

**Job Satisfaction in the Eastern Province of the
Kingdom of Saudi Arabia, a case study with reference
to female headteachers**

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DECLARATION OF AUTHORSHIP

I, Ghadah AlGhamdi, declare that the thesis entitled *Job satisfaction in the Eastern Province of the Kingdom of Saudi Arabia, a case study with reference to female headteachers* and the work presented in the thesis is both my own and has been generated by me as the result of my own original research. I confirm that:

- This work was done wholly or mainly while in candidature for a research degree at this University.
- Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated.
- Where I have consulted the published work of others, this is always clearly attributed.
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- I have acknowledged all main sources of help.
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- None of this work has been published before submission.

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July 2020

ABSTRACT

This thesis investigated factors that influence job satisfaction in the eastern province of the Kingdom of Saudi Arabia, based on a case study of female headteachers. This investigation has focused only on female headteachers as the laws and social circumstances of the country forbid cross-gender socialising outside of the immediate family. Instead, the research on headteachers in Saudi Arabia undertaken in this study was aimed at discovering what factors influenced their job satisfaction, bearing in mind that gender specific issues were limited by the context in which the investigation took place. General research on headteachers in the Kingdom was found to be an underexplored topic, but in contrast to previous Saudi studies, the sample used in this study was not restricted to one stage of school. In order to evaluate participants' responses, this study used a sequential exploratory strategy employing a mixed methods approach. Building on semi-structured interviews, the first sample of the study gathered data from 20 head teachers to determine which factors led to job satisfaction or dissatisfaction. The research investigated various contributory factors such as *rewards* i.e. pay, recognition, promotion and training; *the female environment* and the relationship with workload and work-life-balance; *the working environment* i.e. school condition, school location and student headcount); *relationships* with teachers, students and parents; *supervision*, authority and autonomy; *age and experience*, and *school-level issues*. These factors were subsequently used to build a questionnaire, which was intended to be sent to 664 schools (numbers provided by the Ministry of Education). When starting the research, however, it was found that 186 of these schools did not have a headteacher in post. Consequently, the final sample size was 478 headteachers. Finally, in the third stage of the sequential research, semi-structured interviews were held with nine headteachers to verify the results of the survey.

The overall level of job satisfaction for elementary, middle and high schools headteachers in the Eastern Province was generally low average. However, it was found that factors causing high and average job satisfaction derive from multiple demographic issues or independent causes in the workplace. Specifically, this study has identified several factors related to job satisfaction in the Eastern Province that have not been previously found in

previous research in Saudi Arabia: work/life balance, the female leadership-environment, location, financial rewards and transportation.

This study's findings could inform the work of educational planners, helping them to improve their understanding of the most important aspects of the career of headteachers. In addition, this research provides a contribution that could assist public policy development in education; furthermore, it provides an understanding of what to avoid and what works most effectively. Future policy could be better informed by understanding the factors that affect levels of satisfaction or dissatisfaction and implementing more appropriate policy objectives that deploy resources more effectively.

IMPACT STATEMENT

The research conducted for this thesis demonstrated that generally female school headteachers in the Eastern region of Saudi Arabia were on average less than satisfied with their job. The impact of the research to academia can be seen in its contribution to the discipline and future scholarship in the field of job satisfaction studies. This can be seen for two reasons and allows for the development of some suggestions for future advancement in the improvement of job satisfaction for headteachers in the Kingdom Saudi Arabia (KSA).

The first reason is that this research is the first time female headteachers in KSA have been investigated in this way and the second reason is that the findings can aid the development of the role. The benefits and impact of the research outside academia could occur locally, on workers' job satisfaction in Saudi Arabia in general and could be immediate or occur incrementally, in the context of a broader field of research. In addition, the benefits and impact of the research focus mainly on the conclusions of the study and the recommendations that follow. The conclusions are informative and applicable at the strategic and executive level, resulting in a number of recommendations which, if implemented, could have a significant impact in enhancing job satisfaction among (female) headteachers in the country.

1. The strategic level (policy and decision makers in the Saudi government)

- Headteachers' salaries, rewards and incentive packages need to become more competitive and enhanced/separate from those received by classroom teachers;
- Preparation course/training is needed for headteachers to gain enough qualifications before they begin their positions.

2. The executive level (decision takers in educational administration)

- Ensure there is formal and constructive positive communication between educational supervisors and the headteachers;
- Develop the existing system for supplying school resources to overcome current bureaucratic difficulties;
- Increase the school headteachers' autonomy to lead their schools in a

professional manner to improve job satisfaction;

- Improve the structure for recognising outstanding performance through special awards, rewards and financial incentives.

Recommendations for Further Research Inside of Academia

Recommendations emerging from this study will be of interest to others who examine job satisfaction within the education profession in general and specifically among headteachers. Based on the present study's results, discussion and conclusions, the following are recommended for further research:

- As with most studies, the replication of this study is suggested for other cities in the Kingdom of Saudi Arabia.
- A replication of the present study using mixed methods for female headteachers of schools in the eastern province of Saudi Arabia is conducted by researchers in male schools as this would help improve our knowledge regarding the gender differences in terms of job satisfaction.
- A comparison of the job satisfaction of headteachers of Aramco schools and other public government schools would help to identify the differences in the factors which impact on their job satisfaction.

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CHAPTER 1:

INTRODUCTION

This research will investigate and evaluate those factors that may influence job satisfaction among headteachers at girls' schools in the Eastern Province of Saudi Arabia by assessing the level of satisfaction among them within the context of an educational environment. It is important to note that this investigation has focused only on female headteachers as the laws and social circumstances of the country forbid cross-gender socialising outside of the immediate family. Instead, the research on headteachers in Saudi Arabia undertaken in this study was aimed at discovering what factors influenced their job satisfaction, bearing in mind that gender specific issues were limited by the context in which the investigation took place.

Having had direct work experience in the Saudi Arabian educational system as both a teacher and a headteacher, I have observed, met and dealt with various challenges that have had a negative impact on the overall satisfaction of my own job and those of other headteachers. These challenges affecting job satisfaction may be due to a lack of relevant experience, work overload or salary issues, amongst many others. For example, teachers are reluctant to self-nominate for promotion to the position of headteacher when the opportunity arises. A change from a teaching position to a management position would often be reflected in a *reduction* in remuneration for those taking on more responsibility. Therefore, I had a strong motivation to investigate this specific area and wanted to build on my own experience to support the rationale for this enquiry. Accordingly, the objectives of this research are to acquire a greater understanding of the current attitudes of headteachers and to provide insights and further explore their main sources of job satisfaction. Moreover, I chose to specifically focus on female headteachers given that I am a female Saudi Arabian national and the prevailing social situation and customary interaction therefore necessitates that my participants must be female.

More importantly, after conducting an extensive search for relevant literature, there appear to be few research studies examining the job satisfaction of female Saudi Arabian headteachers published in Saudi Arabia, reflecting the claim made by Alhazemi (2011) that this area is underexplored. There have been some specialised studies in other parts of

the world which can be summarised. For example, a study in Indonesian schools found that a female headteacher's job satisfaction raises the level of the quality of education in their schools; unsurprisingly, the satisfied female headteacher works more effectively than the one dissatisfied (Gaus, 2014). Therefore, more attention may be needed to increase the level of job satisfaction of female headteachers, ensuring that they are able to run their schools properly (Gaus, 2014). According to a study of 15 female headteachers in Israel, most of them **did not** register high job satisfaction, and considered this affected their job success (Oplatka & Mimon, 2008). In addition, a study in Kenya showed that there was a 20 per cent rate of headteacher absenteeism because they had feelings of dissatisfaction about their work (Nyangati, 2012).

Meanwhile, a study in Saudi Arabia recognised that satisfied educators usually display an elevated level of creativity in their job role (Al Saleh, 2009). Job satisfaction is often discussed at an organisational level and measured as job performance, loyalty, absenteeism, professional development, career aspirations and the intention to remain within the job or depart (Harem, 2016). These are generally accepted to be important factors in maintaining job satisfaction and the recruitment of high performing staff (Alyousef, 2015). Failure to address these concerns can lead to increased human resource costs and a reduction in the ability to attract and retain the required staff. Indeterminate adverse effects may also occur and have a negative impact on staff morale, poor performance and any organisational quality objectives (Wadeh, 2017). Recognising that this is an underexplored area in the Kingdom of Saudi Arabia, Alzaidi (2008) reinforced the importance of studying job satisfaction in an educational context with particular reference to headteachers, who play an important role in schools, as well as highlighting that factors influencing the job satisfaction of headteachers requires further empirical attention. Harem (2016) asserted that job satisfaction is an influential factor that may directly increase or decrease the headteacher's motivation in managing the school's performance. Alyousef (2015) further asserted that there is a correlation between effective students and the performance of teachers who are satisfied with their headteachers and have a clear understanding of the school's objectives. Conversely, dissatisfaction with headteachers (frequently among teachers) leads to a knock-on effect in increased absenteeism, further replicated by the students, due to the feeling of an uncomfortable atmosphere for studying (Alyousef, 2015). Research by Hagbani (2014) highlighted the

requirement for headteachers in Saudi Arabia to be sufficiently equipped to embrace their responsibilities and be both talented and creative in their role. That study also found that satisfied workers are more likely to be loyal and devoted to their organisations; when the job fulfils their needs, it satisfies their ambitions and successfully exploits their talents and captures their commitment. A headteacher's job satisfaction is therefore considered vital as it is connected to their performance both within and outside the school (Tasnim, 2006).

Understanding the Saudi context and its educational development will provide a foundation for this research. It has been observed by the Saudi Arabian Ministry of Education (2010) that there has over the last decade or so there has been a sustained upward trend of student numbers in schools. Situational, social and demographic changes within the kingdom are responsible for the growing demand in terms of student capacity and various needs of the students themselves. This increase in headcount can be seen in the major cities such as Riyadh, Jeddah and Dammam where not only a shortage of headteachers exists, but also, more critically, a shortage of highly motivated and dedicated headteachers. Talented headteachers are sought after, therefore, to empower and develop the employability of a young, tech-savvy and knowledge-hungry cohort of students through high quality education, as well as having their needs supported through concern for their welfare. Another explanatory factor for the increase of student numbers is the educational system itself as more schools are developed in accordance with international standards for the benefit of a young, rapidly growing and outward-looking population, as opposed to the antiquated model of local and international schools.

The stated aim of the Ministry of Education policy is to decentralise authority within schools (Hagbani, 2014) and the current stated Vision and Mission of the Ministry of Education is as follows:

Vision

The Ministry seeks to establish a distinct educational system that builds a globally competitive knowledge-based community (Mission of the Ministry, 2017).

Mission

The Ministry pursues to provide education to all in an appropriate educational environment within the framework of the KSA Education Policy, as well as to promote the quality of education outcomes, increase the effectiveness of scientific research, encourage creativity and innovation, develop community partnership and promote the skills and capabilities of students (Mission of the Ministry, 2017).

These key objectives and intentions are part of a massive and wider overhaul of the economy in line with the Kingdom of Saudi Arabias Vision 2030 (Vision 2030, 2015). Exploration of these contributory factors and their direct correlation will be analysed further as having a potentially influential and enervating effect on headteacher job satisfaction. The backdrop for the basis of this research is important to note, due to the strong social characteristics of a unique setting, which any school would effectively be embedded within and must adhere to. A cursory search and review for any existing official literature documenting the Saudi Arabian educational system and its characteristics within the Eastern Province has proven inconclusive.

My interest in the field of women and education, and to some extent in the research of related fields, dates to early work experience undertaken. I volunteered in education when I was 16 years old. In later years I worked as a headteacher and gained further experience. I recall that during this period and for the duration of my job, I would travel from Al-Khobar at 3:30 am to arrive at Al-Jubail at 6:15 am. This daily routine left me frequently fatigued, but it was necessary as there were ongoing traffic detours due to major civil construction in and around the surrounding areas of the highly industrialised municipality of Al-Jubail. It was also an unnerving experience journeying between freight trucks and shipping vehicles that saw many road traffic accidents, especially on rainy and foggy days. I witnessed many road traffic accidents and fatalities and the death of more than one colleague. Due to the added stress and anxiety of daily travel, I was compelled seriously to reconsider my career as a headteacher. Despite the dangers of the road, the love of teaching sustained my ambition and drive. A notable downside to the job that led to diminished job satisfaction was the expenses incurred in terms of hiring a driver, paying for car maintenance and the ongoing fuel bills. The travel expenses incurred monthly would cost me at least a quarter of my salary. A driver had to be hired as it was illegal for women to drive in Saudi Arabia.

In continuing with my professional development as a headteacher and maintaining my interest in school leadership, I pursued a master's degree in Leadership in Learning from King Saud university. During this time, I continued working as a headteacher, but rather than being encouraged and supported I was under pressure to resign, as it was deemed unacceptable by my employer to simultaneously work and study. This was an obstacle I overcame by working without pay. Throughout this time, I was increasingly troubled with doubt as I began to question the value of headship. Upon obtaining the award in 2010, I reached a career anti-climax. I felt severe dissatisfaction and a lack of fulfilment with my role as a headteacher in my home country. This feeling was primarily due to work overload and the salary level. Fundamentally, it was not only a matter of the lack of professional development opportunities offered to me in my career path, but the attitudes I encountered. At the outset of my career, my aspirations were to help children by way of a teaching career, and I was highly ambitious in achieving this goal. My dedication to a demanding job that brought with it a difficult travel arrangement that was not taken into consideration. The strenuous travel that involved me witnessing numerous fatal accidents had had a negative personal effect on me. Nonetheless I persevered with my career despite the negative experiences I had accumulated. Essentially, I felt that my dedication was not being recognised and my grievances were neither a priority nor of concern for my employers. I decided to resign from my job and permanently withdraw from the profession of teaching. My motivation had changed to a need to understand more thoroughly the concept of job satisfaction and the driving forces behind it, with a focus on female headteachers and the challenges they meet. After exploring several alternative career options, including but not limited to, psychology and various other social sciences, private mentorship and pursuing further research within academia emerged as the logical choice. By continuing a pathway in academia, I could make use of my pre-existing career and prior experiences whilst studying further. My renewed career objectives were to research and subsequently raise awareness of female headteachers and their job satisfaction in Saudi Arabia.

Therefore, the rationale for this thesis is two-fold: theoretical and practical. This next chapter will explore the theoretical side and the issues that have an impact on job satisfaction for the growing number of headteachers in a fast-changing social and

educational context. Also, it aims to identify the factors that could explain why many headteachers in the kingdom feel dissatisfied with headship.

Objectives

The research has two primary objectives:

1. To determine the level of job satisfaction among female headteachers in the Eastern Province of Saudi Arabia.
2. To identify and analyse the factors that may have an impact on job satisfaction among female headteachers working in schools in the Eastern Province of Saudi Arabia.

These objectives will be examined by addressing the following research questions:

To what extent is headteacher job satisfaction affected by factors such as pay, recognition, promotion?

To what extent is headteacher job satisfaction affected by their training?

To what extent are female headteachers satisfied with female environment, workload and work-life-balance?

To what extent is headteacher job satisfaction affected by factors such as school environment (school condition, school location and student headcount)?

To what extent are headteachers satisfied with their relationship with teachers?

To what extent are headteachers satisfied with their relationship with students and parents?

To what extent are headteachers satisfied with educational supervision (supervisor relationship, supervisor seedback and autonomy)?

To what extent are headteachers satisfied with the authority that is granted to them?

To what extent are headteachers satisfied in relation to their age, experience, and school-level?

Scope of the Study

The scope of this study is to explore notions of job satisfaction among female headteachers across three levels of school education: elementary, middle and high, in both urban and rural areas in the Eastern Province of the Kingdom of Saudi Arabia. The Eastern Province was chosen as the research site since I already had experience as a headteacher in one of its elementary schools and it is also where I lived for ten years. I expected familiarity with the area would give me an added advantage in identifying, and perhaps gaining access to the schools where the interviews were to be conducted. In addition, the project was affordable, given that I had my own accommodation and transport in Al Khobar in the Eastern Province. Secondly, no study in the past has looked at female headship and job satisfaction in the Eastern Province. Thus, this empirical study covered the entire population of girls' schools and aimed to contribute to our knowledge and understanding of female headship. This study is the first to be conducted with the aim of explaining job satisfaction among headteachers, specifically in the Eastern Province.



Figure 1.1 Map of Saudi Arabia's Eastern Province (Ibenghanam, 2016)

Significance of the Study

Many job satisfaction studies have been published, yet few of these studies are related to education, educators or specifically, headteachers (Oplatka & Mimon, 2008; Spector, 1997). Alagbari (2003) drew attention to the lack of research on job satisfaction among headteachers, both globally and in Saudi Arabia. Whilst empirical research which focuses on job satisfaction has increased in educational sectors across different countries such as Norway (Skaalvik & Skaalvik, 2011) and Pakistan (Khalid, et al, 2012; Nawab & Bhatti, 2011), and in the UK (Evans, 1998; Noordin & Jusoff 2009; Leder et al, 2016), there is limited research that examines the job satisfaction of headteachers as a group within education.

Furthermore, the field of job satisfaction research is lacking when it comes to studies of elementary, middle and high school headteachers in Saudi Arabia (Al-agbari, 2003). Insofar as gender is concerned, the literature review disclosed only two studies relating specifically to female headteacher job satisfaction; one by Alhazmai (2010) which was conducted in Abha city, in the south of Saudi Arabia, and the second by Hagbani (2014). Hagbani's study was based on headteachers working in central Saudi Arabia and both the above studies focused specifically on secondary schools. Therefore, my study considered all school levels and was conducted in the Eastern Province using female headteachers. Also, as mentioned before, as a female Saudi researcher it was only possible to access female schools rather than male schools given the conservative nature of Saudi society.

The people of the Eastern Province are characterised as being an amalgam of social backgrounds due to the historical background of this area. Over the years, the Eastern Province has developed into a major hub of commercial activity because of local oil resources and revenue (Ibenghanam, 2016). Thus, this unique region has attracted people originating from diverse cultural backgrounds and this may influence the headteacher approach to their position, as their personal values, beliefs and attitudes towards their job could influence the way they conceptualise their job role as well as their expectations (Brush et al, 1987). As such, the social and cultural background as well as the personal values of the participants were considered in this study as they could have an influence when collecting data for this study.

Both Alhazmi's (2010) and Hagbani's (2014) studies relied only on qualitative methods (semi-structured interviews), whereas my research aimed to investigate job satisfaction among female headteachers in the Eastern Province in Saudi Arabia, in both urban and rural areas using a mixed-method design. Data were collected via a combination of qualitative semi-structured interviews and a questionnaire. By reviewing empirical studies on the subject matter, I used a new method in dealing with the quality assurance identified in prior research studies. A notable and important feature of this study is that it was conducted between 2015 and 2019, a period before and during the implementation of Vision 2030. Consequently, this study produced findings for female headteacher job satisfaction during two different phases which had witnessed a change in circumstances. For example, in the first stage of this study (when the semi-structured interviews were undertaken), women were not yet allowed to drive in Saudi Arabia. However, the second stage (when the questionnaire survey took place) was during the application of Vision 2030, which had led to women in Saudi being allowed to drive.

My ambition was that by surveying job satisfaction levels among female headteachers, I could develop my theoretical and practical understanding so that the Saudi Arabian educational system might be improved. This outcome would only be possible following an in-depth insight into the causes and effects of job satisfaction and dissatisfaction of headteachers in relation to several work factors such as relationships with teachers, students, the education process in general and the interaction between the school management and the educational establishment. These factors point to the importance of both work-related and motivational dimensions in the headteacher experience. To conclude, the contribution of this study is that I hope the findings will add significantly to existing knowledge in line with the methodology adopted. This study therefore aimed to provide recommendations to the Saudi Ministry of Education to raise the level of job satisfaction for female headteachers.

Study Setting: Eastern Province

The study's settings for this research project were female headteachers who work in Saudi Arabia's Eastern Province which set physical boundaries to the project. All the three stages of public general education: primary, intermediate and secondary school schools were targeted for this study. In total, I was informed by the Ministry of Education that

there were 664 schools led by female headteachers in the Eastern Province. On starting the research, however, it was found that in 186 schools the headteacher was absent for a variety of reasons (e.g. maternity leave). Consequently, the whole population available for the empirical study was a maximum of 478. Only headteachers who are still serving in schools were asked to participate in the study.

The Eastern Province is the largest province of Saudi Arabia (approx. 260,000 sq miles), but the largely uninhabited desert occupies more than half (Figure 1) (Ibenghanam, 2016). It also has the third largest population of c. 4.7 million in the whole Kingdom of Saudi Arabia (Makkah 6.9m and Riyadh 6.8m); which means that it has one of the largest numbers of girls' schools in the entire country (Schooling Department-Directorate of Education, 2015). The Eastern Province has some major industrial cities that attract a working people to come and live in the area, which has contributed to its increase in population. Thus, this study covered a large population and contributes to knowledge by conducting an empirical study. In addition, this is the first survey to be performed about job satisfaction among headteachers or teachers in general in the province.

Types of School

Saudi schools have different types; some of them were included in this study and others were not. Public and Aramco schools were included because they have the same system and are covered and supervised by the Ministry of Education. International schools and some private schools have different systems. Anyone can enrol in a public school and any non-national residents will be accommodated on a case-by-case basis, according to their language skills, as all public schools are taught in Arabic plus some English classes (Ministry of Education, 2015). Private schools charge premium fees per annum. Students are also taught in Arabic, typically offering additional languages, such as English and French (Ministry of Education, 2015). International schools serve the expatriate population and their dependents. Schools are typically administered from a foreign Ministry of Education and follow their proprietary curricula, semester, exam timetable and system (Ministry of Education, 2015).

Aramco Education

Officially, Saudi Aramco is a Saudi national company operating in the fields of oil, natural gas, petrochemicals and the related works of exploration, production, refining, distribution, shipment and marketing (Bloomberg, 2018).

Aramco has a long track record in the fields of social development, environmental care, medical and educational services within the Kingdom of Saudi Arabia through management and participation in social and public service projects, infrastructure development around the companys sites, provision of fresh drinking water, orphan care and strong contribution to combating diseases and epidemics. There is a continuous development of services, facilities and human resources for medical and health, playing a prominent role in education, by providing the opportunity to complete education for its staff, sending scholarship students abroad, and building and maintaining model schools for all educational stages. King Faud University of Science and Technology is an academic centre and has an active role in colleges and universities through professional training programmes and attracting outstanding international scientific figures to conduct research. Saudi Aramco is one of the largest employers in Saudi Arabia with 44,700 Saudi employees, accounting for 87 per cent of the total workforce in 2006.

In 1953, an agreement was signed between representatives of the government and Aramco, which stipulated that the company was to build primary schools to accommodate all the children of Arab employees in their places of residence. The company was required to provide these schools to the Department of Education in the Eastern Region, upon completion of their establishment. The company was obliged to bear all the costs of establishing these schools and all expenses related to teachers' salaries and maintenance, as well as the costs of school tools, educational means and similar educational tools. The construction of the first boys school began in Dammam. Then they rolled out to schools in the Eastern Region (Sagschools, 2018). The first middle school for boys set up by Aramco was the Mutasim Bellah Middle School in Dammam, which at the time had eight classrooms. In 1960, the agreement between Aramco and the government was amended to include the construction of girls' schools for elementary and middle schools under the same conditions as boys' schools. The first elementary school for girls was built by Aramco. The school construction programme continued until 2005, with 139 schools for

girls and 65 for boys in the Eastern Region. Aramco continues to maintain and renovate these buildings to preserve these national gains (Sagschools, 2018). Aramcos schools are part of public schools in Saudi Arabia (Sagschools 2018), which is why they were included in this study's sample.

The Religious Character of Saudi Society

Saudi Arabia is the largest country located in the Arabian Peninsula, the largest peninsula in the world, bordered by Jordan, Iraq, Kuwait, Bahrain, Qatar, United Arab Emirates, Oman and Yemen in between the Red Sea and the Arabian Gulf (Alnader, 2016). Politically, it is the leading country of the GCC, the Gulf Co-operation Council (established in 1981), which includes all the above countries except for Jordan, Iraq, and Yemen (Alrihbani, 2009). There are many historical reasons that have produced a religious character and conservative outlook in schools and in Saudi society. For example, Saudi Arabia is the birthplace of Islam: it is home to Islam's two holiest sites, the Makkah, and Madinah, and is guarded by all Muslims and overseen by the Custodian of the Two Holy Mosques, the King of Saudi Arabia, currently His Royal Highness, King Salman bin Abdulaziz Al-Saud (Alrihbani, 2016). Makkah and Madinah are important sites of pilgrimage for Muslims from across the world and the Makkah is the entry point for the largest annual pilgrimage in the world, which sees over two million people concurrently perform Hajj (Zaidi, 2004). Saudi Arabia is home to innumerable points of interest and history for all Muslims and those interested in early Islamic history (Ibenghanam, 2016). As the birthplace and final resting place of the Prophet Muhammad (peace be upon him), Makkah and Madinah are equally important as they are where the Prophet Muhammad received the Quranic revelations (Ibenghanam, 2016).

History of Women in Education in Saudi Arabia

Historically, popular education was accessible in a basic form, which involved participants congregating in a communal makeshift classroom. These facilities were often characterised by a notable lack of furniture (Harem, 2015). Students would sit around on the floor and listen to the teacher recount stories and examples to impart knowledge. This would be done without any obvious equipment such as a blackboard or a whiteboard and there was limited access to books. Occasionally, a teacher might bring in an artefact to

demonstrate to the class in a show-and-tell manner, which was the sole use of a teaching aid (Alrjeh, 2015). However, even with the most basic of resources these popular schools would provide elementary skills such as reading, writing and counting. This was termed *Katateb* by educational historians (Harem, 2015). Similarly, a teacher at a girls-only school in the Hejaz region was often termed *Al Faqiha*, which roughly translates into the jurist (Al-Yosef, 2017). These terms have historical connotations with the Hejaz, the Western coastal region of Saudi Arabia that has long been an important economic area due to its numerous ports and trade route into the ancient capital city of Makkah. As the demand for popular schools grew, an increasing number of families began to open their homes to the public to provide elementary education for girls, who were historically undereducated due to cultural expectations. These were temporary conversions and places of learning; there was no formal recognition of the schools or the education itself. Consequently, there were no formal qualifications to be obtained upon completion (Al-Yosef, 2017).

Prior to the unification of Saudi Arabia as a Kingdom, the Hejaz region was previously annexed by the Ottoman Empire. The current Kingdom of Saudi Arabia, however, has never been the subject of occupation or assignment, unlike other Arab countries (Salama, 2010). Other Arab countries have acknowledged the role undertaken in organising education by missionaries whilst under colonial rule. Formalisation of education was realised through the construction of schools and by encouraging and urging parents to enrol their children (Salama, 2010), often against regressive and anti-colonial, anti-western attitudes. Despite the benefits of children having a formal education and the numerous resultant advantages, the Western benefactors and their use of organised education were viewed with suspicion by people across Egypt, Oman and other Arab Gulf states formerly known as the Trucial States (Salama, 2010). Henceforth, with no aspiration to adopt what was perceived as a potentially corrupting Western lifestyle, the appetite to educate girls from socially conservative backgrounds in these institutions was low (Salama, 2010).

An interesting example to note is that of the Tripoli Evangelical Missionary, which founded the first female schools under colonial rule in Egypt in 1835. Whilst the nature of formal education was compatible with foreign and expatriate communities, it failed to

attract local Egyptian women as the educational system and the foreign education it imparted were feared to be of a negative (and corrupting) influence (Al-Zahrani, 2017). Similarly, in the former Gulf Arab state of Bahrain, colonial powers established the first school for girls in Muharraq in 1919, against strong and vociferous opposition from local conservative forces (Al-Zahrani, 2017).

However, in Saudi Arabia, following the unification under a monarchy in 1932, the new King Abdulaziz met with dignitaries of the Hejaz region and agreed to remedy the plight of girls and their desire for education, in recognition of women's nurturing role in the community and development of the nation (Al-Yosef, 2017). Following this Royal Decree, the following stage of implementation was to confront and change the prevailing attitudes elsewhere in the Kingdom, whereby families rejected the education of their daughters outright. An initiative was taken in the early 1940s by Queen Effat with the decision to establish a separate girls' section of the existing Alnomthgia Model School for Boys in Taif, in western Saudi Arabia. Whilst this joint decision with King Faisal was a positive step toward the education of females, it would only serve as an example in the ongoing challenge to change negative perceptions about the education of females as the first formal school in Saudi Arabia to admit girls was open only to daughters of the extended royal family (Salama, 2010).

The motivation among families to send their daughters to school was weak, given the context of a formidably conservative society. After four years, the girls' section was closed (Al-Zahrani, 2017). Queen Effat was a strong proponent of education for girls and continued to teach girls in her palace, supervising the education herself. In 1955, after gaining the right support, Queen Effat decided the time was right to open her own school, Dar Alhanan in Jeddah, the first private school for girls, whose name literally translates as the home of affection (Al-Zahrani, 2017). The Queen's daughter, Princess Lulu is documented to have exclaimed, "I woke up one morning to sounds of movements at home and saw my mother had brought sewing machines, textiles, lace and embroidery tools. She sat between us with her friends sewing school uniforms for girls and curtains that would cover the classroom" (Salama, 2010). To instigate a change in culture within the prevailing mentality, Queen Effat opened her school at Dar Alhanan as an orphanage with a school attached to it (Al-Zahrani, 2017). However, the local population surrounding the

school community refused to enrol their girls into a school attached to an orphanage for fear of being viewed as needy and for fear of their girls mingling with children of questionable backgrounds and dubious parentage. Queen Effat therefore decided to collect a cohort of around 30 female students from prestigious backgrounds and enrol them in the school. This number included her own daughters and was also comprised of girls from the royal family and aristocratic backgrounds. This action successfully and positively reinforced the school's image as a reliable source of formal education and helped encourage the enrolment of girls (Al-Zahrani, 2017). A year after its launch, the Dar Alhanan school was formally recognised by the Ministry of Education (Al-Zahrani, 2017). Five years after the initial intake, the first cohort of elementary students graduated. In the same year, a Royal Decree was issued approving the establishment of schools for girls by the Government in the capital city of Riyadh, Makkah and other towns and regions (Salama, 2017). Dar Alhanan entered a new epoch in the early 1960s when the administration was taken up by a headteacher of Egyptian origins, Mrs Cécile Rushdie (Al-Zahrani, 2017). The model hitherto of delivering education to students in Saudi Arabian schools was primitive and rudimentary and relied on teachers imparting knowledge in whatever way was deemed fit, or even possible. Rushdie, who studied sociology in Egypt and had experience of educational work and knowledge of government-standardised curricula, sought to change this situation (Salama, 2010). She introduced and pioneered the teaching profession to Saudi women, aiming to bridge the notable gaps in educational management and pedagogical activities (Salama, 2017). Rushdie also established designated spaces and specialised subjects that were not previously available for girls. Examples of these specialised learning facilities were science laboratories, gymnasiums and drawing classes. In addition, she founded a library, procured books for learning, and commenced scouting activities for girls. The Rushdie initiative also secured a deal with the British and French consulates to acquire syllabi so that students could learn major foreign languages, Geology and the history of the European Renaissance (Salama, 2017). However, after the school joined the official educational system, this diversity was revoked as the standardised curriculum was restricted to the history of Arab countries (Mahae, 2016). Concurrently, Queen Effat recognised that there was a lack of Saudi Arabian administrative staff in the Dar Alhanan school and accordingly she provided students with opportunities to work in-house so that they could pursue a career in the teaching profession and potentially even reach the

position of headteacher. Ultimately, the desired outcome would aid the expansion and propagation of the system of formal education for girls (Mahae, 2016). A milestone was reached when Faiza Kial, an alumna, returned to the school as an observer, having graduated from university (Salama, 2010). Kial was the first Saudi Arabian student to become a headteacher who was qualified to lead a school by way of a university degree in Education (Al-Zahrani, 2017). Queen Effat University is still a leading educational institution in Saudi Arabia and a model of excellence for others (Al-Zahrani, 2017).

Cultural, religious and organisational structures that influence headteachers

There is a diverse range of approaches to the understanding of educational leadership in the literature. There are different views regarding the extent to which gender and leadership are transferable across cultures and religions, motivating some researchers to advise that effective educational leadership processes should usually take account of the cultural and religion contexts (Miller, 2016). Islam is the primary shaper of Saudi culture; it is the main foundation on which Saudi schools have been organised - whether for curriculum or in the interactions between employees (Doumato, 2003). In Saudi Arabia, the Education Policy Act stipulates that Islam's system of justice should be applied when dealing with all school employees without any racial exceptions, with the same principle applying to study or employment (Alagel, 2005). Al-Ghraib (2018) draws attention to the fact that Saudi education policies in place before 2017 did not represent fair Islamic values as stipulated in the Saudi education policy. Previously, it was argued, this policy did not give women their full rights in education, whether for studying or working (Deck, 2012). Rather, this fundamentalism that has represented Islam, was devised by hard-line religious people, at a time called the awakening, which is a term that aimed to revive an extremist version of Islam (Shahed, 2017). The most famous awakening in modern history began around 1970, when the strict dress code was imposed on women and gender segregation in schools was stipulated (Al-Ghraib, 2018). This militancy is clearly a marginalisation of women, as it deprived women of some of their rights to education in the name of strict Islam, such as the right to study specialised subjects such as law and military education (Hassen, 2019). Similarly, the effects of the awakening deprived women of the right to travel and study abroad - except with the approval of the Muharram (any man who has the first responsibility for and

authority over a woman). If the woman is not married, then her Muharram is her father or her brother awakening also denied women the freedom to drive a car until 2017 (Alsubai, 2019).

Nevertheless, Alsubai (2019) affirms that women in Islamic law obtained their full rights with the confirmation of the Messenger Mohammad (May God bless him and grant him peace), who said that “Women are the twin halves of men.” Ibnouf (2015) confirmed that this concept of a woman’s right conflicted with the strict religious people in the awakening before 2017 (Alsubai, 2019). Women had the same rights as men in Islamic legislation, with their rights being no different from men in anything, whether in social, educational life or in the labour market (Hassen, 2019). Islamic Sharia law commands that the husband spends fully on his wife, even on luxuries within his ability. He cannot spend a higher amount on himself in terms of luxury. He must spend on his wife exactly as he spends on himself (Islamweb, 2003). Islamic laws have affirmed that a woman choosing to contribute to her family’s expenses is her choice, and what she has contributed is a kind of charity that is calculated for her by God. Moreover, she is not obligated to contribute to the spending, even if it is small amount of money (Islamweb, 2003). It is also not her duty to contribute to the expenses, even if she is wealthier than her husband (Alsubai, 2019). A woman in Islam is not required to do any housework, such as cooking and cleaning; in fact, a Muslim man must help if he cannot offer his wife a servant (Alshahed, 2019).

Despite the claim in Saudi Arabia by 2017 that the religious extremists were the most correct in their religious doctrine, the Holy Quran taught educated Muslims that all their dealings with their private affairs or with society must be balanced (Alshahed, 2019). God Almighty said in the holy Quran “I made you a middle nation” (Abu Zeid, 2015). For example, an Islamic nation is one that is not extremist in using laws that might harm the individual or society (Abu Zeid, 2015). In the era of Islam, women lived in a society closer to justice as it preserved their right to education or work (Haylamaz, 2007). There were no extremist laws against women at the beginning of Islam, which Muslims consider to be the true era of Islam (Haylamaz, 2007). An example of this point is the freedom to choose her work; a notable example is Khadija, the wife of the Prophet Muhammad, a well-known merchant among Arab Muslims (El-Alami, 1992). Islam has given women the right to stipulate conditions for a man in a marriage contract that is documented in the Sharia court (El-Alami, 1992). The woman has the right to stipulate what she wants, and

the husband has the right to refuse before writing the marriage contract (El-Alami, 1992). Nevertheless, the man is responsible for implementing all the agreements of the contract after marriage, and he is legally accountable if he violates one of these conditions and the wife complains in the court (El-Alami, 1992). The wife has a right to study inside or outside the country and there are no limitations to these conditions. Thus, the woman can stipulate whatever she wants and can also file for divorce without any compromise if she feels uncomfortable after completing the marriage process (Reefat, 2017). Marriage contracts are still valid and recognised and are considered part of the culture of Saudi and Islamic society (Reefat, 2017).

One of the conditions stipulated in my marriage contract, for example, was that I would complete my studies to the doctorate and post-doctorate level outside Saudi Arabia, and that my husband would be with me during this period. Another condition was that I could work in any place of choice, whether inside Saudi Arabia or abroad, and I still adhere to this condition until now. The moderate values of Islam that provided for justice between men and women in Islamic society has made the extremists themselves fear women (Alsharif, 2019).

The extremist men believed that the woman's practice of her life with the full freedom permitted by Islam may be detrimental to the Saudi Muslim family, especially if the woman mixes with men as these relationships could lead to sexual relations that are forbidden (Alaref, 2019). This situation could result in illegitimate children and may therefore violate the values of Saudi Muslim society (Alaref, 2019). Extremist men directed Saudi education from 1970 to 2017. Consequently, in this period a different culture emerged that was moving away from the moderate treatment of women in Saudi society (Alaref, 2019). For example, face-covering for women was obligatory until 2017 at government schools (Alsharif, 2019).

Despite the control of Saudi society and culture by extremist men, there are social differences between Saudi families in the same region or even within the same neighbourhood (Alaref, 2019). There are some Saudi families who are convinced by extremist thinking (Alaref, 2019). They may refuse to complete their daughters' education or even employment if they are in special situations that require mixing with men such as medicine or nursing (Mosadig, 2018). These families might also refuse to send their daughters abroad (Mosadig, 2018). However, most Saudi families follow

moderate Islamic thinking that accepts that the priority for the daughters of the family comes before a man, in terms of family spending and education (Mosadig, 2018). Therefore, the family provides a guaranteed future for their daughter to live a stable life with a good education, which guarantees her a job with a good income (Mosadig, 2018). This concern for women by Islamic moderate families is due to a cultural concept among Muslims that the Prophet Muhammad promised more than once that “those who improve the education of girls will have that protection from hell fire after death” (Islamweb, 2003). This divergence has led to educational and material disparities between Saudi women, depending on whether their families practise moderate Islam (Fahem, 2019). In reality, many Saudi families are interested in raising their daughters to reach the highest levels of education, which has resulted in the number of female PhD graduates in Saudi Arabia or abroad being higher than the number of males (Raef, 2017). In general, universities for women are ranked higher than those for men (Raef, 2017). Men in Saudi Arabia are obligated to spend the entire salary without the woman often participating. This is one of the obstacles: a man prefers to work rather than to study, because the probability of the man’s family spending on him is much less than the possibility of the family spending on his sister, but he may be personally obligated to help his sister to complete her academic education because he is a Muslim man and his sister or his wife is under his guardianship, so it is in his interest to spend to continue their education (Raef, 2017).

From the financial side, most of the men in the Saudi society are obliged to provide their family in the first degree all the necessities of basic and recreational life, even if those men are not financially competent. Sometimes if relatives of the second degree are socially required to help their siblings’ children in basic matters, such as assisting them with housing or education, if these men were financially competent (Alshahed, 2018). Before 2015 most Saudi women did not need to support the expenses of their families. After 2015, however, many women were sharing their family’s expenses, standing side by side with the men (Arashed, 2017). Arashed (2017) also confirmed that many female educators (such as headteachers or teachers) were suffering from huge responsibilities for their families: to buy a family house or provide the life expenses. These financial issues have made job dissatisfaction among many Saudi female employees a greater issue than in the 1980s or the beginning of the 1990s (Arashed, 2017).

Some studies have emphasised that it is difficult to create a balance between male and female workers in leadership (equal numbers or representation), whether internationally, nationally, or regionally (Coleman, 2012; Addi-Racah, 2006; Coleman, 2002; Dimmock & Walker, 2006; Moloi, 2007; Sanchez & Thornton, 2010; De-la-Rey, 2005; Oakley, 2000). However, the opportunity for females to have high positions in leadership is manifested in schools in both developed and developing nations (Oplatka, 2006). Yoder (2001) asserted that “leadership itself is gendered” because it gives more opportunities to men to access leadership positions, while women struggle with their own gender to reach those higher roles. Moreover, Miller (2017) proposed that the process of leadership takes place in a gendered social setting. There are distinct and discernible obstacles to female professional progression to such positions and roles in Saudi Arabia (Sadi & Al-Ghazali, 2010; Vidyasagar & Rea, 2004). Many researchers think women have less status than men in society and this perception leads many organisations to prefer to employ men in leadership positions (Eagly & Sczesny, 2009; Sabatini & Crosby, 2009; Elmuti & Davis, 2009). Ridgeway (2002) confirms this view; most cultures around the world have established gender as male’s superior position over females in society, which creates negative attitudes to women in leadership positions in workplaces. Consequently, this view of males and females in leadership affects the hierarchical status of the two genders in societies. Status affects recognition, which in this case is higher for males (Randall & Coakley, 2007; Cikara & Fiske, 2009; Ridgeway & Correll, 2004). Based on these perspectives, this study therefore examined the relationship between female head teachers sense of recognition and job satisfaction. However, all girls’ schools in Saudi Arabia have female headteachers, while all boys’ schools have male headteachers.

Gender inequality is often considered in the literature on employment. For example, a study conducted in India on the job satisfaction of female employees confirmed a significant relationship between the workplace gender inequality of female workers and their reduced satisfaction, which was associated with motivational factors such as pay (Memon and Jena, 2017). Coleman (2001) confirmed that there is a high level of discrimination faced by a female who wants to be a headteacher in the England. For example, even though 74 per cent of all classroom teachers in primary schools are women in England, yet only 66 per cent of headteachers are women. There is also an even greater gap in secondary schools where female teachers are 64 per cent of staff, but only 39 per

cent of them are headteachers (Fuller, 2017). Additionally, there is a gender pay gap; Mulholland (2018, p. 2) confirmed, “for the gender pay gap, a woman headteacher earns an average of £65,500, while man earns an average of £73,700 – a 13 per cent difference, this female headteacher who has a headship role in a secondary school has a salary better than this in primary where the gender pay gap is bigger.” Although there are some specialisations in which a woman is not entitled to work, the Saudi employees’ salary is completely equal to that of the man, so there is no distinction in terms of salary between the sexes in the same job (Al-Abush, 2019). Therefore, the salaries of female headteachers or teachers are not different from the salary of a male headteacher or teachers in terms of the career ladder or benefits (Al-Abush, 2019).

International examples are also illuminating gender inequality. For example, Bhalalusesa and Mboya (2003) assert that there is gender culture controlling schools in Ghana, which has led to an exclusion of females from decision-making in the workplace (Bhalalusesa and Mboya, 2003). In terms of Saudi female headteacher promotions, the options for the male headteachers were higher than the female headteachers as the Ministry of Education was previously mostly composed of men’s departments (Naser, 2005). There was a higher chance for male headteachers to obtain a promotion at work in the Ministry of Education (Magerb, 2010). Al-Hazmis study (2011) confirmed that Saudi female headteachers were not satisfied with their opportunities for promotion (Magerb, 2010). What is stipulated in the terms of employment for female headteachers are the same as for male headteachers when recruiting and/or training (Magerb, 2010). Travel was more flexible for males, however, which affected the unwillingness of many female educators to accept some educational jobs, because they would be required to pay for a driver and a private car that might cost them half of their salary (Magerb, 2010). Although, opportunities for scholarships were available to Saudi women and men alike, they were not available to many teachers and headteachers; the majority of those who received scholarships were employees of Saudi universities (Saudi CultureBureau, 2015). Travel with a Muharram (guardian) was required for Saudi women, despite the Ministry of Education granting each Muharram a full salary similar to the salary received by the scholarship and free education for the woman, her male companion and her children, who were also given a salary plus free education (Shahed, 2018). The scholarships salary is equal to the value of the cost of living, whichever western country

the Saudi woman are sent to (Shahed, 2018). However, it was found that there are women who could not travel due to the absence of a male Muharram. It is not required that the Muharram be a husband, brother, or father; he may be any of the first relatives of the woman (Shahed, 2018). This situation may be one of the reasons that the number of male scholarships is higher than that for females who were studying outside Saudi Arabia (Aaref, 2019). Nevertheless, many men welcomed the idea of women completing their studies abroad; they did not want their women to miss the opportunity, based on a real desire to help the woman for whose educational success he is responsible (Aaref, 2019). Consequently, some Muharrams facilitated their female's study procedures, whether with financial or moral support, or traveling with her and helping her with the burden of studying abroad (Kabbr, 2019). Some Saudi men find it a good opportunity for them personally to obtain a respectable salary and free study from the Ministry of Education in exchange for them accompanying their females to travel to study (Vision 2030, 2017). This opportunity for a man may give him greater opportunities for career promotion when he returns to Saudi Arabia, could help him to find a job with more privileges (Vision 2030, 2017).

The scholarship programme that started in 2005 and is still continuing in all fields was concerned with higher education only; it did not provide opportunities for headteachers training until 2017 (Kabbr, 2019). Earlier, Al-Hazmis study (2011) had confirmed that Saudi female headteachers were not functionally satisfied with their job training opportunities. It has become apparent that the Saudi government's desire to raise the level of the quality of education and scientific research in particular, has led them to decide to send both sexes to qualify for higher experiences that might be reflected in the educational process and in scientific research (Vision 2030, 2017). In addition, they are expected to generate research results that may assist with its recommendations in developing educational and non-educational institutions in the Kingdom of Saudi Arabia (Srmai, 2019). However, the opportunity for females to have high positions in leadership is manifested in schools in both developed and developing nations (Oplatka, 2006). When considering the salaries and careers ladders of all employees in Saudi Arabian states, there is no gender pay gap in the scales (Raef, 2017). However, Olsen and Walby (2004, p. 150) noted that "the gender gap in hourly earnings for those employed full-time in Britain in 2003 was 18 per cent, while that between women working part-time and men working full-time was 40 percent." Likewise, the females proportionately lower representation in

school leadership illustrates a significant unevenness across England. Consequently, there is a need for schools to give females equality in terms of proportionate representation in school leadership (Fuller, 2017).

Education with minorities has been widely discussed in European countries; for example, Showunmi and Kaparou (2017, pp. 95-119) observed:

White women's leadership definitions reflected contemporary leadership models, in contrast, minority ethnic women defined leadership using predominantly ethno-cultural lenses, which informed their self-identities and orientation towards others, regarding enacting leader identities, white women described historical gender and class barriers to enacting leadership, while minority ethnic women described current barriers linked to ethnic and religious identities.

In addition, in North America white women are comparatively at an advantage over Hispanic and black women who are found to be placed the lowest in leadership positions (Hill and Miller, 2016). In the past, Saudi society has suffered from poor skills in all sectors of institutions because of a culture of cronyism (Alkodary, 2017). Cronyism involves employers providing jobs to their friends or members of their family, without regard for their qualifications (Alkodary, 2017). This problem has led to the dissatisfaction of many graduates who do not find jobs suited to their specialties (Alkodary, 2017). However, the Saudi government has reacted to the problem of nepotism by employing e-government, which is based solely on experience and qualifications (Alkodary, 2017). Moreover, the Saudi civil crime service system (issued in 1977) stipulated that "merit is the basis for the choice of employees in public office, and therefore there is no systematic impediment to any citizen holding public or senior positions in the state"; it is also stated that work is "the right of the citizen, and citizens are equal in the right to work (Royal Decree, 2005). In the Saudi constitution, this decree includes anyone who holds a Saudi passport. No one can ask Saudi citizens about their origin or race, whether at work or in society; any questions about colour, ethnicity or origin in these cases is considered racist (Royal Decree, 2005). Similarly, the Saudi constitution does not allow anyone to collect any data about colour, religion, or the origin of any holder of a Saudi passport, whether at work, in health treatment or even in schools or universities (Information crime system, 2007). The collection of such data is considered racist and punishable by the Saudi Criminal Law by imprisonment, a fine or

both (Information crime system, 2007). Thus, there is no minority status in the Saudi system. Saudi passport holders are treated equally when they seek work or education.

All Saudi government girls' schools have female headteachers (Information crime system, 2007). My best friend from primary school is a black woman; in the last 25 years I have never asked her where she is from originally. Similarly, during the time I have been teaching and working with many people I have never asked one of them "Where are you from originally?" as I might lose my job. If I asked these kinds of questions it would be deemed discriminatory and would be against Saudi culture. I note that Saudi people have the right to express where they are from originally, but even if they want to say something about themselves, it is not acceptable to repeat what they have said about their original nation. According to BERA (2018) the researcher cannot put him or herself or the participants at risk of political discrimination: "Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice, regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference is ethic of respect should apply to both the researchers themselves and any individuals participating in the research either directly or indirectly. Adherence to this ethic of respect implies the following responsibilities on the part of researchers." Within education, all female headteachers in Saudi public schools have Saudi nationality, and there are no males at female schools. Consequently, questions about gender and ethnicity were not included in this research.

As part of the changes that took place in the Kingdom of Saudi Arabia from 21st June 2017, the Saudi government implemented Vision 2030 (Naseem and Dhruva, 2017). Vision 2030 aims to improve the standard of living of every Saudi individual, irrespective of gender, with both sexes having equal opportunities in education and work. Thus, the next section will explain Vision 2030 in greater depth, showing how it has allowed Saudi women to regain their full opportunities, in contrast to the previous extremist men's system that prevented them from full participation (Naseem and Dhruva, 2017).

Opportunities for Saudi Headteachers: Pre and post Vision 2030

In the 1980s Saudi Arabia enjoyed economic and financial success during the reign of King Khalid bin Abdul Aziz, at a time when the King opened the doors of the country's treasury for the Saudi people and subsidised loans with no interest to the Saudi residents of the State Bank to build their homes on the large areas of land they were given (Alshahed, 2018). However, the Saudi economy has been experiencing difficult years since the middle of 2014 after the fall in oil prices, which led the Kingdom to implement austerity measures, so there has been a reduction in spending as well as the suspension of many infrastructure projects, at a time when the Kingdom's revenues were falling sharply. The most important manifestations of the austerity are higher taxes, in addition to reducing the wages of many sectors by cancelling many financial allowances. These policies have affected the attitude of many families; in particular, the high prices paid by domestic workers affected many female educators and made them delay their return to their schools (workplace) after childbirth or because they were caring for their children under school age, or even led to them taking a vacation without any financial support (Alshahed, 2018).

Vision 2030 is the national transformation programme for the rejuvenation, rebalancing and diversification of the economy for what is envisioned to be a post-oil revenue future in the Kingdom of Saudi Arabia. The Vision 2030 programme was announced on 25 April 2016, and the year 2030 will coincide with the projected completion of more than 80 mega-projects, the cost of each being less than 3.7 billion riyals, with some reaching 20 billion riyals, such as the Riyadh Metro project. The Vision was organised by the Council for Economic Affairs and Development (Vision 2030, 2015). One of the goals of Vision 2030 is to achieve equal opportunities between the sexes to raise the level of the Saudi labour market and reduce the rising numbers of foreign workers in Saudi Arabia (Naseem and Dhruva, 2017). Therefore, the Saudi government decided to introduce Saudi women to work in all fields with equal opportunities to males whereas previously some of the jobs were limited to men (Kaled, 2018).

The first initiatives of Vision 2030 for women's empowerment were to make the deputy Minister of Labour a woman in 2017 (Naseem and Dhruva, 2017). Tamader Alramah was the first woman to hold the position of deputy labour minister in the Saudi Arabia. In fact,

the government had opened a wide range of areas for women to work in all disciplines (Kaled, 2018). For example, the Ministry of Labour issued 155 licenses for women to work in law in 2019, employed 240 female employees in five different areas, such as technical and military (Al-Atwi, and Merhi, 2018). One of the most important objectives of Vision 2030 is to place emphasis on the development of the Ministry of Education because the Saudi government believes that the ministry is primarily responsible for students who will join the labour market or state employees who decide to complete their higher education (Kaled, 2018). This objective gives the female headteachers an opportunity to work in administrative offices in the Ministry of Education, when previously they had no chance of promotion to a post as an educational supervisor. The Ministry of Education was very limited in its recruitment of women, but now Vision 2030 encourages women's empowerment. Female headteachers now have many equal opportunities with male employees in or out of Ministry of Education (Al-Atwi & Merhi, 2018). The career opportunity depends on the experience of the applicant and her efficiency and suitability for the nominated job (Al-Atwi & Merhi, 2018).

Vision 2030 was also concerned with the development of schools and improving the quality of education by relieving the workload on the headteachers (Al-Atwi & Merhi, 2018). Accordingly, it increased the number of headteacher assistants relative to the number of students in the school (Al-Maliki, 2018). Al-Maliki (2018) examined the relationship between student headcounts and job satisfaction. Vision 2030 likewise focused on making all schools high quality by providing all the requirements needed in terms of maintenance and safety as well as providing classroom supplies (Al-Sakar, 2018). Before Vision 2030, there was a severe shortage of school supplies and buildings, both for rented schools and for government schools. On this topic, it is noted that Al-Sakar (2018) examined the relationship of job satisfaction of headteachers to the type of school (government or rented), and school's conditions. A further goal of Vision 2030 is to raise the professional level of the school headteachers by providing more opportunities for scholarships to be complemented by the specialisation of the headteachers in the educational department, aiming to raise the level of education (Al-Maliki, 2018). Vision 2030 similarly added the "Experience Program", which provides female school headteachers with vocational training outside Saudi Arabia in the world's finest universities, a factor which may reflect on the career satisfaction of the school

headteachers positively (Al-Maliki, 2018). It is considered that the process of continuing scholarships for Bachelors, Masters and Doctoral studies may help in developing the labour market and improving the quality of human resources (Memon & Jena, 2017). With the goal of Vision 2030 being to empower women in the labour market, Saudi woman are able to travel abroad to study directly, without the consent of her husband or father (Al-Maliki, 2018). The relationship of job satisfaction for female headteachers with training and qualifications has been studied (Al-Maliki, 2018). In conclusion, therefore, Vision 2030 has significantly raised the job satisfaction of Saudi employees (especially educators): increasing the level of performance in the Saudi labour market; providing equal opportunities between the sexes and helping to achieve a higher quality of life for the individual.

Women's empowerment in education in Saudi Arabia

Empowering women through education and leadership roles is a centralised issue in social and political debates in Saudi Arabia (Aljballi, 2016). Women were not allowed to interact with men in the classroom or university environment. It is also difficult to attend social or educational events, which has hampered women's empowerment in economic and social positions and their contribution to raising the standard of social life and the economy in Saudi Arabia (Aljballi, 2016). One of the most important current objectives of Vision 2030 in Saudi Arabia is to create a sustainable economy through knowledge and education; the aim is to create more employment opportunities for its population in government and the private sector. Women are central to education in other state organisations (Bruton, 2017). Although the Saudi government is keen on gender parity for the time being, the government remains largely interested in creating a more open society in Saudi Arabia (Langer, 2017).

The creation of higher-level job opportunities for women is imperative to advance economic power in the Kingdom. In this sense, the promotion of women has become easier than before; for example, the Deputy Minister of Labour and Social Ministry is a woman (Almasror, 2018). One of the reasons for empowering women in Saudi Arabia is to keep funds inside the Kingdom of Saudi Arabia and to reduce the remittances of foreigners. It became inevitable to dispense with a lot of foreign workers. There is therefore a higher need for women to take the place of the foreign male employees

(Teckchandani, 2017). In order to facilitate the transfer of women to work and to reduce the number of foreigners in the Kingdom of Saudi Arabia it was necessary to allow women to enter the market in the cities of the Kingdom (Teckchandani, 2017).

Women Can Now Drive: The Implications of 2030

According to a report issued by the General Organization for Statistics in 2017, nearly one million foreign drivers were hired to work in Saudi Arabia; these workers send most of their salaries to their countries, with considerable money leaving Saudi Arabia (Etehad & Bulos, 2017). Remittances from foreign drivers in Saudi Arabia alone represent more than an average of four billion Saudi riyals (Etehad & Bulos, 2017).

Some economic studies stated that allowing women to drive was not only for equal rights with men but also for motives of Aramco, which needs a lot of drivers to increase its oil revenues to increase its profits (Etehad & Bulos, 2017). The best option is to employ Saudi female drivers to reduce the cost of the foreign workers (Taylor, 2017). Ahmad (2017) explained that for women, their leadership was not understood just from a purely economic perspective, but was to improve societal progress and the empowerment of Saudi women's opportunities.

Saudi Headteachers - Morality and Attitudes

Saudi people's moral attitudes and traditions include generosity toward the guest. These features in the Saudi society date back centuries and are derived from Arab civilisation (Wayne, 2007). However, Saudi culture was affected by rapid societal change, from a poor Bedouin society to a rich commodity producer in just a few years (Robert, 2009). However, there are many restrictions and prohibitions on behaviour in Saudi society, such as dress; women must wear decent clothes called Abaya, which is designed to cover a woman's body except her hands and face (Kalin, 2018). The researcher complied with customs in conducting the research. I was keen to wear the Abaya when entering the schools, despite the seven years I spent in Britain. Thus, I avoided any embarrassment when I was conducting the interviews. Saudi society holds the character of being welcoming among Gulf societies; thus, when Saudis need to stay away from their homes after work, it is usually in the afternoon (Robert, 2009). Therefore, the researcher has considered the most appropriate length of time to conduct the interviews that would be

comfortable for the headteachers. Visits between children and their parents are considered in the Saudi society mandatory. For example, the man and his family have to frequently visit his parents (many times a week) if he is in the same city, or sometimes as many times a day, while the woman is responsible for visiting her family once or twice a week, otherwise they will be shamed by relatives because they did not respect their families (Harvey & Peter 2009). These habits were derived from the Islamic religion, which requires positive and regular contact between relatives, especially relatives of the first degree, such as parents and siblings (Harvey & Peter 2012). Harem (2015) stressed that the work-life balance led to the reduction of job satisfaction indirectly, when the employee finds themselves unable to create a balance with the long time at work or with the workload faced, or sometimes this work should be taken home to be finished. For example, employees feel dissatisfied when they delay or cancel their visits to families or meeting with friends. Accordingly, in conducting this study I took into account the relationship between job satisfaction and work-life balance.

In addition, there are many features that characterise the Saudi society as being derived from an Islamic ideology that encourages generosity, such as providing hospitality to the guest, which is required by the host even if the visitor is coming to a place of work to perform their work (Alazam, 2019). Although providing food is a habit in Saudi society, the researcher was careful about offering any type of food or drink to any participant, avoiding any problems in case any of the participants had any kind of allergies. Furthermore, there are laws of greeting in Saudi society, which are also derived from the religious source to which this society belongs, and so the individual has to start the salaam among the group, meaning greeting is a very important thing in Saudi Arabia, whether you know the person or not, and ignoring the greeting means contempt for the person. For instance, before asking any person verbally, it is necessary to start the salaam: otherwise it is very likely that the application will be rejected (Alazam, 2019). People in Saudi society are sensitive and cautious about direct confrontations and criticism; usually they do not accept direct criticism from outsiders. As a result, it is important to choose the most appropriate words with caution and not to embarrass the other party (Harvey & Peter, 2009). It is important that criticism is often between the parties directly and not in front of a third party, otherwise there may be major problems after the end of the discussion (Alazam, 2019). In this research, I was keen to respect the Saudi culture during

the interviews and reservations during dialogue during interviews and the Saudi meeting protocol.

Conclusion

This chapter began by explaining the significance of the study and outlined its scope and objectives. The researcher then described the study's setting in the Eastern Province and outlined the types of school. A wider context for the research was provided by noting the role of religion and the history of women's education in Saudi Arabia. Other social, cultural and organisational structures were also presented because they have an influence on female headteachers. It will be apparent that there have been significant changes for women, before and after the implementation of the development strategy known as Vision 2030. Recent changes need to be evaluated in terms of how they might have had an impact of women's job satisfaction. The next chapter provides definitions of key terms and examines the theories that have been developed around them.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter examines the literature that was judged to be most relevant to understanding school headship in Saudi Arabia. The overall aim is to shed further light on the research questions, which were informed both by my experience and by my reading of influential academic texts. Widely cited articles and books proved generally to be the most trustworthy guide to recent research. An early-stage scholarly database was searched to determine whether my research project was original (see Introduction). Based on my initial readings, keywords were selected to refine the search from within the wider field. Databases used included Google Scholar and the Social Sciences Citation Index.

Searching for and selecting documents is a key aspect of building the literature review. More difficult, however, is the challenge of critical discussion of other scholars' work in relation to one's own, as described by Hart (1998, p. 13): "the effective evaluation of these documents in relation to the research being proposed." It is necessary to develop a solid understanding of key texts and debates; there is a rich inheritance of prior scholarship in any academic field. At the start, my reading was focused chiefly on gaining a wider subject knowledge beyond my direct experience. Accordingly, public documents such as those of the Ministry of Education in Saudi Arabia enabled me to acquire a clearer understanding of the cultural and historical context of my work in terms of the public policy framework.

As my reading widened, other contexts became available which sharpened my critical awareness of what was most distinctive about my own culture. In this regard, moving away from an immersion in the native culture towards an international dimension enabled me to be more detached and more critical. Furthermore, the literature review has also helped me to refine the most appropriate definitions of key terms, thus creating a firm foundation for the research. In the later stages of the research process there was a symbiotic relationship between my research findings and the theoretical debates that featured in the academic literature. As a result, some of the critical discussion of the

findings draws heavily on the literature review. The research findings interrogated the literature review and vice versa.

The literature review should be enabling, rather than being a straitjacket. Accordingly, my critical reading enabled me to navigate the topic in a more professional manner: guiding debates and suggesting questions. Managing a vast survey of secondary texts inevitably involved selecting those that were most pertinent to the research questions. Specifically, the literature review explores how headship in the Saudi educational system operates and provides an analysis of headteacher roles in Saudi schools. It also provides a critical survey of current research on gender and job satisfaction. The literature review also helped me to examine the relationship between educational supervision and job satisfaction and to explore how direct supervision affects the decisions of a headteacher, which led me to query the limits of any special powers granted to them by the Educational Supervision Office.

The literature review begins by providing definitions and then proceeds to outline educational contexts with an emphasis on government publications. Having surveyed roles and responsibilities the focus shifts to theoretical aspects of job satisfaction. *Content Theories* include Herzberg's Two-factor Theory and Maslow's Hierarchal Needs Theory; *Process Theories* discussed include Equity Theory, Expectancy Theory, and Theory X and Y, Ouchi's Theory Z (Japanese Management). Finally, job satisfaction factors include discussion of how remuneration and recognition as motivational factors could impact on job satisfaction. The examination of job satisfaction and work/motivation relationships includes several variables: authority, age and job satisfaction, experience, promotion, professional relationships, work relationships and work-life balance.

Definitions of Job Satisfaction

The study of job satisfaction addresses human feelings about work undertaken and the working conditions and environment surrounding it (Al-Damen, 2012). The concept of job satisfaction is the key concept underpinning this research and has many definitions globally (Al-Damen, 2012). In fact, there does not seem to be one operational definition, given that many scholars have defined job satisfaction using different views (Ghonaim, 1986). Al-Amri (1992) pointed out that one of the reasons accounting for the variable

levels of job satisfaction is that since it involves human behaviours, attitudes and emotions, its interpretation can often have a subjective influence. Other researchers have shared a similar view (e.g. Zembylas & Papanastasiou, 2006). An attitude is considered as an evaluative decision towards people, objects and events (Judge & Robbins, 2015; Sylay & Gok, 2010). Nonetheless, some academics maintain that job satisfaction contains a positive attitude towards the work (e.g. Lundgren et al, 2005). A positive attitude is associated with satisfaction and negative attitude is with dissatisfaction (Lundgren et al, 2005). In Job Satisfaction Theory, social information processing models define how an employee's satisfaction is connected to the behaviour and attitudes of the employees in the workplace (Ilies & Judge, 2010). Equality Theory confirms that treating employees well and equally at workplace can increase employees job satisfaction which makes them more productive (Bunce & Bond, 2003; Barling et al., 2003). Expectancy Theory explained attitudes as behaviour which takes advantage of happiness and avoiding pain in the workplace (Bunce & Bond, 2003). Vroom stated that the workers pain should be classified and converted into the happiness which leads to and generates job satisfaction (Bunce & Bond, 2003; Barling et al, 2003). If the employees' needs are fulfilled, they will lead to positive attitudes and job satisfaction (Judge & Robbins, 2015). Some researchers defined job satisfaction preserved as a separate variable; in others, it is a significance associated with multiple interrelated variables (Ellenbecker, 2004). However, job satisfaction is a compound of multi-dimensional perceptions, owing to a multitude of linked variables, such as pay and recognition (Hegney et al, 2006).

Nasrallah (2017) asserts that job satisfaction is one of the most discussed topics in the field of occupational psychology which relates to the field of work, organisations and even knowledge of learning leadership. Nasrallah (2017) further explains that job satisfaction is the recognition of the relationship between what and how one is required to perform work and what one expects to do; job satisfaction is therefore an expression of the general attitudes of an employee toward their job and comprises various dimensions. Some individuals may desire a comfortable and accommodating work environment, whilst others may seek out a good supervisor and mentorship. Other sought-after rewards would be financial compensation and the social dimension. It is expected that most people would pursue some or all of these aspects that may contribute to overall job satisfaction (Al-Damen, 2012).

One definition of job satisfaction incorporates the extent to which a job has met an employee's needs. This perspective is in line with the Two-Factor Theory of Motivation by Herzberg et al (1959). According to Herzberg, job satisfaction is a dichotomous variable (it can be positive or negative) or a continuous variable (it can be measured with a range of values) (Syptak et al, 1999). Hoppock (1957) also believed that people are attracted to jobs that make it possible for them to meet their needs because job satisfaction is increased when the job covers employees needs. Sergiovanni (1968) and Mumford (1972) supported this notion and thought of job satisfaction as the fulfilment of an individuals needs. In addition, there are some definitions that contain the concept of fulfilment of needs, such as those put forward by Dawis and Lofgauist (1984), who pointed out that the definition of job satisfaction relates to an individual's evaluation of the workplace and how it meets their needs. However, Locke (1976) noticed that the earlier views of Maslow and Mumford concentrated only on the individuals needs, which vary between people. In addition, they do not reflect the role of the job itself in forming the sense of satisfaction and neglect the reflection of an employee's overall job. Lockes (1976) definition that job satisfaction was a pleasurable or positive emotional state resulting from appraisal of one job or job experiences was accepted by many researchers, such as (Larwood, 1984 and Al-Damen, 2012). Nasrallah (2017) defined job satisfaction as a collection of beautiful feelings (acceptance, happiness, enjoyment) that the employee feels towards his/her (sic) job and the institution in which he works, which turns his work into a real pleasure. Weiss (2002) defined job satisfaction as an affective emotional feedback to one's job. Job satisfaction is when a worker has a happy emotional reaction to important sides of a job (Pincus, 1986). Job satisfaction describes how we feel about a job; a positive affective orientation toward job satisfaction could be affected by both positive and negative effects (Willem et al, 2007). Positive and negative affectivity are two instances of what the worker likes or dislikes in the workplace (Seo and Ko, 2004).

In addition, Al-Saadi (1996) suggested that job satisfaction can be expressed as a feeling of happiness within the work environment. This also supports the views of Vroom (1964), who believed that positive feeling is an essential element of the concept of job satisfaction. This was later supported by Smith et al (1969) who viewed it as a feeling or an effective response to a facet of the situation. Consistent with George and Jones (2008), job satisfaction is the collection of feelings and beliefs that people have about their current

jobs. Peoples levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. Robbins & Judge (2009, p. 83) explained job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics. Nelson and Quick (2009) also express this view: a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Alrageh (2016) explains job satisfaction as the feeling, and happiness to satisfy the needs, desires and expectations with the work itself and the working environment, with confidence, loyalty and belonging to work and with the relevant environmental factors and internal and external factors.

According to Spector (1997), job satisfaction should not be described as a general feeling, but also as a global feeling about the work, or as a related constellation of behaviours about all facets of the work. However, Lawler (1973, p. 64) indicated that there is a clear distinction between full job satisfaction and facets of satisfaction, which he defended as effective reaction to job aspects such as pay, supervision, and opportunities for promotions. In addition, some researchers, such as Lazarus and Folkman (1984), use the term satisfaction in combination with other terms such as motivation and morale. Lazarus and Folkman (1984) explain that morale and motivation are two elements which might be associated with satisfaction. Morale is defined by Bentley and Rempel (1980) as the specialised interest and passion that individuals exhibit towards the achievement of personal and group aims in a certain condition in the workplace. However, McCormick and Ilegn (1992) suggest that an appropriate and accurate definition of job satisfaction should distinguish between motivation and morale. They stated that job satisfaction is connected to ones feeling about one's job, while motivation is concerned with the employees' attitude in the work environment. In some studies, morale is related to the overall well-being of an employee, which in turn increases the feeling of satisfaction. Similarly, Evans and Lindsay (1999) drew attention to an existing inter-relationship between teacher morale, motivation and job satisfaction. Based on their study examining the attitudes of 19 elementary [primary] schoolteachers in the UK, the authors concluded that these concepts could be conceptualised as job-related attitudes. However, there is also a need to recognise an ongoing difficulty in putting forward a clear-cut operational definition for each of the above-mentioned concepts given that the nature and methodological approach of each empirical study varies. Furthermore, ongoing research in this area by Evans & Lindsay (1999) found that motivation is influenced by institution-

specific matters, situations and circumstances, and working lives, as people only identify with what they experience in the context of their own lives (Evans & Lindsay, 1999). All of these views of job satisfaction reflect the challenges that a researcher faces when defining the concept of job satisfaction. As it is a multi-dimensional concept it could be a complex and ambiguous tool for interpreting job satisfaction (Kalleberg, 1977).

Religion plays a part in producing confident responses towards a job. Believers think positively about their work, even at a critical time in the workplace (Vitell, 2009). Furthermore, believers who have strong religious social networks might participate in undesirable work experiences more positively than individuals with weaker religious social networks (Kolodinsky et al, 2008). Believers also have been shown to have a high level of life satisfaction which is reflected in their job satisfaction level (Tait et al, 1989; Jones, 2006). Moreover, many studies have confirmed that religion links positively to job satisfaction (such as Klonodinsky et al, 2008; Milliman et al, 2001). Job satisfaction relates to a belief system; values are classified as stable beliefs that direct a worker’s attitudes and behaviours (Hegney, 2006). Values have been designated as beliefs that are practised by the individual, or as ethics that guide how he or she should function (White, 2006). The aim of concentrating on values as contrasting to attitudes is to show that values do not link to a specific object or state and are stable over time. Values could therefore not only be vital elements of a workplaces features and behavioural rules, but also be significant parts of a worker’s expectations about a workplace (Verplanken, 2004). I have constructed Table. 2.1 to show the job satisfaction concepts that have been used in this study.

Table. 2.1 Job satisfaction concepts in this study

| Job satisfaction concepts | Author (s) and years | Definition |
|---------------------------------------|--|---|
| Satisfaction as an affect and emotion | Larwood (1984) Pincus (1986) Weiss (2002) Seo, and Ko (2004) Willem et al., (2007) McCormick (2008) | Workers’ perceptual / emotional reaction to factors at work which produce job satisfaction. |

| | | |
|--|--|---|
| | Al-Damen (2012) | |
| Satisfaction as an attitude | Ghonaim (1986) Al-Amri (1992) Bunce and Bond (2003) Barling et al., (2003) Lu Zembylas and Papanastasiou (2006) Hegney et al., (2006) Ilies & Judge (2010) Sylay & Gok (2010) Hofmans et al., (2012) Judge & Robbins (2015) | A positive (or negative) evaluative decision about workplace or job condition. |
| Job satisfaction as an expectation | Evans and Lindsay (1999) Milliman et al., (2001) Alfaisal (2011) Hofmans et al., (2012) | Difference between the kind of rewards, recognition employees have and the expectations they think they should have. |
| Job satisfaction as a belief system and morality | Ilegn (1992) Tait et al., (1989) Evans and Lindsay (1999) Milliman et al., (2001) Verplanken (2004) Hegney (2006) White (2006) Jones (2006) Kolodinsky et al., (2008) Klonodinsky et al., (2008) Vitell (2009) | Values are emphasised by the outcomes of studies, signifying that job satisfaction declines when fundamental work values are not fulfilled. |
| Satisfaction as a multi-dimensional concept | Herzberg et al., (1959) Locke (1976) Kalleberg (1977) Tovey and Adams (1999) Syptak et al., (1999) | Job satisfaction is a compound multi-dimensional perception. There is no agreement about the model for the dimensions of job satisfaction. |

| | | |
|--|--|--|
| | <p>Ma et al., (2003)</p> <p>Ellenbecker (2004)</p> <p>Hegney et al., (2006)</p> <p>Ruggiero (2005)</p> | |
|--|--|--|

Historical Review of Job Satisfaction

One of the earliest formal enquiries into job satisfaction was Frederick M. Taylor (1911), whose study in the USA was primarily concerned with blue collar workers in heavy industry. While Taylor (1911) concluded that remuneration was the sole motivational factor in increasing job satisfaction and thereby productivity, Aldalky (2011) argued that job satisfaction was derived from additional factors which are explored below.

At the start of the modern industrial revolution, the managers of Hawthorne Works, a factory near Chicago (1924-1934) performed several anthropological experiments within their factory to gauge relationships between workers and their levels of job satisfaction (Alyousef, 2011). The results of these experiments showed that job satisfaction increased when staff have positive relationships between themselves and their subordinates and superiors (Baron & Greenberg, 1986). Algarweny (1986) agreed with the results of Mayo's study (Muldoon, 2012) in that managers must have sufficient training and skills to understand human needs and appreciate them as being conducive to good relations in the workplace. By the end of the twentieth century, research and studies on the phenomenon of job satisfaction became more extensive and expanded to include employees in other sectors, such as education and healthcare. As research into job satisfaction has become more complex and wide-ranging, the range of factors and the analysis of their impact has grown in scope, such as interpersonal relationships, age, salary, promotion and the workplace environment (Harem, 2015), with these factors being explored in this study.

Importance of job satisfaction in education

The phenomenon of job satisfaction has attracted the attention of many psychologists. As most people spend a substantial part of their lives at work it has become important for

workers to search out job satisfaction and occupy a role that positively impacts in their personal and professional lives. Satisfaction in a job can also lead to increased productivity and benefits for both worker and organisation, Fox, Dwyer and Ganster (1993), Cullen (1999), and De Noble and McCormick (2008) all emphasised the importance of addressing the issue of job dissatisfaction given that there is a positive association between employee satisfaction, their psychological and physical well-being, their performance and staff recruitment and turnover. For example, when employees contribute considerable effort in the workplace and are dissatisfied with the outcome(s), their overall job performance is likely to decline (De Noble & McCormick, 2008). However, job satisfaction has an importance impact on the workforce, as more satisfied workers will increase the income of the organisation (Herzberg, 1957). A study amongst academic economists in the UK indicated that job performance is positively increased by satisfied workers (Mumford & Sechel, 2019). Additionally, job satisfaction leads to a positive labour attitude and a satisfied worker is more likely to be inventive, innovative, flexible and loyal (Freeman, 1978).

Furthermore, job satisfaction may be employed as a broad aspect of an employee's attitudes of overall acceptance, contentment, and enjoyment in their work (Lee-Kelley et al., 2007). A workforce that is highly satisfied with its workplace does not leave and participates successfully to achieve the organisations goals. Thus, job satisfaction could indicate an intention to leave or to stay in the place of work. Understanding job satisfaction is also important for those seeking to curb absenteeism and reducing a worker's intention to leave and is also crucial in influencing performance. Job satisfaction and performance are positively correlated as job satisfaction is a powerful engine of performance in the organisation (Decker et al, 2009). Workers dissatisfied in their jobs tend to be less punctual, tend to normalise absenteeism, disregard responsibility and exhibit lacklustre performance that can directly and indirectly contribute to organisational failure, be that financial loss or health and safety issues such as workplace accidents (Harem, 2015). An extension of collective dissatisfaction among workers has in the past resulted in the formation of trade unions to formally establish grievances about aggravated labour conditions. Unions seek to defend workers' interests, either by resisting decisions that may produce dissatisfaction, or by protesting unlawful working conditions and practices that run counter to legislative frameworks. By forming trade unions,

workers can pool together their regulatory knowledge and seek to maximise education workers' benefits from schools (Harem, 2015).

Happy workers, who are contented in their role and satisfied with their jobs display an elevated level of performance, in stark contrast to workers with lower job satisfaction, who may display a mediocre level of performance and/or engagement (McGregor, 1960; Judge et al, 2001; Jones, 2006). Job satisfaction is therefore an essential element of performance management that can strengthen organisational commitment (Jones, 2006). Workers who are satisfied in their jobs are usually more enthusiastic in their work and environment and enjoy considerable success. These workers are also more determined in their career goals and willing to exert efforts to achieve the organisational objectives. Job satisfaction persists as one of the most important indicators of the health and wellness of the workforce and its organisational effectiveness (Jones, 2006). Job satisfaction remains an important topic in the professional development of human resources and their performance as well as the other positive effects. Whilst job satisfaction has long preoccupied the domains of psychology and management, interest in this subject area has also extended into the intellectual realms of scientists, theorists and thinkers. Job satisfaction instils positivity in workers, which can manifest in various forms, such as feelings of elation, duty, responsibility, loyalty and a sense of belonging. Job satisfaction can also lead to creativity, creative work and innovation in schools (Al-Yosef, 2015). Workers satisfied with their jobs usually benefit from increased leisure time and are more satisfied with life in general. Job satisfaction can also provide an instrument to measure the success of managerial or executive decisions made, as work that is disorganised is usually an indicator of decreased job satisfaction (Nasserallah, 2017). Nonetheless, there is an absence of agreement as to which are the most important factors (Tovey and Adams, 1999). Thus, workers may find satisfaction with one feature although at the same time they may hate another (Tovey and Adams, 1999). Job Satisfaction as a multi-dimensional concept is as a multifaceted construct (Ruggiero, 2005), which is related to precise aspects of job satisfaction related to salary, work condition, supervision, professional relationship. Several theories suggest that various features of the job environment are causes of job satisfaction (Ma et al, 2003). Having examined the significance of job satisfaction, the next section will outline and evaluation the most influential theories on this topic.

Theoretical Framework

The concept of job satisfaction is crucial to this thesis and therefore requires detailed critical analysis. The topic of job satisfaction has been extensively researched across the world, so this section aims to provide a selective review of current literature relating to job satisfaction, using both a theoretical and an empirical perspective, endeavouring to provide a solid foundation for the current study.

Job satisfaction theories

Following an analysis of the literature review on job satisfaction it is noted that the concept overlaps with other important work-related elements, such as motivation and commitment (Harem, 2015). There are different theories aimed at conceptualising job satisfaction, with some of them also touching upon motivation. As such, although motivation is a separate construct it is important to highlight at this stage that job satisfaction can also be understood from a motivational perspective (Dawis, 2004). Moreover, Dawis (2004) has drawn attention to the underlying interrelationship between measures of job satisfaction in the sense that they often must be tailored to meet the theoretical requirements of the research. The theories and the concept of job satisfaction in this study were chosen based on the factors identified by female headteachers in the semi-structured interviews, and mainly factors about job satisfaction that have been confirmed in the literature review e.g. salary, promotion, workload, rewards, qualifications, authority, supervision, experiences, workplace conditions and recognition.

Key theories were developed by Maslow, Herzberg, Ouchi, Adam, and Vroom. Maslow's theory is concerned with job satisfaction in term of salary, place conditions, career relations and appreciation (Maslow, 1970). Herzberg's theory looks at the same interests discussed in this study; for example, the relationship of job dissatisfaction with lack of salary and opportunities for decision-making (Alfaisal, 2011). In addition, this study has a similar interest in Ouchi's theory of job satisfaction with reference to factors such as supervision, decision-making and authority. Adam's theory and Vroom's theory were consistent with this study, based on the relationship of job satisfaction with salary, supervision, reward and appreciation (Alfaisal, 2011). This review will focus on both content and process theories since they are a characteristic in determining job satisfaction

for some people; for example, the need for salary, social relationships and rewards. In Table 2.2 I show the theoretical framework of this study, whereas in Table 2.3 I present the principal theoretical references that have been employed to create this study's conceptual framework:

Table 2.2 Theoretical Framework of this Study

| Motivation Factors | Work itself Factors | Individual Demographics |
|--|---|---|
| Promotion Salary Reward Recognition | Autonomy Authority Decision making Workload School conditions Supervision Work life balance Women's work environment | Age Training Experience School location School head count Kind of school |
| Overall Job Satisfaction | | |

Table 2.3 Principal theoretical references used to develop this studys conceptual framework

| Factors | References |
|---|--|
| <p>Autonomy affects job satisfaction negatively or positively based on the attitude. For example, employees could leave their work, if they feel dissatisfied with the level of autonomy they are receiving from their supervisors.</p> | <p>Ouchi (1981)</p> |
| <p>Supervision affects job satisfaction negatively or positively based on feeling and attitude. For example, employees could perform to a higher level in their work if they feel happy with their supervisor’s feedback.</p> | <p>Vroom (1964) Adam (1967) Ouchi (1981)</p> |
| <p>Authority affects job satisfaction negatively or positively based on feelings and attitudes. For example, employees could be more creative in their work if they feel empowered.</p> | <p>Herzberg (1957) Vroom (1964) Lunenburg (2011) Harem (2015)</p> |

| | |
|--|---|
| | Tarig (2017) |
| Workplace conditions affect job satisfaction negatively or positively based on feelings and attitudes. For example, employees may work successfully in their work if they feel satisfied because they feel safe at work. | Maslow (1954) Evans and Lindsay (1999) Lunenburg (2011) Alyousef (2015) |
| Work relationships affect job satisfaction negatively or positively based on feelings. For example, employees may feel unrecognised because they have a bad relationship with their colleagues. This feeling leads to dissatisfaction. | Maslow (1954) Ouchi (1981) Spector (1997) Al-Sanea (2013) Abdul Khaliq (2015) |
| Recognition affects job satisfaction negatively or positively based on feeling and attitude. For example, this level of recognition create satisfaction, which makes them work harder. | Sergiovanni (1967) Maslow (1954) Ouchi (1981) Alraee (2019) |

| | |
|--|---|
| <p>Workload: when employees feel overworked, they feel injustice, leading to job dissatisfaction.</p> | <p>Herzberg (1957)</p> <p>Vroom (1964)</p> <p>Adam (1967)</p> <p>Nader (2017)</p> |
| <p>Rewards affect job satisfaction based on feelings. For example, employees may feel satisfied or dissatisfied with their rewards compared to their inputs.</p> | <p>Vroom (1964)</p> <p>Alraee (2019)</p> <p>Adam (1967)</p> <p>Nader (2017)</p> |
| <p>Age: people have different views about their ages at work; some think getting older makes them more satisfied and others think getting older makes them dissatisfied.</p> | <p>Clark (1998)</p> <p>Tansel (2006)</p> <p>Almoraheb (2018)</p> |
| <p>Experience: some people think length of experience makes them satisfied because they solve problems more easily.</p> | <p>Ouchi (1981)</p> <p>Rogers (1991)</p> <p>Nasrallah (2017)</p> |

| | |
|---|--|
| <p>Decision-making affects job satisfaction based on feelings. For instance, when the employees do not feel they have the right to share their views in making decisions their job satisfaction may be reduced.</p> | <p>Aydin (2012) Ouchi (1981) (Tarig, 2017)</p> |
| <p>Salary affects job satisfaction based on feeling and attitude. If employees do not feel satisfied about their salaries, they might leave.</p> | <p>Maslow (1954) Vroom (1967) Adam (1964) Coleman (2001) Memon and Jena, 2017 (Mulholland, 2018)</p> |
| <p>Promotion could reflect on job satisfaction based on feelings and attitudes. For example, when the workers do not feel satisfied about their promotion, they might resign.</p> | <p>Vroom (1967) Adam (1964) Oplatka (2006) Alkb, (2014) Alfeml, (2016) Almoraheb (2018)</p> |

| | |
|--|---|
| <p>Women's work environment (a) some women like to work with females to share their experiences, which enables them to gain more female friends at work and (b) work-life balance.</p> | <p>Evans & Lindsay (1999)</p> <p>Wilson (2001)</p> <p>Baki (2004)</p> <p>Coleman (2005)</p> <p>Alnasser (2010)</p> <p>Alragehee (2013)</p> <p>Alyousef (2015)</p> |
|--|---|

Job satisfaction theories have been categorised into Content Theories and Process Theories (Campbell et al., 1970). Content theories focus on the individuals motivating needs and on the influence of job satisfaction. On the other hand, process theories have provided an account of the process by which variables interact with the features of the job to introduce job satisfaction: needs, values and expectations (Riches, 1994).

Content theories

Herzbergs Two-Factor Theory

Herzberg et al (1959) proposed two factors that are considered powerful enough to influence motivation at work – hygiene factors (e.g. supervision, interpersonal relations, policies, working conditions, pay, status and security) which when inappropriate can demotivate employees, and motivational factors (e.g. the nature of the work, promotion, recognition, achievement and responsibility) that maintain effort. His theory brought its unique contribution by revealing an important empirical finding from his research in the USA which investigated the job attitudes of 203 accountants and engineers using

interviews involving critical incident analysis. This study focused on the relationship between job satisfaction and dissatisfaction, which reported that dissatisfaction was purely a result of an absence of factors that pave the way to job satisfaction. In other words, whilst various factors can cause job satisfaction there is another set of factors that can result in dissatisfaction (Locke, 1976).

Herzberg's Two-Factor theory found support from other research carried out by Rasmussen (1991), Schmidt (1976) and Friesen et al (1983) which found that different factors were associated with job satisfaction and dissatisfaction. In an attempt to test Herzberg's proposed theory, other empirical work in this area used different research methods such as surveys that supported the uni-scalar model of job satisfaction (Bassett-Jones & Lloyd, 2005), although this theory has been criticised for its lack of a clear definition of job satisfaction and dissatisfaction.

There are other factors which have been identified as being of direct relevance to the current study which impact on the job satisfaction of headteachers, such as autonomy, authority relationships with parental figures, security and reinforcement as well as adequacy of resources, but they are not present in Herzberg's theory (Alhenawi and Sultan, 1997). As such, the current research examined the extent to which this theory would be useful in developing an understanding of the job satisfaction of headteachers in the Eastern Province. This theory could contribute in teasing out job satisfaction as a unique concept, distinct from job dissatisfaction among the Saudi female headteachers in this study. Also, this theory could help to identify the key factors and motivators that could have an impact on the job satisfaction of the headteachers.

Maslows Hierarchal Needs Theory

Abraham Maslow was a clinical psychologist who believed that an individual is born with several needs and consequently he developed his Hierarchy of Needs Theory. This theory was presented after observing his patients over many years. He asserted that when individuals grow up in an environment that does not satisfy their needs, they would not be classified as well-adjusted. His theory postulates that the same is the case for those whose needs are not satisfied in their work environment; that is, they will not be active workers in their workplace (Greenberg et al, 1993, p. 117). Theoretically, Maslow

categorises the needs of individuals on five scales as shown in Figure 2.2 (Maslow, 1970, p. 39) below.

Figure 2.1 Maslow's categorisation of individual needs (1970, p. 39)

Each level in this hierarchy leads to the higher level once the former has been satisfied in terms of the identified needs. For instance, the first level of needs contains physiological needs or biological drives, which include air, water, food, sleep, and sex. An individual will therefore only move to the next level if all, if not most, of the needs at the previous level have been met. Al-Saadi (1996) explains that an individual who is hungry will not search for safety and security until they fulfil their need to survive. The second level of needs is safety and security, which includes stability, health, dependency, freedom, protection and security. Once this level has been completed, the individual moves up the hierarchy to the level of belonging and social needs where s/he feels part of a societal group and requires and gives love to other people. According to Aamodt (2004), the fourth stage of Maslow's hierarchy of needs is concerned with self-esteem; it contains the need to have a good reputation, strength, achievement, adequacy and confidence. In addition, this level includes the need for self-respect and recognition by others. It could be suggested that supervisors may play an active role in satisfying this need through rewards. Finally, the fifth level of need is self-actualisation; this is when the individual reaches the desired level of self-fulfilment through achievement of their goals, or contributing to society. On the other hand, and in relation to the topic under study in the

current research, if people have been doing the same task and work for a long time, they might feel dissatisfied and not be motivated to seek new challenges (Aamodt, 2004).

Even though Maslow's theory has gained worldwide popularity, it continues to receive major criticisms due to some weaknesses in some of its aspects (Riches, 1994). For example, according to Locke (1976), it creates confusion between needs and values. In addition, it does not distinguish between action and desire. Moreover, Maslow refers to the five types of needs, but does not refer to the differences between the need of each individual. Therefore, his hierarchy does not cover each person's needs and there is no empirical test to support his model (Salanick & Peffer, 1977). Knudson et al (1986) and Riches (1994) have also supported Lockes view regarding the lack of empirical support for this theory.

Although Maslow did not confirm whether his theory was suitable for all work environments, it remains a strong motivation theory for the job and work environment, clearly distinguishing between the needs and expectations of an individual, revolving mostly around the essential universal needs of human beings. Moreover, there are various motivators that might influence the individuals needs at each level of his hierarchy (Mullins, 2005). However, this research will not necessarily be guided by Maslow's hierarchal needs theory as it may not meet the needs of all female Saudi Arabian headteachers, given that his theory is not sensitive to gender as a moderating variable. According to Shakeshaft (1989), Maslow's theory does not necessarily apply to women in the same way. She argues and supports the idea that some female researchers challenge the assumptions made by Maslow regarding his classification of the levels of need and also advocates that a different theory of motivation is required, which takes women's need for affiliation and attachment into consideration. As such, there are concerns about the relevance of this theory in the current research. Although this research does not depend directly on Maslow's theory, some points were considered, such as the need for an adequate salary and the importance of positive relationships between employees and self-esteem. All these factors were within the scope of this research and have been studied intensively in Maslow's theory.

Process theories

Theory X and Y

McGregor (1960) created two theories about the nature of a worker in the place of work. He employed the terms Theory X and Theory Y to recognise these two concepts. These two different assumptions influenced views of administration throughout the last half of the 20th century.

In developing Theory X, McGregor (1960) provided the conventional method, in which three hypotheses are held: first, the ordinary human beings have a natural dislike of a job and will keep away from it if they can. Secondly, because of this human attitude of hatred of work, the majority of workers have to be coerced, restricted, directed, or threatened with a penalty to make sufficient effort toward their employer's goals. Third, the regular human being likes to be controlled, wishes to keep away from blame and responsibilities, has relatively low-level motivation, and needs safety above all (pp. 33- 34). Jacoby and Terborg (1975) confirm that Theory Ys assumptions show humans as being inner-controlled, self-activated, ambitious, and liking responsibilities. Leaders adopt this view of human nature and they use reward and punishment; they attempt to evade pointless disagreement and agree to the social and emotional side of the worker (p. 17). Knesevick (1969) affirmed that leadership is influenced by the administrator's perception of those with whom he (sic) works (p. 94). Educators in schools must continuously maintain good relationship with their supervisors based on their reactions to the different conditions. The level of job satisfaction among headteachers relationship with their supervisors was the focus of this study. Considering job satisfaction among headteachers in United States, Gillman (1993) found that there was a significant difference between headteacher's job satisfaction; headteacher's job satisfaction was significantly higher with Y-oriented headteachers compared to X-oriented headteachers, whether they were male or female. In addition, job satisfaction was not related to the type of building or the school's condition. Gillmans (1993) study also did not find a significant difference in the job satisfaction of female headteachers in remote areas and in city schools. The job satisfaction was the highest with those who were Y-oriented in the city schools. In this study I explored the relationship between headteacher job satisfaction and the school area, type of building and school-condition

Equity Theory

Equity theory is a process theory proposed by Adams (1963) which stipulates that employees strive for equity between the amount of effort that they put in and its gain; in other words, equity between the inputs and the outputs of their work in comparison to the inputs and the outcomes of their colleagues. In cases where there is equity with other workers in the same job role, there is a feeling of satisfaction, and the opposite also applies (Alsalem, 1997). However, some criticism has been levelled against this theory, namely that it is not clear who the person chooses as the comparator. It is sometimes not easy to clearly identify what is the input or the output as such a distinction can be very subjective and unique to the person experiencing or judging equity in an exchange relationship (Pritchard, 1969). In this study I used this factor to explore the relationship between headteachers and their level of job satisfaction.

Expectancy Theory

Expectancy theory, which is one of the most dominant process theories, was created as a result of Victor Vroom's criticisms of Maslow's Hierarchy of Needs and Herzberg's Two-Factor theory, which is part of the content theory. Vroom considered these two theories to be too basic because they did not include values and beliefs of people in their motivation theories. Vroom describes motivation as what an individual believes will happen. This theory comes from the belief that a worker's effort may lead to positive performance and performance may lead to value which is called rewards (Vroom, 1964). For example, if employees provide a better performance and make more of an effort in their workplace, they will expect compensation or reward and can be motivated by their expectations being met. However, when the rewards or compensation differ from expectations it may lead to dissatisfaction if workers have been presented with less than what they have expected (Vroom, 1982). Expectancy theory depends on the interaction between individual and work environment variables. For example, it includes an employee's decision-making process within the workplace. Vroom believes that employees should have the chance to choose which tasks to complete, based on their supposed capability to complete the duty, which helps to reach the organisations and an employee's goals at the same time (Gruneberg, 1979). Figure 2.2 presents an equation

including three variables to describe the process of a worker's decision about performing a task and receiving rewards (Vroom, 2003).

Figure 2.2 Expectancy Theory

Source: Robbins (2001, p. 30)

The following is an explanation of how these variables impact on employee's job satisfaction. The first variable is expectancy (E) or expectation of how an employee can perform the given task based on their ability. When employees are promoted, they may feel satisfied and motivated to work harder. The second variable of the equation is instrumentality (I) or an employee's confidence that s/he will be treated fairly and benefit from the same rewards just for doing the task itself. The third variable is valance (V) or the value of the expected compensation to the individual in the workplace. In this formula, developed by Vroom, each variable has been given a prospect value, and when all of these variables are high, employees may be satisfied and have higher satisfaction. However, if any of these variables decrease, employee satisfaction may also decrease (Lamberts, 2011). Lunenburg (2011) supports Vroom's theory as he feels that these three variables can satisfy employees based on their outcomes in the workplace and hence motivate workers to change their individual effort and to provide the best performance in order to achieve the expected reward.

Within the educational context, Schunk (2012) asserts that teachers have definite expectations of their pupils' output, and one of the factors influencing teachers job satisfaction is whether there is a high level of output by their students. Teachers treat their students differently depending on whether those students met their expectations. Lawler (1971) criticised Vroom's theory as being too simplistic, which he considered to be deceptive. For example, applying this theory, if a manager presents a reward such as a promotion or an increase in salary to make employees provide a higher output, this may only work if the worker believes that the reward is helpful to him or her. If a promotion requires changing the location of his or her workplace or requires longer hours, this may prevent them from doing so due to such matters as them preferring to spend an evening with their own children. In addition, they may not be motivated by this promotion and may be dissatisfied if this reward is deemed worthless to them. Consequently, when headteachers feel that rewards do not match their expectations they may not have a strong motivation to work, which may subsequently result in a feeling of dissatisfaction. This factor is explored in this study.

According to Bowen (1991), Vroom's theory can be applied to any situation where an employee desires a specific output. However, Vroom's theory can be considered to be too restricted in the sense that people in jobs tend to have different behaviours and attitudes which in turn cause them to have different reactions. As Hofmans et al (2012) explain, variations in work values may depend on individual differences in accepting rewards or refusing them and feeling satisfaction or not.

Ouchi's Theory Z: Japanese Management

William Ouchi devised Theory Z, which was constituted after his observations of the differences in management styles between Japanese and American corporations in the 1970s. Theory Z examines how productivity can be increased in American corporations through the application of Japanese management techniques designed to motivate employees to be satisfied. Ouchi approached his theory from two perspectives: the way in which employees are seen by their leaders and how leaders are seen by their employees (Ouchi, 1981, p. 39). According to Theory Z, managers perceive their subordinates as people who need to feel appreciated in friendship and to mutually enjoy a social life to find common ground in achieving organisational objectives together. Theory Z also

suggests that the employee believes that their manager shares joint responsibility for any errors or mistakes that may occur (Harem, 2010). Japanese business leaders are known for creating employee incentives such as lifetime employment, which stimulate and sustains good working relationships with one another and with managers. Such relationships promote trust and consequently produce cohesive and efficient groups. These structures could create stability in the workplace and develop job security among workers. Sullivan (1983) supports Ouchi's view and further posits that mutually respectful employee-employer relationships encourage trust and openness. For example, when a manager gives subordinates the confidence to provide their opinion, those employees are usually motivated to contribute and share in the development of the departmental, organisational or commercial objectives.

Empowered employees feel respected and trust their managers (Ouchi, 1982). In 1982, Ouchi applied Theory Z to education and postulated that schools could not and would not flourish without certain essential elements. Ouchi (1982) emphasised that subtlety, trust, shared experiences and skills training were crucial to the satisfaction and productivity of educators. Considered to be paramount, Ouchi (1982) exemplified the notion of shared experiences being favourable to increased employee job satisfaction through managers sharing ideas with subordinates that could lead them to attaining their personal objectives or targets. Lunenburg (2011) further developed descriptive associations of these elements and presented them in a graph.

Figure 2.3 Important elements of high-quality administration of schools (Lunenburg, 2011)

Ouchi conducted a study of the role of leadership in promoting and increasing productivity. For this study, Ouchi examined two companies in the same field of industry. The first company used a bottom-top decision-making process, while the second company used the traditional top-down management practice of decision-making. The study found that the productivity was higher among the first company, as were their revenues. This was found to be because the managers were satisfied with the autonomy entrusted to them by the leadership that had enabled them to improve the workforce by way of work ethic, commitment, motivation and performance (Al-Salloom, 1991).

Within Saudi Arabian schools, the headteachers must formally defer to the Supervision Offices before executing any decisions about their schools. The Supervision Office reviews requests and their impact on school staff with a view to preventing job dissatisfaction (Alyousef, 2015). Ouchis Theory Z complements this model by suggesting that superior performance among educators is entwined with decision-making that has built consensus through close association and cooperation. When employees have the freedom and opportunity to contribute their experience and knowledge, as is routine in

traditional Japanese management style, this culminates in job satisfaction (Sullivan, 1983).

Ouchi also stipulated that applying Theory Z in any organisation could allow both workers and management to achieve their goals equally (Aladela, 1985, p. 66). Al-Salloom (1991) supports this view and intimated that Theory Z demonstrates various methods by which both managers and workers can cooperate in social activities outside of the workplace, which would also enable them to attain objectives at work during a brief period due to the sharing of experiences with one another. Strader (1987) suggested that the application of Theory Z can encourage the development of teamwork via collaborative projects by improving group dynamics and communication skills to the benefit of the organisation. Harbi (1997) explained that the goal of Theory Z is to illuminate the nature of the job and inform the specific role of management in a workplace, by creating a situation in which employees understand the managers philosophy of leadership. Employees can then personally evaluate their own performance in accordance with the organisational aims, mission, vision and standards. Altiary (2011) continued by noting that Theory Z illustrates a positive portrayal of Japanese management styles, citing for example the increased confidence among employees when given opportunities to communicate with others at a higher level of competence. This observation reflects the management culture in Japan that encourages familiarity, mutual support and the development of close friendships in the workplace. Lunenburg (2011) took the view that when an organisation shares beliefs, morals and values, workers attitudes will be impacted in the work environment. Establishing a foundation of Theory Z values can also motivate management through considerations of self-interest. Moreover, an equitable reward system and the provision of quality educational seeks to motivate every worker to be better at work.

Aydin (2012) expanded Altiarys view, describing two kinds of needs in Theory Z, which should encourage close friendship and familiarity. Management needs include job popularisation, rotation, contrast specialisation, the stretching of skills, worker training. Employee needs include support from the company, a compliant working environment which is accommodating, and is culturally sensitive to considerations of family and traditions. Aydin (2012) believed that if these kinds of needs were considered and

covered, they lead to employees feeling satisfied and motivated; employees may also develop good qualities such as self-restraint, industriousness, and sociability. According to Theory Z, workers will always perform their tasks to their maximum ability. Ouchi (1981) contended that Theory Z reflects the ideal management style, citing the strength and success of best practices in Japanese management. However, some aspects of Theory Z have been criticised. For example, Briggs (1982) claimed that Theory Z is too soft to be applied to educational administration because each educational institution has a different situation.

My research is not based on Ouchi's Theory Z because the management culture described by Ouchi is different to that of the educational system in Saudi Arabia. To contrast the differences, lifetime employment in Japan is the norm, while in the educational system in Kingdom of Saudi Arabia, administrative employees and teachers are automatically retired at 60 and 55, respectively (Shuweil, 1992). In addition, decision-making in educational system in Saudi Arabia employs a top-down approach, whilst in the Japanese educational system a bottom-up approach is more favoured and appreciated (Harem, 2010). Nonetheless, Ouchi's Theory Z is of importance and can help to explore and explain the aspects of remit and authority among headteachers in Saudi Arabia and how this relationship can have an impact on their job satisfaction.

The content and process theories have been specifically selected and described in order to gain an insight into the concept of job satisfaction and motivation in an educational setting. However, it is important to highlight that there is a vast array of theories in this area, but only the ones which are seen as being most relevant and useful to provide a sound theoretical framework for the current study have been examined in detail.

Women's work environment and job satisfaction

Gender variances and distribution are recognised as another demographic factor in headteacher job satisfaction levels (Alnasser, 2010; Alyousef, 2015). Alnasser (2010) surveyed 150 females and 150 male headteachers in male and female schools in Bahrain to investigate their job satisfaction. The results indicated that female headteachers were less satisfied than males. Alnasser (2010) argues that gender does not lead to job satisfaction or dissatisfaction, but the issue is connected to opportunity factors such as

promotions which are related to creating a work-life balance. Saudi Arabia shares a plethora of cultural characteristics with its neighbour Bahrain. Saudi Arabian schools also have a segregated system (Baki, 2004) and their culture could affect headteacher opportunities in relation to lifestyle (Alfaisal, 2011). Wilson (2001) defined culture as a particular society or group that has its own beliefs, customs, arts and ways of living or way of life. The culture of Saudi Arabia is one that encourages women to work or study (Alyousef, 2015) and offers headteachers opportunities to have a career within the Ministry of Education. However, some female headteachers decide to leave their positions by taking early retirement for personal reasons (Alyousef, 2015). Alragehee (2013) notes that the shortage of nurseries and the new rules which reduced the maternity leave from 90 days to 40 days have left female headteachers in critical situations where they must choose between motherhood and the demands of school leadership. Similarly, in western societies some female headteachers may have to decide between their jobs and family life (Coleman, 2005). These observations seem to suggest that school headships influence the domestic life of female headteachers more than male headteachers. For example, female headteachers at all stages (elementary, middle and high schools) are more likely than male headteachers to be divorced, single or separated (Coleman, 2005). Furthermore, female headteachers are far less likely to have children or be parents than male headteachers (Coleman, 2005). Alragehee (2013) states that female leaders in Saudi Arabian schools or universities could be prevented from partaking in their domestic life, if the rules of maternity leave are not changed to fit with the motherhood requirements for female workers. The fundamental area of concern of this study is to gauge whether female headteachers are satisfied with their life-balance and leadership demands. Another factor related to gender is that female and male headteachers are likely to view the heads position from a gender perspective. For example, female headteacher may feel that they perceive themselves as the mothers of their students (Coleman, 2005). Moreover, female headteacher could understand the biological and physical demands of female teachers and other staff such as tiredness during pregnancy. Therefore, this sympathetic action can build a good relationship between the head and her staff and students (Alyousef, 2015). On the other hand, male headteacher have the advantage of being well known and liked by governors, parents and stakeholders in the education field as headteachers (Coleman, 2005). Although I have demonstrated the possible existence of gender issues in a headteacher's position, my study will not be a comparative study and therefore is not

intended to focus specifically on gender differences. Instead my study will be focusing only on female headteachers and their job.

The relationship between job satisfaction and motivation

Dubrin (1972) asserted that motivation is felt when the employee tries to provide better input into their workplace to achieve a certain aim, whereas job satisfaction is a kind of feeling which makes the employee happy with their job. Campbell et al (1970) explained that the relation between job satisfaction and motivation can develop in different ways, using theories such as the Herzberg Two-Factor Theory (1957) and Vroom's Expectancy Theory (1964). For example, in Herzberg Two-Factor theory, the elements which have been considered as motivators could cause job satisfaction. However, in the Expectancy Theory, the relationship between them arises in an indirect way; for example, the motivation comes from the effect of reward, which then causes job satisfaction. Ayub (2011) suggested that job motivation may develop job satisfaction. For example, when leaders are motivated to increase their productivity, the positive outcomes make them satisfied. McCormick and Ilgen (1992) suggest that job satisfaction and motivation are sometimes found together in literature in the same paragraph, because they both explain how to encourage workers to provide better performance. Moreover, Hoole and Vermeulen (2003) asserted that a worker's motivation and job satisfaction fulfil one another and further suggested that they could not be separated because of their interdependent nature and common goal in increasing productivity in the workplace.

This study will specifically focus on job satisfaction and not on motivation. Although the two are inextricably linked, motivation is a factor that manifests in workplace behavioural traits. While motivation may be conducive to job satisfaction, job satisfaction may not be derived from motivation as highly motivated workers may not be very satisfied in their jobs, for a variety of reasons. Therefore, the inculcation of emotional happiness in the workplace is more important than any feelings that may be developed and internalised strictly for and from motivational purposes (Mullins, 1996).

The next section will highlight the need for empirical research on job satisfaction in education and present a list of job satisfaction factors applicable in a Saudi Arabian educational setting as far as research in this area is available. It is expected that

demographic factors such as pay, recognition, interpersonal relationships, supervision, and work-itself factors would contribute towards satisfaction and/or dissatisfaction among the headteachers in this study. As such, work-related factors such as pay and motivational factors such as recognition and the nature of the work will be examined later in this section.

Job Satisfaction Factors

In line with prevailing theories of job satisfaction, and the overlapping concept of motivation, it is clear many factors that can influence job satisfaction. It is important to note that while some factors influencing job satisfaction relate to work, others may be motivational, and although they may intersect, they can be distinguished. However, all factors can have an influence on overall job satisfaction. The following section provides an overview of some of the main factors that have been identified by research thus far, for example, and Herzberg (1959) Lawler (1971) and Locke (1976) explore the impact the following factors on job satisfaction.

Motivational Factor

Herzberg (1959) considers salary as a hygiene factor rather than a factor that directly causes job satisfaction. Harem (2015), however, considers money earned from a job to be one of the most attractive incentives for increasing the activity of workers, thus increasing their productivity. Herzberg (1959) considers the salaries given to an employee as a psychological and social incentive instil a sense of belonging. Such incentives enhance the purchasing power of the individual, enabling them to satisfy individual and social needs through procurement of goods and services, whether basic or complementary. The stability of a regular income provides further incentivisation by allowing the worker to economically participate in acquiring goods and services, be they housing, transport, education, financial, medical, social services, nurseries and recreational, in part or in full. Many companies in Saudi Arabia offer their employees a comprehensive remuneration package which encompasses the above. However, within the Public Sector educational system, employees do not receive benefits in kind. However, the Ministry of Education does provide financial assistance for transportation costs in the form of a component of the basic salary for all its employees, including headteachers (Ministry of Education,

2015) which in the past was often used to pay for a driver, but now is likely to be used differently.

In contrast, Spector (1997) believes that pay is not a significant moderating factor in relation to job satisfaction. However, Lawler (1971) and Locke (1976) state that salary is the first factor to affect job satisfaction because it is an essential element for life security, with both further asserting that employees who are not paid fairly do not enjoy higher levels of job satisfaction. Locke (1967) further emphasises that pay is one of the most influential factors, as it is a sign of recognition from the organisation to its employee and symbolises of the employee achievements. Adams (1967) uses the concept of Equity Theory as he feels that pay should be equal to the tasks and duties that are expected from the employee. According to Vroom's Expectancy theory (1964), pay should match the employee expectations to create a reasonable level of job satisfaction. More recent research, however, has argued that performance-related pay (PRP) might not be so effective at motivating people in the public sector, where it has a low impact compared to the costs involved (Work Foundation, 2014). Employees who feel injustice in terms of their salaries compared to their peers in the workplace are significantly more likely to be looking for a new job (Card & Saez, 2012). Employee incentivisation through financial reward must be fair and objectively measure creativity as far as possible, with clearly defined terms and responsibilities for jobs that are occupied by individuals (Alraee, 2019). Material incentives provide an instrumental tool for promoting managerial creativity, such as financial rewards. Rewarding salaries motivate individuals through working towards specific goals that the organisation seeks to achieve (Alraee, 2019). Successful exploitation of capabilities, harnessing of the energies and potential of creative individuals, can also take place through tangible materials results associated with behaviour. Management can also use this to exert a controlling influence. Rewards for innovative ideas that can be implemented to the benefit of the manager or organisational objectives can encourage more ideas to be presented, while impact that may be financially negative, delayed, unfair or disproportionate to this effort may deter the individual from repeating behaviour which may have led to this outcome.

Traditionally, it has long been believed that the financial dimension is the principal factor among an employee concerning job satisfaction in the workforce in Saudi Arabia. While

this may be of importance to satisfy an employee's demands, salary is not the only factor in achieving job satisfaction. Some studies have shown that women are happy to be part of the workforce and building positive relationships takes precedence over financial allowances in determining their happiness and job satisfaction (Harem, 2015). Studies conducted in Saudi Arabia on headteacher job satisfaction by Alonazi (2001) and Amutairi (2005) found a moderate level of satisfaction regarding salary, whereas research undertaken by Algabari (2003) and Alzaidi (2008) reported that salary was a major contributor to dissatisfaction. However, in Alhazmi's (2010) study among female headteachers in the city of Abha, pay was not considered to be as important but was perceived as more of a hygiene factor. Alhazmi's study supports Herzberg's Theory (1959), which considers pay an essential factor that could protect and prevent an employee from dissatisfaction, but not as a satisfier or motivator.

Abha is a city in the southern region of Saudi Arabia which could serve as an example. In Abha the cost of living is significantly less than that of the Eastern Province of Saudi Arabia, which is ranked highest in terms of cost of living. However, based on 8.5 million tweets on Twitter between 2013 and 2015 in response to the hashtag salary is not enough to fulfil needs, Kamel (2015) strongly suggests that salaries regularly fail to meet the needs of employees in Saudi Arabia. Additionally, it has frequently been observed that headteachers in Saudi Arabia are not paid overtime for any work over five working days, each comprising seven hours. Headteachers and employees in education alike are restricted from engaging in any additional, further or private employment that may supplement their income.

The question arising here is whether salary plays a role in the job satisfaction of female headteachers located in the Eastern Province. This is one of the research questions of the current study.

Recognition

Incentivisation through recognition can be used to create a productive and distinctive workforce of employees and is one of the most powerful and effective proven methods, which is indispensable in awakening enthusiasm and motivation. It is important to recognise, to respect and to reward working individuals and their achievements, by

providing them not only with material benefits such as wages, bonuses, promotions, but also with moral support such as good relations and encouragement, all of which are inexpensive. Organisations can induce employee commitment and willingness to contribute positively to their aims. As employers have begun to recognise that motivation and appreciation is vital to good business, efforts have been stepped up to recognise the many inputs of employees, such as time, energy and effort (Nader, 2017). Herzberg (1959) considers recognition as a satisfaction factor for employees at work. Workers seek self-esteem when they move to higher levels in Maslow's (1957) hierarchy. Sergiovanni (1967) asserted that recognition may come in different ways, for example, through rewards or through written and verbal appreciation. Importantly, ignoring recognition in any organisation might cause dissatisfaction among those employees who deserve it. In addition, Lester (1985) also supported the idea that a lack of recognition may cause real dissatisfaction or even result in resignation by employees who expect respect and appreciation for their good performance but do not receive it. Accordingly, several Saudi Arabian studies (e.g. Alzaidi, 2008; Almutairi, 2005; Alagbari, 2003) found that recognition was a crucial factor in job satisfaction among headteachers. A noteworthy aspect is ascribed to the considerable success enjoyed by the Ministry of Education in its ability to achieve the educational policy objectives. The Ministry has made an extensive effort to provide adequate job satisfaction for all educational staff through the construction and development of an effective motivational system, designed to promote and stimulate job satisfaction, which in turn drives productivity and creativity (Alraee, 2019). The aspiration of every headteacher is to become an important member of the educational institution they work for (Alraee, 2019). Feeling acknowledged and valued by the institution leads not only to produce an increase in their performance at work but also an exponential increase in the motivation to work (Al-Yosef, 2015). This motivation is usually paralleled by a feeling of determination and a desire to innovate in numerous ways that may assist in delivering the objectives of the headship (Al-Naser, 2016). Increased commitment through motivation and determination may awaken a genuine endeavour to succeed, which may be realised by increased efforts, heightened focus, and an attentiveness to aim for excellence (Al-Yosef, 2015). I therefore consider it essential to further examine the relationship between recognition and job satisfaction in this study.

Job satisfaction and work/motivation relationships

The nature of the work is also one of the factors that affects job satisfaction, either positively or negatively, as it forms an essential part of a person's identity and is a proof of success (Bruce & Blackburn, 1992). Evans and Lindsay (1999) argue that job satisfaction cannot be increased in the workplace by manipulating work itself as a factor if there are no opportunities for employees to participate in the decision-making process. Moreover, workers need to feel a degree of autonomy in an organisation to achieve satisfaction, regardless of whether there is a centralised or decentralised system. According to Lambert et al (2006), people working in organisations characterised by a centralised system feel less job satisfaction than those working in decentralised organisations. Furthermore, these researchers claim there is no shortage of uncommitted workers trapped within centralised systems and they can be easily identified by ongoing dissatisfaction with their work. As the educational system in Saudi Arabia is highly centralised with less authority, this will be a key factor to consider as I investigate the extent to which female Saudi Arabian headteachers are satisfied in their jobs.

Authority

The centralist nature of the education system in the Kingdom of Saudi Arabia can sometimes impede the implementation of major changes because of the lack of autonomy of decision-making delegated to the headteachers. A headteacher's authority does not extend to executing the decisions or decrees by the Ministry of Education (Al-Yosef, 2015). Over the course of the last decade, headteachers have persistently challenged the centralist nature of the educational system in pursuit of what they have considered to be vital to their job satisfaction. Headteachers have sought recognition from decision-makers to trust their administrative and management abilities (Tarig, 2017). Headteacher consider decentralisation imperative to be able to take and implement mid-level decisions that facilitate the smooth running of their educational institution, especially in the context of school administration and day-to-day issues, such as commissioning local companies to undertake non-major repairs or providing replacement books (Almosadeq, 2016). With this view, headteacher idealise the Supervision Office as being the support mechanism and empowering authority in aiding the school's management (Almosadeq, 2016).

Despite being historically centralised in nature, the former Minister of Education, Mohamed Al-Rasheed, took an initiative in 2001 whereby some powers and authority were devolved to headteachers (Alagbari, 2003). Delegated powers were codified, and the move was welcomed by entrusted headteachers as it represented a long-awaited acknowledgement. The delegated powers were divided into three specific areas of authority: students, teachers, and school buildings (Alagbari, 2003). However, the intended effect and extent of decentralisation was not fully realised, due to the erstwhile stifling bureaucracy. Specifically, headteachers were not allowed to take any decisions without the formal consent of the Supervision Office. Following the resignation of the Minister in 2003, the bureaucracy enclosed the efforts to improve efficiency in the educational system through modernisation. This led to feelings of frustration among headteachers and senior management officials as the Minister had personally heeded their call and addressed their grievances (Alagbari, 2003). In summary, the educational system in Saudi Arabia has a range of features and is characterised by a specialist, centralised system and authoritative bureaucracy. The tight restrictions on self-governance within schools are therefore expected to pose challenges and put downward pressure on job satisfaction.

Age

Within job satisfaction research, there is a consensus that a relationship exists between satisfaction and age. Despite there being an abundance of literature, the importance of age in relation to job satisfaction and any real-world applications were considered as still under discussion (Tansel, 2006). Clark (1998) has suggested the relationship between age and job satisfaction is a positive relationship and found older workers tend to show greater satisfaction than their younger counterparts. Mottaz (1987) observed a positive correlation between job satisfaction and the age of the employee and reasoned that the benefit of experience permits increased proficiency which in turn delivers added benefits, such as allowing the employee to move from one role to another or undertake a secondment. This increased aptitude stems from working in an organisation over time and can be valuable in contributing to the development of work. In addition, workers become more realistic as their job expectations and demands decrease with time (Almosadeq, 2016). While Al-Naser (2016) noted that professional status is the indicator that reveals the satisfaction of the employee, Tansel (2006) presents a different view, positing that the

relationship between job satisfaction and age is a U-shaped relationship and is found to be concentrated around middle-aged employees. This relationship explains that labour morale begins at a high and declines after several formative years in service because some expectations or values associated with work are not achieved. Morale then returns to a high in the following years because the employee takes a more measured and rational approach to their expectations. During my role as a headteacher, I found many of my colleagues to be conscious of – and sensitive to – the issue of age and its relationship to the development of the job. Educators in Saudi Arabia are typically characterised by an ambition to pursue a postgraduate degree during middle age, so these ambitions seek to realise their potential (Almoraheb, 2018). However, in 2007 the established entry requirements dictated that universities would not admit any applicant over 30 years of age for postgraduate education or over 40 years of age seeking a doctorate. This had a marked effect on job satisfaction in relation to age (Almoraheb, 2018). With the advent of Vision 2030, the Ministry of Education strategically decreed that headteachers may continue in higher education until the age of 45 in pursuit of their professional development (Almoraheb, 2018).

Through application of the Two-Factor Theory, Herzberg et al. (1957) noted job satisfaction to be highest at the beginning of employment. Spector (1997) confirms that an older workforce was more likely to indicate higher levels of job satisfaction than younger workers. Older employees are more controlling and liberal of authority and possibly can find out to lower their potentials for their jobs. Other researchers established that age has a non-linear association (no impact) on job satisfaction (Sarker, et al., & 2003; Sharma & Jyoti, 2005, 2009). Thus, age is a factor that may affect job satisfaction and its relationship requires further examination in this study.

Experience

Rogers (1991) asserted that length of service has a significant impact on the job satisfaction of educators and found that those with the least time in service are more satisfied compared to those with an extended length of service.

Nasrallah (2017) stressed that Saudi headteachers experience a marked reduction in their job satisfaction after a tenure of ten years as their ambition starts to wane because they

got tired. The decline represents an acceptance by headteachers that the depth of their experience and feelings of commitment and potential are not being exploited to maximum benefit for development of schools and that formal recognition or financial reward at this stage of their career was not in line with their expectations or ambitions.

Promotion

Promotion is the transference of a worker from one functional category to another that carries with it a higher level of responsibilities and usually takes place if an accredited qualification or career endorsement has been attained. In other scenarios, qualification by experience and the desire to ascend in career can make workers eligible for promotion (Almoraheb, 2018).

However, within schools in general, and specifically in Saudi Arabia, the requirement for educators to become eligible for promotion is usually governed by qualifications (Alkb, 2014). Promotion is an essential factor of job satisfaction because it confirms the individual has earned the appropriate reward for their work and recognises loyalty to the organisation. In the absence of promotion, individuals may feel unfairly treated and unable to continue in or develop their professional position. During my time as a headteacher, I found myself eager to get promoted so that I could secure an option to work for the Ministry of Education later in my career (Alkb, 2014). However, due to strict requirements, headteachers are unable to clearly move past the position of educational supervisor (Alfeml, 2016). Consequently, promotion is a significant factor that the researcher should think about when investigating job satisfaction. Vroom (1964) confirmed:

We would predict that receiving a desired promotion would result in a greater increment 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 desired promotion would result in a greater decrement in the job satisfaction of those expecting it than those not expecting it. (pp. 154-155)

Thus, the relationship between promotion and job satisfaction of headteachers in this study is considered essential.

Professional Relationships

Work Relationships

The occupation of a headteacher involves fostering and maintaining many professional and public relationships.

Al-Sanea (2013) asserts that a work relationship is essential to the smooth day-to-day running of school and important for harmony among staff and the relations between the headteacher and teachers or students. It is very important to maintain the balance of the job satisfaction of the headteachers and the disruption of this relationship may lead to a lack of job satisfaction; Abdul Khaliq (2015) confirms this view also. In the following section studies that dealt with the topic of job satisfaction among school headteachers both within and outside of Saudi Arabia will be discussed in more detail.

Research on Job Satisfaction

Taking the above into consideration, this section will specifically probe existing research based on work-related and motivational factors that appear to be contributing towards the satisfaction and dissatisfaction of headteachers within schools in Saudi Arabia. Alzaidi (2008) conducted a study in which headteachers in Saudi Arabia were found to be unenthused with the concept of job satisfaction as the highly centralised educational system was not considered forthcoming in evaluating and providing opportunities for schools to become semi-autonomous and, as such, these headteachers felt restricted in the headship role.

Whilst Herzberg (1957) considered decision-making as a hygiene factor that prevents dissatisfaction, Alzaidi (2008) found that headteachers in Saudi Arabia were unable to avoid the top-down management and hierarchy. Yaseen (1990), who conducted a study on job satisfaction specifically focussing on decision-making at work, and Sati (2007), who conducted a study in Greece, found that the characteristics of centralised bureaucracy in education were very similar to the Saudi Arabian educational system. Moreover, it was also found that the lack of autonomy in the decision-making process in schools caused dissatisfaction among headteachers; a similar finding was reported by Alzaidi (2008). Alzaidi (2008) asserted that the very nature of a headteacher's job is one that is highly

demanding and carries with it a heavy workload, which is a fundamental aspect of job p that may require them to take work home and any negative impact on personal lives may contribute to dissatisfaction. It should be noted that headteachers in Saudi Arabia are unable to refuse additional work and have no right to request overtime. Job satisfaction studies specifically focussing on education in Saudi Arabia, such as those conducted by Ghonaim (1986) and Alzaidi (2008), found that increased workload was a factor that could lead to job dissatisfaction. Friesen et al (1983), who studied job satisfaction among headteachers in Jeddah, also reported that work conditions and the environment were also fundamental factors influencing levels of job satisfaction. Dissatisfaction often occurs as a direct result of limited access to important facilities in schools in Saudi Arabia, such as a lack of emergency exits, which in the past has caused many students and teachers to die from the effects of fire and smoke. This has happened in two schools, one in Makah in 2002, another in Jeddah in 2011 (Al-Zahrani, 2011). According to Herzberg's theory, safety is a hygiene factor that relates to work conditions and is considered influential on worker satisfaction. In remote rural areas, there have been numerous fatalities due to traffic conditions. Schools situated in remote areas sometimes require educational staff to commute back and forth at non-standard working hours. This is an area of concern for the Ministry of Education as educational staff have previously voiced their grievances relating to transport difficulties (Al-Zahrani, 2011). Frequently requisitioned with transfers, the bulk of which arise from educational staff wishing to transfer to schools closer to their homes, the Ministry of Education has little choice but to deny these requests due to a shortage of educators in rural areas (Al-Zahrani, 2011).

The size of an organisation is another factor relating to work conditions and job satisfaction: schools in Saudi Arabia are not standardised in terms of size and there therefore exists a disproportion between the number of educational staff and the student intake as well as the physical space and the number of students accommodated (Al-Zahrani, 2008). However, the demands of each school are different. It should be noted that smaller schools can also be found with a lower number of students and the annual intake is largely dependent on the local population and surrounding areas (Alfares, 2011). Headteachers overseeing larger schools and managing increased student headcounts do not enjoy any added remuneration in proportion to this. Alsaadi (1996) asserted that workers in small organisations are more likely to have their personal needs met due to a

lighter workload which allows them to be more satisfied than their counterparts working in larger organisations. This finding corresponds with Green-Reese (1991) who showed that teachers in schools with a high number of students are likely to experience a lower level of job satisfaction. Sparkers and McIntire (1987), who conducted a study on 416 headteachers in Canada (Newfoundland and Labrador), found that those in smaller schools were not very satisfied as they often had work needs relating to the physical setting that were not met, such as an insufficient number of classrooms and desks. Some Saudi Arabian schools have very small classrooms in relation to the number of students in the class (Al-Zahrani, 2011). Alshirar (2003) found a high percentage of schools in rural areas in Saudi Arabia have no permanent facility, such as those in Alqurayat in the Northern Region, which occupied rented houses. Alshirar (2003) found this to be a main cause of job dissatisfaction among headteachers early in the 21st Century given the lack of facilities in these conversions. These structures typically lack emergency exits and sealed windows.

It has been estimated that up to 40 per cent of schools in Saudi Arabia were rented in 2010 (Alshamriy, 2012). Educational staff have persistently raised concerns about structures converted for educational use as they lack essential facilities, such as a stadium, science laboratories and libraries. In 2012, in recognition of the importance of school facilities, the Ministry of Education embarked on a school building project of SAR 19 billion, whereby 2500 contemporary schools would be built, complete with libraries, laboratories, theatres, playgrounds, stadiums, good lighting, computers, comfortable chairs and air conditioning for all classrooms. Moreover, these schools would include specialist classrooms for subjects such as literature, science, geography, history and computer sciences. The issue of schools occupying rented buildings had subsided by 2014 as the number of rented buildings had declined to 22 per cent (Alshamriy, 2014). Several studies in Saudi Arabia, such as Almutairi (2005) and Algabari (2003), suggested that work-itself conditions, whether involving physical factors or factors powerful enough to influence the morale of workers, can influence a headteacher's job satisfaction.

In summary, factors such as decision-making, the nature of the job, pay and work conditions may influence the level of job satisfaction of headteachers. Friesen et al (1983) conducted a study in Alberta, Canada of 410 headteachers, to investigate the factors that

affected their job satisfaction or dissatisfaction. The study showed that salary, incentives, sufficiency of resources in workplace, professional relationships with authority, recognition, autonomy, and less workload created a good level of job satisfaction, while relationships with parents and students, workload, and constraints were the main factors that contributed to job dissatisfaction.

Defining School Administration

There are numerous concepts of school administration. Al-Hugail (1999), for example, explains school administration as a part of learning and leadership that is also an element of general school administration. School administration is defined as all the effort of a headteacher with all administration tasks in the school, with some help by teachers and deputy headteachers, to achieve educational objectives within the school. According to Al-Mutairi (2005) a headteacher is motivated to achieve the aims of the school by the teachers in the school. Al-Naimi (2004) confirmed that school administration is a collection of procedures achieved by more than an individual through co-operative understanding. There are many other aspects of school administration not detailed here. As they draw closer to the supervision of headteachers, they will be detailed under headship in the Saudi Arabian education system and the role of a headteacher.

Headship in the Saudi Arabian Education System

The word headteacher in the Saudi Arabian Arabic dialect is directly linked to the word manager as the person who is charged with managing all administrative tasks in the school (Al-Dawihi, 2011). The headteacher is responsible for overseeing supervision duties relating to the functioning of the school and fostering positive relationships with the staff, students and families, whilst also being answerable to them and responsible for their satisfaction with the school's services (Ministry of Education, 2011). The headteacher may therefore be under increasing stress due not only to the workload, but also to the ever-increasing number of students in the school – a phenomenon beyond their control and for which they are not compensated.

Within major industrialised conurbations such as Riyadh, Jeddah and Dammam, the role of the headteacher is a highly demanding one due to the size of schools and number of students. In the 1980s, the Director of Educational Supervision in the Eastern Province

came to the realisation that the supply of headteachers required was rapidly diminishing amidst an exponentially increasing number of schools (Al-Saloom, 1996). A surge in the construction of schools brought with it an ever-greater intake of students (Al-Saloom, 1996). Al-Saloom explained that due to the substantial demand for headteachers in the 1980s, the only option to alleviate the pressure was to hire teachers who were willing to be headteachers, provided they had been graded satisfactorily in their annual appraisal by their own headteacher. Thus, this workaround to choose the headteacher conceived by the Director of Educational Supervision in the Eastern Province became the *de facto* standard nationwide. Al-Saloom expounded this circumstance and asserted that this *ad-hoc* system to select headteachers worked for a long time. Al-Dawihi (2011) noted that in the 1990s, the Ministry of Education was still struggling to address the shortage of quality headteachers and this was manifested in schools, where there were few noteworthy or meaningful improvements. Consequently, a formal programme was devised and launched to train teachers to become headteachers. Al Saleh (2009) maintained that very few headteachers in Saudi Arabia have had any formal occupational training. Consequently, in 2004, the Director of Educational Supervision in the Eastern Province proposed a set of vocational criteria that had to be met by teachers aspiring to become headteachers (Al Saleh, 2009). It was anticipated that this would aid with the selection of teachers wanting to progress into headship (Al Saleh, 2009). These criteria were validated by school inspectors sent to observe and interview those teachers interested in headship and who had also met the previous standard of high evaluation grades (Al-Dawihi, 2011). Surprisingly, the director quickly discovered that the reasons most teachers sought headship was due to a perception of elevation in social status and fewer duties without increased salaries. Such was the poor commitment to the position of headship for the development of schools and students that eligible teachers rejected offers to work in other schools and displayed a negligence of those headteacher duties which they did not like. In simple terms, the director realised that not every successful teacher was able to become an effective leader or manager in schools. Additionally, where the effective teacher leads the student to learn well, the effective headteacher directly connects the school to the community (Al- Dawihi, 2011). The Director of in the Eastern Province resolved the problems outlined above by erecting a formal barrier in which a series of training sessions would be available for any teachers who were aspiring to be headteachers and had met the previous standard. Upon completion of these sessions, the aspiring candidate would

be equipped with the minimum vocational and administrative knowledge required to occupy a headship. These sessions would then be followed by a formal written exam and interview with the candidate. Only upon obtaining a minimum pass mark in these two stages would the candidate be eligible for final selection (Al- Dawihi, 2011). The educational supervision office has the final decision to confirm who will be appointed as headteachers for the schools.

Qualifying as a headteacher

Qualifying as a headteacher is in many cases a long and arduous task; exceptions are made when there is a requirement for a school headteacher in a remote location or when there is an urgency to fill a vacancy. To be eligible for consideration for promotion to the position of headteacher, the teacher must first assume a position of deputy headteacher – one that transfers the staff from a teaching role to that of an administrative role (Al-Dawihi, 2011). Access to a position of deputy headteacher is only available upon satisfying specific criteria as in the Table 2.4 below. It should be noted that in the education system in Saudi Arabia, a school and its headteacher may assign up to four deputies (Al-Dawihi, 2011). The only additional requirement for a headteacher is to have occupied a position of deputy headship for a minimum of four years, complete with satisfactory results and appraisals (Al-Zaydi, 2011).

The current criteria for eligibility of promotion to deputy headteacher are set out in the Ministry of Educations General Educational Administration Policy.

Table 2.4 Deputy Headteacher Nomination Criteria (Al-Zaydi, 2011)

| # | Criteria |
|---|--|
| 1 | The nominee should hold a university degree in cases of elementary, middle and high schools, with preference being shown to those who have completed teacher training. |
| 2 | The nominee should have as a minimum, four years of experience as a teacher, and should have three consecutive gradings of distinction in their annual appraisal. |
| 3 | The nominee must undergo and complete an extended probationary period as the headteacher’s understudy. |
| 4 | The nominee must pass a written exam and personal interview. |

Headteacher's remit

The role of the headteacher in the Saudi Arabian educational system is to pursue the ultimate objective: ensuring that students are equipped academically and vocationally for entry into the labour force, with participation in and development of the economy for the betterment of society (Ministry of Education, 2015).

The Ministry of Education (2015) stated the duties of the headteacher include the following:

1. Maintain an overview of all school requirements for the academic year including the specific development requirements pertaining to each age group.
2. Procurement of all school equipment, catering, learning laboratories, activity halls, playgrounds, water heaters and cooling systems, classroom conditions and student distribution into classrooms.
3. Scheduling a plan for the beginning of the school, school activities and programmes in and outside of school, and the timetables of teachers' classes
4. Supervising and inspecting teachers' duties and teaching activities.
5. Assessing school staff performance in line with educational policy, with supporting evidence.
6. Motivating teachers to have intern programmes inside and outside of school, and to evaluate the impact of these programmes on teacher's performance.
7. Collaborating with educational inspectors and following their recommendations to improve teachers' performance.
8. Strengthening relationships between parents and school staff by organising inclusive school activities.
9. Organising regular staff meetings to discuss the organisations state, its' goals and the educational issues, collating feedback and publishing an Annual Report each academic year.
10. Supervising the process of regular monthly and yearly students' exams, analysing them and taking suitable action according to analysis of the results.
11. Ensuring all correspondence received is replied to in a timely manner.
12. Relaying results and reports at the end of the academic year to the Ministry of Education to show the schools progression, with any other comments that may help in developing the school.

13. Preparing a deputy headteacher to become a headteacher.

It has been argued that the imposition on headteachers of the centralised nature of the Ministry of Education system is a standard way of conducting and running their school without any opportunities for creativity (Al Zaidi, 2008). Al Zaidi (2008) believed that headteacher should have some autonomy in their school, such as the authority to provide a worthwhile reward to outstanding teachers by hastening their promotion or even assigning to them some authority in dealing with their students. Nevertheless, the information contained within the handbook of the Ministry of Education (2011) shows that the headteacher is burdened with many additional responsibilities, such as supervising student's health, behaviour, attendance of school staff and students as well as supervising the cleaning of the school, which distract him or her away from their actual responsibilities as the head of the school. This point highlights the workload of headteachers within the Saudi Arabian education system and the emphasis on job satisfaction in this study.

Headteacher remuneration

A headteacher in Saudi Arabia does not have the gravity of their role or weight of that responsibility compensated monetarily (Al-Dhuwaihi, 2011) as compared to headteachers in other advanced countries, such as those in the United Kingdom or the United States of America, whose salaries are proportional to leadership role, the size of school and the number of students. In Saudi Arabian schools, the headteacher is ranked evenly with an elementary or middle school teacher in terms of salary and may also be requested to return to teaching. Such a request would require the headteacher to depart from the position with little or no explanation or notice (Al- Dawihi, 2011). Saudi teachers are paid more than the headteachers or the supervisors because the teachers have 30 per cent education allowance. It should be noted that the teachers have a lower workload than headteachers, as teachers' duties involve teaching students, evaluating students and supervising students during exams (Ministry of Education, 2011).

Currently in the Saudi Arabian educational system, should a teacher wish to take up a headship position, their basic salary would be decreased, offering little financial incentive to do so. In contrast, a teacher's basic salary is the highest paying position in schools

(Ministry of Education, 2011). Hence, there is little incentive to pursue a formal change in professional title from that of a teacher to administrator as the perception is that there are no immediate financial benefits. As Al-Dawihi (2011) indicated, this situation is in stark contrast to the nature of headship in the UK and many other advanced, Western-based or Western-influenced educational systems. This low recognition of remuneration, which does not reflect the responsibilities of a headteacher, was one of the leading factors in influencing my own decision to resign from my position as headteacher. Therefore, I expected to find a correlation between factors such as school size and headcount, salary and reward, workload, responsibility and recognition. Accordingly, this research has examined headteacher job satisfaction with respect to recognition and salary.

Educational supervision

Educational specialists and researchers alike have long stressed the importance and requirement of supervision of headteachers as a key factor for improving the overall performance of schools (Harem, 2015). The supervision is intended to oversee and stimulate the following:

- Development of curricula
- Student and school attainment of results
- Preparation of students for future employment (Ministry of Education, 2015).

Paramount to achieving the school's objectives is the headteacher's role and it is therefore important that they undergo continuing professional development, primarily through educational supervision, which entails assessment, training and ongoing evaluation. Supervision is also required to assist in the development of the headteacher for the following reasons:

- A significant decline in the annual performance of the school may require the headteacher's performance to be monitored for the duration of the following academic year, with a view to replacing the headteacher should there be no improvement;
- A teacher in training may require focused supervision whilst undergoing preparation for a headship position;

- A headteacher having recently relocated to another school may not be familiar with any pertinent characteristics;
- A headteacher relocating to a new (school) place of work may not be familiar with the local culture, social climate, or its locale;
- Vocational, administrative and leadership skills may vary between headteachers. (Ministry of Education, 2015)

It should be noted that in Saudi Arabia, the Educational Supervisor is the only administrative link between the school and the Ministry of Education, and their role encompasses the following:

- Evaluation of all aspects of the pedagogical process;
- Approval of construction, equipment procurement and recruitment;
- Overseeing all educational requirements and undertaking resolutions;
- Staff motivation and continued professional development;
- Ensuring the paediatric health of the students;
- Development of extra-curricular activity such as creative arts;
- Promoting the uptake and employment of scientific research among students and educators throughout the academic year;
- Confronting any challenges that the school may face and developing adequate responses and solutions;
- Development of practical solutions to manage a spectrum of social and mental differences between students and between staff;
- Ensuring adherence to, and compliance with, all Ministry of Education systems and procedures in support of the official educational process;
- Publication of integrated, periodical school performance reports and statistics for the Ministry of Education.

(Ministry of Education, 2015)

The role of the Educational Supervisor is not limited to immediately tackling any issues that may intermittently arise or just solving specific and temporary problems; it also requires attention and dedication in pursuit of the continuing development of all school staff, its administration, processes and teaching methods. This can be attained through

ongoing study and evaluation (Hoy & Forsyth, 1986). In addition, the Ministry of Education state that through wise, inspirational leadership and systematic improvements in school administration, a transformation can be engineered from an inflexible bureaucratic management model to one that resembles a more flexible and inclusive democratic management model. To this end, the Ministry of Education has adopted guidelines promoting humanitarian and collaborative relationship values in schools (Ministry of Education, 2015). The concept of educational supervision is described in the Saudi Arabian Manual of Educational Supervision (Ministry of Education, 1999) as a comprehensive democratic human management process, which aims to evaluate and improve the educational process in all its facets. By adopting this outlook, the educational supervisor assumes a responsibility that is envisaged to provide effective assistance to school members/staff, providing them with respect for their demanding role as headteacher and the associated challenges, whilst engaging them in the holistic process of evaluating their performance.

Therefore, the educational supervision system in Saudi Arabia requires supervisors to commit themselves to the supervision of headteachers through continuous monitoring and evaluation of their performance, but it is also designed so that those supervisors may encourage and support headteachers to take ownership of their role and become proactive in practices such as self-appraisal and performance management evaluation. A collaborative climate is expected to promote the development of communication and management skills among headteachers (Ministry of Education, 2015).

The published aims of the Ministry of Education's educators' and educational supervisors are to overhaul the entire education process by improving both the system of teaching and learning as well as removing or reducing obstacles to accessibility, in pursuit of a higher quality of education that may prepare students for the work, life and the future (Ministry of Education, 1999, p. 12). These aims may be realised through a variety of deliverables, including the technological developments which could bring added benefit to the supervision of schools (Educational Supervision Manual, Ministry of Education, 1999). The Ministry of Education has identified several objectives that educators must pursue in the supervision process. Supervision of headteachers and schools alike plays a leading role in the authoritarian Saudi Arabian Educational system. Whilst in general

supervision is an important factor of the job satisfaction of the individual, it is also considered the principal determinant of job satisfaction in the field of education as it has the greatest impact on the professional performance of the employee throughout their career (Koustelios, 2001). This research has therefore examined headteachers job satisfaction in relation to educational supervision.

Conclusion

Saudi Arabia is a multicultural society where each region has its own environment and local culture that brings with it its own challenges. Yet, in the context of job satisfaction, there are several dimensions which include factors that transcend these cultural challenges and some that do not. Armstrong (2003) suggested that there are core factors that are fundamental to the worker. These factors are critical to job satisfaction and are based primarily on the primal needs of the individual to earn income to survive. Secondary, external factors that are conducive to job satisfaction and the pursuit of career success relate to staff and co-worker relationships and financial dimensions that include salary, bonus, and job security. Convenience is another dimension and includes factors such as working hours and work location. The final dimension relates to the availability, adequacy, and efficiency of resource utilisation to relieve work pressure on staff (Armstrong, 2003). The examination of job satisfaction and work / motivation relationships has demonstrated that there are several variables that need to be investigated: authority, age and job satisfaction, experience, promotion, professional relationships, work relationships and work-life balance.

For this study, and in line with Al-Saadi (1996), Vroom (1964), Spector (1997) and McCormick and Ilegn (1992), the definition of job satisfaction I intend to use describes the general and particular *feelings* and *attitudes* of female headteachers in the Eastern Province of Saudi Arabia. I will explore whether they have positive feelings about different aspects of their jobs, including consideration of salary, promotion, interpersonal relationships, working conditions, responsibility, recognition, achievement and the nature of the work itself. Gender differences are not included in this study because it only studies female headteachers at Saudi schools which are single-sex. However, this study considered the life-balance of female and female leadership environments.

Despite the tremendous progress that has been made in the education system in Saudi Arabia in particular, or in all the country's system in general at all levels, the culture of the Saudi society remains to a certain extent derived from religion and often social heritage (Al-Yosef, 2016). Given that the review of the literature has indicated that there are many distinctive features of Saudi society based on its traditions it is evident that there will often be a notable tension with Western theories that tend to universalise such a model. Western theories can be tested but they cannot be imposed on Saudi education if they are not appropriate. Having reviewed previous studies on job satisfaction of headteachers in or outside the Kingdom of Saudi Arabia (Mutairi, 2005; Alagbari, 2003; Alroyali, 2002; Alonazi, 2001), it will be appropriate to test their findings against the findings of my mixed method research. The next chapter outlines the study's research design and methodology. It presents in detail the mixed methods deployed and other research issues based on further reading about methodological approaches to research. These methods were considered most appropriate for the study to answer the research questions in relation to headteacher job satisfaction.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter explains the challenge and context of the research, the obstacles faced, and provides an outline of how they were tackled. I will also explain why the selected approach or design was overtaken by subsequent events, in particular the introduction of Vision 2030 part-way through this study.

This research had three phases: A, B and C. The first phase of the study used a qualitative approach through interviews. Phase A was used to guide the development of Phase B: the survey questionnaire. The survey development was also informed and guided by the conceptual framework in the previous chapter. The final interview Phase C was designed to confirm the results of Phase B.

The research has two primary aims:

1. To determine the level of job satisfaction among (female) headteachers in the Eastern Province of Saudi Arabia.
2. To identify and analyse the factors that may have an impact on job satisfaction among (female) headteachers working in schools in the Eastern Province of Saudi Arabia.

These aims will be examined through addressing the following research questions:

To what extent is headteacher job satisfaction affected by factors such as pay, recognition, promotion?

To what extent is headteacher job satisfaction affected by their training?

To what extent are female headteacher satisfied with female environment, workload and work-life-balance?

To what extent is headteacher job satisfaction affected by factors such as school environment (school condition, school location and student headcount)?

To what extent are headteacher satisfied with their relationship with teachers?

To what extent are headteacher satisfied with their relationship with students and parents?

To what extent are headteacher satisfied with educational supervision (supervisor relationship, supervisor seedback and autonomy)?

To what extent are headteacher satisfied with the authority that is granted to them?

To what extent are headteacher satisfied in relation to their age, experience, and school-level?

In order to understand what these factors are, and to be able to provide further analysis (for example, why they are important, what makes them important, their relevance and validity) I procured, designed and adjusted research methods and processes which identified the questions needed to explore and evaluate those factors, their attributes and any issues that increased job satisfaction.

Criticism of educational research

In recent decades, educational research has been criticised by the research community and governmental or non-governmental agencies as a platform that has been biased (Biesta, 2007). For example, a Saudi researcher (Alhamdi, 1999) contributed recommendations based on his results to the Ministry of Education of Saudi Arabia to improve the performance of teachers in Saudi Arabia in 1980, yet the response from the educational consultant's office regarding these results was that there was no credibility in the choice of the research sample. The criticism arose because the researcher had confirmed that he had taken a sample of teachers who had problems with their schools and whom he had previously known from primary schools in Riyadh City when he was a teacher. In addition, the researcher did not state the steps which explained how he had obtained this sample and how he had avoided bias when he selected this group of teachers.

The educational consultant's office rejected these recommendations and results because the sample was taken without using a random method and without further explanation of how the sample was representative or applicable to all school levels in all Saudi Arabia schools (Alsam, 2010). Therefore, this research has outlined the steps used to select the sample accurately, aiming to achieve a higher credibility in the results.

Commercial education provides many materials and training programmes in schools in Saudi Arabia that build the knowledge and skills of both students and school staff. If young people understand their abilities they can be prepared for future work and self-employment (Al-Yosef, 2016). In this study I worked hard to understand the language employed in commercial education, especially concepts and terms that were not used in the past when I was in Saudi Arabia. For example, a system of courses is a phrase that was repeated frequently by headteachers during the interviews, meaning that some of schools give students a curriculum and intensive programmes that are specialised in relation to the labour market and they therefore differ from the other schools in the neighbourhood.

Significance is increasingly given to enquiries into policies and the formulation of best practices to address specific challenges, given the intersection of national curricula and its objectives with social, economic, and cultural values and their boundaries. The field of any educational system therefore demands a more flexible approach than one that conventional research practices have traditionally offered (Biesta, 2007). Therefore, this research was very careful to respect this culture and be flexible in accepting the requirements of the Saudi culture, whether I accepted them. For example, when I submitted anything to any headteacher who was with me in the interview (such as a card or a pen), I had to make sure the I gave the item with my right hand to her right hand, which is customary. At times I was aware that I should cancel the interview with the headteacher as there would be an uncomfortable and tense atmosphere in the interview. I was dissatisfied with many of the interruptions by the staff or students during many of the interviews. Consequently, I was trying to adjust my nerves and be flexible and calm about all the unexpected circumstances to gather the best data from the headteachers.

Situational knowledge, therefore, becomes an important contextual perspective that the researcher must acknowledge. Unsurprisingly, however, this has the potential for an

element of bias to be brought into the research that could obscure any meaningful data (Biesta, 2007). The issue of bias in qualitative, intersectional or cross-cultural studies therefore requires a reflective-reflexive approach that can complement orthodox research into education. By adopting such a methodological slant, the researcher can thereby enhance the overall quality of the research process and derive more meaningful data from the qualitative research (Johnson, 2008).

At the beginning of this thesis, my aim was to produce a piece of research that was precise, clear, trustworthy and authentic. These aims were essential because the situation I wanted to explore was complicated as there were few articles and studies published on this subject. Also, I hoped my work might be read by as many professionals and academics as possible. Considerable benefits were derived from taking in-depth courses and workshops in research methodologies as part of the doctoral programme at University College London (UCL) in 2015 and 2016. As a result, I found myself more aware of the educational research culture, and my confidence when I was writing the thesis was increased. In addition, the difficult methodology and esoteric educational terms encountered in my reading became more understandable. In summary, the UCL courses served me well during the data collection phase and provided a clear map that showed the importance of research ethics, the method of data analysis and outlining the findings, whether at the qualitative or the quantitative stage.

Influences on social research

In this section I will discuss my personal considerations, researcher positionality and the concepts of insider research, neutrality and reflexivity. The aim was to avoid bias as much as possible during the research journey by drawing a clear map and exploring potential for bias.

Personal considerations

My experience and philosophical perspective were important contributory factors in the process of selecting and developing the design of this study. This topic will be discussed further in terms of the ontological, axiological, and epistemological perspectives that may influence and affect this selection (discussed fully below); additionally, my initial assumptions relating to factors affecting job satisfaction required verification.

Ontology is a branch of philosophy that describes concepts, existence and reality. In other words, it considers the environment of reality or fact (Al-Yosef, 2016). Axiology provides a description of the value and its type (Al-Yosef, 2016), whereas Epistemology is the area of philosophy that considers the nature of knowledge. It is concerned with how the knowledge can be taken or increased; also, how something can be known by different approaches. Epistemology is also concerned with the relationship between realism and the researcher, for example, how the researcher achieves and gains knowledge (Alsam, 2010). In this research the basic source of knowledge was from the headteacher themselves as the quantitative phase of data collection was built from the initial qualitative phase. However, I was concerned about the researchers' positionality, because it is not easy for researchers to avoid their biases about their chosen topics and the participants who are involved in their research (Al-Yosef, 2016). This consideration led to the development of a professional plan to understand my positionality, reflexivity and the most suitable space between me and the participants.

Traditionally the Positivist Paradigm has often been employed in Saudi Arabia as the natural scientific method which assumes the possibility of a high-level generalisation and laws of nature whereas, in contrast, many social science studies employ an Interpretive Paradigm because there is a stronger emphasis on perceptions, beliefs, and behaviour (Pring, 2000; Guba and Lincoln, 2004; Cohen et al, 2007). Moreover, in the domain of human action we need to consider factors such intention or motivation (Cohen et al, 2007). Accordingly, there are multiple versions of reality both for the research participants and for the researchers, who are also making choices and judgements in complex social environments. This study is interpretive because it deals with the subjective world of human interactions. Ontology refers to being and existence and examines claims about the reality of phenomena. In this study those realities are in fact an ensemble of shifting attitudes and varying perspectives, which are captured when they are surveyed (Cohen et al, 2007). Applying ontology to this project involved thinking about cultural attitudes and contexts, showing that reality might be different for Saudi participants compared to Western experiences of work.

Epistemology

Epistemology is the theory and study of knowledge, built on three elements – truth, faith and justification; it also examines the scope, validity and limitations of differing knowledge claims (Carter & Kotzee, 2015). Furthermore, epistemology seeks to understand and distinguish between justified belief and opinion (Stables, 2017). Epistemic approaches take account of what is known to be true, as opposed to a doxological view which takes a view of what is believed to be true (opinions). An example of this concern can be seen in the context of the opposition between idealism and realism, where epistemology is concerned with that which is known to be true, following a process of conversion of theory into facts by way of scientific or other research methods to confirm the theory (Stables, 2017).

Epistemology is a branch of philosophy that enquires into how we know what we know, it is therefore invaluable and essential for a researcher to reflect on the epistemological assumptions of his or her project (Crotty, 2003). Therefore, I had to demonstrate a critical awareness of methods and methodology to justify how the knowledge will be generated using the most appropriate methods. Considering epistemological assumptions in this study involved reflection on the positionality of the researcher regarding nationality, religion, class, and gender and how those influences might impact of the scope of this study and the researcher's relation to the participants. The goal was to record the participants' perspectives, but the design of the questions and the discussion of the findings is inevitably open to a degree of interpretation. In this study there were also limits to the knowledge domain. For example, the study examined only the female gender and did not assess ethnicity or race. Also, the study was not longitudinal, so shifts in attitude over time were not built into the design of the study. Nonetheless, public policy did shift during the period studied, leading the researcher to reconsider contextually the impact on the findings at different phases of the research as reforms based on women's rights (gender) began to have an impact. Furthermore, the researchers lived experience in her native country and beyond as an international student also provided opportunities to reflect on the cultural specificity of knowledge in the literature review and in the critical discussion of the findings.

Researcher positionality

For the duration of this study, I was the only person responsible for all data collection, analysis and interpretation. Therefore, there was potential for researcher bias and, as such, I used several strategies to address this. As I am a female with previous experience in the sector relating to the research, I considered my gender positionality to provide the most appropriate interviewing (as regards protocol, body language, access and a female-only setting). This view is supported by Oakley (1981) who argued that intimacy is essential for successful interviews, which means that researchers who disclose their positions to the interview participants stand to form a close relationship. By drawing on my positionality as a former headteacher and by disclosing this aspect of my past I was able to alleviate some initial apprehension and allowed the participants to feel calm and more at ease. As Karnieli-Miller et al (2009) argued, interviewers should ensure that a non-hierarchical atmosphere is created, so that the researcher and participants can establish relationships in a climate of power equality minimise bias and subjectivity. Moreover, the researcher should seek to ensure that the main questions are being answered by listening carefully and managing the discussion to maintain focus. In addition, I maintained a journal in which I reflected on my assumptions and questioned the potential for any bias, namely confirmation bias, that I may have had, as well as decisions that I needed to make during the data collection and analysis processes. In reality, however, I recorded several instances of the reluctance of respondents to engage in dialogue with me during an interview due to my positionality in terms of age, where I was significantly younger than the interviewee and therefore assumed to be inexperienced with no authority to conduct such an interview. This reflection could be understood not only as variables of age and years of experience, but also as a cultural dimension, whereby it was necessary to formally request the permission of the interviewee.

Expanding on this theory of positionality and its influence, I have noted and reaffirmed what I knew to be consistent with my own background, socio-economic and cultural characteristics. In this context, I may have been viewed as privileged, undertaking a research doctorate at a reputable university in the United Kingdom. Although studying abroad is not new in Saudi Arabia, I was still considered by many participants to be occupying a position of opportunity that was not afforded to those who were older than me. Additionally, I come from a generation that has had greater exposure and access to

the English language and Western-oriented education, with its concepts, methods and international standards. These factors increased the scope for reluctance from some respondents to participate in the interviews in a supportive way. This positionality is also built upon my socio-economic background, which is a large, stable, middle-class, educated working professional family. In contrast, I recognised that someone with a similar biographical position to my own, who originated from a Western country, would be afforded greater respect and participation, as I found when I completed some of my paperwork in London. On the contrary, mutual aspects of positionality also further increased the reluctance of several participants to respond in an open and frank manner. For instance, several of the headteachers in Saudi Arabia said that I could not understand their situations because I had not lived there many years ago. However, this comment was to be expected. Thus, the inherent confirmation bias of the researcher or the interviewees has already been reached. Although this is not a bias that affected the feedback received as part of the research study, it is one that required me to be alert to and mindful of the qualitative paradigm of inducing meaningful answers. I talked to the headteachers many times in a friendly relationship to let them understand that doing this study with them did not mean I understood more than them or that I was trying to take advantage of them. Rather, the purpose of this study was purely to understand their job satisfaction rather than their personal private life.

A similar characteristic of the study's setting that involved the positionality of the researcher, and one that required mitigation and elucidation, was the cultural context of Saudi Arabia which has deep and ancient tribal bonds. Whilst these tribes are huge and diverse, the custom of appending the tribal name to the surname is still practised and can be used to identify (and locate) a person through their lineage.

Consequently, shared nationality and home regions may have instilled some apprehension among participants which may be ascribed to concerns regarding feedback to their own line via headteachers, supervisors, co-workers, students, their parents and members of their community. This situation is only further exacerbated by conservative social expectations of behaviour and conformity; for example, it would be culturally frowned upon to receive negative feedback, which would give rise to an inhibition to provide frank and honest answers or put a positive slant on any feedback provided.

My occupational positionality should have no bearing as a member of the community in the study setting, as prior to studying in London since 2012, I had worked outside the Eastern Province for three years. Thus, I have had no personal or professional relationships with the potential participants in this study. Nonetheless, it would have been counter-productive to interview any teacher under my former headship.

Open discussion of salary and material benefits are also frowned upon. However, as this is a study of exploring issues relating to job satisfaction, these matters had to be recorded and gauged. As a formal research study, the positionality was such that my primary aims were the capture, analysis and aggregation of data for research, philosophical, statistical and learning purposes. As someone who shared the nationality and former profession with the subjects, I had concerns for their wellbeing, but these were limited to personal religious values that emphasise empathy.

Insider research

As noted by Griffith, the insider is someone whose biography (gender, race, class, sexual orientation and so on) gives him or her a lived familiarity with the group being researched; while the outsider is a researcher who does not have any intimate knowledge of the group being researched, prior to entry into the group (Griffith, 1998, p. 361). Smyth and Holian (2008) state that being an insider means being embedded in a shared setting. Additionally, Sikes (2008) explained that being an insider researcher means that one may be emotionally connected to the research participants. One of the benefits of being an insider researcher is having a deeper knowledge and understanding of the organisation or system within which the research is based. However, if not managed well, this could have negative impact on the quality of data collected. Ball (1994) states that in interviews, respondents may find themselves manipulated into saying more than they intend (p. 181). On the other hand, Logan (1984) argued that interviewers should not withhold their views or resist friendship and involvement during the interviews, as that will help in developing trust by sharing experiences and attitudes. Mercer (2007) suggests that interviewers should limit their contributions to conversations to avoid influencing the opinions of the research participants.

As a researcher coming from the same background and having shared a similar professional environment, I related to the interviewees in many aspects, such as their culture and workplace. Consequently, I understood from an emotional and professional perspective the significant impact that the traditional hierarchical structure may have on the positivity of the individual. This shared cultural background provided me with a suitable space to understand and summarise the interviews and identify the most important codes that indicate job satisfaction or have a direct relationship to the satisfaction of the career of school principals. It was not necessary to return to the headteachers whom I interviewed to ascertain the meaning of their words and verbal messages that I recorded directly at the time of the interviews, either in Phase A or Phase B. I tried hard to avoid being biased by my social and educational background, which was close to that of some headteachers. I also sought to avoid being biased by my own experience as a former headteacher and the factors that affected my job satisfaction. Accordingly, I was very careful to connect my own reflections when discussing many topics in the context of this research; specifically, I took into consideration the necessity of being neutral in discussing any position related to job satisfaction when I was a headteacher. Reflexivity and neutrality are discussed in detail below.

Neutrality and reflexivity

A reflexive account can provide a legitimate strategy to be employed in the research with the aim of offering deeper insights and supplementary perspectives that may assist the reader in critically reflecting upon why the (qualitative) methodology was considered (Cutcliffe, 2003). Furthermore, a wider, open-ended approach is suitably appropriate for cross-cultural educational studies, in that it can accommodate and moderate the research results and their unpredictable variables, as well as militating against elements skewed within a spectrum of individualism vs. subjectivism and internalism vs. externalism (BonJour, 2002). The ability to recount experiences from my former headship position offered me an epistemic advantage to draw upon that could assist with the stimulation of feedback from the interviews. As someone with extensive, direct experience of the research area, I have had to remain conscious of any encroaching bias and have taken steps to limit any such issues that may arise. It is also important to consider a reflective-reflexive approach to the researchers own life and experiences and limit any such bias.

Furthermore, as someone who potentially possesses a cultural, geographic and philosophical worldview in common with the setting and subjects of the research, I have had to implement mechanisms that allow for the discovery elements of the processes and the results therein to be generated in an unadulterated fashion.

In continuation of the researcher positionality, self-scrutiny is also required to filter out any bias and develop strategies. The nature of my extensive involvement in the field of education has allowed me to interact with hundreds of female headteachers and educators through formal and informal situations. Thus, having listened to their concerns, I have built up an epistemic professional and contextual framework that has enriched my positionality and allowed for a heightened reflexivity. Examination of self, as the researcher, through a stringent process of self-scrutiny, has enabled me to become self-aware and therefore remain as neutral as possible.

A notable aspect of my reflexivity is linguistic accommodation. In seeking to make myself as accessible and approachable as possible to all, whilst remaining as neutral as possible, I espoused a mutually intelligible dialect of Saudi Arabian Arabic, known locally and colloquially as white accent, which is an amalgamation of all dialects; it is a common usage that rivals the commercial and professional Standard Arabic lingua franca. As previously described, the Eastern Province is a diverse province; given its history, it is a melting-pot of different historical migrants, with a variety of different backgrounds and influences. Therefore, with an oscillatory socio-economic variance, I tried to encourage an atmosphere of open, yet confidential, dialogue, in which I could elicit frank and factual answers, in terms of material welfare.

Specifically, I wanted to ascertain the link between salaries and how this may directly determine the interviewees lifestyles. Moreover, I wanted to identify any relationship, viewpoint and career aspirations that the interviewees may have had regarding the remuneration received and their future earning possibilities. This had to be addressed whilst being conscious of my own experience and career aspirations; I had to keep verbally detached in order not to draw any bias. As someone from a primarily middle-class family background, for example, my own dissatisfaction with my remuneration may have more to do with my expectations and ambitions rather than financial limitation.

Upon such reflection, I believed it was of increased benefit to build friendly relationships with each participant, not only to minimise the opportunity for bias to intrude, but also to strengthen the level of trust and remain sensitive whilst acquiring professional information that may have personal connections and connotations. Throughout the data collection process, I interviewed all participants whilst maintaining their confidentiality. Adopting this approach was envisaged to foster interactivity with participants and to enable me to elicit their in-depth, context-rich personal responses. I took advantage of face-to-face communication with the participants in their own offices in order to access a more intimate interview setting and session.

I considered the effect of anonymity on the qualitative study, by way of restricting the revelation of my personal identity. However, I decided against it not only for purposes of fulfilling security measures to gain access, but more importantly, attempting to conduct an interview with the stated intent without using my name could leave my position and the purpose of the interview open to false interpretation and speculation. The opportunity in this situation could be viewed with suspicion and this would in any case be unethical. However, I felt it was a satisfactory measure not to immediately disclose my former position of headship until such time that I felt the situation was conducive to gaining an interviewees confidence, should they be unforthcoming in providing feedback.

Additionally, and in order to avoid any personal sensitivity, I set a rule that would not allow me to interview any headteacher who was previously under my supervision as a member of staff whilst I was in the capacity of headteacher, therefore eliminating the risk of power inequality and any associated bias from myself and as a mitigation strategy that could lead to constrained feedback from respondents. This feedback could range from inaccuracy through to untruthfulness, due to the possible belief that their reputation, position or situation was under review, either in the future or previously during my time as their headteacher.

To re-emphasise, the challenge of my research was not only to expand and explore the unknown within the parameters of the key research questions, but also to derive meaningful data through a qualitative paradigm that would provide an opportunity for the educational research to transmogrify into something useful beyond that of numerical data and statistics. As the researcher, I needed to transcend the many (social) constructivist

horizons and many truths that are known to be true to the research subjects, and identify the inherent limitations of any model whilst striking a balance between objectivity, for purposes of obtaining data, and subjectivity, for purposes of imposing meaning on the data, through a wide range of contexts that may contain and accommodate temporal, social, personal cultural, national, religious, historical, economic, political and spatial aspects.

Reflexivity is an approach that places emphasis on interaction and reflection as part of the research design procedure (Creswell, 2013). As a researcher I had a diary; I kept a written record of my activities about my research, such as feelings and thoughts throughout the research period from the date I started the research design, through to data gathering in Phase A, B and C, and the final stages of analysis presented in the study. Whilst there is much to consider, it is incumbent on the researcher, for purposes of professionalism and validity of the study, to consider alternative approaches and support or discard them accordingly.

Therefore, my next task is to explore other social research paradigms, their background, conventional usage, and applied philosophical context. In doing so, I will compare and contrast the advantages and limitations of each approach and extract the most appropriate methods associated with them. The ensuing evaluation is based on the need to determine the level of job satisfaction among female headteachers in the Eastern Province of Saudi Arabia.

However, the researcher seeks to apply a qualitative dimension and answer how job satisfaction is measured, thus developing the objective into a question: How are job satisfaction levels determined among female headteachers in the Eastern Province of Saudi Arabia?

Philosophy

There are numerous and differing social research methods and philosophies that could have been adopted to investigate the research area of this thesis and its key questions. Heywood and Stronach (2005) state that a research philosophy is an approach that explains how evidence about a phenomenon should be gathered, analysed and utilised.

Sim and Wright (2000) indicate that there is a need for a conceptual framework or philosophical perspective to all approaches to research. Heywood and Stronach (2005) argue that any methods adopted in research should be framed by the philosophical worldview of the researcher. In other words, a philosophical perspective informs and influences the research study at all school-levels, starting from developing the research questions to choosing the data collection methods and data analysis (Morgan, 2007). Furthermore, Creswell (2009) affirms that researchers can ground their studies in the scholarly literature that is used and affirmed by other scholars when using such a framework. The most relevant and applicable social research philosophical paradigms that I have studied and considered are interpretivism, empiricism, positivism, post-positivism and pragmatism.

Interpretivism

Research based on interpretivism mainly attempts to understand individuals' perspectives to certain situations. The theory also allows a good understanding of individual phenomena using rich data, based on the experiences of the participants (Dowling & Brown, 2010). Moreover, given that the current study also has some cultural aspects relating to human beliefs, attitudes and behaviour associated with the experience of job satisfaction, its nature (just as in any other study) is also influenced by these determinants, and becomes mostly phenomenological (Quinton & Smallbone, 2006). When adopting an interpretivist paradigm, researchers mainly attempt to understand, rather than explain, a phenomenon. Generally, the emphasis of any research using an interpretivist approach is on subjective observation from direct experience from the inside rather than an objective approach from the outside (Cohen et al, 2010). In light of these brief overviews of existing research paradigms and taking into account the research questions and aims and objectives, my study seeks to incorporate both a positivistic and phenomenological approach in its examination of job satisfaction of female headteachers in Saudi Arabia. Inherent in the current study are some cultural aspects, as stated above, relating to human beliefs, attitudes and behaviour associated with the experience of job satisfaction and its nature. Other studies are also influenced by these determinants, which therefore become mostly phenomenological (Quinton & Smallbone, 2006). In this research; the phenomenological method aims to define, recognise and interpret the female

headteachers views about their job satisfaction. It focuses on the research questions, such as the level of headteacher job satisfaction with particular factors such as (pay, recognition, work-loaded, age, school size, life-work, balanced supervision, work-relationships and school conditions).

Empiricism

Empiricism, generality and determinism are the key aspects of this quantitative paradigm and are also indicated in the quantitative nature of the middle phase of this study (Cohen et al, 2000), where a significant amount of data was gathered in line with a positivist approach (Bell, 2005). Further, it could be suggested that this part of the study is largely scientific, bearing in mind its empirical investigation of causal relationships between variables: in this case, the levels of job satisfaction of Saudi Arabian female headteachers and potential variables, which could act as moderating factors. Nonetheless, some criticism has been levelled against the positivist approach as it is not necessarily relevant to qualitative research (Smith, 2015; Johnson & Duberley, 2000; Gill & Johnson, 2010). Qualitative research gives different views about peoples lives from their opinions; it aims to understand the peoples' perspective that they use in their values and how people construct reality through this perspective (Smith, 2015; Johnson & Duberley, 2000; Gill & Johnson, 2010). Interpretive constructionism strongly argued that objectivity needs to accommodate some subjectivity in the scientific inquiry process (Gephart, 1999). Since this research is based on a mixed method, I have used more than one method to reach a reliable outcome that determines the job satisfaction of the headteachers. Therefore, it is necessary to define and explain pragmatism, below.

Pragmatism

There are different forms of pragmatism, as explained by Creswell (2009) and Johnstone (2004). However, all forms of pragmatism share the core assumption that knowledge is acquired out of actions, consequences, or situations, rather than through antecedent conditions. Hence my understanding of pragmatism has been also further informed by exploring mixed-methods research, such as that of Creswell (2009) and Tashakkori and Teddlie (2003). Creswell (2009) argued that within mixed-method studies, the research problem and purpose are what guides the studys design, which means that the research

approach is not connected to one reality or system. Creswell (2009) further observes that pragmatism is a problem-centred approach that focuses on and gives more priority to the problem rather than the research methods employed. Moreover, it was also asserted by both Michell (2003) and Johnstone (2004) that pragmatism utilises a mixed-method technique to derive knowledge about the problem or issue under investigation. This has led me to conclude that pragmatism values personal ideas about research and practices, while also giving permission to researchers to use the most appropriate methods that can help them answer their research questions (Creswell, 2009).

As mentioned earlier, I have adapted the research questions to enhance meaning to achieve the objective of the study. I am also aware that there could be further uncertainties, as well as a human element, which could easily be overlooked at the design level (Rorty, 1991, p. 65). This point could potentially pose a weakness for a pragmatic researcher. Therefore, I was flexible and open to unexpected data. Another weakness associated with this philosophy or approach to research is the fact that it is time-consuming (Johnson & Onwuegbuzie, 2007). My resolution for the study, therefore, was to tabulate a clear, detailed time-plan with specific deadlines and tasks. The time-plan listed in detail all actions required at each school-level (stage). Consequently, I am aware that unforeseen circumstances could hinder the process of data collection, so this was also taken into consideration by giving more time for this process. The organisation of my time schedule had to be realistic to achieve the best method that would lead me to the desired results.

As an educational research study with multiple dimensions, some approaches are of more benefit and relevance than others. In the search for meaning and understanding based on the data collected, it would not have been practicable to pursue either a pure empiricist or interpretivist approach. Consequently, it appeared to me that the philosophy of pragmatism should be seriously considered further as an approach well-suited to the challenge of this research, as this theory places more emphasis and value on practice-based research, which resonated with the purpose of this research. In addition, I selected the mixed-method research paradigm to survey and analyse the perceptions of headteachers in the Eastern Province where there was a historical lack of data. Consequently, initially I had to generate data for sampling by way of interviews in the

first phase of research. The initial qualitative enquiry led to me developing and submitting a questionnaire to the headteacher to gauge their job satisfaction. The results of the questionnaire were then collated and presented to headteachers to further engage with in the third phase of research and discuss and determine the level of agreement with the data collected. Due to the low number of headteachers, this final step [to survey and discuss] was used to gauge and further confirm the first school-levels and second school-levels (qualitative and quantitative research).

Pursuing a positivist approach would have severely hindered my research and the results as I would have been restricted to researching, analysing and confirming what is known to be true, allowing for a limited scope in my research in only providing an opportunity to justify what is already known by gaining knowledge of how the (known or expected) results were arrived at and understanding why things are the way they are. Positivism reflects a scientific approach that mainly attempts to discover and present reality by relying solely on empirical methods (Henning et al, 2004, p.17). These restrictions might have been further compounded during the initial phase of the school-level research by the fact that what is known to be true may only be known to be true within a historical context, with no opportunity or scope to gauge any subsequent developments, improvements, adjustments, modifications or change of state. Furthermore, what is considered to be true may not be universally true. The philosophy of the interpretivist approach is somewhat subjective, and while this carries an inherent advantage in that it attempts to understand phenomena from individuals' perspectives and experiences which are intrinsic in certain situations, subjective observation from direct experience is from the inside rather than being an objective approach from the outside (Cohen et al, 2007).

Whilst I am aware that the key research questions I have identified and outlined should provide a clear insight into the formulation of a method of constructing a picture of how female headteacher job satisfaction is created, attained and maintained, my initial thoughts regarding a research paradigm could be classified as a pragmatic approach. However, upon further consideration, in conjunction with the discussion, I decided that an exploratory-sequential approach would be more appropriate, given the discovery dimension that the research would entail. Prior to any commitment to a formal selection of a research design method, I investigated the feasibility and sought to ascertain the

advantages and disadvantages, aiming to form a judgement as to whether it would facilitate or hinder the research. Where the expected data appeared to be inadequate or insufficient, I modified the design in accordance with the principles of pragmatic and exploratory research philosophies.

Had I undertaken my research using a positivistic or interpretivist emphasis I would have expected the findings to be rich in data (Dowling & Brown, 2010), requiring intensive parsing of data derived from Phases A, B, and C. Given the research questions, aims and objectives of my study, I determined that these two research methodologies were unsuitable in their individual capacity to undertake the research sampling and data collection. Therefore, the philosophy of pragmatism, which places more value on practice-based research, resonated with this research study. It was also beneficial to proceed with this paradigm as there was insubstantial research to draw upon. The hypothesis could not have been adequately tested due to a lack of context-specific previous findings to test in Saudi Arabia. Consequently, I needed to generate my own data in the first instance through qualitative research methods.

Research Methods

For this part of the chapter, I explore various social research methods and methodologies to appraise their suitability and make a selection. I also justify how I arrived at any conclusions regarding their suitability, specifically why I thought they were suitable and how and where I wanted and expected them to assist me, with critical consideration of any limitations and alternatives, and why I proceeded with those I selected.

As this chapter identifies the sample selection and data collection methods, I explain in depth the processes undertaken that led to the key findings, as well as providing a critique as to the justification of the mixed-method research. Thus, below I map the assumptions, theoretical framework, study setting, sample population and review the instruments for data collection and analysis. I conclude with a discussion of the ethical terms of reference that governed the conduct of the research.

Mixed-method study design

Many studies highlight the increasing use of the mixed-method design in educational and social studies which is influenced by the pragmatic paradigm. They assert that it has been adopted on the assumption that collecting different types of data can help in providing a better understanding of research questions (e.g. Brannen, 2005; Creswell, Plano & Clark, 2007; Creswell, 2009). Moreover, they point out that using a mixed-method approach often results in more robust data, which can positively contribute to the existing knowledge which cannot be achieved by using an individual or single-method approach. I have therefore inferred that using a mixed-method approach can lead to more accurate and complete descriptions (Johnson & Turner, 2003). It addresses the need to balance between the benefits of both the quantitative and qualitative approaches, so that researchers can be more critical regarding the evaluation and analysis of results. A broader range of research questions can be analysed, as the researcher is not limited to one approach, as the weakness of one method can be overcome by the strength of another (Creswell & Clark, 2007). Collis and Hussey (2009) stated that it also helps to enhance the quality and validity of the research by reducing bias in the data sources. The quantitative dataset can support the qualitative one, as the observations and interviews can project better evidence for conclusions through convergence and corroboration of findings, and produce a more complete picture to inform theory and practice (Morgan, 2007). Consequently, mixed methods were employed in this research because I believe, as do Morse and Niehaus (2009), that one approach is not enough in itself. By using mixed design, I am including more than one methodological approach to examine some of the questions in this research that would be difficult to answer using only one method. By using that, the aim was to produce deeper and more extensive research than if only one method was employed (Morse and Niehaus, 2009). In the case of the current research and for the investigative nature of study and the difficulties of the phenomena examined, I endorsed the position of Alzaidi (2008) who conducted secondary school headteacher job satisfaction in Saudi Arabia: the researcher should use semi-structured interviews to collect data about the subject in depth at the micro (individual) level. Furthermore, questionnaire surveys were employed to answer the research questions, also collecting statistical data at the macro (group) level. Finally, semi-structured interviews were used

to pursue validation and confirmation of the results, to collect further points of clarification and to offer additional interpretation in the analysis of the data.

The disadvantage of a mixed-method philosophy applied as a research method is that is time consuming (Johnson & Onwuegbuzie, 2007), due to the human resource element, and tedious, since data must be collected, sorted, sifted through and collated. To minimise the risks involved with the time-dependent nature of this approach, I tabled a clear, detailed plan with specific tasks and milestones (see Appendix B). I also mitigated potential delays and any unforeseen circumstances that might hinder the process of data collection by making multiple appointments with headteachers well in advance, and periodically checking to confirm the date and time with them. The plan detailed all the required actions for each school-level (stages) of the research study.

Creswell et al (2003) posit a six mixed-method design strand:

- (i) Sequential Explanatory Strategy – whereby quantitative data collection occurs, followed by qualitative data collection.
- (ii) Sequential Exploratory Strategy – whereby qualitative data collection occurs, followed by quantitative data collection.
- (iii) Sequential Transformative Strategy – whereby qualitative then quantitative or quantitative then qualitative data collection takes place.
- (iv) Concurrent Triangulation Strategy – concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem.
- (v) Concurrent Transformative Strategy – employs specific theory-based concepts or perspectives.
- (vi) Concurrent nested strategy whereby both quantitative and qualitative data is collected concurrently

(Creswell,2003b, p.113)

I selected the three-phase Sequential Exploratory Design method as the most appropriate approach to explore the phenomena of job satisfaction among headteachers, as this method allowed me to explore and identify unknown variables and determine the most appropriate measures and/or instruments to be developed. Furthermore, this method allowed me to start by collecting qualitative data, rather than pursue bulk data collection with unknown variables that would only become apparent during the data collection and its analyses, which could have taken up an inordinate amount of time. My appreciation of this design method was further corroborated by Greene et al (1989), who stated that the results of the first phase (qualitative) will inform the second one (quantitative) and will be further validated by another qualitative approach using interviews (Greene et al, 1989). By using this method, I aimed to interpret additional perspectives understood from the qualitative data gathered.

The Triangulation designs

This research study therefore adopted one of the most common approaches to mixed methods: Triangulation Design (Creswell, 2003). The purpose of the Triangulation Design is to obtain different but complementary data on the same topic (Morse, 1991, p. 122). It also helps researchers to bring together differing strengths and weaknesses of quantitative and qualitative methods, such as a large sample size in quantitative methods, compared to small ones in qualitative methods, as well as a generalisation and detailed findings (Patton, 2002). The Multi-Level Triangulation Design, as explained by Tashakkori and Teddlie (1998), was adopted for this study. The Multi-Level Triangulation Design aims to use different methods so that various levels within a system are addressed. Each levels finding will feed into the other level and will lead to one overall interpretation. Phase A thus defined and quantified the issues and questions that were explored and answered in Phase B when a self-completion questionnaire was utilised. In Phase C, post-survey interviews were conducted with selected headteachers until saturation was achieved to confirm the survey outcomes. The exact number of participants was dependent on the amount of new data received during interviews (Merriam, 1998).

Study setting

The situational context for the research study comprised primary, middle and high schools located within the Eastern Province of Saudi Arabia and only targeted female headteachers for reasons previously explained. Easterby-Smith et al (2008) suggest that increased reliability in findings can be obtained from the investigation where a bigger population is available to sample.

Phase A – Qualitative method (Interviews)

The purpose of this phase was to lay the foundations for Phase B of the research study. In this regard, Taylor et al (2015) highlighted that a qualitative research approach is concerned with describing experiences, emphasising meaning and exploring the nature of an issue. Also, Lincoln and Guba (2013) point out such research allows for a detailed exploration of a topic of interest, in which a researcher collects information through case studies, ethnographic work or interviews. In-depth semi-structured interviews were used to collect data directly from the research participants. Using these interviews provided the following benefits:

1. They allow for more in-depth data collection and comprehensive understanding.
2. Body language and facial expressions are more clearly identified and understood.
3. The interviewer can probe for explanations of responses.
4. Stimulus material and visual aids can be used to support the interview.
5. Interview length can be considerably longer since the participant has a greater commitment to participate (Boyce and Neale, 2006).

Qualitative sampling method

Of the total number of headteachers in the province, 20 were selected by purposive convenience sampling. How the number and type of participants were selected to be engaged in this research is discussed later (see page 107). This relates to each mode of

the research such as the selected group for questionnaires or that selected for interviews. Interviews try to identify the individuals who share the same perspective in order to recognise cultural categories and expectations through which people existing within a cultural foundation understand their world (Al-Dhuwaih, 2011). Qualitative research is much more intensive than extensive in its purposes (Al-Dhuwaih, 2011); therefore, I ensured that participants were selected who represented a range of headteachers since qualitative research studies the participant's categories and assumptions not the individual who holds them. Working with a few participants in depth could deliver better findings, rather than working superficially with numerous people (McCracken, 1988, p. 17).

Patton (2002) recommended several substitutes for purposive sampling. First, sampling can purposively mix extreme or irregular circumstances. In one instance I chose a very long-standing and experienced headteacher plus someone who had only just secured their position. The second suggestion of Patton (2002) is to select the average cases. I also tried to cover ordinary cases – those in which achievement and disappointment are especially common for the normal or larger part of the cases. In this research, this may mean choosing headteachers who indicated general satisfaction or dissatisfaction with their headship position. Patton's third recommendation identifies leading with variety in the population, managing just a couple of particular cases to reveal the scope of diversity and distinction in the field (Patton, 2002). I concluded by distinguishing the most appropriate scopes of view and experience from the collection of headteachers available and attempted to achieve a representative population of participants.

On the other hand, Maxwell (2005, pp.89-90) contends that the population should be centred on heterogeneity as this permits more correlation in the field as could reasonably be expected. An excessive similarity among the sample will lead to challenges in creating a comparison between cases. Still, too much heterogeneity will put up boundaries to recognising their normal highlights. In this way, it is standard practice to select participants who offer various points of view as the information delivered will take into account what is illustrative, persuading, and affirming (Flick, 2007, p. 33).

Besides, population selection in qualitative study ought to be frequent and flexible; as such, the researcher has to be prepared to adjust to the circumstances in the field and also to new views provided by data gathering, because of information accumulation, which

may recommend changes in the first data arrangement (Flick, 2007, p. 33). On two occasions the present research design was able to satisfy these conditions through improvements inside the field of study, for example, the changing age profiles of new headteachers with Vision 2030 (see page 79) and the identification of the contributor who came to notice through chance rather than plan.

Mixed methods research involves going out into the field to gather information, paying little heed to the kind of field. In this manner, for instance, the Eastern Province in Saudi Arabia has a few major urban communities with expansive, differing populaces, which could help address representativeness in the population (Robson, 2002). However, one should not only be looking for a representative sample; there is no possibility of a completely arbitrary sample from a realised populace that could accomplish factual generalisability (Flyvbjerg, 2004). Sampling is utilised with the goal that extra data can be acquired to help produce reasonable classifications (Strauss & Corbin, 1990).

The participants who were interviewed helped me to plan my hypothesis about job satisfaction. Thus, I needed to ask myself many questions; for example, have I been mindful so as to pick individuals from a geographical spread, to guarantee that the perspectives that the exploration is securing are from headteachers working in a representative set of the Eastern Province? As such, representativeness is a key issue that will provide quality to what the results show (Al-dhouwahi, 2011). Even though the sample selected made a case for being representative it must be focused on the Eastern Province, which is not typical of the remainder of Saudi Arabia, having as it does a high percentage of its population who are international and a particularly industrial character (Al-dhouwahi,2011). Interviews depend on the quality of the relationship between the researcher and the interviewees; accordingly, the researcher's approach can affect the underlying relationship and some of the results of the interviews (Seidman, 2006, p. 40). Consequently, I was impartial and conscious in picking participants, while thinking about what was reasonable and just to both the interviewer and her variables. Inexperienced interviewers will in general search out the least difficult interviewees, such as those that they now have a relationship with. In any case, both interviewer and interviewee may accept that they see one perspective (Seidman, 2006, p. 42). Therefore, the first phase of this study adopted a purposive sampling technique using a convenience sampling

approach. Creswell and Plano Clark (2011) pointed out that purposive sampling is used to identify and select individuals or groups of individuals who are especially knowledgeable about, or experienced in, a phenomenon of interest. Convenience sampling is often used because of its practical benefits as it is seldom possible to obtain an ideal sample. It is used to choose a sample based on issues such as their availability, geographical proximity, or ease of contact, which is helpful in saving time and resources (Gall et al, 2010). The information was obtained from females only because of the denial of open access to both genders within Saudi Arabia. Religious rules, authorities' policies, and cultural tradition do not permit mixed schooling beyond kindergarten. Moreover, as a female researcher, I was not allowed to enter male schools. Thus, convenience sampling was used to target female headteachers for the first phase of the study. It was intended that up to 20 interviews would be conducted in the first step, as it was anticipated that data saturation would be reached with this sample size.

The limitation of using convenience sampling, as asserted by Mackey and Gass (2005), is linked with its likelihood of not representing a diverse sample of the population so I sought to ensure that a relatively representative sample was employed for the first phase. When I was choosing the sample for interviews, I divided the headteachers into small groups that represented the whole sample of the headteachers in the Eastern Province from Al Bqaiq, Al Ulaya, Dammam, Jubail, Khafji, Nariyah, Khobar and Qatif. Then I selected two or three headteachers who have different demographic characteristics, such as age, experience and qualification from each group. Headteacher age in the interviews sample ranged from 25 to 60. They also work in different schools: primary, middle and high schools, whether in a rented or non-rented building, supervised by the Ministry of Education, or under the supervision of Aramco. Some of headteachers in this sample come to their school from remote areas, with a journey of 30 minutes; others take more than three hours by car to arrive at their school. Some sampled participants take between five minutes to 20 minutes. Then, I selected two or three headteachers who have different demographic characteristics, such as age, experience and qualification from each group. Another critical inquiry question was how would the different variables between headteachers be distinguished and gathered, for example, the period in headship, to be sure that the sample was representative? I ensured that the sample included headteachers who had spent from one to five years in a headship position so they might have the

capacity to recollect more obviously the period when (despite everything else) they were new headteachers. The sample also ranged from people with five to 10 years experiences to those with 11 to 20. Also, headteachers who were near to retirement were included. In Phase C, I selected the sample in the same manner as in Phase A, until I reached nine headteachers, which is the number at which I reached the stage of saturation. However, I excluded the frequent interviewees in Phase C to achieve a balance in the sample. The aim was to attempt to cover the largest proportion of the school headteachers sample to try to gain the best level of credibility from the results of the interviews.

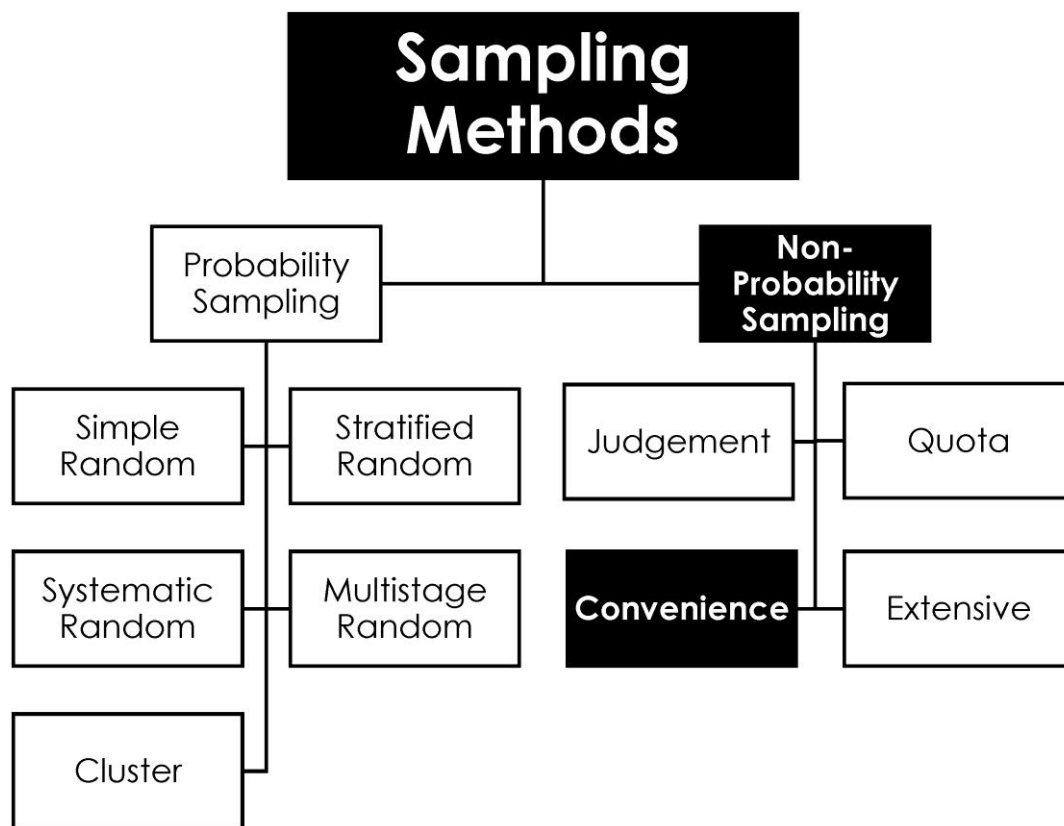


Figure 3.1 Sampling methods (Mackey & Gass, 2005)

Semi-structured interviews enable greater flexibility than structured ones. Fully structured interviews can limit the expression of the interview by only allowing tick-box style answers in a rigid data capture exercise, whereas semi-structured interviews provide the opportunity to capture particularly interesting issues such as perceptions, attitudes, grievances, understanding, interests and interpretations, as they emerge, digging deeper

into particular issues of concern, as well as allowing for the participants to have an opportunity to express their experiences, views and any miscellaneous matters that need to be mentioned (Smith et al, 2013). An open, non-structured interview would in reality be an open discussion with little or no clear topic to guide the progression of the discussion. The interviews were conducted on a one-to-one basis at a location that was suitable for the participants. Harwell (2011) explains that data gathered through face-to-face interviews have the potential to yield a gold mine of insights into peoples lives and situations. Harwell (2011) further suggests that having prolonged and focused conversations between trusted parties to discover what is important to the interviewees can never be substituted by any other tool for collecting reliable qualitative data. Thus, interviews were used for the first phase to understand the respondents experience and to recognise the reasons for including this experience, as explained by Seidman (1998). All interviews were conducted in the Arabic language and were not carried out to test a hypothesis or answer questions, but rather to develop themes that would assist the subsequent phase of the study. The interviewees were allowed to provide in-depth responses as they had the opportunity to talk about the subject within their frames of reference and within in a friendly environment.

Semi-structured interview

Semi-structured interviews are categorised by the formal nature of a commitment between an interviewer and interviewee, when the interviewer prepares an interview guide, which is usually a list of key questions with relevant topics that the researcher wants to discuss in-depth with the interviewees, and therefore this gives some direction to the interview process (Harrell, 2009). Further, lesser significant subtopics and questions similarly could be used to obtain nice-to-know responses. Any other filler questions or notifications may also provide support in giving structure to the interview at the same time as the interviewer conducts the interview; it is also vital that a track is maintained (Dearnley, 2005). I made sure that the interview always revolved around the headteacher job satisfaction because some participants occasionally deviated from the topic of career satisfaction to overall satisfaction, or they would shift to another subject that had no relation to job satisfaction.

Bernard (1988) advocated using semi-structured interviews when the interviewer has only had one instance of conducting the interview with any given interviewee. Bernard (1988) further advocated semi-structured interviews for field interviews and multiple interviewers. Moreover, this approach can provide a clear set of instructions for interviewers and obtain reliable qualitative data that may possibly later be comparable (Cohen, 2006). Semi-structured interviewing is often undertaken by a researcher who has a keen concern in understanding the topic and taking meaningful data is part of the research (Harwell, 2011). As a study tool, the instrument is purely one link in a chain and is generally continued by in-depth planning and careful question-creating by the researcher (Boyce & Neale, 2006). I found the rapport with semi-structured interviews allowed the interviewer to provoke the expression of more information, by providing a setting in which they were given freedom to explain their interpretations in their own words. This approach encouraged the investigator and the interviewee to have a two-way communication via the opportunity for the interviewee to ask for clarification of the questions. Irvine and Drew (2013) state that a semi-structured interview supports the conversation when there are sensitive subjects and delivers the reasons for the answers given by the interviewee.

The disadvantage that should be noted is that the findings may not be generalisable as they are obtained from a small sample that may be subjective as the data collected is not limited to fixed answers (Boyce & Neale, 2006). England (1994, p. 248) further argues that the biography of the researcher directly affects fieldwork and that the positionality [position based on class, gender, race, etc.] plays a central role in the research process, in the field as well as in the final text (England, 1994, p. 252). In addition, interviews consume a large amount of time (England, 1994, p. 252).

Due to the business and working climate in Saudi Arabia, interviews were a time-intensive activity as the entire process required multiple telephone calls and liaisons to confirm and reconfirm the appointment(s), to meet with the headteacher and to allow for any extenuating circumstances that may have developed on the day of the interview within school parameters, and also to transcribe the findings and analyse the results.

Furthermore, interviewing skills and the required training to attain them are essential as there are sensitive cultural requirements that needed to be adhered to, such as clothing

and body language, as well as protocol. Training was therefore required to minimise and mitigate all possible adverse scenarios and misunderstandings to reassure and make the interviewee comfortable (assuming the interview was approved of, and access to the school and interviewee was granted), at ease, interested and stimulated in the subject matter at hand (Boyce and Neale, 2006). Consequently, to avoid all the disadvantages of time-interviews, I had, well in advance and due to my local knowledge, attended training courses (UCL, 2015) to enhance my interviewing techniques. In addition, these courses allowed me to conduct pilot interviews with volunteers beforehand in the workshop classes, which was also beneficial for me in improving my interview confidence. In turn, it allowed me to develop interview room tactics and strategies over the course of the interview, enabling me to schedule with increased efficiency.

Phase A was conducted to build Phase B with 20 headteachers being interviewed using semi-structured interviews; from their answers the questionnaire used in Phase B was developed. However, the developed survey questionnaire was piloted to ensure that the questions were unambiguous and relevant, and to estimate the time and cost of the work; they were tested for convenience and appropriateness. The survey questionnaire was then further refined following the pilot study.

Phase B – Quantitative method

Justification for using quantitative method and questionnaire

The quantitative method allows the researcher to cover a large sample size. The additional data which is collected from the research results has more reliability because the statistical study has more depth to review (Morse & Niehaus, 2009). This study has a large population which numbered 478 female headteachers who were active. The researcher can gather data rapidly when utilising quantitative research; researchers accumulate data for the quantitative study procedure in immediate scenarios. Statistical analysis can therefore arise practically immediately (Boyce and Neale, 2006). It has been asserted that the quantitative method helps a researcher to reach a certain result, then their personal biases cannot enter the results (Teddlie & Tashakkori, 2009). That is why the quantitative method is valuable when trying to examine precise research questions; within a large sample demographic, this method is similarly useful when a series of data points are

required within an exact demographic (Teddlie & Tashakkori, 2009). The anonymous aspect of the quantitative research makes it beneficial for data gathering because people are more likely to share truthful viewpoints when they are sure that their feedback will not haunt them (Morse & Niehaus, 2009). The quantitative method does not require direct observation to be beneficial (Shannon & Bradshaw, 2002). Consequently, I did not have to track specific protocols while using the quantitative approach. Nonetheless, there is no obligation to observe each headteacher. The researcher can send surveys to participants without the need to involve the researcher when the participants give answers. This benefit generates an improved response rate for answers because individuals have enough time with less pressure to complete the survey (Morse & Niehaus, 2009).

The questionnaire is a self-report data gathering tool, which is filled out by the study's participants (Christensen, 2004). The questionnaire is often utilised in the field of social and educational research, either as the sole method for information gathering, or related to some other instruments; it deals with objective resources by gathering information about people's knowledge, culture, habits, beliefs, attitudes and behaviour; the questionnaire can be structured, closed and open-ended questions. Cohen et al (2000) recommended that the type of questionnaire depends on the size of the sample. When the study has a large sample, a structured questionnaire should be used (Cohen et al, 2000). In this research there were 478 active headteachers so the structured questionnaire was selected as a quantitative tool for data gathering.

The main reason for choosing the survey method in this study, in the form of a questionnaire for data gathering, was to discover the relative strength of issues influencing job satisfaction among female headteachers in Saudi Arabia that were identified through the first phase of data collection. Also, it was used to study the relationship between the overall level of headteacher job satisfaction and demographic variables.

The efficiency of online (electronic) surveys has become a trustworthy standard for collecting data. Numerous data collection services are available via a hosted web solution. These are primarily web-based interactive forms for collection of feedback from customers, team-colleagues, project-workers, university students and the general public. They also serve to provide portable and highly effective lightweight surveys and/or

preparation of business processes such as a Returns Form or Course Refund/Feedback. Such examples can be found in WuFoo, Survey Monkey, and Google Forms. By now, their presence and efficiency are such that they have been acknowledged by many scholars and documented, in relation to the constructive aspects of these electronic surveys and the competitive advantage they are able to offer in terms of cost, convenience, and speed (Shannon & Bradshaw, 2002). Their results show a reduction in cost by using an electronic medium as opposed to traditional off-line means (mail or phone). Moreover, electronic surveys have become the standard today and allow for an automated verification process and response system, utilising electronic databases that can reduce the time needed for data analysis. Their use has until now been restricted only to people who have computers and mobile devices, such as smartphones and tablets, and internet access (Andrews, Nonnecke & Preece, 2003). There are many advantages of using this online survey which include, for instance, a function that allows respondents to toggle between the Arabic and English language, the anonymity of using a one-time link, and also allowing the administrator to easily group participants meta-data, such as the demographic details, into categories (Alessi & Martin, 2010).

Quantitative data collection

All headteachers selected from schools in the Eastern Province were sent a direct internet link (URL) to enable them to complete the survey. This URL was sent electronically and directly to their private emails by the researcher. This satisfied privacy and security concerns, but also allowed for a more convenient time for the respondent to complete the questionnaire. There was no additional requirement for involvement of the Educational Supervisor or their provincial educational office to be involved, as consent was already approved (see Appendix B). The time allowed for the completion of the surveys was 30 days. To try to ensure maximum participation, a reminder was sent to non-respondents at 14, 21, and 30 days after receipt of the survey. The goal was to achieve a minimum 55 per cent response rate. This rate was based on the findings of the study conducted by Baruch (1999), in which he researched the response rates reported by 141 published studies and 175 surveys in the top five management journals that were published in 1975, 1985 and 1995, and concluded that the overall average response rate was 55.6 per cent. Using online databases provides better opportunities for achieving good response rates

(Evans & Mathur, 2005); however, this facility was not available in Saudi Arabia. The researcher therefore was in direct communication with the participants via emails. Schools were coded by numbers so that the researcher could identify which schools have responded to the survey and reminders were sent to those that did not complete the questionnaire.

The Ministry of Education asked me to fill out permit forms requesting to be allowed to administer the questionnaire and conduct interviews for this study in Saudi Arabia. However, my stay in London made the appointment to have the forms delayed this process, since the researcher depended on emails asking the Ministry of Education's office for the permit forms. I could not go myself to finish the permit forms from the office of the Ministry of Education directly, because the travel for a few of days outside the United Kingdom was not easy for me with my study skills programmes commitment in the university. This delayed the collection and analysis of data.

The main aim in employment of the survey questionnaire in this research was to understand the level of job satisfaction among headteachers. In addition, this section has outlined the relative strengths and the weaknesses of the quantitative data collection.

Instrument: Survey questionnaire development

Pilot study

Many researchers recommend conducting pilot studies of their research (Wellington, 2003; Alashari, 2007). According to Bell (1999, p. 84), all data-gathering should be piloted to ensure that all questions and instructions are clear and to enable the identification and removal of any survey items that do not yield usable data. Thus, the purpose of the pilot study involved several actions:

1. Verification that the validity and reliability of instruments were suitable for use by the participants.
2. Checking whether there were any difficulties in answering or whether the instruments required any adjustments.

3. Determining a suitable time that should be allotted for respondents to answer the survey items.
4. Giving the researcher confidence in the data collection instruments
5. Reducing the margin of errors and produce concise instruments through refinement of key terms and instructions.

These five issues are discussed more fully below.

Questionnaire related issues

The aim of designing and creating the questionnaire is essential to guaranteeing a high degree of validity and reliability (Alzaidi, 2011). The research questions link with the idea of the questionnaire as a standard instrument. In this study the analysis of the data collected by semi-structured interviews identified the factors to be measured within the crucial domains for the job satisfaction of headteachers. Consequently, the questionnaire design was established on the results of the semi-structured interviews which generated eight domains (motivation, supervision relationships with students and parents, teacher relationships, school environment, authority, qualifications and female leadership) together with the factors which were generated by these interviews. The decision to use a closed-ended questionnaire gave the researcher a space to set job satisfaction factors into the form of statements. The extent of agreement and disagreement in the answers to each statement on the questionnaire form was measured by ordering on a Likert scale, ranging from five (strongly agreeing) to one (strongly disagreeing). Many of the earlier studies of headteacher job satisfaction have employed a Likert five ranking scale using descriptive statistics, applying mean and standard deviations to achieve the data analysis, creating the Likert scale as an interval scale (Al-Mutairi, 2005; James, 2004; Alagbari, 2003; Alonazi, 2002; Alroyali, 2001; Tieam, 1999, and Alomari, 1992).

There is extensive discussion about whether the Likert scale is essentially an ordinal scale, more than an assessing tool (Jakobsson, 2004; Vowler, 2007). Hence, I employed an ordinal version of the Likert scale, as the intervals between the scores cannot be counted. As result, the semi-structured interview results in Phase A were used as the foundation

for developing the questionnaire in Phase B. Therefore, a great deal of attention was provided for the practical steps of designing and developing the questionnaire. The factors recognised that reflect headteacher job satisfaction was generated from the semi-structured interview data to create a complete image of the job satisfaction factors. The interview data indicated 52 factors connected to job satisfaction and dissatisfaction. These factors were provided in the first draft of the questionnaire. Still, a large number of the questions in the first version of the survey tool elevated doubts from the ten headteachers from Saudi Arabia whom I asked to complete the questionnaire in the pilot study. Those headteachers thought the first draft of the questionnaire would not gain a sufficient number of headteacher responses because it was too long for respondents. Hence the judgment was to create a questionnaire with fewer items, by deleting frequently mentioned or overlapping items. This action summarised the number of items to 39. The questionnaire added demographic variables, which included qualifications, experience, age, the number of school students and the type of school buildings and educational supervision centres stages (school-level). The questionnaire items were organised according to the eight domains as shown in Table 3.1.

Table 3. 1 The eight questionnaire domains

| Domain title | Number items in each domain |
|---|------------------------------------|
| Motivation | 9 |
| Supervision | 3 |
| Relationships with Students and Parents | 3 |
| Teacher Relationships | 2 |
| School Environment | 6 |
| Authority | 5 |
| Qualifications (Training) | 5 |
| Female Leadership | 5 |
| Total | 39 |

The duration and time required to complete the survey questionnaire was presented and clearly displayed to the participants on the information sheet. This allowed participants to complete the questionnaire at a time convenient and suitable to them (at work, at home, or in their leisure time). The electronic survey could also be paused (with all responses saved) and resumed later.

Survey validation

Revision of this questionnaire was conducted by asking for comments from three doctors in the learning and leadership department at the University of Dammam in Saudi Arabia; they were sent the questionnaire via email. To confirm the questionnaires validity, they revised the questionnaire according to its degree of ambiguity and capacity to be answered and advised on any essential changes. After their revision, they concluded that the questionnaire was very understandable, but it needed minor Arabic spelling corrections.

Reliability, internal homogeneity and the dimension's correlation

The internal consistency of the questionnaire was confirmed by the Pearson Scale as presented in Table 3.2. The judgment on the existence of a relation has statistical significance according to the degrees of freedom of the sample used and explored in the statistical tables. If the calculated value of the correlation coefficient exceeds the corresponding tabular value (see statistical tables), then we accept the calculated value in view of two levels of significance (0.01 or 0.05) and taking into consideration that the significance level 0.01 is better than at 0.05. This is what was obtained in the current results: the second column in Table 3.1 refers to the significance at 0.01 and 0.05 levels. Also, the degree of freedom ($df = N-2 = 28$) for the current sample ($N=30$) and all values in this column exceed the two tabular values:

1. The first value (0.349) at 0.05 level
2. The second value (0.449) at 0.01 level

At the start, when the internal consistency of the questionnaire was computed by using the Pearson Scale, I found that two items must be omitted because of their correlations

with the total degree of their dimensions had no statistical significance; these two items are:

1. The first item of the first dimension (Motivation domain);
2. The first item of the fourth dimension (School environment domain).

These two items were already omitted. Hence the total items became 39, and the Pearson Scale was computed again. Then, the correlations were found to be accepted, confirming internal homogeneity; the results are shown in the following table:

Table 3.2 Correlation of Question Items using Pearson

| No | Domain and Question Item | Correlation |
|-----------|---|-------------|
| <i>D1</i> | <i>Motivation</i> | |
| 1 | I am satisfactorily remunerated | 0.398* |
| 2 | Educational supervisors recognise my efforts | 0.526** |
| 3 | My salary decreased upon taking up headship | 0.565** |
| 4 | My career path is limited as a headteacher | 0.784** |
| 5 | My remuneration is better than those in other schools | 0.877** |
| 6 | I am reimbursed for my overtime | 0.729** |
| 7 | My salary reflects my status as a headteacher | 0.727** |
| 8 | My salary is commensurate with my duties | 0.852** |
| 9 | My salary is less than my teachers | 0.627** |
| <i>D2</i> | <i>Qualification</i> | |
| 1 | I am up to date with my Professional Training | 0.393* |
| 2 | Training Programmes don't cover practical aspects | 0.708** |
| 3 | Training Programmes are regularly available | 0.818** |
| 4 | Training Programmes involve travelling at length | 0.729** |

| No | Domain and Question Item | Correlation |
|-----------|---|-------------|
| 5 | Training Programmes are out of school hours | 0.754** |
| D3 | <i>Female Leadership</i> | |
| 1 | I enjoy working alongside other females | 0.692** |
| 2 | I prefer working with females rather than males | 0.862** |
| 3 | My headship workload frequently piles up | 0.552** |
| 4 | I delegate tasks to maintain a balanced workload | 0.874** |
| 5 | Working outside hours interferes with familial affairs | 0.851** |
| 6 | My personal life is affected by my work | 0.523** |
| D4 | <i>School Environment</i> | |
| 1 | I personally incur expenses on behalf of the school | 0.741** |
| 2 | School facilities are generally safe and secure | 0.736** |
| 3 | School conditions are generally clean | 0.866** |
| 4 | I am happy with the location of the school | 0.852** |
| 5 | Commuting is difficult due to distance/transport issues | 0.735** |
| 6 | Greater student headcount adds to my responsibilities | 0.633** |
| D5 | <i>Teacher Relationships</i> | |
| 1 | Teachers and I co-operate to further the schools aims | 0.939** |
| 2 | I enjoy developing teachers skills | 0.944** |
| D6 | <i>Relationships with Students and Parents</i> | |
| 1 | I enjoy interaction with students | 0.963** |
| 2 | Controlling students is a very difficult responsibility | 0.888** |
| 3 | I enjoy cordial relations with parents | 0.975** |
| D7 | <i>Supervision</i> | |
| 1 | I have a good working relationship with supervisors | 0.928** |

| No | Domain and Question Item | Correlation |
|-----------|--|-------------|
| 2 | I receive negative feedback from supervisors | 0.908** |
| 3 | I do not have adequate autonomy from supervisors | 0.939** |
| D8 | Authority | |
| 1 | I participate in decision-making with officials | 0.740** |
| 2 | My decisions are valued by my supervisors | 0.740** |
| 3 | I fulfil all directives received from the MoE | 0.790** |
| 4 | I have enough authority to control students | 0.664** |
| 5 | I can use my authority to motivate teachers | 0.831** |

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

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

The Pearson correlation test was used to find the correlation of the Domains with the Likert Scale.

Table 3.3 Correlation of Domains using Pearson

| Domain | Total |
|--|---------|
| D1 Motivation | 0.819** |
| D2 Qualification | 0.878** |
| D3 Female Leadership | 0.951** |
| D4 School Environment | 0.864** |
| D5 Relationships with Teachers | 0.879** |
| D6 Relationships with Students and Parents | 0.909** |
| D7 Supervision | 0.892** |
| D8 Authority | 0.874** |

** Correlation is significant at the 0.01 level (2-tailed) N=30

Reliability Test

Cronbachs Alpha was used to measure the internal consistency (reliability) of the question items. The following table delineates the degree of reliability for each bracket.

Table 3.4 Cronbachs Alpha

| Cronbachs Alpha | Internal Consistency |
|-------------------------|-----------------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |

Table 3.5 Reliability Coefficient Analysis Scale Cronbachs Alpha

| Domain | Alpha Coefficient |
|--|--------------------------|
| D1 Motivation | 0.856 |
| D2 Qualification | 0.728 |
| D3 Female Leadership | 0.827 |
| D4 School Environment | 0.855 |
| D5 Relationships with Teachers | 0.872 |
| D6 Relationships with Students and Parents | 0.937 |
| D7 Supervision | 0.916 |
| D8 Authority | 0.799 |

As can be seen, the total dimensions domain correlates to 0.969, which according to the alpha indicates an excellent degree of correlations. As shown in Tables 1-5, it is evident

that there is a statistically significant correlation at the two levels 0.01 and 0.05. This indicates that the items in each dimension are internally homogeneous and all the correlations are statistically significant at 0.01 and 0.05. This indicates the existence of a strong and positive relationship between the dimensions and the scale.

Reliability and validity are both imperatives and are closely related, when high scores are achieved in both scales, the data that will be reached will be a highly reliable reflection of what has been accessed from the data. In this study, as shown in Table 3.3, Table 3.4 and Table 3.5, the questionnaire is reliable and valid.

Phase C – Qualitative method (post-survey interviews)

By associating the findings of Phases, A, B and C, the purpose was to further explore the issues connected with female headship and job satisfaction in Saudi Arabia. It was designed to elicit additional or supplementary information that Phase B could not reveal. It expanded on the details learned from the questionnaire phase. This phase adopted a qualitative approach using interviews with female headteachers who were not involved in Phase A. This took place following the analysis of the quantitative data collected through the survey questionnaire. Regarding sampling and data collection, the same procedures discussed in Phase A were adopted, where the sample was selected using the convenience sampling technique. The aim was that nine interviews would be conducted, and thematic content analysis would be employed for the data analysis. The following discusses data handling in Phases A, B and C.

Data handling and analysis

Introduction

In this section I explain how I dealt with the data collected and the resulting outcomes.

Qualitative data

Merriam and Tisdell (2015) state that data analysis begins effectively at the same time as data collection and that qualitative research produces high volumes of data which need to be reduced to manageable sets. Therefore, thematic analysis of the interviews was

undertaken. Interview notes were initially coded, and then selective or focused coding followed. From the coding process, themes and categories of data were subsequently drawn and presented as the research findings. These themes and variables were used to feed the next school-levels, which was the development of a survey questionnaire that was used to enhance further the quality and validity of the study's findings.

All the interviews records and the questionnaires were originally recorded and developed in the Arabic language, as all the instruments were administered in Arabic. All the records were checked through translation into English by the researcher to ensure compatibility of the meaning of the two versions. I provided all the transcripts after I translated them into English and deleted any clues about headteacher identities or schools, using a colleague who works in linguistics, to confirm the correction of the translations.

Quantitative data

Initially, data collected from the online survey was transferred to the Statistical Package for the Social Sciences (SPSS) format. Next, the data collected was analysed using SPSS, which offers a user-friendly interface that can help researchers to manage the data efficiently. It is also fast and more efficient, which assists in providing more reliable results (Carolan, 2014), enabling the researcher to analyse many different factors and variables, such as salary, promotion, and workload, head accounts, age, experience; these tests were also used as appropriate to test different hypotheses (see section quantitative data analysis for further details).

Ethical considerations

Ethics, often designated as moral philosophy, is defined as the study of what is right and wrong and how individuals ought to live. Singer (2011) offers the following definition: "to live ethically is to think about things beyond one's own interests." It was argued by Saunders et al (2009) that ethics should be a crucial issue when conducting research and must be taken into account at all of the different levels of research design. Various issues must be taken into consideration, such as seeking access to organisations, dealing with people and also collecting, analysing and reporting data. Saunders et al (2009) elaborate that ethics refers to the appropriateness of a researcher's behaviour about the rights of

those who become the subject of his/her work, or are affected by it (Saunders et al, 2009, p. 130). Merriam (2009) also noted that the trustworthiness of a study depends on the ethics of the investigator. Such ethical contemplations are directly addressed by the institutional guidelines as set out by the UCL Institute of Education. Cohen et al (2001) quoted Bell (1987) also provided useful advice:

Permission to carry out an investigation must always be sought at an early stage. As soon as you have an agreed project outline and have read enough to convince yourself that the topic is feasible, it is advisable to make formal, written approach to the individual and organisation concerned, outlining your plans. Be honest. If you are carrying out an investigation in connection with a diploma or degree course, say that is what you are doing. If you feel the study will probably yield useful and/or interesting information, make a particular point of that fact but be careful not to claim more than the investigation merits (Cohen et al, 2001, p. 53).

To this end, I have obtained, completed and signed the UCL Student Ethics Form. Thus, this research study was conducted in accordance with the Research Governance and Ethics Policy adopted by the UCL Institute of Education (UCL Code of Conduct for Research, 2013): It has been noted that:

Educational research undertaken by UK researchers outside of the UK must adhere to the same ethical standards as research in the UK (BERA, 2018).

Confidentiality and protection of participants

No personal identities were collected during any phase of the study. Moreover, the identities of the schools have not been revealed and they will be kept secure and safe. Each school was assigned a code to both protect anonymity and the data collection process. Coding of each school ensured no data could be accessed by anyone other than the researcher. This procedure also ensured that unstructured or unsolicited information could not be linked back to the school or any of the headteachers. It has been noted that “The confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research. Researchers must recognize the participant’s entitlement to

privacy and must accord them their rights to confidentiality and anonymity, unless they or their guardians or responsible others, specifically and willingly waive that right” (BERA, 2018). Keeping records indefinitely challenges the spirit of informed consent and might dramatically increase risk to participants (e.g. damage to reputation, breach of confidentiality, legal ramifications). Therefore, all data codification will remain secure in a locked storage facility until successful completion of this degree. The codebook was locked in a separate secure facility. Upon maturation of the expiration date, all data will be securely destroyed. This intention and procedure were communicated to the participants through the questionnaire information sheets, as well as the consent forms.

Third party interference and data protection

To prevent any third-party interference and to adhere to data protection, the following points were followed:

1. To avoid any external influence on the validity and quality of the research, there was no involvement of third parties in the personal data collection of headteachers. Access approvals by the researcher were only obtainable from the local educational authorities and collectible whilst in Saudi Arabia. Private emails were used for data collection; should this have been requested by the participants it was recommended they should use a personal computer rather than a workplace one, where other staff or officials may have access to the information. The information entered by the respondents in any correspondence or questionnaire was encrypted to protect the respondent, so a third party could not see the respondent’s information.
2. Furthermore, it was vital to ensure the location of the servers that hold the databases have both physical security and environmental control. The chosen survey software met this criterion. The data collected will only be used for academic purposes. All interview notes were stored in highly secured computers using the Tails operating system which has secure boot-up.

After I have graduated, all the data which I had loaded on my computer will be deleted. However, I still stored it from the base in a way that did not indicate the identity of any

headteachers who were interviewed through the personal interviews or the survey questionnaire. It has been noted that: “Researchers must ensure that data is kept securely and that the form of any publication, including publication on the Internet, does not directly or indirectly lead to a breach of agreed confidentiality and anonymity” (BERA, 2011). However, data will only be accessed by the researcher. There will be no sharing of any data with external parties.

Consent

Formal permission, to gain access to the study’s participants, was arranged through the Saudi-based educational supervisor via the provincial educational office, so that data collection could commence. Then, participants in the qualitative Phases A and C were asked to sign consent letters before the process of data collection commenced and the release of the electronic survey. The consent letters explained the purpose of the study and highlighted that no personal details would be collected. In accordance with Sarantakos (2005), the consent forms contained fields for the inclusion of data for the identification of the researcher, the sponsoring institution and the purpose of the research to highlight any benefits that might be obtained by participation in the study.

Withdrawal

It was also made clear to all participants in all phases of the study (Phase A, B and C) that they could withdraw at any point without giving any reason for doing so; it was set out clearly in the consent letters, as well as in the electronic participant information sheets, which are an addendum to the electronic survey and it was also communicated verbally to the participants during the interviews. It has been noted that “Researchers must recognise the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right” (BERA, 2018). All participants were made aware of the possibility of withdrawing at any school-levels of the study. All participants were informed that there would be no incentives offered in exchange for their participation in the study. The participants would not be exposed to any risks that might harm them or have any negative impact on their health. The focus of the study was job satisfaction only, so there would be no discussions of political matters that might influence the responses of the participants. It has been noted that:

The Association considers that educational researchers should operate within an ethic of respect for any persons' involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference (BERA, 2018).

Summary

I have provided critical reflections on the use of semi-structured interview, based on my experiences of doctoral study, during which they featured as the primary data collection method and survey was the second method. It was important during those two methods that I clarified to all headteachers who were in all phases of this study (Phase A, B and C) that they could withdraw at any stage from the study without providing any excuses; also, they understood all their ethical rights associated with their participations were considered and were safe.

In the following chapter the data gathered from the three phases of the research (interviews and surveys) will be analysed and discussed.

CHAPTER4:

RESEARCH FINDINGS

This chapter will systematically report the findings from Phases A, B & C of the research.

Finding of Semi-Structured Interviews

This section highlights headteachers responses to the semi-structured interview questions which examined perceptions of motivation, training, female leadership, school environment, teacher relationships, student and parent relationships, supervision and authority.

Semi-Structured Interviews (Phase A)

From a potential population size of 664 potential participants for the research, 20 headteachers were interviewed in a semi-structured manner in an attempt to ascertain qualitative dimensions of the results of these interviews. The discussion starts with a clear overview and explanation of all the major themes and their associated factors influencing job satisfaction and then explores the the participant attitudes and feelings towards them. The semi-structured interview questions must answer the research questions (Leech,2002). Therefore, I designed initial research questions, which were used to guide the research aim in the interviews. I built the semi-structured interview questions by using the main job satisfaction factors that have been studied in Saudi Arabia or internationally: motivation, training, female leadership, school environment, teacher relationships, student and parent relationships, supervision and authority. However, the open-ended semi-structured interview questions were prepared so that they could not be easily answered with a 'yes' or a 'no' or leading to bias. The interviewees were not restricted to fixed answers. The questions on the research guide must also be built in such a way that they will work appropriately for the researchers planned method of analysis (Leech, 2002). I analysed the qualitative data manually because it needs analysis of attitude, values and feelings which no software could offer. Potentially, there is an issue of failure, if it involves personal bias. I tried to design questions that would encourage participants

to explain their experiences. In interpretative analysis, I tried to request more detail from female headteachers in their interpretations of their job satisfaction experiences. I thought about how I needed to analyse the results and use them as major themes and subthemes to be used in the questionnaires.

Despite the preceding identification of any scope for potential bias and the mechanisms and practices adopted to counter this, I found most participants exhibited an overwhelmingly negative opinion of their job and the satisfaction derived from it and were keen to express their views and demands. Following each interview, I asked each participant to read what notes I had made and transcribed immediately whilst conducting the interview to ensure that they agreed with the information recorded. The participant's agreement was sought to verify that the information recorded was a true and accurate representation of their thoughts and expressions and that it was uninfluenced by any personal bias, given my position as a researcher.

The results of the interviews were analysed and found to contain 190 instances of passages referring to job satisfaction and 280 instances of passages referring to job dissatisfaction. The most frequently mentioned code in the major theme was the school environment, which reached 135 coded passages; educational supervision was the second theme, which had 108 coded passages, and then motivation and its relationship with job satisfaction, which had 90 coded passages. Qualifications reached 64 coded passages, followed by work pressure which was mentioned 58 times, whereas the female leadership for females was a major theme in 33 coded passages. Conversely, there were general subthemes which were not mentioned in the larger picture as major themes, although they appeared throughout the interviews. For example, relations with teachers was mentioned nine times, followed by the relation with the parents and guardians which was mentioned seven times, and then the relation with the students appeared in four coded passages. The female heads expressed themselves with transparency to explain their job satisfaction; especially since this was the first time, they had been able to discuss their job satisfaction in depth. Table 4.1 explains the numbers coding for job satisfaction and dissatisfaction, which were mentioned during the interviews with the female headteachers in the Eastern province, which have been used to build the questionnaire (see page 110).

Table 4.1 Major Themes and Subthemes which have been used to build the questionnaire

| Major Themes and Subthemes | | Satisfactory | Unsatisfactory |
|----------------------------|----------------------------------|--------------|----------------|
| 1 | Motivation and training | 39 | 51 |
| Subtheme | Salary | 30 | 10 |
| | Promotion | 4 | 30 |
| | Recognition | 5 | 11 |
| 2 | Training | 11 | 3 |
| 3 | Female Leadership environment | | |
| Subtheme | Female Working Environment | 23 | 0 |
| | Workload | 17 | 21 |
| | Work-life Balance | 14 | 6 |
| 4 | School Environment | | |
| Subtheme | School Condition | 0 | 64 |
| | School Location | 10 | 18 |
| | Student Headcount | 10 | 19 |
| | School-levels | 8 | 21 |
| 5 | Teacher Relationships | 5 | 2 |
| 6 | Student and Parent Relationships | | |
| Subtheme | Student Interaction | 3 | 1 |
| | Student Management | 7 | 10 |
| | Parental Relationships | 7 | 2 |
| 7 | Supervision | | |
| Sub-theme | Supervision Office Relationship | 22 | 22 |
| | Autonomy | 15 | 77 |
| 8 | Authority | | |
| Sub-theme | Decision Making | 8 | 21 |
| | Executive | 10 | 30 |

In the following sections the major themes are presented and explained. There are also examples from the semi-structured interviews in the form of quotations from the headteachers themselves. The semi-structured interviews with participants have been summarised to provide a clear picture of the job satisfaction of the headteachers.

RQ1: Motivation factors

A lack of motivation was found amongst most of the headteachers. Few felt motivated in their role and many had underlying grievances. Three subthemes were found within this major theme: (i) Salary; (ii) Promotion; and (iii) Recognition.

Salary

Five participants expressed concerns that their salaries could be less than that of an experienced teacher; they were exacerbated by the view that a head serves the entire school whilst a teachers' remit is limited to a classroom. This was further intensified by the volume of unpaid overtime hours.

I dont feel satisfactorily rewarded for my job as a headteacher. My salary is equal to that of a teacher with the same number of years in service. Furthermore, the administrative work is burdensome and restricts my creative input in the school. (Headteacher 1)

Why dont they pay me for overtime hours worked for the school? Where is the incentive for the headteacher? (Headteacher 2)

Fifteen interviewees were found to be satisfied with their remuneration. Those who were satisfied justified this with a belief that their salaries were on a par with their counterparts in higher or private education.

In comparison to headteacher in private schools, I feel satisfied with my salary (Headteacher 3).

My salary is good, and I do feel rewarded monetarily; however, this is not the primary motivator for me in my job as I love my administration role. (Headteacher 4)

Promotion

Only two interviewees were found to be satisfied with their promotions as their expectations were that they would be eligible for further and continued promotion. Almost all interviewees were found to be dissatisfied with the entire concept of promotions as the only career progression available was to advance to the position of an Educational Supervisor, which would be a lengthy and cumbersome process. Reluctance to do this was frequently cited and the fundamental reason identified was a belief that progression into a purely administrative role would cause a significant reduction in their basic salaries:

After many years in this position without any promotion, there is no incentive to remain. I am no longer interested in headship and would like to return to teaching. (Headteacher 5)

Although I am interested in a promotion to a supervisory position, I am unable to seriously consider it as this would incur a reduction in salary which I cannot afford. This undermines my intended career path and leaves me dissatisfied. (Headteacher 6)

Several headteachers felt satisfied with their promotion for some reasons:

Honestly, I do not want to work somewhere else; I am happy to stay in my headship position (Headteacher 7)

Sentimental reasoning and emotional attachment to the school, students, and sometimes their parents or guardians, were also cited. For example, Headteacher 8 said:

I have been at this school for a very long time and I feel at home, I know a lot of the students and their parents so I am so satisfied (Headteacher 8).

Recognition

16 of the headteachers interviewed were dissatisfied with their recognition, or more accurately, lack of formal recognition:

Since promotion to headship approximately two years ago, I have yet to receive an acknowledgement award or certificate. I would like to revert to a teaching position. (Headteacher 9)

Participants who were in receipt of awards candidly expressed a heartfelt wish for more official recognition from the educational supervision office as they felt that a lot of their efforts take place behind the scenes and go unnoticed and are therefore unequal to the award received:

I have received many awards but feel very unhappy as my responsibilities far outweigh an appreciation certificate. I manage an elementary school and a day care centre and don't draw any additional motivation or job satisfaction from receiving such awards. On the contrary – I find it condescending. (Headteacher 10)

Among the participants who had received awards, some felt dissatisfied that there was no monetary element to their recognition. Others felt that a reasonable financial reward in the form of a performance-related bonus would be gratefully received.

Among the remaining participants, close to six expressed gratification and derived additional job satisfaction from the awards:

I feel valued and satisfied when complimented with certificates of appreciation from the educational supervision office. (Headteacher 11)

RQ2: Training

Participants were broadly found to be in support of the qualification process. The consensus was that the Eastern Province, being the largest province in the kingdom, was well equipped with modern training facilities which are plentiful. Access and availability to training programmes and workshops were viewed as satisfactory.

Headteachers were found to express approval of the qualification process, indicating that their training was received well and highly appreciated. Reasons for this were cited as increased knowledge and understanding of rules as well as awareness of existing and forthcoming laws. Those satisfied with the qualification process suggested that a range of high-quality training was delivered, which had an important effect preparing for, and prior to, headship.

However, 11 of the headteachers indicated they were dissatisfied with the overall qualification process and sometimes with the actual training delivered. Grievances generally concerned elements of time and practicality, including, but not limited to:

- Time (out of hours, time off)
- Inconvenience (mandatory attendance during holiday/work)
- Needs and requirements (inadequately matched)
- Mode of delivery (preference for online and practical days)

According to the headteachers interviewed, there were complaints about the timing of the training programmes offered to headteachers, which were sometimes only available outside of normal schoolworking hours. Headteachers typically were not in favour of this and protested that the training received should be delivered within standard working times and not in their personal time:

Most of the training takes place after the working hours and I would be exhausted, therefore, I would not be able to attend those. (Headteacher 12)

In continuation of this complaint, some of those headteachers were not in favour of the out-of-hours timing and intimated that they could recall an instance or two when a mandatory training session was booked for them, not only outside of standard working times for the school, but also outside of the standard school academic calendar, namely during the summer holiday:

How can I register in the workshops during my family vacation? This will make me dissatisfied about continuous requalification. (Headteacher 13)

Though infrequent in comparison to the number of training sessions with multiple availabilities, mandatory sessions were a feature throughout the school academic year:

If I miss one workshop, it would not be a problem since the workshops are going on continuously. (Headteacher 14)

The appropriateness of the timing of individual training sessions was inconclusive as no obvious consensus was found among headteachers. Thus, I would suggest that participants have individual and differing requirements and preferences, which could be

due to personal criteria, such as distance from the training facility and/or location, personal work-life demands, and subscription to their own training programme.

Whilst the quality of the training was accepted by all interviewed, four participants opined with a somewhat critical view as to the efficacy of the standardised training sessions vis-à-vis a more tailored approach, at the individual session level:

The workshops that I have attended presented an altogether contemporaneous set of ideals relating to the skills and values of leadership. I need to be fully competent in all aspects but would like more support for my current duties. (Headteacher 15)

Notwithstanding these personal preferences, the training programmes are individualised for each headteacher. This customisation is reflective of the annual appraisal, whereby each headteacher has a personal set of outcomes and objectives to achieve for the forthcoming academic year. One participant commented,

To meet my key performance indicator targets for the year ahead, I must attend three workshops in a specific field where my grading was lower than the requisite standard. (Headteacher 16)

A corresponding desire in relation to the organisation of the training was found, albeit to a much lesser degree. The desire for assistance in the form of supporting staff or auxiliary personnel was voiced, typified by this response:

When organising these workshops, there are no assistants on hand to help. We are left to our own devices and it would be beneficial to have the workshop staffed by more people who could assist with any queries we may have regarding the training material. It would also be of value to have staff available to assist with the invigilation of the tests as I personally have travelled a long way and am unhappy that a lack of support staff may narrow my opportunity to ask any questions during examination. (Headteacher 17)

Lastly, whilst a consensus was found among interviewees that the Ministry of Education's presence in the Eastern Province was facilitative and contemporary in its infrastructure, a few were displeased with the journey time involved, as illustrated by the following quote:

One of my mandatory sessions is only on offer in Riyadh and I have to travel for four hours each way. Another two of my (optional) training components are available at multiple locations but at other cities in the Eastern Province. Whilst none of these locations are easily accessible for me, I must endure the travel in order to attend, so that I may satisfy the demands of my appraisal. (Headteacher 19)

Of the opinions that were expressed by participants, preferences were identified for the modernisation of training, and specifically, to make some training sessions or training materials partially available online. Two participants even went so far as to support and recommend an extension to this with provision of a website exam and believed it would be enthusiastically received as it would eliminate all transport issues and grievances concerning time, availability and associated personal costs incurred:

We now have the internet for shopping, for learning, for travel and for citizen services, so I think it is high time that training and certification is made available online, as they have in all the major institutions and training centres worldwide (Headteacher 20)

Why do I need to travel to another city to sit a test on a computer when we have workstations here? If it is not possible to do it in the school, why dont they outsource it to the local training centre which provides qualifications for most job classifications? (Headteacher 1)

These results reflect the interdependent relationship between the headteacher and the education system. Participants evoked expectations of, and reliance on, the system for their continued professional development by way of training programmes and sponsorship of further, higher education, when criteria, such as time in service and prerequisite certification, have been met.

RQ3: Female leadership

17 of the interviewees expressed an elevated level of satisfaction with their position as a female leader within an all-female working environment.

Three subthemes were found within this major theme: (i) Female Leadership; (ii) Workload; and (iii) Work-life Balance.

An all-female working environment produced a belief in a common ground and mutual understanding with one another, insofar as it provided the intersection of professional aspirations (to work) and social challenges.

Female Environment

All participant headteachers were found to be very understanding and conscientious of female teachers and intimated an enjoyment for working in a female friendly environment. There were no negative instances recorded; for example, a teacher with an infant who may have a requirement to leave an hour earlier on each school day for the duration of the academic year to collect her child from a nursery. Other considerations imparted were that pregnant teachers, or those with new-born children, may have a requirement to work on a short-notice or floating basis so that a flexi-time approach may be balanced with the demands of motherhood:

As a mother, I can relate to pregnant teachers who may require time off at short notice due to morning sickness. (Headteacher 2)

The all-female work environment also resulted in increased job satisfaction derived from spousal satisfaction:

My husband is very comfortable and supportive of the fact that I work with women ... his satisfaction is my satisfaction. (Headteacher 3)

This understanding, concern and conscientiousness of female characteristics also extended to female students and their needs from the age of childhood through adolescence:

Working with women has its advantages as I can understand that some may be prone to mood swings or undergoing emotional fluctuations. (Headteacher 4)

Workload

Among the interviewees, 11 headteachers were found to be dissatisfied with their current workloads, as typified by Headteacher 6, although the remainder were happy.

I don't feel any pressure and I am happy with my job because I know its limits and how to distribute it to my many assistants. (Headteacher 5)

My workload constantly increases, and I don't have the time to perform all my duties and accomplish high quality results. (Headteacher 6)

Grievances were also found to extend to intermittent requests from the supervision office, which frequently requests and requires headteachers to work after-school hours so that they may catch up, or to supervise contractors:

I feel dissatisfied regarding the work pressure when I am not able to fulfil a request at short notice and on time. (Headteacher 7)

In addition, some felt that they solely bore all responsibilities themselves and did not have sufficient staff to assist them:

I previously had two deputy headteachers to distribute the workload and supervision. However, one gave birth and is off for the rest of the academic year. Shortly after, the second deputy fell pregnant and had to take time off. Therefore, I am left with no deputies and have to supervise all the functions of the school myself. (Headteacher 8)

The large workload means that I must frequently call into school earlier or stay behind just to keep up. (Headteacher 9)

Work-life Balance

14 of the headteachers interviewed suggested that they were dissatisfied with their work-life balance as a direct result of the workload. Participants chiefly complained that their private lives, personal time, and family commitments suffered and expected a more amenable, flexible and understanding approach from the workplace:

Socialising is no longer an option for me due to my work commitments. I have had to forgo innumerable social events and special occasions for my work. (Headteacher 10)

I am no longer in contact with my friends, especially those who were close to me as I frequently work outside of normal working hours. (Headteacher 11)

The many requests for ad-hoc reports and the short deadlines directly reduce the amount of quality time that I get to spend with my children. (Headteacher 12)

Problems have arisen between my husband and me as I frequently have to take work back home with me. I feel very constrained by my job and the responsibilities and don't really know if I can ever have a more balanced life. (Headteacher 13)

My children are growing up fast and I don't get to see them as often as I would like to. This is time that cannot be returned. (Headteacher 20)

I used to frequent the gymnasium. However, I no longer have the time to maintain a health-conscious lifestyle. (Headteacher 14)

RQ4: School Environment

The theme of the school environment found participating headteachers to have a very low opinion. This spanned several subthemes, including the actual working environment and situational factors. The full list is as follows and contains some notable results pertaining to the issue of transport. Four subthemes were noted within this major theme: (i) school condition; (ii) school levels; (iii) school location; and (iv) student headcount.

School Condition

By far, and in a direct reversal of the positivity conveyed in the Female Leadership theme and Female Working Environment subtheme, the School Condition was found to elicit a completely negative feedback. Participating headteachers were all found to have a negative opinion of the school condition, stemming from the perception of inadequacy in terms of the school grounds, its facilities and equipment, and the perception or experience of a lack of maintenance throughout.

The daily preparedness of the school was cited as being a major cause of delay for the students and for the teachers trying to start their classes. Participants frequently ascribed such delays to requests for accompanying maintenance workers to areas requiring work and providing access to such areas. Maintenance requests, such as these, are intermittent and recurring but more importantly, they are at the behest of the headteacher and not the supervision office. This is because the headteacher interviewed felt that these *ad hoc* concerns relating to upgrades, or repairs were either of an urgent nature or could not wait any longer for further approval.

Some school buildings were older than others and presented a health and safety issue for the students and staff and would require immediate attention:

Some classes have some unsafe roofs, and this is a potential hazard to students and staff. As headteacher, I am responsible for the repairs and this should be undertaken out of school hours. However, the duty frequently falls on to heads of departments who are not qualified to supervise workmen performing repairs and it is not their responsibility to inspect the repairs and provide updates by telephone calls within school hours. These added responsibilities increase the pressure at work and they have a negative bearing on my job satisfaction. I hope I can change my position. (Headteacher 15)

The school yard is supposed to shield the students from severe weather elements – both rain and sun – as is the standard in other schools. However, as the awnings are insufficient, this affects the students' preparedness and permits chaos when entering the morning assembly and classes. Delays are frequent whilst students regain their concentration. (Headteacher 16)

Similarly, laboratory conditions (and other facilities) were also a point of contention:

The lab equipment is inadequate and frustrates me and the science teachers. A reduction in the school budget has left many labs poorly stocked with materials. As a headteacher, I feel unable to satisfactorily furnish a proper learning environment for my students. (Headteacher 17)

Due to a defect, the school fire alarm rings each morning very loudly. After much delay, maintenance personnel fix it, but it is still very loud. Many students are from villages that have endured repeated arson. The alarm instils fear among the younger students and a reluctance to attend school. As something beyond my control, this adversely affects my job satisfaction. (Headteacher 18)

Participants also observed that furniture was not in keeping with the school's capacity, although this may be due to fluctuations in the student headcount due to the transitory nature of the catchment area. One participant commented,

My school is not fully equipped with chairs and desks for each student which aggravates students, teachers and parents alike. In some cases, two students have to share a seat and resources. (Headteacher 19)

School Location

The school location subtheme found that seven of the headteachers were satisfied with the location of their school, whilst the others were dissatisfied. Most dissatisfaction related to the job of headteacher was derived not from the location of the school *per se*, but from the commute that it brought with it:

I dislike arriving late due to transport congestion, especially when I leave my house with adequate time. Despite asking several times to be transferred to a school nearer to my residence, I have yet to receive a response.
(Headteacher 20)

Some headteachers were found to be impressed by the neighbourhood or vicinity of the school:

Although I am not from this area, I am happy with the school's location. It is situated in an affluent area that places importance on education.
(Headteacher 1)

Transport issues and the location of the school were found to be inextricably linked factors. The recurring cause of job dissatisfaction among the participating headteachers was the distance to the schools. The underlying reasons for this were found to be the social issue of women being unable to drive, further compounded by traffic congestion. This traffic congestion is caused by the industrial nature of the major cities and the knock-on effects on the local roads. It is also caused, in part, by working women travelling to work in a single passenger occupancy mode of transport. Participant headteachers who were found to be dissatisfied agreed that the increased transport expenditure incurred, was unsustainable. Conscious that being rehired elsewhere may not be an option, some were already considering retirement:

Hiring a car with a driver is a significant expense and I feel very dissatisfied that I personally need to bear these costs. (Headteacher 2)

Headcount

One notable feature encountered when visiting participating headteachers was the disparity of student numbers from one school to another. Elementary schools in the same city would vastly differ in student headcount; for example, one had only 300 enrolled,

whilst others had nearly 800. Satisfaction was found to be inversely linked to the number of students under the management of the headteacher. Schools with a larger intake of students generally resulted in the participating headteacher being less satisfied with her job. The results showed one-third satisfied and two-thirds dissatisfied.

Headteachers interviewed perceived a direct link between the number of students and their workload. This also manifested indirectly, with added responsibilities in terms of the facilities and maintenance of the school, its equipment, the grounds and other student requirements. The most often cited grievance relating to the increased headcount was the ancillary supervision of extra teachers:

This school used to have significantly fewer students. However, as the local population has increased so have the demands on its school. These residents are not inclined to send their children to private schools and expect us to be able to take in an ever-larger cohort year after year. (Headteacher 3)

Managing a school of approximately three hundred students or less has its advantages; for example, it becomes more easily apparent who is absent and who is suffering from domestic issues. (Headteacher 4)

Engaging with fewer parents, guardians, teachers, and students leaves me feeling content and satisfied as the workload is reduced. (Headteacher 5)

Participants' suggested that supervising a school with many students increases dissatisfaction with their job as the school grounds have insufficient learning and recess spaces for the students. An increase in headcount also correlates to additional overheads and maintenance, such as computer monitoring:

The number of students enrolled is greater than the class capacity and we frequently have to accommodate double the students into a single classroom. This leads to many negative comments from students and teachers. (Headteacher 6)

The computers frequently break down due to misuse. Monitoring usage is an added and strenuous task which I don't feel is part of my job. We often wait for the maintenance team which delays the learning processes. This aspect of my job leads to me feeling dissatisfied. (Headteacher 7)

The repeated request for a recreational area from students causes me stress and dissatisfaction as this is something I cannot furnish. (Headteacher 8)

School Levels (Stage)

Six Phase A interviewees conveyed their satisfaction with this subtheme. The notion that each school-level would be different and have its own characteristics was recognised but uniform among the findings, which was an acknowledgement that increased headcount multiplies those issues unique to each school-level that headteachers may face daily.

Of the 14 participant headteachers recorded to be dissatisfied with their school levels, this was chiefly found among those managing middle schools.

As a headteacher of a middle school I can tell you that managing a school full of adolescents is not an easy task. Some simply do not have the forbearance to build a constructive relationship or engage in positive dialogue with the staff. As things are, I am unable to give each student individual time. (Headteacher 9)

Some middle school girls are unladylike and very impetuous in their manner. As a conservative society, it is simply unacceptable for them to behave in this way at these school-levels of their education and social development as it reflects negatively on the school, the area, and the impression that parents of current and prospective students take away. (Headteacher 10)

However, elementary and high schools were not devoid of criticism:

Managing an elementary school is not without its challenges. The entry level children are unused to being away from home and alone. This requires sensitivity and goes above and beyond the remit of the headteacher. (Headteacher 11)

There is a tendency in this generation for the high school students that I manage to stay up late and turn up late for school the next day. These students require constant support and monitoring to get them back on track or the school risks sliding in the performance leagues, which would also affect those students' acceptance into university. (Headteacher 12)

Some participants clearly expressed a preference for managing particular school-levels; for example, one headteacher indicated she would be more comfortable managing middle and high schools as their perception was that a more mature student would understand instructions faster and more easily:

I prefer managing middle school students rather than elementary school students as I find the younger children to be more tiresome and time-consuming. (Headteacher 13)

Leading a high school is very rewarding and leaves me feeling fulfilled. Satisfaction is derived from guiding young adults serious about their futures. Conversation with elder students is easier as I find them to be more mature and focused, as opposed to having to repeat myself when dealing with younger students. (Headteacher 14)

As headteachers of different school-levels derived job satisfaction for varying reasons, some interview results were unexpected. For example, in the case of one headteacher, the driver of job satisfaction relating to the school levels stemmed from the belief that there were fewer lessons delivered in elementary school.

I am a mother to middle school students and manage an elementary school. I find it opportune that I get to leave my place of work an hour earlier than when my own children finish their school day. This is a valuable benefit for me. (Headteacher 15)

RQ5: Teacher Relationships

16 of the Phase A interviewed headteachers were found to be satisfied with their professional working relationships with teachers. This result originated from the all-female working environment and was found to be conducive to a positive working environment:

Working together with my female staff has enabled a trust to flourish that allows us accomplish tasks in a diligent manner. (Headteacher 16)

I try to be a role model for the entire team by aiming for the highest standards of work which I believe is of continuous benefit to students. (Headteacher 17)

I feel like a sister to my fellow teachers and enjoy employing a friendly management style. (Headteacher 18)

Most teachers know I am aware of their particular teaching talents and strengths in assisting students. I am very keen on building on their strengths. Verbal assistance can provide a vital helping hand when supporting teachers with challenging tasks that are outside their comfort zone. (Headteacher 19)

17 of the participating headteachers were found to be satisfied with their professional working relationships:

Sometimes I must assist teachers with determining and defining clear goals for their teaching career. It can sometimes be difficult for them to come to terms with what their responsibilities would entail and how to go about this, as teaching tasks are time sensitive. (Headteacher 20)

I encourage all teachers to discuss matters co-operatively. However, some teachers are unused to collaboration which can sometimes lead to issues. (Headteacher 1)

RQ6: Student and Parent Relationships

Most headteachers were generally found to be satisfied with their professional relationships. These relationships extended to teachers, students, parents and guardians. Some also felt a maternal-like responsibility toward their students.

Three subthemes were noted within this major theme: (i) student interaction; (ii) student management; and (iii) parental relationships.

Student Interaction

Most headteachers interviewed conveyed a positive and resounding approval of students in terms of their interaction. Interaction typically takes place when the headteacher addresses the students in school assemblies, or in the form of regular student memos. Where necessary, interaction also takes place in one-to-one, face-to-face dialogue:

I feel like a mother to the children and ensure that I am always available and approachable should they have any concerns, be they academic or personal. (Headteacher 2)

The welfare and success of each student is of utmost importance to me. (Headteacher 3)

One interviewee indicated a preference for administrative work rather than engaging daily with students directly.

However, an interesting point to note is that student interaction was found to diminish among headteacher of high schools:

The students are at an age where they are very rebellious, and I find it hard to get through to them. Each attempt at communication is met with resistance. (Headteacher 4)

Student Management

Headteacher answers were divided equally between those satisfied and dissatisfied about the subtheme of student management:

Students believe the headteacher is too inundated with work to pursue any serious disciplinary course of action. This prevalent attitude makes students prone to misbehave. The high number of behavioural issues among students weighs negatively on my job satisfaction. (Headteacher 5)

Students can sometimes engage in humour at inappropriate times which could be construed as insensitive others. Sarcasm and aggression are usual responses to control when attempting to settle students down. (Headteacher 6)

I encourage all students to observe the school's codes and objectives; students should be well-behaved and be receptive to my criticism and advice, which aims to improve their own practice. (Headteacher 7)

I work on having a good relationship with the students, which is achieved through listening to the experiences of the students and interests. (Headteacher 8)

I empathise with students suffering and try to show support in a safe way. Students display increased confidence and exude positivity when I share updates with them, either in or out of the school. (Headteacher 9)

Parental Relationships

16 of the headteachers interviewed suggested they had cordial and constructive relationships with the parents. Headteachers usually meet with the maternal parent in the annual parents evening where they are accessible to all. Whilst the headteacher is in attendance each day at the school, requests for telephone conversations are not usually entertained in the first instance on any issue. This is due to the supporting administrative structure in place, for example, a dedicated telephone number, whereby parents can report absences, notify appointments or request holiday time off for the student. However, if a serious matter arises concerning a student, headteacher will seek to engage with the parent or guardian. Serious situations that may require parental engagement are frequently related to disciplinary matters, pertaining either to behavioural issues or academic

performance. In some cases, headteachers will directly contact the parent or guardian if there is a serious adverse incident or circumstance regarding the health, safety, or welfare of the student:

I feel like a mother to the children and have never had a problem with parents. (Headteacher 10)

Relationships are also frequently maintained outside school. As a close-knit society, it is commonplace for the headteacher to see or meet one another in public venues such as a local mosque or community event, or even at private social gatherings. This is known to have an influence on the headteacher job satisfaction – the willingness or reluctance to discipline a student is frequently considered prior to doing so, as it could have a lasting reverberation in smaller towns and communities:

The school's performance was notoriously bad in the previous academic year. As the headteacher, it is my responsibility to turn things around and I will be under strict supervision for the duration of the current year. I feel that the monitoring extends beyond the school gates and that I am constantly being evaluated by the community at large. (Headteacher11)

I felt a distinct sense of disapproval in the local community after disciplining a certain student who lives in my neighbourhood. The stigma attached to a professional decision has made me think twice about taking such action again in the future. I am considering placing a request for a transfer to a new school. (Headteacher 12)

RQ7: Supervision

As a major theme, supervision was an acute topic of discontent among the headteacher interviewed. Two subthemes were noted within this major theme: (i) Supervision Office Relationship; and (ii) Authority.

Supervision Office relationship

Supervision Office relationships and their effects on job satisfaction was the first subtheme identified within the scope of supervision. Responses from participants show positive and negative opinions were evenly split. Recurring grievances were that requests from the supervision office were considerable and some supervisor's expectations were unreasonable in expecting a headteacher to be able to act or provide a resolution, either

at short notice or immediately. However, the overarching concern among the headteachers interviewed was that some individual supervisors were launching numerous requests and did not account for the substantive responsibilities of the headteacher and did not understand that restrictions may exist, either in terms of time, or ability to execute specific requests. Building on this lack of understanding of the role of the headteacher, feedback also suggested that some individual supervisors were incoherent in their requests and were unwilling to clarify them, or that requests were unfounded due to the supervisor having failed to perform the prerequisite checks:

The supervision office can be overbearing at times and expects me to be able to fulfil impromptu requests immediately with no regard for my priorities or other affairs that require my attention such as the day-to-day management of the school and the tasks and duties that entails – something that cannot just be abandoned at short notice. (Headteacher 13)

I lost confidence with one particular supervisor after I was asked to transfer to another elementary school to gain more experience when I am already managing an elementary school with a day care centre for infants. The request was presented to me as an opportunity to gain more experience but the school to be transferred to has a lower headcount and is known involve less responsibility. (Headteacher 14)

I often experience delays in receiving feedback from the supervision office when filing school reports, which has a knock-on effect on finalising my plans. (Headteacher 15)

I am aware that some headteachers may have a poor opinion of some supervisors; however, I am of the impression that supervisors are generally very valuable and caring, especially in my experience of undergoing annual appraisals. (Headteacher 16)

I feel motivated when supervisors praise me and express their confidence in my headship. Supervisors have provided their full support in devising and constructing a realistic and deliverable annual school plan. (Headteacher 17)

I found the supervision office to be very helpful and supportive in my dealings with them. The supervisors are always receptive and readily available to assist. My requests are always fulfilled efficiently and without delay. (Headteacher 18)

My school was awarded Best School for the entire Eastern Province and this could not have been achieved without the co-operation of the supervisors. (Headteacher 19)

Autonomy

The second subtheme appearing within the scope of supervision, was autonomy. The consensus found among participating headteachers was that the highly centralised nature and stifling bureaucracy of the education system is a primary driver of negative job satisfaction. The thematic analysis discovered that the satisfaction recorded only amounted to just five headteachers among the 20 interviewees, whilst in stark comparison the dissatisfaction recorded was three-quarters:

I have no ability to discipline students unless an issue is formally raised with the supervision office first. In most situations, the case for disciplinary action is rejected. This means there is a disincentive for me to raise issues regarding behaviour. (Headteacher 20)

If I want to organise an activity or an excursion such as a field trip, I have to seek permission from the supervision office. Whilst requests are made early in advance, replies are often received late and we thereby miss the opportunity to participate in the event. (Headteacher 1)

By far, autonomy was the largest point of contention for the headteachers interviewed and therefore intrigued the researcher as it corroborated existing theories explored earlier in the research.

RQ8: Authority

Authority was a major theme mentioned by the interviewees. In addition, two subthemes were noted within this major theme: (i) Decision-Making; and (ii) Executive. An even split was found between those interviewees satisfied and those interviewees who were dissatisfied.

Decision-Making

Headteachers interviewed spoke about the decision-making process and the level of their involvement or inclusion. These reactions to the question items asked also covered satisfaction in terms of a perception of whether input into, and any decisions made, were valued by the supervision office and the supervisors:

I am happy to contribute input into the decision-making process and feel valued that I have been asked to do so. (Headteacher 2)

I only really provide feedback into decision-making as and when required by the administrative office. This is usually in the form of interim or annual school reports, which I personally don't believe capture the entirety of what is required. (Headteacher 3)

Of those who were satisfied, some derived satisfaction from the opportunity to provide feedback above and beyond the required standard:

I am happy to support calls for feedback beyond the minimum annual reports and understand that the opportunity to do so is at the discretion of the hierarchy. (Headteacher 4)

Executive

The second subtheme, Executive, encompassed the remit and ability to advance and motivate students and teachers, as well as fulfilling directives received from the Ministry of Education. An overwhelming number of headteachers interviewed clearly conveyed their dissatisfaction regarding their executive capacities, or rather, the restrictions imposed on them. The satisfaction versus the dissatisfaction recorded among the headteachers interviewed was 25 per cent and 75 per cent, respectively:

I must have my actions rubber-stamped by authoritative personnel and this manifests in an ongoing delay in the overall development of the school. (Headteacher 5)

I feel like a member of staff and that headship is actually directed from remote offices rather than the principal school officer. (Headteacher 4)

Some headteachers interviewed complained that the supervision office frequently encroached on their authority and stifled their ability to execute directives received from higher management:

The stifling bureaucracy of some supervisors seriously undermines my authority and restricts my ability to carry out basic adjustments in terms of school policy. (Headteacher 6)

Interviewed headteachers also shared mixed responses regarding their authority to motivate their teachers and advance students:

I have to motivate my teachers as though they were colleagues. Whilst I do believe there are advantages to such an approach, the reality is that I have limited authority over them. (Headteacher 8)

Summary of Qualitative Findings: Phase A

To summarise, the answers that arose from the qualitative data from Phase A provide strong evidence for the significant influence of the highly centralised and bureaucratic education system on the job satisfaction of female schools headteachers. It seems that the testified factors are strongly associated with the administrative functions of the Ministry of Educations system. The undesirable effect of these issues is connected to several issues; the most apparent are the extremely centralised educational leadership structure in Saudi Arabia, which is explained by the headteachers, and the level of decision making, which is linked mostly with educational supervisor's issues and with the education supervision offices requirements. This is largely credited to the absence of autonomy and authority; these problems were related to difficult and inflexible procedures, which did not have any direct relationship between the schools headteachers and the different sectors of the educational administration in the Ministry of Education. When the factors are connected, aspects of a school's environment had the highest negative effect on the headteacher level of satisfaction. Principally, problems were identified with the running of a school's environment, such as the lack of the school tools, or the need to do the schools maintenance regularly, and the way of education system operates to resolve these issues, which created job disaffection for the headteachers.

With regard to the factors in the financial dimension, the closeness of the salary of the headteacher to that of average teachers' salaries for those with the same experiences and qualifications (regardless of headteacher extra tasks and obligations) was a real cause of job dissatisfaction, but in general headteacher salaries were a satisfactory factor for those who participated in the interviews. The lack of financial or moral rewards was stated as another satisfactory factor. Remarkably, the factors related to the dimension of professional relationships have a positive impression on headteacher job satisfaction, specifically the relationships between the headteacher and their students. In the following section I continued the analysis of this studys data. In the second phase the qualitative data is analysed.

Statistical Analysis of Quantitative Results

This section presents an analysis of the data derived from the questionnaire. It includes tables that contain counts and percentages for the questionnaire's dimensions (for individual statements and overall score of each dimension). Each statement was classified positive or negative according to the questionnaire's objective: the level of headteacher satisfaction. For positive statements, the coding was 1 (strongly disagree, strongly dissatisfied) up to 5 (strongly agree, strongly satisfied). On the other hand, for the negative statements, the coding was 5 for strongly disagree (or strongly dissatisfied) to 1 for strongly agree (or strongly satisfied). For instance, the first statement of motivation dimension (I am satisfactorily remunerated) is classified a positive statement (if the headteacher was strongly satisfied, then their answer was coded as 5).

RQ1: Motivation

For the Motivation dimension, nine statements had medians; three of them were not significantly different from 3, and the remainder were significantly different. For each significance test, the median scores can be checked to see if that difference is lower or higher than 3, and then check whether the statement is positive or negative. For example, the first statement is a positive statement and the median is 1, thus the majority of headteacher strongly disagreed with it (strongly dissatisfied). The statement I am reimbursed for my overtime is a negative statement, and the median is 5 (also significantly different from 3), which shows that the majority of headteachers who participated strongly disagreed (were dissatisfied) with the Motivation statement.

Table 4.3 Motivation factors

| Statement | Median | P-value |
|---|--------|---------|
| I am satisfactorily remunerated | 1.00 | 0.000 |
| Educational Supervisors recognise my efforts* | 2.00 | 0.492 |
| My salary decreased upon taking up headship | 1.00 | 0.000 |
| My career path is limited as a headteacher* | 2.00 | 0.116 |

| | | |
|---|------|-------|
| My remuneration is better than those in other schools | 1.00 | 0.000 |
| I am reimbursed for my overtime* | 5.00 | 0.000 |
| My salary reflects my status as a headteacher | 3.00 | 0.753 |
| My salary is commensurate with my duties | 2.00 | 0.000 |
| My salary is less than my teachers* | 4.00 | 0.000 |
| All statements | 24 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree). A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

RQ2: Training

Table 4.4 shows that the majority of headteachers who participated agreed (were satisfied) with the training statement. For hypothesised value, three for each and 15 overall.

Table 4.4 Training

| Statement | Median | P-value |
|---|--------|---------|
| I am up to date with my Professional Training | 4.00 | 0.000 |
| Training Programmes dont cover practical aspects* | 2.00 | 0.009 |
| Training Programmes are regularly available | 3.00 | 0.909 |
| Training Programmes involve travelling at length* | 3.00 | 0.069 |
| Training Programmes are out of school hours* | 4.00 | 0.000 |
| All statements | 16 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree). A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ3: Female Leadership

Table 4.5 shows that the majority of headteachers who participated agreed (were satisfied) with the female leadership environment statement. For hypothesised value 3 for each and 18 overall.

Table 4.5 Female Leadership

| | Median | P-value |
|---|---------------|----------------|
| I enjoy working alongside other females | 4.00 | 0.000 |
| I prefer working with females rather than males | 4.00 | 0.000 |
| My workload frequently piles up* | 2.00 | 0.000 |
| I delegate tasks to maintain a balanced workload | 2.00 | 0.000 |
| Working outside hours interferes with familial affairs* | 3.00 | 0.888 |
| My personal life is affected by my work* | 3.00 | 0.773 |
| All statements | 19.00 | 0.034 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree). A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ4: School Environment

Table 4.6 shows that the majority of headteachers who participated agreed (were satisfied) with the statement in School Environment. For hypothesised value 3 for each and 18 overall.

Table 4.6 School environment

| Statement | Median | P-value |
|--|---------------|----------------|
| I personally incur expenses on behalf of the school* | 2.00 | 0.000 |
| School facilities are generally safe and secure | 4.00 | 0.000 |
| School conditions are generally clean | 4.00 | 0.000 |
| I am happy with the location of the school | 4.00 | 0.000 |
| Commuting is difficult due to distance/transport issues* | 4.00 | 0.000 |
| Greater student headcount adds to my responsibilities* | 2.00 | 0.000 |
| All statements | 19.00 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree and so on).

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ5: Teacher relationships

Table 4.7 shows that the majority of headteachers who participated strongly agreed (were satisfied) with the teacher relationship statements. For hypothesised value 3 for each and 6 overall.

Table 4.7 Teacher relationships

| Statement | Median | P-value |
|---|---------------|----------------|
| Teachers and I co-operate to further the schools aims | 5.00 | 0.000 |
| I enjoy developing teachers' skills | 4.00 | 0.000 |
| All statements | 9.00 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree and so on).

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ6: Student and Parent Relationships

Table 4.8 shows that the majority of headteachers who participated agreed (were satisfied) with students and parents relationship statements. For hypothesised value 3 for each and 9 overall.

Table 4.8 Student and parent relationships

| Statement | Missing | Mean | Median | P-value |
|--|---------|-------|--------|---------|
| I enjoy interaction with students | 1 | 4.42 | 4.00 | 0.000 |
| Managing students is very difficult* | 3 | 2.71 | 2.00 | 0.004 |
| I enjoy cordial relations with parents | 1 | 4.35 | 4.00 | 0.000 |
| All statements | 3 | 11.48 | 11.00 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree and so on). A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ7: Supervision

Table 4.9 shows the majority of headteachers who participated agreed (were satisfied) with the supervision statements. For hypothesised value 3 for each and 9 overall.

Table 4.9 Supervision

| Statement | Median | P-value |
|---|--------|---------|
| I have a good working relationship with supervisors | 5.00 | 0.000 |
| I receive negative feedback from supervisors* | 4.00 | 0.000 |
| I do not have adequate autonomy from supervisors* | 3.00 | 0.142 |
| All statements | 11.00 | 0.000 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree and so on). A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

RQ8: Authority

Table 4.10 shows that the majority of headteachers who participated agreed (were satisfied) with Authority statements. For hypothesised value 3 for each and 15 overall.

Table 4.10 Authority

| Statement | Median | P-value |
|---|--------|---------|
| I participate in decision-making with officials | 2.00 | 0.000 |
| My decisions are valued by my supervisors | 2.00 | 0.000 |
| I fulfil all directives received from the Ministry of Education | 4.00 | 0.000 |
| I have enough authority to advance students | 4.00 | 0.009 |
| I can use my authority to motivate teachers | 4.00 | 0.000 |
| All statements | 17.00 | 0.054 |

A statement with * means it is a negative statement and coded backwards (1 for strongly agree and so on). A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

The overall satisfaction scores

The descriptive statistics of those scores are presented in Table 4.11. The median satisfaction score is 126. The mean satisfaction score was 125.84 with a standard deviation of 12.502. However, the maximum and minimum scores were 165 and 90 scores, respectively.

Table 4.11 Descriptive statistics for the total satisfaction score

| | | |
|--------------------|---------|--------|
| Total number | Valid | 168 |
| | Missing | 3 |
| Mean | | 126 |
| Median | | 126.00 |
| Standard Deviation | | 12.502 |
| Minimum | | 90 |
| Maximum | | 165 |

The mean of the overall satisfaction scores can be tested as to whether it is toward being satisfied or dissatisfied as a headteacher. Since the scores follow approximately normal distribution, one sample T test was carried out to test the following hypothesis at 0.05 significance level:

H_0 (null hypothesis): *The mean score equals 117*

H_a (alternative hypothesis): *The mean score is larger than 117*

Table 4.12 shows that the P-value of one sample T test is considerably less than 0.05 significance level, thus there is enough evidence to show that the mean score of satisfaction is larger than 117. This hypothesised value was chosen since there are 39 statements with 3 being the middle value of the range (from satisfied to dissatisfied). That means the headteacher overall job satisfaction is low average.

Table 4.12 The overall satisfaction scores: Sample t test results of overall satisfaction score with 117 as a hypothesised value

| | T test value | Degrees of Freedom | P-value | Mean Difference |
|----------------------------|---------------------|---------------------------|----------------|------------------------|
| Overall satisfaction score | 9.164 | 167 | .000 | 8.839 |

This report is just an initial numeric analysis, as it only discusses the participants opinions overall and some statistical tests for the general responses. These statements will be studied considering the demographic variables. Similarly, for studying the overall satisfaction scores, there is a need to look more deeply into the demographic variables.

Table 4.13 Province reallocation

| | | Count | Percentage |
|-----------------------------------|---|-------|------------|
| Supervision Office location | East and West of Dammam Education Offices | 43 | 25.1% |
| | Nariyah, Khafji, and Al Ulaya Education Offices | 25 | 14.6% |
| | Albqiq and Alkobar Education Offices | 39 | 22.8% |
| | Jubail Education Office | 22 | 12.9% |
| | Qatif Education Office | 42 | 24.6% |

The supervision offices are reallocated into five offices: East and West of Dammam, Nariyah, Khafji, and Al Ulaya, Albqiq and Alkobar, Jubail, Qatif Education Offices, since some offices have significantly fewer participants compared to others.

The quantitative analysis of the data collected is divided into three stages. In the first stage, the overall satisfaction score for all headteachers will be used to study whether there is a significant difference among school demographic variables (i.e. Supervision Office, Building, Stage, and Supervisor). If there is a significant difference, the data are then split into parts equal to the corresponding variables categories. The second stage consists of studying the difference between headteacher satisfaction and their demographic variables.

Table 4.14 has an F test for homogeneity of means. The result of the F test shows that the P-value 0.317 is larger than 0.05 significance level, which indicates that there was no significant difference among means of overall headteacher job satisfaction with respect to the Reallocated Supervision Offices.

Table 4.14 F-test for homogeneity of means of headteachers within Reallocated Supervision Office

| ANOVA | | | | | |
|---|-----------------------|---------------------------|--------------------|----------|---------------------|
| TOTAL SATISFACTION | | | | | |
| | Sum of Squares | Degrees of Freedom | Mean Square | F | Significance |
| Between Groups | 740.453 | 4 | 185.113 | 1.190 | .317 |
| Within Groups | 25360.208 | 163 | 155.584 | | |
| Total | 26100.661 | 167 | | | |
| Levene Statistic 1.238 (Degrees of Freedom 1: 4, Degrees of Freedom 2: 163) with P-value of 0.297 | | | | | |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

Levene Test and Two-Sample T-Tests for homogeneity of variances and means respectively. The Levene Test is insignificant, which means that variances of overall headteacher job satisfaction within the building categories (Municipal and Rented) are equal. The result of the Two-Sample T-Test shows that the P-value 0.945 is larger than 0.05 significance level, which indicates that there is no significant difference among means of overall headteacher job satisfaction with respect to Municipal and Rented buildings. The result of the F test shows that the P-value 0.358 was larger than 0.05 significance level, which indicates that there was no significant difference among means of overall headteacher job satisfaction with respect to the school stage. The Levene test was insignificant in Table 4.15 which means that variances of overall headteacher job satisfaction within the Supervisory categories (Aramco and Ministry of Education) were equal. The results of Two-Sample T-Test show that the P-value (0.669) is larger than 0.05 significance level, which indicates that there was no significant difference among the means of overall headteacher job satisfaction with respect to Aramco and Ministry of Education supervision.

Table 4.15 Levene Test and Two-Sample t-Test for homogeneity of variances and means respectively within Supervisory

| Independent Sample Test | | | | | | | |
|--------------------------------|-------------------------|--|--------------|--|--------------------|--------------|-----------|
| | | Levene Test for Equality of Variances | | Two-Sample t-Test for Equality of Means | | | |
| | | F | Significance | t | Degrees of Freedom | Significance | Mean Diff |
| Total Satisfaction | Equal variances assumed | 1.453 | .230 | .429 | 166 | .669 | 1.500 |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

School-levels (Stage)

In Table 4.16, the results of Kruskal-Wallis Test for each dimension are presented, where most of the P-values are larger than 0.05 significance level, which leads to the conclusion that there was no significant difference between the medians of total scores of each dimension for headteachers who work at different school stages. The P-value associated with the Kruskal-Wallis Test is less than 0.05 (0.021) when testing the difference among medians of Total Female Leadership scores within Stage categories, which suggests considering this schools demographic variable when analysing Female Leadership statements in Stage 3 of the analysis.

Table 4.16 Levene Test results for variance homogeneity within Stage categories

| | Levene Statistic | DF1 | DF2 | P- value |
|--|-----------------------------|------------|------------|---------------------|
| Total Motivation | 2.545 | 2 | 168 | .082 |
| Total Training | .493 | 2 | 168 | .612 |
| Total Female Leadership | .966 | 2 | 168 | .383 |
| Total School Environment | .050 | 2 | 168 | .951 |
| Total Teacher Relationship | 1.528 | 2 | 168 | .220 |
| Total Relationships with Students and Parents | 1.038 | 2 | 165 | .356 |
| Total Supervision | .627 | 2 | 168 | .535 |
| Total Authority | .098 | 2 | 168 | .907 |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Significant Data Collected

A summary of the data collected at the Stage 3 of the analysis concludes the following:

1. Headteachers who are between 50 and 60 years old have more motivation than other age categories, followed by those aged less than 40 years old and then 40-49 years old.
2. In general, there are only two statements that have significant differences within headteacher median scores of their opinion with regard to Age categories (except for the total score of Motivation, where the P-value 0.016 that was less than 0.05 significance levels). Therefore, headteachers aged 50-60 have a higher satisfaction than other age categories, followed by the ones less than 40 years old and then those aged 40-49.

3. Headteachers with experience lie between 10-14 years who have higher satisfaction with their school environment compared to other experience categories, followed by the ones with experience of 5-9 and then 20 or more years.
4. Headteachers with experience of 20+ years who work with schools under the supervision of East and West of Dammam Education Offices have the highest satisfaction compared to others who have different years of experience.
5. In general, there are only two statements that have significant differences within headteachers median scores of their opinion with regard to Experience categories. The total score of School Environment, the P-value 0.029, is less than 0.05 significance level. It provides evidence that the medians of total score of School Environment within Experience categories were not equal. Therefore, headteachers with experience of 10-14 years had higher satisfaction than other Experience categories, followed by the ones with experience of 5-9 and then 20+ years.
6. When the data were split, based on the supervisory categories, headteachers with experience of 5-9 years have the highest satisfaction compared to others (i.e. headteachers who work at schools under Aramco have no significant difference in their satisfaction about Experience). Headteachers with experience of 20+ years who work with schools under the supervision of East and West of Dammam Education Offices have the highest satisfaction among others.
7. The headteachers who have not received training and whose age is less than 40 years, have a higher median score of total Motivation (i.e. more motivated).
8. There was no significant difference among the median scores of Motivation within Training at 40-49- and 50-60-year-old splits. However, in the data split of headteacher aged less than 40, there was a significant difference among the median total scores of Motivation within Training. The headteachers who had not had training and whose age was less than 40 had a higher median score for total Motivation.

9. In general, there are only five statements that have significant differences within headteacher median scores of their opinion with regard to Student Headcount categories.

Three results in Stage 2 of the analysis will be taken into consideration throughout Stage 3, as follows:

1. Mean ranks of Total Authority scores within Reallocated Supervision Offices categories
2. Medians of Total Female Leadership scores within Stage categories (Middle and High)
3. Medians of Total School Environment scores within Supervision categories

Age

The statistical analysis shows the result of the Levene Test for variance homogeneity within Age categories (less than 40 years, 40-49 years, and 50-60 years) across total scores of the study's dimensions. All of the P-values are larger than 0.05 significance level, which provide evidence that the variances are equal.

The result of the Kruskal-Wallis Test for each dimension is presented, where most of the P-values were larger than 0.05 significance level, which leads to the conclusion that there was no significant difference between the medians of total scores of each dimension for headteachers, regardless of their age categories. (Except for the total score of Motivation, where the P-value 0.016 that was less than 0.05 significance levels). This finding provides evidence that the medians of total score of Motivation within Age categories were not equal. Therefore, headteacher aged 50-60 have a higher satisfaction than other age categories, followed by the ones less than 40 years old and then those aged 40-49.

The statistical analysis shows the analysis for Age in the dimensions that showed significant difference in Stage 2 of the analysis. The data were split into the categories of Reallocated Supervision Office, Stage, and Supervisory for restudying Total Authority, Total Female Leadership, and Total School Environment, respectively. There was no

significance detected during the process; all P-values were larger than 0.05 significance level.

Experience

In Table 4.17, the results of the Kruskal-Wallis Test for each dimension are presented, where most of the P-values were larger than 0.05 significance level, which leads to the conclusion that there was no significant difference between the medians of total scores of each dimension for headteachers, regardless of their Experience. (Except for total score of School Environment, the P-value 0.029, which is less than 0.05 significance level). It provides evidence that the medians of total score of School Environment within Experience categories were not equal. Therefore, headteacher with experience of 10-14 years had higher satisfaction than other Experience categories, followed by the ones with experience of 5-9 and then 20+ years.

Table 4.17 Levene Test results for variance homogeneity within Experience categories

| | Levene Statistic | DF1 | DF2 | P-value |
|---|-------------------------|------------|------------|----------------|
| Total Motivation | 2.717 | 4 | 166 | .032 |
| Total Training | .043 | 4 | 166 | .996 |
| Total Female Leadership | .754 | 4 | 166 | .557 |
| Total School Environment | .934 | 4 | 166 | .446 |
| Total Teacher Relationship | 1.593 | 4 | 166 | .179 |
| Total Relationships with Students and Parents | .833 | 4 | 163 | .506 |
| Total Supervision | .283 | 4 | 166 | .889 |
| Total Authority | 2.622 | 4 | 166 | .037 |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table 4.18 Kruskal-Wallis Test results for dimensions within Experience

| | Experience | N | Mean Rank | Median | KW-Chi | DF | P-value |
|------------------|-------------------|----------|------------------|---------------|--------------------|-----------|----------------|
| Total Motivation | 1-4 years | 93 | 82.62 | 24 | 2.008 | 4 | .734 |
| | 5-9 years | 25 | 89.60 | 25 | | | |
| | 10-14 years | 12 | 90.29 | 24 | | | |
| | 15-19 years | 12 | 77.92 | 24 | | | |
| | 20+ years | 29 | 95.29 | 25 | | | |
| Total Training | 1-4 years | 93 | 85.38 | 16 | 2.148 ^c | 4 | .709 |
| | 5-9 years | 25 | 93.62 | 17 | | | |
| | 10-14 years | 12 | 80.00 | 16 | | | |
| | 15-19 years | 12 | 88.21 | 17 | | | |
| | 20+ years | 29 | 82.98 | 16 | | | |
| | 1-4 years | 93 | 82.18 | 18 | 5.346 ^d | 4 | .254 |

| | Experience | N | Mean Rank | Median | KW-Chi | DF | P-value |
|----------------------------|-------------------|----------|------------------|---------------|---------------------|-----------|----------------|
| Total Female Leadership | 5-9 years | 25 | 86.58 | 20 | | | |
| | 10-14 years | 12 | 107.33 | 22 | | | |
| | 15-19 years | 12 | 74.67 | 18 | | | |
| | 20+ years | 29 | 93.60 | 18 | | | |
| Total School Environment | 1-4 years | 93 | 77.75 | 18 | 10.786 ^e | 4 | .029 |
| | 5-9 years | 25 | 103.80 | 20 | | | |
| | 10-14 years | 12 | 107.71 | 23 | | | |
| | 15-19 years | 12 | 85.71 | 20 | | | |
| | 20+ years | 29 | 88.24 | 19 | | | |
| Total Teacher Relationship | 1-4 years | 93 | 84.09 | 9 | 6.058 ^f | 4 | .195 |
| | 5-9 years | 25 | 72.00 | 8 | | | |
| | 10-14 years | 12 | 97.75 | 10 | | | |
| | 15-19 years | 12 | 80.21 | 9 | | | |
| | 20+ years | 29 | 101.74 | 10 | | | |
| | 1-4 years | 92 | 84.07 | 11 | 5.485 ^g | 4 | .241 |

| | Experienc e | N | Mean Rank | Median | KW- Chi | DF | P-value |
|---|------------------------|----------|----------------------|---------------|--------------------|-----------|----------------|
| Total Relationsh ips with Students and Parents | 5-9 years | 24 | 73.10 | 11 | | | |
| | 10-14 years | 12 | 113.63 | 13 | | | |
| | 15-19 years | 12 | 83.46 | 12 | | | |
| | 20+ years | 28 | 83.64 | 11 | | | |
| Total Supervisio n | 1-4 years | 93 | 82.38 | 11 | .284 ^h | 4 | .991 |
| | 5-9 years | 25 | 87.46 | 11 | | | |
| | 10-14 years | 12 | 94.96 | 12 | | | |
| | 15-19 years | 12 | 89.38 | 12 | | | |
| | 20+ years | 29 | 91.24 | 11 | | | |
| Total Authority | 1-4 years | 93 | 89.89 | 17 | 5.734 | 2 | .220 |
| | 5-9 years | 25 | 72.04 | 15 | | | |
| | 10-14 years | 12 | 79.13 | 14 | | | |
| | 15-19 years | 12 | 67.42 | 16 | | | |
| | 20+ years | 29 | 96.09 | 17 | | | |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

The analysis in Table 4.18 shows the analysis for Experience in the dimensions that showed significant difference in Stage 2 of the analysis. The data were split into the categories of Reallocated Supervision Office, Stage, and Supervisory for restudying Total Authority, Total Female Leadership, and Total School Environment, respectively. There were only two significances detected during the process: for headteacher who work at schools that are under the supervision of East and West of Dammam Education Offices and for headteacher who work at schools that are under the supervision of the Ministry of Education.

Table 4.19 shows that headteachers with experience of 20+ years who work with schools under the supervision of East and West of Dammam Education Offices have the highest satisfaction, among others. When the data were split, based on the supervisory categories, headteachers with experience of 5-9 years had the highest satisfaction among others (i.e. headteachers who work at schools under Aramco, had no significant difference in their satisfaction regarding Experience). Table 4.19 indicates that headteachers with experience of 20+ years who work with schools under the supervision of East and West of Dammam Education Offices have the highest satisfaction among others.

Table 4.19 Satisfaction rating among headteachers with 20+ years experience

| Category (Data split) | Dimension | Experience | N | Mean ranks |
|---|------------------|-------------------|----------|-------------------|
| East and West of Dammam Education Offices | Total Authority | 1-4 years | 25 | 25.92 |
| | | 5-9 years | 5 | 7.50 |
| | | 10-14 years | 4 | 9.63 |
| | | 15-19 years | 1 | 3.00 |
| | | 20+ years | 8 | 27.38 |
| Ministry of Education | | 1-4 years | 84 | 69.20 |

| | | | | |
|--|--------------------------|-------------|----|-------|
| | Total School Environment | 10-14 years | 11 | 97.86 |
| | | 15-19 years | 11 | 77.68 |
| | | 20+ years | 26 | 84.87 |
| | | 5-9 years | 25 | 98.10 |

A shaded cell means that category has the highest level of satisfaction

Table 4. 20 shows the only two statements that had significant differences for headteacher median scores of their opinion.

Table 4.20 Two statements that have significant differences within headteacher median scores of their opinion

| | Experience | N | Mean Rank | Median | KW-Chi | DF | P-value |
|--|-------------|----|-----------|--------|--------|----|---------|
| Educational Supervisors recognise my efforts* (Motivation) | 1-4 years | 93 | 86.13 | 2 | 11.924 | 4 | .018 |
| | 5-9 years | 25 | 74.30 | 4 | | | |
| | 10-14 years | 12 | 122.79 | 2 | | | |
| | 15-19 years | 12 | 59.50 | 3 | | | |
| | 20+ years | 29 | 91.41 | 2 | | | |
| | 1-4 years | 93 | 83.41 | 2 | 12.877 | 4 | .012 |

| | | | | | | | |
|---|-------------|----|--------|---|--|--|--|
| I delegate tasks to maintain a balanced workload (Training) | 5-9 years | 25 | 114.80 | 2 | | | |
| | 10-14 years | 12 | 76.38 | 4 | | | |
| | 15-19 years | 12 | 89 | 2 | | | |
| | 20+ years | 29 | 73.38 | 2 | | | |

A shaded cell means the category had highest satisfaction compared to other categories.

Participation in Headteacher Training

The analysis for Training in the dimensions that showed significant difference in Stage 2 of the analysis. The data were divided into the categories of Reallocated Supervision Office, Stage, and Supervisory for restudying Total Authority, Total Female Leadership, and Total School Environment, respectively. Based on the P-values, there was no significant difference between the median total scores of each dimension within Training at each data split (such as each category Reallocated Supervision Offices, Stage, and Supervisory). Since headteacher scores for total Motivation regarding Age categories showed significant difference in their satisfaction, it is worth splitting the data into the Age categories and restudying the Total Motivation within Training. Table 4.21 shows the results of this split. There was no significant difference among the median scores of Motivation within Training at 40-49- and 50-60-years old splits. However, in the data split of headteacher aged less than 40, there was a significant difference among the median total scores of Motivation within Training. The headteachers who had not had training, whose age was less than 40 had a higher median score for total Motivation.

Table 4.21 Total Motivation within Training after the data divided with respect to Age

| Age | | Total Motivation |
|--------------------|------------|------------------|
| less than 40 years | N | 33 |
| | Median | 25.00 |
| | Chi-Square | 7.679 |
| | DF | 1 |
| | P-value | .006 |
| 40-49 years | N | 113 |
| | Median | 24.00 |
| | Chi-Square | .979 |
| | DF | 1 |
| | P-value | .322 |
| 50-60 years | N | 25 |
| | Median | 25.00 |
| | DF | .146 |
| | P-value | 1.000 |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Student Headcount

In Table 4.22, the result of the Kruskal-Wallis Test for each dimension is presented, where all of the P-values were larger than 0.05 significance level, which leads to the conclusion that there was no significant difference between the medians of total scores of each dimension for headteachers, regardless of the Student Headcount in their school.

Table 4.22 Kruskal-Wallis Test results for each dimension within Student Headcount

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|------------------|-----------------|----------|------------------|---------------|---------------|-----------|----------------|
| Total Motivation | 200-299 | 68 | 79.61 | 24 | 8.692 | 6 | .192 |
| | 300-399 | 21 | 79.05 | 24 | | | |
| | 400-499 | 29 | 81.72 | 23 | | | |
| | 500-599 | 10 | 102.15 | 25 | | | |
| | 600-699 | 18 | 106.92 | 28 | | | |
| | 700-799 | 14 | 86.57 | 25 | | | |
| | 800 + | 11 | 100.41 | 25 | | | |
| Total Training | 200-299 | 68 | 88.21 | 17 | 1.489 | 6 | .960 |
| | 300-399 | 21 | 82.48 | 16 | | | |
| | 400-499 | 29 | 87.07 | 17 | | | |
| | 500-599 | 10 | 71.95 | 16 | | | |
| | 600-699 | 18 | 81.31 | 16 | | | |
| | 700-799 | 14 | 89.93 | 16 | | | |
| | 800 + | 11 | 91.73 | 16 | | | |
| | 200-299 | 68 | 83.17 | 19 | 4.534 | 6 | .605 |

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|----------------------------|-----------------|----------|------------------|---------------|---------------|-----------|----------------|
| Total Female Leadership | 300-399 | 21 | 90.76 | 20 | | | |
| | 400-499 | 29 | 76.71 | 17 | | | |
| | 500-599 | 10 | 80.40 | 18 | | | |
| | 600-699 | 18 | 91.39 | 20 | | | |
| | 700-799 | 14 | 95.46 | 19 | | | |
| | 800 + | 11 | 103.14 | 20 | | | |
| Total School Environment | 200-299 | 68 | 81.57 | 19 | 4.781 | 6 | .572 |
| | 300-399 | 21 | 84.02 | 19 | | | |
| | 400-499 | 29 | 78.19 | 19 | | | |
| | 500-599 | 10 | 107.35 | 21 | | | |
| | 600-699 | 18 | 90.36 | 20 | | | |
| | 700-799 | 14 | 99.64 | 20 | | | |
| | 800 + | 11 | 93.82 | 19 | | | |
| Total Teacher Relationship | 200-299 | 68 | 86.43 | 9 | 1.620 | 6 | .951 |
| | 300-399 | 21 | 81.88 | 9 | | | |
| | 400-499 | 29 | 90.41 | 9 | | | |
| | 500-599 | 10 | 66.35 | 8 | | | |
| | 600-699 | 18 | 83.69 | 9 | | | |
| | 700-799 | 14 | 89.54 | 9 | | | |
| | 800 + | 11 | 96.68 | 9 | | | |
| | 200-299 | 66 | 88.97 | 11 | 2.493 | 6 | .869 |

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|---|-----------------|----------|------------------|---------------|---------------|-----------|----------------|
| Total Relationships with Students and Parents | 300-399 | 21 | 86.33 | 11 | | | |
| | 400-499 | 28 | 70.88 | 10 | | | |
| | 500-599 | 10 | 74.95 | 11 | | | |
| | 600-699 | 18 | 82.72 | 11 | | | |
| | 700-799 | 14 | 92.36 | 12 | | | |
| | 800 + | 11 | 90.45 | 11 | | | |
| Total Supervision | 200-299 | 68 | 89.61 | 11 | 7.826 | 6 | .251 |
| | 300-399 | 21 | 93.19 | 12 | | | |
| | 400-499 | 29 | 74.83 | 11 | | | |
| | 500-599 | 10 | 71.90 | 10 | | | |
| | 600-699 | 18 | 88.22 | 12 | | | |
| | 700-799 | 14 | 100.21 | 12 | | | |
| | 800 + | 11 | 70.50 | 11 | | | |
| Total Authority | 200-299 | 68 | 91.25 | 17 | 13.974 | 6 | .030 |
| | 300-399 | 21 | 75.02 | 15 | | | |
| | 400-499 | 29 | 75.79 | 15 | | | |
| | 500-599 | 10 | 73.85 | 14 | | | |
| | 600-699 | 18 | 61.03 | 13 | | | |
| | 700-799 | 14 | 114.79 | 20 | | | |
| | 800 + | 11 | 116.68 | 18 | | | |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table 4.23 shows the analysis for Student Headcount in the dimensions that showed significant differences in Stage 2 of the analysis. The data were split into the categories

of Reallocated Supervision Office, Stage, and Supervisory for restudying Total Authority, Total Female Leadership, and Total School Environment respectively. Based on the P-values, there was no significant difference between the median total scores of each dimension within Student Headcount at each data split (i.e. each category Reallocated Supervision Offices, Stage, and Supervisory).

Table 4.23 Student Headcount analysis in the dimensions that show significant differences in Stage 2 of the analysis

| | | KW-Chi | DF | P-value |
|---|---|---------------|-----------|----------------|
| Supervision Office Relocation (Total Authority) | East and West of Damman Education Offices | 4.262 | 6 | .641 |
| | Nariyah, Khafji, and Al Ulaya Education Offices | 3.660 | 6 | .301 |
| | Albqiq and Alkobar Education Offices | 5.557 | 3 | .352 |
| | Jubail Education Office | 4.691 | 5 | .584 |
| | Qatif Education Office | 9.253 | 6 | .160 |
| Stage (Total Female Leadership) | Elementary | 3.164 | 6 | .788 |
| | Middle | 0.921 | 5 | .969 |
| | High | 5.610 | 5 | .346 |
| Supervisory (Total School Environment) | Aramco | 4.542 | 6 | .604 |
| | Ministry of Education | 4.197 | 6 | .650 |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

The analysis shows the results of this split. There was no significant difference among the median scores of Motivation within Student Headcount at each data split (i.e. each of the Age categories).

Table 4.24 Classification of Headteacher job Satisfaction in Phase A and B

| Major Themes and Subthemes | | Sime-Interviews | Survey |
|----------------------------|----------------------------------|------------------------|-----------------------|
| 1 | Motivation | Unsatisfactory | Dissatisfied |
| Subtheme | Salary | Satisfactory | Strong Unsatisfactory |
| | Promotion | Unsatisfactory | Undecided |
| | Recognition | Unsatisfactory | Unsatisfactory |
| 2 | Training | Satisfactory | Satisfactory |
| 3 | Female Leadership environment | Strong Satisfactory | Satisfactory |
| Subtheme | Female Working Environment | Satisfactory | Satisfactory |
| | Workload | Unsatisfactory | Satisfactory |
| | Work-life Balance | Satisfactory | Undecided |
| 4 | School Environment | Strong Unsatisfactory | Satisfactory |
| Sub-theme | School Condition | Strong- Unsatisfactory | Satisfactory |
| | School Location | Unsatisfactory | Satisfactory |
| | Student Headcount | Unsatisfactory | Satisfactory |
| | School-levels | Unsatisfactory | Satisfactory |
| 5 | Teacher Relationships | Satisfactory | Strong Satisfactory |
| 6 | Student and Parent Relationships | Satisfactory | Satisfactory |
| Sub-theme | Student Interaction | Satisfactory | Satisfactory |
| | Student Management | Unsatisfactory | Satisfactory |
| | Parental Relationships | Satisfactory | Satisfactory |
| 7 | Supervision | Unsatisfactory | Satisfactory |
| Sub-theme | Supervision Office Relationship | Undecided | Undecided |
| | Autonomy | Unsatisfactory | Undecided |
| 8 | Authority | Unsatisfactory | Undecided |
| Sub-theme | Decision Making | Unsatisfactory | Unsatisfactory |
| | Executive | Unsatisfactory | Satisfactory |

| | | |
|----------------------------|-----------------|-----------------------------|
| Major Themes and Subthemes | Sime-Interviews | Survey |
| Total | Unsatisfactory | Low average of satisfaction |

After analysing Phase A and Phase B, I completed the last Phase of the methodology, which presents the findings from the Semi-Structured Interview in Phase C. The Semi-Structured Interview in Phase C explains the reason for the difference between the results of the two phases: A and B.

Semi-Structured Interview (Phase C)

Purpose: Verification Phase B

The semi-structured interview Phase C was conducted in this study to verify the results of Phase B. Nine school headteachers who did not participate in the Phase A interviews were recruited in Phase C. These headteachers were interviewed in the last phase to give them the opportunity to share their opinions and interpretations of the quantitative results of Phase B. This interview was also informing further on the interviewees job satisfaction. In the first study plan, five female headteachers were firstly selected as an approximate number to complete the interviews. However, after generating data from the interviews, there was insufficient information because it did not reach the school-levels of saturation of answers. Then more interviews were conducted to cover the various provinces and most of the ages and experiences, until finally, a total of nine school headteachers had been interviewed.

Once the school-levels of saturation had met there was a consensus amongst headteacher about the same answers in Phase C at the end of the interviews. Besides, there were no new additions to this last phase of interviews and the number of headteachers who were recruited was considered satisfactory. In Phase C the findings indicated that the majority of headteacher agreed with the results of the quantitative analysis in Phase B when the results were sent before the interview took place. Headteachers explained that the potential differences which arose between the quantitative analysis in Phase B and qualitative analysis in Phase A (see Chapter 5), was due to the activation of Vision 2030 (see Chapter 1). This development was reflected in terms of the positive support that headteacher received, such as training, reducing workload, and especially allowing women to drive, which further leads to the ease of mobility of the female school headteacher. In the Phase C interviews, headteachers stated their opinions about job satisfaction regarding the results of Phase B and their interpretation of the different results between Phase A and Phase B. From the final interviews, several answers were generated explaining the different results between the two phases.

Moreover, the extent of the consensus on the results of Phase B is determined by the rating of job satisfaction in terms of salaries, promotion, appreciation and women's

leadership, school environment and training, number of students, supervision, professional relationships, and school-levels of schools (elementary, middle and high schools). In the following, some of the verbal citations that were extracted from the dialogue with the headteachers in Phase C are reviewed.

RQ1: Motivation

Salaries

While the quantitative analysis identified dissatisfaction on the part of headteachers with the salary they received for their profession, the findings from the qualitative analysis of Phase C depicted otherwise: they were clearly dissatisfied with their pay.

The headteachers described the recent exorbitant price rises. Besides, they have to bear the imposition of taxes on any kind of purchases. Therefore, their salaries no longer cover all their expenditure, obligations, or their family's requirements. They also confirmed the lack of financial incentives despite the school evening duties with a high workload, which they must complete at home and doing overtime hours at the workplace without getting extra pay. This is shown in the typical responses from the interviewees, notably:

Today I agree with my colleagues that the salary is not satisfactory functionally. How is it possible work for eight hours continuously with work pressure? ... with a very low salary? In return, no more money incentives. (Headteacher 1)

My salary is no longer enough to pay the bills for water and electricity. This is a mandatory life requirement such as the fees for my childrens schools. The need to have a nanny for my baby – this is the biggest issue with this small wage, if they do not raise my salary... I think the salary will remain a very unsatisfactory factor for me. (Headteacher 2)

Of course, the results are honest and verified, for example, the salary for me did not constitute a hindrance to my job satisfaction, but it was directly linked to financial incentives, which prevents my job satisfaction. (Headteacher 3)

Promotions

The statements of headteachers in the first qualitative analysis (Phase A) describe their positive job satisfaction about promotions. In the second qualitative analysis Phase C, the

headteachers explained through the interviews why their job satisfaction was positive. This is so, to enable the headteacher to obtain higher education and also, they can be promoted to different positions beyond the position of educational supervisors:

I was pleased when I saw the results of the quantitative analysis of this study, which measured the satisfaction of the career advancement of headteacher were positive. This made me reflect on my dream and let it become a reality, which I had been waiting for a long time. (Headteacher4)

Yes ... I agreed with them. Because today we are happy about empowering the headteachers and create promotional opportunities for headteachers and work outside school and educational supervision. (Headteacher 5)

I can now say that I will be in a position higher than the headship position. For example, I will be an employee in the Ministry of Education or an officer of educational planning... The new decisions, which include upgrades for headteacher affected my career satisfaction and pleased me. (Headteacher 6)

Recognition

The job satisfaction regarding recognition was not high in Phase B or A. Most of the responses of headteachers in Phase C were consistent with the quantitative analysis. The headteachers deemed the situation as unfair. There was a disparity between their efforts and the recognition they received, whether it was moral or financial. Few of their answers differed from the results of the quantitative analysis. The explanation is that they believed that they were rewarded with a significantly higher rating, whether by acknowledgment or verbally from their supervisors. This was sufficient for moderate job satisfaction in their view. The following quotes clearly illustrate the participants viewpoint on the matter:

I consider myself the most responsible person who is interested in the affairs of the school, through my position as the headteacher of the school. However, is there a high value or even reasonable estimate for this effort? My answer is no... No, it is not... I do a lot without anyone caring about my financial or moral rewards... In a summary of my answers, I am not satisfied with the appreciation granted to me and I agree with the opinions of the headteachers, for the simple reason that I think they experience the same suffering with lack of appreciation. (Headteacher 7)

The financial appreciation I cannot say is a little because it does not exist. I did not ever get any moral appreciation during my years of work. So more

attention must be paid to this matter, or job dissatisfaction will continue for the majority. (Headteacher 8)

I do not understand the point of view of the majority because they said that they were not satisfied with the appreciation they received. It is sufficient to just receive appreciation once, whether verbally or even in person about a positive matter. It may happen once, but the impact remains for years and I have many letters expressing gratitude and therefore I am satisfied. (Headteacher 9)

There are few incentives and I do not feel justice from the supervision office. When I do high quality work nobody cares; it is unfair and this in turn affects the level of job satisfaction, negatively. Yes, I agree with the results and they represent my personal view about the level of job satisfaction that I feel. (Headteacher 1)

RQ2: Training

Training and its relationship to job satisfaction was an adequate factor, both in terms of its diversity and its coverage of most headteacher needs, to improve their ability to manage schools, whether the result was for headteachers in Phase C interviews or with the results of headteachers in Phase B. However, they were dissatisfied with the timing of the courses and workshops that interfered with their leisure time. The following quotes illustrate headteacher explanations of the situation:

I agreed with the results of the quantitative phase that the educational training is diverse and covers most of my needs. I learnt from the training courses how to be a confident headteacher. Also, upon attending the workshops, I acquired completely new skills in all aspects of the school administration. (Headteacher 2)

It is true I attend many hours of training. Conversely, I feel that I do not understand what is going on because of the intensity of fatigue. The session usually took place outside school hours, and I was exhausted and could not completely focus on the heavy information that was presented during the workshop. (Headteacher 3)

I found an excuse for the Ministry of Education that the course should specifically run outside school hours, so that the course does not affect the hours of work required from me as a headteacher. On the other hand, I feel job dissatisfaction with this timing, which is not commensurate with the free time to restore my energy for upcoming activities for the next day. (Headteacher 4)

Yes, I agree with these results! I have received a high level of training during this academic year; it has helped me to improve my career, which has increased my job satisfaction. (Headteacher 5)

RQ3: Female Leadership

Female Working Environment

Most headteachers at all levels agreed that women's leadership was a satisfactory factor. It made them more open to their colleagues and adopt a more relaxed behaviour. They also had many opportunities to build valuable relationships and friendships in a work environment that was proportionate to the circumstances of their lives, such as women and mothers who exchanged experiences, whether professional or other, that concerned them as women. The following comments from school headteacher illustrate these points:

I am very satisfied with the work in the women's area and I feel good enough to make this choice. Working in this environment gives me the chance to make multiple friendships. I do not feel disconnected from the outside world for almost half a day in the school. I agree with the positive results from both the quantitative and qualitative analysis of this study. (Headteacher 7)

My most precious friendships are the best alms I received during my work as a school headteacher. My teachers helped me a lot, by giving me a major experience, not only about bringing up the children of the school, but also how to raise my own children especially. I am a busy working woman like them, so we share our motherhood experiences. The female environment has increased my job satisfaction. I do not think it will be the same if I work with a man in my field at the school. (Headteacher 8)

I spend more hours with my work colleagues than I spend at home with my family; Im with them in the first hours of the morning and afternoon, and once I leave work I miss some of my friends at work, so I ask them to go out to chill out after school. Women are more fun to work with because they are not isolated from the creation of good relations and understanding. There is a rapprochement in our circumstances as women. (Headteacher 9)

Workload

Most headteachers agreed that their job level was average regarding work pressure. They also explained that they were suffering from tremendous work pressure before they were provided with assistance. However, their job satisfaction differed from negative to positive when given Vision 2030 solutions to work pressure, including the distribution of

the work of headteacher several responsibilities, such as the student's responsibilities and the responsibility of teachers and others. However, some headteachers did not feel a moderate job satisfaction regarding work pressure: they needed to reduce their work pressure to increase their job satisfaction. To conclude, most headteachers agreed with the questionnaire survey results about workload.

I can say that there is not too much work pressure. But I cannot say that there is no work pressure at all. I will explain that: when I have a high level of workload, I try to divide the work between my assistants. This support from assistants recently increased the level of job satisfaction. (Headteacher 1)

Once I have finished supervising what my assistants are doing, the task that has been taken away from me for a full day is then completed and does not take more than ten minutes, so I am happy that there is no more workload. (Headteacher 2)

I agree that the workload prior the implementation of Vision 2030 was high and affected the level of job satisfaction; but now, following its implementation, I feel more comfortable and flexible at work to provide more than one assistant to tackle the tasks for running the school. (Headteacher 3)

Providing assistants who directly supervise the demands and parameters has reduced work pressure, but I think I need to further reduce the work pressure to reach a higher level of satisfaction. (Headteacher 4)

Work-life balance

Headteachers did not decide whether they were satisfied or where this was unbalanced in the quantitative analysis of Phase B. Although, they were dissatisfied with the qualitative analysis results at school-levels, in Phase C, headteachers explained why they had different results in the two school-levels and why they did not decide this in Phase B, which is illustrated in the following quotes:

The balance of working life is considered to be unstable for me, because of the overlap of work duties with many of my own life affairs. Yet at the same time, I feel that the work has no reflection on my private life, which is due to the days of school tests and the beginning of the academic year. The overcrowding and the stress of working also affect my life at home and my time with my children. Nevertheless, in the rest of the school year, there is a moderate work balance, and the workload does not affect my private life. (Headteacher5)

My private life may affect the balance of my work, and vice versa. It is difficult to determine what actually affects the other and how this is reflected in my level of satisfaction with my career; life is unpredictable, and the pressure of work increases and decreases. (Headteacher 6)

RQ4: School Environment

Headteachers considered the school environment to be satisfactory in general, whether in terms of school conditions or location. There were no differences between job satisfaction among headteachers who worked in rented premises or in those built by the government specifically to welcome students.

Irrespective of whether the schools were rented premises or government properties, they had the same conditions that were suitable for students. The development of the Vision 2030 in education was so profound that it was brought up in the job satisfaction survey of headteachers in terms of the gaps that the headteacher were covered by; the latter includes financial disbursement on urgent maintenance from their pocket. Although they were not obliged to do so, in times of emergency they were urged to do simple maintenance. Maintaining a better quality for the state of the school also led to raising the level of job satisfaction amongst school headteachers. Vision 2030 pushed for headteacher decisions on working in schools that were closer to their homes as opposed to those situated far from their homes. The school-based job placement in the quantitative analysis was positive and the headteacher agreed with this result in the interviews conducted in Phase C. Four subthemes were noted within school environment: (i) School Condition; (ii) School Location; (iii) Student Headcount; and (iv) School-levels (stage).

School Condition

It is true that the headteacher does not have to finance the purchase of school resources (books for the library, kitchen tools, etc.). However, at times of urgency, the headteacher sometimes has to respond accordingly in order to carry out simple school maintenance. Conversely, today, with Vision 2030, my contribution to these school financial matters is limited only to ensuring the quality of the performance of the companies which work for my school. (Headteacher 7)

I am only required to supervise the quality of the implementation and these companies bear the fees of these reforms. Also, I am the supervisor who mainly oversees the service they have provided. That's why I agree with the

quantitative results of this study. When I was talking about the past, I also agreed with the results in the first qualitative Phase. (Headteacher 6)

There is no reason to disagree with the results of the quantitative analysis, although there was a slight difference between them and the results presented to me in the qualitative analysis. I think this is due to the efforts to develop the educational process that is reflected in all aspects of school environment. It is reducing the pressure on the work of the school headteacher in terms of providing the maintenance required for the school. Similarly, headteachers are asked to follow up on the procedures of maintenance work; some services are provided by companies sponsored by the Ministry of Education to ensure the quality of repair of any damages and that is why I am satisfied. (Headteacher 8)

School Location

I was suffering from commuting to a school that is far from my home and ideally working in a school that is close to my home would be my dream, but literally a distant dream. The decisions of Vision 2030 support the transfer of female headteachers who are outside their hometown to somewhere close to their school site. I was greatly satisfied this year after having received a transfer opportunity. (Headteacher 9)

Allowing women to drive reduced a lot of time pressure to search for a special driver to help me to commute to my school daily. I was strongly dissatisfied by those drivers who wanted to take advantages of my critical situation whereby I cannot afford to be late or absent. The commuting issue of course has reflected on my job satisfaction positively now with Vision 2030. Lately, I have agreed that the commuting issue is resolved and it no longer constitutes a job dissatisfaction factor for. (Headteacher 1)

Whether the type of building is rented or not rented is irrelevant. The equipment and tools in the two types of school buildings are the same. (Headteacher 2)

The conditions of renting a building for the purpose of turning it into a municipal state building are the same as the construction of the school building so I have excluded the type of building when explaining my job satisfaction. (Headteacher 3)

School-levels

There were no differences between the levels of job satisfaction related to school-levels. Quantitative analysis results did not identify any differences between the levels of job satisfaction related to the interval. When headteachers at Phase C were asked about their agreement with this result, they expressed their opinions:

Yes, I agree with the results of this study. Irrespective of the school-levels [whether it is primary, middle or high school], it does not mean that I prefer to work in different school-levels from mine, but all of them have the same rules and advantages. (Headteacher 4)

I prefer to work in primary schools, despite my desire to work at a middle school, because the primary school student personality is more easily to follow the system. Then again, it does not mean that if I do not get what I want, it will reflect on my satisfaction. It is desirable but not a very important matter. (Headteacher 5)

I think I'm inclined to work in the high school, where I'm currently working; I'm satisfied with it. (Headteacher 6)

Student Headcount

The number of children does not affect me a lot or a little because the new education system supports large schools with assistant headteachers who are interested in student affairs. (Headteacher 7)

RQ5: Teacher Relationships

Most headteachers agreed that they were very satisfied with their relationships with their teachers and they thought the positive results in Phase B related to this topic were very accurate. Their feelings are reflected in the following quotes:

Yes, it is true that the quantitative results are satisfactory, because I found my relationships at work are good with my colleagues and this impacted profoundly on my career satisfaction. (Headteacher 8)

I consider the teachers at the school as my close friends and my sisters, since I spend a full day with them, which is far more time than I spend at home with my family. My job satisfaction in this career derives from their positive energy in the morning — that reflects on my work and my relationship. I believe that makes me reach the highest level of my job satisfaction. (Headteacher 9)

RQ6: Student and Parent Relationship

Headteachers were in a strong consensus about the results of the quantitative analysis, notably that the majority were strongly satisfied with the extent of their relationship with parents and students. This relationship was characterised by understanding, flexibility, exchange of experiences, mutual respect and trust. Moreover, headteachers are proud to

find their students in the highest levels of society and with outstanding degrees in medicine, engineering, education and other fields. The following quotes depict some of the strong positive comments about their satisfaction with their students and their parents:

I agree that I am very satisfied with my professional relations with either the students' parents or students or colleagues within the profession; because they are the first engine of the education process in the education system. I am keen to maintain my close relationships and make them positive based on respect and trust. (Headteacher 1)

My students are a testament to my success and achievement in my work. I feel every day a sense of achievement because they graduate with flying colours and work and succeed. So, I am very successful. I feel very proud when someone tells me that I was a student at your school, now I am your doctor ... My satisfaction is very strong and it is a source of happiness, not only inside my school but also outside it, when mothers and fathers thank me when they see me and also again after their children have graduated many years later. (Headteacher 2)

I consider the parents as the first critique of my work; I am proud of their guidance because it raises the level of my school and this does not cause me any problems with them; on the contrary, it increases my positive relationship with their children, notably my students. (Headteacher3)

RQ7: Supervision

Supervision in the quantitative analysis was a satisfactory factor for headteachers in general. However, when explaining the details that appeared under the supervision element there was a contradiction in the results. For instance, headteachers in Phase A explained that the disagreement about jobs satisfaction arose because of the conflicting opinions between their personal relationships with their supervisors and the latter's attitude. In phase C Headteachers confirm that they were satisfied with the personal relationships with their supervisors. Nonetheless, they were dissatisfied with supervisors' tenacity and firmness, which was characterised by high intensity and non-flexibility, which in turn caused them to experience strong job dissatisfaction. This major theme is classified into two subthemes: (i) Supervision Office Relationship; and (ii) Autonomy.

Supervision Office Relationship

I will explain my opinion about the general results of my level of satisfaction for supervision. I am moderately satisfied with my supervisor's satisfaction for many reasons. One of them is that I know my supervisor is

not against me for either personal affairs or work relationships. (Headteacher 4)

However, my supervisor's manner when she handles requests from the supervisory office is not professional. Sometimes the supervisors lack the flexibility and positive attitude which in turn makes me dissatisfied with the job, but this does not mean that my level of job satisfaction is too low, because our relationship is very formal and there are no serious issues between us. (Headteacher 5)

Yes, I am satisfied with the relationship with my supervisor and I find it an intimate one. (Headteacher 6)

My relationships with my supervisors are more than excellent ... I agree with the quantitative analysis that there is a strong relationship between the educational supervisors and headteachers. If you ask me how I would rate my personal experience with my supervisor: I would say that I am satisfied. (Headteacher 7)

My relationship with my educational supervisor is brilliant and there are no personal problems between her and me. I always try to maintain this relationship in order to sustain a high level of job satisfaction. Since any tension in the professional relationship between us may negatively affect my career performance, I think that many headteachers agree with me that they are satisfied with their relationship with their supervisors. (Headteacher 8)

I agree with the results of the quantitative analysis that the relationship of most headteachers with their supervisors is good or may be wonderful with regard to their personal relationships. Indeed, I do not have any personal issue with my supervisor. However, at times, I am dissatisfied with her harsh approach. Hence, I hope she becomes more considerate about my feelings whenever I receive her feedback on some of my work. (Headteacher 9)

Autonomy

In the overall quantitative analysis of the Phase B survey results, headteacher were not satisfied or dissatisfied with the degree of autonomy granted to them. When asked about their overall level of job satisfaction, headteachers answered they were undecided about it. Autonomy did not play a big part in their level of job satisfaction. While at Phase A, a link between autonomy and job dissatisfaction was identified from the headteachers responses, headteachers explained that they cannot intervene in making the simplest small decisions in daily life because of the heavy bureaucracy imposed by the Ministry of Education. Furthermore, they admitted feeling confused with the new governmental

system of education. This situation seemingly varies as headteachers have reported occasions when they were granted considerable autonomy and others when they were limited by restrictions.

The process of signing reports for the educational supervisor takes a long time. Also, I do not have autonomy to deal with these small daily issues, such as merging two classes of study because of the number of students who study in these classes is too small. This behaviour disrupts the teaching process, which in turn affects the performance of teachers and heightens work pressure and negatively impacts the level of my job satisfaction. (Headteacher 1)

The autonomy granted to me is too weak in the power dynamics of the school; for instance, upon deciding about the change the furniture classroom or requesting approval for a student trip to the museum and also when we ask the Office of Supervision to allow students to visit a scientific centre or even a recreation area. I find myself incapable of going forward with anything until I am granted approval from the supervisory office. These procedures may completely cancel the trip, leading to dissatisfaction from students and parents about the management of my school. This negatively affects my job satisfaction, so I disagree with the quantitative analysis results as I am dissatisfied with the extent of the autonomy granted to me. (Headteacher 2)

I know why the headteachers of schools are reporting feeling undecided about their autonomy because they are confused with the recently transformed rules. For me, I do not think I am satisfied with the degree of autonomy that was granted to me by the Ministry of Education last week, but I cannot predict whether I will be so satisfied or dissatisfied because every day has different rules. (Headteacher 3)

RQ8: Authority

The type of authority delegated to the school headteacher has been divided into two parts: decision-making and executive. Headteachers feel a moderate level of job satisfaction regarding overall authority. From the headteacher's perspective, the executive factor means that headteacher are obliged to abide by all the decisions made by the Ministry of Education. Headteachers were satisfied with this executive factor in Phase B. Headteachers explained that they were satisfied because they did what they had been asked to do, so they were satisfied about their work performances. Yet, the situation was different in Phase C, as headteachers described their dissatisfaction about decision

making in Phase B, for they thought that the Ministry of Education turns a blind eye to their opinions and decisions.

Of course, I have to conduct all my work by myself and I am satisfied with this executive performance. Nonetheless, my power is limited even if the other headteachers have expressed their satisfaction with the powers granted to them by the Ministry of Education. I still insist that my authority is limited. (Headteacher 4)

I think the headteachers expressed their positive satisfaction in Phase B with the authority from the Ministry of Education as reflecting the new innovative Phase of Vision 2030. When it allows headteachers to contribute and participate in decision-making it is increased by raising the annual proposals and reports to the Ministry of Education to explain or suggest their complaint or recommendations and lately the Ministry of Education listens to them. (Headteacher 5)

The results of the quantitative analysis are representative of my thoughts regarding my job satisfaction, especially about the limited powers that are granted to me in terms of decision-making or my desire not to implement decisions, which do not fit with the environment of my school, such as starting early morning, which in fact starts very early. I am based in the area where the sun rises late, and I am confused why the Ministry of Education did not listen to my opinion about this matter, so actually I changed the schooling hours from early morning at 6.30 to 9 in the morning. (Headteacher 6)

RQ9: Experience and Age

Experience

Experience is one of the demographic factors. The quantitative analysis identified significant differences between the number of years of experience, and some of the variables of demography; notably the location of supervision offices and the headteachers who are under the supervision of Aramco. In the following, some headteachers explained their experiences when they were asked about their opinions on the Phase B results.

My experience in running the school is 25 years. I like liaising with the East Dammam Supervision Office; it gave me a sense of respect that gives me a feeling of job satisfaction because they trust my opinions and do not ignore my experience in headship. (Headteacher 7)

I have 23 years' experience in this school; I have not changed it and never left the supervision department of the supervision office in West Dammam.

They know me and I know them very well. I became one of the first advisers to them even in regard to supervision. (Headteacher 8)

I have 12 years' experience in the school administration as a school headteacher; I feel a higher level of job satisfaction than in my first years of work. I had no clue about what I should do. (Headteacher 9)

Aramcos supervision has brought a lot to me and specifically in my first years, in terms of clarity of work schedules. I find everything I want through social networking programmes with the supervisors of the Aramco office for educational supervision. (Headteacher 1)

The process of Aramco supervision is very tiring for me, every day they update their supervisors information. Not only this, you also have to know how to use the technology effectively to be updated, and you need to have time to respond to them regularly. Aramcos supervisors are always active on Twitter and email, and this makes me feel less satisfied. I have 22 years' experience and I do not need all this noise to know my work. (Headteacher 2)

Age

Despite the fact that I will turn 60 soon, I believe this age heightens my love for the post of director of the school, which has raised many generations; our graduates have ended up in professions such as doctors and engineers and constitute an important role in the community My motivation is high and does not decrease, neither do I feel frustrated as my love for this work increased my satisfaction. (Headteacher 3)

Upon turning 50, my maturity has risen and consequently, this has impacted positively on my career. For instance, what used to bother me in the past no longer bothers me now because of my maturity. I feel a high level of job satisfaction because my maturity also helps me in solving problems in the work environment which I could not do effectively ten years ago. (Headteacher4)

I am only 27 years old. My young age gives me a high level of job satisfaction. In my youth, I will be happier when I give my level best to perform my work. I am at the peak of my youth. I believe that young people have the advantages of new opportunities at work. (Headteacher 5)

I do not think that age indicates any kind of job satisfaction because of the individual differences amongst employees, such as the fact that conditions vary and circumstances may change. These individual differences impact on job satisfaction, whether at a personal level, or at the level of the work environment. (Headteacher 6)

Summary of Findings from Semi-Structured Interview Phase C

In Phase C the results agreed with the results of responses of headteachers in Phase B. In Phases A and B, headteachers confirmed that they were generally satisfied with their jobs. Nonetheless, there was considerable discrepancy between their answers in respect to the school-levels in Phase A, and between Phases B and C. For example, in Phase A, headteacher reported feeling satisfied with their salary, whereas in Phases B and C they were dissatisfied with their salary. On the other hand, headteachers were dissatisfied with the school environment or supervision at school-levels at Phase A. While in school-levels in Phases B and Phase C, the results were quite the opposite: they were dissatisfied with their salaries when they were satisfied with their supervisor's offices and with the school's environment. Headteachers interpreted this discrepancy as to how effective it would be to implement the Vision 2030 and how it impacted positively on the education system in the Saudi Arabia (see Chapter 5). However, there has been a change in the economic situation recently at the state level that has affected headteachers. Nevertheless, there was intense work by the Ministry of Education in the implementation of the Vision 2030, which has significantly improved the extent of job satisfaction of headteachers because it has reflected many aspects such as the school's environment, educational supervisions and competencies.

Summary

This chapter has provided analysis of the qualitative and quantitative data collected in the three phases of the study (Phases A, B and C). It was distributed into three core parts. The first part presents the qualitative responses and findings that were delivered through semi-structured interviews in Phase A and gathered the headteacher quotations from the semi-structured interviews to understand and explain the major themes and subthemes which were created from this stage. Also, a descriptive analysis was presented of the eight domains which are related to school headteacher job satisfaction found in Phase A. The second part was Phase B, which employed a range of statistical tests to study the influence of demographic variables on the overall job satisfaction of school headteachers in the Eastern Province of Saudi Arabia. The third part was Phase C, which was conducted in this research to discuss and confirm the results of Phase B.

Chapter 5 explains the findings of the study based on the major and minor themes that emerged from the analysis of the interviews and the statistical analysis. It is presented in both a narrative and a numerical/statistical format.

CHAPTER 5: DISCUSSION AND CONCLUSION

Introduction

The purpose of this study was to identify the factors which affect headteacher job satisfaction at the schools in the Eastern Province of Saudi Arabia. Whilst the previous four chapters of this thesis provided a general background for this study, notably theories of job satisfaction, research methods and results, this chapter discusses the main findings. The discussion is grounded in the job satisfaction theories selected in this study and focuses on my research on headteacher job satisfaction in the province.

The primary aims of the research were therefore two-fold:

1. To determine the level of job satisfaction among (female) headteachers in the Eastern Province of Saudi Arabia.
2. To identify and analyse the factors that may have an impact on job satisfaction among (female) headteachers in the Eastern Province of Saudi Arabia.

These aims will be examined through addressing the following research questions:

1. To what extent is headteacher job satisfaction affected by motivation factors such as pay, recognition, promotion?
2. To what extent is headteacher job satisfaction affected by training?
3. To what extent are female headteachers satisfied with the female environment, workload and work-life-balance?
4. To what extent is headteacher job satisfaction affected by factors such as school environment (school condition, school location and student headcount)?
5. To what extent are headteachers satisfied with their relationship with students and parents?
6. To what extent are headteachers satisfied with their relationship with teachers?
7. To what extent are headteachers satisfied with educational supervision (supervisor relationship, supervisor feedback and autonomy)?

8. To what extent are headteachers satisfied with the authority that is granted to them?
9. To what extent are headteachers satisfied in relation to their age, experience, and school-level?

The first main aim of the research

The first aim of the research was to determine the level of job satisfaction among female headteachers in the Eastern Province of Saudi Arabia. The discussions in this study were generated from three phases of data collection. These sequential phases began with initial interviews with 20 headteachers (Phase A) to develop a questionnaire (Phase B) and explored the received responses from a selection of headteachers who were able to comment on the findings (Phase C). This study discusses the results and, notably, the quantitative phase which represents a sample of the headteachers in the Eastern Province. Having reviewed previous studies on job satisfaction of headteachers in or outside the Saudi Arabia (Mutairi, 2005; Alagbari, 2003; Alroyali, 2002; Alonazi, 2001), this study has identified additional factors related to job satisfaction in the Kingdom: life balance, female leadership-environment, location, financial rewards and transportation. There was a clear difference between the factors identified as causing job satisfaction in the previous studies and those identified in this study. The differences could be explained in various ways: the different research methods and tools used; the tools utilised in the collection of the sample; the difference in the selection of measures of the level of job satisfaction and the hierarchy pertaining to the standard of living between regions that reflect on job satisfaction levels. To compound this problem further, educational policies and laws have evolved due to the frequent change of ministers of education, which has affected headteacher job satisfaction. For instance, during Azzam Al-Dakhels period as Minister of Education all schools were required to be closed under extreme weather conditions, whereas with the successor, Abdurrahman Al-asa, this rule was changed (Abdullah, 20017). Al-asa ruled that in any bad weather conditions the school had to be open, with all the staff present, including the headteachers, but without students (Abdullah,2017).

Despite this identified difference and its impact on the results from previous studies, such as those of (Newby,1999; Mutairi, 2005; Alagbari, 2003; Alroyali, 2002; Alonazi, 2001; &Al-Zaidi, 2008), some similarities were also observed that had a significant impact on headteacher job satisfaction. These similarities in job satisfaction constitute both positive and negative factors which will be summarised and then discussed in depth.

Motivations

Salaries
Promotion
Recognition

Relationships

Teachers
Students
Parents

Qualifications

Training

Demographics

Age
Experience
School location
Student head count

Educational supervision

Authorisation

School environment

School condition

Overall job satisfaction

The results of Phase B, the questionnaire survey and quantitative analysis of this study, demonstrated that the level of job satisfaction in the Eastern Province was low average. This result is like the overall findings of Al-Zaidi (2008), which measured the level of job satisfaction for headteachers in Jeddah, one of the biggest cities in the Saudi Arabia, where in his study the overall finding was a moderate level of job satisfaction. The results of this study did corroborate the findings from several other smaller cities in Saudi Arabia (Mutairi, 2005; Alagbari, 2003; Alroyali, 2002; Alonazi, 2001) and agreed with the results of Alarimi’s research (1998), which was conducted in the Sultanate of Oman, in terms of salary recognition and the overall level of headteacher job satisfaction. Omans culture and education system are very close to the education system and culture of Saudi Arabia, in terms of religion, language and conservative lifestyle. For instance, the schools in the Sultanate of Oman and in the Kingdom of Saudi Arabia are segregated by gender (Alamani, 2012). Finally, this study had similar findings to other studies conducted in the Middle East, such as Twail (2018), a study conducted in Kuwait, and Alomari (1992), in

Jordan in terms of the overall level of headteacher job satisfaction. However, this study differed from Graham and Messner (1998), who found that American midwestern headteachers were satisfied in general and Newby (1999) who confirmed that female headteachers were significantly satisfied in Virginia. The analysis of data collected in this study confirmed that there were factors causing job dissatisfaction. Some of the causes of job satisfaction and dissatisfaction of headteachers were not present in other studies of job satisfaction previously conducted in Saudi Arabia. One possible reason behind this mismatch of factors could be due to the time the study was conducted, which was during a period of transition towards Saudi Arabia's Vision 2030, which seeks high goals regarding education in general and more specifically, educational management (Altiar, 2017). This is the first study I have found that emerged following Vision 2030. Furthermore, however, this study's time also coincided with significant changes for Saudi women such as rights to leadership and new career paths, to scholarships to study abroad, or to pursue further education and to enhance their knowledge without the consent of their guardian (Asadawi, 2016). Besides these, issues that might affect female headteacher job satisfaction include life-balance factors, when headteachers confirmed their happiness with receiving the right to custody of their children without legal complications resulting from the illegal partner. The latter issue will be discussed in depth later in this chapter and it will be explained how this issue is related to female headteacher level of job satisfaction.

Given the focus of this study on examining the job satisfaction of all sectors within the Eastern Province, it is noted that this research has covered the largest province in the kingdom and included the largest sample of participants, which increases the effectiveness of the results of the study and its credibility. The factors that influenced the job satisfaction are discussed under seven basic themes: (i) Motivation; (ii) Female leadership; (iii) School environment; (iv) Supervision; (v) Authority; (vi) Teacher relationships; and (vii) Relationships with students and parents.

The second main aim of the research was to identify and analyse the factors that may have an impact on job satisfaction among female headteachers in the Eastern Province of Saudi Arabia. These aims were examined through addressing the following research questions:

RQ1: Motivation

Table 5.1 explains the factors that caused job satisfaction or dissatisfaction by focusing on the factors related to the first questionnaire presented to headteachers, wherein the focus was on pay, recognition and promotion.

Table 5.1 Pay, Recognition and Promotion

| First major theme: Motivation | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|--|-----------------------------------|-----------------------------------|--------------------------------------|-----------------------|
| I am satisfactorily remunerated | | | Strongly dissatisfied | Salary |
| Educational supervisors and society recognise my efforts | Satisfied | | | Recognitions |
| My salary decreased upon taking up headship | | | Strongly dissatisfied | Financial promotions |
| My career path is limited as a headteacher | | | Dissatisfied | Promotion itself |
| My remuneration is better than those in other schools | | | Strongly dissatisfied | Financial recognition |
| I am reimbursed for my overtime* | | | Strongly dissatisfied | Financial recognition |
| My salary reflects my status as a headteacher | Neutral | Undecided | | Recognition |
| My salary is commensurate with my duties | | | Dissatisfied | Financial recognition |
| My salary is less than my teachers* | | | Dissatisfied | Salary |
| All statements | | 24 | Dissatisfied | Significant |

Table 5.1 shows that headteachers overall were dissatisfied about motivational factors with respect to the wages and compensation for promotion and recognition. Headteachers in state schools were allocated overtime hours outside of working hours, which might

sometimes be optional or mandatory, depending on the nature of the work (Alhesany, 2016). A state headteacher must manage her school with nearly twice the number of students attending a typical international private school in Saudi Arabia and with the same salary (Al-Yosef, 2016).

The overall results of this study demonstrate a difference between the qualitative results in Phase A and the questionnaire results in Phase B, which examined job satisfaction in terms of the salary factor. The interview time of Phase A, however, was set up before the enactment of “the law to reduce the financial allowances in all government employees salaries in Saudi Arabia in 2015” (Alarifee, 2016). The job dissatisfaction caused may be due to the austerity ordered by the Saudi government, which called for tightening the belt to prepare for Vision 2030 (Ministry of Media, 2017), leading to higher consumer bills for water, electricity, petrol and a tax on airline tickets (Alotaibi, 2017). It is noteworthy that this increase had been non-existent in previous years (Alotaibi, 2017). As the salary no longer covers the needs of headteachers, some cannot afford to put their children in day care, due to their salary being insufficient.

In terms of working mothers, some headteachers prefer to choose to stay at home as they cannot afford to employ a nanny or have housekeepers to assist them with their families and household chores. In Saudi Arabian culture families are usually large, so a working mother needs all the support possible in terms of childcare and housekeeping. Moreover, daughters in Saudi Arabia often have many family responsibilities for elderly parents or siblings. The previous views were highlighted by the interviewees in Phase C, which agreed with the quantitative results in Phase B, established shortly after the implementation of the financial laws as required by Vision 2030. Previous studies considered that the financial aspect was key for raising the level of job satisfaction, as emphasised by Mercer (1997) and Chaplain (2001) in the British educational context. This was also upheld in this current study, and the study of Al-Zaidi (2008), which was conducted in Jeddah, an environment close to the Eastern Province, which has a life-style with high living costs and life requirements, similar to other major cities in Saudi Arabia. The current study also differed from Al-Hazmi (2011), whose findings showed that school headteacher were satisfied with their salary. This difference may be due to the Abha being a city that is closer to rural life, so the cost of living is less than the Eastern Province (AlShamri, 2017).

Salary/Remuneration

This study found salary to be one of the strongest causes of job dissatisfaction, a finding which has not been previously identified by earlier studies. In that respect, school headteachers considered themselves as the backbone of their schools, with their responsibilities for their students, staff and managing the school. Notwithstanding all those headteacher huge responsibilities, their salaries are still lower in the educational salary scale than schoolteachers. This is because the headteachers have administrative titles, while the teachers maintain an educational category in the employment contracts, so teachers have salaries higher than headteachers. Thus, the school headteacher feel a lack of job satisfaction because of a sense of inequity. According to the theory of equity, Adam (1967) explained that a lack of justice in the workplace arises because of the employees feeling that their colleagues are obtaining financial advantages. In turn, this feeling leads to a decrease in job satisfaction for the employee. Consequently, this study agrees with Adam's theory, whereby salary becomes a dissatisfying factor. Similarly, Graham and Messner (1998) found that American midwestern headteachers were dissatisfied with their pay.

Promotion

Promotion was identified as the second catalyst for job satisfaction in this study, with a negative or positive effect on the job satisfaction of headteachers. The promotion factor is divided between financial promotion and career promotion. The headteachers in Phase B of the quantitative analysis felt strongly dissatisfied with their financial promotion, which was related to the promotion process. This is why some of the headteachers think of returning to teaching, as from their perspective there is no point to being promoted if their salary is reduced. Al-Zaidi (2008) explained that the reason for the marginalisation of promotion as a factor in the Saudi education system is because it is a source for anxiety. The headteacher interviews in Phase A had corresponded to the interpretations noted by Al-Zaidi (2008) regarding financial promotion, noting that their salaries would be decreased because they changed their position from a teaching career to an administrative career by taking a headship position. On the other hand, it was interesting in this study in the quantitative analysis in Phase B that financial promotion itself was a satisfactory factor. This could be due to the changing nature of the educational system of

the Kingdom with Vision 2030, when the Minister of Education raises the level of headteachers by giving them improved opportunities for promotion (Hadi, 2018). Phase A in this study was like Graham and Messner (1998), who confirmed that American midwestern headteachers were dissatisfied with their opportunities for promotion.

The analysis of quantitative data on the promotion factor in this study occurred after the implementation of Vision 2030, which empowered headteachers to have senior positions in the Ministry of Education or in different government sectors. It thus represented an indication of the change in the direction of the Saudi Arabian educational system by offering more opportunities for further promotions for headteachers (Hadi, 2018). For example, the current deputy of the Minister of Education in Saudi Arabia was formerly a female school headteacher (Alrami, 2017). Thus, the opportunities for the direct promotion of headteachers have improved and their sense of promotion itself was a satisfactory factor. Previous studies were considered that were conducted inside or outside the Saudi Arabia, such as (Saiti, 2007; Alarimi, 1998; Alomari, 1992; Phillips & Sen, 2011), which confirmed that the lack of a promotion was factor of dissatisfaction. Herzbergs Two-Factor Theory considers that promotion is a factor of motivation that negatively effects job satisfaction if it is not sufficient for the employee. However, Al-Nasser (2012) showed that female headteachers are less satisfied than male headteachers due to the difficulty of obtaining promotions compared to male headteachers. The difficulty in achieving promotion for female headteachers is due to the responsibilities of women, some of whom have difficulties with travel or changes in their places of residence associated with promotion (Al-Nasser, 2012).

Recognition

Recognition is the third factor that is affecting the job satisfaction of headteachers. This study revealed a factor which was not found in previous studies: the financial estimate. In this study, Financial Recognition is an estimate that has two parts: verbal or written recognition and the financial rewards that are not part of the basic salary. Rewards are related to good performance at work and achievement, such as getting paid for overtime or a financial reward for excellence in work. For example, some international and private schools in the Saudi Arabia offer financial rewards that have no relation to salary in each school semester, or when the headteacher is distinguished, or achieved a special job

(Alshamree, 2010). Some headteachers in the qualitative analysis in Phase A explained that they did not receive enough financial rewards to increase their motivation to reach an adequate degree of job satisfaction. The quantitative analysis in Phase B confirmed the observations of headteachers in Phase A, who were not satisfied in their work with neglecting the financial incentive side for their professional excellence and job performance or working overtime. The financial estimate in this study was considered unsatisfactory.

Headteachers in Phase A and Phase C indicated that they were dissatisfied with the level of appreciation they received. Whether these recognitions are provided materially, morally, or even in writing by their supervisors or the Education Ministry, headteachers described the quality of appreciation they received as insignificant, in return for their enthusiasm, dedication and excellence in the school's administrative work. Yet, it is interesting to note that perceptions of recognition in the quantitative results in Phase B in this study was satisfactory. The difference between these two results in the same study may be due to the changes in the assessment system for headteachers in the new education system after Vision 2030, which was described and expressed by most headteachers in Phase C. It seems that the headteacher became aware of her responsibilities about her career or her rights in life and work and could defend her requirements with support from the new crown prince Mohamed bin Salman with his new vision in 2015 (Alsobai, 2016).

Although this research was conducted during the application of Vision2030 from 2015 to 2018, this study also agreed in some respects with Al-Zaidis (2008) findings. This study was conducted in Jeddah; there was a similar result to this study regarding the headteacher appreciation satisfaction factor. Both studies show that moral appreciation – either through verbal or written recognition – was a satisfying factor. However, when separated, the results of each of the two studies of Al-Zaidi (2008) and this study, it was found that the recognition was in terms of the assessment and appreciation that the headteacher experience from the community, with social orientation being a satisfying factor. The headteachers in their society and community are a role model for the people of the neighbourhood due their educational positions.

In addition, the recognition results of this study agreed with the studies conducted with headteachers in the smaller cities, with less vital and simpler areas of life in the kingdom,

more than the Eastern Province, such as the studies of Al-Mutairi (2005), Alagbari (2003), Alonazi (2001). The previous studies indicated that the position of headship was highly valued by small communities and they received a fair degree of respect because they were well-known as headteachers who educated their children, a finding that agreed with Al-Mutairi (2005), Alagbari (2003), Alonazi (2001). Moreover, this type of society greatly respects headteacher views, which increases their self-esteem and makes their position a catalyst for job satisfaction. It will be recalled that the upper levels of the Maslow pyramid consider that recognition is a very important factor for an employee's job satisfaction (Maslow, 1970).

While this study focused on the various aspects of headteacher recognition, such as the aspects of the financial appreciation for the headteacher efforts by the Ministry of Education, those presented by the Office of Educational Supervision tended towards creating dissatisfaction. This study agreed with the Alomari (1992) and with Adam's Expectancy Theory (1970), which explained that the lack of recognition and rewards the worker receives in the workplace compared to an employee's effort, reduced self-esteem and generated dissatisfied employees.

In summary, this study demonstrated that job satisfaction was unsatisfactory, in terms of salary, appreciation or promotion, although headteachers confirmed that their opportunities for promotion at this time were higher than before.

RQ2: Training

Since 2015 several educational regulations concerned with the development of school administration have been updated in national educational policies, including educational training (Hadi, 2018). There is now a high concentration on the rehabilitation and training of headteachers in Saudi Arabia (Hadi, 2018). In this study, the quality of the training mentioned in the responses of the headteachers is reflected in Phase B, where the professional rehabilitation factor in the school administration was considered satisfactory. Headteachers explained that they were satisfied with the extension of the supervision office for continuous and repeated vocational training, which was evident in the results across all three phases. In addition to the continuous training throughout the school year, headteachers in Phase B stated that the training was also varied and covered most of their

needs. In learning new skills in all aspects of school administration, the diversity of the training and its coverage was satisfactory for them. Contrariwise, in Phase B there was no job satisfaction regarding the timetable for training. Four headteachers in Phase A and C explained that they needed to take their training time outside their working hours. The headteacher asserted that they finish their work tired and then return to their homes, beside preparing to go out again for training workshops. As a result, their job satisfaction is affected, due to the pressure to join the training programmes available, because they cut off their own private lifestyle and do not have time to rest after a long and tiring full day's work.

The general results of this study for training and its relationship to job satisfaction were not consistent with some other studies, such as Mutairi (2005), Alagbari (2003), Alroyali (2002) and Alonazi (2001). This study agreed with Tieam (1999) and had the same results as Al-Zaidi (2008), whose study showed that the training factor was generally rated as satisfactory in terms of diversity, time and the quality of training courses, whereas my results differed from Al-Zaidi (2008) in one respect only: this study confirmed that the training factor covered the diverse needs of school headteachers, as opposed to the results presented by Al-Zaidi (2008). This study also differed from Al-Obidi (2002), whose study considered that the professional training factor was not satisfactory in general and did not cover all the needs of a headteacher.

The results of the previous studies may differ due to the change in the training plans associated with the Vision 2030. This is most probably because of the large budget spent on the rehabilitation of school headteachers, the purchase of effective training tools and the nomination of the best qualified educational trainers to train headteachers (Hadi, 2018).

The responses of headteachers about long-distance travel to attend training courses and workshops changed with the time factor between Phase A, B and C, following the state decree allowing women to drive in Saudi Arabia, which was applied in September 2017 (Alaraby, 2018). Afterwards, a headteacher explained that they had previously been dissatisfied with long distance travel to attend the training sessions, as stated in the interviews in Phase A. Whereas headteachers were undecided in Phase B if they were satisfied or dissatisfied with long distance travel to attend the training workshops, the

interviews in Phase C revealed that allowing women to drive significantly facilitated transport to the training centres in terms of saving time and reducing costs. Thus, the implication of allowing women to drive resulted in headteachers being satisfied with the distance required to travel to attend training.

Conversely, this study did not show any significant differences between those who received training before receiving the position of school headship or those who did not receive this type of training. The headteachers explained that there was no difference regarding having pre-training or after having the headship position. Before being appointed the information about headship administration duties was on the Ministry of Educations website. Furthermore, once the headteacher has taken up a post, the training becomes continuous throughout the year. Table 5.2 below shows that the degree of job satisfaction or lack of job satisfaction is determined for each part of the training related to the headteacher’s career.

Table 5.2 Qualifications/Training

| Second major theme: Qualifications/Training | Satisfied Headteachers | Undecided Headteachers | Satisfied Headteachers | Factors |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------|
| I am up to date with my professional training | Satisfied | | | Professional training |
| Training programmes dont cover practical aspects | Satisfied | | | Professional training |
| Training programmes are regularly available | | Undecided | | Continues training |
| Training programmes involve travelling at length | | Undecided | | Training commuting |
| Training programmes are out of school hours | | Undecided | | Training time |
| All statements | Satisfied | | | All statements |

RQ3: Female Leadership

The degree of job satisfaction of the female leadership environment was generally satisfactory and was focused on three key elements: working in a female environment, workload and work-life-balance.

Table 5.3 Female Leadership Environment

| Third major theme: Female Leadership Environment | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|---|-----------------------------------|-----------------------------------|--------------------------------------|----------------------------|
| I enjoy working alongside other females | Satisfied | | | Work in female environment |
| I prefer working with females rather than males | Satisfied | | | Work in female environment |
| My workload frequently piles up | Satisfied | | | Workload |
| I delegate tasks to maintain a balanced workload | | | Dissatisfied | Delegate tasks |
| Working outside hours interferes with familial affairs | | Undecided | | Work life-balanced |
| My personal life is affected by my work | Satisfied | Undecided | Satisfied | |
| All statements | Satisfied | | | |

Female Working Environment

The work of women in a woman's environment was a satisfactory factor for school headteachers, with the majority preferring to work in a women-only environment. This study agreed with Al-Yousef (2013), whose study confirmed that the relationship between the work environment and gender in Middle Eastern societies is that women choose to

work in a female environment so that they can express themselves with greater transparency and confidence, which is compatible with a conservative culture, as they may feel shy and reserved in places where men are present. Explanations from headteacher were stated in the interviews, including women's understanding of a woman's situation, such as biological phases (periods), pregnancy, childbirth and breast feeding. Moreover, some of the female headteacher explained in Phases A and C that the women's environment in the workplace was considered satisfactory, as it alleviated the problems of spousal jealousy that may affect their satisfaction with the job indirectly. Nonetheless, Al-Nasser (2012), who conducted a study in Bahrain, a country that is part of the Arabian Gulf, confirmed that female school headteacher felt more dissatisfied with their job than male school headteachers. However, Al-Nassers (2012) study was not directly comparable to this study, since women were less satisfied with school headship than those who were less satisfied with their relationship to work in a women's environment. In Phases A and C, the results from the women concerning responses to the environment agreed mostly with the quantitative results in Phase B, specifically the finding that their presence in a women's environment was a satisfactory factor.

Workload

The second factor that emerges from the female work environment is that the workload or work pressure of headteachers is a satisfactory factor in this study. Most of the responses confirmed that their workload was not increasing. It is interesting that the results of qualitative analysis of the factor about workload at Phase A were not consistent with the results of Phase B and Phase C. At Phase A many headteachers expressed their job dissatisfaction with the increased pressure from the school's administrative requirements. They explained that their work, which requires supervising everything (small and large) in the school's management, was not limited to the management of the school only. For example, headteachers also sometimes supervise the quality of school maintenance, such as electricity requirements, repairing damage at school, servicing leaking water in the school's bathrooms, renovating classrooms. Headteachers must be informed about all these requirements and give direct feedback after repairing them. These kinds of task may be distracting headteachers from their headship role, such as the management of students and improving the learning process.

This difference between the results for Phase A and Phase B may explain that the transition process in Vision 2030 reduced the workload in the workplace among headteachers by taking serious steps to help them, by developing clear plans for the progress in the school administrations, especially by supplying the school headteachers with assistants to ease the Workload (Ministry of Education, 2017). Conversely, the quantitative analysis did not show any significant result about school headteachers delegating their headships tasks to their assistants. However, when headteachers were asked in Phase C about their perspectives some of them answered that the mandated delegation to their assistants was only partial and it reduced the work pressure rather than cut off all workload issues. The results of this study were not consistent with Al-Zaidi (2008), who found that the workload factor was unsatisfactory, due to the multiple administration of tasks for which headteachers are responsible. This study found that workload was an unsatisfactory factor in Phase A and a satisfactory factor in Phase B. As was mentioned above, the timing differences between the phases suggest that Vision 2030 was a key factor.

Work-life balance

Work-life balance was the third sub-theme extracted from the main theme of the female working environment. The results of the quantitative analysis of this study did not record any significant differences between the work-life equilibrium factor and its relation to job satisfaction; headteacher were undecided about this factor. Most of the headteachers during the interviews in the qualitative analysis of Phase A confirmed that work-life balance was a dissatisfying factor as it interfered with much of their own private life. When headteachers were asked in Phase C about their undecided responses in the quantitative Phase B and how they were different from the Phase A, they emphasised that the difference was the application of Vision 2030 in schools, in terms of helping improve the headteacher's work-life balance. As a result, the headteacher does not need to take any management task home. This study is unique in having examined the relationship of the work-life balance with job satisfaction among headteachers compared to previous studies conducted in the Saudi Arabia by Mutairi (2005), Alagbari (2003), Alroyali (2002), and Alonazi (2001).

RQ4: School Environment

The school environment factor was generally considered to be satisfactory in Phase B. The results of the for the school environment in Phase B and Phase C differed from Phase A where most school headteachers were not satisfied with the school environment. In the following analysis of the results of school environment three key issues emerged: (i) School Condition; (ii) School Location; and (iii) Student Headcount.

Table 5.4 School Environment results

| Fourth major theme: School Environment | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|---|-----------------------------------|-----------------------------------|--------------------------------------|---------------------|
| I personally incur expenses on behalf of the school | Satisfied | | | Expenses |
| School facilities are generally safe and secure | Satisfied | | | Safety |
| School conditions are generally clean | Satisfied | | | Cleaning |
| I am happy with the location of the school | Satisfied | | | Locations |
| Commuting is difficult due to distance/transport issues | Satisfied | | | Transport |
| Greater student headcount adds to my responsibilities | Satisfied | | | Student head counts |
| All statements | Satisfied | | | Satisfied |

School Condition

The condition of the school was considered a satisfactory factor in Phase B. School condition was the first theme that was generated by the main theme of the school environment. However, the results from Phase A of this study agreed with the results of previous studies such as Mutairi (2005), Alagbari (2003), Alroyali (2002) and Alonazi (2001), which confirmed that the school environment was considered unsatisfactory in Saudi Arabia, in terms of the lack of school safety, maintenance and cleanliness. Phase A

and the previous studies for Mutairi (2005), Alagbari (2003), Alroyali (2002) and Alonazi (2001) found that school condition factors were unsatisfactory because the head of the school suffered from non-binding expenses paid from their own pocket to maintain the school as a suitable and safe environment for students. For example, they were repairing water leaks, fractures in some walls and hiring extra cleaners for the school yard. However, analysis of Phase B confirmed that that these factors were deemed satisfactory. Likewise, this study disagrees in Phase B with a study among headteachers in Pakistani schools, which revealed that headteacher were dissatisfied because of poor school services (Suleman & Hussain, 2018). In this research there was a clear difference between the results in Phase A and Phases B and C. Headteacher explained this contradiction between the results due to the increase in the level of interest in the school environment by the Ministry of Education in 2017 and 2018, after the interviews in Phase A, which were conducted in 2016, before the full implementation of the goals of Vision 2030. Although this study also differed from some studies that reflected the school condition and its relationship with headteacher job satisfaction, these studies revealed neutral results without mentioning the reasons, such as the study of Alsaraf et al (1994).

School Location

This study is distinguished from other studies, such as Alonazi (2001), Rasmussen 1991, Al-Zaidi (2008), as it is the only study that investigated the extent of the relationship of job satisfaction to the location of the school or the impact of the transportation to commute to schools. Phase B analysis showed that the location of the schools was satisfactory, but transport to schools was not satisfactory. These findings were fully consistent with Phase A in this study, while the responses of the headteachers about these factors in Phase C were undecided. Headteachers in Phase C explained that the decision to allow females to drive had not yet started during all the phases. Consequently, this could have reflected on their perspective about school transportation. In Phase C, headteacher were optimistic they will be transferred to work in schools that are close to their dwellings and be allowed to drive. All the same, no significant differences were observed between the quality of the school building and job satisfaction among school headteachers.

School Stage / Level

The school stages were considered to identify the extent to which they relate to headteacher level of job satisfaction. There was no significant difference between the medians of total scores of each dimension for headteachers who work at different school stages (Elementary, Middle and High School). Headteacher clarified that the absence of differences in job satisfaction between the school stages may be because the new educational system in Saudi Arabia and the role of the headteachers in all stages became standard in terms of the duties, salaries and benefits.

Student Headcount

Phase B of this study agreed with the previous studies of Alonazi (2001), Rasmussen (1991) and Friesen et al (1983), and Roth (2013), who had all confirmed that the student headcount is in general a factor leading to satisfaction. There was no significant difference between the student headcount being greater or less and the job satisfaction of all headteachers who were included in the sample. The studies of Alonazi (2001), Rasmussen (1991) and Friesen et al (1983), Roth (2013) have shown, however, that the student headcount increases the involvement of headteachers in community development, helping to prepare these students for the future and, consequently, increases the self-esteem of headteachers. Conversely, the findings from this study differed between Phase A and Phase B, with the analysis in Phase A showing that a great number of students in the schools was considered unsatisfactory. The explanation from headteachers for the difference between Phase A and Phase B was that schools are better organised than in the past, in terms of increasing the number of assistants for headteachers. These assistants are responsible for all students' affairs.

The school environment results based on the qualitative analysis differed from the quantitative data in the current study. While headteacher were not satisfied with the function of the level of the school environment in general in the first phase of qualitative analysis, they were satisfied with the state of the school in the second phase of this research (quantitative analysis). Many headteachers explained in Phase C that the application of Vision 2030 had led to a real change in the school environment from the worst to the best during the last two years.

RQ5: Teacher Relationships

The relationship between school headteachers and teachers is deemed a strong satisfactory factor. The quantitative analyses at Phase B or in qualitative Phases A and C, are shown in Table 5.5.

Table 5.5 Teacher Relationship

| Fifth major theme: Teachers Relationship | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|--|-----------------------------------|-----------------------------------|--------------------------------------|----------------------------|
| Teachers and I cooperate to further the schools aims | Strong satisfied | | | Relationship with teachers |
| I enjoy developing teachers' skills | Satisfied | | | Teachers skills |
| All statements | Satisfied | | | |

This study found that teacher's relationship was scored as strongly satisfactory in comparison with Al-Zaidi (2008), who reported that the relationship between headteachers and teachers was unsatisfactory. Al-Zaidi (2008) found that the reason for the headteacher dissatisfaction about teachers' relationship was that some teachers increase the responsibilities and the burden of tasks for headteachers when they reject some of their work, thereby increasing the workload of the headteacher. Headteachers explained that they were interested in establishing a strong and respectable relationship with their teachers, whether through professional friendships in the work environment, or by socialising with their teachers outside school. This finding compares with Maslow (1970), who argued that the positive relationships between employees had a major role in job satisfaction, which was allocated to the third phase of his pyramid. Moreover, Ouchi (1980) clarified that teamwork could produce a good level of job satisfaction. Furthermore, headteachers use educational cooperation with their teachers to achieve the aims of the schools; accordingly, teamwork was found in Phase C, where teachers' relationships were also a satisfactory factor. Headteachers acknowledged that their good relationship with teachers was a source of their keenness to set an example and a role model for staff and students. As a result, it led to a reduction in non-positive

confrontations in dialogue and behaviour among them, which resulted in higher levels of job satisfaction among headteachers, because they have less argumentative environments in the workplace. Likewise, Graham and Messner (1998) found that American midwestern headteachers were satisfied with their good relationship with teachers.

RQ6: Student and parent relationships

The relationship between headteachers and their students, or student’s parents was a satisfactory factor in this study, as shown in Table 5.6.

Table 5.6 Student and Parent Relationship

| Sixth major theme: Student and Parent Relationship | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|---|-----------------------------------|-----------------------------------|--------------------------------------|----------------------|
| I enjoy interaction with students | Satisfied | | | Student relationship |
| Managing students is very difficult | Satisfied | | | Student management |
| I enjoy cordial relations with parents | Satisfied | | | Parent relationship |
| All statements | Satisfied | | | |

The management of students was considered a satisfactory factor for the headteachers. In addition, headteachers explained that they considered their students as their children and they were keen on the quality of their student’s education because these children are the upcoming generation that could build a bright and a promising future though their influence on society.

RQ7: Supervision

Educational Supervision

Educational supervision is the seventh main theme of analysis of job satisfaction in this study. The result of educational supervision and its relation to job satisfaction was deemed

satisfactory. At the same time, the results varied between the details of the elements when job satisfaction was measured. Job satisfaction was related to the relationship of school headteachers with educational supervisors, which was a strong satisfactory factor, but when it was measured against their supervisor’s feedback there was an average level of satisfaction. Furthermore, the level of job satisfaction among headteachers with the autonomy given by the supervisors was considered unsatisfactory, because they feel they need more independence in controlling their schools, as shown in detail in Table 5.7.

Table 5.7 Educational Supervision

| Seventh major theme: Educational Supervision | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|---|-----------------------------------|-----------------------------------|--------------------------------------|-------------------------|
| I have a good working relationship with supervisor | Strongly satisfied | | | Supervisor relationship |
| I receive negative feedback from supervisors | | | Dissatisfied | Supervisor feedback |
| I do not have adequate autonomy from supervisors | | Undecided | | Autonomy |
| All statements | Satisfied | | | |

Supervisors Relationship

This study indicates that there was no significant difference overall among headteacher job satisfaction with respect to the location of supervision offices. Furthermore, there was no significant difference overall among headteacher job satisfaction with respect to supervision from Aramco and Ministry of Education. Similarly, there was no significant difference between the medians of total scores of each dimension for headteachers who work at municipal and rented buildings. Still, in the qualitative analysis in Phase A, school headteachers were divided between those who were satisfied and dissatisfied with their relationship with their educational supervisors. In the quantitative analysis in Phase B, however, most school headteachers agreed that their relationship with their educational supervisors was strongly satisfactory. As a result, headteachers were very satisfied with this relationship. In Phase C, headteacher explained that there were no personal problems

or sensitive issues that affected the relationship between them and their supervisors. However, there were some issues about the supervision observations that affected their job satisfaction from a professional side, not a personal relationship side. For example, headteacher explained in a retrospective view in Phase C that the feedback from the educational supervisor's guidance to headteachers was sometimes characterised by unfairness or severity.

In addition, headteacher supervisors sometimes used a strict style and there was a very limited time scale when they requested reports from headteacher schools, which consequently caused embarrassment and discomfort, increasing pressure on some headteachers. In Phase C, headteachers clarified that the undesirable manner used by some educational supervisors when they provide their feedback had resulted in headteachers being dissatisfied. This study thus agreed with the results of Al-Zaidis study (2008), which confirmed that the negative comments and the harsh feedback were repeated and the focus on headteachers by the educational supervisors ignored positive criticism, which had negatively affected headteacher job satisfaction.

Good relationships in the workplace were ranked third in the hierarchy of Maslow's theory of needs (Maslow, 1970). Adam's Expectancy Theory (Adam, 1967) asserted that the feedback that the employee receives in the workplace should fit positively with his or her expectations, otherwise it might impact on his or her job satisfaction negatively if the feedback is less than their hopes. In addition, the Equity Theory (Adam, 1967) also clarified that the returns workers receive in the workplace should be identical with outcomes the employees are given. To conclude, this study did not find any significant differences between the school headteachers and the overall relationship with the educational supervision office, yet most school headteachers in the qualitative and quantitative analyses in Phases A and B were dissatisfied with their supervisor's manner when they presented their feedback. Similarly, this study agrees with a study among headteachers in Pakistani schools, which revealed that headteachers were dissatisfied with a supervisor's manner (Suleman and Hussain, 2018).

Autonomy

Autonomy is the second factor that emerged within the main theme of educational supervision. Headteachers in Phase C indicated they were dissatisfied with the degree of autonomy granted to them. The autonomy in this study is separated from authority and decision-making because headteachers in Phase A described autonomy as the low-level powers that are not given to them. For example, they are not able to manage the school in a self-directed way, such as organising the classroom furniture, or approving school trips. Headteachers are also required to fill out forms and reports which must be sent to the educational supervising office seeking permissions; for instance, it takes a long time to obtain a signature for reports and for implementation.

School headteachers at Phases A and C gave details that they were dissatisfied with the autonomy granted to them because of the long time it takes to gain permission when a quick response is needed, which affects their job satisfaction because they feel that they are limited by the requirements of the office of educational supervision. The limited autonomy does not give them an opportunity to develop their schools or organise them in ways that satisfy them. Supported by Ouchi (1980), it can be concluded that the amount of autonomy given to the employee increases their job satisfaction, because it increases the trust between the employees and their managers at work; less autonomy creates employees who are dissatisfied. However, autonomy as a factor related to job satisfaction was not found among the headteachers in Phase C.

RQ8: Authority

There was no significant finding about the authority granted to headteachers in general. Nonetheless, when the authority was detailed, it was divided into the authority of the participant to make decisions concerning the sharing of decision-making with officials, with the result that this kind of authority was an unsatisfactory factor as shown in Table 5.8.

Table 5.8 Authority

| Eighth major theme: Authority | Satisfied Headteachers | Undecided Headteachers | Dissatisfied Headteachers | Factors |
|---|-----------------------------------|-----------------------------------|--------------------------------------|-------------------------|
| I participate in decision-making with officials | | | Dissatisfied | Decision-making |
| My decisions are valued by my supervisors | | | Dissatisfied | Decision-making |
| I fulfil all directives received from the Ministry of Education | Satisfied | | | Fulfil all directives |
| I have enough authority to advance students | Satisfied | | | Authority with students |
| I can use my authority to motivate teachers | Satisfied | | | Authority with teachers |
| All statements | Not significant | | | |

In addition, the assessment of the educational supervisor of headteacher decisions and their authority to make a direct decision was not considered a factor leading to job satisfaction. Moreover, the school headteacher implementation of Ministry of Education decisions was a satisfying factor. Furthermore, the powers granted to the headteachers to stimulate teachers and students morally were also deemed satisfactory.

The results in this study in Phase B differed from the qualitative analyses in Phase A and Phase C. In the qualitative phases the majority of the headteachers were dissatisfied with the authority they received. Yet in the quantitative analysis, the school headteachers were generally satisfied with the amount of authority given to them. Headteachers in Phase C established that despite the authority and powers which have been extended to headteachers to stimulate students and teachers to develop the educational process through the Vision 2030, their authority was still limited and has not become strongly satisfactory from their perspective.

It is acknowledged that this study has some contradictions in the results between the analysis of the quantitative and qualitative phases, probably because of the major changes

in the Saudi education system throughout the time during which the three phases were conducted. The results of this study fully agree with the results of the Al-Zaidis (2008) study, which stated that headteachers are generally satisfied with the authority granted to them as a school administrator and are also satisfied with the authority given to them to manage student behaviour or with other simple competencies granted to them by the Ministry of Education. In contrast, the two previous studies of Alzaidi (2008) and this study indicated that headteachers were dissatisfied with the bureaucratic education system in terms of decision-making, since it does not allow headteachers to participate directly in difficult educational decision-making. In Phase C, for example, headteachers confirmed that they could not interfere in the promotion decisions of their staff or share in developing the curricula.

This outcome has also been presented in previous Saudi studies such as Alomari (1992), which found that decision-making was an unsatisfactory factor. Similarly, Al-Mutairi (2005), Alagbari (2003), Alroyali (2002) and Alonazi (2001) recorded that authority indicated no significance among their samples. The results of this study also agreed with Maslow's hierarchy (1970) concerning decision-making as an important factor for job satisfaction because it leads to self-esteem. Herzberg's theory (1959) asserted that authority and decision-making factors prevent job dissatisfaction because they are hygiene factors.

This study showed that the headteachers who are under the supervision of Nariyah, Khafji, and Al Ulaya villages Educational Supervisors Offices have the highest job satisfaction with those authorities which are granted to them. Their rank is followed by those from the East and West of Dammam city's Educational Supervisors Offices and finally those of the Albqiq and Alkobar. Headteachers explained that schools in remote areas such as Nariyah, Khafji, and Al Ulaya usually have higher powers, because there are very few schools and many headteachers refuse to work there, given the distance from their homes. For this reason, the supervision offices try to increase the empowerment of headteachers to oblige them to continue at these schools for the longest period possible, in order to protect remote schools from a shortage of headteachers (Alsef, 2017).

RQ9: Experience and Age

Age

There were no differences between the extent of overall job satisfaction among headteachers of all ages. Headteachers in Phase C thought that there were no differences between the extent of overall job satisfaction among headteachers of all ages because the duties were equal and uniform in all regions of the kingdom and at all levels of schooling. This finding agreed with Rasmussen (1991), who found that there were no differences between the overall extent of job satisfaction for headteachers of all ages. Nonetheless, the results of McCormick and De Nobile (2008) and Newby (1999) confirmed significant differences in job satisfaction according to age, with older headteacher being more satisfied.

This study also examined the relationships between age and the level of job satisfaction for all other variables such as motivation and training. It was found that there were no differences between levels of job satisfaction related to age and the rest of the variables except motivation. School headteachers between the ages of 50 and 60 had higher motivation than the other age groups, followed by those who were less than 40 and then those aged 40 to 49. Even though headteachers who were aged 50 to 60 were the oldest in the sample of this study, they had the highest level of job satisfaction. The older age group of headteachers felt more distinguished from other school headteachers by the privileges that they were given according to their age and experience. The oldest headteacher perspectives expressed in Phase C revealed that they were satisfied because they considered they were forming the new generation, which made them very proud as they play a very important role in the society. They were satisfied, for example, when they saw or heard about their students, especially those who had become doctors, engineers, or decision-making women, who were having a major impact on the society. This perspective about their students raised headteacher motivation, resulting in a higher job satisfaction. Furthermore, in Phase C headteachers said that their desire to give is higher than their desire to take money and this was a significant motivational factor for the headteachers.

This motivation caused me to conclude that a higher job satisfaction among headteachers was evident due to their greater experience in running a school and led them to accept the school's daily problems with less difficulty; also, their desire to achieve the schools goal has increased. In summary, age maturity improved motivation and this gave rise to high job satisfaction. Conversely, there was a contradiction in the results in terms of age difference where headteachers who are less than 40 also follow directly the 50-60 years old age group in the job satisfaction related to motivation and age. The headteachers of schools in Phase C explained that young people in their first professional career are motivated to work hard and that does not undermine their job satisfaction, no matter how much difficulty they face at this stage. From the headteacher perspective, young people have a strong physical character and youthful motivation, which allows them to tolerate the daily issues in the school community. They also clarified that in the last stage of professional age headteachers again return to the same motivation of the younger age group. Headteachers consider that their maturity has increased with age, which makes them once more cope and master the routine issues in their schools. Three headteachers stated that these interpretations were not a rule; for each headteacher it may be different from one person to another, based on individual differences and needs arising between individuals. Another study found that Maltese headteachers with five years' experience felt less job satisfaction than any other headteachers who had more years of experience (Borg and Riding, 1993). Another study conducted in North America found that age relates to a direct relationship to positive job satisfaction and deepens with experience. It has also been noted that when headteachers have more experience, their mistakes decrease and they have a greater opportunity to solve their school's problems (Bacharach and Mitchell, 1938). Ghazi & Maringe (2011) showed results in Pakistan schools which confirmed that younger and older female headteachers were more satisfied than the middle-aged headteachers.

Experience

Experience was also one of the demographic variables with differences of statistical significance noted among headteachers. It was found that the headteachers with experience of 10 to 14 years had the highest rate of job satisfaction, followed by those with five to nine years work experience and then ranked at least for those with 20 years

experience. It is worth noting that those headteachers who were less satisfied than those with 20 years of experience were the same group who had the highest rate of job satisfaction on a regional level, which means that the headteachers who are under the supervision of the office of East and West Dammam city (i.e. those with 20 years experience) had the highest level of job satisfaction compared to the rest of the headteachers in the Eastern Province.

Headteachers in Phase C suggested that those with 10 to 14 years' experience were almost within the average years of experience, so they consider that their expectations are more mature and adaptable to the difficulties because of that experience. Hence, problems became easier to handle for those who were more experienced than those who run the schools with less than five years' experience, as they have already faced many difficult situations with the schools in the past, so were familiar with the solutions or how to deal with and manage issues that arise. They further suggested that the early years in the career of headteachers are difficult, due to the lack of experience, making it difficult for them to understand the required tasks and deal with daily school problems, thus causing a negative assessment on the level of job satisfaction. Moreover, the headteachers with more than 20 years' experience had higher job satisfaction with their supervisory office in the East and West Dammam city, which headteachers explained was because they usually do not change supervision and do not move from one school stage to another. Also, they become familiar with the style of their supervisory offices over many years. This stability gave them more job satisfaction than others who work under other educational supervision regions in the Eastern Province.

A study conducted on Turkish female headteachers confirmed that headteachers who are more experienced felt greater levels of satisfaction than their colleagues with less experience (Sari, 2004). However, this study's sample was also divided and distributed under the educational supervision of Aramco and the educational supervision of the Ministry of Education, where it was found that headteachers with 5-9 years of experience had the highest rate of job satisfaction, but only for those under the supervision of Aramco. The school headteachers explained that their experience with educational supervision with Aramco was a cumulative stage because their supervisors appreciated their experiences by giving them a clear and easy map to follow the headship rules and they make supervisory reviews flexible and repetitive. Thus, this stage of five years

experience enabled them to have a deeper understanding of these headship features and made them more responsive, which increased their job satisfaction. This study agreed with Roth (2013), who demonstrated that female headteachers with fewer years of experience reported less satisfaction in north Floridas schools. However, other studies have not found a relationship between job satisfaction and experience (Al-Mutairi, 2005; Alroyal, 2003). Evidently, the Aramco staff benefitted from the structured and supportive approach to their work in the early years.

Classification of Job Satisfaction Factors

The factors that delivered strong levels of job dissatisfaction were those related to salary and financial incentives. This study found that there was only strong job satisfaction with the headteacher's relationship with their teachers. Meanwhile, the following job satisfaction factors led to low average levels of job satisfaction:

1. Professional training
2. Working in a female-only environment
3. Workload
4. School expenses
5. Overall safety and hygiene status of schools
6. Location
7. Number of students
8. Headteacher relationship with students and parents
9. The Ministry of Education in general: in terms of carrying out the requirements of the Ministry and the implementation of its orders through headteachers.

Finally, five job satisfaction factors led to average levels of job dissatisfaction:

1. The salary of the school headteachers being less than their teachers

2. Promotion and the difficulty of achieving it
3. Training schedule operating outside the working hours or at busy times of work
4. The management of students
5. Participation in decision-making with the Ministry of Education.

There were four job satisfaction factors that headteachers were undecided about:

1. Female work environment
2. The availability of training programmes
3. Training programmes with distant travel required
4. Life-balance

Table 5.9 summarises the factors that relate to job satisfaction in this study: eight factors cause job dissatisfaction, 16 factors cause job satisfaction, six were undecided, two were strongly satisfied, while four were strongly dissatisfied.

Table 5.9 Factors affecting job satisfaction or dissatisfaction

| Item No. | Statement | Median |
|------------------------------|---|--------|
| <i>Strongly dissatisfied</i> | | |
| 1 | I am satisfactorily remunerated | 1 |
| 2 | My salary decreased upon taking up headship | 1 |
| 3 | My remuneration is better than those in other schools | 1 |
| 4 | I am reimbursed for my overtime* | 5 |
| <i>Strongly satisfied</i> | | |
| 1 | I have a good working relationship with supervisors | 5 |
| 2 | Teachers and I co-operate to further the schools aims | 5 |

| Item No. | Statement | Median |
|----------------------------|---|---------------|
| | Undecided | |
| 1 | My salary reflects my status as a headteacher | 3 |
| 2 | I prefer working with females rather than males | |
| 3 | Training programmes are regularly available | 3 |
| 4 | Training programmes involve travelling at length | 3 |
| 5 | Working outside hours interferes with familial affairs | 3 |
| 6 | My personal life is affected by my work | 3 |
| <i>Satisfied</i> | | |
| 1 | I am up to date with my professional training | |
| 2 | Training programmes dont cover practical aspects | 2 |
| 3 | I enjoy working alongside other females | 4 |
| 4 | I prefer working with females rather than males | 4 |
| 6 | I personally incur expenses on behalf of the school | 2 |
| 7 | School facilities are generally safe and secure | 4 |
| 8 | School conditions are generally clean | 4 |
| 9 | I am happy with the location of the school | 4 |
| 10 | Greater student headcount adds to my responsibilities | 2 |
| 11 | I enjoy developing teachers skills | 4 |
| 12 | I enjoy interaction with students | 4 |
| 13 | I enjoy cordial relations with parents | 4 |
| 14 | I fulfil all directives received from the Ministry of Education | 4 |
| 15 | I have enough authority to advance students | 4 |
| 16 | I can use my authority to motivate teachers | 4 |
| <i>Dissatisfied</i> | | |
| 1 | My salary is commensurate with my duties | 2 |

| Item No. | Statement | Median |
|----------|--|--------|
| 2 | My salary is less than my teachers | 4 |
| 3 | My career path is limited as a headteacher | 4 |
| 4 | Training programmes are out of school hours | 4 |
| 5 | My workload frequently piles up | 4 |
| 6 | I delegate tasks to maintain a balanced workload | 2 |
| 7 | Managing students is very difficult | 4 |
| 8 | I participate in decision-making with officials | 2 |

Impact on definition of job satisfaction because of Vision 2030

Before the implementation of Vision 2030, schools had very little funding and the number of assistants for headteachers was even lower at this stage, which made job dissatisfaction high among female headteachers. After the implementation of Vision 2030, there was an increase in the number of the headteacher assistants and schools' conditions were improving, which reflected positively on job satisfaction among the headteachers. However, the factors that determine job satisfaction in a specific profession may vary, depending on the circumstances in the profession (Josselson, 1995). The impact of factors such as salaries and that state of the schools in this study has varied as a result of the situational differences that occurred before or after Vision 2030 and have the effect of reducing or raising the level in job satisfaction of female headteachers. The positive relationships between a female headteacher and her schools staff caused a high level of job satisfaction both before and after the implementation of Vision 2030. This study draws upon definitions of job satisfaction consistent with the opinion of Maslow (1970), Herzberg (1959), Spector (1997): the workplace condition and salary are essential to achieving job satisfaction while their absence or reduction may lead to job dissatisfaction. A positive relationship between workers is a very important factor that creates a high level of job satisfaction. Professional relationships are especially essential for female headteachers, which could be because in caring for the teachers, students are the most

significant value for female headteachers (Shakeshaft 1989; Regan & Brooks 1995; Hall, 1996; Lad, 2000).

Research contribution to knowledge

This study contributes to the field of learning and leadership by adding to the knowledge available. Specifically, this is the only study that included a whole Eastern Province with its villages and cities to study headteacher job satisfaction among all stages in general. The Eastern Province is the largest province in the Saudi Arabia, which may effectively increase the reliability of the results of this study because the size of the sample was large.

Furthermore, this study included a variety of methods to reach the outcome which has not been covered by previous studies. The combined results were also verified to reach the highest levels of credibility. The sample of this study included all the government schools, unlike previous Saudi studies that chiefly focused only on one stage of school, such as middle stage (Al-Zaidi, 2008; Al-Hazmi, 2011).

Finally, the diversity aspect in this study in using mixed methods took into account that I had to respect the ethics of the culture of Saudi Arabia and its requirements in the all procedures of the interviews. This was firstly achieved by avoiding all sensitive topics such as religion and politics, when I was conducting the interviews or when writing the questions so as not to be biased or to provoke fear in participants which could affect the credibility of the outcome. When I followed these steps, I had clear and easy maps in my research journey. Thus, it may be a good model for Saudi researchers, especially for the association of this study with their community. In addition, there is a benefit for other international researchers, in the way of dealing with research ethics and avoiding bias and maintaining respect for their cultures and communities when conducting research in the future.

Research recommendations for the Saudi Ministry of Education

It can be concluded from the results of this study that the overall level of job satisfaction for elementary, middle and high schools headteachers in the Eastern Province was generally low average. However, it was found that factors causing high and average job

satisfaction derive from multiple demographic or independent causes in the workplace. Therefore, this study could attract the attention of educational planners and encourage them to improve the knowledge of the most important aspects of the career of headteachers. In addition, this study could assist public policy development in education, as it provides an understanding of what to avoid and what works most effectively. Future policy could be better informed by understanding the factors that cause job dissatisfaction and this would help improve the factors which cause strong and average job satisfaction. This research is especially significant since staff spend most of their time at work; hence, it is important to find a job that helps them to increase their job satisfaction, which could then be reflected in the quality of work.

A second recommendation is that the Ministry of Education should increase the salaries of school headteachers and distinguish them from teachers' salaries, in order to increase job satisfaction. A financial addition to the number of working hours outside the working hours would reduce the resulting job dissatisfaction due to the amount of the overtime work which is unpaid.

Based on these findings, the Ministry of Education ought to improve or change the times of the training courses and workshops and their location. This factor was shown not to be commensurate with the time pressures or location of headteachers.

Another recommendation is to provide more opportunities for promotion to upgrade the headteachers to higher positions, rather than limiting them to being supervisors, and thus do more to facilitate the promotion of staff to higher grades.

The Ministry of Educations should create a fresh field for headteachers to participate in decision-making, whether they are participating at the level of the Ministry of Education or within their workplace. Consideration should be given to improving the level of the authority which is given to the headteachers to manage their students and their school, as this will reduce the job dissatisfaction within the student-school management factor.

Furthermore, it might be helpful to increase the number of headteacher assistants which could reduce the workload and thereby improve the level of job satisfaction. Another

recommendation is to support and increase benefits and rewards, whether financial or moral, and not only the net salary given to the head of the school.

Recommendations for further research on job satisfaction

There are several recommendations for researchers in the field of job satisfaction in education, particularly in the field of learning and leadership related to the headteachers, whether the research of these scholars is in Saudi Arabia or elsewhere. Specifically, for countries that have cultures which are close to the Saudi culture or like the Saudi education system, there are several recommendations:

Firstly, for the researchers in the field of job satisfaction of school leaders in Saudi Arabia, I recommend using the same methodology of this study among male headteachers in the boys' schools across all stages of education, which would enable a comparative study based on gender.

I recommend that Saudi researchers conduct another study on female headteachers in another major province in the Kingdom of Saudi Arabia, such as the central Province or Western or Northern Provinces, also involving a large sample. Those findings could be circulated and further enhance this study and become more credible with wider generalisation.

Finally, a recommendation to all researchers who have to follow the specific ethics of educational research is that they should understand and respect the culture of all the participants in their research. The researchers should study the background of their participants, whether this background relates to religious, politic, social, cultural, or even professional factors. Therefore, the researcher should consult as much as possible the people who have experience in the field before beginning to collect the data.

Conclusion

The overall level of headteacher job satisfaction in this study was low average. However, I tried as much as possible to fill the gaps that I found in the previous studies conducted in Saudi Arabia, to understand the job satisfaction of headteachers. For example, one of

these studies of female job satisfaction relied mostly on one method in finding the results and it depended solely on qualitative method interviews (AL-Hazmi, 2011). This was the only study I found that was conducted among female school headteachers in Saudi Arabia, with limited methodology, based in a small city. Admittedly, I have benefited greatly from the studies conducted with male school headteachers because the researchers used more than one method to study the headteacher job satisfaction (Al-Zaidi, 2008). However, this study was limited because only an intermediate stage of middle schools was used, a simple sector of a specific area in Saudi Arabia. Consequently, it could not be a sufficient sample to understand the job satisfaction for all school stages. My study avoided limitations in methodology evident in previous studies, for example, a small sample, and limited to one city only or even limited methodology used. Moreover, these earlier types of study are out of date; they refer to a time when the Saudi population had a different lifestyle, a time that was more conservative and reserved, which could have been reflected in the results of Al-Mutairi (2005), Alagbari (2003), and Alonazi (2001).

Throughout the course of this study, I have come across international experiences of similar problems about headteacher job satisfaction and felt in a position to consider critically which parts of this experience might be adjusted to the Saudi Arabian context. The research showed me that different people feel satisfied or dissatisfied with their job in different ways and according to diverse factors; consequently, it is important not to hide the single voice in that of the masses. Thus, no singular system or style could definitively reveal the factors that affect headteacher job satisfaction or dissatisfaction.

Yet it has become clear that this topic needs to be studied further and that this research is just a start. Some of the headteachers who contributed to the research explained their feelings expressed their appreciation; they also wanted someone to communicate their concerns to and be offered an opportunity to share in the development of school leadership in Saudi Arabia.

Finally, an important experience through this research was starting from a set of questions, theories and findings that I had to modify in order to respond to the challenging realities encountered. This experience has trained me to be more adaptable, flexible and open-minded, and particularly to learn from others. I was genuinely happy to receive several letters from headteachers who contributed to this research who provided their

support and best wishes for me to finish this research and create something that will be advantageous for leadership improvement in Saudi schools.

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APPENDIX A: SEMI-STRUCTURED INTERVIEW

1. What are the relevant factors associated with morale that impact on your job satisfaction/dissatisfaction?
2. How do training programmes affect your job satisfaction?
3. What is the most important factor that influences your job satisfaction/dissatisfaction? (Prompts, if necessary: recognition, interpersonal relationships, size of the organisation and location of the organisation)?
4. What is the influence of your relationship with the educational management and its units on your job satisfaction/dissatisfaction?
5. What is the influence of your role in running the school environment on your job satisfaction/dissatisfaction?
6. What is the influence of your relationship with students and their parents on your job satisfaction?
7. Which of your practices as a headteacher of school is the most influential on your job satisfaction/dissatisfaction?
8. What is the influence of following up, evolving and evaluating teachers performance on your satisfaction/dissatisfaction?
9. Which sides of your professional role as the headteacher of secondary or elementary school most impact on your job satisfaction /dissatisfaction?
10. To what extent do remuneration, working hours and conditions affect your job satisfaction?
11. To what extent do you think your age, experience and educational qualifications affect your job satisfaction?
12. Are you satisfied with your work-life balance and leadership demands?
13. Are you satisfied with the advantages that are given by their sex as being women in headship position?

Participant consent form

UCL Institute of Education

London Centre for Leadership in Learning

This form should be read in conjunction with the attached information for prospective participants.

I understand that participation in this research project will involve the following:

I will be involved in a study on the factors that have a direct impact on job satisfaction of schools' female head teachers in eastern of Saudi Arabia.

Data gathered for this research will not be made available to any third party and will be subject to the provisions of the British Educational Research Association.

1. I will not be identified in any way other than a code number or pseudonym in data records or report of the research findings.
2. My participation in this research will not in any way affect my job.
3. I may withdraw from parts of this study at any stage, and if I wish I may withdraw from the project completely.
4. If I have any concerns about my participation in this research project I may approach the Director of London Centre for leadership in learning.

Signed _____

Date _____

Interview Consent Dear (Name of participant)

Pursuant to our conversation, I am writing to formally invite and welcome your participant in my research. In this letter you will find a brief summary of the research and myself. I am a PhD student at UCL Institute of Education (IOE), where I am conducting a research project on Female Head Teachers Job Satisfaction in Eastern Region of Kingdom of Saudi Arabia.

The objectives of the proposed research are to view the current situation about what the factors that have a direct impact on head teachers job satisfaction. Your involvement will consist of an in-depth interview with that will last no more than 90 minutes.

Participation in this research is voluntary and you will have the right to withdraw at any time for your own reasons. All the information collected will be kept securely and confidentially and be used for academic purpose only. Your identity will not be revealed in any publication.

Please carefully read the Written Consent Form attached and return the signed form in the attached envelope. Please feel free to contact me for any inquires. If you still have any further questions about the research, you may contact my supervisor, Dr. Trevor Male.

I agree to be a participant of this study

My name is

My signature

Regards,

Ghadah Salem AL Ghamdi

Flat 19, Westrovia court
5 Moreton Street
London
SW1V2Pw
0066550781100

Email: g.alghamdi.14@ucl.ac.uk

Dr. Trevor Male
London Centre for Leadership in Learning
UCL Institute of Education,
20 Bedford Way
London, UK
WC1H0AL
Mobile: +44 (0)7743402789
Email: t.male@ucl.ac.uk

APPENDIX B: ARABIC INTERVIEW CONSENT

استمارة موافقة المشارك

معهد التعليم - جامعة لندن

مركز لندن للقيادة في التعلم

يجب قراءة هذا النموذج بالاقتران مع المعلومات "المرفقة" للمشاركين المحتملين."

أفهم أن المشاركة في هذا المشروع البحثي ستشمل ما يلي:

سوف أشرك في دراسة حول العوامل التي لها تأثير مباشر على الرضا الوظيفي لمعلمات المدارس في

شرق المملكة العربية السعودية.

لن يتم توفير البيانات التي تم جمعها لهذا البحث لأي طرف ثالث وستكون خاضعة لأحكام الجمعية

البريطانية للبحوث التربوية.

1. لن يتم التعرف علي بأية طريقة أخرى غير رقم الكود أو الاسم المستعار في سجلات البيانات أو تقرير

عن نتائج بحث.

2. قد لا تؤثر المشاركة في هذا البحث بأي شكل من الأشكال على وظيفتي.

3. يجوز لي الانسحاب من أجزاء من هذه الدراسة في أي مرحلة ، وإذا كنت أتمنى ، فيمكنني الانسحاب

من المشروع بالكامل.

4. إذا كان لدي أي مخاوف بشأن مشاركتي في هذا المشروع البحثي ، فقد أتصل بمدير مركز لندن للقيادة

في التعلم.

Singed_____

تاريخ_____

مقابلة موافقة عزيزي (اسم المشارك)

وفقًا لمحادثتنا ، أكتب إليك لأدعو مشاركتك في بحثي وأرحب به رسميًا. في هذه الرسالة ستجد ملخصًا

موجزًا للبحث وأنا. أنا طالبة دكتوراه في معهد UCL للتعليم (IOE) ، حيث أقوم بإجراء مشروع بحثي

حول "الارتياح الوظيفي للمعلمات رئيسات في المنطقة الشرقية من المملكة العربية السعودية."

تتمثل أهداف البحث المقترح في عرض الموقف الحالي حول العوامل التي لها تأثير مباشر على الرضا الوظيفي لدى المعلمين. سنتألف مشاركتك من مقابلة متعمقة لن تستمر أكثر من 90 دقيقة. المشاركة في هذا البحث تطوعية وسيكون لك الحق في الانسحاب في أي وقت لأسباب خاصة بك. سيتم الاحتفاظ بجميع المعلومات التي يتم جمعها بشكل آمن وسري وسيتم استخدامها للأغراض الأكاديمية فقط. لن يتم الكشف عن هويتك في أي منشور.

يرجى قراءة نموذج الموافقة الكتابية المرفقة بعناية وإعادة النموذج الموقع في الطرف المرفق. لا تتردد في الاتصال بي لأية استفسارات. إذا كان لا يزال لديك أي أسئلة أخرى حول البحث ، يمكنك الاتصال بالمشرف الخاص بي ، الدكتور تريفور مالي.

أوافق على أن أكون مشاركاً في هذه الدراسة

اسمي هو

توقيعي

مع تحياتي،

غاده سالم الغامدي

شقة 19 ، محكمة ويستروفيا

5شارع موريتون

لندن

SW1V2Pw

0066550781100

البريد الإلكتروني: g.alghamdi.14@ucl.ac.uk :

الدكتور تريفور ماليه

مركز لندن للقيادة في التعلم

معهد التربية - جامعة لندن

20 طريق بيدفورد

لندن، المملكة المتحدة

WC1H0AL

الجوال: +44 (0) 774340278

APPENDIX C: HEADTEACHER QUESTIONNAIRE (ENGLISH)

UCL Institute of Education

United Kingdom

Job Satisfaction among Female Headteachers

Dear Headteacher,

Please find enclosed a questionnaire aimed to gather feedback among headteachers in the Eastern Province of Saudi Arabia. Data are being collected as part of research into the field of leadership in education to evaluate factors that may influence your job satisfaction and examine the correlation between them. These include demographic variables, motivation, age, qualifications, experience, number of students, school environment, female headship, educational supervision, relationships with teachers, students and parents. They were identified by a qualitative-data exploration by the researcher after conducting 20 semi-structured interviews.

All data captured will be used only for purposes of academic research and handled with the strictest confidentiality. Personal information recorded will be anonymised for the protection of your privacy.

The questionnaire consists of 39 items and is divided into two parts:

1. General information, containing the respondent personal information
2. Causes of job satisfaction, ordered into eight domains

To participate in this study, please complete the personal information and respond to each question item by placing a mark in the square that fits with your current convention according to each statement.

The measure of your agreement with each statement will be ranked from one to five on the 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 |

Many thanks for your cooperation and consideration.

Ghadah Alghamdi

PhD Candidate

Respondent Personal Information

Name

School- levels

Region

Highest Qualification Attained

(please mark one only)

Bachelors Degree

Masters Degree

Doctorate Degree

Age

20-29 years

30-39 years

40-49 years

50-60 years

Years of Experience as a Headteacher

1-4 years

5-9 years

10-14 years

15-19 years

20+ years

Headteacher Training Participation?

Yes

No

Student Headcount

200-299

300-399
 400-499
 500-599
 600-699
 700-799
 800-899
 900-999
 1000+

Headteacher Questionnaire

| Statement | | Rank | | | | |
|----------------------------------|--|------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| Motivation | | | | | | |
| 1 | I am satisfactorily remunerated | | | | | |
| 2 | Educational Supervisors recognise my efforts | | | | | |
| 3 | My salary decreased upon taking up headship | | | | | |
| 4 | My career path is limited as a headteacher | | | | | |
| 5 | My remuneration is better than those in other schools | | | | | |
| 6 | I am reimbursed for my overtime | | | | | |
| 7 | My salary reflects my status as a headteacher | | | | | |
| 8 | My salary is commensurate with my duties | | | | | |
| 9 | My salary is less than my teachers | | | | | |
| Qualifications (Training) | | | | | | |
| 10 | I am up to date with my Professional Training | | | | | |
| 11 | Training Programmes dont cover practical aspects | | | | | |
| 12 | Training Programmes are regularly available | | | | | |
| 13 | Training Programmes involve travelling at length | | | | | |
| 14 | Training Programmes are out of school hours | | | | | |
| Female Leadership | | | | | | |
| 15 | I enjoy working alongside other females | | | | | |
| 16 | I prefer working with females rather than males | | | | | |
| 17 | My workload frequently piles up | | | | | |
| 18 | I delegate tasks to maintain a balanced workload | | | | | |
| 19 | Working outside hours interferes with familial affairs | | | | | |

| Statement | | Rank | | | | |
|---|---|------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 20 | My personal life is affected by my work | | | | | |
| School Environment | | | | | | |
| 21 | I personally incur expenses on behalf of the school | | | | | |
| 22 | School facilities are generally safe and secure | | | | | |
| 23 | School conditions are generally clean | | | | | |
| 24 | I am happy with the location of the school | | | | | |
| 25 | Commuting is difficult due to distance/transport issues | | | | | |
| 26 | Greater student headcount adds to my responsibilities | | | | | |
| Teacher Relationships | | | | | | |
| 27 | Teachers and I co-operate to further the schools aims | | | | | |
| 28 | I enjoy developing teachers' skills | | | | | |
| Relationships with Students and Parents | | | | | | |
| 29 | I enjoy interaction with students | | | | | |
| 30 | Managing students is very difficult | | | | | |
| 31 | I enjoy cordial relations with parents | | | | | |
| Supervision | | | | | | |
| 32 | I have a good working relationship with supervisors | | | | | |
| 33 | I receive negative feedback from supervisors | | | | | |
| 34 | I do not have adequate autonomy from supervisors | | | | | |
| Authority | | | | | | |
| 35 | I participate in decision-making with officials | | | | | |
| 36 | My decisions are valued by my supervisors | | | | | |
| 37 | I fulfil all directives received from the MoE | | | | | |
| 38 | I have enough authority to advance students | | | | | |
| 39 | I can use my authority to motivate teachers | | | | | |

APPENDIX D: HEADTEACHER QUESTIONNAIRE (ARABIC)

معهد التعليم

جامعة كلية لندن

المملكة المتحدة

عزيزتي مديرة المدرسة ،

الرضا الوظيفي بين مديرات المدارس

هذا الاستبيان يطمح لجمع معلومات خاصة بالرضا الوظيفي لمديرات المدارس في مجال القيادة المدرسية . لقياس العلاقة بين الرضا الوظيفي والعوامل المتعلقة بمديره المدرسه كالعمر المرحله الدراسيه الدوافع البيئه المدرسيه الخبر عدد طلاب المدرسه قياده المرأه للمرأه ودور الاشراف التربوي وايضا علاقه مديره المدرسه بالطلاب المعلمات وايضا اولياء الامور. اسئله الاستبيان بنيت على مقابلات اجريت على ٢٠ مديره مدرسه.

غرض هذا الاستبيان فقط للبحث العلمي فقط ولا داعي لذكر اي اسم او معلومات تظهر شخصيه مديره المدرسه ولا يوجد عليك اي مسؤوليه تجاه الاجابه

رجاء املي البيانات الاولى ثم ضعني علامه على درجه الرضا المناسبه التي تشعرين بها تجاه السؤال.

ينقسم الاستبيان الى قسمين: يتكون الاستبيان من ٣٩ مادة وينقسم إلى قسمين:

1. معلومات عامة، تحتوي على المعلومات الشخصية للمشاركة

2. أسباب الرضا الوظيفي، ينقسم إلى ثمانية مجالات

للمشاركة في هذه الدراسة، يرجى إكمال المعلومات الشخصية والرد على كل بند السؤال عن طريق وضع علامة في الساحة التي تتناسب مع الاتفاقية الحالية وفقا لكل بيان.

رتب درجات الاسئلة من ١ الى ٥ مع العلم ليس جميع الاسئلة تأخذ نفس الترتيب.

| غير راضي ابدا | غير راض | متردد | راضي | راضي جدا |
|---------------|---------|-------|------|----------|
| ١ | ٢ | ٣ | ٤ | ٥ |

شكرا جزيلآ لتعاونكم

غادة الغامدي

مرشح الدكتوراه

المعلومات الشخصية المستجيبه

الاسم

مستوى المدرسة

المنطقة

درجة البكالوريوس

أعلى المؤهلات تحقيق

ماجستير

(يرجى وضع علامة واحدة فقط)

درجة الدكتوراه

٢٠-٢٩ سنوات

العمر

٣٠-٣٩ سنوات

٤٠-٤٩ سنة

٥٠-٦٠ سنة

١-٤ سنوات

سنوات الخبرة كمديرة

٥-٩ سنوات

١٠-١٤ سنة

١٥-١٩ سنة

٢٠+ سنة

هل شاركت في أي تدريب مدير المدرسة؟

نعم

لا

عدد الطلاب

٢٩٩-٢٠٠

٣٩٩-٣٠٠

٤٩٩-٤٠٠

٥٩٩-٥٠٠

٦٩٩-٦٠٠

٧٩٩-٧٠٠

٨٩٩-٨٠٠

٩٩٩-٩٠٠

+١٠٠٠

استبيان رئيس المعلم

| التهديف | | | | | التصريح |
|---------|---|---|---|---|--|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| | | | | | التحفيز |
| | | | | | ١ كوفنت مالياً نظراً لمجهودى العالى |
| | | | | | ٢ بعض المشرفين لا يقدرّون عملى |
| | | | | | ٣ ارتفع راتبي بسبب كوني بمنصب مديره المدرسة |
| | | | | | ٤ ليس من السهل ان تترقى كمديره مدرسه |
| | | | | | ٥ الراتب مقارنة رواتب موظفين في قطاعات اخرى راتب مديره المدرسه جيد |
| | | | | | ٦ لا اخذ اجر للعمل لساعات اضافيه |
| | | | | | ٧ انا سعيده براتبي لان ما يهمني هو فقط التربيه |
| | | | | | ٨ راتبي يناسب وضعي المهني |
| | | | | | ٩ راتبي اقل من معلماتي |
| | | | | | المؤهلات |
| | | | | | ١٠ انا دائما التحق للجديد في البرامج التربوي |
| | | | | | ١١ البرامج التدريبيه لا تغطي جميع جوانب احتياج مديره المدرسه |

| | | | | | | |
|------------------------------|--|--|--|--|--|----|
| | | | | | عاده البرامج التدريبية متوفره لمديره المدرسه | ١٢ |
| | | | | | البرامج التدريبية بعيدة عن منزلي | ١٣ |
| | | | | | البرامج التدريبية عاده خارج اوقات الدوام | ١٤ |
| رئاسة الإناث والقيادة | | | | | | |
| | | | | | كوني امراه افضل العمل بجانب النساء حتى اكون صداقات | ١٥ |
| | | | | | افضل العمل مع النساء اكثر من العمل مع الرجال حتى نفهم بعض اكثر | ١٦ |
| | | | | | ضغط العمل دائما في ازدياد | ١٧ |
| | | | | | لا اشعر بضغط العمل لاني افوض العمل للوكيلات | ١٨ |
| | | | | | اتزان الحياه العمل خارج ساعات العمل اثر على عائلتي | ١٩ |
| | | | | | العمل اثر على حياتي الخاصه | ٢٠ |

استبيان رئيس المعلم (ستمرار)

| | | | | | |
|------------------------|---|---|---|---|---|
| التهديف | | | | | |
| ٥ | ٤ | ٣ | ٢ | ١ | التصريح |
| البيئة المدرسية | | | | | |
| | | | | | ٢١ بعض الاحيان انا ادفع لاحتياجات المدرسه |

| | | | | | | |
|--|--|--|--|--|--|----|
| | | | | | المدرسه امنه من ناحيه الاسقف ومعدات الامان كجرس الانذار ومخارج الطوارئ | ٢٢ |
| | | | | | المدرسه دائما نظيفه ومهيأه للاستخدام | ٢٣ |
| | | | | | انا سعيده بموقع مدرستي | ٢٤ |
| | | | | | المواصلات للمدرسه صعبة | ٢٥ |
| | | | | | عدد الطلاب يزيد من مسؤولياتي كمديره مدرسه | ٢٦ |
| العلاقة مع المعلمين | | | | | | |
| | | | | | انا وزميلاتي في العمل نعمل كفريق لتحقيق هدف المدرسه | ٢٧ |
| | | | | | من مسؤولياتي زياده مهارات المعلمات في التعليم | ٢٨ |
| العلاقة مع طالبات الطلاب وأولياء الأمور | | | | | | |
| | | | | | العلاقة مع الطالبات يتمتع الطالبات بعلاقتي معهم | ٢٩ |
| | | | | | السيطره على نظام الطالبات من اصعب المهام | ٣٠ |
| | | | | | العلاقة مع اولياء الامور اتمتع بعلاقة جيده مع اولياء الامور | ٣١ |
| الاشراف | | | | | | |
| | | | | | اتمتع بعلاقة جيده مع مشرفتي | ٣٢ |
| | | | | | تعودت على استلام اثر سلبي من مشرفتي | ٣٣ |

| | | | | | | |
|--------|--|--|--|--|---|----|
| | | | | | اعتقد مكتب الاشراف لا يعطيني صلاحية كافيته لاداره المدرسه | ٣٤ |
| السلطة | | | | | | |
| | | | | | انا اشرك الاداره العليا في اتخاذ القرار | ٣٥ |
| | | | | | رأي كمديره مدرسه ينظر له بعين الاعتبار عند اتخاذ وزاره التعليم القرارات | ٣٦ |
| | | | | | اقوم بجميع الصلاحيات الموكلفه لي من قبل وزاره التعليم | ٣٧ |
| | | | | | لدي الصلاحيات الكافيته للتحكم بالطالبه نظاميا | ٣٨ |
| | | | | | استخدم صلاحيتي لمكافأه المعلمات | ٣٩ |

APPENDIX E: ETHICS APPLICATION FORM

Ethics Application Form: Student Research

All research activity conducted under the auspices of the Institute by staff, students or visitors, where the research involves human participants or the use of data collected from human participants are required to gain ethical approval before starting. *This includes preliminary and pilot studies.* Please answer all relevant questions responses in terms that can be understood by a layperson and note your form may be returned if incomplete.

For further support and guidance please see accompanying guidelines and the Ethics Review Procedures for Student Research <http://www.ioe.ac.uk/studentethics/> or contact your supervisor or researchethics@ioe.ac.uk.

Before completing this form, you will need to discuss your proposal fully with your supervisor(s). Please attach all supporting documents and letters.

For all Psychology students, this form should be completed with reference to the British Psychological Society (BPS) Code of Human Research Ethics and Code of Ethics and Conduct.

| Section 1 Project details | | |
|---------------------------|---|--|
| a. | Project title: Female Head Teachers Job Satisfaction in Eastern Region of Kingdom of Saudi Arabia | |
| b. | Student name and ID number (e.g. ABC12345678) | Ghadah AlGhamdi (ALG14131475) |
| c. | Supervisor/Personal Tutor | Dr. Trevor Male |
| d. | Department | DLL |
| e. | Course category | PhD/MPhil <input checked="" type="checkbox"/> EdD <input type="checkbox"/> |

| | | | |
|----|---|--|------------------------------------|
| | (Tick one) | MRes <input type="checkbox"/> | DEdPsy <input type="checkbox"/> |
| | | MTeach <input type="checkbox"/> | MA/MSc <input type="checkbox"/> |
| | | ITE <input type="checkbox"/> | |
| | | Diploma (state which) <input type="checkbox"/> | |
| | | Other (state which) <input type="checkbox"/> | |
| f. | Course/module title | Female Head Teachers Job Satisfaction in Eastern Region of Kingdom of Saudi Arabia | |
| g. | If applicable , state who the funder is and if funding has been confirmed. | Saudi Arabia Cultural Bureau | |
| h. | Intended research start date | 1/10/2016 | |
| i. | Intended research end date | 1/01/2018 | |
| j. | Country fieldwork will be conducted in <i>If research to be conducted abroad please check www.fco.gov.uk and submit a completed travel insurance form to Serena Ezra (s.ezra@ucl.ac.uk) in UCL Finance (see guidelines). This form can be found here (you will need your UCL login details available): https://www.ucl.ac.uk/finance/secure/fin_acc/insurance.htm</i> | Saudi Arabia | |
| k. | Has this project been considered by another (external) Research Ethics Committee? | | |
| | Yes <input type="checkbox"/> | External Committee Name: | |
| | No <input checked="" type="checkbox"/> <input type="checkbox"/> gotoSection2 | Date of Approval: | |

If yes:

- Submit a copy of the approval letter with this application.
- Proceed to Section 10 Attachments.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.

Section 2 Project summary

Research methods (tick all that apply)

Please attach questionnaires, visual methods and schedules for interviews (even in draft form).

- | | |
|--|--|
| <input checked="" type="checkbox"/> Interviews | <input type="checkbox"/> Controlled trial/ other intervention study |
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> Use of personal records |
| <input checked="" type="checkbox"/> Questionnaires | <input type="checkbox"/> Systematic review <input type="checkbox"/> <i>if only method used go to Section 5.</i> |
| <input type="checkbox"/> Action research | <input type="checkbox"/> Secondary data analysis <input type="checkbox"/> <i>if secondary analysis used go to Section 6.</i> |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Advisory/consultation/collaborative groups |
| <input type="checkbox"/> Literature review | <input type="checkbox"/> Other, give details: |

Please provide an overview of your research. The study aims to explore female head teachers job satisfaction in the eastern province of Saudi Arabia.

The research questions are:

- 1) What are the factors that have a direct impact on job satisfaction of schools female head teachers in eastern Saudi Arabia?**
- 2) Is job satisfaction affected by the following demographic factors: age, experience and educational qualifications?**

- 3) Is job satisfaction affected by factors such as pay, recognition, interpersonal relationships, and work-itself (level, work condition, size of organisation and location of organisation)?**
- 4) Do these factors and any others not yet identified have an influence on female headteachers job satisfaction and if so, how?**
- 5) Are female headteachers satisfied with their work-life balance and leadership demands?**
- 6) Are female headteachers satisfied with the advantages that are given by their sex as being women in headship positions?**

The scope of this study is limited by investigating job satisfaction among female head teachers in the three levels of education: primary, secondary, and high school in urban and rural areas in Eastern province of Saudi Arabia.

Scope of the study

The scope of this study, therefore, is to explore notions of job satisfaction among female head teachers across three levels of education; primary, intermediate and secondary schools, in both urban and rural areas in the eastern province of Saudi Arabia. This study will cover the entire population of schools that will contribute to knowledge by conducting an empirical study.

Method

I have decided to adopt a mixed-method approach in this study starting with the qualitative approach followed by the quantitative approach. In other words, it will adopt the Exploratory Design type of mixed-method approach. It is based on the fact that the results of the first phase (qualitative) will inform the second one (quantitative) and will be further validated by another qualitative approach using interviews.

The semi-structured interviews will be conducted on a one-to-one basis at a location that is suitable for the participants. The efficiency of online (electronic) surveys has become a trustworthy standard for collecting data. The questionnaire will be distributed online among

the targeted population of the study, namely female Saudi headteachers, using Survey Monkey.

Analysis

Thematic analysis of the interviews will be undertaken. The scripts will be initially coded, and then selective or focused coding will follow. From the coding process, themes and categories of data will subsequently be drawn and presented as the research findings. These themes and variables will be used to feed the next stage which is the development of survey questionnaire that will be used to enhance further the quality and validity of the study findings.

Data collected through the survey questionnaire will be analysed using Statistical Package for the Social Sciences (SPSS) which offers a user-friendly interface that can help researchers to manage the data efficiently. It is also fast and more efficient which will assist in providing more reliable results (Carolan, 2014). Different statistical significance tests will be used as appropriate to test different hypotheses.

Section 3 Participants

Please answer the following questions giving full details where necessary. Text boxes will expand for your responses.

| | | | |
|----|---|--|---|
| a. | Will your research involve human participants? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> ⇒ go to Section 4 |
| b. | Who are the participants (i.e. what sorts of people will be involved)? Tick all that apply. | | |
| | <input type="checkbox"/> Early years/ pre-school <input type="checkbox"/> Ages 5-11 <input type="checkbox"/> Ages 12-16 | <input type="checkbox"/> Unknown– specify below <input checked="" type="checkbox"/> Adults please specify below <input type="checkbox"/> Other – specify below | |

| | | |
|----|--|-----------------------------------|
| | <input type="checkbox"/> Young people aged 17-18 | Saudi schools headteachers |
| | <p>NB: Ensure that you check the guidelines (Section 1) carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES).</p> | |
| c. | <p>If participants are under the responsibility of others (such as parents, teachers or medical staff) how do you intend to obtain permission to approach the participants to take part in the study?</p> <p>(Please attach approach letters or details of permission procedures – see Section 9 Attachments.)</p> | |
| d. | <p>How will participants be recruited (identified and approached)?</p> <p>1_ Convenience sampling will be used to target female head teachers for the first phase of the study. It is intended that up to 20 interviews will be conducted in the first step as the researcher believes that saturation will be reached with this sample. A further 20 interviews will be conducted in the third phase.</p> <p>2_ The interviews will be agreed in advance between the researcher and the participants via email. Consent letters and participant information sheets will be used to familiarise the participants about the purpose of the study as well as the procedures</p> <p>3_ All participants will be sent a link to the survey through their private emails by the researcher (no involvement of the third party so that the power of the Education Office will be avoided) along with the consent letter and participant information sheets. The duration allowed completing the surveys will be 30 days. To try and ensure maximum participation a reminder will be sent 14, 21, and 30 days after receipt of the survey.</p> | |

| | |
|----|---|
| | <p>4- The researcher will be in direct communication with the participants via emails. Schools will be coded by numbers so that the researcher can identify which schools have responded to the survey questionnaire and reminders will be sent to those that did not complete the survey questionnaire. By sending reminders, it is anticipated that a good response rate will be accomplished.</p> |
| e. | <p>Describe the process you will use to inform participants about what you are doing.</p> <p>A formal permission in order to gaining access to study participants will be arranged with the regional Educational Office so that data collection can commence. Then, participants in all study phases A, B, and C, will be asked to sign consent letters before the process of data collection. The consent letters will explain the purpose of the study and highlight that no personal details will be collected. Sarantakos (2005) pointed out that consent forms should include identification of the researcher, identification of the sponsoring institution as well as identification of the purpose of the research and highlight any benefits that might be obtained by participation in the study.</p> |
| f. | <p>How will you obtain the consent of participants? Will this be written? How will it be made clear to participants that they may withdraw consent to participate at any time?</p> <p>It will be made clear to all participants in all phases of the study (Phase A, B and C) that they can withdraw at any point from the study without giving any reason for doing so. It will be set out clearly in the consent letters as well as the participant information sheets. It will also be communicated verbally to the participants during the interviews. All participants will be made aware of the possibility of withdrawing at any stage of the study. This research study will be conducted following the Research Governance and Ethics Policy adopted by the Institute of Education (UCL Code of Conduct for Research, 2013).</p> |
| g. | <p>Studies involving questionnaires: Will participants be given the option of omitting questions they do not wish to answer?</p> |

| | |
|----|--|
| | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| | If NO please explain why below and ensure that you cover any ethical issues arising from this in section 8. |
| h. | <p>Studies involving observation: Confirm whether participants will be asked for their informed consent to be observed.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> |
| | If NO read the guidelines (Ethical Issues section) and explain why below and ensure that you cover any ethical issues arising from this in section 8. |
| i. | <p>Might participants experience anxiety, discomfort or embarrassment as a result of your study?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> |
| | <p>If yes what steps will you take to explain and minimise this?</p> <p>If not, explain how you can be sure that no discomfort or embarrassment will arise?</p> <p>No personal identities will be collected during all phases of the study. Moreover, all identities of the schools will not be revealed and will be kept secure and safe. Each school will be assigned a code to both protect anonymity and identity of the school in the data collection process. Coding of the school ensures no information or data can be linked back to the school or the head teachers. <u>The focus of the study will be about job satisfaction and there will be no discussions of political matters that might influence the responses of the participants.</u></p> |

| | |
|----|---|
| j. | <p>Will your project involve deliberately misleading participants (deception) in any way?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> |
| | <p>If YES please provide further details below and ensure that you cover any ethical issues arising from this in section 8.</p> |
| k. | <p>Will you debrief participants at the end of their participation (i.e. give them a brief explanation of the study)?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> |
| | <p>If NO please explain why below and ensure that you cover any ethical issues arising from this in section 8.</p> |
| l. | <p>Will participants be given information about the findings of your study? (This could be a brief summary of your findings in general; it is not the same as an individual debriefing.)</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> |
| | <p>If no, why not?</p> |

Only complete if applicable

Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

| | | | |
|----|---|-----------------------------------|--|
| a. | Will your project consider or encounter security-sensitive material? | Yes <input type="checkbox"/> * | No <input checked="" type="checkbox"/> |
| b. | Will you be visiting websites associated with extreme or terrorist organisations? | Yes <input type="checkbox"/> * | No <input checked="" type="checkbox"/> |
| c. | Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts? | Yes <input type="checkbox"/> * | No <input checked="" type="checkbox"/> |

* Give further details in **Section 8: Ethical Issues**

Section 5 Systematic review of research

Only complete if applicable

| | | | |
|----|--|---|--|
| a. | Will you be collecting any new data from participants? | Yes <input checked="" type="checkbox"/> * | No <input type="checkbox"/> |
| b. | Will you be analysing any secondary data? | Yes <input type="checkbox"/> * | No <input checked="" type="checkbox"/> |

* Give further details in **Section 8 Ethical Issues**

*If your methods do not involve engagement with participants (e.g. systematic review, literature review) and if you have answered No to both questions, please go to **Section 10: Attachments**.*

Section 6 Secondary data analysis Complete for all secondary analysis

| | | |
|----|--------------------|--|
| a. | Name of data set/s | |
| b. | Owner | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| | | | |
|--|--|---|---|
| c. | Are the data in the public domain? | | <i>If no, do you have the owners permission / license?</i> Yes <input type="checkbox"/> No* <input type="checkbox"/> |
| d. | Are the data anonymised? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| | | Do you plan to anonymise the data? Yes <input type="checkbox"/> No* <input type="checkbox"/> | |
| | | Do you plan to use individual level data? Yes* <input type="checkbox"/> No <input type="checkbox"/> | |
| | | Will you be linking data to individuals? Yes* <input type="checkbox"/> No <input type="checkbox"/> | |
| e. | Are the data sensitive (<u>DPA 1998 definition</u>)? | Yes* <input type="checkbox"/> | No <input type="checkbox"/> |
| f. | Will you be conducting analysis within the remit it was originally collected for? | Yes <input type="checkbox"/> | No* <input type="checkbox"/> |
| g. | If no , was consent gained from participants for subsequent/ future analysis? | Yes <input type="checkbox"/> | No* <input type="checkbox"/> |
| h. | If no , was data collected prior to ethics approval process? | Yes <input type="checkbox"/> | No* <input type="checkbox"/> |
| * Give further details in Section 8: Ethical Issues <input type="checkbox"/> | | | |
| <i>If secondary analysis is only method used and no answers with asterisks are ticked, go to Section 9: Attachments.</i> | | | |

Section 7 Data Storage and Security

Please ensure that you include all hard and electronic data when completing this section.

| | |
|---|---|
| Confirm that all personal data will be stored and processed in compliance with the Data Protection Act 1998 (DPA 1998). (<i>See the Guidelines and the Institutes Data Protection & Records Management Policy for more detail.</i>) | Yes <input checked="" type="checkbox"/> |
| Will personal data be processed or be sent outside the European Economic Area? | Yes <input type="checkbox"/> * No <input checked="" type="checkbox"/> |
| * If yes , please confirm that there are adequate levels of protections in compliance with the DPA 1998 and state what these arrangements are below. | |

Who will have access to the data and personal information, including advisory/ consultation groups and during transcription? Data will only be accessed by the researcher and her supervisor.

During the research

Where will the data be stored? The data collected will only be used for academic purposes. All interviews notes will be stored in highly secured computers by using the Tails operating system which will completely secure the booting up. Moreover, the US-CERT-ST15-003 protocol developed by the United States computer emergency readiness team (www.US-cert.gov) will be followed; and will only be accessed by the researcher and her supervisor. There will be no sharing of any data to external parties.

Will mobile devices such as USB storage and laptops be used? * No

* If yes, state what mobile devices:

* If yes, will they be encrypted?

After the research

Where will the data be stored? All data will be destroyed.

How long the data and records by will kept for and in what format? Until the researcher has the PhD

Will data be archived for use by other researchers? Yes * No

* If yes, please provide details.

Section 8 Ethical issues

Are there particular features of the proposed work which may raise ethical concerns or add to the complexity of ethical decision making? If so, please outline how you will deal with these.

It is important that you demonstrate your awareness of potential risks or harm that may arise as a result of your research. You should then demonstrate that you have considered ways to minimise the likelihood and impact of each potential harm that you have identified. Please be as specific as possible in describing the ethical issues you will have to address. Please consider / address ALL issues that may apply.

Ethical concerns may include, but not be limited to, the following areas:

- | | |
|--|--|
| <ul style="list-style-type: none"> - ✓Methods - Sampling - Recruitment - Gatekeepers - Informed consent - Potentially vulnerable participants - Safeguarding/child protection - Sensitive topics | <ul style="list-style-type: none"> - International research - Risks to participants and/or researchers - Confidentiality/Anonymity - Disclosures/limits to confidentiality - Data storage and security both during and after the research (including transfer, sharing, encryption, protection) - Reporting - Dissemination and use of findings |
|--|--|

To avoid any external influence on the validity and quality of the research. There will be no involvement of third parties in the data collection. Only access approvals will be obtained from the local educational authorities so that data can be collected from Saudi Arabia. Private emails will be used and it will be recommended to the participants to use a personal computer, rather than a work place one where other staff or officials may have access to the information. The information entered by the respondents in any correspondence or questionnaire will be encrypted to protect the respondent so a third party does not see the respondents information. Furthermore, it is vital to ensure the location of the servers that hold the databases have both physical security and environmental control. The Survey Monkey software meets the criterion.

The intention of the research will be communicated clearly to the participants in the consent forms and the participant information sheet. It will allow participants to complete the questionnaire in any time they wish (i.e. at work, at home or in their leisure time) as they can save their responses when using Survey Monkey.

Section 9 Further information

Outline any other information you feel relevant to this submission, using a separate sheet or attachments if necessary.

Confidentiality and anonymity

As stated in BERA (2011) the confidential and anonymous treatment of participants data is considered the norm for the conduct of research; this involves the storage and use of personal data as set down by the Data Protection Act (1998).

References

British Educational Research Association (BERA) (2011). Ethical Guidelines for Educational Research. London: BERA.

Section 10 Attachments: Please attach the following items to this form, or explain if not attached

| | | | |
|----|---|---|-----------------------------|
| a. | Information sheets and other materials to be used to inform potential participants about the research, including approach letters | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b. | Consent form | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | <i>If applicable:</i> | | |
| c. | The proposal for the project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. | Approval letter from external Research Ethics Committee | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. | Full risk assessment | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Section 11 Declaration

| No | Yes | |
|--|------------------|-------------------------------------|
| <p>I have read, understood and will abide by the following set of guidelines.</p> <p><input type="checkbox"/></p> | | <input checked="" type="checkbox"/> |
| <p>BPS <input type="checkbox"/> BERA <input checked="" type="checkbox"/> BSA <input type="checkbox"/> Other (please state) <input type="checkbox"/></p> | | |
| <p>I have discussed the ethical issues relating to my research with my supervisor.</p> <p><input type="checkbox"/></p> | | <input checked="" type="checkbox"/> |
| <p>I have attended the appropriate ethics training provided by my course.</p> <p><input type="checkbox"/></p> | | <input checked="" type="checkbox"/> |
| <p>I confirm that to the best of my knowledge:</p> <p>The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.</p> | | |
| Name | Ghadah Al Ghamdi | |
| Date | 01/09/2016 | |

Please submit your completed ethics forms to your supervisor.

Notes and references

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

British Psychological Society (2009) *Code of Ethics and Conduct*, and (2014) *Code of Human Research Ethics*

or

British Educational Research Association (2011) *Ethical Guidelines*

or

British Sociological Association (2002) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the Institute of Education <http://www.ioe.ac.uk/ethics/>.

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB)). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE. Further information can be found at

http://www.ioe.ac.uk/studentInformation/documents/DBS_Guidance_1415.pdf

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

The www.ethicsguidebook.ac.uk website is very useful for assisting you to think through the ethical issues arising from your project.

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage.

This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) *What are Qualitative Research Ethics?* Bloomsbury.

A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental use

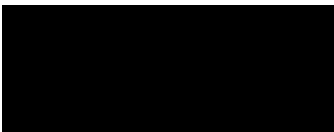
If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, you may refer the application to the Research Ethics and Governance Administrator (via researchethics@ioe.ac.uk) so that it can be submitted to the Research Ethics Committee for consideration. A Research Ethics Committee Chair, ethics representatives in your department and

the research ethics coordinator can advise you, either to support your review process, or help decide whether an application should be referred to the Research Ethics Committee.

Also see when to pass a student ethics review up to the Research Ethics Committee:

<http://www.ioe.ac.uk/about/policiesProcedures/42253.html>

Reviewer 1

| | |
|----------------------|--|
| Supervisor name | Dr Trevor Male |
| Supervisor comments | The research design has been developed in conjunction with both supervisors and is clearly delineated in her MPhil upgrade document. |
| Supervisor signature |  |

Reviewer 2

| | |
|---|---------------------|
| Advisory committee/course team member name | Peter Earley |
| Advisory committee/course team member comments | Fine |
| Advisory committee/course team member signature | Peter Earley |

Decision

| | |
|------------------------|--|
| Date decision was made | 1 st Sept 2016 |
| Decision | Approved x <input type="checkbox"/> |

| | | |
|------------------|--|--------------------------|
| | Referred back to applicant and supervisor | <input type="checkbox"/> |
| | Referred to REC for review | <input type="checkbox"/> |
| Recording | Recorded in the student information system | <input type="checkbox"/> |

Once completed and approved, please send this form and associated documents to the relevant programme administrator to record on the student information system and to securely store.

Further guidance on ethical issues can be found on the IOE website at <http://www.ioe.ac.uk/ethics/> and www.ethicsguidebook.ac.uk

Appendix E: Statistical Tables

Table Appendix .1 Descriptive statistics for the total satisfaction score

| | | |
|--------------------|---------|--------|
| Total number | Valid | 168 |
| | Missing | 3 |
| Mean | | 126 |
| Median | | 126.00 |
| Standard Deviation | | 12.502 |
| Minimum | | 90 |
| Maximum | | 165 |

Table 4.11 Sample t test results of overall satisfaction score with 117 as a hypothesised value

| | T test value | Degrees of Freedom | P-value | Mean Difference |
|----------------------------|--------------|--------------------|---------|-----------------|
| Overall satisfaction score | 9.164 | 167 | .000 | 8.839 |

Table 4.12 Province reallocation

| | | Count | Percentage |
|-------------------------------|---|-------|------------|
| Supervision Office Relocation | East and West of Dammam Education Offices | 43 | 25.1% |
| | Nariyah, Khafji, and Al Ulaya Education Offices | 25 | 14.6% |
| | Albqiq and Alkobar Education Offices | 39 | 22.8% |
| | Jubail Education Office | 22 | 12.9% |
| | Qatif Education Office | 42 | 24.6% |

Table Appendix.2 F-test for homogeneity of means of headteachers within Reallocated Supervision Office

| ANOVA | | | | | |
|---|-----------------------|---------------------------|--------------------|----------|---------------------|
| TOTAL SATISFACTION | | | | | |
| | Sum of Squares | Degrees of Freedom | Mean Square | F | Significance |
| Between Groups | 740.453 | 4 | 185.113 | 1.190 | .317 |
| Within Groups | 25360.208 | 163 | 155.584 | | |
| Total | 26100.661 | 167 | | | |
| Levene Statistic 1.238 (Degrees of Freedom 1: 4, Degrees of Freedom 2: 163) with P-value of 0.297 | | | | | |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.3 Levene Test and Two-Sample t Test for homogeneity of variances and means respectively within Supervisory

| Independent Sample Test | | | | | | | |
|--------------------------------|-------------------------|--|---------------------|--|---------------------------|---------------------|------------------|
| | | Levene Test for Equality of Variances | | Two-Sample t-Test for Equality of Means | | | |
| | | F | Significance | t | Degrees of Freedom | Significance | Mean Diff |
| Total Satisfaction | Equal variances assumed | 1.453 | .230 | .429 | 166 | .669 | 1.500 |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.2 Levene test results for variance homogeneity within Stage categories

| | Levene Statistic | DF1 | DF2 | P-value |
|---|-------------------------|------------|------------|----------------|
| Total Motivation | 2.545 | 2 | 168 | .082 |
| Total Training | .493 | 2 | 168 | .612 |
| Total Female Leadership | .966 | 2 | 168 | .383 |
| Total School Environment | .050 | 2 | 168 | .951 |
| Total Teacher Relationship | 1.528 | 2 | 168 | .220 |
| Total Relationships with Students and Parents | 1.038 | 2 | 165 | .356 |
| Total Supervision | .627 | 2 | 168 | .535 |
| Total Authority | .098 | 2 | 168 | .907 |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis)

Table Appendix.2 Levene test results for variance homogeneity within Experience categories

| | Levene Statistic | DF1 | DF2 | P-value |
|---|-------------------------|------------|------------|----------------|
| Total Motivation | 2.717 | 4 | 166 | .032 |
| Total Training | .043 | 4 | 166 | .996 |
| Total Female Leadership | .754 | 4 | 166 | .557 |
| Total School Environment | .934 | 4 | 166 | .446 |
| Total Teacher Relationship | 1.593 | 4 | 166 | .179 |
| Total Relationships with Students and Parents | .833 | 4 | 163 | .506 |
| Total Supervision | .283 | 4 | 166 | .889 |

| | | | | |
|-----------------|-------|---|-----|------|
| Total Authority | 2.622 | 4 | 166 | .037 |
|-----------------|-------|---|-----|------|

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.3 Kruskal-Wallis test results for dimensions within Experience

| | Experienc e | N | Mean Rank | Median | KW- Chi | DF | P-value |
|-------------------------|------------------------|----------|----------------------|---------------|--------------------|-----------|----------------|
| Total Motivatio n | 1-4 years | 93 | 82.62 | 24 | 2.008 | 4 | .734 |
| | 5-9 years | 25 | 89.60 | 25 | | | |
| | 10-14 years | 12 | 90.29 | 24 | | | |
| | 15-19 years | 12 | 77.92 | 24 | | | |
| | 20+ years | 29 | 95.29 | 25 | | | |
| Total Training | 1-4 years | 93 | 85.38 | 16 | 2.148 ^c | 4 | .709 |
| | 5-9 years | 25 | 93.62 | 17 | | | |
| | 10-14 years | 12 | 80.00 | 16 | | | |
| | 15-19 years | 12 | 88.21 | 17 | | | |
| | 20+ years | 29 | 82.98 | 16 | | | |
| | 1-4 years | 93 | 82.18 | 18 | 5.346 ^d | 4 | .254 |

| | Experienc e | N | Mean Rank | Median | KW- Chi | DF | P-value |
|--------------------------------------|------------------------|----------|----------------------|---------------|---------------------|-----------|----------------|
| Total Female Leadershi p | 5-9 years | 25 | 86.58 | 20 | | | |
| | 10-14 years | 12 | 107.33 | 22 | | | |
| | 15-19 years | 12 | 74.67 | 18 | | | |
| | 20+ years | 29 | 93.60 | 18 | | | |
| Total School Environm ent | 1-4 years | 93 | 77.75 | 18 | 10.786 ^e | 4 | .029 |
| | 5-9 years | 25 | 103.80 | 20 | | | |
| | 10-14 years | 12 | 107.71 | 23 | | | |
| | 15-19 years | 12 | 85.71 | 20 | | | |
| | 20+ years | 29 | 88.24 | 19 | | | |
| Total Teacher Relationsh ip | 1-4 years | 93 | 84.09 | 9 | 6.058 ^f | 4 | .195 |
| | 5-9 years | 25 | 72.00 | 8 | | | |
| | 10-14 years | 12 | 97.75 | 10 | | | |
| | 15-19 years | 12 | 80.21 | 9 | | | |
| | 20+ years | 29 | 101.74 | 10 | | | |
| | 1-4 years | 92 | 84.07 | 11 | 5.485 ^g | 4 | .241 |

| | Experienc e | N | Mean Rank | Median | KW- Chi | DF | P-value |
|---|------------------------|----------|----------------------|---------------|--------------------|-----------|----------------|
| Total Relationsh ips with Students and Parents | 5-9 years | 24 | 73.10 | 11 | | | |
| | 10-14 years | 12 | 113.63 | 13 | | | |
| | 15-19 years | 12 | 83.46 | 12 | | | |
| | 20+ years | 28 | 83.64 | 11 | | | |
| Total Supervisio n | 1-4 years | 93 | 82.38 | 11 | .284 ^h | 4 | .991 |
| | 5-9 years | 25 | 87.46 | 11 | | | |
| | 10-14 years | 12 | 94.96 | 12 | | | |
| | 15-19 years | 12 | 89.38 | 12 | | | |
| | 20+ years | 29 | 91.24 | 11 | | | |
| Total Authority | 1-4 years | 93 | 89.89 | 17 | 5.734 | 2 | .220 |
| | 5-9 years | 25 | 72.04 | 15 | | | |
| | 10-14 years | 12 | 79.13 | 14 | | | |
| | 15-19 years | 12 | 67.42 | 16 | | | |
| | 20+ years | 29 | 96.09 | 17 | | | |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.4 Satisfaction rating among headteachers with 20+ years experience

| Category (Data split) | Dimension | Experience | N | Mean ranks |
|---|--------------------------|-------------------|----------|-------------------|
| East and West of Damman Education Offices | Total Authority | 1-4 years | 25 | 25.92 |
| | | 5-9 years | 5 | 7.50 |
| | | 10-14 years | 4 | 9.63 |
| | | 15-19 years | 1 | 3.00 |
| | | 20+ years | 8 | 27.38 |
| Ministry of Education | Total School Environment | 1-4 years | 84 | 69.20 |
| | | 10-14 years | 11 | 97.86 |
| | | 15-19 years | 11 | 77.68 |
| | | 20+ years | 26 | 84.87 |
| | | 5-9 years | 25 | 98.10 |

A shaded cell means that category has the highest level of satisfaction

Table Appendix.5 Two statements that have significant differences within headteachers median scores of their opinion

| | Experience | N | Mean Rank | Median | KW-Chi | DF | P-value |
|--|-------------------|----------|------------------|---------------|---------------|-----------|----------------|
| | 1-4 years | 93 | 86.13 | 2 | 11.924 | 4 | .018 |

| | | | | | | | |
|---|-------------|----|--------|---|--------|---|------|
| Educational Supervisors recognise my efforts* (Motivation) | 5-9 years | 25 | 74.30 | 4 | | | |
| | 10-14 years | 12 | 122.79 | 2 | | | |
| | 15-19 years | 12 | 59.50 | 3 | | | |
| | 20+ years | 29 | 91.41 | 2 | | | |
| I delegate tasks to maintain a balanced workload (Training) | 1-4 years | 93 | 83.41 | 2 | 12.877 | 4 | .012 |
| | 5-9 years | 25 | 114.80 | 2 | | | |
| | 10-14 years | 12 | 76.38 | 4 | | | |
| | 15-19 years | 12 | 89 | 2 | | | |
| | 20+ years | 29 | 73.38 | 2 | | | |

A shaded cell means the category had highest satisfaction compared to other categories.

Table Appendix.6 Total Motivation within Training after the data divided with respect to Age

| Age | | Total Motivation |
|--------------------|------------|------------------|
| less than 40 years | N | 33 |
| | Median | 25.00 |
| | Chi-Square | 7.679 |
| | DF | 1 |
| | P-value | .006 |
| 40-49 years | N | 113 |

| Age | | Total Motivation |
|-------------|------------|------------------|
| | Median | 24.00 |
| | Chi-Square | .979 |
| | DF | 1 |
| | P-value | .322 |
| 50-60 years | N | 25 |
| | Median | 25.00 |
| | DF | .146 |
| | P-value | 1.000 |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.7 Kruskal-Wallis test results for each dimension within Student Headcount

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|------------------|----------|----|-----------|--------|--------|----|---------|
| Total Motivation | 200-299 | 68 | 79.61 | 24 | 8.692 | 6 | .192 |
| | 300-399 | 21 | 79.05 | 24 | | | |
| | 400-499 | 29 | 81.72 | 23 | | | |
| | 500-599 | 10 | 102.15 | 25 | | | |
| | 600-699 | 18 | 106.92 | 28 | | | |
| | 700-799 | 14 | 86.57 | 25 | | | |
| | 800 + | 11 | 100.41 | 25 | | | |
| Total Training | 200-299 | 68 | 88.21 | 17 | 1.489 | 6 | .960 |

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|-------------------------|-----------------|----------|------------------|---------------|---------------|-----------|----------------|
| | 300-399 | 21 | 82.48 | 16 | | | |
| | 400-499 | 29 | 87.07 | 17 | | | |
| | 500-599 | 10 | 71.95 | 16 | | | |
| | 600-699 | 18 | 81.31 | 16 | | | |
| | 700-799 | 14 | 89.93 | 16 | | | |
| | 800 + | 11 | 91.73 | 16 | | | |
| Total Female Leadership | 200-299 | 68 | 83.17 | 19 | 4.534 | 6 | .605 |
| | 300-399 | 21 | 90.76 | 20 | | | |
| | 400-499 | 29 | 76.71 | 17 | | | |
| | 500-599 | 10 | 80.40 | 18 | | | |
| | 600-699 | 18 | 91.39 | 20 | | | |
| | 700-799 | 14 | 95.46 | 19 | | | |
| | 800 + | 11 | 103.14 | 20 | | | |
| | 200-299 | 68 | 81.57 | 19 | 4.781 | 6 | .572 |

| | Students | N | Mean Rank | Median | KW-Chi | DF | P-value |
|----------------------------|-----------------|----------|------------------|---------------|---------------|-----------|----------------|
| Total School Environment | 300-399 | 21 | 84.02 | 19 | | | |
| | 400-499 | 29 | 78.19 | 19 | | | |
| | 500-599 | 10 | 107.35 | 21 | | | |
| | 600-699 | 18 | 90.36 | 20 | | | |
| | 700-799 | 14 | 99.64 | 20 | | | |
| | 800 + | 11 | 93.82 | 19 | | | |
| Total Teacher Relationship | 200-299 | 68 | 86.43 | 9 | 1.620 | 6 | .951 |
| | 300-399 | 21 | 81.88 | 9 | | | |
| | 400-499 | 29 | 90.41 | 9 | | | |
| | 500-599 | 10 | 66.35 | 8 | | | |
| | 600-699 | 18 | 83.69 | 9 | | | |
| | 700-799 | 14 | 89.54 | 9 | | | |
| | 800 + | 11 | 96.68 | 9 | | | |
| | 200-299 | 66 | 88.97 | 11 | 2.493 | 6 | .869 |

| | Student s | N | Mean Rank | Median | KW- Chi | DF | P-value |
|--|----------------------|----------|----------------------|---------------|--------------------|-----------|----------------|
| Total Relationships with Students and Parents | 300-399 | 21 | 86.33 | 11 | | | |
| | 400-499 | 28 | 70.88 | 10 | | | |
| | 500-599 | 10 | 74.95 | 11 | | | |
| | 600-699 | 18 | 82.72 | 11 | | | |
| | 700-799 | 14 | 92.36 | 12 | | | |
| | 800 + | 11 | 90.45 | 11 | | | |
| Total Supervision | 200-299 | 68 | 89.61 | 11 | 7.826 | 6 | .251 |
| | 300-399 | 21 | 93.19 | 12 | | | |
| | 400-499 | 29 | 74.83 | 11 | | | |
| | 500-599 | 10 | 71.90 | 10 | | | |
| | 600-699 | 18 | 88.22 | 12 | | | |
| | 700-799 | 14 | 100.21 | 12 | | | |
| | 800 + | 11 | 70.50 | 11 | | | |
| Total Authority | 200-299 | 68 | 91.25 | 17 | 13.974 | 6 | .030 |
| | 300-399 | 21 | 75.02 | 15 | | | |
| | 400-499 | 29 | 75.79 | 15 | | | |
| | 500-599 | 10 | 73.85 | 14 | | | |
| | 600-699 | 18 | 61.03 | 13 | | | |
| | 700-799 | 14 | 114.79 | 20 | | | |
| | 800 + | 11 | 116.68 | 18 | | | |

A shaded cell means the hypothesis test was not significant at 0.05 significance level (failed to reject the hypothesis).

Table Appendix.8 Student Headcount analysis in the dimensions that show significant differences in Stage 2 of the analysis

| | | KW-Chi | DF | P-value |
|---|---|---------------|-----------|----------------|
| Supervision Office Relocation (Total Authority) | East and West of Dammam Education Offices | 4.262 | 6 | .641 |
| | Nariyah, Khafji, and Al Ulaya Education Offices | 3.660 | 6 | .301 |
| | Albqiq and Alkobbar Education Offices | 5.557 | 3 | .352 |
| | Jubail Education Office | 4.691 | 5 | .584 |
| | Qatif Education Office | 9.253 | 6 | .160 |
| Stage (Total Female Leadership) | Elementary | 3.164 | 6 | .788 |
| | Middle | 0.921 | 5 | .969 |
| | High | 5.610 | 5 | .346 |
| Supervisory (Total School Environment) | Aramco | 4.542 | 6 | .604 |
| | Ministry of Education | 4.197 | 6 | .650 |

A shaded cell means the hypothesis test is not significant at 0.05 significance level (failed to reject the hypothesis).