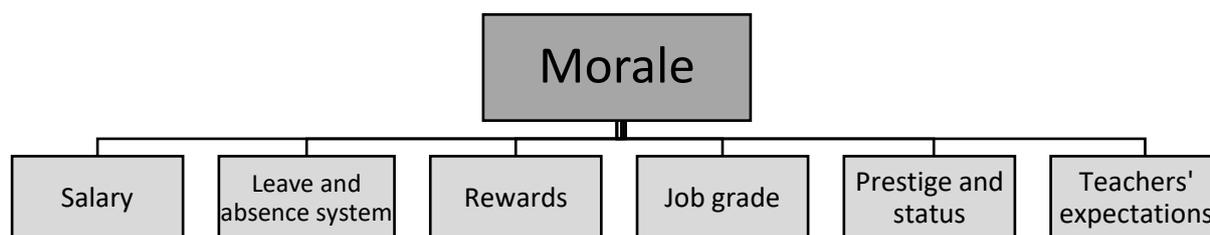
Yes, I believe that some rented buildings have a negative effect on all aspects of the educational process for both teachers and students... The Ministry is working hard and spending millions every year to build new government schools. However, with the increasing number of students every year the need for new schools grows annually, so while the Ministry is planning for to all schools to be in government buildings, time is needed to achieve this (Female official).

The school environment and its sub-themes is an important factor that had a clear effect on the teachers' job satisfaction. Morale and its sub-themes are discussed in the next section.

5.2.7 The seventh major theme: Morale

Morale is frequently equated with job satisfaction, as it is "a state of mind encompassing all of the feelings determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting his/her total work situation" (Evans, 1998, p 30). As Figure 5.8 shows, the theme of morale contains six sub-themes. These are salary, leave and absence system, financial rewards, job grade, prestige, and teachers' expectations.

Figure 5.8: Morale theme



The first sub-theme under the major theme of morale is salary. This factor was discussed during the interviews with all twenty primary school teachers, and they had different opinions about it. Quotations from the interviews illustrate this:

To be honest, I am very satisfied with my salary and do not care too much about it because my husband manages all of the family's financial affairs. The salary which I earn from teaching is only for my personal use (Female teacher 1).

...It is the cost of what we do as teachers in terms of physical and mental effort. We expect a positive relationship between our inputs (the level of our abilities and efforts), and the outcomes (salary and other rewards). Therefore, when we feel satisfied with this, our satisfaction and motivation at work will increase... I do not see any justice in our salary as Saudi teachers, and I am dissatisfied with my salary (Male teacher 6).

The following teacher viewed salary as the most important factor affecting teachers' job satisfaction:

I consider salary to be the most important factor affecting job satisfaction, not just for teachers, but for any employee. It is a way to satisfy our financial and social needs. Our salary as teachers is less than what we deserve, and of course low salaries are a reason behind the spread of negligence, despair and frustration, and this reflects on performance, behaviour and job satisfaction (Female teacher 6).

However, despite this, the following teacher's quotation shows that he does not believe that the salary has an effect on his job satisfaction but he was still not satisfied with it and, like the previous teacher, he believed it was unjust:

Actually, I do not think that salary affects the job satisfaction of teachers. In any other job, many people who earn the same salary vary in their level of job satisfaction. So, I think that job satisfaction stems from factors related to the individual and the workplace. However, this does not mean that I am content with my salary; I see the injustice in teachers' salaries. Let me explain what I mean: it is not fair to pay the same salary to a teacher who teaches twenty-four lessons a week and a teacher who teaches just ten lessons a week (Male teacher 7).

Data collected from prior research stages suggested that many primary school teachers were dissatisfied with their salary, especially male teachers, who commented that they deserved more than they were currently paid. The officials responded to this issue:

The salaries for both male and female teachers working in government schools in KSA are determined based on educational qualifications and job degrees, which we in the MoE depend on, and salaries are approved by the Ministry of Civil Service. For example, educational diploma-holders are on the second and third tier in terms of job degrees; holders of bachelor's degrees in non-education disciplines are on the fourth tier while the holders of bachelor's degrees in educational disciplines have earned a place on the fifth tier, and master's degree-holders the sixth tier. Teachers of each tier receive an annual rise in salary (Male official).

That is not right; I believe teacher salaries in KSA are good and sufficient to some extent especially for teachers who live and teach in the same city and do not need to travel tens of kilometres every day. Those teachers who are not satisfied with their salaries might not be good at planning and spending their money and this might be why they run out of money by the end of every month (Female official).

The sub-theme of the leave and absence system received a great deal of attention from teachers. The issue that all of them mentioned and felt dissatisfied about is the reduction of the paid leave of absence days from ten days to five days per year. This leave allows the employee, with the approval of his/her superior, to be absent from work on full salary for emergency reasons for a maximum period of five days (reduced from ten days) during the same year in accordance with Article 10 of the approved leave list. Several teachers commented as follows:

I think that the system of leave and absence can have a negative effect on some teachers' job satisfaction – for example, those who teach in remote areas – but as teachers in the city, we cannot see any negative effect of this system on our satisfaction... I am totally satisfied with it (Male teacher 5).

The decision which has most affected the teachers recently is the reduction of paid leave of absence days from ten to five days each year... However, we do not deny that we have very long holidays and breaks (Male teacher 3).

The leave and absence system for teachers is unfair, complex and strict, especially in the girls' schools. Some head teachers force teachers to obtain prior permission from the school administration before they take their paid leave of absence days or they will consider it as unexcused absence. How can a teacher know that she will have an emergency two days before it happens? (Female teacher 4).

Despite the fact that female teachers require leave and absence more often than their male counterparts, I can see this system is more flexible in male schools than female schools. Why is this system so complex? Teachers will take a leave of absence if they need to do so, but the new system prevents us from doing it easily and teachers have become afraid of the negative impacts of taking emergency leave. Therefore, some teachers, including myself, come to school when we are not fully recovered and are unable to teach our lessons to the best of our abilities. This negatively affects our performance, which is detrimental to the students' learning (Female teacher 7).

During the teachers' interviews, some female teachers indicated they perceived that male teachers had more freedom and sympathy from their school head teachers. Both male and female school head teachers were asked about this issue and their responses as quoted below indicate that both male head teachers believed this to be correct:

This might be correct, because of the differences between the two genders. Women inherently have a higher level of discipline and are able to strictly implement the system. This undoubtedly negatively affects teachers' job satisfaction. Men are more responsible and flexible than women and, thus, they are qualified to accept criticism and accountability more than women... (Male head teacher B).

Perhaps these male leaders do this in appreciation of their relationship with the teachers... However, this does not mean it happens at all boys' schools. There is a system and rules that must be applied in all boys' and girls' schools. However, I believe that, in general, male school leaders are more flexible in applying the system than female school leaders. This is correct, of course, if it does not affect the educational process and the students' achievements. It is sometimes better not to be a strict leader, not talking about this issue, but in general (Male head teacher A).

However, the female head teachers did not believe there were any differences based on the head teachers' gender:

The system must be applied in male and female schools as it comes from the MoE and we should be obedient to officials. However, there is a generalisation from the Minister of Education to permit teachers with special circumstances to leave school for some time and on their breaks whether they are male or female...from my perspective, I do not see any difference or flexibility between male and female schools, so the gender causes no difference (Female head teacher A).

School leaders do not have any authority in this issue. We are, as school administration, executive and are not a legislative organisation. We follow the rules as we receive them from the officials. The differences, in this issue, come from the school leaders regardless of their sex. The school leaders know the teachers, so if the leader knows that this teacher really has to leave or be absent, then I am sure they will not prevent them. However, balance is required in everything (Female head teacher B).

All primary school teachers interviewed expressed feelings of dissatisfaction with regard to the lack of rewards. They regarded rewards as an important incentive factor to distinguish the distinctive teachers from normal teachers. Moreover, they felt that being a primary school teacher and working with children needs to be rewarded:

...The responsibilities of primary school teachers require that they get a financial reward for this job, because we work hard to bring up the children and form them. In reality, we are missing such financial rewards (Male teacher 2).

Financial rewards are essential because it gives teachers the feeling of being distinguished from other teachers. Not only the desire for money but seeing myself as being distinguished from

other teachers, because the job I do and the effort I put into it makes me feel as though I deserve that, this really has a positive effect on my job satisfaction (Female teacher 8).

Allah asks in the Quran: “Is there any reward for good other than good?” (Ar-Rahman: 60). These rewards encourage teachers to improve their performance and increase the spirit of competition between them... we do not have these rewards and there is no distinction between the hard-working teachers and the normal teachers who make less effort (Male teacher 9).

In relation to this factor, one of the head teachers interviewed mentioned that:

It is not necessary for job satisfaction to depend only on financial benefits as the leader can create satisfied teachers without the need for higher authorities to recognise them with financial incentives (Female head teacher A).

KSA has a number of distinguished teachers in its schools. However, some of the teachers interviewed mentioned that distinguished teachers receive no special attention or reward. As a result, these teachers perceive that the lack of rewards or incentives affects teacher morale and job satisfaction. The officials were asked about the reward system for distinguished teachers:

Excellence in any work comes after painstaking effort, especially in the educational field; teachers' excellence tells of the struggle, effort and sacrifices that should be rewarded by educational leadership. Thus, the MoE is making an effort to support outstanding teachers. These forms of support include:

1. An annual Award of Excellence, which is held for all education departments in KSA, the winners of which receive good prizes.
2. Celebrations every term and every year to support and honour outstanding teachers. These will be attended by officials of the Department of Education and the Ministry and distinguished teachers will receive acknowledgement certificates.
3. Outstanding teachers who display excellence as recorded in their annual performance and discipline reports will be prioritised for positions at suitable schools for him/her (Male official).

Of course, there are differences between normal and more distinguished school students and employees whether they are teachers, school supervisors and so on. It is not fair that all staff are considered to be equal. There is the education excellence award and its prizes are financial rewards, but I believe this award is not well-known among teachers or may be unsatisfactory. I believe they may want an ongoing reward, such as an increase in their salaries, but this is impossible as the salaries are determined by the Ministry of Civil Service and we cannot change salaries (Female official).

The above quotations from the officials' interviews clearly indicate that the MoE provides a number of awards for distinguished teachers but it is probably that these awards are not well known among teachers.

The issue of salary grades was also contentious. The primary school teachers interviewed expressed different opinions about their job grade and its effect on their job satisfaction.

Thirteen teachers who considered that they were not on the grade they deserve felt this is a source of their dissatisfaction, while seven teachers who were on their right job grade believed this factor did not affect their job satisfaction.

Item 105 is an old issue that was introduced for budgetary reasons to meet the urgent need for teachers by some educational bodies. This necessitated the creation of an exceptional arrangement between girls' education and the Ministry of Finance and National Economy and the Ministry of Civil Service until the establishment of fixed jobs. This was supposed to be a short-term arrangement that was resolved within a year, but it lasted for many years. After teachers had moved to their fixed jobs, all the years they had served on Item 105 did not count, so teachers also lost some financial rights during those years:

Well, Item 105 is a very important factor that society should always mention, not just the teachers, in the hope that the government and the Ministry solve our issues. We are thousands of teachers who have taught for years and these years do not count in our experience for some reason. For more than fifteen years we demanded and sent letters without any results. We have energy and enthusiasm, but these are often buried and can only be utilised under a fair and equal system... Ensuring our rights will ensure greater creativity and satisfaction (Female teacher 3).

There are lots of male and female teachers and hundreds of thousands of them suffer from being on a grade less than they deserve, and I am one of them. The five years I spent in teaching seems to not have counted. Do you think with this clear injustice we will be happy and satisfied in our work? Of course not, it affects our job satisfaction negatively, and our psychological health as well (Female teacher 4).

This factor has a great effect on our job satisfaction and it concerns us because it is not fair when two teachers employed in the same year are placed in different levels under the pretext that the one on the lower level – which is me in this case – was employed on Item 105 (Female teacher 10).

Being on a grade lower than what you deserve is definitely a source of job dissatisfaction. This affects us psychologically and financially. It is also a reason to delay our early retirement (Female teacher 7).

Yes, this is a very important issue for a great number of affected teachers, but I am not one of them and I am really satisfied with my job grade. However, my wife suffers from this issue and because of this item she did not get more than one hundred thousand SR and as you know the prophet Mohammad, peace be upon him, said give the employee his wages before his sweat dries (Male teacher 1).

The officials were invited to comment on the controversial issue of teachers' functional level (job grade or rank), more specifically Item 105. The findings from the interviews with teachers suggested that there was a divergence of views on the issue of attaining a functional level or salary grade, and whether this impacted on job satisfaction. Moreover, those on Item 105 who had yet to attain their correct job grade expressed strong dissatisfaction with this state of affairs:

Item 105 is an old and complicated issue that started almost twenty years ago when the General Presidency of Girls' Education was responsible for girls' education at the time the Item was introduced in agreement with the Ministry of Civil Service. Female teachers were adversely affected by Item 105, since their designated term of eight years lasted twice as long as for male teachers, who trained for four years. This question is difficult to answer as it is complex and related not just to the MoE, but also involves the Ministry of Finance and the Ministry of Civil Service. The MoE is aware of this important issue and we are optimistic that there will be a satisfactory solution soon because the affected teachers sent letters to the King and Crown Prince (Male official).

It is problematic to offer any positive recommendations about a possible resolution of this issue since bureaucratic and ministerial changes in the MoE have clouded the issue. However, there is no denying that some teachers and other employees are affected by the introduction of this Item and we hope that the government can soon find a solution to end their suffering and be able to close this issue's file forever (Female official).

With regard to teachers' prestige and status, most of the teachers (eighteen teachers) believed their status had declined. Teachers were once seen as having supreme authority and deserving of respect, but they are now perceived differently by some members of society. This has even led to physical attacks on some teachers:

Our jobs as teachers have to be physically safe, as well as safe and protected from any sort of physical or emotional abuse. Unfortunately, our job does not adequately protect us ... we suffer from psychological and physical challenges as a result of our work. As primary school teachers we face attacks from students' parents, while teachers in middle and secondary schools face attacks from the students themselves. There have been many reported incidents of attacks on teachers (Female teacher 3).

Teachers believe the prestige they once had no longer exists and they blamed parents and the media, but above all the Ministry, for this:

The Minister of Education said, "I want to restore the teachers' prestige" which means that we as teachers do not have any prestige in this country. The prestige now is for the students and this is clear from their assault on teachers and how their punishment is only expulsion from school for a certain period before they can return again (Male teacher 8).

One of the reasons behind the loss of our prestige and status as teachers is the officials' declarations and decisions, which are usually against the teachers. For example, they said any teacher that gets a low degree in the performance will be forwarded to psychiatry! (Female teacher 1).

One teacher believed that the MoE, parents, and the mass media had all contributed to the loss of teachers' prestige ,and that prestige should be restored to repair education:

One of the factors that negatively affects my job satisfaction is the loss of prestige of the teaching profession and I think the reason is the MoE, parents, and the mass media, and as you might have heard the imam of the holy mosque in Mecca said in his speech that the first step to repairing education in KSA is by restoring teachers' prestige (Male teacher 3).

As teachers, we have the only job that works with the human mind and its thoughts, and we are responsible for making the children grow as they spend most of their time with us. Our job is hard, complex, and needs skill and precision. Therefore, the officials and all of society should concentrate on teachers, give them their rights, and respect them to help them feel satisfied in their job (Female teacher 7).

However, only two teachers (one male and one female) were satisfied to some extent with the current prestige and status of teachers:

I think our social status is not that bad. A loyal and hardworking teacher is always respected by society (Male teacher 2).

During the teachers' interviews, as shown above, some teachers mentioned that one of the main reasons behind the loss of prestige in the profession is the MoE and its decisions to side with students against teachers. The officials were invited to comment on this issue and their responses are quoted below:

MoE decisions are always in line with modern developments and plans and educational studies preserve the dignity of the education field (teachers and students). Among the recent decisions of the MoE concerns the prevention of beatings in schools. The ideal educational environment cannot be achieved through cruelty in any form but rather is obtained through compassion, respect, appreciation, and mutual trust between the teacher and student (Male official).

Unfortunately, that's right; Saudi teachers are losing their prestige nowadays as everybody can see. However, it is not reasonable to say that the MoE sides with students against teachers as the teachers believe and teachers cannot blame just the Ministry for the loss of their prestige...The decision preventing the beating of students in schools has angered teachers and because of it they blame the Ministry for their loss of respect. Is it reasonable to think that beating students will increase a teacher's prestige and respect? There are some teachers in our schools who have an imposing personality and enjoy unrivalled respect from students not because they are strong and beat students but because they are flexible, tolerant and strong in their subject (Female official).

The last sub-theme under the major theme of morale is teacher expectations. During the interviews, primary school teachers were questioned about whether their job involved what they had expected. However, most of their responses (fourteen teachers) expressed their disappointment about it:

This job still needs more attention from the officials both in the physical sense (such as the buildings and learning resources) and the moral aspects (such as respect and rewards) (Female teacher 4).

To be honest, I was looking forward to teaching because anyone who teaches should receive respect from all members of society and the incentives and appreciation from the Ministry, but unfortunately, I found the opposite in this job (Male teacher 4).

In relation to this factor (morale), a head teacher suggested that:

There must be a balance between motivation and accountability as it has been noted that motivation in our schools is very weak compared to accountability. This has a negative impact, undoubtedly, on job satisfaction (Male head teacher 2).

5.3 Overall job satisfaction among teachers

Just six out of the twenty teachers (four males and two females) were satisfied overall with their job and had generally found what they were looking for and expected:

Yes, to some extent maybe because I was not expecting the teaching to be a totally perfect job with high standards. So, in this job I found what makes me satisfied about it and I believe positive changes are going to happen in education soon (Male teacher 7).

Despite the small negative issues we face, I love this job. If you remember that this is also the job of the prophets and apostles (Female teacher 2).

One of the important results from the first phase of data collection (questionnaire) was that less than half of the teachers (47.8%) were satisfied with their job. The MoE officials were invited to give their perspective on this issue:

To be honest, this is a reasonable proportion to some extent... Teachers' job satisfaction is closely linked to their reasons for choosing the teaching profession. For example, job satisfaction when choosing the teaching profession for financial motives differs from that experienced by an individual who chooses teaching due to personal motivation. Also, the degree of satisfaction of the teacher is governed by several other factors, including harmony with the school environment, as well as understanding and harmony with the teaching staff (Male official).

This is a really disappointing proportion and I thought it might be higher than this. Without doubt the Ministry aspires to have satisfied teachers in all its schools. However, dissatisfaction with a job can be the result of various reasons that we do not in the Ministry have the power to change, such as personal reasons or psychological reasons (Female official).

5.4 The importance of teacher job satisfaction

The importance of teacher job satisfaction from the perspective of school head teachers is examined here:

In my opinion, the issue of teachers' job satisfaction needs to be emphasised and discussed further because teachers have an urgent need to enhance their level of job satisfaction (Male head teacher A).

The head teachers' responses illustrate that not only teachers' job satisfaction but also the job satisfaction of all school employees was recognised as impacting on the overall academic standards and student outcomes:

... It is an important component of successful educational processes, not only for teachers, but also for all school employees. All school employees should be satisfied with their jobs to help

them provide the highest standards within their career, which benefits both society and children (Male head teacher B).

I believe that it is really important that officials, in general, and the school leaders care about job satisfaction at their school. The level of teachers' job satisfaction determines the success or failure of the school because it has a significant impact on their performance. Their performance will reflect positively or negatively on the school's ranking of students... (Female head teacher B).

Job satisfaction is a strong motivator for teachers to perform their work perfectly. How can a teacher give lessons while he/she is wronged or angry? The prophet Mohammad peace upon him forbade the judge from practising their profession when they are angry. This can also apply to teaching and education. Thus, how can we expect a teacher to complete their mission in the required manner when some of their rights have been robbed?... Job satisfaction will create a sincere and honest teacher who will continually provide excellent standards (Male head teacher A).

...Teachers are not machines that work by pressing a button. They are human beings with sensations and feelings and their work should be associated with these feelings. Therefore, the level of their career performance and their students' achievements are directly correlated with their feeling about their work and corresponding satisfaction (Female head teacher A).

5.5 The features of satisfied teachers

Head teachers were asked about the features that characterise satisfied teachers and differentiate them from dissatisfied teachers. All of the participating school head teachers indicated that they had a clear picture about job satisfaction and could readily identify this in teachers.

The first male head teacher perceived that satisfied teachers had good attendance and professional attributes:

Satisfied teachers are identified by numerous characteristics; for example, when they attend school without creating excuses for absences or leave school early, when they serve as positive role models for their students and not just perform the role of delivering information, or when they do not complain about students or responsibilities and they enjoy their time while working (Male head teacher A).

The other male head teacher mentioned other, wider features of professional behaviours:

Satisfied teachers always have a smile on their faces. They also make noticeable improvements in performance, interact with extra-curricular activities at school, show discipline in their job, continually cooperate with the school's administration, do not wait for an immediate positive reaction and gratitude, and are usually proud to be teachers (Male head teacher B).

Good performance was also regarded as a sign of a satisfied teacher from the point of view of the first female head teacher:

There needs to be more than one standard to classify teachers as satisfied or dissatisfied. Satisfied teacher accepts directives without any grumbling or resentment and they do not

impatiently wait to reach the early retirement age which is currently the case with many teachers...They desire change, development, excellence, and creativity at work (Female head teacher A).

However, the other female head teacher focused on the influence of teacher performance on their students' achievement:

When teachers are keen to be distinct, we can then say they love their job and satisfied with it. Throughout my supervisory visits to their classrooms, diverse lessons, activities, and creativity indicate that they are satisfied. The level of their students' academic achievements, at the end of the year, is also a sign of high job satisfaction (Female head teacher B).

The two officials also were invited to comment on their vision of satisfied teachers and the special characteristics that distinguish them from dissatisfied teachers:

Teachers' satisfaction with their job is determined by many aspects of the educational process, including:

1. The quality of direct relationships with his/her students, which gives a positive or a negative indicator of the extent of satisfaction and harmony in the educational process.
2. The teacher's enthusiasm and care in pursuing the educational process and their harmony with this process.
3. His/her eagerness to find and diversify teaching methods to suit the level of their students.
4. The general output of the educational process is an indicator of the positive impact of effective teacher performance.
5. It has been said: 'If you want to be effective you have to be reflective' (Male official).

...Their excellent performance, when they make a positive impact on students and on society and the extent of alignment with modern teaching technology. Also, satisfied teachers have positive relationships with their students, school leader, and colleagues. The most important sign is the remarkable effect of this satisfaction on their students and their academic achievement. As you know, there is a difference between the output of students of a satisfied teacher and that of students of a dissatisfied teacher (Female official).

5.6 Suggested improvements to the educational system

During the interviews the teachers provided a range of useful suggestions on how the educational system might be improved, and on how these improvements might have a positive influence on the educational process as well as on their job satisfaction. These suggestions fall under three categories:

- Non-teaching staff:

I suggest that the Ministry place a nurse to treat the teachers and students in an emergency before taking them to the hospital, because we heard about many accidents happening at school ending with death, such as diabetes and asthma.

I suggest that in every school there should be one or two people responsible just for the extracurricular activities and the supervision work, so we can concentrate on our main job which is teaching.

- Factors relating to teachers:

I suggest reducing the burden and the number of lessons for the old teachers.

I suggest that teachers and all participants in education should be provided with health insurance.

If a teacher wishes to change school because he or she is unhappy the officials should respect this desire.

I suggest that the MoE should respond to our demands for early retirement, because this will create jobs for graduates.

I suggest that teachers create a group in WhatsApp for the students' parents and send homework or notes to increase the relationship between the teachers and parents on one hand, and the relationship between the children and their parents on the other.

Teachers' compulsory commissioning should be halted by the educational administration.

- Teaching:

I suggest reducing the curriculum because the important thing is the quality not the quantity.

I suggest that they should give us the freedom to choose a suitable teaching method and not force us to use a certain method because we know our students better.

As one head teacher suggested, there is scope for a wider discussion about the means to enhance educational environment, with consequences for teacher job satisfaction:

There is an interest in developing and improving the curriculum and enhancing the number and quality of school buildings, but unfortunately despite the fact that teachers are the basis of the educational process, they are overlooked. I hope that this study will shed light on this issue.

5.7 Summary

To sum up, this chapter has presented the analysis of the qualitative data. It was divided into two parts. The first part presented the data obtained from the semi-structured interviews undertaken with the primary school teachers. The second part presented the data obtained from the semi-structured interviews undertaken with the head teachers and officials from the MoE. In the following chapter, all the findings obtained from the questionnaire and interviews will be discussed in relation to the literature review and conceptual framework of the study, in order that conclusions may be drawn, and recommendations put forward.

CHAPTER SIX: DISCUSSION

6.1 Introduction

This thesis has sought to investigate Saudi male and female primary school teachers working in the city of Riyadh, with the aim of identifying which factors play a key role in positively and/or negatively affecting their job satisfaction. In light of the research questions, this chapter seeks to discuss and interpret the quantitative and qualitative findings presented in previous chapters, based upon the data obtained from the responses to the questionnaire and semi-structured interviews (i.e. those responses from the Saudi primary school teachers, head teachers and educational officials in Riyadh). The results are discussed in the context of the previous research findings within the literature and pertinent theories related to job satisfaction.

At this point, it would be beneficial to first revisit the research questions that this study sought to answer, as this chapter is structured to facilitate discussion based upon these answers. The main research question was:

- What are the factors that affect the job satisfaction of Saudi male and female primary school teachers in Riyadh?

This was answered through the following sub-questions:

- What aspects of the Saudi primary school teachers' role have an impact on job satisfaction?
- Is teachers' job satisfaction significantly affected by their demographic variables?
- What is the overall level of job satisfaction among primary school teachers in Riyadh?

In order to take due account of both the quantitative and qualitative results in answering these questions, the discussion of each factor begins by considering the quantitative findings, as representative of a typical participant, i.e. a male or a female primary school teacher in Riyadh. The most pertinent qualitative findings are then examined in the light of the possible interpretations of the quantitative results, taking account of the major theories and findings covered in the literature review. This starts with the discussion of the teachers' overall job satisfaction followed by a discussion of the teachers' demographic variables. The factors that affect teachers' job satisfaction are divided into three categories: the factors that affected them strongly; the factors that had a moderate effect; and, the factors that had a negative affect on

their job satisfaction. Even though the differences between males' and females' perspectives are not the main focus in this study, they are important, and therefore, having generated them, a separate section is used to discuss these differences.

6.2 Overall job satisfaction

Before discussing the factors identified to have affected Saudi primary school teachers' job satisfaction, it is pertinent to briefly discuss the teachers' overall level of job satisfaction. The findings revealed that overall job satisfaction of these Saudi male and female primary school teachers in Riyadh was moderate; that is, overall, they were both satisfied and dissatisfied.

A further insight into the quantitative data showed that both male and female teachers were generally more satisfied than dissatisfied, yet with regards to the gender differences, both genders showed quite similar overall satisfaction. However, female teachers were more dissatisfied than male teachers.

From the qualitative data, it is important to note that there was no direct question that asked the teachers about their overall level of job satisfaction. The reason for this was because the same question would then have unnecessarily been asked in both phases of the data collection, as the participants in the interview were a subsample of the questionnaire sample, and because the purpose of this phase was to allow the participants to elaborate upon the answers they gave in the questionnaire.

An interesting difference of opinion emerged from the interview findings from education officials. Data from the male education official indicated that he felt that the findings from the teachers in terms of their overall job satisfaction was a reasonable proportion (to some extent), while the female education official believed it was a very disappointing proportion. More significantly, in reference to those teachers who were neither satisfied nor dissatisfied, both officials believed that a possible explanation for this could be due to reasons not pertaining to the MoE but to the teachers themselves, such as personal or psychological reasons, or to choosing the teaching profession for financial or personal motives. That said, this did contradict the sentiments expressed directly by the teachers themselves, who did feel the MoE was partially responsible; this shall be discussed in depth later in this chapter.

The findings of an average level of overall job satisfaction are similar to those of previous studies in the Saudi educational context (i.e. Al-Amri, 1992; Almeili, 2006), which does

indicate there are actual underlying (and unresolved) issues relating to teachers' job satisfaction specifically within this context. For example, recognition of teachers has been (as found in this study) a source of dissatisfaction since 1992. However, the findings differ from those of two other studies that found high levels of satisfaction among Saudi teachers (Al-Obaid, 2002; Al-Tayyar, 2014). The results are also in line with certain studies from other Arab countries, as indicated in the literature review, such as Olimat (1994) in Jordan, and Ibrahim (2004) in Libya. Elsewhere, studies reporting a moderate level of teachers' job satisfaction include those of Khleel and Sharer (2007) in Palestine, which included both genders from only 18 schools from different levels. Again, this study could be viewed as being similar in the context of the aforementioned Arab countries, which does suggest that the factors in such moderate levels of job satisfaction are similar in countries that have similar characteristics (i.e. Arab culture and norms).

It should also be noted that although this study found the teachers' overall job satisfaction to be moderate, different levels of job satisfaction, with respect to the contributory factors examined, were also found. These factors will be discussed in depth later in this chapter, but to summarise: those factors that had a strong effect on the teachers' job satisfaction included colleagues, students and head teachers, while a moderate influence was identified with respect to educational supervision, students' parents, teachers' development, the holiday system, nature of the work, and job grade. In terms of factors that caused dissatisfaction, these included salary and promotion, workload, school environment, policies and regulation, and social status and recognition. These aspects reflect the uniqueness of the Saudi educational context and may therefore not be generalisable to other contexts.

Despite the moderate overall level of teachers' job satisfaction found in this study, the quantitative findings revealed that more than half of the male and female teachers were seeking another job instead of teaching, but still wished to remain in the educational domain. This could be interpreted based on the fact that job satisfaction is multifaceted, meaning that one can be satisfied in one area, but this does not necessarily mean complete satisfaction; likewise, dissatisfaction in one area does not mean dissatisfaction in all areas (Kazi and Zadeh, 2011). Surprisingly, quite a high proportion of teachers (but less than half) indicated that they were seeking a completely different job outside education. If one views both of these findings from a holistic perspective, it could suggest that a proportion of teachers were dissatisfied with the teaching environment in particular, to the point that they were no longer willing to pursue a

career as a teacher. Again, this affirms that there are factors within this context that affected their job satisfaction.

To expound upon this, during the interviews, the teachers were asked if their teaching profession was what they expected it to be. Unfortunately, the majority of them expressed their disappointment in their occupation, while some of them referred to the quality of physical aspects, such as the school buildings and learning resources and the absence of certain moral aspects, such as respect, as well as the absence of certain criteria that enhance satisfaction and appreciation. All these issues are discussed separately later in this chapter. That said, almost half of the teachers were not thinking about resigning from their jobs (44.7% of males, and 46% of females), and even though more than half of the females expressed their interest in early retirement (60.5%), they showed more enjoyment in going to work than males.

In this regard, a number of studies (Griffin et al., 2010; Popoola, 2009; Tsigilis, Zachopoulou, and Grammatikopoulos, 2006) found a significant relationship between burnout and lack of job satisfaction, which was seen as the cause of reduction in employee performance and motivation (Bettina and Piko, 2006). Platsidou and Agaliotis (2008) also found that high levels of job satisfaction among teachers correlated with low levels of burnout.

Conversely, several researchers (e.g. Borg and Riding, 1991; Davis and Wilson, 2000; Klassen and Chiu, 2010; Scott, Cox and Dinham, 1999) have reported a strong relationship between teachers' job satisfaction and stress, where teachers with high levels of stress were found to be less satisfied with their job. Eyupoglu and Saner (2009) refer to job satisfaction as the effect of the job on the psychological and physical wellbeing of the teachers. That is, teachers suffer from stress as a result of their demanding daily activities and the modern education system (Hepburn and Brown, 2001). This study therefore found that stress from the teaching profession left its mark on 50% of male and 47% of female teachers in terms of physical problems, while psychological problems were slightly more common among females than males (47% and 42%, respectively). These findings are similar to the findings of a comparative study of professions in the UK, which found the teaching profession to have a worse than average score on physical health, psychological health, and job satisfaction (Johnson et al., 2005). Stress can affect teachers, students and the whole society, as mentioned in an older largescale study by Oates and Thoresen (1976), in which it was suggested that stress affected around 200,000 US teachers, and through them, five million students. It is suggested that in today's modern

lifestyle and environment, individuals from many different societies may find the workplace significantly more stressful than before (Sadeghi and Sa'adatpourvahid, 2016).

There are many contributory factors to teachers' stress and they are quite similar across different cultures, such as those identified by Liu and Ramsey (2008) in the United States, which include the working environment, available facilities, and excessive teaching schedules. Moreover, Ferguson, Frost, and Hall (2012, p. 27), quoted Manthei and Gilmore (1996), who found that more than 26% of New Zealander intermediate teachers felt that the teaching occupation was "either very or extremely stressful". With regard to the current study, in addition to the reasons already discussed, the developed curriculums could be another factor impacting on teacher stress, as mentioned by a female teacher during their interview. It is possible that one explanation why some teachers disagree with the curriculum change could be because they had implemented the previous curriculum for many years and the early phase of implementation of any change can be difficult.

6.3 Demographic variables

Previous studies in this area of research, and amongst this particular target group, have sought to identify relationships between numerous demographic factors and job satisfaction (Gupta and Gehlawat, 2013; Scott et al., 2005). Common to these studies have been the teachers' gender and age, as well as their qualifications and teaching experience. However, for this study, in order to address the research gap and be comprehensive in the data, demographic variables were included: age, gender, experience, qualifications, the educational supervision centre, marital status, subject taught, the number of teaching hours, and the school building. These variables were subsequently examined using T-test and one-way ANOVA to detect any statistically significant differences between teachers in overall job satisfaction according to these variables. Moreover, an LSD test was used when the F value was significant at the .05 level, to determine which of the groups differed (this was needed only with the supervision centres). The following subsections present a discussion concerning these variables in turn, and addresses the research sub-question: Is teachers' job satisfaction significantly affected by their demographic variables?

6.3.1 Gender

With regards to gender, considering cultural issues (as shown in Figure 2.8), the masculinity/femininity score of 60 indicates that gender difference in the workplace in Saudi

society exist to some extent. Therefore, it was expected that there would be a gender gap in job satisfaction in this study. However, the current study found no significant difference in the overall job satisfaction based on the gender of the teachers. A possible explanation for this could be due to the fact that recently both boys' and girls' schools have come under the responsibility of the MoE and are now subject to the same system and regulations, which was not the case years ago when there were separate ministries each for boys' and girls' education. That said, it is possible that other variables come into play when comparing male and female job satisfaction, such as age or experience (Menon and Athanasoula-Reppa, 2011). However, this was not found to apply to this study, despite the diversity of the sample in all other variables.

In this regard, it is worth mentioning that in 2020 the MoE has the intention to integrate boys and girls in the early years of primary education in what were previously girls' schools, but in different classes, according to the Deputy Minister of Education. She has stated that many studies confirm that female teachers are more able to meet students' learning needs in the early years than male teachers.

This result is consistent with many of the studies from various contexts discussed earlier in the literature review, which concluded that the overall level of job satisfaction was similar for men and women (Noordin and Jusoff, 2009; Ssesanga and Garrett, 2005; Stevens, 2005; Olimat, 1994; Castillo et al., 1999; Perrachione et al., 2008; Crossman and Harris, 2006). That said, these findings do contradict the studies of Abdullah et al. (2009) and Montatsi (2012), who found males to be more satisfied, as well as those studies by Al-Mansour (1970), El-Sheikh and Salamah (1982), and Khleel and Sharer (2007), who reported that female teachers had a greater degree of satisfaction than males. With regards to the Saudi studies that explored the differences of teachers' job satisfaction between both genders, to the best of my knowledge there is only one study (Alturki, 2010) which has explored the effect of teachers' gender on their job satisfaction in terms of factors such as salary and workload, but not the overall level of their job satisfaction. Thus, an original contribution of this study is its data on both male and female teachers.

6.3.2 Age

In studies on teacher job satisfaction to date, there appears to be little consensus regarding the relationship between job satisfaction and age. The existing literature provides little insight into

such possible associations, with very few papers detailing any relevant findings. Moreover, in those studies where causal relationships were identified, correlations were reported to be variously, positive linear, negative linear, and even U-shaped in nature. Similarly, several studies have reported non-significant relationships between age and job satisfaction.

In this study, the findings showed that the teachers' age had no significant relationship with their overall job satisfaction. This suggests that the difference in age between the teachers and their students, or the career phase of teachers did not affect their level of job satisfaction. This finding is consistent with those of Crossman and Harris (2006), who reported that secondary school teachers in the UK did not differ significantly in their job satisfaction in relation to their age. Similar results were found by Perrachione et al. (2008), Ladebo (2005), Zembylas and Papanastasiou (2004), Castillo et al. (1999), Oshagbemi (1997), and Dinham and Scott (1996). More specifically, it supports the finding of Saudi studies by Al-Huwaji (1997) and Al-Tayyar (2014), who also indicated that there was no significant relationship between teachers' job satisfaction and age in the Saudi context. However, Al-Gous (2000), Al-Qahtani (2002), Al-Thenian (2001), and Al-Moamar (1993) have indicated that there is a significant correlation between these two variables. This is also the case for other studies from other contexts that reported teachers' age to have a significant relationship with job satisfaction, such as Abdullah et al. (2009) in Malaysia, Abraham et al. (2012) in Nigeria, Akhtar et al. (2010) in Pakistan, Bishay (1996) in the USA, Crossman and Harris (2006) in the UK, Koustelios (2001) in Greece, and Olimat (1994) in Jordan, who all found a significant correlation between age and teachers' job satisfaction. The common feature between these studies is the sample of secondary school teachers. With these differences in the existing studies, the relationship between age and job satisfaction in primary teachers remains uncertain, as suggested by Spector (1997), even in the case of the Saudi context. My study however, suggests no significant relationship between these variables.

6.3.3 Marital status

With regards to the effect of the teachers' marital status on their job satisfaction, this study found no significant differences between the teachers questioned. This result is in line with Getahun et al. (2016), Ibrahim (2004), and Azim, Haque and Chowdhury (2013). It is difficult to determine the reasons for this because, with there being no statistical difference in the survey data, there was no need to elaborate upon this during the interview stage. That said, a possible explanation for the data showing no significant difference between the teachers could be

because of the teachers' commitment to their work and career, regardless of their marital status. Being single, widowed or divorced does not mean he/she does not have family burdens, especially in collectivist societies (such as Saudi Arabia), which support the concept of extended family, where every member of the family sustains the sense of commitment to support the family. Another explanation could be that, whether married with children or single without children teachers are both able and happy to work with primary-aged children.

6.3.4 Experience

In relation to whether the length of teaching experience had an effect on the teachers' overall job satisfaction, the findings in this study indicated that this variable did not make any significant difference. This suggests that for both male and female primary school teachers in KSA, new and long serving teachers had similar levels of satisfaction with their jobs. This finding is consistent with studies from various international contexts, such as Abd-El-Fattah (2010), Skaalvik and Skaalvik (2009), Klassen and Anderson (2009), Perrachione et al. (2008), Zembylas and Papanastasiou (2004), and Dinham and Scott (1996), none of whom found a significant positive relationship between experience and job satisfaction. This finding supports a number of studies conducted in the Saudi context, such as Al-Gous (2000), Almeili (2006), and Al-Shrari (2003). However, this also contradicts other studies in the Saudi context by Al-Moamar (1993), Al-Shbehi (1998), Al-Thenian (2001) and Al-Tayyar (2014), all of which found that teachers with longer experience were more satisfied than less experienced teachers. Again, it is difficult to identify the reasons, as the questionnaire did not warrant the need to delve into this issue, but it is possible that one explanation for these differences of opinion could be due to the stopping of the annual increase in teachers' salary awarded by the MoE during the collection of data, which means that salary no longer increases with experience. However, this decision was overturned recently so that salaries are increased according to the teachers' experience and qualifications. Another possible explanation of finding no effect of experience on teachers' satisfaction is that the role of primary teachers in Saudi does not change in its structure as they progress in their careers.

Finally, this study also found no significant differences in the teachers' overall job satisfaction according to their length of service in their current schools.

6.3.5 Qualifications

The results pertaining to the qualifications variable also indicated no significant relationship towards the teachers' job satisfaction. These findings support those of Perrachione et al. (2008), Mora et al. (2007) and Castillo et al. (1999), but are inconsistent with several studies in which a significant relationship between these variables was reported (Akhtar et al., 2010; Abd-El-Fattah, 2010; Akiri and Ugborugbo, 2009; Abdullah et al., 2009; Michaelowa, 2002; Ibrahim, 2004; Olimat, 1994).

In terms of the relevant studies focussing on KSA, the results found in a number of studies indicate some uncertainty regarding the link between job satisfaction and qualifications. Three of the studies reported a significant correlation (i.e. Al-Thenian, 2001; Al-Tayyar, 2014; Al-Shbehi, 1998), but two reported no significant correlation (Almeili, 2006; Al-Tayyar, 2005). Upon further analysis the studies by Almeili (2006) and Al-Tayyar (2005), produced results similar to the current study in the sense that their sample sizes did not have a large number of teachers with a Master's or PhD qualification. Similarly, most of the teachers that participated in this study held a Diploma or Bachelor's degree (95%), and only 5% had a Master's or PhD. A possible explanation as to why there was no significant differences in job satisfaction could be that the sample was not evenly distributed across the various qualifications held. It also shows that the majority of Saudi teachers within the sample held the necessary requirements for this role (i.e. a Bachelor's degree). This suggest that the ongoing professional development being as important, if not more important, than initial qualification.

6.3.6 Number of lessons taught per week

In terms of the number of teaching lessons per week and overall teachers' job satisfaction, the quantitative findings of this study did not show any statistically significant relationship. This is in agreement with previous studies from various contexts discussed in the literature, such as those of Castillo et al. (1999) and Koustelios (2001). However, Chen (2010) and Liu and Ramsey (2008) did find a significant relationship with these variables, reporting that teachers with a greater workload were less satisfied than those with fewer teaching hours.

Further analysis of the data revealed that more than half of the sample were allocated fewer than 20 lessons per week, even though the MoE specifies a minimum of 24 lessons per week for primary teaching. This could therefore be a possible explanation as to why no statistical difference was found. Furthermore, it is important to note that, as far as previous research in KSA is concerned, to the best of my knowledge this finding is in line with all previous Saudi

studies (Al Shrari, 2003; Al-Gous, 2000; Al-Obaid, 2002 and Al-Tayyar, 2014), as none found a significant relationship between teaching workload and job satisfaction. This is predictable since it is Ministry policy to minimise any disparity in workload among teachers by allocating extra administrative tasks or school activities to those with the fewest number of teaching lessons. Occasionally, teachers may also be requested to complete their teaching rota in other schools, thus further limiting variation in hours taught.

6.3.7 Subject taught

The quantitative results with respect to this variable were found to have no significant relationship with the teachers' overall level of job satisfaction. A possible explanation for this could be due to the ease of teaching their subjects at the primary level since both primary and secondary teachers in Saudi schools are subject specialists. Primary teachers therefore do not struggle with different areas of expertise. Among the small number of studies reported in the literature that also investigated the relationship of subjects taught with job satisfaction, the current findings are in line with those of Mkumbo (2011) in Tanzania and, more importantly, with Al-Tayyar (2014), who was the only other study in KSA that examined subject in the light of job satisfaction, highlighting that this is not a factor for job satisfaction in the Saudi context. That said, the results of the present study are not consistent with those of the American study of Bishay (1996), who found some significant differences. Moreover, Ganai and Ali (2013) in India found a statistically significant relationship between teachers' job satisfaction and the subject that they teach, with secondary science teachers being more satisfied than social science teachers.

6.3.8 The Saudi context and demographic factors

The unique nature of the Saudi education context has given rise to some demographic variables that were examined in the present study, specifically in relation to the teachers' overall job satisfaction. These demographic factors are: the educational supervision centre, number of classes taught, and school building type.

With regards to the supervision centre, the present study found significant differences in the overall job satisfaction of teachers based on the supervision centre they followed within the city of Riyadh. That is, differences were found between teachers from the middle centres and those from the south and east centres, as well as between teachers from the south and north.

This was further alluded to during the analysis of the qualitative data, where it became a point of contention for one female teacher, who pointed out how those in the north of Riyadh had fewer working hours than those in the south. A possible explanation for the significant differences between these parts of the same city might refer to the different characteristics, in terms of their socioeconomic status and the different style of the centre heads and their supervisors. Again, this was also identified and discussed in the qualitative analysis, where the male education official explained that, due to the smaller population in the north of Riyadh, there are fewer students and so fewer working hours. Nevertheless, because this factor could be related to disparity in satisfaction across the city, it does require further study as it is possible that there are other additional factors involved. It is also worth noting that to the best of my knowledge no previous studies have examined the relationship between these two variables, considering the supervision centre as a demographic variable, as this is a distinct feature of the Saudi education context. More importantly, as no other Saudi study has discussed this relationship before, it is possibly one of the most interesting findings of this study.

In relation to the number of classes taught in Saudi schools, most of the teachers teach the same subject in different classes every day. For example, a year four maths teacher teaches three or four classes of the same lesson every day, which involve he/she is repeating every lesson in the book. Surprisingly, this was not identified as a factor that affected job satisfaction, as the current study found no significant differences in their overall job satisfaction with regard to the number of classes that teachers taught. The best explanation of this could be due to the fact that the teachers in this study are happy with their subjects and are willing to repeat the lessons for different classes without experiencing any dissatisfaction. To the best of my knowledge, no previous Saudi studies have investigated the relation between this factor and teachers' job satisfaction.

With regard to the type of school building, there appeared to be no significant relationship between school building type (i.e. whether it was governmental or a rented building) and the teachers' overall job satisfaction. The best explanation for this could be that teachers in rented school buildings have the same responsibilities as teachers in government school buildings. Despite the fact that the school building type was not a source of teachers' job dissatisfaction, the issues related to the school environment, regardless of its type, as a source of dissatisfaction will be discussed later with the factors that affected teachers' dissatisfaction. It is worth mentioning that while almost one third of the teachers in this study taught in a rented building, not all rented buildings were in poor condition.

In summary, this section has discussed a number of demographic variables (age, gender, experience, qualifications, the educational supervision centre, marital status, subject taught, the number of teaching hours and the school building), in order to answer the research sub-question: Is teachers' job satisfaction significantly affected by their demographic variables? The data suggests that it is only the educational supervision centre that the school follows that has a significant effect on their job satisfaction.

The next section will discuss the factors that affect male and female primary school teachers' job satisfaction, and will be divided into three groups according to the strength of their effect.

6.4 Discussion of the factors affecting male and female teachers' job satisfaction and dissatisfaction

As mentioned earlier, the aim of this study is to assess the perceptions of Saudi primary school teachers regarding the factors that affect their overall job satisfaction. The correlations presented in the results chapter strongly support the variations seen in the effects of the various factors on overall job satisfaction. The factors that affected male and female primary school teachers' job satisfaction will be discussed separately in this section, where the first three subsections consider the factors found to contribute most strongly to teachers' job satisfaction. This is then followed by the factors that had a moderate effect on job satisfaction, and then to their job dissatisfaction. This will directly address the main research question: What are the factors that affect the job satisfaction of Saudi male and female primary school teachers in Riyadh? Subsequently, the sub-question on which aspects of the Saudi primary school teachers' role have an impact on job satisfaction will be addressed.

6.4.1 Factors strongly affecting teachers' job satisfaction

The following three sub-subsections consider the factors found to contribute strongly to teachers' job satisfaction. They were: colleagues, students, and head teachers (see Figure 6.1).

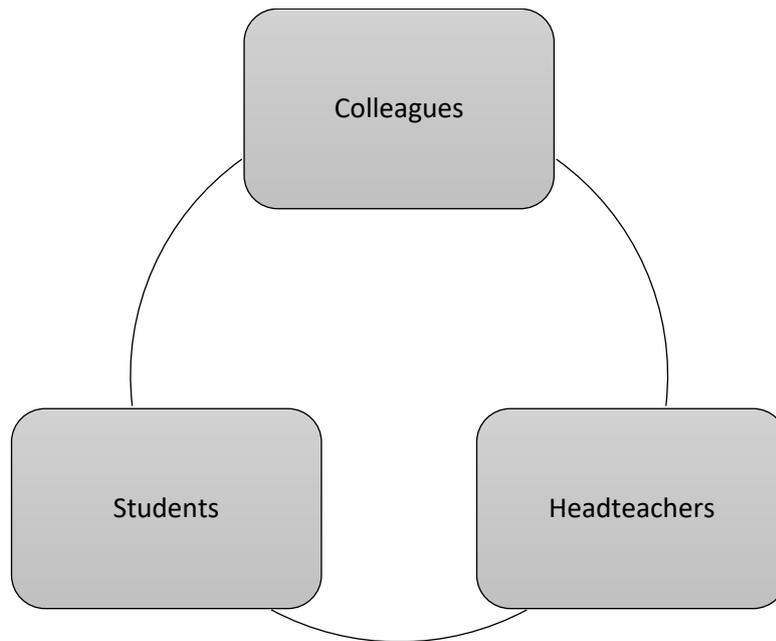


Figure 6.1: Factors strongly affecting teachers' job satisfaction

Colleagues

The results obtained from the questionnaire's correlation analysis suggested that relationships with colleagues yielded the highest correlation with the teachers' overall job satisfaction ($r=0.384$). This indicates that relationships with colleagues had a strong influence on the teachers' job satisfaction in Saudi primary schools. In terms of teachers' gender, the quantitative findings indicated that more than three quarters of both male (87.5%) and female (76.7%) teachers expressed their satisfaction with the relationships they formed with their work colleagues in general, with a mean score of 4.21.

The quantitative findings were also supported by the qualitative data. In the interviews, the teachers expressed strong satisfaction with their colleagues, in which all twenty male and female teachers stated that they were satisfied with their relationships with their colleagues in general, with the exception of one female teacher, who complained about colleagues gossiping about each other.

One may assert that this was an important factor because, in reference to Maslow's Hierarchy of Needs Theory (1954), the relationship between colleagues in the workplace lies within the third category of needs, namely, 'social needs'. Moreover, as highlighted by Herzberg (1959), if employees are isolated in their workplace, the lack of meaningful relationships may be a source of dissatisfaction, so in order to avoid this, the need for interpersonal relationships

should be met. Interestingly, most studies within the literature were inconsistent with Herzberg's Two-Factor Theory classification of relationships as a 'hygiene factor' that contributes to dissatisfaction. Therefore, since this study sees relationships with colleagues as a positive factor in job satisfaction, it is in line with the majority of studies performed in the education sector that also found relationships to be a satisfier, rather than a dissatisfier (i.e. Keung-Fai, 1996; Ma and MacMillan, 1999; Abdullah et al., 2009; Usop et al., 2013). Moreover, it is consistent with those from the Arab context, such as Olimat's findings (1994) in Jordan, and Al-Amri's in KSA (1992). In fact, as mentioned in the literature review, interpersonal relationships with colleagues were uniformly considered to be important among four out of the six studies in the Saudi context (Al-Amri, 1992; Al-Zahrani, 1995; Al-Obaid, 2002, Al-Tayyar, 2014). Of particular note are findings from three of the studies – like the current study – that reported the greatest level of satisfaction in these relationships (Al-Obaid, 2002; Almeili, 2006; Al-Tayyar, 2014). In light of the previous studies (more so those from the Saudi context), it is interesting to discover similar findings that show there are certain characteristics within this factor (colleagues) that strongly affected Saudi teachers' job satisfaction.

A closer inspection of the teachers' interview findings suggests that the teachers' relationship with their colleagues reflects the positive characteristics of relationships between teachers, both formal and informal. Regular social gatherings outside school were prevalent, either as a group of teachers or with families, and these helped to engender a sense of unity and a team spirit that translated to the workplace. In addition, teachers were happy that they had a staffroom where they could take breaks, sit together, and talk as friends. Moreover, the ability to interact well on both a formal and informal level helped to build mutual respect between colleagues and encouraged the cooperation and support for each other that the role of a teacher demands. One may assume that the reason this factor received the highest satisfaction rating could be attributed to the social nature of human beings, in which interaction with others is essential – that is, the teachers positively valued relationships at work. However, I suggest that it goes deeper than that and has something specifically to do with the nature and characteristics of the Saudi environment in general. Saudi society is grounded in collectivism (Hofstede, 1984) and encourages interpersonal relationships, whereby, from a societal and cultural perspective, both Arab and Islamic traditions place great emphasis on affiliation to groups and united work within those groups. I would also argue that this element of social gathering is embedded within Saudi culture, whereby individuals are seen as more than just colleagues or friends and, due to

the strong religious values in Saudi Arabia, fellow Muslims are regarded as ‘brothers’ and ‘sisters’. While this was not explicitly mentioned by the teachers during the interviews, reference was made by certain teachers to ‘brotherhood’, as well as relating this back to the concept of a collectivist society.

Students

According to the quantitative findings, this factor involving positive relationships between teachers and their students made a positive contribution to the teachers’ job satisfaction, with a mean score of 4.23. With regards to teachers’ gender differences, female teachers showed more satisfaction than males (74% and 62%, respectively). This factor also showed a positive correlation with the teachers’ overall job satisfaction ($r=0.296$). Moreover, students’ performance was found to be a source of teachers’ job satisfaction in this study and it yielded the highest mean score of 4.60.

This positive relationship between teachers and their students was further reflected in the qualitative data, where teachers referred to the age of the primary school students, stating that, because they are still children, they are easier to deal with than teenagers in middle and secondary school. The importance of positive relationships was found in a number of earlier studies (Hargreaves, 2000; Benmansour, 1998; Hean and Garrett, 2001; Ramatulasamma and Rao, 2003; Zembylas and Papanastasiou, 2006), which highlighted that students were significant contributors to teachers’ satisfaction. Moreover, Grayson and Alvarez (2008) discussed the impact that a positive teacher-student relationship can have on the motivation of teachers, as well as their interest in and satisfaction with the workplace environment. This positive relationship between teacher and students plays a fundamental role in promoting students’ engagement (Klassen et al., 2012; Pianta et al., 2012). These studies identified a strong positive correlation between engagement and enjoyment at work, and assumed that these emotions are passed on to students. For students, the engagement appears in the degree of their attention and the passion that they show when learning, which extends to the level of motivation they have to learn and progress in their education.

Interestingly, although the participants of the interview phase for this study expressed an overall level of job satisfaction as a result of their students, they did raise certain criticisms of their students that could potentially have a negative effect on their job satisfaction. Much of this revolved around the behaviour of the students, with some citing undesirable behaviour of

students, including hyperactivity or falling asleep, which hindered their ability to teach the class effectively. One possible explanation for the students' behaviour could be the nature of the curriculum and pedagogy. It could also be factors in the childrens' living environment, socio-economic status and general wellbeing. In this regard it could be suggested that the curriculum and pedagogical approach be differentiated to meet individual learning and emotional needs of children. However, the majority of the teachers were equipped with knowledge of child development and psychology (which is an important criterion for choosing to be a primary school teacher, as mentioned by the male official), and acknowledged that all children are different. The teachers noted that it is important for primary school teachers to be more patient with their students and that, as a teacher in this particular position, they should be also able to control their emotions.

In relation to this, it is worth noting that the findings of the current study also highlighted that the teachers' knowledge of childhood development and how to deal with its issues was primarily based on their own experience and background, as opposed to formally being taught it. This highlighted the need to organise regularly updated workshops for teachers focusing on the nature of their students' learning and development in primary, middle or secondary school phases.

The participants also stated that certain procedures to minimize undesirable behaviour could be achieved, by reducing the overcrowding of students in the classroom, especially in the rented buildings, where there are classes with almost 30 children. In this regard, more than half of both genders in this study were dissatisfied about the number of students in the classes they teach. Large classes can restrict the teachers' job satisfaction and their ability to control and maintain the students' behaviour (Al-Mansour (1970), whereas smaller class sizes can contribute to teachers' job satisfaction, (Perrachione et al., 2008). Perrachione et al. (ibid) also discovered that the decision of teachers to remain in the teaching profession was influenced by the discipline of their students.

Head teacher

A school head teacher oversees the process of education at their school and, thus, must be a role model for their staff and student body. As previously discussed in the literature review, head teachers and their leadership style greatly affected the satisfaction levels amongst teachers, and also had an effect on everyone in the school, including students and parents.

The quantitative data obtained from the teachers' questionnaire showed that teachers generally have good professional and personal relationships with their head teachers (mean scores 3.83 and 3.92). They were neither satisfied nor dissatisfied with head teachers' fair treatment of teachers, with a mean score of 3.40. In addition, more than half of both male and female teachers feels that they were evaluated by their head teachers based on educational foundations (with a mean score of 3.47). In general, teachers in this study were satisfied with their head teachers, with a mean score of 3.68. This factor also showed a positive correlation with the teachers' overall job satisfaction ($r=0.293$).

With regards to gender differences pertaining to satisfaction with their head teacher, the analysis showed a very similar level of satisfaction, with almost two-thirds of both male and female teachers expressing their satisfaction. A possible explanation for this could be the characteristics of good leadership in both the running of the school and their management and support of teachers in both boys' and girls' schools.

With respect to the qualitative data, it should be mentioned that, when being critical and identifying issues in leadership, most of the teachers were talking about head teachers and leadership in general, and not necessarily talking about their own head teacher in particular. As mentioned, the best explanation for this could be because they do not have issues with their head teacher that affect their job satisfaction but, rather, they were looking for improvements in school leadership in general (in line with the positive quantitative findings).

The teachers that were interviewed explained how they believed a school head teacher should behave, as well as discussing the impact that different leadership styles had on them and on the educational process in general, either negatively or positively:

The school leaders can make the school a pleasant environment for learning, and a good place for teachers to teach; on the other hand, they can make the school boring and a hateful environment for students and teachers (Female teacher 10).

Only one teacher described current educational head teachers as being an authoritarian administration that negatively affected teachers' job satisfaction. However, other teachers perceived that respect from the school administration and head teacher was important to them, and, in turn, a lack of this respect could lead to dissatisfaction (especially for female primary teachers). One teacher gave an example of a lack of respect from her head teacher, stating, "She shouts at me in front of the other teachers". Another issue related to head teachers was mentioned by two female teachers revolved around the concept of justice. However, it was a source of dissatisfaction for only one of them (specifically dissatisfaction related to her job

performance reviews), while the other mentioned this issue in general and did not relate it to her head teacher.

In order to gain a better understanding of the overall situation with regards to leadership and teachers' job satisfaction, a question was included in the interviews for school head teachers, which asked them specifically about their thoughts relating to how leadership impacts teachers' job satisfaction. With regard to the aforementioned negative perceptions of teachers about the impact of leadership on their job satisfaction, the four head teachers were found to believe in the importance of teachers' job satisfaction for the educational process, students, and the whole of society. Moreover, they were all in agreement that school leadership has a vital influence on teachers' job satisfaction, and all of them were aware of their role in making their school a positive and healthy educational environment. The head teachers believed that, as leaders, they played a significant role in the formation of teachers' images of themselves and the formation of their self-efficiency. Interestingly, all the school leaders interviewed believed that they had good relationships with every teacher in their school and did not mention any negative relationships or problems. They expressed that their relationships with teachers were based on piety, sincerity, honesty, passion, and respect.

In terms of the authoritarian administrations that was mentioned by one teacher during the interviews, all four head teachers interviewed agreed that certain head teachers use this authoritarian style, which the head teachers related this to the lack of accountability to officials of some school leaders, along with other causes. They also pointed out that this was not prevalent in all schools, and one head teacher suggested that some teachers may confuse authoritarianism with a thorough application and implementation of the educational leadership role. It was apparent from the head teachers' interviews that they believed that integrity characterised their work, and that they strove to adhere to regulations and rules, to avoid favouritism and to ensure that the principle of equality prevailed. In response to this, leadership style may be worthy of further investigation regarding its influence on teachers' job satisfaction. In order to further investigate teachers' understanding of the head teacher role, further analysis and investigation is suggested in future research as it is outside the scope of this study.

Based on the findings, the teachers in this study were strongly satisfied with their head teachers. The interviews revealed that the head teachers were aware of the importance of teachers' job satisfaction and its impact on the educational process, and they could readily identify the

satisfied teachers in their school. One possible explanation for this could be attributed to the growing attention that has been given by the Saudi government toward education in general, and school head teachers in particular, starting with the selection of appropriate candidates for school administration positions. The Ministry (2007) developed strict criteria for selecting school head teachers, such as holding a university degree and having worked as a deputy head at least two years. Candidates also should have high appraisal marks in performance during the last two years and undergo personal interviews. The findings can also be interpreted in light of the Ministry's interest in enhancing head teachers' performance and professional skills through encouraging them financially and morally to attend the training programmes and workshops that are available for them. Consequently, the importance of establishing successful relationships with teachers is emphasised, which correspond with the findings of Ma and MacMillan (1999), who also stressed the significant role played by administrators in raising teachers' satisfaction.

The findings of the current study are consistent with the findings reported in the literature, indicating that school leadership is a factor affecting teachers' job satisfaction. In a number of studies, such as Ma and MacMillan (1999), Bogler (2002), Abraham et al. (2012) and Usop et al. (2013), it was found that teachers with positive relationships with the school administration reported higher levels of satisfaction. With regards to Arab countries, Olimat, (1994), Ibrahim, (2004) and Khleel and Sharer (2007) found that school administration was a key factor that enhanced teachers' satisfaction. Similar findings were reported in the context of Saudi education, highlighting that the present findings are in line with Al-Zahrani (1995) and Almeili (2006) and Al-Tayyar (2014), who all found that teachers were satisfied with their school head teachers.

6.4.2 Factors moderately affecting teachers' job satisfaction

This subsection considers factors that appeared to have a moderate effect on teachers' job satisfaction, or where teachers reported that they were neither satisfied nor dissatisfied overall. These factors included: educational supervision, teachers' job grade, the nature of the work, holiday system, teachers' development, and students' parents (Figure 6.2).

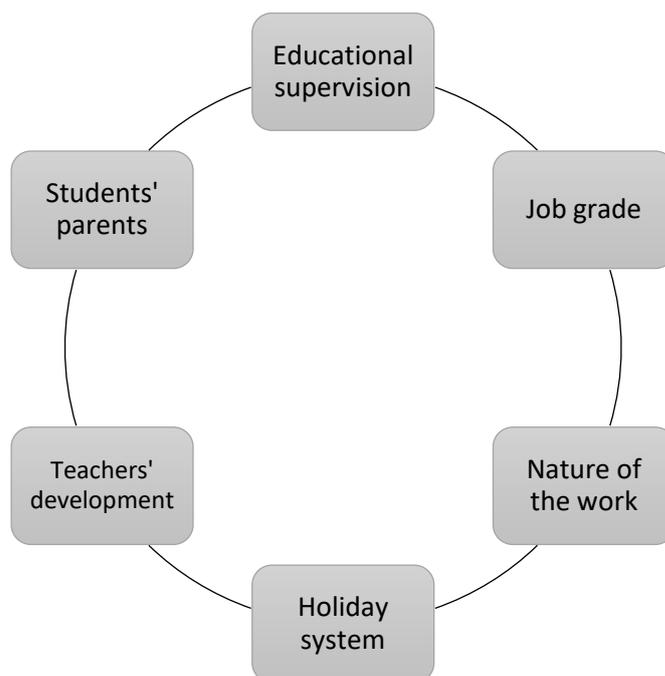


Figure 6.2: Factors moderately affecting teachers' job satisfaction

Educational supervision

The quantitative findings indicate that educational supervision contributed moderately to teachers' job satisfaction (3.19). In the questionnaire, the data showed that all eight statements under the supervision factor moderately affected the teachers' job satisfaction (mean score between 3.46 and 2.97). Moreover, this factor showed differences between both genders, as more than half of the male teachers (53.6%) indicated their overall satisfaction with educational supervision, while 37% of the females were satisfied. Conversely, a high number of males and females had a neutral opinion regarding the overall satisfaction with their supervisors (30.4% and 42.5%, respectively). With regards to facing some negative practices from supervisors, the highest proportion of female teachers was neutral (34.2%), while 40% of males said that they did not face any negative practices.

The results related to educational supervision concur with what has been found in previous literature regarding effective supervision style as an influential factor affecting the levels of satisfaction and dissatisfaction amongst teachers (Vroom, 1964 and Lawler, 1973).

The qualitative findings indicated some teachers' dissatisfaction with what they described as "the negative practices of educational supervisors". These were found mainly in two areas: ignoring the positives and focusing on negative features, and the lack of continuous

communication from the supervisors. A possible explanation for this relates to the nature of Saudi society, which has a high-power distance with a score of 95 in this dimension, as discussed previously in the literature review. According to Hofstede (2001) the educational context in high power distance cultures has hierarchical relationships in which teachers are not trusted; they seek clear guidance from their supervisors/head teachers. However, despite the MoE's recent reforms of the educational supervision system and the many in-service supervision training programmes aimed to improve the supervision process, teachers' dissatisfaction with their supervisors' practices indicate that some supervisors may not use their power effectively. One possible reason for these perceived negative practices from supervisors, especially the lack of regular communication with, and support for teachers could be attributed to the supervisors' workload. Their job requires them to work at the supervision centres and to visit so many schools and to supervise many teachers. Thus, the qualitative findings were consistent with previously published work that associated supervision with teachers' dissatisfaction (Sergiovanni, 1967; Castillo, Conklin and Cano, 1999; Zembylas and Papanastasiou, 2006). Furthermore, the findings may indicate that negative attitudes and low satisfaction levels are related to a perceived lack of supervision and coordination, as Ibrahim (2013) found in his study. In the Saudi context, Al-Asmar (1994) also reported that teachers were dissatisfied with the degree of supervision provided. Effective supervision, on the other hand, can act as a hygiene factor, reducing dissatisfaction (Herzberg, 1957).

Teachers' Job Grade

It is useful to give a brief summary of the job grade system for teachers in Saudi Arabia prior to discussing the influence of job grade on teacher job satisfaction. The job grade system implemented by the MoE consists of five grades, each one having 25 levels. Teachers are raised from one level to another within the same grade, each year for 25 years, and the only impact is an annual increase in their salaries. In order to be promoted from one grade to another, teachers have to serve for 25 years or obtain a higher degree.

The decision implemented during the 1990s financial crisis to employ teachers on a lower job grade impacted on the perceived importance of education. This was regarded as a means to meet the need for more teachers when there was limited funding for permanent employment. This was an exceptional arrangement for the education of girls, made between the Ministry of Finance, and the Ministry of Civil Service. Seven or eight years later in 2001, Civil Service

Council Decision No. 1-755 issued a decision to fix which general education teachers were on Item 105, without taking into account pre-tenured years of teaching. The teachers' attorney indicates that 76,000 female teachers and 20,000 male teachers were affected by this violation of justice for two decades, and their loss of rights is still being ignored.

The employment of teachers on a lower grade may be assumed to predominantly impact upon teachers' salaries. However, when the teachers were asked if their salary was compatible with their level of experience, it generated a mean score of 2.28. Further information relating to gender differences in this issue demonstrated that 41.5% of female teachers were dissatisfied, and 49% of the male teachers were also dissatisfied. Of the entire sample, 44% indicated dissatisfaction, and 40% showed satisfaction with the compatibility of their salary with their level of experience.

Another item in the questionnaire asked participants to indicate their satisfaction with their pay scale/salary relative to their experience and expertise. Linking this to the issue of Item 105 mentioned previously, and its effect on the salary of a large number of mostly female teachers, it was surprising to see that this factor only moderately affected teachers' satisfaction. It generated a mean score of 2.73, with a higher proportion of dissatisfaction among males at 57.2% than female teachers at 39.1%. As there were three times more female teachers affected by Item 105 than male teachers in the whole kingdom, these percentages were not expected. It is possible that one explanation for these differences in scores could be related to the differences in the percentages of affected teachers who participated in this study.

As a Saudi citizen who is up-to-date with local issues, I anticipated that this factor would generate dissatisfaction amongst teachers in both stages of the data collection; however, this was not the case. This actually happened with many factors, wherein following the analysis of the quantitative data, two thirds of the results proved to have only a moderate impact. It is possible that the middle option on the Likert scale attracted most people who completed the questionnaire, further emphasising the importance of using a second tool for the collection of more in-depth data from participants, such as the interviews.

The qualitative data gained through the teachers' interviews also revealed teachers' varying opinions regarding how their job grades impacted their job satisfaction. Those who were clearly not on the right grade believed that this factor made them more dissatisfied, whereas those who were on the correct job grade did not indicate that it had any great impact on their job satisfaction. Although male teachers showed more dissatisfaction toward this factor in the

quantitative phase, during the interviews no male teachers indicated that this factor affected them. Nonetheless, one male teacher did state that his wife worked as a teacher and was demanding to be paid her financial right, which was in excess of one hundred thousand SR. The remaining female teachers noted the injustice within the salary system and noted the unfairness of two teachers employed in the same year but at different levels, due to the fact that the one on the lower level was hired in accordance with Item 105. One female teacher went further, commenting that achieving their rights would generate greater creativity and satisfaction.

Based on the data, one may conclude that job grade and salary is a serious area of contention for many Saudi primary school teachers related to fairness and justice. This is quite a bold criticism of the government and governing body for education (MoE). In response to this significant concern, the two officials from the MoE were asked when the file relating to this issue would be closed. The officials did not seem to know for sure, since it is a complex issue that involves many ministries. While they remained positive that there will be some form of satisfactory resolution to this problem soon, they did explain that it must be resolved by higher authorities, such as the King or the Crown Prince. As this is an issue that has garnered a great deal of attention within Saudi society and on Saudi media, it is one that is continually discussed. At the time of writing this thesis, the Saudi consultative assembly had agreed on a recommendation made by two of its members to take into account the years of service on this item; however, to date, there has still been no response from the MoE or the Ministry of Civil Service. It is imperative that a resolution is found for this important issue.

Although Item 105 was implemented longer than originally envisaged no previous educational research has been found pertaining to this topic. The current study makes an important contribution by addressing this factor and its influence on job satisfaction for teachers in this particular context.

Nature of the work

The nature of the work factor in this study consists of four components, namely, teacher autonomy, achievement, responsibilities, and variety.

Teacher autonomy involves teachers deciding and taking responsibility for designing or choosing materials and strategies for their lessons, evaluating the outcomes, and cooperating to finding solutions for the teaching problems in their schools (Akbarpour-Tehrani and Wan

Mansor, 2012). When there is freedom from control by others, teachers are required to have the ability and skills to develop their own teaching conditions (Javadi, 2014). Although three quarters of teachers from both genders believed that they were well qualified for their job, the findings with respect to autonomy in this study did not yield a strong response, as both genders were divided almost evenly between being satisfied, dissatisfied, and neutral regarding the autonomy they perceived that they had in their work. This suggests that autonomy had a moderate effect on participant teachers' job satisfaction, in contrast with Zembylas and Papanastasiou (2006), who found that lack of autonomy contributed to dissatisfaction, and Perie and Baker (1997), who reported a positive correlation between teacher autonomy and job satisfaction.

Despite the importance of autonomy in some educational contexts (Zembylas and Papanastasiou, 2006; Perie and Baker, 1997), it was notable that it was not specifically addressed by any of the teachers interviewed in this study. Therefore, it is difficult to provide any critical analysis or discussion as to how this factor affected their job satisfaction. One may speculate that, due to the highly centralised education system in KSA, the general lack of autonomy and professional independence within schools, coupled with a high degree of bureaucracy, therefore teachers' expectations for autonomy would not be as high as they may be in other contexts. However, it should be borne in mind that there are advantages linked with such centralisation in ensuring uniformity of policy and action and minimising errors in practice. It can make organisations more efficient, as all decision-making is centralised and planning and development is more integrated.

Autonomy is important for individual self-esteem (Maslow, 1954). It can also be related to self-actualisation, which Maslow placed at the top of his hierarchy. More than three quarters of teachers (80% of males and 86% of females) in this study indicated that they were satisfied with their level of self-esteem. This may underpin teachers' self-confidence, and interconnect with their strong belief in being well qualified.

The second component of this factor is achievement, which is crucial to teachers' job satisfaction. With respect to this study, the quantitative findings suggest that more than two thirds of participating primary school teachers had a sense of achievement. Achievement is a motivator for job satisfaction (Herzberg, 1959). The best evidence for this is that educating students for a whole year and seeing their success and advancement to the next grade increases teachers' sense of achievement and satisfaction. In this regard and according to the Hofstede

model, Saudi society is a masculine society, similar to Japan where high masculinity was reflected in a great interest in work and achievement (Jokofsky and Slocum,1988).

As there is no achievement without responsibility and due to the strong relation between responsibilities and autonomy, despite the fact that teachers' workload was found to be a source of teachers' dissatisfaction in this study, more than three quarters of both male (66%) and female teachers (79%) were satisfied with the responsibilities involved in their work as teachers. Moreover, one third of the teachers were also satisfied with the responsibilities delegated to them from their supervisors. These results are consistent with Herzberg (1959), who views responsibilities as motivators contributing to job satisfaction. This result is also consistent with the results reported by Sergiovanni (1967), Castillo et al. (1999), Usop et al. (2013), and the Saudi study of Al-Tayyar (2014). However, it is not in line with Al-Amri's (1992) study, which identified responsibility as contributing to teachers' dissatisfaction.

Skill variety is the degree to which a job requires a person to employ a variety of skills when carrying out work activities. It can play a role in improving employees' enthusiasm, performance, satisfaction, and motivation (Hackamn and Oldham, 1976). Moreover, it can influence employees' psychological states, which can impact on their personal and job outcomes (Bohlander and Snell, 2013). With regard to the skill variety in the teaching profession within primary schools in Riyadh, slightly more than half of the teachers expressed their dissatisfaction. While the teachers did not expound upon this during the interview phase, one may speculate that it could be due to the nature of the teaching profession in Saudi, where primary teachers are usually subject specialists, meaning that they routinely teach a specific subject over the years, which may lead to boredom and reduce job satisfaction. In this regard, some published studies (Steyn, Vawda, 2014; Anjum, 2014) found a positive significant correlation between variety in work and job satisfaction. In this regard, implementing job rotation could be a possible idea to increase the variety in teaching and relieve them of some of the monotony associated with routine work.

Holiday system

The quantitative findings of this study revealed that this factor contributed slightly towards the level of teachers' job satisfaction. The mean score for this factor was 2.27, with more than half of both male and female teachers expressing their dissatisfaction and almost a quarter being satisfied with the vacation system and absences from work (including paid leave of absence).

The findings also revealed that the teachers were fairly satisfied regarding attending and leaving the school's system.

This finding was supported qualitatively, particularly with regard to the issue of reducing the paid leave of absence days for teachers from ten days to five days annually. From the background research I conducted, I noted that the decision to reduce the holidays came from the Ministry of Civil Service and not from the MoE; thus, for this reason I did not ask the officials about this during their interview. Nevertheless, this issue received attention and during the interviews with the teachers, and was a cause of dissatisfaction especially for female teachers, who considered it to be unfair and strict. The possible explanation for the differences of opinion between males and females could be because this type of external reward or sanction is important for females, especially if they are mothers with children. As one teacher stated, "female teachers require leave and absence more often than their male counterparts". It may be assumed that this teacher was referring to sensitive health and wellbeing issues pertaining to women, but also that Saudi society upholds traditional family structures, where women are expected to be responsible for housework and looking after the children. That said, another interesting finding in the data was that the teachers were satisfied with the long summer holiday they receive annually (up to three months). This system differs from the systems found in western countries such as the UK and US, where holidays are shorter and spread more frequently throughout the school year. This could therefore be a reason contributing to the moderate satisfaction in relation to this factor.

With regards to data from previous studies, the overall outcome of teachers' moderate satisfaction regarding the school holidays found in this study is similar to the results of Mhozya (2007) in Botswana and Karavas (2010) in Greece, who found school holidays positively affected teachers' satisfaction. Although there are differences in the holiday systems between these two contexts and the current research context, holidays are clearly an area that can affect teacher job satisfaction.

Teacher development

Opportunities for personal growth and development are an important facet of job satisfaction (Butt and Lance, 2005). Thus, teacher training and ongoing professional development opportunities are as it enhances teachers' scientific and professional knowledge and can play a crucial part in the teachers' familiarity with local and global variables directly related to the educational process, or to other factors that influence it. Saudi Arabia's educational policy has

begun to understand the importance of in-service training for teachers and this is now regarded as a key tool in developing the country's educational system. Training is, therefore, now a key priority in education, with a focus on remaining up-to-date with new ideas that are beneficial within the field of education, and to achieving continuous development for teachers, improving their performance and enhancing the overall educational process. The Higher Education Policy Committee in Article (196) asserted that much attention is being paid by the relevant authorities to training and rehabilitation programmes that endeavour to collaborate on skills and acquire new knowledge. Furthermore, it was also asserted in Article (197) that the training process must address all dimensions of the education process and plans must be created for such programmes, which specifically outline the aims, methods of implementation, assessment, and conditions that supervisors must achieve.

The quantitative results acquired in this study indicate that the training factor contributed moderately to teachers' job satisfaction; however, teachers showed dissatisfaction regarding the training opportunities made available to them (39% males and 44% females), whereas fewer males (32%) and females (30%) were satisfied. The teachers also expressed their desire to take advantage of opportunities for professional development and improvement. This item generated a relatively high mean score of 4.39, which was the second highest mean score acquired in this study. This was the case for both male and female teachers, who indicated that they would like to make more effort to improve themselves (87% and 88%, respectively). However, more teachers (54.5% males and 45.8% females) expressed that they do not have adequate time for preparation and professional learning. Half of the male and female teachers also indicated that there is no opportunity to learn new things in their work as primary school teachers.

In summary, the quantitative results suggest that, although the majority of the teachers stated they would take advantage of training courses on offer for professional development and improvement, many teachers were dissatisfied with the availability of training, and perceived that they did not have time to attend the available courses. They perceived that because the courses typically ran during school time, this was problematic as they must leave their lessons and classes.

As a wide range of training programmes are provided by the MoE, further analysis was necessary to unpack why some teachers felt that the MoE training programmes were unable to fulfil their needs. Further analysis suggested that it was not only the quantity of the training

opportunities available that teachers were dissatisfied with but also the quality of certain aspects within them, and specifically the repeated content and delivery. The MoE training programmes tended to be delivered by educational supervisors, head teachers or experienced teachers, who were not perceived to necessarily possess the specialised training skills needed to conduct the courses effectively. Similarly, Karavas (2010) discovered that half of the Greek teachers questioned in his study were dissatisfied with both the quality and quantity of professional development opportunities offered.

This factor highlights a critical issue for the Saudi education system which has a direct impact on the overall education reform that is in progress, especially since training and continuous professional development is a focal point for the MoE and the Saudi Vision 2030, as expressed by the officials during their interviews. The officials particularly stressed that the MoE is devoted to improving professional development. The male official noted that the MoE sets aside an annual budget for training and professional development of over 60 million Saudi Riyals (more than ten million pounds). Despite this, the issue of inadequate quality of training remains, suggesting that further preparation and support for instructors, in line with the organisation's objectives and the personal needs of trainees, could be beneficial (Redman and Wilkinson, 2002).

The findings align with those of Hean and Garrett (2001), who noted that more effective in-service training programmes can lead to an increase in teacher satisfaction. Further research might also be useful to build on earlier research in KSA (Al-Obaid, 2002) that found that teachers were more dissatisfied with training than other satisfaction factors. More recently, Al-Tayyar (2014) discovered that in-service training also contributed to dissatisfaction amongst secondary male teachers' in Riyadh as they failed to meet the teachers' practical needs and their desire to keep abreast of developments in pedagogy and they also were dissatisfied with the financial support for educational development programmes.

With regard to the nature and focus of training, a variety of workshops, conferences and seminar opportunities can help teachers to remain informed about current developments, and to gain higher qualifications in order to continue learning (Mohan, 2007) and address their psychological and physical needs, to ultimately improve job satisfaction (Sharma and Jyoti, 2006). Thus, the training courses need to be well designed, have relevant content to the needs of the context and participants, and methods of participation that support effective learning.

In addition to the content and quality of the courses, the interviewed teachers also expressed another weakness related to the timing of the training programmes. They stated that the courses typically ran during school time, which was problematic for the teachers as they must leave their lessons and classes as there are no substitute teachers. The teachers' concerns were shared with the two officials from the MoE, to determine whether or not they could offer an explanation and identify any solutions that could be implemented to generate the desired benefits. In response to this, the interviewed official stated that the teachers should find someone to cover their lessons, but the teachers pointed out that there are no substitute teachers. Although the officials thought that the timings of some training programmes should not have a direct effect on the teachers' classroom teaching (i.e. they are conducted when there are no classes), this was not the case for all programmes. From my own personal experience working in the education sector in Saudi Arabia, I found that the majority of training sessions occurred during official school days when students were present and classes were on. Since this is a problem affecting the teachers' professional development and potentially their job satisfaction, it needs to be addressed appropriately and solutions provided. It is suggested that these programmes should be arranged according to teachers' preference, whether at the end of the school day, during the weekends, or one day per month. Another potential solution could be the use of online courses which teachers can pursue at times of their choice. These issues could be further investigated as part of future research.

Researchers have suggested that the development and growth of teachers must not be limited solely to training programmes provided by employers, but should also consist of various courses run by external providers. It might be beneficial in the Saudi context, particularly to provide input on psychology and skills to deal with students' wellbeing, and their learning and behavioural needs that teachers mentioned as problematic. In KSA, in addition to these courses, teachers can attend educational events or acquire a scholarship. However, all teachers wishing to study must apply for unpaid leave and pay for all the related costs and expenses and there are some terms and condition to obtain this. It is worth noting that soon (in 2020) the MoE will address teacher education and development needs with a new programme (Aistihdaf) which means (Target) and it is oriented to provide international scholarship to 120 teachers.

Professional development does not necessarily require training. As teachers from both genders exhibited high levels of satisfaction in their relationships with their colleagues on both a personal and professional basis, the potential for collaborative professional learning is considerable so the teachers benefit from opportunities for interaction with each other, either

in traditionally delivered or online courses, or in the course of their day to day activities: “[the] findings from many studies suggest that participation in a professional community with one’s colleagues is an integral part of professional learning that impacts positively on students” (Timperley, 2008, p.19). Timperley suggests that when these interactions focus on student outcomes, they can help the teachers to integrate new teaching techniques into their existing practice. Continuous professional development is essential for primary school teachers, both generally and for particular subjects (Duncombe and Armour, 2004, p.143), and ongoing collaborative, reflective approaches have been found to be particularly effective (King and Newmann, 2001; NPEAT, 1998; Garet et al., 2001; Day, 1999; Lee, 2000; Hay McBer, 2000).

In relation to head teachers and their role in training programmes, the only concern expressed was by some female interviewees, who stated that they were unaware of the training programmes available to them. Thus, as it was only relevant to the female head teachers, this topic was specifically discussed with them during the interviews, in which they asserted that they gave teachers all the information provided by the Ministry or the Supervision Centre, particularly addressing aspects that concerned them or could be beneficial to them. There are occasional delays in the arrival of training programme announcements from the training centres, but these announcements are passed on to the school staff as soon as they arrive. This suggests that issues of communication (or the lack thereof), require further investigation.

Students’ parents

The quantitative data suggested that more than three quarters of teachers (73% of males and 77.4% of females) felt they had good relationships with students’ parents. This issue contributed to greater job satisfaction among the teachers on account of the respect and recognition they were afforded by the parents. Nevertheless, 35% of male teachers indicated some dissatisfaction regarding the parents’ participation in school council meetings, while the female teachers showed more dissatisfaction (44%) than the males, with 33% of them being neither satisfied nor dissatisfied, which is an exception to the generally positive relationship found between the teachers and parents. The level of parental involvement was also hindered by a lack of communication and collaboration regarding parent participation in school council meetings.

The qualitative data also indicated that the absence of effective communication between parents and school staff had a negative impact on the job satisfaction of teachers. This finding echoes previous research of Perrachione et al. (2008) in Missouri, in which the input of parents was a major factor negatively influencing teachers' job satisfaction. A cultural factor impacting on communication with parents in the Saudi education system is gender segregation means that only one parent has a chance to communicate with the school. Moreover, parents' meetings in the state schools are often random and not organised; the parents wait in the school yard and meet teachers without a specific appointment time. Systems for effective communication with parents could be improved, and especially between parents and teachers, focusing on the educational and social development of their children. The reasons why parents fail to communicate with school employees effectively are outside the scope of this study and would warrant further investigation.

6.4.3 Factors affecting teachers' dissatisfaction

This subsection discusses the factors found to be related specifically to teachers' job dissatisfaction within this study. These factors are discussed separately, and include: salary and promotion, social status and recognition, policies and regulations, school environment, and workload (Figure 6.3).

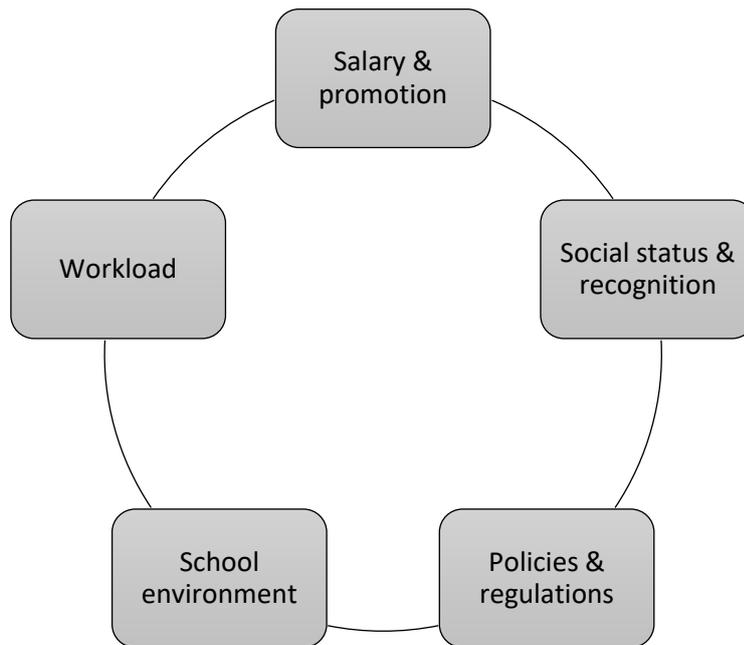


Figure 6.3: Factors affecting teachers' dissatisfaction

Salary and promotion

Most of the previous studies on job satisfaction in general, and in relation to teaching in particular, have treated salary and promotion independently. However, in this chapter, they are classified under one factor, due to their direct connection as found within the Saudi educational system (Al-Tayyar 2014). That is, when teachers move from one grade to another, there are no additional benefits beyond an increase in salary. Thus, within this one factor, the results for each component shall be discussed separately.

Salary is one of the key factors taken into account by those looking for employment (Milkovich and Newman, 2008). Despite the mixed response to the impact of salary on job satisfaction in the literature review, some have found it to be a satisfier, while for others it is a dissatisfier. Moreover, international studies have determined different relationships between salary and other factors such as teachers' quality, recruitment and retention, job satisfaction, and motivation (Barmby, 2006; Hargreaves et al., 2006; Spear et al., 2000). Thus, when teachers are dissatisfied with the salary they receive, or when their salaries are lower than expected, especially when compared with non-teachers, the result may be low satisfaction, motivation, and commitment, followed by high attrition rates (Evans and Olumide-Aluko, 2010). In light of this, salary seems to be a key contributor to teachers' social standing in KSA.

The quantitative findings indicated that Saudi teachers perceived that the amount of salary they receive has a moderate effect on their overall level of job satisfaction. However, a greater proportion of teachers indicated their dissatisfaction than those who expressed satisfaction, especially the male teachers. This could be because in Saudi society men perceive themselves to be the main breadwinners of the family (as also expressed by one of the female teachers), while females may consider their contribution to the family expenses as less pressing, resulting in being more satisfied.

In the interviews the majority of teachers felt they were underpaid and deserving of higher pay, suggesting that their rate of pay did not align with their workload and responsibilities. In line with the numerous theories concerning salaries, the Saudi primary school teachers tended to consider their salary in relation to their duties and associate unfair pay with low satisfaction (Sweeney, 1990). This can be understood in light of Expectancy Theory, discussed in Chapter 2, where Sweeney (1990) suggested that unfair pay is associated with low satisfaction. Other literature highlights how salary is crucial to enable employees to satisfy their financial requirements (Singh and Loncar, 2010).

In contrast, some respondents believed that their salaries were adequate and increased their level of job satisfaction. Money is not only required to provide for low level physical and security needs (Maslow, 1954). Having sufficient pay also impacts on job satisfaction (Herzberg, 1957; Adam, 1963) and one's sense of being appropriately rewarded for meeting particular performance-based expectations within organisations (Vroom, 1964).

The varied response of participants to their rate of pay was unexpected, as I assumed that Saudi Arabian teachers earned salaries that would be considered quite high compared to workers in other industries. Nevertheless, it should be noted that, in contrast to other countries where relevant studies have been conducted, teachers in KSA receive salaries throughout the school holidays and are not required to pay income tax, which may have a beneficial impact on their job satisfaction.

Teachers' dissatisfaction with their salaries may have been influenced by problems encountered with the MoE in the past. As discussed in Chapter Two, many teachers joined the profession during a period of budgetary cutbacks and were employed at a relatively low level and, as a result, were paid less than they felt they deserved. Although some of these teachers are now on their appropriate level, many are still being underpaid and waiting for the upgrade.

These findings are consistent with other studies that found teachers' salaries were a source of dissatisfaction. Most are from developing countries (e.g. Hean and Garrett, 2001; Ladebo, 2005; Abdullah et al., 2009; Akiri and Ugborugbo, 2009; Akpofure et al., 2006; Mhozya, 2007; Perrachione et al., 2008). In contrast, the findings are not compatible with some published studies identifying salary as a source of teachers' satisfaction (i.e. Siddique et al., 2002; Kearney, 2008; Mora et al., 2007; Tickle et al., 2011). With regards to studies in Arab countries, Olimat (1994) and Ibrahim (2004) found teachers to be moderately satisfied with their salaries. As for studies of teachers' job satisfaction in KSA, the current findings are consistent with those of Almeili (2006), who found that salary is a source of teachers' job dissatisfaction, but not in line with those of Al-Thenian (2001), Al-Shahrani (2009), and Al-Shrari (2003), in which teachers expressed overall satisfaction with their salary. The contradictory finding of this study compared to other Saudi studies could be because of the novelty of this study, the evolution of life and the changes that have occurred since the earlier studies were completed, such as increased living expenses.

When asked to comment on the quantitative findings, the interviewed Ministry officials felt that these were reflective of the teachers' inability to manage their money effectively, as opposed to their salaries being unfair or inadequate. While one may postulate that this is a subjective opinion, the officials also stated that salaries are set by the Ministry of Civil Service and not the MoE, and are based on an applicant's job degree and qualifications, meaning they are standardised and have been reviewed accordingly. However, that this may need further review, as it was previously mentioned that the work load and hours may differ according to where the school is situated in Riyadh (i.e. the north of Riyadh is less populated, and therefore teachers have fewer teaching hours), although the salaries are the same. This requires rationalisation.

With regards to promotion, as stated earlier, the quantitative phase found promotion prospects to be a factor contributing moderately to teachers' satisfaction. Almost half of teachers from both genders indicated dissatisfaction with the present promotion system, while a quarter of them were neutral. Due to the fact that, during my research, the MoE announced a new arrangement for teachers' grades, it was considered inappropriate to explore this issue further in the qualitative phase as it would involve asking teachers about the old arrangement while they were waiting for a new one. Another factor in the Saudi system is that promotion occurs uniformly depending on service and experience rather than performance or subject, as it is

specified by the higher authorities. As a result, my aim here was to determine teachers' overall views regarding the system through the questionnaire.

The findings were consistent with those identified in the literature (i.e. Dinham and Scott, 2000; Karavas, 2010; Mhozya, 2007; Mkumbo, 2011, Zembylas and Papanastasiou, 2006), suggesting that teachers were dissatisfied with the promotion process in particular, and perceived a lack of justice and fairness in the opportunities or prospects for promotion. Whereas other studies have found that promotion correlated with teachers' satisfaction (Abdullah et al.,2009; Reddy, 2007; Sirima and Poipoi,2010). In terms of the Saudi context, the findings of this study are consistent with those of Al-Zahrani, (1995), Al-Hazmi (2007) and Al-Tayyar (2014), that most teachers were dissatisfied with their promotion opportunities.

Job security can prevent dissatisfaction (Herzberg, 1959). Security was a factor at the second level of Maslow's (1954) hierarchy of needs and money continues to be associated with security and job satisfaction, particularly for employees in developing contexts, and as a sign of recognition or achievement in developed contexts (Locke, 1976). Although teachers were dissatisfied with their salaries, the quantitative results indicated that more than half of both male and female teachers in this study believed they have job security. Teachers in KSA receive relatively high fixed salaries that increase automatically annually, so they do not have concerns over salary increments. As this is a positive result, in the qualitative phase, the focus was on another type of security, their physical security at school, and will be discussed later in this chapter.

While few studies have investigated the effect of job security on teachers' job satisfaction, the findings of this study are consistent with those of Adebayo and Gombakomba (2013), and Ololube (2006), who found that job security is a source of teachers' job satisfaction. The relevant Saudi studies by Al-Amri (1992) and Al-Tayyar (2014) also report similar findings. A possible explanation for this satisfaction could be the fact that in KSA, teaching posts are available throughout the country, so teachers can choose from many different schools and can move from one to another within and between cities.

Social status and recognition

The declining professional status of teachers is becoming an international concern (Dinham and Scott 2004). This is also the case in Saudi Arabia as recently teaching has come to be regarded as a low status profession compared to others. As alluded to by the teachers

interviewed, the profession in Saudi society used to accord the highest respect and dignity from society, but this is not necessarily the case today. For instance, teachers may not have the same social prestige. There are powerful performance-related sanctions that can be enacted against them, such as suspension, changing schools or dismissal if they are found to act unprofessionally. Therefore, incidents of abuse against teachers have increased as reported in the Saudi newspaper, Almadina (2019). Although most incidents happen in secondary schools, primary school teachers sometimes face such issues from the students' parents or older siblings. These incidents are documented with pictures on social media platforms and known in the Saudi society (the online newspaper Akhbaar24 listed a number of these incidents).

The teachers who were questioned in this study expressed dissatisfaction with the appreciation they received from the society. In terms of gender differences pertaining to this item, there were significant differences between males and females. Whereas 46% of the males expressing satisfaction, 36.8% of female teachers expressed satisfaction with the appreciation they received from society. 30.9% of male teachers were dissatisfied with the appreciation they received from society, whereas 48% of the female teachers expressed dissatisfaction. Teachers from both genders showed more dissatisfaction regarding recognition and reward for a distinguished teacher. However, they indicated that they had a sense of pride in being a teacher, accounting for more than three quarters of the sample (82% males and 81% females). Based on the qualitative data, this was quite a significant finding as it showed this factor was a source of dissatisfaction specific to females. The interpretation of these results could have related to a variety of different factors, and as a result, the qualitative data were analysed.

However, in spite of this, the qualitative results provided differing findings. For instance, findings suggested that both female and male teachers were dissatisfied with this issue and deemed it to be a key source of dissatisfaction at work. They felt that their once-held prestige as a teacher was no longer recognised, and strongly believed that the MoE was responsible for this loss. This was based on the MoE's statement that they wish to regenerate the teachers' prestige, which further confirms that there is a loss of prestige in society. The teachers also perceived that it was due to the MoE's decision to consistently take the side of the students against the teachers. Furthermore, several teachers blamed parents and the mass media for their loss of prestige and appreciation. It is possible that the lack of parents' communication with school (as mentioned by teachers in current study) to meet the teachers and notify them about the importance of their role is one of the reasons behind the loss of their prestige.

This information was conveyed to the officials during their interview and the female official concurred that loss of prestige was an issue facing Saudi teachers today. Both officials understood why they were being blamed for this, as they had implemented regulations, such as the prevention of abuse and punishment in schools. Nonetheless, they strongly asserted that it was not possible to earn prestige and students' respect through cruelty of any kind. Instead, this must be achieved through understanding, tolerance, and strength of subject knowledge. They both also mentioned that a number of awards and financial rewards were available for outstanding teachers, but some of these awards are not well-known among teachers and this could be the reason behind their dissatisfaction.

In relation to this issue, Alonzi (2012) cited the Deputy Minister of Education's recent assertion that teachers are undervalued in society nowadays, which was not an issue for their predecessors. This is partially due to social changes and media misrepresentation, and thus, it is crucial that teachers' image in society is improved. The Ministry has endeavoured to promote an integrative role between education and the media. The Deputy Minister has asked for the launch of a national awareness campaign to stress the significant role played by teachers. As of 2019, this campaign is still in its developmental phase.

Despite current concerns about how teachers are valued, there appears to be limited research into the impact of social status on teacher satisfaction. This may be due to the fact that this factor has no direct association with the nature of their work. It is, however, linked to recognition, which is a key factor that has been related to job satisfaction (Al-Mansour, 1970, in Baghdad; Lester, 1987, in New York; Al-Sumih, 1996, in London; Alagbari, 2003, in KSA; Al-Shrari, 2003, in KSA; Al Sumih, 1996, in London; Castillo et al., 1999, in Ohio; Chapman and Lowther, 1982, in USA; Karavas, 2010, in Greece; Kearney, 2008, in USA; Popoola, 2009, in Nigeria; Sharma and Jyoti, 2009, in India).

Recognition is a satisfier factor (Herzberg, 1959); however, like some previous studies (Siddique et al., 2002, in Pakistan; Zembylas and Papanastasiou, 2006, in Cyprus) the present study found lack of recognition to be a source of dissatisfaction for male and female teachers. They were dissatisfied with the level of appreciation of their role in society, the financial rewards, and the criteria for honouring distinguished teachers by the educational administration. In light of this, teachers' perceptions of the lack of financial rewards can be viewed in terms of Expectancy Theory, in that teachers expect to receive financial rewards according to their efforts. That recognition appears as a source of dissatisfaction in this study

is surprising, since Islam and the Saudi culture have values which have traditionally accorded teachers' special appreciation and respect. However, the stripping of teachers' powers and changes in society's perception of teachers have influenced the social status of teachers in the Saudi educational context (Al-Zahrani, 1995; Al-Tayyar (2014)). Al-Amer (1996) and Al-Harbi (2003), also found that teachers were dissatisfied with the recognition they received from their school.

Policies and regulations

One popular strategy that aims to increase job satisfaction was allowing employees to participate in decisions related to the job (Harley et al., 2000). Decision-making policy in Herzberg's theory is considered a hygiene factor, meaning that it has the capacity to hinder or facilitate dissatisfaction, as opposed to promote satisfaction, whereas according to Maslow's hierarchy theory, it is an important aspect of self-esteem. The description by Atkin (1996) of a centralised educational system in which decision making is carried out from the top down is similar to the situation in the Saudi educational context:

.... people higher up the ladder have written performance agreements which specify how, and by when, a certain number of schools will have implemented the policy. [Thus], many in education feel the pressure from outside, or above, to implement policy...To relieve the pressure, they do what they are told...without asking 'why' they should. They pay lip service to the policy; the words are spoken, the paperwork is completed, the policies are written. It all 'looks good' and in turn higher up the ladder the words are spoken, the paperwork is done the performance indicators appear to be met. And so we revolve on a merry-go-round of policies and words paying lip-service to the intended improvement, but [within] the school and classroom, little changes. As a result, for the teachers there is a growing cynicism with administration and outside bureaucracies because of the 'add on' effect of the paperwork, and procedures. Teachers feel that their attention and energy are diverted away from the heart of the learning-teaching endeavour...whereas the teachers and school communities on the receiving end of these decisions value the right to participate in making decisions which affect them directly (p.2).

A large number of international studies have suggested the importance of teachers participating in decision-making and the positive effect of participation on their job satisfaction (Dinham, 2005; Dinham and Scott, 1998; 2000; Evans, 1998; Harris, 2006). However, the quantitative results of the current study found participation in decision-making had a moderate effect on the teachers' satisfaction. Whereas 42% of male teachers were satisfied about their participation and 33% were dissatisfied, while 35% of female teachers were satisfied and 43% were dissatisfied. This shows that the females were more dissatisfied (43%) than males. In addition, more than half of the females (50%) and 44% of males expressed the presence of bureaucracy

within the educational field, while more than half of the teachers also indicated that the educational administration and its department do not respond to their requests. One may postulate that these findings are due to the centralised nature of the educational system in Saudi, which, according to Herzberg, is a hygiene factor that can cause job dissatisfaction.

Findings from the qualitative data indicate that the teachers were dissatisfied with the frequency and duplication of regulations and decisions that their schools received from the educational administration. They perceived that they had no right to discuss decisions or give opinions, but instead were expected to simply sign and state whether they either agreed or disagreed. This reflects a bureaucratic approach where adherence to a highly centralised structure generates high levels of dissatisfaction (Lambert et al.,2006).

In this regard, the officials interviewed in the last phase of the current study said that the MoE and its department do not function in isolation from the educational field, but that it is impossible to involve all the teachers in the country when making decisions concerning the educational field. The Ministry therefore assigns the educational supervisors to act as the link with the schools; they provide the Ministry with information about the real-world situation in the educational field. They are also responsible for identifying the needs and requirements necessary to improve educational performance. As a result, the teachers are considered to be indirectly involved in the process of decision-making, which occurs through their supervisors. If this is the case, then more effective communication is required, as the data suggest there is a disconnect in the flow of information that influences teacher job satisfaction (Ranganayakulu, 2005). Though the data affirmed high levels of satisfaction regarding the teacher-supervisor relationship, this suggests that greater consultation and participation in decision-making related to teachers' jobs, such as organisation and development of the curricula, or teaching methods, would be beneficial to their teaching efficacy and job satisfaction (Taylor and Tashakkori, 2010).

School environment

Dissatisfaction can occur when teachers' working conditions are perceived to be poor or unattractive (Maslow, 1954; Herzberg, 1959; Crossman and Harris, 2006). Working in dilapidated, outdated school buildings that impact on security and safety will negatively affect job satisfaction.

The quantitative findings regarding school buildings indicated that half of the participants from both genders were dissatisfied with the lack of availability of a personal workspace for them, or lack of their own desk, which had an adverse effect on their feeling of belonging to the school. One third of the males and almost half of the females (47%) were dissatisfied, with the suitability of the buildings used as school buildings. Male teachers were more satisfied with the quality of the physical factors like ventilation and lighting than female teachers. Moreover, 61.5% of the total sample were dissatisfied with the availability of the new technologies in their schools. With regards to the gender differences in this factor, 64% of the female and 57% of the male teachers were dissatisfied.

The qualitative results highlighted a number of issues of concern pertaining to the school environment, namely, rented buildings, school maintenance, facilities, teachers' space, and safety and security. The findings concur with those of Abraham et al. (2012) and Schneider (2003), suggesting that insufficient school facilities negatively affect teachers' job satisfaction. However, a previous study in a Cambodian suburb (Lee, 2006) suggested that the school environment did not impact on teachers' satisfaction despite being conducted in a context where schools were shabby and worn out with limited facilities. Considering why this may have been the case, Lee's (2006) study did not mirror similar conditions to the present study, with regard to adequacy of space and facilities. In this study, rented buildings were a source of teachers' dissatisfaction, and, although not all of the interviewees were currently teaching in rented schools, some of them knew teachers who were, or had previously been, in this position. In light of this, the teachers revealed concerns about the unhealthy condition of some rented buildings that they felt were unhealthy and lacked necessary suitable lighting, ventilation, and air conditioning. Some teachers also mentioned the lack of hygiene and cleanliness in their schools, in addition to the lack of maintenance, such as in science laboratories, which affected them and the educational process in a negative manner.

Feeling safe at school is an important issue that affects both teachers' job satisfaction, and their overall wellbeing. Some teachers did not feel safe at school and mentioned accidents that had happened in schools, most of them associated with rented school buildings (a recent statistic mentioned in Al Jazeera newspaper in 2017 shows that 14% of the schools in Riyadh are rented buildings).

In their interviews, the education officials were in agreement with the teachers that inadequate school buildings negatively impact on the educational process and learning environment. They

stated that the agency within the Ministry responsible for school buildings has developed a budget and timescale for replacing those that are rented with typical government buildings. This, however, was dependent upon the availability of suitable land in residential neighbourhoods in Riyadh. Meanwhile, the continued existence of these schools was necessary to provide an education for the increasing number of students every year.

In a previous study in a Cambodian suburb, Lee (2006) suggested that the school environment did not impact on teachers' satisfaction despite being conducted in a context where schools were shabby and worn out with limited facilities. Considering why this may have been the case, Lee's (2006) study did not mirror similar conditions to the present study, with regard to adequacy of space and facilities.

The qualitative results further supported the quantitative findings in expressing the teachers' dissatisfaction regarding technologies. This factor received a great deal of attention from all the interviewed teachers due to its importance, and because the trend in today's society is leaning more towards the implementation of technology in aiding teachers to develop different learning styles. The officials therefore stated that they acknowledged its importance within the educational process for both teachers and students, noting that a huge budget was allocated to provide appropriate technologies and maintenance services in all schools. The teachers, however, expressed their dissatisfaction with the availability of educational technologies in their schools, reporting that they were not allowed to use the school internet network, and that the computers and other ICT devices in the school were old and poorly maintained. This indicates that even when teachers had attended training programmes, the shortcomings of the ICT facilities at school were considered to be a significant obstacle to applying new teaching methods and skills. Teacher satisfaction could be increased by making appropriate ICT facilities available for their use (Bingimlas, 2009).

Studies of job satisfaction in the school sector, particularly within the Saudi educational context, have found the work environment to be a source of dissatisfaction. For example, the study by Alsharari (2003) pointed out that a high percentage of school buildings in the Alquryat district (in the north of KSA), are in the form of rented houses, and this situation negatively affects teachers' job satisfaction. A few other studies within the Saudi educational context produced similar findings (Al-Mutairi, 2005; Alagbari, 2003; Alroyali, 2002; Alagagi, 1997; Alzaidi, 2008). The research appears to highlight a longstanding and critical issue related to school premises, facilities and resources which requires urgent attention.

Teachers' Workload

The quantitative results indicated that almost half (46.6%) of those participating in this study taught twenty or more hours per week, out of a possible twenty-four. 55.4% of the males and 38% of the females were dissatisfied with the number of teaching hours. Furthermore, the length of the school day was also a source of dissatisfaction for teachers of both genders (39% males and 33% females). Likewise, more than half of males (56%) and 42% of females were dissatisfied with what they perceived to be an unfair distribution of the workload of classes and activities between the teachers. It was expected that the workload and high number of teaching hours would be a source of job dissatisfaction for a higher number of teachers, but that was not the case. The reason behind this may be that satisfied teachers tend to be more motivated and engaged with their work, as identified by Sargent and Hannum, (2005).

The qualitative results from the teachers' interviews regarding teaching hours and workload indicated that the teachers were satisfied with the teaching itself, but not with the maximum number of lessons per week, with some suggesting that this should be reduced from 24 to 14–16 hours. The reason they gave for this was because they have other additional responsibilities, such as supervisory and administrative tasks. They also complained that extracurricular tasks and activities increased their workload.

Many teachers believed there was an inverse relationship between the number of teaching hours and their job satisfaction, physical and mental wellbeing, and performance. Therefore, the teachers that were interviewed suggested that the MoE should employ specialist supervisors responsible only for the extracurricular activities, as well as reducing the weekly teaching hours, which would help to create jobs for graduates. That said, in the third phase of this study, when this issue was discussed with officials from the MoE, no solution was offered. The officials simply explained the Ministry's rules and regulations regarding the maximum number of lessons for both male and female teachers (24 hours of lessons weekly), as well as three additional hours allocated to filling in for absent teachers and supervision). One official considered that it was good for the teachers to be involved in extracurricular activities and supervisory work, to break up their daily routines and increase their sense of belonging to the school. The female official said, 'we are not responsible for changing this, but it might be subject to change someday'. As the Saudi education system is highly centralised most of the educational policies and curricula are determined by central government and supervised by the

Supreme Council for Education. This suggests that findings related to this issue should be communicated at a higher level if change is to be determined to address primary teachers; job dissatisfaction with the workload related to teaching, but also with the supplementary workload. A larger scale study across the kingdom may be necessary to support the case for change.

These findings are consistent with Chen (2010), and Hean and Garrett (2001), who identified workload as a source of teachers' dissatisfaction. Conversely, Chughati and Perveen (2013) reported that teachers were satisfied with their workload, while Sargent and Hannum (2005) also found that teachers with high workloads were more likely to have a high level of job satisfaction. Among the few existing Saudi studies exploring this area, Al-Shrari (2003) and Al-Gous (2000), did not find a significant difference in teachers' satisfaction with respect to workload, whereas Al-Obaid (2002) found that teachers' job satisfaction is influenced by their workload.

6.5 Differences in perspectives between male and female teachers and officials

One of the unique features of this study is that it reached both male and female teachers and identified similarities and differences between them regarding factors that affect their job satisfaction, and similarities and differences between teachers' perspectives and those of officials from the MoE regarding key issues. These differences were mentioned earlier and linked to previous studies and theories. In this section, they are explained from the perspective of the researcher.

Table 6.1: Teachers' perspectives

Issue	Males	Females
School environment	Half of the male teachers were satisfied with the suitability of the building to be a school building	Almost half of the females (47%) were dissatisfied
Technologies	57% of the male teachers were dissatisfied with the availability of the new technologies in their schools	64% of the female teacher were dissatisfied

Appreciation from society	46% of the males expressing satisfaction with the appreciation they received from the society	48% of the females expressed dissatisfaction
Educational supervision	More than half of them indicated their overall satisfaction.	37% of them were satisfied
Decision making	42 % of male teachers were satisfied regarding their participation in decision making	35% of female teachers were satisfied regarding their participation in decision making
Bureaucracy	44% of males expressed the presence of bureaucracy within the educational field	50% of the female teachers
salary	48.2% of them were dissatisfied about salary	47.4% were dissatisfied about salary
Students' parents	(35%) of male teachers indicated some dissatisfaction regarding the parent's participation in school council meetings	44% of the female teachers showed more dissatisfaction than the males
Rewards	Almost three quarter were dissatisfied about it.	Three quarter were dissatisfied.

Table 6.2: Officials' perspectives

Issue	Male official	Female official
Participating in decision making	Educational supervisors from The Agency of School Affairs visit schools and report everything in related to the educational field back to the agency to consider when making any decision.	The MoE is connected to the educational field through the educational supervisors

Rented school building	Agreed some of these rented buildings lack the positive educational atmosphere that is appropriate to the educational process.	Agreed about their negative effect. The continued existence of these schools because of the increasing number of students every year.
Salary	Salaries are approved by the Ministry of Civil Service.	Teacher salaries in KSA are good and sufficient to some extent. Those teachers who are not satisfied with their salaries might not be good at planning and spending their money
Rewarding teachers	An annual Award of Excellence, celebrations every term and every year to support and honour outstanding teachers, and they are prioritised for positions at suitable schools for him/her.	There is the education excellence award and its prizes are financial rewards, but I believe this award is not well-known among teachers or may be unsatisfactory. I believe they may want an ongoing reward, such as an increase in their salaries
Teachers' prestige	Among the recent decisions of the MoE concerns the prevention of beatings in schools.	that's right; Saudi teachers are losing their prestige nowadays. However, it is not reasonable to say that the MoE sides with students against teachers and teachers cannot blame just the Ministry for the loss of their prestige...The decision preventing the beating of students in schools has angered teachers and because of it they blame the Ministry for their loss of respect.

One of the first differences between male and female teachers identified in this study related to the school environment, as indicated in table 6.1. The male teachers were more satisfied than females. A possible explanation for these differences could be due to the nature of females in their concern for the learning environment, and their attention to detail. This may especially apply to Saudi females, who value appearances. To address concerns regarding the school environment, school buildings, whether government or rented buildings, whether new or partly refurbished, should provide adequate spaces for teaching and staff, good acoustics, lighting and ventilation. Another possible explanation could be that more attention has been paid to the boys' schools due to the ease of entry of workers and engineers to boys' schools during working hours, and opportunity to meet staff and the school administration, and discuss the issues with them. This is problematic in the girls' schools, where workers and engineers usually arrive after working hours and sometimes without reference to school administrators. Both officials confirmed the lack of a positive educational environment in rented buildings which were necessary to provide for increasing numbers of students.

Another concern regarding the availability of new technologies in schools was shared by male and female teachers. Although both genders expressed their dissatisfaction regarding this issue, the females were more dissatisfied than males. A similar explanation to that identified regarding school buildings could be related to ease of access of male maintenance workers to enter boys' schools compared with girl's schools.

With regards to appreciation from society, this study also found difference between the male and female teachers' perceptions on this factor. While almost half of the males were satisfied with it, almost the same percentage of females expressed their dissatisfaction. From my personal perspective, this unexpected difference might be explained by genders perceptions of appreciation: what males consider appreciation, females may not. The female official agreed teachers have lost prestige but neither of the officials attributed this to the actions of the ministry.

Another difference found in the data was that males indicated a higher level of satisfaction with educational supervision than female teachers. One possible explanation for this difference could be due to the fact that female supervisors concentrated on written documents, as mentioned by a female teacher during her interview. Whereas the male supervisors concentrated on the negative points rather than appreciating the good work, perhaps the male teachers appreciated the criticisms received. Another explanation could be because of the difficulties that face female supervisors, such as the difficulty of transportation and mobility between schools which might negatively affect their relationship and communication with the teachers. Al-Shaman's (2009) study found that 59% of female educational supervisors were tense and not good at listening to others, often interrupting teachers' conversations and completing their sentences.

Although both male and female teachers expressed concerns about bureaucracy in the educational field, the percentage of female teachers with concerns was greater. As mentioned earlier, bureaucracy is the natural outcome of the highly centralised educational system. This difference between the two genders could be related to the nature of females and their ability to take a holistic view, and to focus on accuracy in small and large details. The Saudi female administrators are also known for their strict application of the system to satisfy officials, as well as their fear of accountability.

Another difference found between the two genders was in perspectives on parental participation in school council meetings. The females expressed more dissatisfaction than males, which could be explained by the fact that in girls schools' the parents' council meeting is usually held during school hours, making it difficult for working mothers to attend, while in boys' schools the meetings are held after working hours.

42% of male teachers were satisfied with their participation in decision-making, while 35% female teachers were satisfied. On the other hand, 43% of the female teachers and 33% of the male teachers were dissatisfied. This was unexpected and may be due to the centralised system in Saudi, which is applied to both genders. However, a possible explanation for the difference between the two genders could be due to the males' understanding of the idea of their indirect participation through the delivery of their views through the educational supervisors, who visit

teachers and regularly meet to discuss difficulties and obstacles that face teachers with school head teachers. For females, direct participation with the officials was regarded as desirable whereas the two officials noted that teachers are participating indirectly through the educational supervisors.

Both male and female teachers were dissatisfied with their salary, but the males were slightly more dissatisfied than females. As mentioned earlier, this could reflect Saudi and Muslim societies, in which males are considered the breadwinners of the family even when daughters or wives have their own source of income. Despite the differences in expenses and financial responsibilities, there is equality in terms of male and female teachers' salaries. The officials noted that teachers' salaries are approved by the Ministry of Civil Service and teacher dissatisfaction might be related to individual planning and spending choices.

Three quarters of both genders in the survey and all teachers who participated in interviews were dissatisfied with the reward system for teachers. The officials listed the number of rewards and prizes available for teachers and suggested that dissatisfaction may be explained by teachers lack of knowledge about these rewards and prizes, which suggests a communication flaw; or that teachers are seeking alternative rewards such as increasing their salary.

6.6 Conclusion

This chapter has discussed the quantitative and qualitative results obtained from the four phases of the data collection and systematically addressed the research questions in light of these findings and the existing literature review. The main research question was:

What are the factors that affect the job satisfaction of Saudi male and female primary school teachers in Riyadh?

This question was answered through the following sub-questions:

- 1- What aspects of the Saudi primary school teachers' role have an impact on job satisfaction?
- 2- Is teachers' job satisfaction significantly affected by their demographic variables?
- 3- What is the overall level of job satisfaction among primary school teachers in Riyadh?

In general, Saudi male and female primary school teachers in Riyadh city were found to have moderate satisfaction levels at work. The factors contributing most strongly to their satisfaction were colleagues, students, and the head teacher, while educational supervision, teachers' job grade, students' parents, teacher development opportunities, the holiday system, and the nature of the work contributed moderately towards this. The factors negatively affecting job satisfaction were salary and promotion, workload, school environment, policies and regulations, and social status and recognition.

CHAPTER SEVEN: CONCLUSION

7.1 Introduction

In the previous chapter, the quantitative and qualitative findings were discussed. In this final chapter, a brief summary of the study and its key findings is presented, followed by an overview of the contributions of the present research. After this, the study's limitations are discussed and recommendations are offered for policy, to enhance teacher job satisfaction and motivation in the KSA. Suggestions for future research are also discussed. The chapter concludes with the researcher's overall reflection on the study.

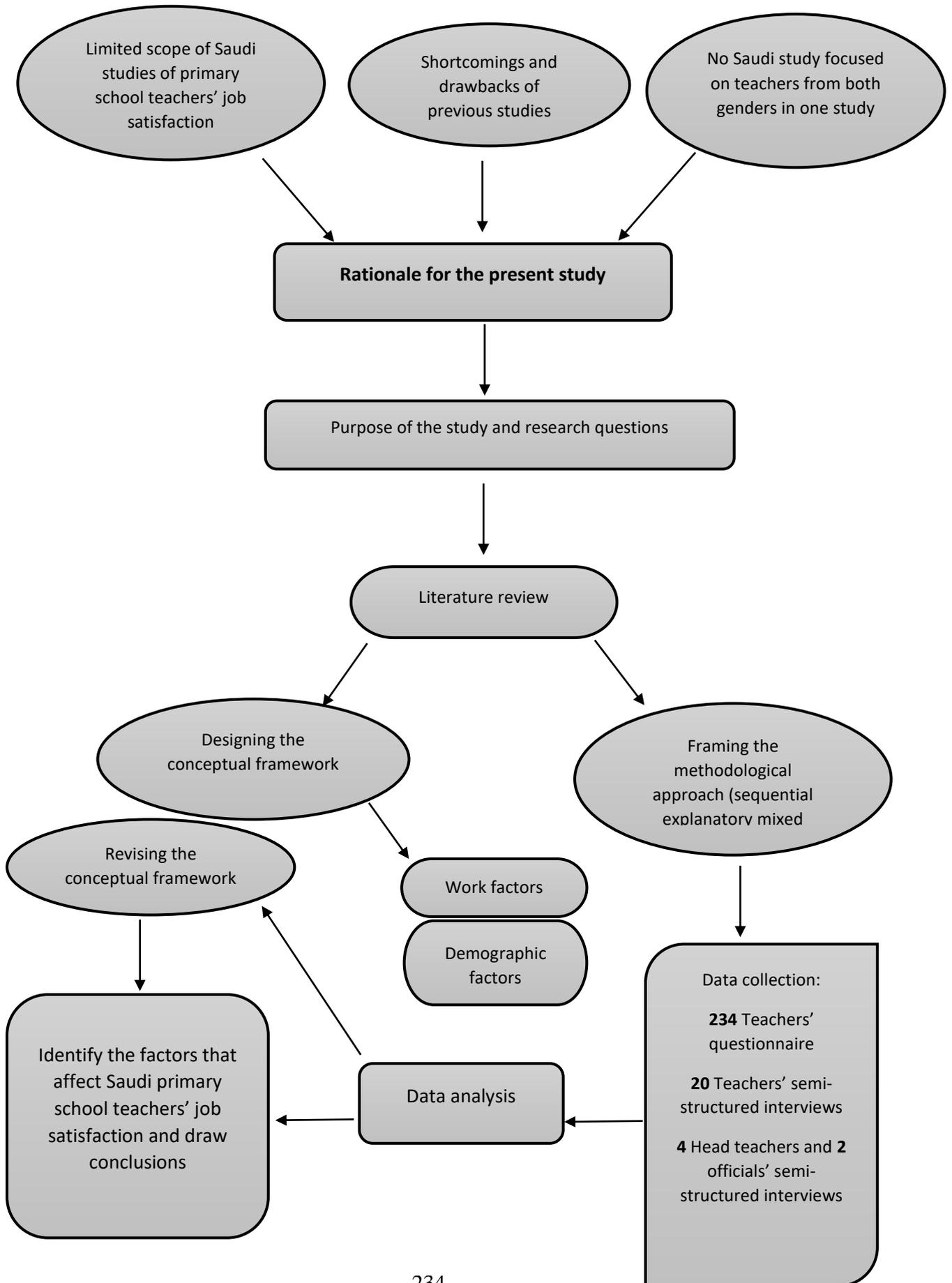
7.2 Summary of the study

This section summarises the previous chapters to provide a succinct overview of the whole thesis and what has been presented thus far. The aim of the study was to investigate the following research questions, from the perspective of male and female primary teachers, head teachers and education officials:

1. What are the factors that affect the job satisfaction of Saudi male and female primary school teachers in Riyadh?
2. What aspects of the Saudi primary school teachers' role have an impact on job satisfaction?
3. Is teachers' job satisfaction significantly affected by their demographic variables?
4. What is the overall level of job satisfaction among primary school teachers in Riyadh?

Due to the multidimensional and complex nature of job satisfaction, studying and analysing this phenomenon is a difficult task, as many factors may affect the overall level of job satisfaction either directly or indirectly. The findings of this study emphasise that different teachers have different attitudes towards their job, regardless of the similarity in their working conditions. Moreover, the data analysis revealed that the majority of the Saudi primary school teachers who participated in this study experienced some form of dissatisfaction with some aspects of their role.

Figure 7.1: Mapping the study



7.2.1 Factors strongly affecting teachers' satisfaction

Upon analysis of the research data, the factor that had the strongest positive impact on the job satisfaction of the teachers was their colleagues. The survey data indicated a high level of satisfaction reflecting the teachers' good relations with their colleagues, and the interview data confirmed the strong positive influence of these relationships. Teachers considered their colleagues to be supportive, cooperative, ready to help, effective in working as a team, showing mutual respect, and maintaining positive relations both inside and outside the school. The predominance of this factor is predictable due to the collectivistic nature of Saudi society, and Saudi teachers would be expected to give priority to interpersonal relationships at work when reflecting on their job satisfaction.

After this factor (colleagues), the factor relating to students was found to be the next strongest in contributing towards teachers' job satisfaction. The data showed that the teachers were highly satisfied with their students, even though some students' challenging behaviour could affect their teaching. However due to their knowledge of dealing with child behaviour, they believed they could deal with them effectively.

The third strongest contributing factor to teachers' satisfaction was the school head teacher, with whom they had a good professional and personal relationship. In light of this, however, teachers did highlight some negative practices that can emanate from their head teachers in general, such as the authoritarian leadership style. In response to this, one head teacher stated during interview that teachers may interpret as authoritarianism what is intended as a thoroughness in managing or overseeing the educational system.

7.2.2 Factors moderately affecting teachers' satisfaction

The factors that were found to have a moderate impact on teacher job satisfaction were educational supervision, job grade, nature of the work, holiday system, teacher development opportunities, and the students' parents.

The quantitative data revealed that teachers participating in the study appeared moderately satisfied with the educational supervision system, while during the qualitative interview phase, some participants expressed dissatisfaction with two negative practices from their supervisors.

These were: ignoring the positive, which meant they focused on negative aspects instead, and the lack of continuous communication from supervisors.

Additionally, the participants also appeared moderately satisfied with their job grade. Both the quantitative and qualitative findings indicated that this factor had a moderate impact on the teachers' satisfaction, as not all of the participants were affected by Item 105. Thus, the qualitative findings showed varying opinions.

As for the nature of the work factor, this factor had three components outlined by the participants: autonomy, achievement, and responsibilities. The nature of work appeared to have a moderate impact on teachers' job satisfaction in this study, as the teachers did not exhibit a strong opinion with regard to the effect of autonomy on their job satisfaction. However, they did express satisfaction with the sense of achievement in their job and the responsibilities involved in their work which were delegated to them from their supervisors.

The holiday system in the KSA contributed towards the teachers' moderate satisfaction in their jobs, wherein the results revealed that although they enjoyed the long school holiday period, the reduction of their annual paid leave of absence days had a negative effect on their satisfaction.

With regard to teacher development, despite the fact that both male and female teachers expressed their desire for opportunities for professional development and improvement, as well as this item being the second highest mean score acquired in the quantitative findings, the training opportunities that were available for the teachers impacted only moderately on their satisfaction. The issues raised were primarily in relation to the content and quality of these programmes and workshops, as they do not fulfil their needs of the teacher, and instead there is much repetition and similarity in some of the delivered courses.

Finally, the students' parents were the last factor found to contribute moderately to the teachers' satisfaction in this study. Despite the teachers' satisfaction regarding their relationship with their students' parents, there was dissatisfaction with some parents' communication with the school and lack of participation in the parents' meetings.

7.2.3 Factors affecting teachers' dissatisfaction

The factors that contributed to teacher dissatisfaction were: salary and promotion, teachers' social status and recognition, policies and regulations, school environment and workload.

Both the quantitative and qualitative findings indicated that teachers were dissatisfied with their salary as well as the promotion system, due to the lack of any functional privileges for them, with the exception of the automatic annual salary increase.

Despite more than three quarters of both male and female teachers expressing a sense of pride in being a teacher, they also expressed dissatisfaction with the appreciation and recognition they received from the community and overall society. The qualitative findings also indicated that teachers felt they had lost their prestige, and that the Ministry was responsible for this. Recognition was also found to have an impact on teacher dissatisfaction in this study, whereby teachers were dissatisfied with the level of appreciation and financial reward received from their superiors.

The policies and regulations made by the governing body were sources of teachers' dissatisfaction in this study. Teachers expressed their dissatisfaction with the decisions and regulations that their schools received from the educational administration. Specifically, teachers referred to the large number and duplication of decisions and regulation, and not having the right to discuss them; rather, they are just expected to sign that they either agree or disagree without any consultation.

In relation to the school environment factor and its components (i.e. school building, school maintenance, facilities and teachers' space), while the teachers were generally satisfied with the condition of the rented school buildings, they did feel that these schools, as well as some government school buildings, lacked appropriate levels of hygiene and maintenance. The teachers also highlighted the lack of certain necessary facilities, which in turn had a negative impact on their job satisfaction and on the educational process, such as science labs. According to both quantitative and qualitative findings, the teachers also expressed their dissatisfaction with the availability of educational technologies in their schools. Teachers commented that the ICT devices that were available were few, old, and poorly maintained, and that if they wished to use other ICT equipment, they had to purchase it or bring their own equipment to school. Half of the teachers from both genders were dissatisfied with not having their own space at school, or having to share a desk with another teacher, which negatively affected their sense of belonging to the school.

Workload is another factor that contributed towards teacher dissatisfaction. Teachers were dissatisfied with the maximum number of teaching hours, which is twenty-four hours per week, and suggested that this should be reduced as they have other responsibilities at school in

addition to the teaching. They were also dissatisfied with the expectation that they should be involved in extracurricular tasks outside the classroom and suggested that specialist supervisors should be employed to oversee these activities.

7.3 Contribution of the study

This study makes a significant contribution to the understanding of job satisfaction amongst teachers, not only in the context of the KSA, but also at a regional and international level, where it benefits from, and builds upon, the earlier contributions made by other researchers. Whilst it has built upon previous studies within the literature in the field of teacher job satisfaction, this study differs from earlier ones by focusing on the factors related to teacher job satisfaction that apply specifically to the KSA and, potentially, to other developing countries. Hence, this is one of the first studies to investigate teachers in the Saudi educational context, particularly at primary school level.

The literature survey revealed that empirical studies on teacher satisfaction have used either qualitative research methods (Almeili, 2006) or quantitative ones (Crossman & Harris, 2006), while few have used both. Therefore, it makes an original contribution to the body of knowledge by adopting a mixed method approach. Moreover, the study did not utilise a standardised questionnaire developed and administered by earlier researchers, but instead used instruments designed specifically for the Saudi context.

In addition, I believe this is the first study to investigate this important issue in depth, by allowing both male and female primary school teachers the opportunity to express their attitudes, feelings and views regarding their job satisfaction, and discussing the emerging results with head teachers and officials from the MoE from both genders. The originality of the present study lies in its depth and the comprehensive investigation of this issue through the sequential explanatory, mixed method approach. This may serve as a useful methodological model for other researchers wishing to investigate job satisfaction in the global educational field in general, and with regards to Saudi teachers in particular.

7.4 Limitations of the study

Like other studies, this study has certain limitations, even though significant attempts were made to adhere to valid and reliable research procedures when using mixed methods to gather data from a representative sample. Moreover, the limitations in any research are part of the

knowledge construct; thus the research, with any limitations it might have, is a method of building and improving our knowledge and filling the gaps that exist, with the intent of gaining a better understanding of our world.

The geographic nature of the KSA would have made it difficult to target a representative population for the whole country in such a limited time and at a reasonable cost. Thus, it was necessary to limit the study to primary school teachers in a single area, and the one that was chosen was the city of Riyadh. Despite the limitations in sampling, the results may be validly generalised to other large Saudi cities, as the education system is centralised and uniform, with all sectors of education in the country being governed under the control and supervision of the MoE. In this regard, teachers from other cities are likely to work under the same conditions. That said, as this study only involved teachers from primary schools in Riyadh, it is difficult to generalise the findings for the wider phases of schooling (i.e. middle and secondary school teachers).

With regards to the sampling technique used in this study to collect the quantitative data i.e. an online questionnaire, the original idea was to use a random sampling technique. However, as mentioned earlier, Riyadh is the most populous city in the Kingdom, and its capital. It should also be noted that there are 11 educational supervision centres in Riyadh, covering more than 1,044 primary schools spread throughout the city, with more than 28,136 teachers. Each centre is responsible for supervising and managing several schools and educational institutions. It was highly problematic to subsequently acquire a sampling frame for the researched population, which compelled me to use social media as a platform to distribute the online questionnaire.

Another limitation for this study could be the potentially stressful nature of this topic which might have had an influence on the teachers' themselves, their willingness to complete the questionnaire and their answers. However, it was hoped that self selection would eliminate any feeling of obligation to engage with potentially distressing topics and participants were free to withdraw from the study at any point should it prove stressful, although no such incidences occurred and no evidence of stress was found among participants during the study.

Nevertheless, despite such limitations, it is hoped that the research constructs and contributes to knowledge by filling certain gaps that exist in the literature, with the aim of obtaining a better understanding of the factors affecting teachers' job satisfaction.

Given these factors, there are some lessons to be learnt from the present study. It is important to keep in mind that the level of overall satisfaction, or satisfaction with a particular aspect of

a job, may alter over time depending on the degree of satisfaction with other related factors. However, the main concern of the present study was to explore in depth the factors underpinning male and female primary school teachers' job satisfaction, rather than to measure their level of job satisfaction.

7.5 Research recommendations

On the basis of the findings, it appears that the overall level of job satisfaction of Saudi primary school teachers in Riyadh is generally moderate, but more specifically their dissatisfaction lies with particular factors underpinning their aspects of their role as teachers. Therefore, some useful recommendations for future development, and for the improvement of the primary school teachers' roles, can be formulated. The main aim of these recommendations is to find ways of increasing the job satisfaction of teachers. The following detailed recommendations are based on the findings of the present study and made with the possibility that they are considered and put into practice, in order to assist the Saudi MoE, local education authorities, and primary schools. These recommendations are ordered according to their importance and the strength of their impact on teachers' job satisfaction from the researcher's perspective following analysis of the findings.

- **Teachers' status**

The current study found that teachers were dissatisfied with their status in Saudi society. Therefore, it is recommended that the MoE and the local educational authorities could cooperate with media outlets to enhance public awareness of teachers' roles and contribution to society in order to improve their social status, including with parents, families, and society, since the media can influence and instil respect for teachers and their role in the students' minds. The study also recommended that the teachers' status in their community need to be reflected in the appropriateness of their salaries and workload, and the amenities afforded to them, such as health insurance and housing allowance.

- **Workload**

This study found that teachers were dissatisfied with their workload and there were some concerns related to class size. Therefore, it is recommended that the MoE works to reduce the average number of students per class. This could be facilitated by replacing the outdated school buildings with purpose-built ones, which in turn would facilitate the recruitment of more teachers and this will reduce the workload on the

existing teachers. Teachers also perceived that they were overworked by teaching up to 24 hours a week in addition to their supplementary workload, which may have affected their physical and psychological health and their ability to maintain the quality of teaching and learning. Therefore, in order for the teachers to work more effectively, it is recommended that their contact hours per week should be reduced and more time allocated for training and personal development and preparing lessons. Professional development could assist and support teachers to manage the various aspects of their job, the range of pupil needs even in larger classes, and to optimise learning environment even in less favourable school buildings.

- **Training and development programmes**

The finding that the majority of teachers were dissatisfied with the content of available training programmes and the quality of training/trainers indicates a significant need to improve them by taking steps in this area. It is recommended that teachers' traditional training programmes could be reviewed and online courses (i.e. webinars), and collaborative professional development opportunities made available so they are more accessible, engaging and relevant for teachers. These courses should be regularly reviewed and updated. The study further recommends to improve training programmes to meet teachers' needs. This requires teachers' participation in choosing and designing relevant content for these programmes. Professional development could assist and support teachers to manage the various aspects of their job, the range of pupil needs even in larger classes, and to optimise the learning environment even in less favourable school buildings. The study also recommends that the MoE, the local educational authorities and the training centres introduce local and international training programmes to train the trainers themselves prior getting the training license.

- **Facilities**

The study found that schools are not equipped with sufficient ICT facilities to help teachers e.g. with preparing their teaching material and lessons, and using new and attractive teaching methods. Thus, it is recommended that the MoE provide all schools with sufficient ICT facilities and provides the teachers with suitable ICT equipment (i.e. personal computers or laptops), and allow Internet access to be used at school, since the use of these technologies would help them be up-to-date with educational developments.

- **Promotion**

The results of this study show that the participating teachers were dissatisfied with their promotion system. The problem with the current system resides in the fixed automatic annual salary increments, but also with the fact that it is based on length of experience, rather than performance. Therefore, it is recommended that the Saudi education authorities review the current promotion system in order to base teachers' promotion on their performance, instead of the length of service, and to ensure that the promotion system is also concerned with professional benefits and not only financial ones.

- **Relationship with students' parents**

The results of the current study demonstrated that teachers perceive that the relationships between schools and students' parents are a source of concern. Thus, improvements are necessary in this area, since a strong relationship enhances mutual understanding, by encouraging parents to communicate with teachers and school. It is recommended that parents should be encouraged regularly and frequently to visit schools rather than only for parents' meetings. This could be achieved by establishing various events or activities at school in which parents can be invited to participate.

- **Educational supervision centres**

The study found differences in teachers' job satisfaction according to the supervision centre that their school followed. This suggests that there were differences between these centres in terms of their input, administration, and supervision. Therefore, this study recommends that the educational supervision centres should be linked together electronically, and with the MoE. By building and continuously updating databases for all employees at the centres, teachers can be referred to resources of a more consistent quality when needed. Finally, it is recommended to reconsider the selection, qualifications and professional development of the educational supervisors.

- **Additional general recommendations**

- Regular monitoring of teachers' job satisfaction in Saudi primary schools across all regions could enhance communication between the MoE and teachers.
- The MoE could communicate more effectively that while they are concerned with monitoring teachers in their duties, they are also concerned with ensuring that teachers' rights are upheld.
- Since the school head teachers have an important influence on teachers' job satisfaction, this study recommends that the MoE should provide extra training for school head

teachers, through intensive training courses, seminars, and conferences in the field of school administration, to increase knowledge and skills and develop personnel management practices.

- It is respectfully recommended that the problems associated with the rented school buildings should be addressed as a matter of importance and urgency, and addressed as a priority by the MoE.
- Since the school environment is an important factor influence on teachers' job satisfaction, this study recommends that the MoE should provide adequate spaces for teaching and staff, good acoustics, lighting and ventilation.

7.6 Suggestions for future research

This study adopted a mixed research methods approach to investigate teacher job satisfaction, which yielded valid and reliable results. Based on its findings and conclusions, some suggestions can be provided to other researchers who wish to investigate job satisfaction, especially in the education field. Due to constraints such as time and resources, this study was limited in terms of the issues investigated. Other research in the future might:

- replicate this study in other similar contexts for validation purposes;
- investigate teacher job satisfaction in private schools, to provide a useful comparison with the results of this study in public schools;
- replicate this study with a sample drawn from teachers at higher educational stages, namely intermediate or secondary schools. This would help to broaden the understanding of teacher job satisfaction and determine whether this is affected by the same or different factors at different levels of education;
- investigate teacher job satisfaction in other cities and regions of the KSA. This would provide valuable comparable findings if built on the methodology employed in this study;
- investigate educational supervisors' perceptions of, and contribution to, teacher job satisfaction, as they are very close to the educational environment. Knowledge about supervision centres and the uniformity or otherwise of their input could make an

important contribution to understanding about their role as a link between schools and the MoE.

7.7 Final comments

In reaching the end of this study, I can say that this is the largest single piece of academic work I have undertaken to date, and it has certainly influenced me both personally and academically. This research has taught me a great deal in regard to the dynamic components and aspects of job satisfaction whilst conducting this study. As mentioned earlier in this thesis, this phenomenon has not been addressed with this level of comprehensiveness in previous studies, involving all the parties that relate to the job satisfaction in this context. Hence, by focusing on this phenomenon in the KSA, it is hoped that the present study has addressed an existing gap in research into teachers' job satisfaction, and has opened the door to new thinking and further studies in this important area.

Moreover, it taught me about the research process and the factors that are important to consider while designing and conducting a research study including the ethical issues.

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Appendix (1): A detailed description of the structure of the Saudi education system

Stage	Description
pre-primary (kindergarten) stage	Comprised of children between three to five years old, most of them are private and charge fees, its purpose is to inculcate basic skills and good conduct, preparing children for primary education. By and large, this stage is still not compulsory one.
Primary stage	It is the foundation of the general educational hierarchy commencing at the age of six years old and lasts for six years, Students do not progress to intermediate education without passing the continuous assessment performed by teachers through all the years, after which they obtain a Primary Education Certificate. In this stage students study different subjects as diverse as Islamic science, Arabic, history, geography, math and science, however, recently the English language has been officially introduced in the last three grades (fourth, fifth and sixth).
The intermediate stage	It lasts for three years starting at around age of 12 years, students after this stage can join other institutions, including vocational courses and colleges.
The secondary stage	It is the final stage of general education in Saudi Arabia, students are admitted to this stage at the age of 15, it consists of three grades for each student, the curriculum is identical, with diversification taking place in the second and third years depending on the students' choice, evaluations take place with summative assessments at the end of each academic year. A dissimilarity has arisen with the novel "credit system", administered from 2005 by the MoE, which offered in certain secondary schools. its purpose is to facilitate the comprehensive development of student capacities, learners receive a grade point average (GPA), which calculates an average score for every score received over duration of the course, however, the details about this system is not relevant to this study. When students finish the final examinations successfully and granted a secondary certificate they are eligible for admission to enter undergraduate programmes at higher education institutions, based on their overall achievement.

Appendix (2): The study questionnaire- English version

United Kingdom

Newcastle University

School of Education, Communication and Language Sciences

**QUESTIONNAIRE FOR THE STUDY OF JOB
SATISFACTION, AMONGST SAUDI MALE AND FEMALE
PRIMARY SCHOOL TEACHERS, IN THE CITY OF RIYADH,
SAUDIA ARABIA.**

Dear Teacher:

This questionnaire is designed to collect primary data required for a research project in the field of education as a requirement to obtain a PhD degree. The project itself aims to identify the factors which affect job satisfaction amongst primary school teachers, and to analyse the relationship between job satisfaction and a number of demographic variables; such as, age, qualifications, experience, institution type, etc.

The questionnaire contains closed ended questions, which explore the various different factors that may potentially affect the job satisfaction of primary school teachers. You are asked to respond to all questions, with as much honesty as possible; there are no right or wrong answers.

Your answers, whether positive or negative, will be treated with the strictest confidentiality and used exclusively for the purpose of the current research. Therefore, your name is not a necessity. The only person who will have access to the data that you provide is the researcher.

Please fill in the personal information first, then read each item carefully, and place a clear mark in the square which reflects your level of agreement with the statement.

The questionnaire is divided into two parts:

Part One: General information, including the personal details of the respondent.

Part Two: Includes factors relating to job satisfaction, organised into ten groups. Your degree of agreement with each statement will be ranked from one to five on a Likert scale, as follows:

Strongly agree (strongly satisfied)	Agree (satisfied)	Undecided (moderate, neither satisfied nor dissatisfied)	Disagree (dissatisfied)	Strongly disagree (strongly dissatisfied)
5	4	3	2	1

Your cooperation is highly appreciated.

The Researcher

Nouf Alarifi

Nouf.Alarifi@ncl.ac.uk

Section one: Personal information

Choose the most appropriate answer

1. Gender:

Male

Female

2. Age:

20-29	<input type="checkbox"/>
30-39	<input type="checkbox"/>
40-49	<input type="checkbox"/>
50-60	<input type="checkbox"/>

3. Marital status:

Married	<input type="checkbox"/>
Widow	<input type="checkbox"/>
Divorced	<input type="checkbox"/>
Single	<input type="checkbox"/>

4. Years of experience:

1-4 years	<input type="checkbox"/>
5-9 years	<input type="checkbox"/>
10-14 years	<input type="checkbox"/>
15-19 years	<input type="checkbox"/>
20+ years	<input type="checkbox"/>

5. How long **have you been teaching at this school:** years.

6. What is **your educational supervision centre?**

.....

7. Qualification:

Diploma	<input type="checkbox"/>
Bachelor's degree	<input type="checkbox"/>
Master's degree	<input type="checkbox"/>
Doctorate	<input type="checkbox"/>

8. The subject **you teach:**

9. How many classes do you teach:

10. How many hours do you teach per week:

11. Type of school:

Government building	<input type="checkbox"/>
Rented building	<input type="checkbox"/>

Section two: factors of job satisfaction

Statement		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Work (teaching and environment)		5	4	3	2	1
1	I have an adequate desk space for individual work.					
2	I feel that the building is suitable to be a school building.					
3	School cares about the physical factors like ventilation and lighting.					
4	I am satisfied with the availability of new technologies at school.					
5	I am satisfied with the number of hours I spend at school.					
6	I am satisfied with the teaching hours per week.					
7	I am satisfied with justice in the distribution of the workload of classes and activities.					
8	I am satisfied with the system of the attending and leaving school.					
9	Vacations system and absence from work (including the paid leave of absence) fair and satisfactory.					
10	I have an adequate time for preparation and professional learning.					
11	There are opportunities to learn new things at work.					
12	I am satisfied with the training opportunities that available for me in my work.					
13	There is a variety in my work.					
14	There are opportunities to use my personal and professional skills, whilst teaching.					
15	There is a sense of responsibility involved in planning my own work.					
16	There is a sense of achievement involved in my role as a teacher.					
17	I am satisfied with the number of students in the classes that I teach.					

18	I have job security as a teacher.					
19	I use my own money to meet the school and students' needs.					
20	The educational administration, and its department, respond to my requests.					
21	Overall, I am satisfied with the work that I do.					

2. Salary		5	4	3	2	1
1	My salary as a teacher is compatible with the cost of living in the city of Riyadh.					
2	My salary as a teacher is compatible with my duties.					
3	My salary is compatible with my level of experience.					
4	The salary structure for teachers is fair.					
5	Overall, I am satisfied with my salary.					

3. students and parents		5	4	3	2	1
1	I have a good relationship with my students.					
2	I have a good relationship with my students' parents.					
3	I have the ability to control the students' behaviour in the classroom.					
4	The parents of my students participate effectively in school council meetings.					
5	Overall, I am satisfied with my relationships with students and their parents.					

4. colleagues		5	4	3	2	1

1	I have a good personal relationship with my colleagues.					
2	I have a good professional relationship with my colleagues.					
3	I have supportive colleagues.					
4	Overall, I am satisfied with my work colleagues.					

5. headteacher		5	4	3	2	1
1	I have a good personal relationship with my headteacher.					
2	I have a good professional relationship with my headteacher.					
3	The headteacher treats all of the teachers fairly.					
4	Teachers are evaluated by the headteacher based on educational foundations.					
5	Overall, I am satisfied with my headteacher.					

6. Promotion		5	4	3	2	1
1	The promotion system is fair for all teachers.					
2	I am currently on the job grade that draws with my service in teaching.					
3	There is good opportunity for promotion in my job, in the future.					
4	Overall, I am satisfied with the present promotion system for teachers.					

7. educational supervision		5	4	3	2	1
1	I have a good relationship with the educational supervision centre.					
2	I have a good personal relationship with my supervisor.					

3	I have a good professional relationship with my supervisor.					
4	I get help from my supervisor when I am facing problems at work.					
5	I benefit from the feedback I get from my supervisor, regarding my performance as a teacher.					
6	I am satisfied with the responsibilities delegated to me by my supervisor.					
7	I get enough educational supervision from qualified supervisors.					
8	I face some negative practices from the educational supervisors.					
9	Overall, I am satisfied with my supervisor.					

8. Recognition		5	4	3	2	1
1	I feel like society appreciates my work as a teacher.					
2	As a teacher, I receive financial rewards which encourage me to do my job better.					
3	The educational administration honours the distinguished teachers.					
4	As a teacher, I feel the criteria for honouring teachers are objective.					
5	Overall, I am satisfied with my job recognition.					

9. Values and beliefs		5	4	3	2	1
1	I have a sense of pride in being a teacher.					
2	I am satisfied with my level of self-esteem, in my job.					
3	I believe that I am qualified for this job.					
4	I get a sense of satisfaction when students perform well.					
5	I am willing to make more effort to improve myself when there is an opportunity.					

6	I am satisfied with the flexibility and autonomy involved in my work.					
7	I am fully confident in my ability to work well.					
8	The bureaucratic overwhelms the procedures and transactions of the Department of Education with teachers (formalism).					
9	I participate with the officials in making the decision that concerning my job.					

10. consequences of the level of job satisfaction		5	4	3	2	1
1	I am seeking another educational job instead of teaching.					
2	I am seeking another job outside the scope of education.					
3	I am thinking of resigning from my job.					
4	I am thinking of early retirement.					
5	I hate going to work.					
6	I enjoy going to work.					
7	I have physical problems because of stress at work (blood pressure, heart disease, upset stomach, etc.).					
8	I have psychological problems because of stress at work (depression, anxiety, etc.).					

On the whole, I am satisfied with my job as a Saudi primary school teacher, in Riyadh city.					
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Thank you very much for your cooperation

Are you interested in participating in an interview?

If you are interested, please provide your phone number and the researcher will contact you. Your name will be disclosed to anybody but the researcher.

Appendix (3): The study questionnaire- Arabic version

استبيان لدراسة العوامل المؤثرة على الرضا الوظيفي، بين معلمي ومعلمات المدارس
الابتدائية في مدينة الرياض، في المملكة العربية السعودية

عزيزي المعلم/المعلمة:

صُمم هذا الاستبيان الذي بين يديك لجمع البيانات الأولية، اللازمة لإجراء دراسته في مجال التربية. تهدف الدراسة في حد ذاتها لتحديد العوامل التي تؤثر على الرضا الوظيفي لدى معلمي ومعلمات المدارس الابتدائية الحكومية في مدينة الرياض، ودرجة تأثير هذه العوامل على مستوى الرضا العام وتحليل العلاقة بين الرضا الوظيفي وعدد من المتغيرات الديموغرافية؛ مثل العمر، والجنس، والخبرة، إلخ.

يحتوي الاستبيان على أسئلة محدودة الخيارات، والتي تستكشف مختلف العوامل التي قد تؤثر على الرضا الوظيفي لمعلمي ومعلمات المدارس الابتدائية. تأمل الباحثة منك الإجابة على جميع الأسئلة، وبأقصى قدر ممكن من الصدق. الاجابات المقدمة سواء كانت ايجابية أم سلبية سوف تُستخدم لأغراض البحث العلمي فقط، وسيتم التعامل معها بسرية تامة. الشخص الوحيد الذي سيطلع على البيانات التي تقدمها هو الباحث فقط، لذلك ليس من الضروري كتابة اسمك.

يرجى تعبئة المعلومات الشخصية أولاً، ثم قراءة كل فقرة بعناية، ووضع علامة (√) في المربع الذي يعبر عن مستوى اتفاقك مع العبارة.

ينقسم الاستبيان إلى جزئين:

الجزء الأول: معلومات عامة، بما في ذلك المعلومات الشخصية للمشاركين في الاجابة على هذا الإستبيان.
الجزء الثاني: ويشمل العوامل المتعلقة بالرضا الوظيفي، موزعة في عشر مجموعات. سوف تتراوح درجة موافقتك على كل عبارة بين الواحد والخمسة على مقياس خماسي، على النحو التالي:

أوافق بشدة (راضٍ للغاية)	أوافق (راضٍ)	غير محدد (معتدل، لا راضٍ ولا مستاء)	غير موافق (مُستاء)	غير موافق بشدة (مُستاء للغاية)
5	4	3	2	1

نقدر لك حُسن تعاونك.

الباحثة: نوف العريفي

Nouf.Alarifi@ncl.ac.uk

القسم الأول: المعلومات الشخصية

اختر الإجابة الأنسب

1. الجنس:

<input type="checkbox"/>
<input type="checkbox"/>

ذكر

أنثى

2. العمر:

20-29

30-39

40-49

50-60

3. الحالة

متزوج/متزوجة

أرمل/أرملة

مطلق/مطلقة

أعزب/عزباء

4. عدد سنوات الخبرة:

1 - 4 أعوام

5 - 9 أعوام

10 - 14 أعوام

15 - 19 أعوام

أكثر من 20 عاماً

5. منذ متى وأنت معلم/معلمة في المدرسة الحالية: سنوات.

6. لأى مركز إشرافى تتبع مدرستك:

7. المؤهل العلمى:

دبلوم

درجة البكالوريوس

درجة الماجستير

دكتوراه

8. المادة التى تدرسها:

9. كم عدد الفصول التي تُدرسها/تدرسيها:

10. كم عدد نصابك من الحصص في الأسبوع:

11. نوع المبنى المدرسي:

<input type="checkbox"/>
<input type="checkbox"/>

مبنى حكومي

مبنى مؤجر

القسم الثاني: عوامل الرضا الوظيفي

العبارة	أوافق بشدة	أوافق	غير محدد	أرفض	أرفض بشدة
1- العمل (التدريس)	5	4	3	2	1
1 لدي مساحة مكتبية كافية تمكنني من أداء أعمالي الخاصة.					
2 أشعر أن المبنى مناسب ليكون مبنى مدرسي.					

					3	المدرسة تهتم بالعوامل الفيزيائية مثل التهوية والإضاءة.
					4	أنا راضٍ عن توافر التقنيات الحديثة في المدرسة.
					5	أنا راضٍ عن عدد الساعات التي أقضيها في المدرسة..
					6	أنا راضٍ عن عدد ساعات التدريس التي أقدمها كل أسبوع.
					7	أنا راضٍ عن العدالة في توزيع عبء العمل (الفصول والأنشطة)
					8	أنا راضٍ عن أسلوب ضبط حضور المعلمين ومغادرتهم للمدرسة.
					9	نظام الاجازات والتغيب عن العمل (بما فيها الاجازات الاضطرارية) عادل ومرضي.
					10	لدي الوقت الكافي للتحضير والتعلم المهني.
					11	هناك فرصة لتعلم أمور جديدة في العمل.
					12	أنا راضٍ عن فرص التدريب المتاحة لي في عملي.
					13	هناك تنوع في عملي.
					14	لدي فرصة لاستخدام مهاراتي الشخصية والمهنية، بينما أعمل.
					15	يتطلب التخطيط لعملي قدراً من الشعور بالمسئولية.
					16	هناك شعور بالإنجاز في دوري كمعلم/معلمة.
					17	أنا راضٍ/راضية عن أعداد الطلاب/الطالبات في الفصول التي أدرسها.
					18	لديّ أمان وظيفي في عملي كمعلم/معلمة.
					19	

					أضطر للإففاق على المدرسة والطلاب/الطالبات من حسابي الخاص.
				20	تستجيب الإدارة التعليمية لطلابي.
				21	بشكل عام، أنا راضٍ/راضية عن عملي الذي أؤديه.

1	2	3	4	5	2- الراتب
					1 راتبي كمعلم/معلمة متوافق مع تكلفة المعيشة في مدينة الرياض.
					2 راتبي كمعلم/معلمة متوافق مع واجباتي.
					3 راتبي متوافق مع مستوى خبرتي.
					4 أرى أن هيكل مرتبات المعلمين/المعلمات عادل.
					5 بشكل عام، أنا راضٍ/راضية عن راتبي.

1	2	3	4	5	3- الطلاب/الطالبات وأولياء الأمور
					1 لدي علاقة جيدة مع طلابي/طالباتي.
					2 لدي علاقة جيدة مع أولياء أمور طلابي/طالباتي.
					3 لدي القدرة على ضبط سلوك الطلاب في الفصل الدراسي.
					4 أولياء أمور طلابي/طالباتي يشاركون بفعالية في اجتماعات مجلس المدرسة.

						5 بشكل عام، أنا راضٍ/راضية عن علاقتي مع الطلاب/الطالبات وأولياء أمورهم.

1	2	3	4	5	4- الزملاء	
						1 لدي علاقة شخصية جيدة مع زملائي.
						2 لدي علاقة مهنية جيدة مع زملائي.
						3 لدي زملاء متعاونين معي دائماً.
						4 بشكل عام، أنا راضٍ/راضية عن زملائي في العمل.

1	2	3	4	5	5- مدير/مديرة المدرسة	
						1 لدي علاقة شخصية جيدة مع مدير/مديرة المدرسة.
						2 لدي علاقة مهنية جيدة مع مدير/مديرة المدرسة.
						3 مدير/مديرة المدرسة يعامل جميع المدرسين بعدل.
						4 يتم تقييم المعلمين من قبل مدير/مديرة المدرسة على أسس تربوية.
						5 بشكل عام، أنا راضٍ/راضية عن مدير/مديرة المدرسة.

1	2	3	4	5	6- الترقية
					1 نظام الترقية عادل لجميع المعلمين/المعلمات.
					2 أنا حالياً على الدرجة الوظيفية التي تتعادل مع سنوات خدمتي في التدريس.
					3 هناك فرصة جيدة للترقية في عملي، في المستقبل.
					4 بشكل عام، أنا راضٍ/راضية عن نظام الترقيات الحالي للمعلمين/المعلمات.

1	2	3	4	5	7- الإشراف التربوي
					1 لدي علاقة جيدة مع مركز الإشراف التربوي.
					2 لدي علاقة شخصية جيدة مع مشرفي/مشرفتي.
					3 لدي علاقة مهنية جيدة مع مشرفي/مشرفتي.
					4 أحصل على مساعدة من مشرفي/مشرفتي عندما أواجه مشاكل في العمل.
					5 أستفيد من ملاحظات مشرفي/مشرفتي حول أدائي كمعلم/معلمة.
					6 أنا راضٍ/راضية عن المسؤوليات المخولة لي من قبل مشرفي/مشرفتي.
					7 أحصل على إشراف تربوي كافٍ من مشرفين مؤهلين.

					8	أواجه بعض الممارسات السلبية من المشرفين التربويين/المشرفات التربويات.
					9	بشكل عام، أنا راضٍ/راضية عن مشرفي/مشرفتي.

1	2	3	4	5	8- العرفان والتقدير	
					1	أشعر أن المجتمع يقدر عملي كمعلم/معلمة.
					2	كمعلم/معلمة، أتلقى المكافآت المالية التي تشجعني على تأدية عملي بشكل أفضل.
					3	الإدارة التعليمية تكرم المعلمين/المعلمات المتميزين/المتميزات.
					4	كمعلم/معلمة، أشعر أن معايير تكريم المعلمين والمعلمات موضوعية.
					5	بشكل عام، أنا راضٍ/راضية عن العرفان والتقدير في وظيفتي.

1	2	3	4	5	9- معتقدات التعليم	
					1	لدي شعور بالفخر معلم/معلمة.
					2	أنا راضٍ/راضية عن مستوى احترامي لذاتي وقدراتي في وظيفتي.
					3	أؤمن بأنني مؤهل/مؤهلة لهذه الوظيفة.
					4	أشعر بالرضا عندما يكون أداء الطلاب/الطالبات جيداً.

						5 أود بذل المزيد من الجهد لتطوير أدائي.
						6 أنا راضٍ/راضية عن المرونة والاستقلالية اللذان يتمتع بهما عملي.
						7 أثق تماماً في قدرتي على العمل بشكل جيد.
						8 تغطي البيروقراطية على اجراءات و تعاملات إدارة التعليم مع المعلمين/المعلمات.
						9 أشرك المسئولين في اتخاذ القرارات التي تتعلق بعملتي.

1	2	3	4	5	10 - الآثار المترتبة على مستوى الرضا الوظيفي
					1 أسعى للحصول على وظيفة تربوية أخرى غير التدريس.
					2 أسعى للحصول على وظيفة أخرى خارج نطاق التعليم.
					3 أفكر في الاستقالة من وظيفتي.
					4 أفكر في التقاعد المبكر.
					5 أكره الذهاب إلى العمل.
					6 أستمتع بالذهاب إلى العمل.
					7 لدي مشاكل جسدية بسبب الإجهاد في العمل (ضغط الدم، أمراض القلب، اضطرابات المعدة، وغيرها).

					8 لدي مشاكل نفسية بسبب الإجهاد في العمل (الاكتئاب، القلق، وغيرها).
--	--	--	--	--	--

					بشكل عام، أنا راضٍ/راضية عن عملي كمعلم سعودي/معلمة سعودية في مدرسة حكومية ابتدائية في مدينة الرياض.
--	--	--	--	--	---

شكراً لمشاركتك

هل تود المشاركة في مقابلة؟

إذا كنت مهتماً، يرجى تقديم رقم هاتفك، وسوف نتصل بالباحث بك. لن يتم الكشف عن اسمك للباحث فقط.

Appendix (4): Consent form- English version

Consent Form

Dear Participant,

My name is Nouf Alarifi. I am a PHD student in Education, Communication and Language Sciences at Newcastle University, in the UK. Your cooperation is very important for the completion of this study. This interview is designed to gather information about factors affecting teachers' job satisfaction. The data that you provide will be used for research purposes only, and will be treated with the strictest confidentiality. Therefore, you do not need to provide your name. I would be extremely grateful if you could take the time to answer the questions presented below.

Thank you, for your cooperation.

Name: Nouf Alarifi

Email Address: Nouf.Alarifi@ncl.ac.uk

Your participation in this study requires a written record of consent, so please tick the boxes that apply to you, and sign where indicated.

- I consent to participation in this interview, relating to job satisfaction for teachers.
- I consent to the interview being analysed for research purposes, and understand that, as far as possible, anonymity will be preserved if extracts are to be included in research publications, seminars or reports.
- I understand that I am free to withdraw, at any time, if I wish.

Signature of Participant: _____ Date _____

Signature of Researcher: _____ Date _____

Appendix (5): Consent form- Arabic version

نموذج الموافقة

عزيزي المشارك :

اسمي نوف العريفي، وأنا طالبة دكتوراه في التربية والتعليم، الاتصالات وعلوم اللغة في جامعة نيوكاسل، في المملكة المتحدة. تعاونك معي هام جداً لإتمام هذه الدراسة. صُممت هذه المقابلة لجمع معلومات بهدف التعرف على العوامل المؤثرة على الرضا الوظيفي للمعلمين، وسيتم استخدام البيانات التي تقدمها لأغراض البحث فقط وسيتم التعامل معها بسرية تامة. لذلك، لا تحتاج إلى تقديم اسمك. سأكون ممتناً للغاية إذا قضيت بعض الوقت في الإجابة على الأسئلة الواردة أدناه.

شكراً لتعاونك

الاسم: نوف العريفي

البريد الإلكتروني: Nouf.Alarifi@ncl.ac.uk

مشاركتك في هذه الدراسة تتطلب موافقة مكتوبة، لذا يرجى وضع علامة في المربعات التي تنطبق عليك، وكتابة توقيعك في المكان المخصص له.

- أوافق على المشاركة في هذه المقابلة الخاصة بالرضا الوظيفي للمعلمين والمعلمات.
 - أوافق على تحليل الاستبيان لأغراض البحث، وأفهم ذلك تماماً، كما أعلم أنه لن يتم الكشف عن الهوية عند أخذ مقتطفات من المقابلة لتضمينها في منشورات البحث، أو الندوات أو التقارير.
 - أفهم أنه يحق لي الانسحاب، في أي وقت، إذا رغبت في ذلك.
- توقيع المشارك/المشاركة: _____ التاريخ _____
- توقيع الباحث: _____ التاريخ _____

Appendix (6): Consent form for recording the interview- English version

CONSENT FORM FOR RECORDING THE INTERVIEW

Research title: The factors that affect job satisfaction of male and female Saudi primary school teachers in Riyadh city

Researcher: Nouf Alarifi

Participant: Volunteer

Dear participant,

I would like to audio record the interview with you. This is to save time, avoid stopping you and to complete any necessary notes. This will allow me to document all information that you provide more accurately. As part of our confidentiality agreement, only me and an assistant will have access to the recordings. The tapes will be transcribed by me and will be erased once the transcription is checked for accuracy.

*Please note that your name or any other identifying information will not be linked with the audio recordings or the transcript. Names and voice recordings will not be used in any presentations or written documents resulting from the study. Your agreement to audio record the interview is completely voluntary. You may request to cease the recording at any time or to erase any portion of your audio recording.

By signing this form,

I agree and allow the researcher to record the interview and fully understand that my participation is completely voluntary. I am free to cease the recording at any point or to erase any portion of the audio recording. I also have the right to withdraw at any time without giving a reason and without detriment to myself.

Participant's

Name:

.....

Signed:

Date:

Appendix (7): Consent form for recording the interview- Arabic version

نموذج الموافقة على تسجيل المقابلة

عنوان البحث: العوامل المؤثرة على الرضا الوظيفي، بين معلمي ومعلمات المدارس الابتدائية في مدينة الرياض، في المملكة العربية السعودية
الباحث: نوف العريفي
المشارك: متطوع

عزيزي المشارك،

أرغب في تسجيل المقابلة معك صوتياً وذلك لتوفير الوقت وتجنب مقاطعتك لإكمال أي ملاحظات ضرورية، سيسمح لي ذلك أيضاً بتوثيق جميع المعلومات التي تقدمها بدقة أكبر. فقط الباحث من ستمكن من الوصول إلى التسجيلات، سيتم نسخ التسجيلات من قبلي ثم سيتم مسحها بمجرد التحقق من دقة النسخ.
* ملاحظة: لن يتم ربط اسمك أو أي معلومات تعريفية أخرى بالتسجيلات الصوتية أو النسخ المكتوبة. أيضاً لن يتم استخدام الأسماء والتسجيلات الصوتية في أي عروض تقديمية أو وثائق مكتوبة ناتجة عن الدراسة. إن موافقتك على تسجيل الصوت في المقابلة اختيارية تماماً. يمكنك طلب إيقاف التسجيل في أي وقت أو مسح أي جزء من التسجيل الصوتي الخاص بك.

بالتوقيع على هذا النموذج،

أوافق وأسمح للباحث بتسجيل المقابلة وفهم تماماً أن مشاركتي اختيارية تماماً، أنا حر كذلك في إيقاف أو مسح أي جزء من التسجيل الصوتي في أي وقت. لدي أيضاً الحق في الانسحاب في أي وقت دون إبداء سبب ودون أن يسبب ذلك لي أي أذى.

اسم المشترك:

التوقيع:

التاريخ:

Appendix (8): Teachers' interview questions- English version

TEACHERS' INTERVIEW QUESTIONS

1. What are the main reasons that you decided to be a primary school teacher?
2. Does the job of primary school teacher involve all that you expected?
3. What are the most important factors in the primary school teacher role that affect your job satisfaction? Dissatisfaction?
4. In your opinion, what aspects of your role as a primary school teacher impact positively on your job satisfaction?
5. In your opinion, what aspects of your role as a primary school teacher impact negatively on your job satisfaction?
6. What, if anything, would you change in your job to improve your level of job satisfaction?
7. Do you have any intention to quit the job?
8. If you are leaving teaching (by finding another job or early retirement), is there any single factor that would change your decision?
9. Do (the following factors) influence your job satisfaction/ dissatisfaction. Do you have any examples?
 - Technologies at school
 - Teaching hours per week
 - The school building condition
 - Your personal desk space
 - The training opportunities at your work
 - The vacation and absence system
 - The financial rewards
 - Your current job grade
 - Your salary
 - Your status in the society
10. From what we have discussed, would you say that anything has been overlooked that might affect your job satisfaction?

Appendix (9): Teachers' interview questions- Arabic version

اسئلة المقابلة الشخصية للمعلمين والمعلمات

1. ما الأسباب الرئيسية التي دفعتك لأن تكون معلمًا في مدرسة ابتدائية؟
2. هل وظيفة معلم في مدرسة ابتدائية كانت بحجم تطلعاتك؟
3. ما هي أهم العوامل في دور معلم المرحلة الابتدائية التي لها تأثير على رضاك أو عدم رضاك الوظيفي؟
4. من وجهة نظرك، ما هي الجوانب في دورك كمعلم في المرحلة الابتدائية التي تؤثر بشكل إيجابي على رضاك الوظيفي؟
5. من وجهة نظرك، ما هي الجوانب في دورك كمعلم في المرحلة الابتدائية التي تؤثر بشكل سلبي على رضاك الوظيفي؟
6. مالذي تود تغييره في وظيفتك (لو أمكن) والذي من شأنه تحسين مستوى رضاك الوظيفي؟
7. هل لديك أي نية لترك وظيفتك؟
8. إذا كنت ستترك التدريس (من خلال إيجاد وظيفة أخرى أو التقاعد المبكر)، هل هناك أي سبب من شأنه أن يغير قرارك؟
9. هل يؤثر أي من العوامل التالية على رضاك الوظيفي؟ هل يوجد لديك أية أمثلة؟
 - التقنيات في المدرسة
 - ساعات التدريس الأسبوعية
 - حالة المبنى المدرسي
 - مكتبك الشخصي في المدرسة
 - فرص التدريب في عملك
 - نظام الإجازات والغياب
 - المكافآت المالية
 - مستواك الوظيفي الحالي
 - راتبك
 - وضعك في المجتمع
10. هل ترغب بذكر شيء لم يرد ذكره أعلاه والذي ربما يؤثر على رضاك الوظيفي؟

Appendix (10): Headteachers' interview questions- English version

HEADTEACHERS' INTERVIEW QUESTIONS:

1. From your point of view, who is the satisfied teacher? What is the importance of teachers' job satisfaction?
2. Do you believe that teachers' job satisfaction can be affected by the headteacher of the school?
3. Can you describe your relationship as a school headteacher with the teachers in your school?
4. One female teacher commented: "Authoritarian administrations are spreading in many schools in Saudi Arabia". What is your comment on that?
5. Some female teachers said they are not made aware of any training programs that are provided for them. Could this be true? Why?
6. A number of teachers participated in this study stated that they are required to pay from their own money for school lesson resources e.g. printing and activities. Is that true? What is your comment on that?
7. Some female teachers perceive that headteachers do not allow them to leave school to finish off work and come back, or authorize absence as easily as in in boys' schools. Is it true the male headteachers more flexible than females? what is your comment on this?
8. Is there anything else you wish to add or share in this interview?

Appendix (11): Headteachers' interview questions- Arabic version

اسئلة المقابلة الشخصية للمدراء والمديرات

1. من وجهة نظرك ، من هو المعلم الراض وظيفيا وما أهمية الرضا للمعلمين؟
2. هل تعتقد أن رضا المعلم عن العمل يمكن أن يتأثر بمدير المدرسة؟
3. هل يمكنك وصف علاقتك كمدير مدرسة مع المعلمين في مدرستك؟
4. ذكر عدد من المعلمين المشاركين في هذه الدراسة أنهم مطالبون بالدفع من أموالهم الخاصة لموارد الدروس المدرسية، مثل: الطباعة والأنشطة. هل هذا صحيح؟ ما هو تعليقك على ذلك؟
5. علقت إحدى المعلمات: "تنتشر الإدارات التسلطية الاستبدادية في العديد من المدارس في السعودية". ما هو تعليقك على ذلك؟
6. بعض المعلمات قلن أن مديراتهن لا يسمحون لهن بالخروج من المدرسة لإنهاء العمل والعودة، ولا يسمحن لهن بالغياب بالسهولة الموجودة في مدارس الأولاد. هل تعتقدن أن هذا صحيح؟ ما هو تعليقك على هذا؟
7. قالت بعض المعلمات أنهن لا يتم ابلاغهن عن برامج التدريب التي يتم توفيرها لهن. هل يمكن أن يكون هذا صحيحًا؟ لماذا؟
8. هل هناك أي شيء آخر ترغب في إضافته أو مشاركته في هذه المقابلة؟

Appendix (12): Officials' interview questions- English version

OFFICIALS' INTERVIEW QUESTIONS:

1. From your point of view, who is the satisfied teacher?
2. Can you talk about the selection procedures of primary school teachers: are there any differences in the selection criteria for school teachers at different stages?
3. Some teachers perceive that their job satisfaction is negatively affected by rented buildings. What is your comment on that?
4. Almost all the primary school teachers interviewed expressed their positive relationship with their students. What is your comment on that?
5. Many teachers, both males and females, indicated that they are dissatisfied with their salaries. They feel they deserve more than they get. What is comment on this?
6. Teachers perceive that the prestige of Saudi teachers has been lost. One of the main reasons, from their point of view, is the MoE. What is your comment on this?
7. Many teachers make complaints about their headteachers because they ask them to pay for their own teaching supplies, and other extra stuff such as to grow grass or draw on walls. They also prevent teachers from using the school's printers, unless they pay for it. Are these practices legal and permitted by the ministry?
8. Teachers perceive that they are expected to provide supervisory and other duties which they do not consider to be their responsibilities in addition to their role as teachers? What is your comment on this?
9. Some female teachers have complained about the difference in the number of lessons between different neighbourhoods in Riyadh. Are there any differences? why?
10. How does the ministry treat the distinguished teachers? Are there any financial rewards for them?
11. One of the oldest problems in the field of education is the item (105) and some of the teachers participated in this study suffer from this item. When and how this problem will finish?
12. Teachers perceive training programs as very important, but their attendance is impacted due to some reasons such as they feel that the content is often duplicated/training instructors read from slides or from a book. They are also concerned that the curriculum will have to pause when they are absent from school to attend the training course. What is your comment on this? is there any possible solution?
13. Teachers perceive that they are not involved in making decisions related to them e.g. related to maternity leave and assessment methods. Is that true? Why?
14. Learning technologies in this study was a source of teachers' dissatisfaction. What is your comment on this? One teacher said in her school they are not allowed to use the internet network. Is there a law prevent teachers from using it for educational purposes?
15. Among the teachers who participated in the questionnaire, 47.8% teachers were satisfied with their job. What is your comment on this figure?
16. Is there anything else you wish to add or share in this interview?

Appendix (13): Officials' interview questions- Arabic version

اسئلة المقابلة الشخصية لمسؤولي الوزارة

1. هل يمكنك أن تحدثني عن إجراءات اختيار معلمي المرحلة الابتدائية: هل هناك أي اختلافات في معايير الاختيار لمعلمي المدارس في مراحل مختلفة؟
2. من وجهة نظرك ، ما هي أهمية الرضا الوظيفي للمعلمين؟
3. أعرب جميع المعلمين والمعلمات الذين تمت مقابلتهم عن علاقتهم الإيجابية بطلابهم؟ ما هو تعليقك على ذلك؟
4. من أقدم المشاكل في مجال التعليم (بند 105) وبعض المعلمين الذين شاركوا في هذه الدراسة يعانون من هذا البند. متى وكيف ستنتهي هذه المشكلة؟
5. يرى بعض المعلمين والمعلمات أن رضاهم الوظيفي يتأثر سلبيًا بالمباني المستأجرة؟ ما هو تعليقك على ذلك؟
6. يؤمن المعلمون بأهمية البرامج التدريبية، ولكن حضورهم يتأثر لعدة أسباب مثلًا لأنهم يشعرون أن المحتوى غالبًا ما يتكرر/ المدربون يقرأون من الشرائح أو من كتاب. كما أن المنهج الدراسي سيتوقف عند غيابهم عن المدرسة لحضور الدورة التدريبية. ما هو تعليقك على هذا؟ هو هناك حل ممكن؟
7. أشار العديد من المعلمين، من الذكور والإناث، إلى أنهم غير راضين عن رواتبهم. يشعرون أنهم يستحقون أكثر مما يحصلون عليه حالياً. ما هو تعليقك على هذا؟
8. من بين المعلمون الذين شاركوا في الاستبيان، كان 47.8% معلمًا فقط راضون عن عملهم. ما هو تعليقك على هذا الرقم؟
9. يقول المعلمون أنهم لا يشاركون في اتخاذ القرارات المتعلقة بهم على سبيل المثال. التي تتعلق بإجازة الأمومة وطرق التقييم. هل هذا صحيح؟ ما هو تعليقك على هذه القضية؟
10. كيف تعامل الوزارة مع المعلمين المميزين؟ هل هناك أي مكافآت مالية لهم؟
11. يرى المعلمون أن مكانة المعلم السعودي قد ضاعت. أحد من الأسباب الرئيسية، من وجهة نظرهم، هي وزارة التعليم. ما هو تعليقك على هذا؟
12. اشتكت بعض المعلمات من الاختلاف في عدد الدروس بين الأحياء المختلفة في الرياض، على سبيل المثال، ساعات التدريس للمعلمات في الشمال أقل من ساعات التدريس للمعلمات في الجنوب. هل هذا صحيح؟ لماذا؟
13. اشتكى العديد من المشاركين من أن مدرائهم يطلبون منهم أن يدفعوا ثمن المواد التعليمية الخاصة بهم، وغيرها من الأشياء الإضافية مثل زراعة العشب أو الرسم على الجدران. كما أن بعضهم يمنع المعلمين من استخدام طابعات المدرسة، ما لم يدفعوا مقابل ذلك. هل هذه الممارسات قانونية وتسمح بها الوزارة؟
14. تقنيات التعلم في هذه الدراسة مصدرًا لعدم رضا المعلمين. ما هو تعليقك على هذا؟ قالت إحدى المعلمات في أنه لا يُسمح في مدرستها باستخدام شبكة الإنترنت. هل هناك قانون يمنع المعلمين من استخدامه للأغراض التعليمية؟
15. يقول المعلمون أنهم مطالبين بأن يقوموا بواجبات إشرافية وغيرها من المهام بالإضافة إلى دورهم كمعلمين. ما هو تعليقك على هذا؟
16. هل هناك أي شيء آخر ترغب في إضافته أو مشاركته في هذه المقابلة؟

Appendix (14): Project approval

Project-Approval - PANEL REPORT

Student	Nouf Abdullah M Alarifi
Student Number	089123140
Programme	8180F
Approval ID	15265

Panel Report

Do you agree with the student's ethical issues statements?	YES				
Research Councils	The project has not already been reviewed and approved by Research Councils, other major research sponsors or appropriate forms of peer review and therefore does require further panel approval .				
Further Recommendations by School Panel (for Non-Research Council Projects)	We support this application and believe that the proposed research project is achievable within the time-scale of the programme, and confirm that sufficient resources will be available to support it.				
Panel comments	<p>The content of the study appears appropriate and manageable within the timescale. The methods chosen align with the research questions and the design of interviews post questionnaire analysis is an effective strategy to ensure the research evolves as the researcher's understanding of the complexity of teacher job satisfaction develops.</p> <p>This would seem to be a well designed, discrete piece of research which will provide further insights into the wider field from a very specific and different focus area.</p>				
Document(s) uploaded by the panel:					
Panel Team	<table border="1"> <tr> <td>Carolyn Letts</td> <td>carolyn.letts@newcastle.ac.uk</td> </tr> <tr> <td>Maria Mroz</td> <td>M.A.Mroz@newcastle.ac.uk</td> </tr> </table>	Carolyn Letts	carolyn.letts@newcastle.ac.uk	Maria Mroz	M.A.Mroz@newcastle.ac.uk
Carolyn Letts	carolyn.letts@newcastle.ac.uk				
Maria Mroz	M.A.Mroz@newcastle.ac.uk				
SIGNED	The form was signed by Carolyn Letts on Thursday 10th July 2014, 11:45a.m.				

Head of School (or nominee) Report

Head of School (or nominee) comments	Approved on behalf of the School by Paul Seedhouse
SIGNED	The form was signed by Paul Seedhouse on Tuesday 22nd July 2014, 03:05p.m.

Dean(or nominee) Report

Dean (or nominee) comments	A clear, practical project. Details of the methodology will need to be refined before you go into the field (eg which institutions, how will the staff be selected etc). The timetable is broadly OK, but note it will be challenging to finish the writing up in the time allocated. The issue of Full Ethical Approval deserves mention. Since the research is taking place outside the EEA it does require Full Ethical Approval before field work is completed. This should not be problematic, but please discuss this with your supervisors.
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Appendix (15): Supervisor's letter



School of Education, Communication and Language Sciences
King George VI Building
Newcastle University
Newcastle upon Tyne
NE1 7RU

27 July 2015

To whom it may concern

Mrs Nouf Alarifi is studying for the degree of PhD in the School of Education, Communication and Language Sciences, Newcastle University, UK. To fulfil the requirements for the award, Nouf must complete a research study. The study is investigating factors that affect job satisfaction of Saudi primary school male and female teachers in Riyadh city. I am writing to request your support so that Nouf can collect the necessary next level of data. This will involve interviewing teacher participants between 10/08/2015 and 06/11/2015. Your cooperation to support this extended visit to Riyadh for further data collection will be greatly appreciated.

Best wishes

A handwritten signature in black ink, appearing to read "Sue Robson".

Prof Sue Robson
Head of School of Education, Communication and Language Sciences

Appendix (16): Permission letter from the Ministry of Education

الرقم: ١٠٠٨
التاريخ: ١٠/١١/٢٠٢٦
المشتقعات: /


وزارة التربية والتعليم
Ministry of Education

المملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)
الإدارة العامة للتربية والتعليم بمنطقة الرياض

إدارة التخطيط والتطوير

إفادة

السلام عليكم ورحمة الله وبركاته وبعد:

تقدم لدينا الطالبة / نواف عبدالله بن محمد العريضي سجل مدني رقم (١٠٤٦٠٢٨٠٤٦) بطلب جمع بيانات تتعلق بالبحث الخاص بدراسته لمرحلة الدكتوراه بعنوان (العوامل المؤثرة على مستوى الرضا الوظيفي لمعلمي ومعلمات المرحلة الابتدائية في مدينة الرياض)

نفيدكم بقبول ذلك.

والسلام عليكم ورحمة الله وبركاته ، ،

وزارة التربية والتعليم
Ministry of Education

إدارة التخطيط والتطوير



Appendix (17): A transcript of an interview

TEACHER (7)

What are the main reasons that you decided to be a primary school teacher?

To be honest, there was not a special reason for me behind being a primary school teacher. I was only looking for any job instead of being unemployed. As you know, there is no much options of governmental jobs. So, I preferred to teach in a primary level which is easier than teaching in middle or secondary one.

Does the job of primary school teacher involve all that you expected?

Hmm. to be honest, I did not have any expectations about what the teaching profession would look like and what it involves or does not as I was close to the field of education before I became a teacher and I know previously what are the strengths that it involves and its weaknesses. So, I had a quite clear picture of the job.

What did you mean by being close to the field?

I have some friends and family members who are teachers and I used to listen to their discussions about their work before I became a teacher.

What are the most important factors in the primary school teacher role that affect your job satisfaction? Dissatisfaction?

I believe there are number of factors can affect on our satisfaction and dissatisfaction at the same time such as; the salary it can affect our job satisfaction or dissatisfaction and the school leader.

Does that mean salary is the most important factor for you?

Yes, salary is a very important factor at least for me and there is a positive relation between it and the job satisfaction. which means the increment in salary will follow by increasing in job satisfaction. **(Salary)** But that does not mean it is

the only important factor that can effect on my job satisfaction and dissatisfaction. The head teacher also important and the colleagues.

What about the school leader?

It also can affect on our job satisfaction either positively or negatively. So, the relationship between the school leader and the teachers must take into account the psychological aspect of the teacher and should be keen to develop their potential and respect because the development of this relationship is the development of the entire educational process. However, there is a principle widespread among the school leaders which is that if you are not with me, you are against me, as if we are in battleground (the teacher then laughed).
[leadership style]

In your opinion, what aspects of your role as a primary school teacher impact positively on your job satisfaction?

The students that I teach.

Can you explain that?

I have an excellent relationship with my students and I am fully satisfied with it. I believe this has the strongest positive impact on my job satisfaction.
[Relationship with students]

In your opinion, what aspects of your role as a primary school teacher impact negatively on your job satisfaction?

In this regard I would mention to one of the most important factors which is the students' parents. Unfortunately, most parents have a negative role in the educational process, by leaving all the responsibility to the school and ignoring their role which includes both supervision and care together, just like they are not caring breaking with their children future. Some students I teach for a whole year without meeting or talking to their mum!! although every term the school holds parents' meeting, the attendance is weak.
[relationship with parents]

What, if anything, would you change in your job to improve your level of job satisfaction?

It is really hard to answer this question as I wish the teaching to be a perfect job which will need several changes and a quite long period.

Would you give some examples?

Hmm. I will increase the salaries, reduce the students' numbers in every class, give the teachers the freedom in choosing the teaching methods and pay more attention to the school buildings.

Do you have any intention to quit the job?

No, currently I do not have any.

If you are leaving teaching (by finding another job or early retirement), is there any single factor that would change your decision?

I do not have a special factor in my mind now but as teachers, we have the only job that works with the human mind and its thoughts, and we are responsible for making the children grow as they spend most of their time with us. Our job is hard, complex and it needs skill and precision. Therefore, the officials and all of society should concentrate on the teachers, give them their rights, and respect them to help them feel satisfied in their job. (teachers' prestige and status)

Do (the following factors) influence your job satisfaction or dissatisfaction? Do you have any examples?

Technologies at school:

Of course, it does. Technologies have an effect on teachers' satisfaction and also on the students' achievements. No one can deny the role of educational technology in the delivery of knowledge to students... but unfortunately our schools lack such technology. In the event that they are found in a school, they have often been purchased with the teacher's own money and not by the school or the MoE or they in poor condition and need maintenance. (Learning technology)

TEACHING HOURS PER WEEK:

They defiantly effect on the level of job satisfaction. I see that on myself when I have a reasonable number of teaching lesson I feel happier and enjoy my work while in the terms when I have to teach twenty or more hours a week I feel tired and I am under pressure. (teaching hours)

You said reasonable number, what is the reasonable number from your point of view?

I think it should be between twelve to eighteen hours a week. (teaching hours)

THE SCHOOL BUILDING CONDITION:

Of course, the condition of the school building has an effect on students, teachers, and the entirety of the school staff. How can teachers enjoy their work and feel satisfied about it if they teach in a rented building where you can find a large number of students in a small classroom lacking physical factors such as suitable lighting, ventilation and air conditioning? (Rented building)

Your personal desk space:

Hmm. My personal space at school is an important factor or I could say it is one of our essential rights as we spend many hours at school daily for years. However, I do not believe this factor could have a direct influence on the job satisfaction. (teachers' space)

The training opportunities at your work

Yes, of course. It is an important factor that should be on top of the officials' interests. I consider the current training system is a source of my dissatisfaction.

Why?

Most of the workshops and programmes that I attended have almost the same content. (Training programmes)

The vacation and absence system

Despite the fact that female teachers require leave and absence more often than their male counterparts, I can see this system is more fixable in male schools than female schools. Why is this system so complex? Teachers will take a leave of absence if they need to do so, but the new system prevents us from doing it easily and teachers have become afraid of the negative impacts of taking absence. Therefore, some teachers, including myself, come to school when we are not fully recovered and are unable to teach our lessons to the best of our abilities. This negatively affects our performance, which is detrimental to the students' learning. (leave and absence system)

The financial rewards

Despite its importance for any employer in any field not just teachers, the financial rewards for us are almost non-existent. So yes, it has influence on my job satisfaction which is a negative one of course. **(Rewarding)**

Your current job grade

Definitely, being in a grade lower than what you deserve is definitely a source of job dissatisfaction. This affect us psychologically and financially. It also a reason to delay our early retirement. **(Job grade)**

Your salary

Yes, it is an important factor. It is the motivator for teachers to encourage them to work harder. As I said earlier, I believe the relation between the salary and job satisfaction is a positive one. **(Salary)**

Your status in the society

Recently it is clear for everyone that our status as teachers is decreasing being a source of the majority of teachers' dissatisfaction. **(Prestige and status)**

From what we have discussed, would you say that anything has been overlooked that might affect your job satisfaction?

I would like to add a suggestion. I suggest that teachers and all participants in education should be provided with health insurance just like the employers in the private sectors.

RED= A female teacher

Grey= similar opinion/Excluded

GREEN= Final codes

YELLOW= Quoted

Appendix (18): The table of codes

MAJOR THEMES	SUB-THEMES (CODES)	RELATED FACTORS
SUPERVISION	<p>Relationship with educational supervisors</p> <p>Educational supervisors' practices</p>	<ul style="list-style-type: none"> *Help *Support *Contempt for teachers *Not appreciated *Focus on written documents *Lack of confidence *Frustration and Restrictive to teachers *Lack of justice and integrity *Inspectors *Friends *Cooperative *Lack of support
INTERPERSONAL RELATIONSHIPS	<p>Relationship with students</p> <p>Relationship with parents</p> <p>Relationship with colleagues</p>	<ul style="list-style-type: none"> *Good model *Honest and respect their views *Fully satisfied with it *Enjoy working with children *Easy to deal with children *They should be patient and control their emotions *Good relationship *Negative role in the educational process *A whole year without meeting some mums * Also couple of years without meeting some dads *Fail to communicate with school *Some parents don't know about their kids *Satisfied with it *Mutual respect *Informer teachers *Spirit of teamwork *Strong relationship outside the school
EDUCATIONAL ADMINISTRATIO N	<p>Training programmes</p> <p>Regulations and polices</p> <p>Respect</p>	<ul style="list-style-type: none"> *The importance of programmes *Does not meet their needs, thinking or knowledge *Timing *Transferring content not training programmes *Satisfy their high individual needs *Good addition to the CV *Headteacher does not tell her about them *The content *The trainers *Lots of decisions *Just sign without discussing *MoE and officials disrespect teachers result in disrespect from their students' *A gap between teachers and MoE *Against teachers *Contradictory

	Appreciation	<ul style="list-style-type: none"> *Appreciate the hardworking teachers *Its forms (participation in decision making) *The most important thing they aspire to
NATURE OF THE WORK	<p>Teaching hours</p> <p>Additional work</p> <p>Learning technology</p>	<ul style="list-style-type: none"> *No enough time to prepare or rest between lessons *Inverse relation between teaching hours and job satisfaction *Negative effect on their physical and mental wellbeing, performance and job satisfaction *Variation between school levels and neighbourhoods *Reducing the maximum number will increase enthusiasm, creativity satisfaction, and create jobs for the graduates. *Effect on their health *24 hours are overworked *Example about teaching 12 hours and 20 hours *Made them tired of being teachers *Extracurricular work is not teachers' responsibilities *Increases every year *Burden without educational values *Teachers should focus only on teaching *Examples of the additional work *a necessity *a network for all staff *has benefits for teachers and students *usually they are in poor condition and need maintenance * schools lack technology *often purchased by teachers
SCHOOL ADMINISTRATION	<p>Leadership style</p> <p>Respect</p> <p>justice</p>	<ul style="list-style-type: none"> *Authoritarian administrations *The style of Mohammad *Be more democratic *No respect *if you are not with me, you are against me *Justice related to confidence on each other *Injustice *Not fair about performance' result *Would change the school because of injustice
SCHOOL ENVIRONMENT	Rented building	<ul style="list-style-type: none"> *Number of defects that effect teachers and students *Students are crammed in small rooms *Unhealthy environment *ack physical factors *The problem is the condition of these buildings *Money is available why still existing

	<p>School maintenance</p> <p>Teachers' expenses</p> <p>Teachers' space</p> <p>Safety and security</p>	<p>*The poor condition of some buildings threatens the lives of students and staff</p> <p>*Power cuts *Regular checks of the electrical system *Electrical fires in some schools *The labs toilets tools and devices *Requires further attention from the MoE *Hygiene and cleanliness issues</p> <p>*Sometimes they are not reimbursed *Use their money for the basic needs not extras *Examples (printing, refurbishing teachers' toilet, decorating classrooms and more)</p> <p>*Not important *Feeling of belonging *Enough offices and chairs in a good condition *Quipped with devices (printer, computers and photocopiers)</p> <p>*Feeling safe at school *Attacks *Accidents happened in schools *Physical and emotional safety *Psychological and physical challenges in this job *Commission for security and safety</p>
MORALE	<p>Salary</p> <p>Leave and absence system</p> <p>Rewarding</p> <p>Job grade</p>	<p>*Very satisfied with it *Dissatisfied; there is no justice in their salary *The most important factor *Satisfy the financial and social needs *Less than what they deserve *Does not affect job satisfaction</p> <p>*They have long holidays and breaks *The reduction of the paid leave of absence from ten to five days *Totally satisfied with it *Unfair, complex and strict especially for females *The system more flexible in males' schools</p> <p>*No financial rewards *The feel of being distinguished *Hard working teachers and normal teachers are the same *Improve their performance and spirit of competition</p> <p>*Item 105 *Injustice</p>

	<p>Prestige and status</p> <p>Teachers' expectations</p>	<ul style="list-style-type: none"> *Lots of teachers on a grade lower than what they should be on *Satisfied with it *Ensuring their rights will ensure their creativity and satisfaction *Related to some financial issues *Negative effect on their job satisfaction, psychological health and early retirement *They do not have any prestige anymore *The prestige now for students *The MoE's decisions with students against teachers *The reason is; MoE, parents and media *Their status is not that bad *No respect, no incentives and no appreciation *Love it as it is the job of prophets' job *Satisfied with it *Needs more attention physically and morally
--	--	--