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UNIVERSITY OF SOUTHAMPTON

FACULTY OF LAW, ARTS AND SOCIAL SCIENCES

School of Education

**Job Satisfaction among Female Head Teachers in Saudi Arabian Secondary
Schools: A Qualitative Perspective**

by

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ABSTRACT

This research considers job satisfaction among female head teachers in Saudi Arabian secondary schools in the city of Abha using a qualitative methodology. The subjects of the study were female head teachers in five secondary schools in the city; all the deputy heads and some of the teachers were also included. The research identifies the main factors that influence female head teacher satisfaction. It is based on interviews as the main method, and documents and observation as supporting methods. This study groups job satisfaction and dissatisfaction factors into six major themes: educational administration, school conditions, supervision, nature of the work, personal variables, and social relationships with students, parents, deputies and teachers. The study found that female secondary school head teachers' overall attitudes to their job in the five schools were negative. Unfortunately, factors of dissatisfaction outnumbered factors of job satisfaction. Achievement, helping students, and salary were the chief sources of satisfaction, while factors of dissatisfaction were linked to educational administration by the education authorities outside the school, including lack of cooperation and inconsistent decisions (e.g. in the application of regulations), lack of delegated authority, constrained budgets, limited training and development opportunities, poor supervision, and high workload and, to some extent, poor school infrastructure, including a lack of maintenance, poor facilities, and challenges because of school location. The study is important from the point of view of the head teachers, because their performance depends on satisfaction in the role, which in turn affects the whole school and the community. The study concludes with a number of recommendations for local and national education authorities in Saudi Arabia.

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DECLARATION OF AUTHORSHIP

I, Fatemah Abdullah Alhazmi

declare that the thesis entitled

Job Satisfaction among Female Head Teachers in Saudi Arabian Secondary Schools: A Qualitative Perspective

and the work presented in the thesis is both my own, and have 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;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
- none of this work has been published before submission

Signed:

Date:.....

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CHAPTER ONE: INTRODUCTION

The main purpose of this research is to investigate job satisfaction among female head teachers in state secondary schools in the city of Abha in the south of Saudi Arabia. Job satisfaction is a key issue in any field, because employees want to work in organisations where they feel comfortable. The belief that satisfied employees are more creative in their jobs has gained ground in the literature (Holdaway, 1978).

There is a considerable amount of research on the topic of job satisfaction in different fields, in different countries, the majority in developed countries, especially the UK, the USA and Canada (Koustelios, 2001). Rice et al. (1991, cited in Metle, 2001) indicate that, in the last sixty years, there have been more than 3,000 studies carried out on the issue of job satisfaction. Many of these studies focused on psychological aspects in industry, public administration and business, rather than on education. However, studies extended to the field of education just prior to the Second World War (Locke, 1976), with growing awareness about the feelings of employees and management in the workplace.

Locke refers to Hoppock (1935), who published the first intensive study on job satisfaction. He used samples which included *"most employed adults in one small town and 500 schoolteachers from several dozen communities"* (ibid. p. 1,299). Since then, management has become increasingly aware that human resources achieve better results when there are elements of job satisfaction (Greenberg and Baron, 2000). Sergiovanni (1967) specified that *"the satisfaction and dissatisfaction of teachers has long been an area of intense interest to researchers in school management"* (p. 66).

1.1 Significance of the Study

As stated above, this study seeks to explore job satisfaction amongst female secondary school head teachers in the city of Abha in the South of Saudi Arabia. A number of factors justify this research. First of all, the researcher was a teacher in a secondary school and felt that several aspects could contribute to dissatisfaction, one of them being school policy and administration. The school was lacking basic infrastructure (air conditioning, teacher desks, sufficient classrooms, training programmes for teachers, including the head teacher, and so on). From the researcher's experience, the topic of job satisfaction among head teachers is interesting. The main reason for their satisfaction or dissatisfaction should be identified in order to increase levels of satisfaction.

There have already been some studies on the issue in the Kingdom of Saudi Arabia, the majority of them dealing with teachers. Alagbari (2003) confirmed that there was a shortage of studies on the topic of job satisfaction among head teachers worldwide in general and in Saudi Arabia in particular. Oplatka and Mimon (2008) have the same view. To the best knowledge of the researcher, only four studies have dealt with job satisfaction among head teachers in Saudi Arabia: Alroyali (2001) Alagbari (2003) Almutairi (2005) and Alzaidi (2008). All these studies will be discussed in more detail in the literature review chapter. This research will be the first study on female head teacher satisfaction in this part of Saudi Arabia. It will focus on the main professional factors that may influence the level of teacher satisfaction in Abha. The variables that may have a link with head teacher satisfaction or dissatisfaction might be years of experience, salary, age, marital status and qualification. The researcher believes that the topic of head teacher job satisfaction is worth studying, because satisfaction or dissatisfaction may have an immediate impact on performance, on other teachers, on students' achievements and on the whole educational process. The researcher hopes that the Ministry of Education will benefit from the results and recommendations of the study and make efforts to make female head teachers feel more fulfilled. In addition, this research, the first of its kind in the city, might be the start point for other studies to investigate job satisfaction among head teachers inside or outside the city.

1.2 Purpose of the Study

There are three main purposes to the present study:

- To investigate satisfaction and dissatisfaction among female secondary school head teachers in the city of Abha.
- To identify the factors that may influence female head teacher job satisfaction.
- To make recommendations to the ministry of education with regard to ways in which job satisfaction might be increased among female head teachers.

The study is restricted to female head teachers, as, in Saudi culture, boys' and girls' education is not mixed. Head teachers are always of the same gender as their pupils.

1.3 Research Question

The present study was designed to shed light on the following research question:
What are the main factors that may have an impact on job satisfaction or dissatisfaction among head teachers?

1.4 Scope of the Study and Limitations

The scopes and limitations of the current study are affected by several considerations as can be noted from the title of the thesis, job satisfaction is considered among female head teachers in Saudi Arabian secondary schools, but the scope of the current study is limited to the city of Abha. It deals only with female head teachers, because the genders are separated and the researcher only had permission to collect data from the girls' schools. Abha city was chosen by the researcher because it is her home town and no research has been conducted on job satisfaction among head teachers in this part of Saudi Arabia.

The time period chosen for the field study was the academic year 2009-2010 data obtained from October 2009 to December 2010. The research is purely qualitative and no quantitative methods were used in the current study. Finally, the study was limited to job satisfaction among head teachers at secondary level. These limitations can easily be dealt with in future studies, so as to build a general view.

1.5 The Structure of the Study

The research is organised into six chapters. This introductory chapter has suggested the general background to job satisfaction, and shown the significance and purpose of the study. The second chapter provides background to the country, including geographical information, the economy and details about the education system. The literature on the issue of job satisfaction is reviewed in the third chapter, including a historical review of job satisfaction, the concept of job satisfaction, job satisfaction theories, measuring job satisfaction, job satisfaction factors in general, job satisfaction in an educational context, the related job satisfaction literature in the field of education, job satisfaction in the educational context of Saudi Arabia, and finally job satisfaction among head teachers. Chapter four is concerned with the research methodology, the validity and reliability of the research, subjectivity, objectivity and the position of the researcher, the sample population, data collection, the pilot study, ethical issues and finally data analysis techniques. Chapter 5 deals with findings starting with the research location, followed by findings from head teacher interviews (major themes and sub themes). Chapter six is concerned with the discussion of the findings, (overall job satisfaction), and discussion of factors of satisfaction and dissatisfaction, recommendations, research contribution, strengths and limitations of the study, and final comments.

CHAPTER TWO: BACKGROUND TO THE STUDY

The present chapter provides brief information about Saudi Arabia in general and education in particular, to give the reader a sense of issues related to education. The general picture of the whole country includes its geography, its population and economy, and how these relate to certain problems in schools generally and affect head teacher satisfaction particularly. For example, population growth has an effect on the student population in schools, and consequently the economy. The increasing workload may have an impact on school budgets, facilities and so on.

Information about the geography and culture of the country may provide the reader with background as to the style of school leadership, and schools' roles in the community. Complementary information will be provided about the education system, as this is the main focus of the current research. The researcher hopes that this chapter will provide the reader with an understanding of the whole country prior to the literature review.

2.1 Geographical Background

According to the Statistical Yearbook (1999), the Kingdom of Saudi Arabia occupies about fourth-fifths of the Arabian Peninsula, with an area of 868,730 square miles, in a strategically important position between Asia, Africa and Europe, close to the Arabian Sea and the Red Sea. It borders with Jordan, Iraq and Kuwait to the north, the Sultanate of Oman and Yemen to the south, the United Arab Emirates (U.A.E.) to the east, and the Arabian Gulf, Bahrain and Qatar to the west (see Figure 1).

Figure 1: Map of Saudi Arabia



2.2 The Economy

The public sector plays a major role in the economy and social activities of the Kingdom. However, the private sector in recent years has become more involved in and responsible for diversification and industrial development (Statistical Yearbook, 1999). The main natural resources in the Kingdom are oil, copper, iron and steel, silver and gold, and foodstuffs. Crude oil, which was discovered in the early 1930s is a major source of finance in the country (Show and Long, 1982). The government is, however, concerned about its ability to provide oil for the world in the future. Al-Naimi (2004), the Saudi Minister for Petroleum and Mineral Resources, stated:

“Saudi Arabia now has 1.2 trillion barrels of estimated reserve. This estimate is very conservative; our analysis gives us new reason to be very optimistic. We are continuing to discover new resources, and we are using new technologies to extract even more oil from existing reserves”.

The point is that the Saudi government is concerned about financing the education sector, as it recognises its importance for the country's future. It has allocated

significant funds to improve the sector. According to the ministry of finance (2009 & 2010) more than 25% of the total budget went to the education sector. In this study, budget allocations proved to be a major factor of job dissatisfaction among head teachers, as detailed in chapter five.

2.3 Population

The population of the Kingdom of Saudi Arabia is 28,161,417 including 5,576,076 non-nationals (CIA, 2008). SAMA (2003) stated that the population increase and demographic changes require the government to meet the higher demands for basic services in the fields of health, education, transport, communication, water supply and electricity. 54.3% of the population is male and 45.7% female. A population census indicated that almost half of the Saudi population is under 20 years old (Statistical Yearbook, 1999).

2.4 The City of Abha

This study was conducted in Abha city which is located in the southwest of Saudi Arabia. It is surrounded by mountains, valleys, dense forests and rich plains. It has a generally moderate climate, heavy rainfall, green pastures and agricultural plateaus. Its altitude is 2,200 meters above sea level. Its population was 252,126 in 2009. (Al-Noami, 2002). There are 38 elementary schools, 24 middle schools and 19 secondary schools for girls in the city (The ministry of education 2009).

2.5 Education

2.5.1 The Current Educational System in the Kingdom of Saudi Arabia

In 1925, King Abdul-Aziz arrived in Mecca to establish the Directorate of Education, which became the cornerstone of the modern system of education. The King's interest in education led him to build libraries as well as schools to spread knowledge. In 1928, he made primary education compulsory, but also free. He separated education into four levels: pre-school, primary (six to twelve years), intermediate (twelve to fifteen) and secondary level (fifteen to eighteen) (Al-Huqail, 1998).

In the Kingdom of Saudi Arabia, the administration of education is centralised and educational policies are controlled by the government itself. The administration aims to generalise uniform curricula and textbooks across the country. Four main institutions

are responsible for the educational system in the Kingdom.

The Ministry of Education, which was established in 1953, is responsible for the education of boys, and nowadays also of girls, at all stages in general education, that is, primary, intermediate and secondary schools. King Fahd Ibn Abdulaziz was the first Minister of Education; he provided human resources and material requirements. Whereas the budget of the Educational Directorate was SR 1 million in 1952, the budget increased to SR 20 million in 1953 and continued to increase to reach SR 15 billion in 1995 (Al-Sunbul, 1998).

The second institution responsible for the educational system in the Kingdom is the Ministry of Higher Education, which was established in 1975 to implement higher education policy. Scholarship, international academic relations and the Saudi educational offices abroad are all supervised by the Ministry of Higher Education (Al-Sunbul, 1998). According to the Ministry of Higher Education (2008), there are 14 universities distributed throughout the country: King Saud University, King Abdul-Aziz University, Umm Al-Qura University, Imam Muhammad bin Saud Islamic University, Al Jawf University, King Fahd University for Petroleum and Minerals, King Faisal University, Taibah University, the Islamic University of Medina, Taif University, Qasim University, King Khalid University, Jizan University and the University of Hail.

The final institution responsible for the educational system in the Kingdom is the General Organisation of Technical Education and Vocational Training. According to Al-Heqail (1998), the Saudi government realised the need for technical and vocational training and therefore established the institution, which is supervised by the Ministry of Labour and Social Affairs and is concerned with industrial, agricultural and commercial training.

2.5.2 The Saudi Female Education System

The General Presidency for Girls' Education (GPGE) was established in 1960. King Saud Ibn Abdul-Aziz ordered the building of state schools for girls at each level – primary, intermediate and secondary – with curricula compatible with Islamic rules and culture. In 1961, the general presidency for girls' education built fifteen primary schools for girls; in 1964, four intermediate schools were built, the number subsequently increasing to seven (Al-Heqail, 1998). The Riyadh Prototypical Institute in the capital was the first secondary school for girls; the school had only twenty-one students (Al-Gamidi, 2005).

In 2000, the number of schools increased and the GPGE had offices in twenty-eight

educational regions throughout the Kingdom. Furthermore, on 24th March 2002, a royal decree commanded that the GPGE be integrated with the Ministry of Education (Al-Gamidi, 2005).

The aim of the Saudi educational system is to educate boys and girls from childhood until they become adults. The system is divided into 4 stages. It starts with year one and continues until the child is 18 years old. The first stage is kindergarten, which starts at an early age of life. In this stage children are divided into two groups, one for children aged between 1 and 3 years and the other for children aged between 3 and 6 years (Al-Gamidi, 2005).

The second stage is primary school, which is the first level of compulsory education. The general education curriculum at elementary level, for seven to twelve year olds, includes the teaching of the Arabic language, religion, general science, and basic home economics. At the end of six years at elementary level, students are required to pass an exam in order to move to intermediate level. If they do not pass exams, they are required to stay at the same level for a second year and re-sit them (Al-Gamidi, 2005).

The third stage is intermediate school, where pupils are taught the same general subjects as at primary school with the addition of English. They have an exam after each intermediate level year and a final exam at the end of the three years (Al-Gamidi, 2005).

The last general education stage is secondary school, lasting three years and covering advanced Arabic language, religion, home economics, science and social sciences. In the second year, pupils have the option to select either scientific or literary subjects. At the end of the three years at secondary level, all pupils must take comprehensive examinations. Students who pass these exams are accepted into colleges and universities (Al-Gamidi, 2005).

The general aims of girls' education in the Kingdom of Saudi Arabia, according to Al-Huqail (1999), are as follows:

Firstly, to educate girls in Islamic law so that they have this background when they enter family life in the future. At the same time they have the appropriate education to enter into careers in the medical field or in teaching.

Secondly, awareness has been raised of a requirement to meet the needs of the growing number of females in schools, which are to acquire a suitable range of knowledge for them and to fulfil the needs of the country.

Coeducation of boys and girls is not allowed after kindergarten and nursery stages, as it

is contrary to traditional culture and religious practice (Al-Huqail, 1999).

2.5.3 Daily and Annual School Schedule

At secondary stage, there are six to seven lessons every day. There is a five-minute break between each lesson and two main breaks during the school day, the first of which is 40 minutes long after the third lesson. The second is a 15 minutes break for prayer. The school year usually starts at the beginning of September and lasts until the end of May. There is a two-week holiday between the two semesters and two other holidays in the religious seasons (Ramadan and Hajj). Additionally, students are given two weeks' holiday before the final examination to give them the chance to revise (Ministry of Education, 1996).

2.5.4 Problems in Saudi Education in General

While there are many objectives at the forefront in secondary education, Al-Gamidi (2005) states that there might also be several problems, regarding principles and objectives that seem not to have been identified or well established. One is that students are perhaps not sufficiently qualified to gain entry to university. A second is that some students fail exams and quit school, so the social outcomes at this stage may not be ideal. In addition, Al-Ogail (2005) indicates that a lack of trained and well-qualified teachers is a real problem in Saudi education generally, where some teachers do not have bachelor degrees or even diplomas in education. Some teachers do not think about improving their experience or teaching skills. In addition, many teachers, both male and female, are dissatisfied with their jobs. Another serious problem is a shortage of suitable buildings as a result of dramatic increases in student numbers; the government has rented some inadequate buildings with no facilities. The centralisation of education is another difficulty: any process or change in education is controlled by the Ministry. According to Alzaidi (2008) one particular feature in the Saudi educational context is the highly centralised system. The final problem is a lack of interaction between schools and parents. Some studies on the issue of parental involvement have shown that more than four-fifths of teachers and head teachers are dissatisfied with the weak relationship between parents and schools; they also state that some mothers do not visit school at all (Al-Ogail, 2005).

The Ministry of Education (2007) refers back to the 1997 conference in Riyadh, whose purpose was to try to improve the performance of secondary schools. Many conference papers indicated a weakness in the administration and poor management in secondary schools resulting from antiquated thinking and approaches. Al-Eisa (2009) mentioned

that educational thinking in Saudi Arabia is antiquated, as government has not moved to create a new vision or policy on education. The first official document for education, established forty years ago, is still in force today. This official document was created in a period of certain political conditions, so its philosophy is not so relevant for the present time and needs updating.

2.6 School Administration

Because the present research concerns head teachers, this section briefly presents some issues related to school administration. First, some definitions of school administration are provided, followed by the objectives of school administration in Saudi Arabia. The responsibilities of head teachers and some challenges in school administration are presented in the final section of the chapter.

2.6.1 Defining School Administration

There are several definitions of school administration. Al-Hugail (1996), for instance, defines school administration as a part of educational administration that is also a part of general administration, and school administration means all work that is done by a head teacher with all workers in the school, such as teachers and deputy head teachers, in order to achieve educational goals within the school. According to Al-Hugail (1996), some researchers indicate that school administration is every activity that aims to achieve educational objectives effectively and to organize school experience appropriately. Almasari (2003) defined school administration as a group of processes achieved by more than one person through co-operative understanding. There are many other aspects of school administration not detailed here. As they come under the supervision of head teachers, they will be detailed under head teachers' duties.

2.6.2 Objectives of Saudi School Administration

In the past, the aim of school administration was to keep schools well organized, to make sure that the school system was working to a schedule that had been prepared, and to monitor student attendance or absences; however, during the last few years, school administration has become more aware of the need to help students throughout all circumstances and difficulties in order that they may improve themselves (Mustafa *et al.*, 1989). The aims of school administration are nowadays considered to be as follows:

1. Building the characteristics of students in terms of their learning, mental health, education, social life and psychological status.

2. Organising technical and administrative performance well in order to enhance the relationships among staff to achieve good performance.
3. Creating a clear plan for the future of the school.
4. Supervising the performance of current projects and the future.
5. Creating a good relationship between school and surrounding community by holding regular meetings with parents and other educational institutions in the locality (Abdulhadi, 1984).

2.6.3 Head Teachers' and Deputies' Duties in Saudi Secondary Schools

Head teachers in Saudi Arabia start their career by working as ordinary teachers for a minimum of four years. After this they are allowed to be nominated to be deputy head teachers. Then, after working for four years as deputy head teachers, they are allowed to be nominated for the job of head teacher. Thus, any teacher can be head teacher after eight years' experience, without any particular professional preparation for the post (Alzaidi, 2008).

Each school must have one head teacher and two to three deputy head teachers. However, depending on school size and the number of students, some schools have more than three deputy head teachers.

Alamirah (2002) states that, on the basis of the Ministry of Education's circular (24/5/10301), the duties of the head teacher in all girls' secondary schools are as follows:

1. To identify technical and administrative needs related to current work, in order to coordinate with the relative authority that might satisfy those needs.
2. To organise the acceptance of new students and register them.
3. To organise archives and files.
4. Continuous discipline inside the school.
5. Management and organisation of student activities in and outside of classes.
6. Overseeing of student health, education and social life.
7. Managing and organising general school examinations and sending documents to students.
8. Organising the work of teachers and preparing the school schedule.
9. Monitoring continuous absences of teachers and students.
10. Managing files and archives concerning workers and preparing reports about them.
11. Improving the relationship between the school and the community.
12. Keeping school buildings clean and in good condition, including the school

library and garden, the appearance of the school, the laboratory and sanitary units, educational aids, equipment and materials, and food and drink.

13. Organising school activities by encouraging staff and students to participate in activities to meet educational aims and objectives.
14. Using the Arabic language correctly in written reports, notes, speeches and examination forms.

The head teacher should also prepare a deputy to work as head teacher when the head teacher is absent (Alamirah, 2002). According to Al-Hugail (1996), a deputy head teacher in a female secondary school is responsible for the following:

1. Assisting the head teacher.
2. Replacing the head teacher in her absence.
3. Reminding teachers and students to perform ritual prayers.
4. Accomplishing tasks delivered to her by the head teacher.
5. Co-operating with social supervisors, academic staff and students; she also observes and evaluates the school staff and students.

A deputy plays a big role in the educational process. She performs very important administrative work. As she usually carries the same load as a head teacher, she is able to become a head teacher in her school or any other school (Al-Hugail, 1996). According to the Job Appraisal Chart (1999), there are other groups who have important places in managerial posts, as follows:

The observer: she is responsible for observing students in the school to make sure that they are all in the classroom during lessons; she is also responsible for control and discipline.

The writer: she is responsible for all written administrative work at the school, such as income and outcome reports, letters and information. Each secondary school has one or more writers.

The social supervisor: her job is to solve any problems between teachers and students or among students during the academic year. She takes care of student needs to find out the main reasons behind any problem in the school; unfortunately, some secondary schools do not have a social supervisor, so the social science teacher may be asked to do this work.

The librarian: her job is to organize the library and keep it tidy, and to arrange the books,

shelves, tables and chairs. However, the school administration sometimes refers this job to library and research teachers because they use the library books in their classes.

The store keeper: she is responsible for the school archives and the distribution of books to students. She is also responsible for maintaining school equipment and educational aids in a good and safe condition; however, some schools have no store keeper, so this job is assigned to the deputy head teacher.

The copyist: her job is to print and copy letters or reports (Job Appraisal Chart, 1999).

2.6.4 Difficulties in Saudi School Administration

School administration, like any other work, can be a difficult challenge, depending on the school's individuality and the stage of education. Almasari (2003) divided the difficulties and problems that a school administration may face into three categories:

First, difficulties with the educational process, which arise as follows:

1. Shortage of teachers
2. A drop in the level of performance of some staff for psychological or professional reasons
3. Variation in the behaviour of teachers
4. Disruption caused by poorly behaved students
5. Widespread need for individual tuition
6. The continuous need to change the school schedule because of teacher movement
7. A lack of financial support and facilities

Secondly, it is a challenge to balance administrative and technical roles: a head teacher might not have enough time to be creative or to take care of the technical side of her job, because of continuously changing orders from the Ministry of Education.

Thirdly, difficulties arise with increasing numbers of students, absenteeism, and being forced to accept more students (Almasari, 2003).

This chapter has provided an overview of the country in general, and its educational system, with some reference to national policy, particularly with regard to secondary school administration. The next chapter presents the literature review on the topic of job satisfaction.

2.7 Educational Supervision

Educational supervision plays an important role in the improvement of the educational process. Supervision has been found in many studies to be the factor that affects job satisfaction negatively or positively, (Herzberg *et al.*, 1959, Rasmussen (1990) Schroffel (1999) Ageel (1982), Alasmar (1994) and Koustelios (2001). In the current study, supervision has been classified as a factor leading to dissatisfaction among female head teachers, so it is valuable to mention the role of supervision in Saudi Arabian education.

2.7.1 Definitions and Objectives of Educational Supervision

There are several definitions of supervision in the Saudi education system, although the modern definition of supervision is: The process by which evaluation and development of the educational process and the follow up implementation of all related services to achieve educational goals, which includes supervision of all operations in school training either administrative or related to any type of educational activity in school, or outside relationships and interactions (The Ministry of Education in Saudi Arabia (2009).

There are several objectives for Saudi educational supervision, which can be summarised as follows:

- To evaluate and develop the educational process and all its elements.
- To meet schools' requirements including employing qualified members and having necessary equipment.
- To keep up with the activities of the school day, educationally and administratively within the school.
- To help the teacher with professional growth and improvements in performance.
- To pay attention to the full growth of the student, academically and in life.
- To improve the school curriculum and teaching process and the development of articles.
- To promote the work of the teacher and the headmaster in the service of the educational process.
- To develop skills and expertise in the field of education.
- To develop the growth of knowledge through research, publications and seminars.
- To overcome the difficulties and obstacles that sometimes obstruct the educational process.
- To contribute to addressing the urgent problems faced by schools, teachers and

students.

- To address the vulnerability and individual differences between students.
- To ensure that regulations of the organization involved in the educational process are implemented in schools.
- To divide teachers into groups to identify appropriate treatment and services for them.
- To help schools to benefit from technology and modern education
- To prepare periodic reports, studies and statistics for assessment and treatment.

2.7.2 Methods of Educational Supervision

Educational supervision uses varied methods including: visiting the school and teachers for the semester; conducting individual interviews after the visit; regularly exchanging visits to allow for the exchange of experiences; providing educational meetings of the Authority; educational conferences; providing resources such as lesson models, meetings with supervisors or clinical instructors, conducting training courses, giving directed readings; and finally by releasing guidelines.

CHAPTER THREE: LITERATURE REVIEW

The topic of job satisfaction has been studied by many researchers in different countries in the world. This specific study aims to contribute to the literature on head teachers' job satisfaction; its purpose is to identify the factors that may affect job satisfaction among female secondary school head teachers in five secondary schools in the city of Abha, which is located in the south of Saudi Arabia. This chapter provides a review of the literature related to job satisfaction as essential background to the research.

There are many aims of presenting a literature review chapter. It gives both the researcher and readers, who are either specialists in the area or who know little or nothing about the topic, a background to the doctoral work. It also provides a historical perspective showing how ideas have developed over time. In addition, the literature review chapter provides a lead into the problem that the researcher wishes to tackle in the thesis and helps in the development of the research questions. It is helpful for the researcher to know what has previously been researched in the context, what problems have been found, what the current study can add to the field and what new perceptions or solutions might be available (Bader, 1996).

The literature normally helps researchers to identify key issues prior to the adoption of suitable methods of data collection and analysis. The theme of job satisfaction is dealt with in terms of its history, definitions, broad theories and more detail about specific job satisfaction factors from different studies, including Saudi ones. Accordingly, for the purpose of the present study, the researcher has reviewed the topic through different sources in the English and Arabic languages: books, theses, articles, journals and documents.

3.1 Historical Review of Job Satisfaction

Interest in job satisfaction has recently increased. A first examination of job satisfaction was conducted by Frederick M. Taylor (1911), who sought to increase quality and organisational efficiency in industry [rather than in education] (Aldalky, 2000). Taylor claimed that the level of job satisfaction would increase if salaries were satisfactory, and that would enhance performance. However, it has been said that this is not a true reflection of reality (Aldalky, 2000).

Other ideas emerged from industrial and managerial thinking, especially concerning human relationships. The Hawthorn factory in Chicago (1924-1934) conducted some

experiments which showed that the work place is simply a social system (Baron and Greenberg, 1986); so the management paid attention to the importance of the relationships between employees, supervisors, managers and so on.

Mayo and colleagues also paid attention to human relationships. They stated the importance of non material motivation, and their results showed that managers and supervisors should have training programmes that are concerned with human relations (Algarweny, 1986).

In 1935, Hoppock conducted a study about job satisfaction among workers in a small factory in New Hope, which is located in Pennsylvania in the USA. His main questions were:

1. To what extent are workers happier in some jobs than others?
2. To what extent are workers in New Hope town happy?

This study was considered to be the first to focus on job satisfaction and the start point for all recent studies on job satisfaction (Kashrood, 1995).

Subsequently, the Second World War had a negative impact on the development of the topic (Kamel and Albakree, 1990), but after that there was quick growth in the field and theories were put forward, such as the Herzberg theory (1957), which opposed Hoppock's idea that job satisfaction is a continual variable. Herzberg suggested that it is a dichotomous variable (negative/positive) or continuous variables (Syptak *et al.*, 1999).

At the end of the twentieth century, studies on the topic of job satisfaction became more extensive and were concerned not only with human behaviour and relationships but also with employee reactions to work. So research on job satisfaction became more complex and extensive and it also started to include other fields, such as education (Alodaly, 1983).

3.2 The Concept of Job Satisfaction

This topic has been widely discussed by many researchers around the world. However, there is no agreed definition, perhaps because of differences between researchers in terms of their culture, beliefs and environment (Al-Amri, 1992). Assad (1983:4) 'expressed the lack of a clear and commonly accepted definition of the concept of job satisfaction'. Despite that, there are some shared perspectives. The most widely accepted definition of job satisfaction is that by Locke (1976), who defines it as 'a

pleasurable or positive emotional state resulting from the appraisal of one's job experience' (Locke, 1976:1300).

Some researchers claim that 'positive orientation' is an important factor. Vroom (1964) defined job satisfaction as 'the positive orientation of an individual towards the work role which he or she is presently occupying'. Campbell *et al.* (1970) also believed that positive orientation is an important element in job satisfaction. Like Vroom, they stated that job satisfaction is 'the positive or negative aspects of an individual's attitudes or feelings towards his or her job or some specific features of his or her job' (Campbell *et al.*, 1970, p. 378).

Smith *et al.* (1969, p. 6) propose that 'job satisfaction is feelings or effective responses to facets of the situation'. Similarly, Al Saadi (1996) spoke of:

"Certain internal feelings dependent on the personality of the employee which takes into account the extent of his contentment with the main factors of the job in the organisation. These feelings control the employee's character, behaviour and conduct, making him delighted in the state of satisfaction but distressed in the state of dissatisfaction, which is consequently reflected in his or her productivity and contribution to the work" (Al Saadi, 1996, p.4).

Spector (1997) stated that job satisfaction is not only a general feeling, but 'a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job' (Spector, 1997, pp.2-3). Other researchers have suggested that job satisfaction can be seen as a feeling of happiness within the work environment. Argyle for example stated that:

"Job satisfaction, like happiness, can be defined in terms of the extent of positive rather than negative emotions experienced, in this case at work, or as a reflective, cognitive state of satisfaction with the work, the pay, and other aspects of the job" (cited in Al-Saadi, 1996: 40).

Other definitions also include the concept of fulfilment of need (Longman Dictionary of Contemporary English, 1995). Dawis and Lofquist (1984, cited in Koustelios, 2001) point out that the concept of job satisfaction is the result of the employee's evaluation of the work environment and how it fulfils his/her needs.

Halpin (1957) indicated that job satisfaction is a complex concept which includes several dimensions. Employees might be satisfied with some dimensions, but this does not

mean that they are generally satisfied with other dimensions. Vaughn and Dun (1972) state that job satisfaction is not a complex concept, it is only the employee's feelings towards his/her boss, friends and opportunities for promotion. Dessler (1982) stated that the concept of satisfaction is related to the level of achievement of health, security, food, love and esteem in the course of work.

Job satisfaction is not easy to measure and may differ from person to person and from organisation to organisation. This research will not be based on any one particular definition, realising that the term can be defined from different perspectives. However, it seems to me that job satisfaction can be seen as an internal feeling that manifests itself in external indicators. Interviews can help the researcher to evaluate head teacher's feelings.

3.3 Job Satisfaction Theories

The researcher knew from reviewing theories of job satisfaction that this concept is linked with other concepts such as motivation and commitment. There are several theories that have attempted to explain the concept of job satisfaction, some of which are not only related to job satisfaction but also to motivation theories. However, these theories on job satisfaction are helpful.

Campbell (1970) divided the present day theories of job satisfaction into two broad groups. The first is called process theories, which emphasise the technical process and examine how certain variables, such as expectations, values and needs, are related to the characteristics of the job to produce job satisfaction. Under this group of theories there are at least three classes. Expectancy theory is a well known one, which basically suggests that work motivation is shaped by two factors. The first is the relationship between effort and performance and the second the desirability of various work outcomes, which encourage different levels of performance. That is, employees are influenced by the expected outcomes of their behaviour and work motivation or the relationship between effort and reward (Lewis *et al.*, 1995). I would give as an example that a manual worker could be motivated by the need to earn some money, while an architect might be satisfied with his or her design, or others' appreciation of it.

Another case in process theory is the need for achievement, as studied by David McClelland. The theory focuses on three needs experienced in work and life. They are different from Maslow's, and are: the need for achievement, the need for power and the need for affiliation. McClelland indicated that some might be under the influence of one of these needs more than others, and this may vary according to life factors and

position. He believed that those needs are acquired from childhood and continue into adulthood. The majority of training programmes are based on this theory, which suggests that managers should identify employees' needs in order to place them in appropriate positions (Alhenawi and Sultan, 1997).

Equity theory is the third process theory. It was developed in 1963 by John Stacy Adams, who emphasised that employees seek equity between the effort put in and gain, that is, equity between the inputs and the outcomes of their work against the inputs and the outcomes of others. If they find that they have equity with colleagues in the same position, they will be satisfied, and the opposite is also true (Alsalem, 1997).

Baron and Greenberg (1986) indicated that dissatisfied employees use several ways to generate a feeling of equity, for instance, by altering inputs, by deciding to reduce working hours, or by attempting to obtain a better salary; psychologically, by persuading themselves that others' inputs are more than theirs, and finally, by changing the inputs and outcomes of others or ignoring comparisons.

Lock's value theory derives from 1976. It suggests a link between needs, values and job satisfaction. He defined satisfaction as a 'Pleasurable Emotional State' that results from employees' recognition that their job allows them to achieve a level of value in the job appropriate to perceived needs. That is, employees are satisfied when they meet their individual needs through their work (Sell and Shipley, 1979).

Content theories are the second of the two broad categories of theories in the field of job satisfaction. The theories are summed up in Maslow's Needs Hierarchy (1943) and Herzberg's Two Factor Motivator Hygiene Theory (1966), which nowadays are the basis for many of the modern studies that include job satisfaction in the educational field.

3.3.1 Maslow's Needs Hierarchy Theory

Maslow carried out his investigations into human behaviour in 1939 and 1943. His theory is one of the most well known theories of motivation. Greenberg *et al.* (1993) commented on Maslow and his theory as follows:

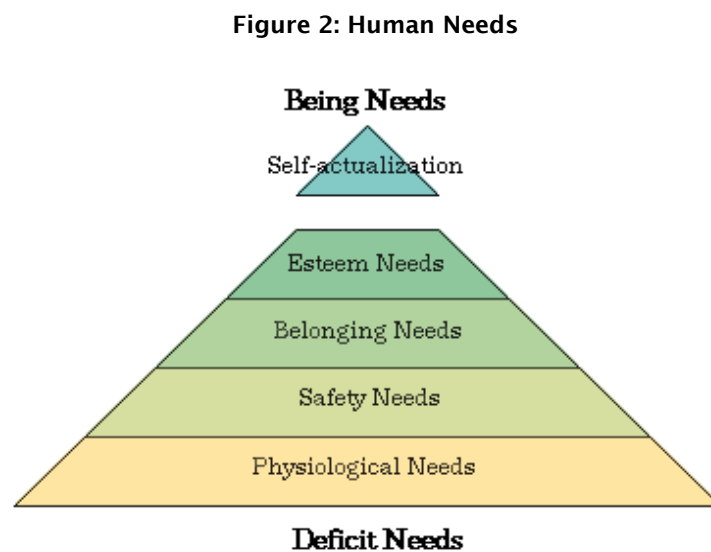
"Abraham Maslow was a clinical psychologist who introduced a theory of personal adjustment, known as needs hierarchy theory, based on his observations of patients throughout the years. His premise was that if people grow up in an environment in which their needs are not met, they will be unlikely to function as healthy, well-adjusted individuals. Much of the popularity of Maslow's approach is based on applying this same

idea in organizations; that is, unless people get their needs met on the job, they will not function as effectively as possible.” (Greenberg et al., 1993, 117)

Maslow introduced five basic needs which have become known as the ‘hierarchy of needs’. These are:

- Physiological needs, including food, water, sleep and oxygen.
- Safety or security needs, including security, protection against danger, law, freedom and so on.
- Belonging or social needs, including love, interaction with people and the desire to belong to friends or a group.
- Esteem and status, ‘for strength, achievement, adequacy, confidence, independence and for reputation, prestige and recognition’ (Riches, 1994: 231).
- Self- actualization or a desire for self-fulfilment.

Maslow’s hierarchy of needs is illustrated clearly in Figure 2.



Source: (Boeree, 2006)

Maslow arranged these needs in an order of importance. He saw that physiological needs are the strongest, followed by safety needs, belonging needs, esteem needs and then self-actualisation needs. For example, a person who is hungry will not seek to satisfy his need for safety until he fulfils his need for food and so on. In addition, unsatisfied needs are the needs which impact on a person’s behaviour, while satisfied needs have no impact on a person’s behaviour (Al-Saadi, 1996).

Despite the widespread popularity of Maslow’s theory and its importance, as it sheds light on the general picture of the hierarchy of needs, it has its limitations, one of which

was indicated by Locke (1976), who stated that this theory confuses between action and desire and between needs and values. Salanick and Pfeffer (1977) and Callahan *et al.* (1986) shared these views regarding the lack of empirical support.

In addition, Riches (1994) stated that Maslow's needs theory is limited in terms of its reflection of human psychology: "the hierarchy may simply reflect American middle-class values and pursuit of the good life, and may not have hit on fundamental universal truths about human psychology" (p. 231). Within the educational context, Gawel (1997) stated that in the case of teachers, placing esteem at a lower level than self-actualisation does not seem appropriate.

I also suggest that people differ in their order of needs, so for example it is not necessary for all people to satisfy their safety needs before their belonging needs. Some of them seek to satisfy emotional needs, such as love, before safety needs, so there is variation in prioritising needs. Culture and environment may play a big role in this. Some may see only the first three needs as important, while they may not think about the other needs. Additionally, Alhenawi and Sultan (1997) indicate that Maslow's theory did not identify the percentage or the size of the needs that require fulfilment.

3.3.2 Herzberg's Motivation-Hygiene Theory

Herzberg's Two Factor Theory or Motivator Hygiene Theory is a 'content theory' that he created when he studied the job attitudes of 203 accountants and engineers in Pittsburgh using interviews (Herzberg *et al.*, 1959). The subjects were asked to describe a time when they had felt satisfied or dissatisfied at work and the reason behind that (Locke, 1976). From this investigation, Herzberg suggested that factors that cause satisfaction include the work itself, promotion, recognition, achievement and responsibility. Herzberg described these factors of satisfaction as intrinsic 'motivators'. Other factors that cause dissatisfaction are called 'Hygiene factors' or extrinsic 'dissatisfiers' such as supervision, interpersonal relations, policies, working conditions, salary, status and security.

The table illustrates the theory which is explained in the following paragraph.

Table 1: Herzberg Theory

Hygiene/ dissatisfiers/ extrinsic factors	Motivators/ satisfiers/ intrinsic factors
Policy and administration Supervision Interpersonal relationships Working conditions Salary Status Security	Achievement Recognition The work itself Responsibility Growth for advancement Promotion

Herzberg found that the factors that lead to job dissatisfaction, 'hygiene factors', do not necessarily cause job satisfaction, but may cause dissatisfaction. On the other hand if the motivating factors exist, that does not mean that when some of the job satisfaction factors are lacking this will lead to dissatisfaction. That is, there are certain factors that cause job satisfaction, while a separate set of factors cause dissatisfaction. According to Locke (1976), Herzberg's theory clearly argues that job satisfaction and dissatisfaction result from different causes; satisfaction depends on motivators while dissatisfaction is the result of hygiene factors.

Maslow's theory and Herzberg's theory both state that people have needs that have to be satisfied. The first three needs in Maslow's theory are the hygiene factors of Herzberg's theory. While, the remaining factors that lead to the satisfaction in Maslow's theory are the motivating factors of Herzberg's theory (Alhenawi and Sultan, 1997).

Three studies were found that applied Herzberg's Two-Factor theory: those of Rasmussen (1990), Schmidt (1976) and Friesen *et al.* (1983). Rasmussen (1990) aimed to determine the main factors that affect a principal's job satisfaction in middle schools. Herzberg's theory was applied in order to determine to what extent the job contributed to satisfaction or dissatisfaction. The study found that the main sources of job satisfaction were the work itself, reinforcement, advancement and responsibility. On the other hand security, salary, supervision, administration policy, personal relationships and the work itself were found to be the main sources of job dissatisfaction. No significant differences were found with regard to age and experience.

Schmidt's (1976) study of job satisfaction was conducted in the U.S.A., using a sample of 132 administrators in secondary schools. The study found that achievement and recognition gave the most satisfaction, factors whereas supervision, policy

administration, the interpersonal relationships of the administrators and salary were found to give the most dissatisfaction.

Friesen *et al.* (1983) conducted a study in Alberta, Canada of 410 head teachers, to identify the factor that affected their satisfaction or dissatisfaction. The study found out that salary, incentives, adequacy of resources, relationships with central authority, recognition, autonomy, authority, interpersonal relationships and responsibilities gave the most satisfaction, while administration policy, relationships with parents, workload, and constraints were the main sources of job dissatisfaction.

In spite of the popularity of Herzberg's theory and its importance in providing understanding of the concept of job satisfaction, some researchers have criticised the theory. One criticism is that it allows no clear measurement of job satisfaction or dissatisfaction. This can be seen from the above studies, where factor relationships were reported as satisfiers in Friesen *et al.*'s study, but dissatisfy in others'. Other factors that have also revealed impact on job satisfaction among head teachers, such as autonomy, authority relationships with parents, adequacy of resources, security and reinforcement, are absent in Herzberg's theory. In addition, the theory has shortcomings, because it was only based on interviews, spontaneously involving three general questions and without a clear plan. Additionally, this theory did not mention the relationship between job satisfaction and performance (Alhenawi and Sultan, 1997).

The above-mentioned theories have been selected as the most widely known theories about motivation and job satisfaction in the educational context. They provide some perspective on job satisfaction, but other theories have to be considered, such as the X and Y theory of Douglas McGregor, Landy's opponent theory and the supporting behaviour theory of Skinner. All these theories can be found in more detail in Alheader and Ben Talep (2005). The theories of job satisfaction drew the researcher's attention to the necessity for discussing possible ways of measuring job satisfaction. The next section will shed more light on this issue.

3.4 Measuring Job Satisfaction

Davis (1988) states that obtaining emotional responses through interviews seems to be easy. However, it has been found that this kind of research is more complex, and any mistakes in processes may affect the benefits and the reliability of the study. Therefore, researchers have to be careful in terms of designing questions and determining the sample.

Job satisfaction seems to be a psychological concept that would in fact appear difficult to measure. It is hard to find a unifying scientific measure. Aldalky (2000) stated that job satisfaction might be determined through personal interaction or through other available information in an institution's registers, with regard to resignations, productivity, absences, lateness, reports by employees who had been interviewed and talked about leaving their job, accident reports, and suggestions and training registers (Aldalky, 2000).

Ivancevich and Donnelly (1968) stated that, since Hoppock's monograph was presented in 1935, many attempts have been made to measure job satisfaction. According to Lock (1976), thousands of studies have been conducted to explain the phenomenon and to identify the sources of satisfaction and dissatisfaction among workers. Because of the numerous methods that were used to measure job satisfaction, different results were obtained. In order to measure and investigate job satisfaction, several methods can be adopted, some of which will be dealt with in more detail below.

3.4.1 Analysing Job Satisfaction Phenomena

The methods are based on analysing phenomena representing level of job satisfaction among employees. Some study negative phenomena like absence or sick leave. It has been found that satisfied employees have less absence than dissatisfied ones. Some researchers believe that we may predict the factors that motivate employees to continue with or leave their jobs. This way of measurement has advantages and disadvantages. Its advantages appear in the accuracy of information and the simplicity of categories, but the problem is in making sure of the reliability of the information, in addition to the difficulties of explaining some data (Bader, 1982).

3.4.2 Herzberg's Way Story Approach

Herzberg measured the level of job satisfaction among his groups of engineers and accountants by asking them to remember a time when they were happy or not during work days and the reason for that. The study concluded that the factors that lead to satisfaction or dissatisfaction may differ. However, some researchers have stated that this study suffers from a lack of objectivity (Frazer, 1983).

3.4.3 Interviews and Questionnaires

Face to face formal or informal, structured or unstructured, interviews are used to measure job satisfaction. This kind of method is effective with a small sample. It is also a

flexible and appropriate way to gather more information. However, an interview has some disadvantages, such as being time consuming and expensive. Observation is another way to study job satisfaction; however its problem is in translating behaviour into usable information.

Therefore, each way has its advantages and disadvantages, so researchers have to think carefully about the sample population, available facilities and the advantages and disadvantages of each method.

An alternative is the questionnaire, with a rating scale approach carefully developed with reliability and validity established by many previous studies. This also has advantages and disadvantages. In terms of advantages, many of the existing scales cover the major facets of satisfaction and have an acceptable level of reliability. In addition, this measurement saves considerable cost and is less time consuming. On the other hand, the major disadvantage of using existing scales is that they only cover limited facets that the developer chooses to focus on in their instrument. The facets of most scales tend to be general, so they will not include more specific areas that might be covered in interviews or other methods (Spector, 1997). Some of these variable rating scales will be dealt with in more detail below.

3.4.4 The Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota satisfaction questionnaire was developed by Weiss *et al.* in 1967. It has been very popular among researchers. It covers 20 facets, such as ability utilization, achievement, advancement, authority, company policies and procedures, co-workers, independence, job security, recognition, supervision, working conditions and so on. The advantages of this method are that it obtains an individual picture of employee job satisfaction, as well as providing an accurate measurement of job satisfaction with numerous workplace factors. In addition the short-form of the MSQ is recognized as a well-known scale that is easy to complete. However, it seems that the MSQ, like other questionnaires, takes a long time to prepare.

3.4.5 The Job Descriptive Index (JDI)

The JDI, which was developed by Smith, Kendall and Hulin in 1969, has probably been one of the most popular facet scales in organisational research. It is also described as one of the most carefully developed and validated. This measurement assesses five facets: work, co-workers, pay, supervision and promotion. The whole scale contains 72 items, with 9 to 18 items per subscale. Responses are 'Yes', 'Uncertain', or 'No'. Each

facet scale includes a brief illustration and is followed by the items that concern that facet (Spector, 1997). This measurement was described as the most carefully developed and validated method and has very good reliability. However, there has been some criticism of this method, such as the limitation of the scale (only five facets). In addition, particular items may not apply to all employee groups (Buffum & Konick, 1982; Cook *et al.*, 1981, cited in Spector, 1997).

3.4.6 The Job Satisfaction Survey (JSS)

The job satisfaction scale was developed by Spector in 1985. Its aim is to assess nine facets of job satisfaction: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. JSS also assesses overall satisfaction. The scale includes 36 items and uses a rating scale format, which is the most popular for job satisfaction scales (Spector, 1997). The advantages of this method are that “the format of the JSS makes it relatively easy to modify” (Spector, 1997: 8). However, it seems that this method is like other surveys, in that it gives descriptive results without providing any feel for the data.

3.4.7 The Job in General Scale (JIG)

The previously referred to scales are all aimed at assessing facets, while JIG’s aim is to assess overall job satisfaction. This scale was developed by Ironson *et al.* in 1989. JIG is similar to JDI in terms of format. It contains 18 items, each one having a phrase that is concerned with the job in general rather than facets of it (Bader, 1982). The advantage of this method is that “*the JIG has good internal consistency reliability*” and “*the JIG correlates well with other global measures of job satisfaction*” (Spector, 1997: 18). The JIG is a good method for assessing overall job satisfaction, but “*it may not exactly match the global satisfaction of individuals*” (Spector, 1997: 19)

All the above examples of scales can be used in order to measure job satisfaction. However, there are many other scales that are not discussed here. Spector (1997) cites Cook *et al.*’s (1981) book on organisational instruments as the best source of information about other scales.

Although there is wide use of such scales in many studies, the researcher believes that there is no best way to measure job satisfaction, and that there are advantages and disadvantages for each method. She is in favour of using interviews as a method to answer her research questions. The reasons behind this will be discussed in more detail later. The following summarises opinions on the factors that may affect job satisfaction

in general and in education in particular.

3.5 Job Satisfaction Factors

Theories on the topic of job satisfaction have been outlined above and the differences between them have been discussed. From the theories of Maslow, Herzberg and others, it is clear that many factors have an influence on job satisfaction. It can be seen in the literature review that factors of job satisfaction are divided by various researchers into different categories.

Baron (1986), for example, suggested that many factors may affect job satisfaction, and they can be grouped into three major categories: factors related to work settings, specific aspects of jobs and finally factors related to the individuals involved and their gender, age, work experience and marital status. Francis (1980) divided the factors of job satisfaction into seven main factors: the work itself, supervision, the organisation and its management, promotion opportunities, pay and other financial benefits, co-workers and finally working conditions. In my opinion, as a teacher, job satisfaction may increase or decrease according to the nature of the children being taught.

Bin Baker *et al.* (1995) suggest that scholars have to identify the concept of satisfaction in order to associate satisfaction with other related work attitudes. They pointed out that:

'Research in this area has suggested that there are certain identifiable elements of a job, which can cause satisfaction. Smith and her associates identified five different job dimensions that represent the most important characteristics of a job about which people have affective responses. These include: pay, promotion opportunities, supervisors, co-workers, and the work itself' (p. 24).

Some of these factors will be discussed in more detail below:

3.5.1 Supervision

Many investigators state that supervision plays a big role in determining job satisfaction. Herzberg *et al.* (1959) mentioned supervision as one of the major elements that may influence job satisfaction. He also noted that the effectiveness of a worker is directly related to the quality of supervision. Schroffel (1999) studied workers in order to determine the relationship between job satisfaction and supervision style and quality. The results of the research indicated that quality and quantity of supervision were most

important. The study also found that workers wanted supervision to enhance staff cohesion, clear communication and independent thinking.

The relationship between supervisors and subordinates is very important in any field. Subordinates need help and support from a democratic and participative supervisor who gives subordinates the chance to participate in decision making. Vroom (1964), in his discussion about supervision, concluded that *"There is fairly clear-cut evidence that people who are satisfied with their jobs tend to report that they have greater opportunity to influence decisions which have effects on them"* (p.118).

Locke (1983) states that *"a subordinate will like his supervisor to the extent that he sees the supervisor as providing him with or helping him to attain important job values"* (p. 1,326). Ageel (1982) and Alasmar (1994) stated that a supervisor in a Saudi educational organisation has a high status position and most studies that investigated job satisfaction in Saudi Arabia concluded that supervision has an influence on job satisfaction.

From the researcher's experience, some female teachers do not have good relationships with their supervisors and they are not satisfied with the way they are assessed.

According to Al-Gos (2000), in Saudi Arabia, evaluating teachers in schools is a main factor affecting their performance. Teachers claim that supervisors evaluate them unfairly, and that leads to poor performance.

3.5.2 Workload

Ghonaim (1986) and Abu-Saad (1995) showed in their studies that the workload factor is a significant one. Timperley and Robinson (2000) indicate that:

"Workload is increased through fragmentation, duplication of effort, proliferation of new ideas and a reluctance to challenge colleagues. Without a change in these occupational norms, meaningful teacher involvement in school, wide initiatives are inevitably limited..." (Timperley and Robinson 2000, p. 591).

Workload is an important factor that may dissatisfy teachers. Workload means that teachers have many things to do during the working day and this may influence the quality of their performance. From the researcher's experience, female teachers in Saudi Arabia usually complain about the workload in their schools. In addition to teaching more than fifteen hours weekly, they are involved in administrative responsibilities, such as recording pupils' grades, supervising the canteen and morning assembly. Ghonaim (1986) and Abu-Saad (1995) showed that there is a high level of job dissatisfaction with

the factor of workload among schoolteachers.

The school head teacher is an important member of the educational domain, whose job satisfaction should also be considered. A national survey involving over 4,000 secondary principals was conducted by the National Association of Secondary School Principals (NASSP) in 1979. The study concluded that 10% were planning to leave their jobs as school Principals. The main factors in their decisions were: workload, high levels of stress and excessive time demands (Deleondius & Thomson, 1979).

Reference was made, in the second chapter of the present study, to the numerous duties that head teachers are required to fulfil in Saudi schools. A study by Alroyali (2001) to investigate job satisfaction among male and female head teachers in the north of Saudi Arabia concluded that workload was one of the main sources of dissatisfaction among the sample, as in different fields in different countries.

3.5.3 Pay

Pay might be the first concern among employees when they start looking for a job. They think at the beginning about their physical needs such as food, clothing and so on. Money is security for third world employees, while it becomes a symbol of achievement or recognition in emerging or developed countries (Locke, 1976). In American and Canadian studies, different views towards pay can be found, so perspectives on pay can depend on the culture in different countries.

Some researchers point out a correlation between job satisfaction and pay. Locke (1976), for example, pointed out that "salary" is an essential factor in job satisfaction. It is obvious that people who are not paid fairly are dissatisfied with their jobs. Chase (1951) stated that pay usually emerges as one of the three most important factors in job satisfaction.

Similarly, Lawler (1971) pointed out that salary plays a big role in satisfying employee needs. In most studies about the factors of job satisfaction, pay usually ranks first among four main factors of job satisfaction (Chase 1951, Lester 1987, Al-Saadi, 1996). However, Herzberg (1959) reached the conclusion that salary is a "hygiene factor" and does not necessarily cause job satisfaction. Other researchers, such as Spector (1997), state that *"Pay level is not an important issue, [but] pay fairness can be very important. Most employees are not concerned that people in the same job earn more"* (p. 42).

In the educational context, studies of job satisfaction among school teachers concluded

that pay is one of the main factors contributing to dissatisfaction (Kniveton 1991, and Al-dossary, 1993). Tablature (2002, cited in Stemple, 2004) found that salary was determined to be a factor in job satisfaction among principals.

Barry (2002) concluded that, among 173 high school principals surveyed during 2000-2001, those who were paid more were more satisfied than those who were paid less.

Therefore, it is clear that the proposed correlation between salary and job satisfaction varies from one study to another, and drawing out generalizations is difficult. A question which can be asked here is how the pay factor influences female head teachers in secondary schools in Abha city. This study expects pay to be one of the top factors associated with job satisfaction.

3.5.4 Interpersonal Relationship

Interpersonal relationships are very important, not only at work, but also in general life. As social beings, we like to live in a friendly environment. Interpersonal relationships among teachers themselves, and with students, are an important factor in teacher satisfaction (Locke, 1976). Good relationships between members in any organisation are important in order to create a friendly and cooperative environment. According to Al-Gos (2000), the role of teachers in Saudi schools is more than an academic one. They should also involve themselves in attempting to build friendly relationships with each other and help students in their social development. Most studies that have investigated interpersonal relationships and job satisfaction in schools have concluded that this factor is usually more satisfying than dissatisfying (e.g. Laster, 1985, Al-Amri 1992, Al-Sumih, 1999, Alroyali, 2001, Al-Obaid 2002, Al-Hazmi, 2007).

3.5.5 Working Conditions

Working conditions are another factor that may influence job satisfaction in education. This includes buildings, equipment inside the classrooms, teaching materials and teacher training programmes. All these conditions are important for teachers in schools. According to Chase (1951), the lack of facilities and equipment in addition to poor buildings are all factors that may increase levels of dissatisfaction.

Teaching resources, such as videos and televisions, posters, tape recorders and audio-visual aids are very important in presenting information in a simplified format for students, to encourage and motivate them to learn (Falatah, 2001). Unfortunately, many schools in Saudi Arabia have inadequate facilities and lack the kind of teaching materials that should play a big role in helping students to remember and understand the lessons

(Al-Gamidi, 2005).

Alagbari (2003) aimed to investigate job satisfaction among head teachers in the eastern region of Saudi Arabia and to determine the factors that affect their satisfaction or dissatisfaction. It was concluded that lack of cooperation from parents, school buildings and availability of tools, were the factors associated with dissatisfaction. The influence of working conditions factor is part of the current study and results will be compared in chapter six.

3.5.6 Promotion

Locke (1976) asserted that promotion and pay are related factors, stating that *“Satisfaction with promotion can be viewed, like pay, as a function of the frequency of promotion in relation to what is desired and the importance of promotion to the individual”* (p. 323). In educational organisations, it is important for staff, teachers, head teachers, and deputy head teachers to have fair individual promotion in order to remove or at least reduce dissatisfaction. In my opinion, from observation of colleagues, some are ambitious and crave promotion, some refuse promotion, some thrive on it and perform better, using their experience at lower levels to guide their performance, while some may misuse their power or perform badly under pressure. A distinction should also be made between internal promotion and appointments from outside.

Unfortunately, few studies have been concerned with promotion as a factor that may influence job satisfaction. The majority concluded that lack of promotion opportunities contributed to job dissatisfaction (Patchen, 1960, Grunberg, 1974, Gierach, 1991, Nasr Aldeen, 1992, and Al-Saadi, 1996).

Therefore, promotion is an important factor that the researcher should think about when investigating job satisfaction. Vroom (1964) argued:

“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” (p.154-155)

3.5.7 Recognition

Recognition is one of the factors that may affect job satisfaction, though not necessarily

in all walks of life. Film stars are constantly recognised, and this may become a source of annoyance to them. According to Herzberg *et al.*'s (1959) theory, the recognition factor is a "satisfier factor". Recognition is a very important factor for employees in educational organisations and it can appear in different form such as oral statements, letters, gifts or incentives (Sergiovanni, 1967). Thus, ignoring this important factor may reduce the level of satisfaction or lead to dissatisfaction and resignation.

Some studies refer to recognition as a factor that affects job satisfaction either positively or negatively. Lester (1985), Zembyla and Papanastasion (2006), and Al-Moaely (2006) found lack of recognition to be a dissatisfying factor, while Sergiovanni (1967), Chonaim (1986) and Al-Sumih (1999) found a positive relationship between recognition and job satisfaction.

To the researcher's knowledge so far, they have been the only mentioned studies that have linked the recognition factor with job satisfaction. Hazard (1991), in his study about job satisfaction among head teachers, found that lack of recognition was one of the most dissatisfying factors, while Al-Saraf *et al.* (1994) and Al Amri (1992) found recognition to be associated with head teacher satisfaction. More details about these studies are provided in the sub-section "job satisfaction among head teachers".

To sum up, the factors discussed above were the most researched factors in the relevant job satisfaction literature. However, there are other factors that might be less important for researchers, or they might be important in some particular locations, where difficult weather conditions might be experienced, and so on for example Ashour (1996) stated that temperature, air conditions, and humidity may play a big role in job satisfaction in certain climates, while other studies did not mention these factors.

Another factor mentioned in a few studies is job security. Maslow (1943) included security in the hierarchy of needs, but this refers to physical safety, whereas job security links with financial security, and Herzberg (1959) described it as a hygiene factor or dissatisfying factor. Lester (1987) states that security is one of the factors that may affect teacher job satisfaction. Another reference to job security is in a study by Alagbari (2003), who investigated job satisfaction among head teachers in the eastern region of Saudi Arabia. He showed that job security was one of the factors associated with satisfaction. These researchers are the only ones to discuss the factor of security.

Additionally, demographic variables, such as age, gender, level of education and experience have been examined in many studies, to identify their effects on the level of job satisfaction. Age for example has been found in several studies to be one of the most important demographic factors, playing a big role in job satisfaction.

Al Saadi (1996) found that there is a positive relationship between an increase in age and general job satisfaction. Herzberg (1957) suggested that job satisfaction normally increases with age. Another factor that may contribute to the relationship between job satisfaction and age is that, when age increases, workers become more confident and these feelings contribute to a greater level of job satisfaction. Similarly, Lee and Wilbur (1985) surveyed 1,707 public employees in one United States County and in a state government. The findings led Lee and Wilbur to conclude that total job satisfaction increases as employees get older.

Gender differences have been recognised as another demographic factor in an employee's job satisfaction level. Hulin and Smith (1964) surveyed 163 female workers and 295 male workers in order to investigate their job satisfaction. The results showed that female workers are less satisfied than males. The researchers also suggested that gender does not in itself lead to job satisfaction or dissatisfaction, but the issue is related to factors, such as opportunities, salary and job level. Similarly, Cole (1940, cited in Hulin and Smith 1964), reached the conclusion that females are less satisfied than males, whereas Hulin and Smith (1964) reported on the studies of Bengtson *et al.* (1944) and Kunze (1950) about the relationship between gender and job satisfaction. They found that females were more satisfied than males.

The number of years of experience is a demographic factor that may have a relationship with the level of job satisfaction, and it can be linked to age as well. Al-Saadi (1996) stated that there is a positive relationship between teachers' job satisfaction and their length of professional experience, whereas Sutter, Bridges and Newby (1994, 1995 and 1999) studied job satisfaction among principals and assistant principals, and found no significant relationship between job satisfaction and experience. Therefore, studies have different results with regard to the relationship between job satisfaction and years of experience among employees.

Some studies found that school size may play a role in job satisfaction among head teachers. For instance, Sparkes and McIntire (1987) surveyed 416 head teachers in Newfoundland and Labrador, and found that head teachers in small schools have both physical and psychological needs that are not met. They also reported that principals in smaller schools reported a lower level of satisfaction. The question can also be asked as to whether school size has an influence on female head teachers in secondary schools in Abha city.

To sum up, the majority of studies have a similar point of view about the factors which may contribute to job satisfaction. The studies covered working conditions, promotion,

pay, supervision, recognition, interpersonal relationships and workload. Other factors are related to the employees themselves, such as age, gender, experience, and school size. In addition to the previously mentioned factors, some studies may have other factors which may differ from one culture to another.

3.6 The Job Satisfaction Related Literature in the Educational Field

There has been a wide range of studies on the concept of teacher job satisfaction in different countries around the world. According to Rice *et al.* (1991, cited in Metle, 2001), there have been more than 3,000 studies on the issue of job satisfaction over the last sixty years. Research on this theme has been carried out over the past 65 years. However, the majority of the studies were in developed countries, such as the UK, Canada and the USA (Koustelios, 2001).

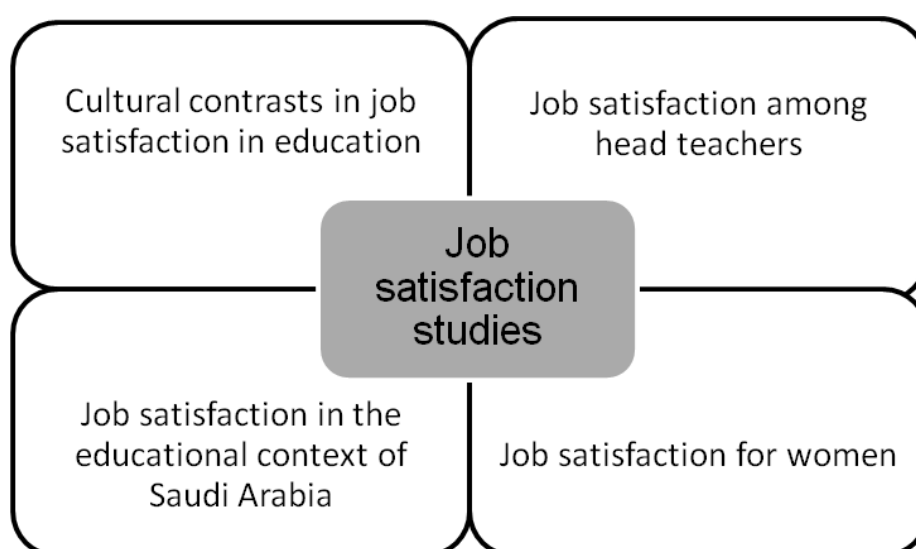
In the UK, teacher job satisfaction has been an issue for many years. It has been found in some studies that teachers in the UK are not satisfied with their jobs. Carvel (2006, cited in Crossman and Harris, 2006) state that more than 20,000 teachers would leave their jobs if they were able. Similarly, Crossman and Harris (2006) indicated that a recent poll of 70,000 teachers in England reported that, within the next five years, thirty-five percent of teachers would leave their job. Miller and Travers (2005) found some studies that showed that pressure, workload and student misbehaviour are the main factors in teacher dissatisfaction.

There have been many studies on this topic in the USA. The USA Department of Education (1993, cited in Zembylas and Papanastasiou, 2004) showed that forty percent of American teachers are dissatisfied with their jobs.

Alkodary (1982) conducted a study in Qatar to investigate job satisfaction among teachers in terms of school management, promotion, rewards and social relationships. Questionnaires were administered to 240 male and female teachers in the first three educational stages. The study concluded that 67% of the sample was satisfied with their job but males were more satisfied than females. Elementary school teachers were more satisfied than teachers in middle and secondary schools. The study also concluded that chances for promotion, rewards and working conditions were the factors most leading to satisfaction, while managerial and social relationships were the factors most leading to dissatisfaction.

Studies conducted in Jordan by Abu-Hantash (1989) aimed to investigate the level of job satisfaction among employees in a college faculty and factors that may affect satisfaction and dissatisfaction. From the sample of 549 employees, it was concluded that all were satisfied with their job and the most satisfactory factors were salary, promotion and achievement. In addition, the study found that there was a relationship between job satisfaction and age and gender. Other research in the literature can be looked at from diverse perspectives as detailed in the sub-sections below.

Figure 3: Classification of Previous Studies Related to Job Satisfaction



3.6.1 Cultural Contrasts in Job Satisfaction in Education

The literature contains so many studies about teacher job satisfaction in developed and developing countries that it would be impossible to review all of them. Therefore, seven articles on the topic have been selected, with reference to different cultural contexts. This review could create a basis for an understanding of the research on head teachers' job satisfaction.

The first article focuses on job satisfaction among secondary school teachers in the UK. The second is about job stress and satisfaction among minority ethnic groups in the UK. Sources of teacher job satisfaction and dissatisfaction in Cyprus constitute the third article. The fourth article focuses on sources of job satisfaction among secondary school science teachers in Chile. The researcher also found two articles about teacher job satisfaction in Greece and among Saudi female teachers in Riyadh (the capital city of Saudi Arabia). The review ends with an interesting study that discusses whether the humour of the principal has any effect on teacher job satisfaction or may contribute to

improving teacher satisfaction in schools.

The article by Crossman and Harris (2006) states at the start that a possible source of recent teaching problems in the UK is low job satisfaction. The aim of the study was to investigate the level of job satisfaction amongst secondary school teachers in different types of secondary schools (foundation, community, Roman Catholic, Church of England, independent and privately-managed schools). It aimed to discover whether the type of school had any effect on teacher job satisfaction. An examination of the relationship between job satisfaction and demographic variables (length of service, gender and age) was included in the study. From a wide-ranging review of the literature, the researchers formulated four null hypotheses in terms of the relationship between demographic variables (gender, age and length of service), type of schools and teacher job satisfaction. The hypotheses were that the type of school, gender, and age and length of service had no effect on teacher job satisfaction. To test the relationships, the researchers administered a questionnaire to 395 participants in eleven selected schools in England. The results of the survey revealed that there were differences in the level of job satisfaction according to type of school. Teachers in independent and privately-managed schools were more satisfied than those who worked in foundation and Church of England schools. The research also indicated no significant relationship among the demographic variables of age, gender and length of service with type of school and teacher job satisfaction. At the end of the article the researchers stated that their study had limitations in common with other studies. The first limitation was that they did not include in their investigation other factors of school type, such as school organisation, ethos, style or pupil achievement. These factors may have a significant impact on teachers' job satisfaction. Furthermore, the study involved a small sample size and restricted geographical scope. It was recommended that these limitations could be overcome in future research in order to identify any possible links between type of school and sort of school in terms of organisational climate and style of management, in order to identify more possible drivers of teacher job satisfaction.

The study by Miller and Travers (2005) investigated job stress, mental well-being and job satisfaction among minority ethnic teachers in the UK. It was sponsored by the National Union of Teachers (NUT). Through their review of the literature, the researchers highlighted that teaching in the UK is considered to be one of the most stressful jobs, and such stress can be caused by, for example, students' bad behaviour and workload. It was also stated that, according to governmental statistics, 8 percent of the population in the UK are minority groups. Recently, the teacher training agency has aimed to build a new strategy to increase minority ethnic teachers in order to cope with the increase in the number of minority ethnic children in the UK and to fill the shortfall of teachers in

schools. This research aimed to investigate the job stress and satisfaction of minority ethnic teachers (rather than majority ethnic teachers) to identify the sources of stress and satisfaction in this group of teachers. Four main questions were asked. The first one asked about the relationship between ethnicity and job stress. The second question enquired about predictors of job satisfaction. The third one asked about predictors of mental well-being and the last one was about the impact of ethnicity on coping strategies. The research used both open and closed questions and quantitative and qualitative measures to gather data for the study. Before the distribution of the questionnaires, sixteen in-depth interviews were carried out with teachers from different parts of the UK in order to identify the sources of stress and ethnic discrimination indicators. After that the questionnaire was designed, beginning with personal and professional demographics and continuing to obtain measures of ethnic discrimination, coping strategies, self-esteem, job satisfaction and sources of stress. The questionnaire was sent to a sample of 1,900 ethnic teachers in the UK. The response rate was only 9 percent. The researchers suggested that this low response might be due to the fact that some teachers believe that this kind of study is hopeless and will not change their situation. The article reports that some teachers believed that, because of their different accent, pupils and staff felt that they were not able to perform as professional teachers. It also revealed that this group of teachers may suffer from poor mental health and a low level of job satisfaction. The research indicated that there were four main sources of stress for this minority. The first source was workload. The second source was lack of promotion opportunities or opportunity to prove themselves. It was found that teachers who had never received a promotion had a higher level of stress than those who had received at least one. It was also found that this group of teachers faced ethnic discrimination at least several times a week, and this may have contributed to stress. In addition, many minority ethnic teachers believed that they worked in a racist environment. Finally, the analysis in the report revealed that there were several factors that may have contributed to satisfaction or dissatisfaction. They predicted that 'total discrimination', 'workload', 'total general health', 'resolution strategy' and the 'lack of status and promotion' may all have contributed to job dissatisfaction. Other factors such as total stress, total self-esteem, working conditions, job satisfaction and total discrimination may be the major reasons for mental ill-health among minority ethnic teachers.

The study by Zembyla and Papanastasiou (2006) aimed to contribute to the literature by investigating job satisfaction in developing countries. Their study was carried out in Cyprus. At the start, the researchers stated that teacher job satisfaction had been discussed for many years in developed countries, with limited focus on other parts of the world. An interesting point is that Cypriot teachers go into teaching for extrinsic

motives, like salary, hours and holidays. Studies in developed countries, on the other hand, claim that the motivation for entering teaching might be intrinsic. The major objective of the study was to describe and analyse the main sources of job satisfaction and dissatisfaction for teachers in Cyprus. The qualitative research was based on interviews with fifty-two teachers and administrators in seventeen schools. The broad analysis of the interviews gave two results: sources of satisfaction and sources of dissatisfaction. In terms of sources of satisfaction, almost every teacher interviewed stated that working with children and contributing to their growth and development was the main source of satisfaction. The second important aspect of job satisfaction for Cypriot teachers and administrators was the feeling of making a contribution to the community. They felt that teaching gave them a great opportunity to make a difference in young people's lives. Working collaboratively with colleagues was the third aspect of teacher satisfaction. Some teachers stated that working with other teachers and exchanging ideas was interesting and helpful. Some stated that teaching helped them achieve personal growth. Salary, holidays and working hours were considered to be the most important sources of job satisfaction among Cypriot teachers. In terms of sources of job dissatisfaction, the analysis found that social problems and recent changes in Cyprus affected teacher satisfaction negatively. One element of dissatisfaction was students' bad behaviour and the failure or ineffectiveness of the system of education in the country. Many teachers expressed their rejection of the centralisation of the educational system. Lack of respect and recognition from community members, especially parents, dissatisfied many teachers. The final great source of dissatisfaction with the majority of teachers was the issue of teacher promotion and evaluation.

Hean and Garrett (2001) aimed to investigate and provide knowledge about sources that may contribute to satisfaction or dissatisfaction amongst teachers in Chile. Their study focused on science teachers. Forty-seven physics, chemistry and biology teachers from different schools were selected for the investigation. Open-ended questions gave teachers the opportunity to respond with greater freedom. Data from this research were analysed according to gender, age, experience and school administration (municipal/private subsidised). One result was that working and creating relationships with young students contributed to the community and led to job satisfaction among Chilean teachers. Surprisingly, it was found that only 12 percent of teachers mentioned the enjoyment of teaching a subject. On the other hand, it was found that salary was the greatest source of dissatisfaction among teachers. The second source of dissatisfaction was workload. The huge number of students in the municipal and privately subsidised sectors caused pressure among teachers. Student characteristics and background are other sources of teacher dissatisfaction, where students from poorer backgrounds do not have the ability to follow academic programmes. The last disappointment source

was resources and infrastructure. Interestingly, the research found a relationship between job satisfaction and teacher characteristics (age, experience, gender) and the kind of school administration. In terms of age and experience, it was reported that students have a strong relationship with teachers who are younger and have less experience. The suggested reason was the gap or misunderstandings among students and older teachers. In terms of gender, it was suggested that female teachers are more interested in working with young students than males. It was also suggested that females pay more attention to external rewards and a friendly atmosphere than men. On the other hand, contribution to the development of students and a respectable position provided satisfaction for men. In terms of school administration, the researchers stated that state teachers have a more selfless perspective than those who are in the privately subsidised sector. The article recommended that training programmes to enhance satisfaction are essential in order to improve relationships between students and old, male, municipal teachers. Such programmes may also help teachers to improve their skills in communication with colleagues and parents. It was stated that dealing with sources of satisfaction is easier than dealing with sources of dissatisfaction. However, it is important to continue research in order to discover how sources of dissatisfaction can be reduced. In terms of workload as an important source of dissatisfaction, it was recommended that science teachers' salaries should be improved in order to enhance their satisfaction.

Koustelios (2001) aimed to explore the level of satisfaction among a sample of Greek teachers and to investigate the link between personal characteristics, and aspects of job satisfaction. The researcher indicated that personal characteristics such as age, gender, experience and marital status may affect job satisfaction in different ways. The research was based on 720 questionnaires distributed in 40 state schools in Greece. The sample included 354 primary and 366 secondary teachers, 28 to 59 years of age. The main findings of the study were that the job itself and supervision are the main factors in Greek teacher satisfaction, whereas this sample of teachers appeared dissatisfied with promotional and pay opportunities. At the end of the study the researcher referred to cultural differences between Greece and other countries, such as the UK, USA, Australia and New Zealand, in terms of personal characteristics and teacher job satisfaction. However, these interesting differences did not impinge on job satisfaction. The study recommended that organisational variables should be included in any future research to specify teacher job satisfaction more clearly.

Hanan Al-Obaid, (2002) submitted a dissertation for a Masters degree, which assessed Saudi female teachers in the capital of Saudi Arabia. The main purpose of the study was to explore the level of female teachers' satisfaction and dissatisfaction and to identify

the main factors that may influence this group of teachers. The study was based on an eight-part questionnaire, including five demographic items and open questions for comment. The researcher preferred to use a questionnaire as the main methodology (rather than interviews) because of the limited time available. Teachers were very busy and were not happy to be interviewed. 500 questionnaires were distributed to twelve primary school teachers in the north, south, east and west of Riyadh city. The research reported that the majority of female primary schools were satisfied with their jobs, while 105 supply teachers seemed to be dissatisfied, because they felt that they were excluded from some activities or contributions to school achievements because of their restrictive contracts. The salary seemed to some teachers to be inadequate, but others were satisfied with what they were paid. It was also found that teaching materials and continuity in education programmes were not satisfactory in specific schools. The findings indicated that personal relationships among teaching staff were very good. Other factors that dissatisfied teachers were lack of participation in curriculum development and decision making as regards issues of student behaviour. It was also found that teachers were not happy with school administration rules and regulations. Some recommendations were provided at the end of the study, the researcher suggesting that some factors had not been studied in as great a detail as others. So, further investigation into the factors of job satisfaction is needed in order to obtain more accurate results. As regards the 150 supply teachers who seemed to be dissatisfied with their jobs, the researcher suggested that reducing the maximum number of years of employment before retirement may allow younger female teachers opportunities to work as main teachers in schools. It was also suggested that schools should give teachers the opportunity to be more influential and creative in schools.

Hurren (2006) aimed to investigate principals' overall frequency of use of humour in school and the relationship between it and teachers' job satisfaction. The article began by stating that there are thousands of books dealing with different kinds of human emotions, such as anxiety, fear and anger, while few books or articles talk about humour. The researcher stated that the study of humour is generally considered to be lightweight among academics and serious study of it to be a waste of time. Hurren reviewed the literature to show the relationship between a principal's humour and school culture, climate and teacher stress, which may affect teacher job satisfaction. The researcher also reviewed the importance of humour in schools. The article was based on a quantitative methodology. Questionnaires were sent to 650 teachers in elementary, middle and secondary schools in the state of Nevada, USA. The article reported that there is a relationship between a principal's humour and teacher job satisfaction. It was found that teachers have higher job satisfaction when their principals use humour in the workplace. At the end of the article the researcher showed his opinion

of the phenomenon in a different way. He stated that teaching is an extremely hard job, where teachers deal with large numbers of students, sometimes with bad behaviour. They also have to follow educational change and technology, and planning and managing each daily lesson is also hard. So the teachers need a pleasant, comfortable environment in which to do all this hard work, and principals should play a role in order to decrease their stress.

The principal's humour in school is important as a way of improving teacher job satisfaction. Satisfying teachers in schools will contribute to successful educational processes, and students who come to learn will gain benefits and will be satisfied. The principal's humour has been shown to be essential in order to enhance teacher job satisfaction, but it was also stated that there are risks for principals who are not naturally gifted comedians. They may cause annoyance or fail to be funny. They may cause offence. However, at the end of the article, the researcher still felt that the principal's humour was important for teachers' job satisfaction, for students and the whole educational process. In my opinion, the head teacher just has to be a pleasant, hard-working and responsible person, who earns respect. Being humorous is certainly a bonus. I would also add that 'personality' is an important quality in teachers and head teachers.

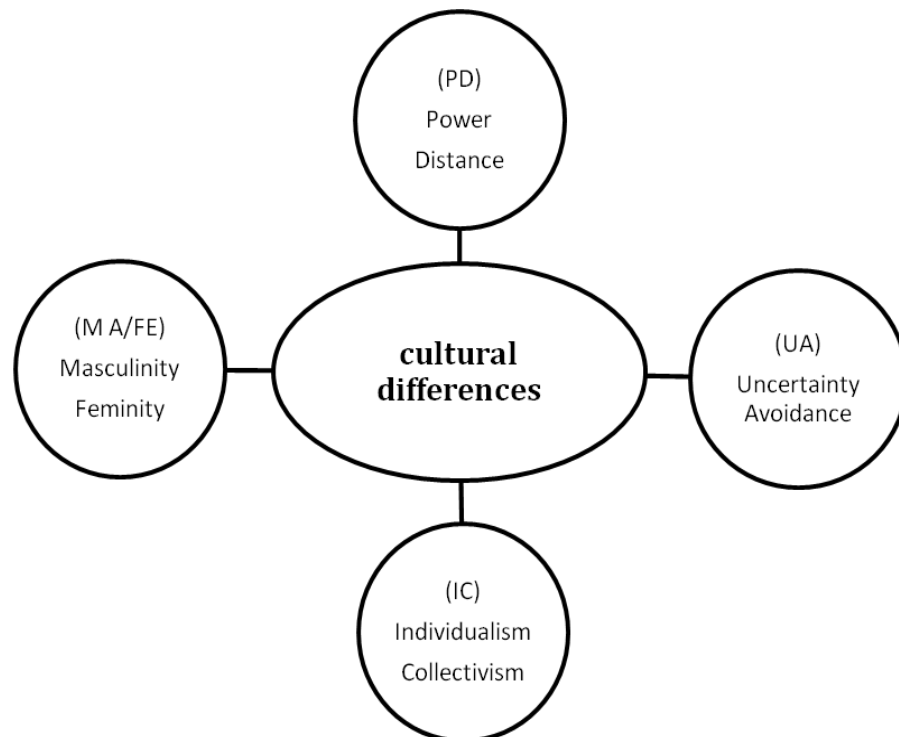
To sum up, the researcher aimed to review the topic of teacher job satisfaction and to identify the sources of satisfaction and dissatisfaction among teachers in different countries of different cultures worldwide. The first six articles reviewed included the issue of teachers' job satisfaction in the UK, Cyprus, Chile, Greece and Saudi Arabia. An interesting addition was in the article on principals' sense of humour. In summary, the seven articles revealed some interesting points about sources of job satisfaction or dissatisfaction among teachers in different countries. First, it was found that there was no relationship among demographic variables (age, gender, length of service) and teacher job satisfaction in the UK, while in Cyprus it was found that students had better relationships with young teachers. Cypriot female teachers paid attention to a friendly environment and external rewards, while male teachers were more interested in promotion and students' achievements. The second point was that Greek teachers were satisfied with teaching their subjects, while only 12 percent of Chilean teachers mentioned that. The third point was that in terms of type of school and teacher satisfaction, it was found that state school teachers in Chile had a more selfless perspective than those who were in the private sector. Furthermore, in the UK, teachers in independent and privately-managed schools were more satisfied than those who were in foundation or Church of England schools. The next interesting point is that Saudi female teachers and Cypriot teachers were not satisfied with the educational systems in

their countries. In addition, workload, lack of promotion and salary were the main sources of dissatisfaction among teachers in the UK, Greece and Chile, while teachers in Saudi Arabia and Cyprus were satisfied with their salary. It was also shown that students' problems and bad behaviour were considered to be a source of dissatisfaction among teachers in both Chile and Cyprus, while contribution to the community and helping students in their study were the most important sources of satisfaction among teachers in these particular countries. It was suggested that there were slight differences between sources of job satisfaction and dissatisfaction among teachers in developed and developing countries. In terms of head teachers, Alzaidi (2008) found in his review of a wide range of cultural and educational contexts that culture has a great influence on the way head teachers perceive job satisfaction. He found that western (capitalist) developed countries were concerned about intrinsic factors, such as promotion and recognition and the work itself, while head teachers in Eastern developing countries were more concerned with extrinsic factors such as salary and intrapersonal relationships. More studies about head teachers are presented below. This section has concentrated on the topic of job satisfaction in different countries in the world. The researcher believes that cultural differences and economic factors make a difference across Greece, KSA, America and the UK.

Managers (including head teachers in Saudi Arabia) can be affected by the prevailing culture. Qutb (1988) indicated that culture in Saudi Arabia is a mix of Islamic and Arab traditions. Muslims derive their values, institutions, laws, orientation, and ethics from a religion in which divine guidance has been communicated through the Prophet Mohammed.

In recent years, the notion of cultural differences has been given a great deal of attention, especially since the advent of globalisation. One of the most extensive studies that set out to explain the differences between employees' attitudes towards their job satisfaction is that of Hofstede (1980, 1984, 1991), who conducted a framework that describes four dimensions of differences/value perspectives between national cultures in 67 countries. These are: Power distance (PD), Individualism/ Collectivism (IC), Masculinity/ Femininity (MA/FE) and Uncertainty Avoidance (UA). The behaviour and attitudes of employees in different countries are classified according to these four dimensions. As illustrated in figure 4:

Figure 4: Hofstede's Model



Although this study aims to investigate job satisfaction among head teachers, and is not related to business or any other field, a discussion of Hofstede's model of cross-cultural differences will help in understanding the differences between the findings of the study and other studies reviewed study. It may also shed light on the culture in Saudi Arabia, which may also serve to reflect the factors determining job satisfaction among female head teachers. Below is a brief overview of Hofstede's four primary dimensions of cultural difference and considerations for the findings of the cultures in Arab countries.

Power distance (PD): Hofstede (1984, p. 72) defines "power distance" as follows: "the power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behaviour of S and the extent to which S can determine the behaviour of B". It is usually expressed as the distance between the top manager and her or his subordinates. Hofstede found that Arab countries including Saudi Arabia have high power distance. Managers in the Arab world do not seem to interact socially with subordinates. In terms of educational context, high power distance tends not to exist at the micro level (school). Bjerke and Al-Meer (1993) who used Hofstede to explore Arab culture in terms of the four dimensions, stated that Saudi culture is a high power distance country and claimed that this is because of Islamic and Arabic traditions.

Uncertainty Avoidance (UA): This dimension concerns the way in which people in

different cultures deal with anxiety and the stress of uncertainty. According to Bjerke and Al-Meer (1993), Saudi managers are likely to have high uncertainty avoidance. They state that this high uncertainty avoidance could be attributed to the belief about authority in Saudi culture. Saudi managers do not like conflict that may lead to uncertain future, but, if forced, they may resolve disagreements by authoritarian behaviour. Bjerke and Al-Meer (1993) agreed with Hofstede (1984) that UA differences are reinforced by religion.

Individualism/collectivism (IC): This dimension focuses on the relationship between the individual and the group. Hofstede found Arab countries, including Saudi Arabia, to be low individualism countries. Maududi (1967, p. 50) indicated that:

"Islam is considered an important source for the high collectivism orientation, Saudi managers, as Muslims, is required to co-operate with other Muslims and to share one another's sorrows and happiness. They are also required to offer non-Muslim groups the maximum social and cultural right that can be accorded them on the basis of the common bonds of humanity"

Masculinity/Femininity (MA/FE): This dimension refers to the degree to which gender roles are different at work. Although Arab countries, including Saudi Arabia, would find, in Hofstede's model, a moderate position the MA/FE dimension does not apply in Saudi schools, because the genders are completely separated.

Generally, the researcher believes that culture is an essential perspective and one worthy of discussion in terms of job satisfaction. The factor, which may affect employee satisfaction in some cultures, does not necessarily exist in others. The Hofstede model tends to be useful in terms of explaining the impact of culture on employees' job satisfaction. There are theories that attempt to explain the concept of job satisfaction without taking into account Hofstedes' dimensions. Hofstede may fill in for the limitations in these theories established for specific cultures but not necessarily applicable to other cultures. Some of Hofstede's results may have a relationship with head teacher job satisfaction, because they are members of the community and may be affected in terms of their satisfaction with their own culture.

3.6.2 Job Satisfaction in the Educational Context of Saudi Arabia

Job satisfaction is a topic of interest in developed, developing and emerging countries. The Saudi literature covers different fields, such as education, industry, the health sector, politics, and the military. This study concentrates on the educational field and

presents some studies conducted in the school sector and some in higher education, as they may help to understand job satisfaction among head teachers.

A study by Al-Noaem (1984) was based on a questionnaire which aimed to determine the main factors that may affect female teachers negatively or positively in general education in Saudi Arabia. It aimed to investigate the relationship between job satisfaction and level of ambition, age, experience and certification. The results indicated that teachers at elementary level were more satisfied than those in middle and secondary schools, while middle school teachers were more satisfied than those in secondary schools. The study also found that there was a positive relationship between job satisfaction and the level of ambition among elementary school teachers, while no positive relationship was found among teachers in middle and secondary schools. The findings also showed that age, certification and experience had no effect among teachers at any level.

Another study was conducted by Ghonaim (1986) concerning the relationships between organisational climate, job satisfaction and educational district size, and the differences in the perceptions of male administrators and teachers. The research was based on a survey and examined some of the factors that may affect job satisfaction. The results showed that administrators with job satisfaction and good organisational climate were more positive than teachers. It was also found that teachers who had more than 15 years' experience were more satisfied in almost all factors, such as recognition and salary, than those who had less experience.

Another study was carried out a year later by Al-Saban (1987) in the city of Jeddah. Questionnaires were distributed to 180 female teachers in middle schools. The study aimed to investigate the level of job satisfaction and the possible relationship between job satisfaction and demographic variables. The results showed that there was a difference between married and non-married teachers in terms of job satisfaction, but no differences in terms of experience and certification.

In 1988, a study by Al-arady investigated job satisfaction among female teachers in the capital city of Saudi Arabia (Riyadh). This study found a positive relationship between teacher job satisfaction and democratic style. The research found no relationship between job satisfaction and the variables of age and experience.

Another study was conducted in Riyadh by Albabten (1990). The study surveyed 345 male teachers to investigate their job satisfaction and to identify the relationship between job satisfaction and other variables. The study showed that experience has a

great effect on the level of job satisfaction; more experienced teachers are more satisfied. In addition, the study showed that teachers were more satisfied with their jobs generally; 81 percent of the sample were satisfied with their jobs as teachers.

Al-Amri's study in 1992, focused on job satisfaction among male elementary school teachers and the main factors that affect their satisfaction. The study aimed to investigate the relationships between job satisfaction and demographic variables, such as age, experience, certification and salary. The study found no statistical relationship between teachers and geographical location and no correlation was found either between level of job satisfaction and variables such as age, experience, certification and salary.

Al-Dossary's (1993) study aimed to explore teachers' job satisfaction in private boys' schools in Riyadh in Saudi Arabia and investigated the relationship between job satisfaction and factors such as school culture and salary. The study was based on a questionnaire distributed to 120 male teachers. It showed that there was a positive relationship between school climate and job satisfaction, but it was also found that teachers were not satisfied with their salary.

Another study by Al-Harbi was conducted in the same city, but in King Saud University. This (1994) study aimed to investigate the level of job satisfaction among 209 staff members. The findings showed a low level of job satisfaction among them, and, in addition, the relationships between job satisfaction and certification and some other variables, such as nationality and years of experience. Staff with higher qualifications those with more experience and non-Saudi staff were more satisfied than others.

Another study undertaken by Al-Amer (1995) in Al Madinnah city in Saudi Arabia aimed to explore the relationship between job satisfaction among teachers in boys' middle schools and the leadership style of the school principal. The study investigated 256 teachers and concluded that male teachers were satisfied with their job and satisfied with their school principal's style.

Al-Agagee (1996) conducted a study in middle schools in the city of Riyadh. The aim of the study was to investigate job satisfaction among male social science teachers. It also aimed to find out the relationship between job satisfaction and variables such as age, experience and unit specialisation. The study consisted of a survey of 105 teachers, 74% of whom stated that they were satisfied with their job. No relationship was found between job satisfaction and experience or age or unit specialisation, while a statistical relationship was found between job satisfaction and certification. Teachers with a Bachelor's degree in education were more satisfied than those with a non-educational Bachelor's degree. In addition, it was found that teachers who had graduated from the

Al-Imam Mohammed Ibn Saud Islamic University were more satisfied than those who had graduated from King Saud University.

Al-Hoaje's 1997 study focused on male teachers in elementary schools. It aimed to determine the relationships between job satisfaction, motivation to achieve and level of ambition. The study concluded that teachers with a high level of job satisfaction in factors such as responsibility, social interaction, cooperation and democratic administration had high scores in motivation to achieve and level of ambition.

Lal (1998) focused on a sample of students in colleges in universities in Saudi Arabia to investigate their views about the postgraduate programmes that applied in those universities. The researcher selected three different subjects in each of three universities. A questionnaire distributed to male and female students found that there was no impact of age, sex and subject on the postgraduate programme. That may suggest that those variables should have no direct effect on teacher satisfaction.

In 1999, a study by Al-Sumih considered job satisfaction in a Saudi Arabian university. The study covered 307 academics from King Saud University and aimed to examine overall job satisfaction and its relation to age, job title, nationality and overseas qualification. The study concluded that academics were overall satisfied, but they were dissatisfied with some factors. It concluded that factors such as working conditions, recognition, responsibility, academic career, supervision, relationships with colleagues and relationships with students were the most satisfactory factors among the sampled academics, while promotion, pay and workload were strongly connected with job dissatisfaction. The study also found that Saudi academics were more satisfied than non-Saudi academics in only one factor, workload, while non-Saudi staff were more satisfied than Saudi staff in the other nine factors. The study also found that there was no significant difference in either satisfaction or dissatisfaction among Saudi academics who had graduated from the UK as opposed to the USA.

Another study conducted by Al-Thenian (2001) aimed to compare the level of teacher job satisfaction in male private middle schools and state schools. It concluded that teachers in state schools have poor self-esteem, but they are more satisfied with their salary than teachers in private schools. In addition, the study showed that teachers in state schools who held a Bachelor's degree with no educational (teaching) input were more satisfied than those with a basic educational background. However, the reverse was true in private schools. In terms of the level of job satisfaction, this study found that teachers in state schools were less satisfied than those in private schools.

A study by Al-Obaid (2002) conducted in Riyadh investigated job satisfaction amongst

female primary school teachers. The data were collected through a questionnaire, and the study showed that 73.3% of the teachers sampled were satisfied with their job. It also found that the factors that teachers were most satisfied with were staff relations and school facilities, while school administration, rules and regulations and teacher training programmes were the factors associated with least job satisfaction.

Another study conducted by Al-Faleh (2005) aimed to investigate job satisfaction in the city of Riyadh but this study focused on male laboratory workers in middle and secondary schools and the relationship between job satisfaction and variables such as age and experience. A questionnaire was distributed among 99 laboratory workers. The results showed that those sampled were moderately satisfied with their job. In addition, it was found that laboratory workers that were older were more satisfied than those who were younger and those who were more experienced were more satisfied than those who had less experience.

A year later (2006) another study was conducted by Al-Moaely in Al-Dammam city in the east of Saudi Arabia. The study investigated job satisfaction among 88 male science teachers in secondary schools by distributing a questionnaire that consisted of 44 expressions that included factors that may affect teacher job satisfaction. The study concluded that lack of parent cooperation, lack of recognition, teaching of science sessions at the end of the school day, teaching other subjects that were not related to their subjects, and the long distance between school and their homes were the factors most related to dissatisfaction. The study stated that there was no statistical relationship between job satisfaction and experience or nationality.

Another more recent study was conducted by Al-Hazmi in 2007, to investigate job satisfaction amongst female teachers at secondary schools in Abha City in the south of Saudi Arabia. It also sought to identify the main factors that may influence female teacher satisfaction. In addition, the study sought to find out whether there were any relationships between job satisfaction factors and demographic variables. The research was based on a closed and open ended questionnaire distributed to 210 female teachers. The questionnaire design was in two main parts. The first was demographic variables. The second was factors related to work. The research showed that 58.6% of the sampled teachers were satisfied with their job and a further 26.8% of them were strongly satisfied. The results also showed that available facilities and programmes, workload, and school policy and administration were the least satisfactory elements, while social relationships within the school and salary were the most satisfying. In addition, it was found that there were some relationships between demographic variables, job satisfaction factors and levels of satisfaction.

The Saudi job satisfaction studies that have been described above are the major Saudi studies covering 24 years, from 1984 to 2007. Al-Noaem's 1984 study was the first study in job satisfaction in an educational context in Saudi Arabia found by this researcher, while the most recent research was conducted by Alhazmi in 2007.

Several issues can be seen from the studies presented above:

1. The studies covered all school levels (elementary, middle and secondary) and some in higher education. The majority were conducted in middle schools rather than at elementary and secondary level and the majority were conducted in Riyadh.
2. It seems that the majority of studies were aimed at investigating job satisfaction and determining the main factors of job satisfaction and dissatisfaction. In addition, they looked at the relationships between job satisfaction and variables such as salary, experience, age and so on.
3. The other point that can be seen from almost all the studies is that they were based on quantitative methods, such as questionnaires, rather than qualitative methods, such as interviews or any other method.
4. In terms of factors affecting job satisfaction and dissatisfaction it can be noted that social relationships were a factor affecting satisfaction in the studies by Alhoaje (1997), Alsumah (1999) and Alhazmi (2007).
5. It can also be seen that the 'salary' variable was a factor affecting satisfaction in studies by Althenian (2001) and Alhazmi (2007), while teachers in Al-Dossary's study (1993) were dissatisfied about their salary. Al-Dossary conducted his study in private schools while the others conducted their studies in state schools. This might be an indicator that teachers in state schools may receive better salaries than those in private schools.
6. In terms of the variable 'experience', it was found that there was a relationship between experience and job satisfaction. That is, in some studies, such as those by Ghonaim (1986), Alarady (1988), Albaten (1990) and Alfaleh (2005), it was found that more experienced teachers were more satisfied than those who had less experience, while no relationship was found between job satisfaction and experience in the studies by Almoael (2006), AlAgagee (1996) and Al-Noaem (1984).

One of the advantages of reviewing the above studies is that school administration has been found to be one of the factors that affect teachers' satisfaction or dissatisfaction. In some studies, such as that by AlAmer in 1995, school administration was a factor associated with satisfaction, while it was associated with dissatisfaction in others, such

as Alobaid (2002) and Alhazmi (2007). This result was interesting, because it was slightly related to the current study, which also aims to investigate job satisfaction among head teachers. It also gives the researcher the feeling that to gain a complete and comprehensive picture of head teacher satisfaction, the teacher's point of view is important. In addition, the studies above give a clearer picture of the concept of job satisfaction in the general educational sector, the methods that can be used to measure job satisfaction, the factors that affect job satisfaction or dissatisfaction and how the concept differs between males and females. All these may help in understanding similarities in job satisfaction among female head teachers.

3.6.3 Job Satisfaction Among Head Teachers

The secondary stage is an important level in the educational system, so many educationalists, in developing and developed countries, are concerned about it. This is because students are at a stage of adolescence in which they pass through many changes in their mental, physical and psychological growth. Therefore, schools should pay attention to providing an appropriate context for them at this sensitive age, to prepare them to attend university or any other life calling.

The head teachers are leaders of their schools, and can solve any difficulties and problems that might arise. They play a big role in creating a comfortable atmosphere in their institutions. In addition, head teachers have the ability to improve the educational process and meet the needs of stakeholders and learners in the school (Phillips, 1987).

It is also important for head teachers to be satisfied and happy in their job, because this may affect their productivity at work. Job satisfaction is important not only for head teachers, but also for other members of staff and the community. Although head teacher job satisfaction is important, there is a paucity of studies that have investigated the issue of job satisfaction among head teachers worldwide, generally, and in Saudi Arabia particularly, as was found by Alagabari (2003) and Johnson and Holdaway (1994).

The aim of this section is to outline some studies about head teacher job satisfaction that have been conducted in Eastern and Western countries including Saudi Arabia.

3.6.4 Studies in Western Countries

In terms of Western countries, a study was conducted in the USA by Christopher (2001). The study aimed to investigate the relationship between leadership style and job satisfaction among directors of Christian Education and their Senior Pastors in the

Lutheran Church Missouri Synod. The study was based on a questionnaire distributed to 800 persons, 422 of whom were head teachers, while the others were their friends and close acquaintances. The results showed statistically significant differences related to qualification. In addition, the study concluded that head teachers in schools that were located in the countryside were less satisfied than those in schools that were in the city.

Another study by Bryce (1991), also conducted in the USA, aimed to find out 'how decision making affects job satisfaction among state school principals in the North Texas Area'. The study found that the head teachers were more satisfied when they had more decision making powers instead of having decisions made by the authority. That is, centralisation is something that dissatisfied head teachers. In addition, it was shown that head teachers with more experience had better decision making abilities, and elementary school head teachers were weaker in that area than those in secondary schools.

Another study in the USA, carried out by Hazard (1991), aimed to investigate the job satisfaction of Nebraska state high school principals and the relationship between job satisfaction and variables such as age, salary, school size, achievement and experience. The study showed that job satisfaction among head teachers was moderate and it was found that variety in work and the chance to help and serve others were the factors most affecting satisfaction, while lack of promotion, recognition and supervision were the factors most affecting dissatisfaction. However, no statistically significant difference was found with the salary variable.

Johnson carried out a study in 1988, among elementary school head teachers in the Alberta region in Canada. The study aimed to measure job satisfaction among head teachers, and concluded that friendly relationships between them and teachers and students is the factor most associated with satisfaction, while the negative effect of their job on their personal life was the factor most associated with dissatisfaction.

Another study, concerned with assistant head teachers rather than head teachers themselves, was conducted by Sutter (1996). It aimed to investigate career satisfaction among secondary school assistant head teachers in Ohio. The study employed the Minnesota Satisfaction Questionnaire (MSQ) and found that: 1) assistant principals who believed that they achieved much in the job were more satisfied than those who believed that they achieved less; 2) assistants who believed that they did not have opportunities for advancement within their current school system were less satisfied than those who believed that opportunities for advancement existed; 3) assistant principals who felt their skills were being utilized on their job reported higher levels of satisfaction than

those who did not feel the same; 4) assistants who wanted to become principals were more satisfied than those who wanted to remain assistant principals for the remainder of their careers.

Cooper and Kelly (1993) carried out a national study on occupational stress among head teachers in the UK. The study was based on a questionnaire and concluded that primary head teachers were experiencing higher levels of job dissatisfaction and stress than those in secondary and tertiary levels. It concluded that this was for several reasons: a lack of clerical support; the amount of teaching they had to cover; low status, the less demanding nature of their job and lack of rewards and power.

Another study, conducted by Sparkes and McIntire (1987) supported the idea that organisational factors are an important determinant of job satisfaction. The study surveyed 416 principals in Newfoundland and Labrador, Canada, and found that principals in small schools with small communities had some psychological and physical needs that were not being met. In addition, it found that principals in smaller schools reported lower levels of overall satisfaction. The conclusions suggested that there are organisational factors that greatly influence the principal's job satisfaction.

3.6.5 Studies in Eastern Countries

All the studies above were conducted in Western English speaking countries. However, there have been studies in the Arab speaking countries. One of them was carried out by Al-Iraimi (1998) in the Sultanate of Oman. The purpose of the study was to determine the degree of job satisfaction among state school principals and to determine the relationship between job satisfaction and some demographic variables, such as gender, academic qualification, administrative experience, educational experience and location. The research was based on a questionnaire, and a scale was developed to measure eight dimensions: challenges at work, promotion, ease of work, relations at work, financial reward, availability of resources, supervision and delegation of authority. The results showed that there was general job satisfaction among the school principals in the sub dimensions of the study, apart from in terms of promotion and financial reward. No significant differences were found between males and females for the dimensions of ease of work, challenges at work and relationships, while significant differences were found between males and females with regard to promotion, financial reward, availability of resources, supervision and delegation of authority. Furthermore, the results showed significant differences among principals with little administrative experience as compared to principals with moderate experience. With regard to academic qualifications, the differences favoured those who had a Bachelor's degree or

above.

Another study, by Yaseen (1990), aimed to investigate job satisfaction among male and female secondary school head teachers in Jordan. The researcher used two measures to collect information: a job descriptive index (JDI) and a general professional satisfaction questionnaire. The analysis of results showed that head teachers were generally satisfied with their job, but they were dissatisfied with certain dimensions, like promotion and salary. It was found that they were moderately satisfied with the dimensions of supervision and relations with co-workers. In addition males were more satisfied than females with their job.

A similar study carried out in Jordan, by Al-Amri 1992, aimed to measure levels of job satisfaction among head teachers and to determine the main factors that affected their satisfaction or dissatisfaction. The study reported high levels of job satisfaction among the head teachers sampled. The study also indicated that salary and available authority were the factors most affecting dissatisfaction, while achievement self-esteem, recognition and social relationship were the factors most associated with satisfaction.

Another study conducted by Alsaraf *et al.* (1994) investigated job satisfaction among secondary school head teachers in Kuwait. The study concluded that recognition, available authority, promotion and social relationships were the factors most associated with satisfaction, while improvement and achievement were factors associated with moderate satisfaction and salary was associated with least satisfaction.

Tayyem (1999) investigated the job satisfaction of state secondary school head teachers in Palestine in seven dimensions: educational supervision, income, security of employment, training opportunities, workload, relations with teachers and relations with administrative staff. The sample consisted of 335 head teachers and was based on a questionnaire that also investigated the impact of academic qualifications, experience and gender. The results found no significant differences concerning experience in all sub-dimensions of job satisfaction, apart from security of employment, administration and educational supervision, with which those with less experience (1-5 years) were more satisfied. Regarding income, a difference was found for principals with experience of 11 years or above, but this was not significant. The authors also concluded that there were no significant differences with regard to gender in all dimensions except security of employment and income, where male head teachers were more satisfied.

3.6.6 Studies in Saudi Arabia

In terms of studies conducted in Saudi Arabia, and based on the best efforts and knowledge of the researcher, only four studies could be found about head teacher job satisfaction. These include a study by Alroyali (2001) which aimed to investigate job satisfaction among male and female head teachers in the north of Saudi Arabia. The researcher distributed questionnaires to 167 head teachers. The questionnaire consisted of six dimensions: salary, social status, and relationships with educational administration, work conditions, promotion and relationships with colleagues.

The study found a moderate degree of job satisfaction, the lowest being related to promotion and the highest to relationships with colleagues. No differences were found between male and female head teachers in general job satisfaction. However, significant differences were found between them in terms of social status. Female head teachers were more satisfied than males. Another significant difference among head teachers was with regard to school level: primary school head teachers were more satisfied than those in higher level schools. This was in the dimension of work conditions and promotion. Another factor that dissatisfied head teachers was the highly centralised nature of the education system in Saudi Arabia.

Another study by Alagbari (2003) aimed to investigate job satisfaction among 95 head teachers in the eastern region of Saudi Arabia and to determine the factors that affect their satisfaction or dissatisfaction. The study aimed to determine the relationship between job satisfaction and variables such as age, experience and kind of school (rented premises state). The researcher developed a questionnaire with 20 determinants.

The majority of head teachers reported a moderate level of job satisfaction. with achievement, salary, relationships with teachers, experience, and compatibility between qualifications, social status and job security the factors associated with satisfaction. The cooperation of parents, school buildings and the availability of tools, were the factors associated with dissatisfaction. Moreover, the multiple-correlation coefficient indicated a negative correlation between job satisfaction and school buildings and experience, whereas a low positive correlation was indicated between head teachers' job satisfaction and school level and head teachers' age. The findings of Alagbari's study highlighted the percentage of classes accommodated in rented buildings not purpose built for education.

There are shortcomings in Alagbari's study (2003) in the measurement scale used (only

three levels; high, medium and low, which did not cover the full extent of head teachers' attitudes. However, this study was the first to take into account the variable of school buildings in Saudi Arabia.

Almutairi (2005) investigated job satisfaction among head teachers in Hafr Albatan city in Saudi Arabia and the relationship between job satisfaction and the effectiveness of their performance. The researcher used two instruments in his study. The first was a questionnaire, which included six dimensions: relationships with teachers, salaries, supervision, social status, work conditions and responsibilities and relationships with educational administration. The second instrument was a questionnaire to teachers to determine the degree of their head teachers' performance effectiveness.

The study showed that the head teachers' level of job satisfaction was moderate, relations with teachers being the most satisfying and salary and incentives being the lowest. In terms of head teachers' degree of performance effectiveness, it was found to be high only in the dimension of administrative duties. Furthermore, a significant difference was found between head teachers' job satisfaction with regard to qualifications in favour of diploma holders. Also primary head teachers were more satisfied than others at middle and secondary levels. However, no differences were found with regard to age and experiences variables. Finally, a correlation was found between head teachers' job satisfaction and effective performance.

Alzaidi (2008) conducted the most recent research. The aim of his study was to investigate job satisfaction among male secondary school head teachers. The researcher used a mixed methods approach. Five focus group interviews were conducted with 25 male head teachers and semi-structured interviews with 20 male head teachers in the city of Jeddah. The data showed factors that may cause satisfaction or dissatisfaction. These factors included eight themes: morale, head teachers, practices, head teachers' authority, relationship with educational administration, the school environment, relationships with students and parents. The questionnaires were distributed to 86 male head teachers in the city of Jeddah to explore the factors along with variables, such as experience, qualifications, age, participation in training programmes supervision centres, school building type and student numbers.

The thesis found that the level of job satisfaction among head teachers was moderate. Relationships with students and parents and educational supervisors and teachers were the most satisfactory area. However, the major sources of dissatisfaction were relationship with the educational administration and the managing of the school environment. 31 factors contributed to male secondary school head teachers'

satisfaction and 12 factors had a moderately positive influence. 19 dissatisfier factors were found, 6 of which led to strong dissatisfaction.

The study also indicated that lack of autonomy is linked to a highly centralised education system, which affects head teachers negatively in their practice. The study also investigated the relationships between head teacher overall job satisfaction and some demographic variables, using non-parametric tests, such as the Kolmogorov-Smirnov (ks), Krnskal-Wallis and Chi-Square cross tabulation.

To sum up, several issues arise from the studies above:

1. It can be seen for instance that all the studies, Eastern and Western, concentrated on job satisfaction among school head teachers, apart from Sutter's (1996) investigation of job satisfaction among assistant head teachers in Ohio.
2. The researcher had difficulty in collecting studies on job satisfaction among head teachers in the English and Arabic language.
3. It can be seen that the majority of studies on the topic of job satisfaction in an educational context were based on a quantitative approach rather than a qualitative approach.
4. Some studies showed that social relationships were one of the factors associated with satisfaction, such as those by Johnson (1988), Alsaraf (1994), Alagbary (2003) and Alroyali (2001), while centralisation was one of the factors associated with dissatisfaction in the studies by Bryce (1991) and Alzaidi (2008). The studies showed differences in terms of factors that affect job satisfaction or dissatisfaction. This might be because of differences of culture, personal views, and the way of measuring job satisfaction and so on.

In terms of the current study, there are similarities and differences between prior studies and this research. In terms of similarities, this study like other studies aims to investigate job satisfaction among head teachers, but specifically female head teachers in secondary schools. Also, this study differs from other studies in Saudi Arabia in terms of the approach that is used, as it is based on a qualitative approach, employing interviews as the main method, and documents and observation as a supportive method. This will allow the gathering of a more complex set of information than quantitative methods, which do not give the researcher a chance to get involved in the data collection. According to Alzaidi (2008), *"the most common methodology adopted by educational researchers in investigating head teachers' job satisfaction has involved the use of a quantitative approach, using rating scale questionnaires"* p.84. In addition, this study is the first study conducted in the city of Abha. No study has been conducted

about the issue of head teacher job satisfaction in this particular city. Hopefully, it will contribute to enriching the literature, with practical insights into the Saudi context.

3.6.7 Job Satisfaction for Women

Some studies in the literature have investigated female job satisfaction separately and some have included both males and females. Studies by Al-Obaid (2002), Al-Noamea (1984), Al-Saban, (1987), Al-Arady (1988), Al-Obaid (2002), Alroyaly (2001) and Al-hazmi, (2007) have investigated only women teachers or heads in Saudi Arabia. Other studies concentrating on female job satisfaction might be found. However, to the best knowledge of the researcher, these are the only studies that investigated female job satisfaction in the educational context. In my opinion, the reason that the majority of studies about females are conducted in Saudi Arabia is because male and female education is segregated, so researchers in other countries include males and females in their studies or perhaps do not mention gender at all.

As there are few studies focusing on female versus male job satisfaction, the present study will hopefully contribute to that limited field.

"In recent years, no sector of Saudi society has been subject to more debates and discussions than the women's sector and their role in the development process. Moreover, issues regarding women's rights and responsibilities in that development have been equally controversial among both conservatives and progressives in Saudi society" (Hamdan 2005, p. 42).

Nowadays, there is much debate in Saudi Arabia about women's rights generally and women's rights in education particularly.

"The share of budget appropriations for women's education is only 18 per cent of that for men. Higher education involves limitations, and vocational education for women is nonexistent. Women are still not admitted to engineering, law, pharmacy, geology, petroleum, and political sciences, and do not enjoy full access to the facilities such as some libraries and recreation centres" (Hamdan 2005, p .42).

Thus, women are still confined to certain areas, like education, so it is important at least to develop this area and improve it as much as we can.

In terms of studies about job satisfaction amongst head teachers, only three studies in the literature have investigated female and male head teachers (Yaseen, 1990, Al-Iraimi,

1998, and Alroyali, 2001).

It was noted in the literature that females were less satisfied than males (Cole 1940, Hulin and Smith, 1964, cited in Hulin and Smith 1964, Hean and Garrett, 2001 and Alkodary, 1982). Other studies (Kloep *et al.*, 1994 and Spear *et al.*, 2000) showed that females were more satisfied than males. The literature also showed that the factors that influence female head teachers differ from study to study, and this may be because of cultural differences and differences in women's status from country to country.

To conclude, this literature review chapter has helped the researcher to understand the concept of job satisfaction and to choose an appropriate way to investigate it. Furthermore, reviewing the literature has helped the researcher to determine the main question of the study namely:

What factors appear to affect female head teacher's job satisfaction in Abha city?
In addition the overall aims of the research emerged as follows:

Female head teachers have a level of compliance in spite of the difficulties of managing a school. Because of the limited number of studies in this area, especially in Abha, the present study was concerned with investigating job satisfaction there and determining the main factors that may affect it. Individuals could obtain great benefits from this study, which might identify what factors may make them unhappy at work. Recommendations could also be made to increase the level of satisfaction.

This study may also increase the level of teacher job satisfaction, because of the fact that some studies in the literature review show a relationship between school leadership and teacher job satisfaction. Al-Gamdi (2005) argued that teachers in Saudi Arabia are usually affected by the administrative style and a shortage of educational tools. In addition, more satisfied teachers might become more creative, and this may also positively affect student achievement.

The second type of impact is institutional. The study may have an impact on the whole school and may change the school leadership style, affecting social relationships between all members of the school, including students and teachers.

Furthermore, the Ministry of Education in Saudi Arabia may benefit from the study. The results may help the ministry to identify the main problems in schools and they may rectify some common problems, such as the budget, facilities, school conditions, student misbehaviour and the increasing numbers of students, as the population of Saudi Arabia is growing rapidly, from only 7.3 million in 1975 to 20.8 million in 2000

(SAMA, 2003). Improving all aspects of a school also improves the whole community.

The researcher can help to make improvements in her community and looks forward to disseminating as much as possible to as wide an audience as possible, including other researchers, locally and internationally. Choosing the appropriate way to disseminate findings is a very important step, so the pathway will be discussed in more detail in the next section.

3.7 Reflections on The Conceptual Framework

The main goal of the present study is to identify the factors determining job satisfaction and dissatisfaction among female head teachers in Saudi Arabian secondary schools. This chapter has reviewed several issues related to the topic of job satisfaction including history, definitions, theories, and tools for measuring job satisfaction. The above review also highlighted previous studies about the topic that have been conducted worldwide. These previous studies were examined from four perspectives: cultural contracts, educational context of Saudi Arabia, job satisfaction among head teachers and finally job satisfaction amongst women.

The reason for this classification is that the researcher started collecting studies about job satisfaction to create a broad knowledge base about the topic, but found these studies had been conducted in different countries and recognised that relevant factors can differ from one culture to another, so the researcher started looking at these studies with regard to a cultured perspective generally. Then this topic was extended and focused on the perspective of the educational context, and the educational context of Saudi Arabia specifically, then job satisfaction among head teachers worldwide was examined, including Saudi Arabia as the main target of the current study. The researcher then reviewed studies that related to women; as the target sample in the current study is female. The studies highlighted the main factors that affect job satisfaction negatively or positively worldwide. These different factors drew the researcher's attention to a list of all the factors mentioned in the literature during the data collection process. It has been found that the level of job satisfaction can be measured in several ways according to the previous studies.

It might appear, because of the focus on women, that the topic of the current study (job satisfaction amongst female head teachers in Saudi Arabian secondary schools) is rooted in feminist studies, which concern women's issues including their biography, biology and history as one of the principles that distinguished feminist studies from others (Cohen, Manion and Morrison, 2007). Lugones and Spelman, (1990) stated that

“feminist theory- of all kinds- is to be based on, or anyway touch base with, the variety of real life stories women provide about themselves”. Therefore, feminist study aims to support the equality of both women and men in all aspects of life by proving their stories and history in the role of both the researcher and the research process.

However, the current study is not feminist research as its aims are not intended to change social inequality, or compare women according to their gender as the focus of the analysis, or consider power relations between men and women, as is the case in some of the literature that shows certain studies on the topic of job satisfaction and which mentioned gender differences specifically such as, Hulin and Smith (1964) Crossman and Harris (2006). The researcher in the current study is interested in the management challenges that a particular group of head teachers face. The reason for mentioning the word female is because access is a problem in the Saudi education system as males and females are kept completely separate meaning the researcher had no opportunity to enter male schools.

The uniqueness of the present study’s methodology is found in the use of qualitative perspectives only, using three methods; interview, observation and documents. The use of this methodology will help to overcome the shortcomings of previous studies that used questionnaires and did not allow researchers to become involved inside schools.

According to Corbin and Strauss (2008): *“qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables”* (p. 12). The qualitative approach gives the researcher, as well as the reader, a better understanding of how variables interrelate with the other features necessary for their functioning (Bryman, 1989).

The main method that is used in the current study is interview; specifically semi-structured interviews, which represent the most common method in qualitative research. Semi-structured interviews carry greater flexibility than other methods (such as structured interviews and questionnaires) (Smith *et al.*, 1999). This form can also pursue particularly interesting issues as they emerge, by encouraging participants to provide more information.

The conceptual frameworks that are used in the current study are drawn from traditional management studies such as those of Herzberg (1959) and Maslow (1943).

Herzberg’s theory is based on a qualitative approach, using interviews instead of testing

scales or measuring job satisfaction statistically, so there are similarities in this respect. However, there are differences between Herzberg's study and the current research in some points. Herzberg's Two Factor Theory or Motivator Hygiene Theory is a 'content theory' that he created when he studied job attitudes of 203 accountants and engineers in Pittsburgh using interviews (Herzberg *et al.*, 1959). The subjects were asked to describe a time when they had felt satisfied or dissatisfied at work and the reason behind that (Locke, 1976), while the current study used semi-structured interview rather than open ended questions to target five head teachers of secondary schools including all deputies and a number of teachers. The study also used further observation and documents as supportive methods.

Finally, limitations always exist in any form of human activity, not only in research. The limitations identified in the present study concern generalisation, as five cases cannot represent the wider population, though similar characteristics can be observed in other schools in the city and similar problems are discussed by head teachers, especially the problems relating to the centralised Saudi education system. Further, the researcher hopes that the current study opens some doors for others to question the issue of job satisfaction among head teachers in Abha and other cities to contribute to the improvement of the education system in Saudi Arabia and to a broader understanding of the role of women head teachers in Saudi Arabia.

CHAPTER FOUR: RESEARCH METHODOLOGY

The previous chapter comprised a literature review about the concept of job satisfaction. The following methodology chapter is an essential part of the thesis, as it describes how the data were gathered. It is important to explain the method of working in order to justify the findings. There must be valid reasons for choosing a specific methodology and specific methods. This chapter begins by reviewing the philosophical assumptions about the nature of social science research and the nature of social behaviour, moving on to discuss methodology, case study, validity and reliability issues, objectivity, subjectivity and the position of the researcher, the sample population, data collection, the pilot study, ethical issues, data analysis techniques and finally the conduct of the research.

4.1 Assumptions about the Nature of Social Science Research and the Nature of Social Behaviour

Some writers, such as Morgan and Smircich (1980), Hopper and Powell (1985) and Chua (1986), have argued that the world can be viewed from different perspectives, based on a set of philosophical and theoretical assumptions. The assumptions need to be clarified in order to determine which of them may underpin a study and be consistent with researchers' beliefs (Burrell and Morgan 1979, and Hopper and Powell, 1985). Other important benefits researchers obtain from clarifying their research philosophy are in helping to determine the method to be used in the study (including data collection and analysis) and helping to assess different methodologies to avoid selecting an inappropriate one (Easterby-Smith *et al.*, 1997). Burrell and Morgan (1979) identified four sets of assumptions, namely assumptions of an ontological kind, assumptions of an epistemological kind, assumptions about nature and assumptions about methodology.

4.1.1 Ontological Assumptions

Ontology is one of the most central concepts in the philosophy of science. The basic definition of *ontology* is "the science or study of being". In more detail, *ontology* refers to "*the claims or assumptions that a particular approach to social enquiry makes about the nature of social reality - claims about what exists, what it looks like, what units make it up and how these units interact with each other*" (Blaikie, 1993, p. 6). Flew (1970) defined ontology as "*the assumptions about existence underlying any conceptual scheme or any theory or system of ideas*" (p. 256). Thus, all definitions contain the idea that

ontology is about the nature of reality. Burrell and Morgan (1979) distinguished between realist and nominalist approaches. Realists assume that there is one reality that exists independently of human and social reality; it is objective, so the phenomena under investigation are “hard” in the sense that they do not depend on human reality. In contrast, nominalists assume that the social world depends on how people understand it; it is subjective because they assume that reality depends on the context. Therefore, the reality of the phenomena being investigated is “soft”, as it depends on human observation (Burrell and Morgan, 1979).

In terms of job satisfaction: Does satisfaction exist ontologically? My philosophical viewpoint is that this topic is subjective. The “nominalist” reality that exists in England, for example, does not necessarily exist in Saudi Arabia. What satisfies a head teacher in a Saudi school may not satisfy a head teacher in an English school. So, cultural differences lend each community its own circumstances and characteristics.

My reading about the topic of job satisfaction has mainly informed me about rating scales, such as the Minnesota Satisfaction Questionnaire (MSQ), and the Job Satisfaction Survey (JSS) (see Spector, 1997). They used certain variables to measure job satisfaction. Carspecken (1996) found that many doctoral students used similar measures for job satisfaction and leadership style, using scales in surveys and statistical approaches that related variables such as gender and job satisfaction. Carspecken argued that social science journals are full of such studies, but that the value of studying these variables should be considered for each individual case.

In my study, I focus on job satisfaction in a qualitative approach to studying reality as perceived by head teachers, without necessarily following what variables have been considered by previous researchers.

4.1.2 Epistemological Assumptions

Epistemology is the second set of assumptions identified by Burrell and Morgan (1979). It concerns the bases of knowledge, including its nature, form and how it can be acquired and communicated among human beings. It can also be defined as “the theory or science of the method or grounds of knowledge” (Blaikie, 1993). There are two epistemological approaches: positivism and anti-positivism. Positivists assume that knowledge is objective and truth exists independently of people’s experience. They assume that people can explain what occurs in the social world by examining relationships between variables. Anti-positivism, on the other hand assumes that knowledge is subjective, and understanding the world depends on one’s beliefs and

actions. Thus, the researcher should examine the topic in depth rather than in breadth and investigate interactions among participants (Burrell and Morgan, 1979).

In terms of epistemological assumptions in my study, I believe that, in order to investigate job satisfaction among head teachers, making an in-depth study and being involved in the field is important to obtain knowledge about the phenomena. Using a survey, for example, would not be a good method to obtain adequate knowledge, so I favour the anti-positivist approach to gaining knowledge subjectively. The reason behind this choice will be explained later.

4.1.3 Human Nature Assumptions

The third set of assumptions discussed by Burrell and Morgan (1979) concerns human nature. It is connected with the previous assumptions, and refers to the relationships between human beings and their environment. Burrell and Morgan (1979) indicate that human action can be viewed in two ways, known as determinism and voluntarism. According to determinism, human behaviour is predictable; that is, if external circumstances are known, human behaviour can be predicted. This means that explanations of why people act the way they do is not very important. In contrast, voluntarism sees behaviour as being unpredictable and external circumstances are not enough to predict human action. Therefore, explanation of actions is essential and needs to be investigated (Burrell and Morgan, 1979).

In the case of job satisfaction, the researcher believes that knowing that head teachers are satisfied because, for example, they have a good salary, status and good school conditions is not enough to explore why they are satisfied. Other reasons are needed to show why they are satisfied or what factors contribute to dissatisfaction. The reasons may not be obvious. So I follow the voluntarist idea that explanation of why people act the way they do needs to be taken seriously.

4.2 Methodology

In order to have a good understanding of the subject under investigation, it is important to choose an appropriate methodology, to think deeply about the nature of knowledge, and the objectives and the questions that need to be answered.

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

(Morgan, 1980, p. 491).

The above sets of assumptions (i.e. ontology, epistemology, and human nature) have a direct influence on the methodology and methods that researchers plan to use in their studies. Methodology can be divided into two approaches: the nomothetic and the ideographic approaches. The first is the case where people seem to have little effect on their environment and reality and knowledge seem to be “hard”. This approach tries to analyse relationships and find general explanations of phenomena. The ideographic approach might be appropriate when reality, knowledge and the environment can be viewed subjectively. The approach assumes that researchers need to dig deeply in order to understand phenomena and find specific explanations for actions. The topic of head teacher job satisfaction is subjective and changing. There is no one reality about it, as discussed in the literature review chapter. For example, reality about the factors that affect teachers or head teachers’ job satisfaction may differ from one study to another, so in depth investigation is needed to understand it.

First a distinction should be made between the terms method and methodology. Cohen and Manion (1980) refer to method as a range of ways (tools) for gathering data as a basis for “*inference and interpretation, for explanation and predication*”. Methodology is not about the process of data gathering but about the overall approach to analysis and expectancy from the results. They suggest that consideration of methodology helps researchers to understand, in the broadest possible terms, the process with which they will be working, and what they can expect to find from that kind of process.

Research can be categorised according to several methodological types. Cohen, Manion and Morrison (2007) categorised research into surveys, experiments, in-depth ethnography, action research, case study research, and testing and assessment. Borg and Gall (1996) Leedy (1997), and Verma and Mallick (1999) indicate that there are three categories of research methodologies: historical, descriptive, and experimental. Best *et al.* (1998) referred to the same categories, but subdivided descriptive research into quantitative and qualitative work. Research can also be classified in terms of purpose, process, logic and outcome (Collis and Hussey, 2003), as summarised in table 2.

Table 2: Research Categories

Type of research	Basis of classification
Exploratory, descriptive, analytical or predictive.	Purpose of research
Quantitative or qualitative	Process of research
Deductive or inductive	Logic of research
Applied or basic	Outcome of research

Source: Adapted from Collis and Hussey (2003, p. 10).

From the above discussion, it can be concluded that there are several methodological options, and it might be a complex and difficult task to determine which to select. The current study has the characteristics of qualitative, inductive research, policy-oriented (applied) research, and case study.

It is not based on quantitative information (figures and numbers) but on qualitative information (words, sentences and narratives) (Blumber, Cooper and Schindler, 2005). Borg *et al.* (1996) provide more detail on the distinction, stating that quantitative research *“is grounded in the assumption that features of the social environment constitute an independent reality and are relatively constant across time and settings”* (p. 28). They also indicate that this type of research tries to *“develop knowledge by collecting numerical data on observable behaviours of samples and then subjecting these data to numerical analysis”* (p. 28). They define qualitative research as being:

“... grounded in the assumption that features of the social environment are constructed as interpretations by individuals and that these interpretations tend to be transitory and situational. [Qualitative] researchers develop knowledge by collecting primarily verbal data through the intensive study of cases and then subjecting these data to analytic induction” (Borg et al., 1996, p. 28).

From the definitions above, it can be seen that quantitative research emphasises collecting and analysing numerical data. It also aims to measure phenomena, while qualitative research involves in-depth understanding of human behaviour. Moreover, qualitative research is based on inductive methods that start from information gathering from people in the field to arrive at a logical conclusion (Raean, 2002). Theories and hypotheses in qualitative research derive from this (Field and Morse, 1985).

A further feature of qualitative research is that the sample population is small and data can be collected using a variety of methods, such as observation, interviews, documents

and diaries (Raean, 2003). The main instruments for conducting qualitative research are five in number: biography, which focuses on exploring the life of an individual, phenomenology, which concerns developing theory in the field, ethnography, which aims to describe cultural and social groups, and finally case study which involves in-depth analysis (Creswell, 1998).

Quantitative research is widely used in both the natural and social sciences around the world generally. In the Arab world, Raean (2003) found that 80% of published research was quantitative. Even studies of job satisfaction in Saudi Arabia were mainly quantitative as mentioned in the previous chapter. The researcher believes, however, that qualitative research is appropriate for the current study, as it is the only way to improve knowledge and deep understanding of the phenomena. She gained experience of using qualitative methodology in her masters' degree studies, and felt that it was appropriate for gaining a general idea and a feeling of reality as constructed by the participants themselves. They enriched the research beyond mere numbers and figures (Al-Hazmi, 2007). The researcher enjoyed dealing with the words which people chose to express their thoughts and opinions.

According to Corbin and Strauss (2008): *"qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables"* (p. 12). The qualitative approach gives the researcher as well as the reader a better understanding of how variables interrelate with other features necessary for their functioning (Bryman, 1989). In addition, the researcher aims to have several recommendations for policy makers as regards head teacher satisfaction; qualitative research can help the researcher to investigate the reality of problems before trying to establish solutions or recommendations.

Despite the advantages of qualitative research, some researchers complain that it is time-consuming and difficult to generalise to other settings. However, generalisation is not so problematic, as triangulation can be made over a whole body of research. Qualitative research can be carried out using a wide variety of strategies, based on an appropriate research approach, according to the purpose and the research questions. In the current study, the chosen research strategy is case study. The next section provides more detail about case study.

4.3 Case Study

A case study is not a data-collection technique; it is a methodological approach that

includes a number of data gathering measures (Hamel, Dufour, & Fortin, 1993). A case study may focus on an individual, a group, or a community and it may use a number of data-gathering sources, such as documents, life histories, in-depth interviews and observation (Hagan, 2002; Yin, 1994).

Case-study research appeared under that name in the period between the First and the Second World Wars, largely in the University of Chicago Department of Sociology. There is a wide range of case-study research in sociology, social policy and social work, planning and administrative studies, human geography, and in political science and other fields. The reason for the popularity of case study is that *“it can be used as a form of action oriented research designed to solve specific problems occurring within the organisation being researched”* (Yin, 1994).

Cohen *et al.* (1994) state that the case-study approach has had a long history in the educational field and has been extensively used in other fields. However, Borg *et al.* (1983) indicate that, in order to produce in-depth understanding of the case being researched, the study has to involve the collection of extensive data. Therefore, *“Shallow case studies, which are still being done in education, have little chance of making any useful contribution to educational thinking”* (p. 489). The authors give an example of a recent shallow case study, one which involved observation of and an interview with only one teacher. Case studies should be more comprehensive. Case study is *“an umbrella term for a family of research methods”* with a focus on enquiry (Bell, 1987).

4.3.1 Definitions

Case study is not at first an easy concept to define and requires some reading of the literature. The first definition was provided by Stake (1995), he defined a case study as “a bounded system”. This definition needed clarification by Bassey (1999), who indicated that a case study can be defined as *“a study of a singularity conducted in depth in natural settings”* (p. 47).

Stake’s (1995) follow-up definition was clearer than his first: he defined it as “the study of the particularity and activity of a single case, coming to understand its activity within important circumstances” (p. xi). Similarly, Cohen *et al.* (2000) stated that *“a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles”* (p. 181).

One may understand case study as an in-depth study of a single case, its daily activities

and real life operations. It also takes into account the perception of participants in it. Significantly, the researcher also understands that a case study is not a method but, more broadly, it is a methodological approach that includes different methods for gathering data. It is important for researchers to identify the types of approach available. Thus, the aim of the next section is to discuss those types.

4.3.2 Types of Case Study

The types of case study reviewed in the literature can be divided into a number of different categories. Yin (1994), for instance, classified case studies into three types: exploratory, explanatory, and descriptive. These three may be sub-categorised into either single or multiple case studies. In an exploratory case study, data collection and fieldwork may be undertaken before setting the research question. This kind of study is sometimes considered as a prelude to social research. An explanatory study may be used for causal investigation. A descriptive study requires a descriptive theory to be developed before starting the project.

Other categories of case study were indicated by Stake (1995), in which he included another three kinds: intrinsic, instrumental, and collective. Intrinsic case studies are carried out when a researcher wants to gain better understanding in a particular case because of his or her interest. In an instrumental case study, a researcher investigates in depth in order to understand more about the case, not to elaborate the case. Collective case studies involve a group of cases to be studied.

Concerning the appropriate type of case study that suits the main goal of the current research, Yin (1994) states that the type of research question has a great influence on identifying the appropriate strategy of the case study. The case-study approach is more likely to answer *why* and *what* questions. Therefore, case study might be an appropriate methodology for the current thesis because the research questions mainly focus on *what* questions. An intrinsic, descriptive, and multiple case study might be the most appropriate definition of the present research. In terms of the intrinsic aspect, the researcher aims to have a better understanding of job satisfaction among the five secondary school head teachers. It is descriptive in its attempt to describe the schools' status and location and its attempt to give the reader a clear picture of the schools' environment. In addition, the research gives background information about the country in general and the system of education that applies there. Additionally, observation is one of the methods used in the study. Consequently, the term descriptive applies to this research. Further, this research is exploratory because it attempts to discover phenomena related to the head teachers' situation, along with the main factors that may

affect their satisfaction and the reasons behind their satisfaction or dissatisfaction. Moreover, this research can be described as explanatory research, because its aim is not only to describe and explore, it also aims to explain head teacher behaviour in terms of their satisfaction, why they are satisfied or not satisfied and to find out how the answer varies between heads.

4.3.3 Advantages and Disadvantages of a Case Study

A case study, like any approach, has advantages and disadvantages. Bassey (1999) indicates further advantages of the case-study approach: he describes a case study as a “step of action”, because it contributes to the world of action and understanding how the truth might be interpreted and put to use directly. It allows a researcher to explore that world and to conduct research in varied ways. The researcher can become involved with that world or just observe it from a distance.

Having discussed the advantages of the case study approach, it is important to discuss its limitations. Several weaknesses can be identified, First, Yin (1994) states that the lack of rigour and the excessive amount of time required are the greatest concerns for the study. In addition, a case study provides little basis for scientific generalization. This is because the researcher finds results from a specific context. It is in-depth and rich, but the findings that are generated from a single or even limited number of cases might not apply to a different context. Another disadvantage of case study is that insufficient cooperation from respondents may limit the effectiveness of the data collected. Case study researchers need good cooperation and access (Ferreira and Merchant, 1992; Ryan *et al.*, 1992).

The limitations of case study can be minimised in my project. Time is not considered to be a problem in this case, as a questionnaire, for example, would have taken as much time to prepare and distribute and then enter data in the computer programme. A case study needs time to organise and to analyse, but the findings from the data make the researchers feel more familiar with the results, and more involved, compared to the questionnaire or other approaches. According to Stake (1995), a case study can be carried out with individual children, a classroom full of children, an institution, or an organisation. In addition, he states that a researcher may spend a day or a year or more in studying the case.

As mentioned before, the current study investigates job satisfaction amongst female secondary-school head teachers in five schools in the city of Abha in the south of Saudi Arabia, which sets physical boundaries to the study. Selecting the sample population is

based on the following characteristics: poorest and wealthiest areas. Generalisation is a complex matter, meaning that it is difficult to claim that the same results from these five schools will be found in other schools in the city. However, because of the fact that this city, as will be discussed later, is small and has only 19 schools controlled by the same centralised educational system, and because the people in this small city have a similar culture, it can be said that the same results could be found in other schools with similar characteristics in the city. According to Cohen *et al.* (2007), generalisation can take different forms, one of which is *“from features of the single case to a multiplicity of classes with the same features”* (p. 254). Additionally, because of the fact that this study is the first study conducted about job satisfaction among head teachers in Abha city, it might be a good reference point from which to continue studying the phenomena. It may give future researchers a clear picture as to how to extend the study quantitatively and generalise the findings. Thus, useful recommendations can be made to policy makers.

Hagg and Hedlund (1979) argued that information obtained from case study research can be interesting and useful for primary theory construction. In addition, Scapens (1990) states that findings from case studies allow for theoretical generalisation instead of statistical generalisation and this can be useful. Therefore, this study can at least provide rich and deep information about the cases to policy makers and draw their attention to other cases in the city that have similar features. Therefore, the current research can be described as policy oriented research. Majchrzak (1984) defined policy oriented research as:

“The process of conducting research on, or analysis of, a fundamental social problem in order to provide policymakers with pragmatic, action-oriented recommendations for alleviating the problem” (Majchrzak, 1984: 12).

Finally, it has been found from a review of the literature on case studies that researchers can follow some guidelines in order to conduct good case-study research. Blumberg *et al.* (2005), for instance, indicate that researchers should first be as specific as possible in defining the purpose of the study. The purpose of this study is to determine the main factors that may contribute to female head teachers' satisfaction and dissatisfaction. Researchers should then describe the research process in detail, because this may allow readers to assess the research better and more clearly. All the processes of this study are described in this chapter, in terms of philosophical issue and qualitative methods of data collection. Researchers should inform the reader of the population and the means of communication to be used with respondents. Information concerning interviewees should be provided with respect to who they will be, how long the interviews will last, and so on. All these points are classified below, and in more detail in the data analysis

chapter. In addition, researchers should explain the research design thoroughly and provide reasons behind it.

Furthermore, researchers should be aware of the high ethical standards that apply, and the need to protect the rights of those involved in the study, such as interviewees, sponsors, and respondents. They also have to indicate when they deviate from planned procedures during collection of information. In this study, the researcher obtained a letter of permission from the general education administration in Abha city (see appendix 1) and presented it to each interviewee, including the head teachers, with the information sheet (see appendix 2), to help them to understand what the research was about and its aims, as well as contact numbers for them to call at any time. After collecting all my data, I went to the educational administration in the city with an example of some data without giving them any name of interviewee or even the name of the school. Then they provided me with a letter saying that I had finished my data collection on a specific day.

Additionally, researchers should explain in detail how they will assess the information obtained from the interviews or any other source and how they will combine and weight evidence from these sources. Finally, researchers have to ensure that the conclusion is supported by the findings, and this will be done in the data analysis chapter. The present researcher finds these guidelines are interesting for producing good quality case-study research, and I hope that I followed them successfully.

4.4 Validity and Reliability of the Research

Validity and reliability are two factors that any researcher should be concerned about during the design, analysis and evaluation of the study (Patton, 2002). *“Validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is thus a requirement for qualitative and quantitative /naturalistic research”* (Cohen, Manion and Morrison, 2007).

In order to understand the meaning of validity and reliability, it is important to present various definitions of these concepts given by some researchers.

Borg (1989) defined validity as:

“.... the degree to which a test measures what it purports to measure The prospective test user should ask not ‘Is this test valid?’ but ‘Is this test valid for the purposes to which I wish to put it?’” (Borg, 1989 pp. 249-50).

The validity of quantitative data might be enhanced by careful sampling, suitable instrumentation and appropriate statistical treatments of the data (Cohen, Manior and Morrison, 2007). The validity of qualitative data might be enhanced by *“the honesty, depth richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the research”* (Winter, 2000, cited in Cohen, Manior and Morrison, 2007).

Bogdan and Biklen (1992, cited in Cohen, Manior and Morrison, 2007: 149) state that, *“in qualitative research, reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage”*.

Traditionally, it was believed that validity and reliability can be examined more clearly in quantitative rather than qualitative research (Hager, 2003). However, some researchers, such as Kirk and Miller (1986), LeCompte and Preissle (1993) and Maxwell (1996, cited in Hager, 2003), have contributed to improving validity testing.

In case studies, it is argued that validity and reliability constitute a weak point of the approach, for two reasons. The first is the fact that a case study is “messy” (Allan, 1991); the second is the fact that the researcher cannot be independent and neutral from the research setting (Ryan, Scapens and Theobold, 1992). However, various procedures can be used to enhance the validity and reliability of a case study.

Table 3: Validity Enhancement Procedures

Validity procedure	Description
Triangulation	The researcher can use multiple data sources, theories, methods, and investigators to search for consistency in information.
Disconfirming evidence	This approach involves the researcher searching for consistent themes and categories and then involves the process whereby the researcher attempts to disconfirm this evidence.
Researcher reflexivity	This involves the researcher describing the ontological, epistemological, and human nature assumptions assumed in the study. This is necessary to inform the reader why particular theories and research methods were adopted.
Member checking	This process involves the researcher returning to the research site to verify the credibility of information.
Prolonged engagement in the field	This validation procedure allows the researcher to spend prolonged periods in the field to improve rapport with participants so that they feel comfortable disclosing information to the research. It also allows for methods and sources to be triangulated.
Collaboration	This involves the participants becoming co-researchers in the research process.
The audit trail	Validation concerns can be diminished if the researcher provides documentary evidence of research decisions and processes.
Thick, rich description	A study can improve credibility by providing thick, rich descriptions of the setting, participants, and themes of study.
Peer debriefing	This validation procedure involves persons familiar with the research into the phenomenon or study reviewing data and research activities.

Source: Adapted from Moll (2002, p. 145)

In the current study, some procedures were used to improve validity and reliability, namely triangulation (interviews, observation and documents), researcher reflexivity, especially on the ontological, epistemological and human nature assumptions assumed at the beginning of the study. Finally, the researcher asked her husband, who is a PhD student in his last year at the School of Management at the university of Southampton, to analyse just one interview. He agreed and analysed the interview with the head of school A. He preferred to rewrite the transcription on the computer instead of doing it in pencil on a note- book, as I had before, and he read it three times to make notes to create tables of four columns, namely texts, open coding, axial coding and selective coding. He used this method because he is familiar with the grounded theory approach. He went through the interview line by line and found many open codes, then read them again and moved to axial coding and finished with selective coding, which was about factors of satisfaction and dissatisfaction. The method he used was similar to the way that the researcher did it but with different names open code, axial code and selective code names. The findings were similar to mine, with just some differences in names' for example educational office instead of educational administration, demographic variables instead of personal factors. He ended with ten axial coded instead of six themes that I had found, namely work life, head teacher authority, educational office, training programmes, recognition, relationships with parents, student issues, assessment, school itself and demographic variables. While some of the axial codes were sub-themes in my way of analysis, such as that training programmes were under the major theme of educational administration (see the next chapter), the results were similar. He ended with the sense of a low level of satisfaction and with the fact that the factors of dissatisfaction were more than the factors of satisfaction. He also explained that bureaucracy seems to be at the heart of the majority of dissatisfaction factors.

4.5 Subjectivity, Objectivity and the Position of the Researcher

Subjectivity and objectivity is a vital issue to consider when conducting research. Subjectivity is the case where researchers can be influenced by their personal opinions, or judgements (Hager, 2003), whereas objectivity rules out personal feelings (Roman *et al.*, 1990).

It can be argued that subjectivity is a source criticism for qualitative research. Some researchers state that the social sciences are weak in terms of scientific value, because personal differences play a big role in the course of analysis and interpretation of results. Social science research is descriptive and qualitative in nature, while the natural

sciences can more commonly quantify data. The strong point of the latter is that they are less subjective (Hager, 2003).

In the researcher's opinion, the social sciences are important because they take account of human and social issues. In addition, qualitative research is also important, in spite of the risk of personal bias. However, the researcher observes that this is not a negative point just in qualitative research, but can be found in other approaches. Providing personal opinions and comments in discussion is important as long as care is taken to be realistic. The researcher is a human being not a machine, and is involved in the research. Finally, we cannot claim that any research, whether qualitative or quantitative, social or naturalistic, has complete objectivity.

For the current study, the researcher worked in her home city, and therefore could not claim complete objectivity. However, she attempts to be as objective as possible. The researcher selected schools that she had not visited before so she had no preconception or personal feeling about them or what the result would be in terms of the head teachers' satisfaction. Detailed description is given of these schools and the atmosphere inside them. In addition, the researcher asked others to read her research in order to make sure that her ideas were as unbiased as possible. The current study aims to provide the ministry of education with results and recommendations. Objectivity and a realistic view are important.

4.6 Research Questions

To meet the research objectives outlined in the previous chapter, one specific question is addressed by this study:

What factors appear to affect female head teacher's job satisfaction in Abha city?

4.7 The Sample Population

The sample of the current study can be referred to as a convenience sample, or opportunity sample, meaning all the information was obtained from women as a result of limited access within Saudi Arabia. Government and tradition do not allow mixing of girls' and boys' schools and so as a female the researcher was not allowed to enter boys' schools. According to Cohen et al (2007), in convenience sampling: *"Researchers simply choose the sample from those to whom they have easy access"* (p. 114). The researcher therefore, concentrated on girls' schools where the information was convenient and

readily available.

However, within this convenience sample, the five schools were selected to include schools in both poorer and wealthier areas. Decisions were based on the researcher's own observations of local housing, cars, students' clothes, services in the area and also the head teachers' evaluation of their area. The researcher searched for documents and materials on economic status within the city but no official figures were found.

The most significant criticism of a convenience sample is the limitation in terms of generalisation; that is, the results from a convenience sample cannot be generalized to the population as a whole. However, this limitation can be minimised in the current study because of the fact that this city, (as will be discussed later) is small and contains only 19 schools controlled by the same centralised educational authority. As the people in this small city have a similar culture, it can be said that the same results could be found in other schools with similar characteristics within the city. According to Cohen *et al.* (2007), generalisation can take different forms, one of which is "*from features of the single case to a multiplicity of cases with the same features*" (p. 254).

4.8 Methods of Collecting Data

In the present research, three methods were employed to gather data, as advocated by various research methodologists. Patton (2002) states that, in order to have a better understanding of how humans construct their lives, in view of the complex nature of human behaviour, it is preferable to use multiple methods. Consequently, three methods were used to collect data: interviews, documents and observation.

4.8.1 Interviews

Interview methods have been described in many ways. Cohen and Manion (2000) defined interviews as a conversation, usually between two persons, initiated by the interviewer with the specific goal of eliciting information relevant to the research. The researcher has control, and focuses on the content specified by the research objectives, in order to arrive at organized description, prediction or explanation of phenomena.

Moser and Kalton (1993) also refer to interviews as a kind of conversation between interviewer and interviewee, where the aim is to elicit information from the interviewee, giving the interviewer good opportunities to go deeper into the analysis. Ary, Jacobs and Razavich (2002) refer to interviews as a tool for collecting reliable information, as they offer the advantage of the interviewer being present to explain the meaning of questions

more clearly. This is in contrast to other methods of enquiry, such as questionnaires, in which respondents usually have no opportunity to ask questions about the meaning of what they are being asked. Nachmias and Nachmias (1996) state that *"the interview is a face-to-face interpersonal role situation designed to elicit answers pertinent to the research hypotheses"* (p. 232).

Wise, Nordberg and Reitz (1976) agree that interviews are a widely used method of collecting data from a context, in which a conversation is conducted that may enable the interviewer to acquire information from the interviewee. Verma and Mallick (1999), state that the interview is most often a method for qualitative data collection. A questionnaire method can be considered as being more conducive to the collection of quantitative data. The interview method allows researchers to investigate matters in more detail and greater depth. Questionnaires can cover significant aspects but may lack depth. Though there are many definitions of the interview method of collecting data, all of them contain similar ideas.

4.8.1.1 Types of Interview

Cohen and Manion (1980) enumerate four kinds of interview that might be used as research tools: the structured interview, the unstructured interview, the non-directive interview and the focused interview.

Smith *et al.* (1999) on the other hand believe that interviews can be divided into three main types: structured, semi-structured or unstructured. Structured interviews have a fixed content, and procedures are organised in advance. Questions are pre-determined in what may be characterised as a closed situation (Cohen and Manion, 1980). Wallace (1998) states that structured interviews represent an oral version of a questionnaire, with well structured questions prepared carefully in an interview schedule.

At the other end of the scale, unstructured interviews are completely open and flexible, and allow freedom. It does not mean that they are unplanned or casual. They should in fact be carefully planned (Cohen and Manion, 1980). Fielding and Thomas (2001) indicate that an unstructured interview is like an open situation, where the interviewer asks the same questions, but with the flexibility to change the order of questions or the wording, in order to be sure of obtaining the required information for the research. In between the two extremes, semi-structured interviews represent the most common method in qualitative research. According to Sarantakos (1998), semi-structured interviews hold a place somewhere between unstructured and structured interviews, because elements of both might contribute.

The technique covers general questions in the broad area of study. There is usually a plan or set of questions on an interview schedule. However, the schedule guides the interview rather than ruling it (McQueen and Knussen, 1999). Interviewers in semi-structured interviews are guided by the interests of the informants. Semi-structured interviews give even inexperienced researchers rich data (Smith *et al.*, 1999).

Semi-structured interviews carry greater flexibility than other methods (such as structured interviews and questionnaires) (Smith *et al.*, 1999). Interviews can pursue particularly interesting issues as they emerge, encouraging participants to provide more information. Participants have the chance to express their views and describe their experiences, providing information that may be of great importance (Smith *et al.*, 1999). To the researcher intending to explore perceptions and experiences, understandings and interpretations, semi-structured interviews seem the most appropriate method to use. After providing a brief idea of the types of interview, the next section presents some advantages and disadvantages of the interview method.

4.8.1.2 The Advantages and Disadvantages of the Interview Method

There are both advantages and disadvantages of using interviews as a method of data collection. Yin (1994, p. 84) believes, that *"Interviews are one of the most important sources of case study information"*. Cohen and Manion (1980) state that interviews have the advantage of allowing researchers to go into greater depth than other methods of data collection. In addition, interviews can be more flexible than other methods and adaptable to individual situations (Wallace, 1998).

Bell (1999) also suggests that interviews have the advantage of "adaptability". Professional and skilled interviewers have the ability to pursue ideas, look for answers and investigate opinions, which is not possible in a study involving questionnaires. Interviews give researchers the opportunity to direct respondents towards the issues for investigation, and to learn from them through direct (face to face) communication about the subject in question (Cohen and Manion, 2000).

The other great advantage of interviews is that they allow the researcher to obtain more information about the interviewees themselves, such as their attitudes, the way they consider matters, and their interests, which might be of great significance to a research study (Verma and Beard, 1987). Moreover, the use of this method may promote a positive climate of truthfulness and cooperation, when the interviewer is in a position to

put the interviewee at ease (Ary *et al.*, 2002).

Lovell and Lawson (1970) indicate that there is more willingness among subjects to offer information in interviews than in questionnaires, and this gives some greater validity to the approach. It helps when interviewers can show care and understanding of interviewees' potential problems, which not only puts them at ease, but also helps them to feel more inclined to disclose good information:

"On the whole, people will treat the interviewer seriously if they think you can change something or if they think you accept and understand their situations. What can help to secure confidence is to indicate that you have some understanding of the problem facing them" (Simon, 1977, p. 17).

On the other hand, there are certain disadvantages to using interviews as a method of data collection. The interview process is costly and time consuming (Nachmias and Nachmias, 1996, Sarantakos, 1998 and Cohen *et al.*, 2003). First of all, interviews have to be planned and arranged carefully. Their content often has to be transcribed before coding. All these steps take time.

The presentation and analysis of interview data presents inconveniences more difficult than the tabulation of figures from questionnaire data, which can be presented with minimal need for explanation (Willis, 1977). For example, a quantitative analysis might reveal that 80% of customers prefer peas to beans with their in-flight dinner. This result can lead to a direct recommendation: give more peas! However, a qualitative analysis might look for reasons for this preference: a greater amount of reasoning is needed for explanation.

The selection of the interview method for collecting data usually requires the researcher to consider successful ways to conduct the interviews, first of all how to initiate conversation and how to deal with persons with different characteristics.

Rummel (1964) provides good basic guidelines for good interviews. First of all, the interviewer has to pay careful attention to the individuals to be interviewed. The interviewer must be able to determine which of his subjects possess the requisite information, and whether or not they have the authority to provide information. In the current study head teachers welcomed the opportunity to give information after providing the letter that allowed access provided by the educational administration.

Secondly, the researcher should consider setting a time that is suitable for the

interviewee to meet, and set an appointment immediately. In this case, the researcher went to each school, provided all heads with an information sheet and booked suitable appointments. Thirdly, the researcher had to determine the plan for the interview and the questions to be asked. In order to prepare for interviews, researchers should decide what is to be accomplished, what attitudes are to be established, what facts are to be brought out and what information should be collected. The researcher must know the field and its problems well, in order to achieve good results. In this case the researcher prepared a clear interview schedule in order to cover the research question and she had a list of all factors that have been found in all studies in the literature to identify factors of satisfaction and dissatisfaction among heads.

A fourth point is that interviewers should conduct interviews with friends, classmates or others before carrying out the real interviews, because this can help them to improve their technique of asking questions. Researchers should be familiar with various interviewing processes and techniques, and be proficient at creating a friendly atmosphere, in which to ask questions and obtain answers. The researcher in this study conducted an interview with the head of a Saudi school in Southampton to improve her interview technique.

Finally, researchers should check the accuracy and reliability of the information obtained. In order to ensure accuracy, it is essential to write up interviews as soon as possible (Rummel, 1964). The researcher transcribed interviews immediately and made notes and details of each school. Thus, the researcher paid attention to the all recommendations given by the interviewees in order to get better results.

4.8.2 Documents and Observation

Internal documents also provide useful sources of data for the research. The researcher aimed to collect all available documents, though only those documents that contained information relevant to the research subject were taken into account during the analysis. All collected documents are listed in table 4:

Table 4: Collected Documents

SCHOOL NAME	COLLECTED DOCUMENTS
School A	<ul style="list-style-type: none"> 1- Document of deputy head teacher duties 2- Document about the way to perform a specific programme. 3- General principles of education in Saudi Arabia. 4- Cards of thanks and appreciation for teacher performance. 5- Brochures of education principles and some letters of advice to head teachers. 6- Guide-book for school head teachers' work, provided by the ministry of education to all female head teachers including all daily duties.
School B	<ul style="list-style-type: none"> 1- Brochure of behavioural discipline. 2- Regulations about the virus (H1N1). 3- Warning and regulations from the government office of Abha city to general managers of girls' education in Abha city. 4- Document of visits to and supervision of school. 5- Document for all head teachers from the ministry of education. 6- Allocation of work to administrators. 7- Daily report on supervision. 8- The annual plan for the school head teacher. 9- The annual plan for the head teacher (concerning teachers). 10- Sample of Excel programme to save teachers' time. 11- The distribution of the school committee. 12- Document about meetings.
School C	<ul style="list-style-type: none"> 1- Twelve copies of thanks and appreciation cards to the head teacher about her performance and progress. 2- Document about all training programmes that the head teacher had attended. 3- Guide- book of head teacher's duties.

School D	1- Some meeting samples. 2- Educational leaflet under the title: success factors of supervision methods. 3- Document of regulations for general education.
School E	1- Document of all head teacher duties from the ministry of education. 2- Letter of application for maintenance. 3- List of training programmes that the head teacher had attended. 4- A letter from the head teacher to the educational administration asking for security, sterilisation and cleaner equipment (AH1N1).

The researcher also conducted non-participant observation, in which she attempted to observe head teachers without interacting with them in order to record their behaviour and its relation to the research topic. The researcher spent eight to nine days in each school observing and writing notes about the school I went to and writing down feelings about the most significant events that related to head teacher job satisfaction. Each school had a separate file containing note books of observations and material for the interviews.

Despite the fact that a broad base of knowledge and information has been obtained from the main method (interview), observation and documents were also useful and supportive. The researcher attended a number of meetings; such a meeting was held in school A between head teachers and parents and another meeting was also attended in school E, between head teacher and deputies with the administrative supervisor. In addition, the researcher noted head teachers' behaviour and emotional responses when talking about whether she was satisfied or dissatisfied, as was clear when she was calling the educational administration to discuss facilities or maintenance. Therefore, observation allows the researcher to see everyday normal life. It provides a clear and real picture of the object of the study. It also allows the researcher to see things that the participants had not mentioned or did not want to mention. Many of the factors pertaining to job satisfaction and dissatisfaction that were mentioned by participants in interviews were experienced during the researcher's observation inside the schools; these can be seen clearly in the analysis chapter.

Documents are also reported in the research findings as a further source of information used to improve the validity of findings. The researcher collected relevant documents at each school and found useful information that was relevant to the topic of job satisfaction among head teachers; such as warnings and regulations sent from the government office of Abha city to general managers of girls' education in Abha city and twelve copies of thanks and appreciation cards to the head teacher about her performance and progress. Other documents included a letter of application for maintenance that had been sent to the educational administration. All these, and other documents, supported the information that participants had mentioned during the interview and improved the validity of the findings. Field notes including names, day, area, the researcher's own feelings etc. made it possible to remember each school and organise the data.

4.9 The Pilot Study

The researcher believes that a pilot study is an essential step for several reasons: a pilot study *"is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample"* (Blumberg *et al.*, 2005, p. 68). The importance of pilot studies has been stated by many writers (e.g. Borg *et al.*; 1989, Obadeat, 1989 and Cohen *et al.* 1994). Most of them state that pilot study is important for the quality of the procedures before the collection of real data, and it allows the researcher to make changes and improvements (Alansari, 1995).

Thus, the researcher in the current study conducted a pilot study to check that the technique would be likely to work and also to gain interviewing skills. Further, the researcher wanted to check the time spent in each interview. For the current study, I prepared my interview schedule and showed it to my supervisor. Some improvements were then made, and piloting took place in Southampton with two female head teachers, one of them the head of the Saudi school in Southampton and the second the head of a primary school in the city of Riyadh in Saudi Arabia, who had come to Southampton to visit her son. I found it a good opportunity to practise my interview schedule with them.

Both interviews were interesting and worked well. However, the first interview took far longer than I had expected, while the second took less time. This was because the schedule in the first interview was not as well organised as in the second interview, in which I avoided the problems of the first interview, so I was more confident and satisfied with it. The first modification was to start with a general question to create a comfortable atmosphere at the beginning of the interview, rather than asking a main question immediately. The second was to try to draw the head teacher to answer all the points that

I aimed to cover, instead of giving her the freedom to speak on points that might not relate to my questions. This saved much time in the second interview.

My supervisor suggested conducting another pilot study in Saudi Arabia, so I conducted a pilot study in one school in Abha city. This study was conducted on the 20th of October 2009 when the researcher attended the school with a permission letter from the educational administration in Abha city. The researcher gave the head of the school the permission letter and the information sheet to start her study. The head teacher gave me an appointment on the day after. The interview started at 9.00 O'clock with the head teacher and then two deputies and one other teacher who allowed me to interview them. The interviews took about one hour; they started with the first question on the interview schedule. The interviewees at first looked uncomfortable, and they answered briefly but after the first question they felt more comfortable, and the interviews were more stimulating and went well. This study was useful, because it drew my attention to some mistakes, such as interrupting the interviewees when they were speaking. This caused some confusion and I missed some information. In the first interview with the head teacher the recording was not very clear, because some supervisors were talking in the same room. I avoided these mistakes in the other interviews and wrote what the head teacher had said to support the record. In this study, I also made some observations and collected some documents. However, I collected some documents that were not useful, but doing the pilot study gave me an idea of what kind of documents could be found in other schools and helped to choose the useful ones. This study was also very useful because it gave me confidence and practice in how to introduce myself. On the information sheet that I provided some points were missing such as why I had chosen that particular school and other questions that head teachers were concerned about. I used the information sheet provided by the School of Education in the University of Southampton for the other schools (see appendix 2).

4.10 Ethical Issues

Ethical considerations are an important part of any research and several ethical issues may confront researchers (Cohen *et al.*, 2007). In the current study the researcher was concerned about obtaining access to schools, and some steps were followed.

The researcher at the beginning obtained a letter from her supervisor, confirming that the researcher should collect data in a given period of time. This letter was sent to the Saudi cultural bureau in London and they provided me with a letter to the educational administration saying that I was a PhD student who needed to collect data from some schools in the city. Then the educational administration provided me with an open letter

to schools without mentioning specific schools. This permission letter was important for the research as, when I went to each school, they could have refused me entrance without a letter of permission. They were happy to cooperate when they saw the letter. In addition, the educational administration asked me to show them a first draft of the questions that might be asked. I submitted them and they stamped their approval. Denzin and Lincoln (2003), state that interviewers should avoid the consequences of conducting research without permission, in other words, illegally.

At each interview, the researcher showed the permission letter and information to the head teacher sheet to allow her and others to understand the aims of the study, and what to do at each visit as interviewee. The researcher also allowed the interviewees to ask questions, which made them feel like an important participant in the study. According to McQueen and Knussen (1999), interviews work better when participants are given initiatives and are invited to participate effectively in the study. In addition, the researcher promised not to use the name of any participants, Frankfort-Nachmias (1992, cited in Cohen, Manion and Morrison, 2007), spoke of *"the need for confidentiality of participants' identities, and that any violations of this should be made with the agreement of the participants"* (p. 64). Both permission letter and information sheet are provided in Appendix 1 and 2.

4.11 Data Analysis Technique

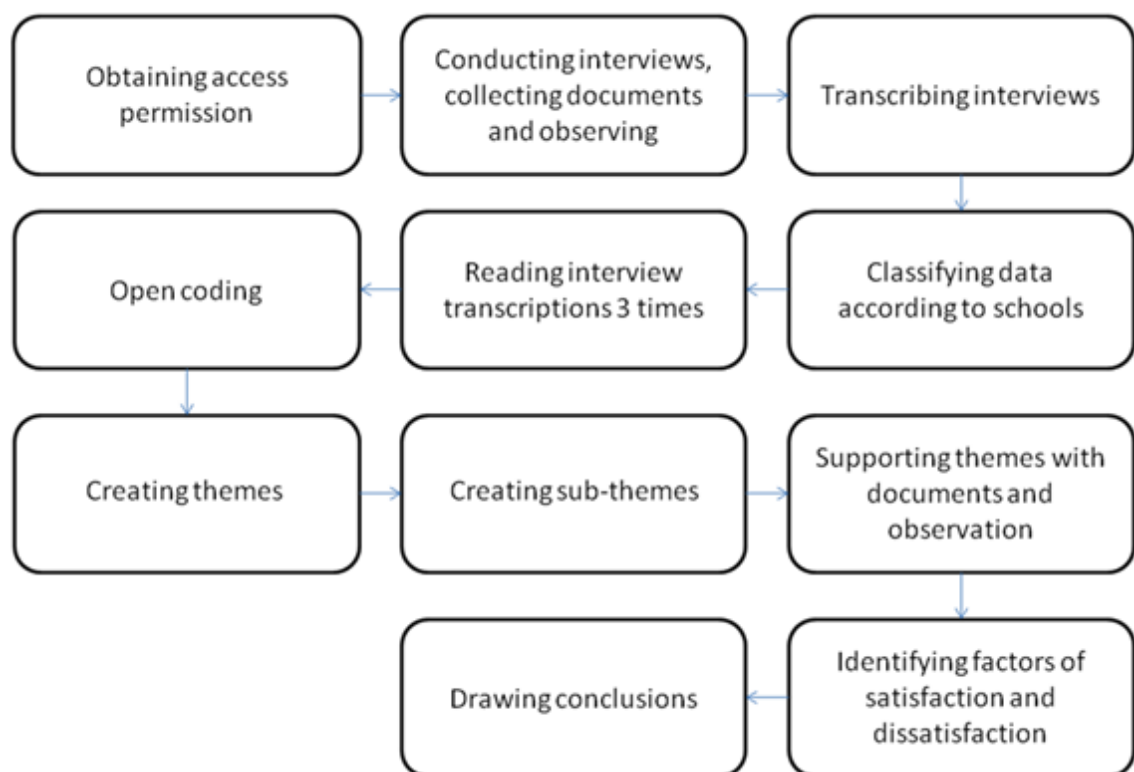
The literature was not entirely clear on the best way to conduct qualitative analysis procedures in this field, and so the researcher attempted to develop her own approach. The first step was to obtain permission from the head to make audio recordings, which were immediately transcribed *verbatim*, in Arabic. McQueen and Knussen (1999) indicate that *"the analysis of qualitative data is an ongoing process that is best begun early, as soon as the data collection begins in fact"* (p. 239).

The second step involved classifying all the transcriptions in separate files for each school, coded Schools A, B, C, D, and E. Each file comprised all transcriptions, documents and observation data from that school. All transcriptions, documents, notes and observations were kept in separate notebooks. Each page of interview data included information on: interviewee job, time, location, economic status and name of school (A, B, C, D and E).

The third step was to read all the interviews three times. In every interview, I highlighted each sentence or paragraph offering a new idea, with a column on the opposite page used to make open coding. Then I considered all of the ideas taken from all the interviews, and looked at similar ideas from them. I listed them on a separate page and

compared between the interviews. For example, I found that everyone talked about salary and workload, so these elements were coded to make a main connection between data processing and developing an emergent theory (Smith *et al.*, 1999, and McQueen and Knussen, 1999). Then sub-themes started to appear. For instance, I found that everyone talked about workload, achievement, recognition, paperwork and so on, all of which came under the heading of *the nature of the work*. Then I looked at all the interviews again on this specific theme and wrote about it for each head teacher separately, then read all the collected observations and documents to find anything related to it. I followed the same process for all the other themes and identified factors of satisfaction and dissatisfaction, in order to draw conclusions.

Figure 5: Analysis Procedures



4.12 The Conduct of the Research

The current study aims to explore job satisfaction among female head teachers in secondary schools in Abha city, Saudi Arabia. The researcher needed to dig deeply in order to understand the phenomena. In terms of the philosophical approach to the study, the researcher clarified some assumptions in order to determine the method to be used in the study and to determine the appropriate methodology. In terms of ontology, the study adopts the nominalist approach, with anti-positivism as the epistemological

assumption. A qualitative method is selected as the appropriate approach for the current study, according to the purpose and research question. The chosen research strategy is intrinsic, descriptive, and multiple case studies. The research aims to attain better understanding of job satisfaction in a study of five female secondary school head teachers in the city. The schools sampled were in both poor and wealthy areas of the city. The main subjects were head teachers, but other staff members were interviewed (deputy heads and three to four other teachers), in order to gain a complete picture. Three methods were used to gather data. Interviews were the main method, with documents and observation as supportive methods. Semi-structured interviews seemed the most appropriate method to use. The researcher prepared an interview schedule for the head teachers, as detailed in Appendix 3.

4.13 Summary

This chapter has presented the research methodology for the present investigation, including assumptions about the nature of social behaviour, discussion about case study methodology, validity and reliability issues, subjectivity and objectivity, the pilot study ethical issues, data analysis techniques, and the conduct of the research. The next chapters present the research findings.

CHAPTER FIVE: FINDINGS

Following the introductory chapters, the literature review and methodology chapters, this chapter aims to present the findings derived from the study's qualitative investigation. Analysis of the results will lead to conclusions and recommendations. The chapter starts with descriptive data about the research sites, followed by findings from the head teacher interviews in the five different schools.

5.1 Research Sites

The aim of the tables below is to give some sense of the time spent in each school, the economic status of the area, the atmosphere in school and around the head teacher's office, and the number of interviews conducted and their duration.

Table 5: Description of School A

School	Time spent in school	Number of interviewees	Area economic status	Time of interview
A	8 days	Four interviews Head teacher, two deputies, and one teacher	Poor	2 hours with head teacher and about 45 minutes with the others
School atmosphere and head teacher office	This school was very quiet but the students seemed not to be active. The Head teacher does not have a computer in her office and was dealing a lot with large amounts of hand-written papers.			

Table 6: Description of School B

School	Time spent in school	Number of interviewees	Area economic status	Time of interview
B	10 days	Six interviews Head teacher, four deputies, and one teacher	Average	2 hours with head teacher and about 30 minutes with the others
School atmosphere and head teacher office	This school looked clean and tidy. Students had a relatively free dress code and freedom to express opinions. There was a computer in her office and a large room with a printer.			

Table 7: Description of School C

School	Time spent in school	Number of interviewees	Area economic status	Time of interview
C	10 days	Six interviews Head teacher, two deputies, one administrative, one writer and one teacher	Poor	5 hours with head teacher and about 30 minutes with the others
School atmosphere and head teacher office	The design of this school was different, but it was not a practical design. For example, there was not enough space for the pupils at lunch time, and, although the building had four floors, the spaces were still insufficient for pupil control.			

Table 8: Description of School D

School	Time spent in school	Number of interviewees	Area economic status	Time of interview
D	Spent 10 days	Six interviews Head teacher, one deputy, two administrative and two teachers	Rich	3 hours with head teacher and about 30 minutes with the others
School atmosphere and head teacher office	This small school looked tidy. It was not in state-owned premises, but rented property more in the style of a house.			

Table 9: Description of School E

School	Time spent in school	Number of interviewees	Area economic status	Time of interview
E	Spent 7 days	Five interviews Head teacher, one deputy, two administrative and one teacher	Rich	3 hours with head teacher and about 20 to 30 minutes with the others
School atmosphere and head teacher office	This school was a new building (three years old). Its design was similar to Schools A and B.			

It can be seen from the tables above that the researcher spent a similar period of time in each school, ten days in schools B, C and D and seven to eight in the others. In terms of number of interviews, the heads of all five schools were interviewed and at least one deputy and member of office staff, except in schools A and B, where no-one in the office would agree to be interviewed.

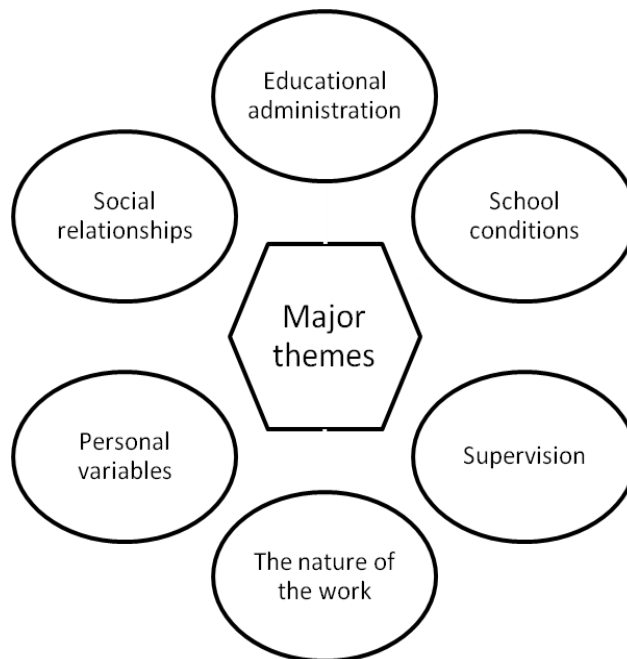
In terms of interview times, the researcher spent two hours with the heads of schools A and B and three hours in schools D and E. However, the head of school C gave me five hours to speak with her, as she was excited about the topic and kept talking at length about it. In terms of school atmosphere, I tried to give a brief description based on first impressions, and I found similarities in terms of school design between school A (poor area), B (average area) and E (rich area), but differences in terms of atmosphere: schools A and E looked quiet.

5.2 Findings from Head Teacher Interviews

The collected data from the semi-structured interviews were analyzed manually, as explained in the methodology chapter, in order to define sub-themes and major themes in the job satisfaction and dissatisfaction factors that emerged. The findings from the five head teacher interviews indicated that the participants' attitudes towards their job satisfaction could be grouped under six major themes each with a number of sub-themes:

- Educational administration
- School conditions
- Supervision
- The nature of the work
- Personal variables
- Social relationships with students, parents, deputies, and teachers

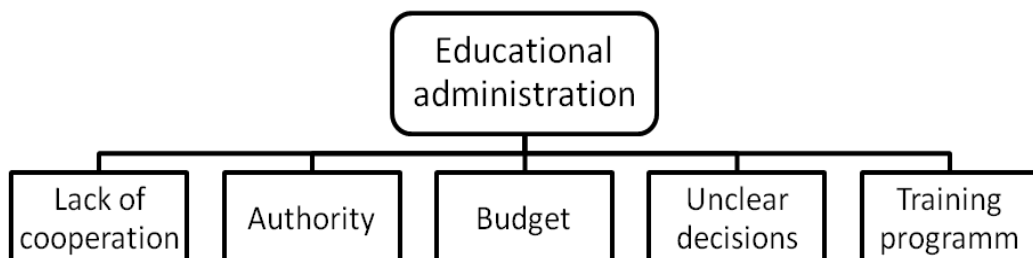
Figure 6: Major Themes Explored in the Interviews



5.2.1 The First Major Theme: Educational Administration

The theme educational administration was the most mentioned factor, and all head teachers were dissatisfied about it. This theme can be divided into five sub-themes: lack of cooperation, unclear decisions, and head teachers' lack of authority, budget and training programmes.

Figure 7: Sub-themes of the Major Theme: Educational Administration



As can be seen from Figure 7 above, the theme of educational administration includes five sub-themes. These sub-themes will be illustrated by quotations from individual head teachers. The overall picture of this major theme reflects a top negative influence on

head teachers' job satisfaction. The sub-theme lack of cooperation includes a lack of response to requests made by head teachers, which was reported as the highest source of dissatisfaction.

"Unfortunately I feel that I am really working alone. I am doing my best to manage the school but I still need support and ... requests to the educational administration ... I do not receive any answer from them. They do not pick up their telephone at all. I am always sending letters to them, but they put all letters in their office and do not even look at them. When I call one of them regarding any request, he sends me to another and he sends to others, so I do not know who is responsible for the delay" (Head teacher school A).

"The other thing which makes me dissatisfied about the educational administration in Abha city is that when any problem happened for example between student and teacher I must be part of the problem. Why do they not try to solve the problem without involving me in any problem? And my name appears in front of the educational office. For instance last year a paper for a student exam was lost, and I spent two days looking for this paper but I did not find it. Then the educational administration told me that I am solely responsible for this paper, while the teacher who collected it was the one responsible. I called the educational manager and asked him to help me many times. Then he promised to help and to look into the issue, but only one day after he sent a letter blaming me. In a problem like this, why does the educational administration or supervisor not help me and not care about school problems? So this is the factor that makes me dissatisfied"(Head teacher, school B).

In school B, while talking with the head teacher, she received a call from the school caretaker asking her to receive her new office desk. The head teacher was very happy about it, saying that she had finally got it three years after asking for it. On the same day, the head teacher phoned the educational administration regarding having a DSL service for the internet. They promised her that they would come as soon as possible. However, they had not resolved the issue by the time I finished at the school.

In addition, the researcher found a document in school B concerning Regulations from the government office in Abha, addressed to the general manager of girl's education for the city. It contained strong threats of punishment because of continuing complaints from parents about delays, failure to answer them and negligence at work.

"There are many factors that make for dissatisfaction. The first is the lack of cooperation from the educational administration, who do not work with us to improve education in

the city. We need many things from them regarding school conditions or student problems or any problem. They do not help me to manage some difficulties that I am facing, like when I ask to have some facilities at the beginning of the year ... I get it at the end of the year and this is a disaster for me" (Head teacher, school C).

"I usually see the head teacher spending lots of time calling the educational administration about school needs, but no response" (Teacher, school C).

While I was in the school, the head teacher tried to show me some links on the internet, but she was not able to connect, so she phoned the educational administration to solve the problem, but there was no response.

"I am responsible for everything in the school, even looking for cleaners, while I know that educational administration are responsible for that. Last month, me and my husband were asking some cleaning companies, because I had phoned the educational administration many times, but no response at all" (Head teacher, school D).

In school D, the head teacher had phoned the educational administration twice to ask them about some regulations, but they did not respond at all.

"Actually, being head teacher with no cooperation or support from the educational administration makes it really hard work. Once I asked for a replacement caretaker, as the existing one was consistently late because he lived so far away, but there was no response to that the next year and I am still waiting" (Head teacher, school E).

"Inconsistent decisions" was found to be the second most important sub-theme regarding educational administration. The five head teachers referred to the decisions or regulations that they received from the educational administration. In general they spoke of the negative effect of unclear regulations on their job satisfaction:

"There is an unclear system with unclear decisions that we receive from the educational administration. For instance, I received a letter from decision makers saying that students ought not to stand up quietly during the morning assembly, because of the swine flu problem, so I did what they suggested, but the following day, a supervisor came round to say that the students should stand up for the quiet period to listen to the school radio, so that led to a big debate, where I pointed out that I had received a letter that contradicted her advice, but she said that I had to follow what she said, and that kind of thing gets on my nerves" (Head teacher, school A).

“Actually the policy of education in Saudi Arabia in general is clear, accurate and well studied, but the disaster is with the people in charge of implementing it in the ministry of education or in educational administration in every city. The plans or regulations are not made clear to us, and they do not do exactly what it says in the policy. I receive a plan relevant to my school and I study it thoroughly, but I still feel lost and confused. It often happens that I practise what the educational administrative advise me to do, but when the supervisor comes, she offers a different regulation. For instance, this year, we received a letter from the educational office saying that each student would have a separate computer and would work on that, but no computers arrived, and in any case there was not enough space to allow a training programme for teachers, so the educational administration is a waste of time, and that makes me really dissatisfied” (Head teacher, school B).

“I feel that lots of decision are made without adequate planning and without establishing an infrastructure. Regulations change all the time throughout a given year and this detracts from our work and causes us to lose time. We prepare for change and then they send a letter to say that the new project will not work after all, so just ignore it.” (Head teacher, school C).

“There is uncertainty in any decision coming from the educational administration. We receive some regulations one month, for example, and the next month we are told the opposite. Therefore we are required to carry out regulations that are not well planned. For instance, as you may know, exams for the last year of secondary school were set completely by the educational administration, but suddenly last year we were asked to set our own exams, by classroom and enter all the results on the computer. How can all this be managed when I do not have enough computer qualified teachers and not enough rooms, so this was a source of real stress” (Head teacher, school D).

Lack of authority is another important and related sub-theme among head teachers. All heads complained that they felt that they lacked authority or freedom in the running of their schools. They complained that the Saudi education system was too highly centralised and bureaucratic, which is clearly associated with the previous sub-themes. They spoke a lot about how limited authority had a negative effect on their satisfaction.

“Having authority saves, in that, instead of asking permission to do anything in my school, which takes forever, dealing with it from within the school’s administration is more satisfactory, and is usually better and more practical. Head teachers have clearly defined authorities that are documented, but in reality we do not have all these authorities. For example, we have the right to open or close some classes or add an extra

room for teachers or something like this. I am allowed to do so in the document but when the supervisor comes, she presents me with a contrary regulation from education and prevents me from doing what I wanted.” (Head teacher, school A).

One teacher in this school agreed with this, stating that:

“The Saudi education system is undemocratic. We are not involved in any decision making, and we feel that we have no authority, even at the head teacher’s level. She cannot decide anything without her supervisor’s say-so.”

“.....giving me authority increases satisfaction for me. I have documents that say what authority the head teacher has, but unfortunately this is only in writing and not in reality. For example, I do not have the right to open or close classes even if this is important, so what is the point of having this written authority. We also do not have the right to punish students if they cause any serious problem. We are really careful in dealing with the students, because we do not have authority and if you see the document about the head teacher’s authority, you will see that after each point they write ‘with permission from the supervisor’, so where is the authority here” (Head teacher, school B).

“Sometimes I feel that some regulations from the ministry of education are not flexible and against the school’s needs but the educational administration ask me to do things even that I do not agree with. I need some autonomy in managing the school, and it would be appropriate because I know more than them about the school’s needs, but here especially, in Abha, they are strict and follow what the regulations say without even discussing it. I want some authority and freedom. I do not want to perform any useless decision even from the ministry itself. Why is there no chance to have a discussion on some issues in schools with the decision makers themselves” (Head teacher, school C).

“In the past, head teachers had more authority than they have now, but now I can describe them as a machine or tool to do whatever the ministry want, nothing more than that” (Head teacher, school D).

While I was in school D, a student came to ask the head teacher to accept her enrolment in the school, but the head teacher refused because of lack of places, then, the day after, the student came with a letter from the educational administration saying that she had to be enrolled in this school. The head teacher told me that she had the authority to refuse this student in the document but not in real life.

"We have a document in authorities from the ministry of education but it appears to me to be a set of duties not really authority. I can provide you a copy if you want" (Head teacher, school E).

I obtained a document under the title "Document of all head teachers' scope of authority, from the Ministry of Education". In this document, twenty-nine items were presented in three papers. The majority of the points were actually about duties, as stated above, and authority was indeed granted, but only with the supervisor's permission as the head teacher in school B had said. Item number ten stated that: "The head teacher can change the location of any room or classes if this benefits the education process. Head teacher in school B mentioned *"I do not have the right to open or close classes even if this is important, so what is the point of having the written authority"*.

Budget seems to be the fourth sub-theme from the major theme of educational administration. The head teachers in schools B,C,D, and E spoke angrily about the budget shortfall. They pointed out that corruption was the only reason for the shortage.

"The budget is not enough for school needs in general. In the media, we hear that the government budget provides schools with lots of money for the HINI virus [swine flu]. My cousin, who is in the ministry of education, said that each student should receive 10 SR and antibacterial hand gel and antibacterial products for the whole school, but all that we got was only four tissues. I do not know where the rest is. I called the educational administration and told them that I am paying from my salary to cover school needs and they promised to solve the problem but nothing happened so I can smell corruption in the issue" (Head teacher, school C).

"I only receive 300 riyal for cleaning of the school for the whole year and 200 riyal for the kitchen, and this is not even enough to buy food for practising housekeeping skills for 600 students. This is all I receive every year" (Head teacher, school B).

In school B, and while I was in the head teacher's office, I met a supervisor who is responsible for learning resources in the school. While we were talking, she pointed out to me that:

"There is a huge budget spent for learning resources, but many schools still have insufficient resources and some have nothing, so I am wondering where are they going and how to solve this problem"

"Despite the fact that that Saudi government spends 25% of its budget on education, I did

not receive any money two years ago. I do not know who is responsible for that" (Head teacher, school D).

"Me and the head teacher pay from our own money to cover some cleaners for the school. My husband works in a boys school and he said that their budget is slightly better than ours" (Deputy, school E).

"Training programmes" were the fifth sub-theme from the major theme of educational administration. The head teacher in schools A, B, C and D were concerned about the negative effect on their job satisfaction of the lack of availability of training programmes. They stated that they do not have enough training programmes, though the head teacher in school E was satisfied on this topic. The head in school A said:

"Actually there is only one training programme every one or two years, and even those available do not meet our needs and do not even add to our knowledge or improve our thinking. Last year's training programme that I attended was a good example" (head teacher, school A).

I asked her to explain this example, but she refused.

One deputy in school A also indicated the lack of training programmes. She said that in twelve years she had only attended two training programmes.

In addition, one teacher said

"The head teacher in this school does not tell the teachers about training programmes that we can attend. I do not know why".

"I am completely dissatisfied about it, as we only attend once a year and sometimes once every two years. In addition, the training programmes that I have attended was useless. Nothing new. They only read some books without adding any further knowledge" (Head teacher, school B).

"My supervisor told me that in a document from the educational administration there is a regulation saying that head teachers and deputies have twenty days off only to attend training programmes, but we do not receive any such thing" (Deputy, school B).

"I attended many training programmes outside Abha city, but it was difficult for me, and a long process. I paid money to go on many training programmes in the United Arab

Emirates and also in Riyadh, but in Abha the training programmes are really strange and useless. All they do is read some books" (Head teacher, school C).

"I have been nineteen years in this school and attended a few training programmes, and only one was useful" (deputy, school C).

"I was working in the supervision centre and many training programmes are available there, but not in this school" (Teacher, school C).

From documents in school C, the researcher found three certifications of training programmes that the head teacher had attended: school health, a swine flu (HINI) awareness programme and a programme about monitoring the final year marks of students in secondary schools.

Once when I was in this school, the head teacher was calling the supervision centre, asking them to send her availability of training programmes for her, the deputies or teachers. When she finished, she told me that training programmes are very important for all staff in the school. She said that after each training programme that she attended, she made a presentation about it to the deputies, teachers and all administrative staff in the school.

"I believe that training programmes are useful for me and any staff in the school but it is rare to find really useful training programmes. Only one programme I attended last year was really useful, and it was about behavioural process goals" (Head teacher, school D).

A paper was found about this training programme, on which was written the names of the school and the head teacher (school D) and the title: "*Behavioural process goals*". The head teacher in school E said:

"The training programme I attended was useful. I really needed a training programme to help me to manage this school, especially as I am new and have only two years of experience. At the beginning of this year, I attended a course under the title Strategic Planning). This course helped me a lot in my documentation (school planning), because I was only concerned about the school's condition, and the basic things that any head teacher can do, but this course opened my mind to many things" (Head teacher, school E).

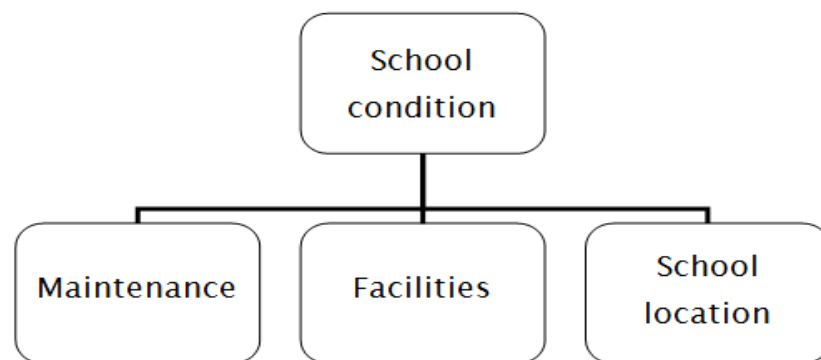
This first major theme ("relationships with the educational administration") and its five sub-themes (lack of cooperation, unclear decisions, head teacher authority, budget and

training programmes). Reflect the dominant influence of the highly centralised Saudi education system. Finally, the lack of response to head teachers' requests, uncertainty in decisions, and the heads' lack of authority were the main results of the highly centralised and bureaucratic system in Saudi education, as well as budget shortage resulting from corruption.

5.2.2 The Second Major Theme: the Condition of the School

The second major theme to be focused on is the "school condition". All head teachers spoke about this theme in different ways, so it can be divided into three main sub-themes: maintenance, facilities and school location.

Figure 8: Sub-themes of the Major Theme: School Condition



As can be seen from Figure 8 above, the theme school condition includes three sub-themes. These sub-themes will be illustrated by quotations from the head teachers themselves. The overall picture was that this theme has a negative influence on head teachers' job satisfaction. The sub-theme maintenance was reported as the highest source of dissatisfaction, as all the head teachers complained about it.

"Sometimes I stay at the school until evening with my husband and sometimes we come at weekends to repair damage, to fix electrical problems, to do painting, repair some damage in the toilets and many many things need maintenance. I can provide you with a letter that includes a list of all school needs in terms of maintenance. We usually send it to the maintenance section ... in the educational administration" (Head teacher, school E).

The researcher was shown this letter, which contained sixteen maintenance jobs needing to be done. It was written in Arabic, but a translation is available in Appendix 4 as an example of an important letter from one of the five schools.

"There is a lot of equipment that needs maintenance in this school, especially in the learning resources room, and when I ask the educational administration to fix it, they keep saying that they have one thousand schools to manage. They cannot cover all these school, so I keep on waiting for several months" (Head teacher, school C).

On my last day in school C, I went to the head teacher's office, and she was on the floor under her desk, where she had detected an unusually high source of heat coming from the ground. She immediately had all the electricity turned off and called the maintenance department in the educational administration as an emergency, and explained how dangerous it was, but by the end of the day, nobody had come to check it.

A document was collected from school B under the title "Visits to schools and supervision, 2009/ 2010", and it included notes about learning resources. One of the points mentioned was that: "There are some machines in the learning resources room that need maintenance".

The sub-theme facilities was reported as the second highest source of dissatisfaction with the major theme school conditions. Head teachers in school A, D and E complained about the shortage of facilities in their schools. However, the head teacher in school C pointed out that her school finally obtained adequate facilities, but poor maintenance.

"In this school, there are not enough learning resources. There is room available, but it is poorly equipped. The labs are poor, there is a shortage of equipment in the kitchen and the teaching rooms are very small, as you can see, because the premises are rented and were not designed as other state schools, which have a specific design. It was previously a house. So I asked many times to have a proper school, but we are still on a waiting list, so they say. This area is new and wealthy, as you will have seen, so I do not know why they did not manage to create a space for a school when they planned the area" (Head teacher, school D).

"This building is not suitable to be a school. You can find thirty-three students in a very small classroom. Last year the education manager came to the school and decided that it was not a good building, but nothing changed" (Deputy, school D).

One day while I was observing school D, two students were sitting an exam outside the classroom because the classroom was too small. In addition, there was no room for new students, who were sitting in the canteen.

"In terms of facilities in the school I am satisfied about them, because finally, after a big debate, I got at least the main facilities such as a learning resources room with enough equipment, a small clinic with basic first aid and some medicine, especially after the appearance of swine flu, so this school is classified by the educational administration as a health oriented school. It also has computers, a printer and enough rooms and classes. The problem now is maintenance for all facilities" (Head teacher, school C).

"We are lucky because our head teacher keeps on asking usually until she has got enough facilities, which is more than can be said for other schools. We have all the learning resources we need, for teachers to use in their lessons, but the building itself is huge and not well designed and difficult to be managed" (Deputy, school C).

School location was indicated as a third, but less important source of dissatisfaction. Only three head teachers indicated it (schools A, C and E), but the others were satisfied with it.

"As far as I know about the location of all schools in Abha city, I think that the location of this school is the worst ever and you may recognise that. It is located in a dangerous area to walk around in terms of footpaths; it is a crowded area with not enough parking space and I have suggested having police to direct traffic to allow students to pass safely" (Head teachers, school C).

"The school's location is bad and dangerous. Last year, one teacher had a fall which led to a miscarriage and I also fell twice, so be careful when you come to our school ahhhhhhhhhhhhh" (Teacher, school C).

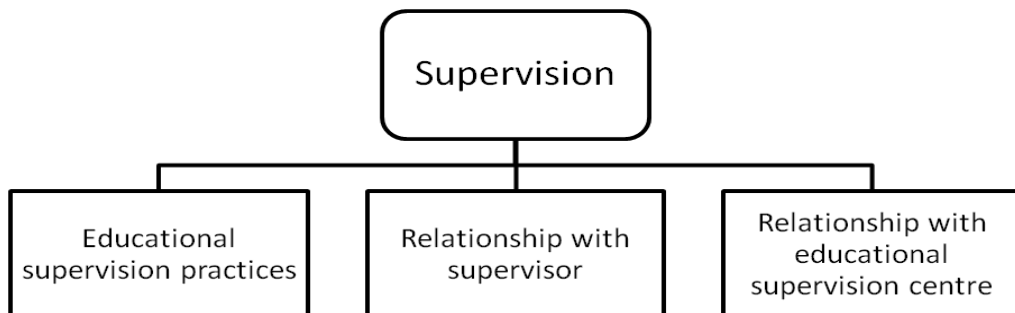
The school is located in quite a difficult area, which is normal in many places in the city, which is densely populated. Last year I economised some money from the school canteen and built a wall in front of the school entrance, because there was a possibility that any student could fall in front of a bus" (Head teacher, school E).

The major theme "school condition" and its three sub-themes (maintenance, facilities and school location) were sources of dissatisfaction, school design being in particular mentioned by the head of school C as having a negative effect on her job satisfaction. She described her school as a four-storey prison with few windows, and she pointed out that it was difficult for her to control the students or keep an eye on everything, especially as the school had no central playground from which to see all floors.

5.2.3 The Third Major Theme: Supervision

Supervision seems to be the third major theme that affects head teacher job satisfaction negatively. All heads expressed their dissatisfaction about the supervision factor in similar ways, except for the head teacher in school E, who pointed out that she was satisfied with supervision. From reading about this theme in all the interview transcripts, I found that it can be divided into three sub-themes: educational supervision practices, relationships with supervisors and relationships with the educational supervision centre.

Figure 9: Sub-themes of the Major Theme: Supervision



In general, secondary school head teachers identified educational supervision practices as the highly negative aspect contributing to dissatisfaction. They pointed out that supervisors only focus on negative features and do not commend positive practices, and that they deal with written documents more than practice in the school.

"I was really comfortable with my supervisor last year. She provided me with a lot of useful advice and supported me a lot. She concentrated only on the things that could be useful for the school, but this year my supervisor now only concentrates on written documents instead of supporting me or adding to my know-how in managing the school, so I go without any real help, and she makes me feel down when she only gives orders without mentioning any positive features that I have worked on in the school" (Head teacher, school C).

"I am suffering from uncertain decisions by my supervisor. For example, she came today and asked me to change something in a plan I had made with another supervisor, who had asked me to do it another way, so they usually change their minds and this causes me many times to feel that they are only going on what the educational administration have been saying with knowing the situation in the school, even though they come to the school and should know what is good for it. For example, there is no teacher at the library session, so the Arabic language teacher was asked to cover the library lesson because of the shortage of teachers, but then the supervisor told the Arabic teacher to

refuse to take the class, so it became an empty lesson, but then another supervisor came and asked me to find a teacher for this lesson, which made me feel really angry" (Head teacher, school D).

"My supervisor came to me asking me to fulfil some regulation, but when I did them, another supervisor asked me to do it another way, so the difference of opinion cost me lots of effort and time. I had hoped that my supervisor would come to support me, to help me, to be with me if any problem happened in the school, to be with me in asking the educational administration to solve this problem, but unfortunately this does not happen. All the supervisor is concerned about is paperwork" (Head teacher, school B).

"I feel that some supervisors focus only on negative points and are just determined to find them, instead of giving real support and trying to improve our performance"(deputy, school B).

The head teacher in school E expressed her satisfaction about her relationship with her supervisor.

"My relationship with my supervisor is excellent she is a very nice lady, very helpful. She talks with me as a friend and supports me. I really feel comfortable with her" (head teacher, school E).

Relationships with supervisors appeared as the second sub-theme. However, other heads complained about the way supervisors talked to them and the differences between them in terms of thinking and experience.

"..... you saw yesterday how the supervisor was talking to me. She was not very polite. I stopped speaking with her and was thinking about sending a letter to the educational administration about what she had done, but my husband asked me to stop thinking about this issue" (Head teacher, school D).

Once when I was talking with the head teacher in this school, a supervisor came to speak with her in a bad way and she was pushy in an angry way and all because some documents were in the wrong colour. She asked the head teacher to change them all and she threw them on the floor, which really upset the head teacher and it also shocked me, because the head teacher is nice and polite. The day after, the head teacher talked again about what had happened and burst into tears, saying:

"The educational administration is forcing me to be head teacher in this school because the previous head teacher left her job, but I do not want to be head teacher, but there is no option. I did my best and worked hard to manage the school with inadequate facilities and bad school condition and lack of cooperation from the educational administration. After all, these inexperienced supervisors come and make me feel down and treat me like a child. I need her support. We are all educated and have to think together how to improve education instead of thinking only about the colour of papers" (head teacher, school D).

In the same school, the supervisor for learning resources came while I was in the room. She was asking two teachers to use the learning resources for teaching instead of the traditional way of teaching, but one teacher smiled and said *"How can I use the learning resources if there is not enough equipment" (Teacher, school, D).*

"The supervisor behaves in a haughty way, even though I have more experience than her, and she never gives any useful advice when she visits me" (Teacher, school D).

"The problem with some supervisors is that they think that they have a high station and that they are superior to others, whereas she was a teacher with little experience, because as you may know, there is no evaluation of supervisors. They are just former teachers that transfer to supervision without training, so how can I deal with a supervisor who is less knowledgeable and less experienced than me" (Head teacher, school C).

Relationships with the educational supervisor centre were brought up by the heads in schools C and E, who said they had a negative effect on their satisfaction.

"The supervision centre sometimes is not cooperative. I called them last week regarding a shortage of teachers and asked them to send a letter to the educational administration to explain the issue and describe the situation in a formal letter, because I had tried many times but received no answer, but unfortunately they asked me to try to spread lessons between teachers to cover the shortage, but this is not a good solution because teachers for sure will not respond" (Head teacher, school E).

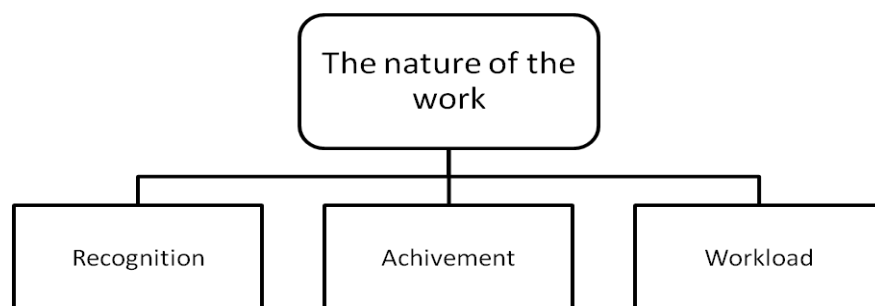
"....At the beginning of this year there was a shortage of teachers and I discussed the problem with my supervision centre, but they didn't seem to really care about the problem. They sent me a supervisor, but she only signed the form to say that she had attended, without real involvement" (Head teacher, school B).

In general, it can be seen from the interviews, observation and some documents that the major theme supervision has a negative effect on the five head teachers in various ways, in the sub-themes of educational supervision practices (supervisors focusing on the negatives and mainly paperwork, without useful contributions or support), relationships with supervisors (the way supervisors communicate and the differences between them in terms of thinking and experience), and relationships with the educational supervision centre (lack of cooperation, such as on issues of teacher shortages, which perhaps links again to the highly centralised nature of the education system in Saudi Arabia).

5.2.4 The Fourth Major Theme: the Nature of the Work

This theme overlaps with some of the previous themes above, as all head teachers talked about their work and the problems faced. However, all head teachers referred to the nature of the work, so the theme will be classified into three sub-themes, namely workload, achievement and recognition.

Figure 10: Sub-themes of the Major Theme: the Nature of the Work



Head teachers spoke of the duties they have to perform every day and their responsibilities for problems in the school. They complained about the huge amount of paperwork they had to do on a daily basis for supervisors, in addition to visitors who turned up without appointments. While I was in the schools, I noted that all the other staff had a dinner break, but the head teachers were too busy all the time and hardly had time for the interviews, in spite of their great interest in the topic.

"I am really under stress because of the huge number of duties that I am responsible for. There is a shortage of administrative staff and lots of visitors come to the school without appointments, as you see, supervisors, parents and students, and all these take a lot of my time. Teaching supervisors come and ask me to prepare their documents and time tables and you can imagine how many teachers there are in the school - if each one had their own supervisor. Also I am required to write several documents, every day, so instead of spending time on important things to do with managing the school, I am

dealing with a lot of paperwork" (Head teacher, school E).

One of the documents that I collected from school E, which also exists in all schools, was the "Guide book to head teachers' work", provided by the ministry of education, which included all daily tasks. It also included school forms that head teachers have to fill in, eight complex documents in all, which seemed to need a long time to write.

"A head teacher's job is really hard and stressful. If I had a choice, I would quit as soon as possible, because there are so many tasks, in planning, managing, assessing teachers and so on. I know there are deputies but they are not that cooperative with me and any error they make, I am solely responsible for it. I do lots of jobs, even paying the cleaners and caretaker. I keep asking the educational administration for money, so it is hard to be a head teacher in an uncooperative atmosphere. In addition, writing unnecessary documents every day takes lots of my time" (Head teacher, school A).

The first day I entered this school there were about eight documents on the head teacher's, desk, and she spent about two hours dealing with them.

"At the beginning of the year I feel some stress, but during the year I cannot do anything much apart from fill in forms, which means that we cannot be very creative in our work. We have become like pen pushers, while as you know, we should be attending to other duties" (Deputy, school A).

I also collected a document from school B that listed all the duties for deputies. Seven of them involved paperwork, while there were other duties on the supervisory side.

"I am really tired and need a holiday. Being a head teacher is hard and we also have short holidays, we do not have the same holidays as other teachers. Me and some administrative staff have to be in school two three weeks before students and teachers. Even during the holidays I spend half my time planning and preparing documents, so we are actually working a lot, especially in a huge school like this one with a huge number of students. I have five hundred students under my responsibility" (head teacher, school C).

Despite the fact that four head teachers expressed the view that workload affected their job satisfaction negatively, the head teacher of school B did not consider it to be a negative factor, because she managed her school in a quite good way, as indicated below. Thus, workload may seem to depend on the way that the head teacher manages her school.

"I do not suffer from workload. Only at the beginning of the year there are many duties to do to start the new year, but during the year the work is ok - no workload. Especially as I dedicate some time during the summer holidays. I start planning and distributing duties between workers and preparing the timetable, so managing time decreases the feeling of stress. But sometimes many small issues may take up your time, such as visits from parents, supervisors, some requirements from teachers to have leave or when they change schools. All these may cause a little workload. I am also a mum and sometimes my children's schools call me to collect them or to sort out a problem, which can cause me some stress. But I feel less stress than my friends, who are always complaining about workload, but also I learned some programmes that save me time, such as Excel, which speeds up teachers' work. I created files on it to give to other head teachers to save their time as well. I believe in delegating duties to deputies and administrative staff and teachers and trust them to do them well, while some head teachers do everything themselves, which I think cause lots of stress" (Head teacher, school B).

Under the major theme "the nature of the work", the sub-theme 'achievement' is regarded by them as a factor leading to satisfaction. They feel happy when they achieve their goals at the end of the year and when they achieve something for the students and see them move to another level.

"Achieving my goals really makes me happy and confident. One of my goals for this year is to encourage all students to pray in the school before they go back home. I find it difficult to organise this with six hundred students but in the end I managed it and all students pray every day. I really feel happy when I see them doing this. I am also happy when any day passes without problems" (Head teacher, school E).

"One of my goals since I became head teacher is to make my school health oriented, especially in this poor area where students look unhealthy and their parents seem uneducated, and they really need help, because being healthy affects their performance, so I worked hard and finally my school was classified by the educational administration as being health oriented so I feel proud of this achievement" (Head teacher, school C).

"I really love my job a lot and I feel happy when I meet my goals and I see all students moving to other year successfully and also dealing with students and helping parents to meet their children's needs make me happy and satisfied" (Head teacher, school B).

Once when I was in school B, I attended morning assembly with the head teacher and students. The head teacher was giving some students prizes because of their excellent grades and she looked very happy to see successful students in her school.

"Despite the lack of cooperation from the educational administration in terms of budget maintenance and so on, I am really proud of myself for all that has been achieved in my school. I had a big challenge but feel that I achieved a lot and this is a great feeling" (Head teacher, school A).

"It is a great feeling when I stand up at the end of the year to give students their certificates that say that they can progress to another level. I feel that I am picking up the results of all my efforts" (Head teacher, school D).

Recognition was found to be the third sub-theme about the nature of the work. Head teachers enjoyed recognition from the community around them, the parents, and the students. However two of them were dissatisfied about recognition from supervisors and the educational administration.

"I hope that the educational administration is grateful for what I am doing to improve my school. I spent two months rewriting school plans to match some suggestions on the training programme that they provided, so I need only to be recognised for what I did and just say thank you" (Head teacher, school E).

The head teacher from school A had similar view:

"Students do not recognise what I am doing for them and parents just consider me as an employee without giving recognition or thanks. My friend, who is head teacher in a school in this city was criticised strongly by students in her school, so when the community around you does not recognise your efforts, it affects your satisfaction" (Head teacher, school A).

However, other head teachers pointed out their satisfaction with recognition from students and parents.

"It is great when your students recognise what you are doing for them and when they thank you. Last year, students, at the end of the year, gave me with a thank you card, which made me very happy and encouraged me to do more for them" (Head teacher, school D).

I saw this thank you card on the head teacher's desk, and one day a student came to the head teacher's office to apologise for being noisy the day before, which seemed to indicate good relations between the head and the pupils.

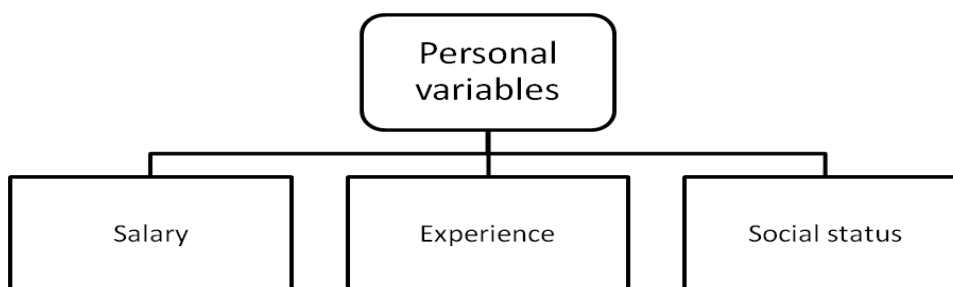
“To be honest I decided to leave my job at Ramadan. But when I received many calls from my friends, parents, and students thanking me and recognising my efforts, I felt really happy, so I changed my mind and decided to stay at the school for some further years” (Head teacher, school B).

Generally, the major theme was that all head teachers considered the nature of the work as having a negative effect on their satisfaction, especially as regards duties, responsibilities and paperwork. Surprisingly, one head teacher (school B) did not consider workload in a negative way as regards job satisfaction. However, achievement, which was the second sub-theme was considered as a positive factor on job satisfaction. The last sub-theme, recognition, was considered as having a negative effect on job satisfaction by three head teachers, while the others pointed out the positive influence on their job satisfaction.

5.2.5 The Fifth Major Theme: Personal Variables

As described in the literature review, many studies, such as Al-Hazmi (2007), Althenian (2001), Alarady (1988), Albabten (1990), Tayyem (1999), Alagbari (2003) Hazard (1991) etc., have used a statistical approach to find the relationship between certain demographic variables and job satisfaction. This study uses a qualitative approach, and some different variables were brought up by head teachers when I asked them in person about the factors that affect their feelings (instead of using statistics) and the relations between job satisfaction and these personal variables. The major theme can be divided into three sub-themes: salary, experience, and social status.

Figure 11: Sub-themes of the Major Theme: Personal Variables



The sub-theme salary is found in many studies, as described in the literature review, as a negative factor in job satisfaction. However, salary in this study was considered to be a positive factor. All five head teachers stated that they were satisfied with their salary and some even said that they were paid more than they need. However, some held the view that they did not care a lot about their salary, so it does not necessarily increase their

satisfaction.

"Many employees in different fields are not satisfied, but to be honest I am really satisfied with my salary, even if many factors still make me not satisfied. If all these problems were solved, I would be more satisfied" (Head teacher, school C).

"I am absolutely satisfied with my salary, but, to be honest, I don't care much about money, so it does not cause satisfaction. Giving me more authority would increase my satisfaction" (Head teacher, school B).

The sub-theme experience was the second frequent factor mentioned by head teachers. They pointed out that the more experienced they were, the more they felt satisfied, because it gave them more confidence in the face of any problems and because of their increased knowledge. However, the head of school B pointed out that there was no relationship between experience and satisfaction for her.

"I believe that experience increases satisfaction., The first year I was head teacher I was not confident and lack of experience made it difficult for me to face challenges, so I really considered quitting, but now I have fifteen years of experience and I am more satisfied and confident" (Head teacher, school A).

"I am now more satisfied than in the first year, but still need time to gain more confidence, because I only have three years of experience, while my deputy has more than ten years of experience" (Head teacher, school D).

"Being head teacher needs experience and the head of our school has not enough experience, but she keeps asking me about many things" (Deputy, school D).

When I was in this school, the head teacher was asking deputies about many things and could not decide by herself on some issues, such as accepting more students in the school or not.

"I do not think there is a relationship between satisfaction and years of experience. Some head teachers have only two years and are more satisfied than others who have ten years of experience. For me, I was very excited and happy in my first two years. I even paid out of my money to do the best I could for the school and I realise now that what I did was not good because the educational administration should be responsible for maintenance, but unfortunately they do not reply. I spent seven years asking to have a new desk and I only got it this morning. As you can see, it is outside. I believe that head

teachers should change schools every three or four years, because this makes a refreshment for everyone hahahaha" (Head teacher, school B).

Social status was the third sub-theme. All head teachers stated that being married gave them strength.

"For me, since I was young, I was responsible for my sisters and brothers, as my father and mother died in an accident and also my daughter died two years ago and I look after her children as well as my own, so this gives me good experience in how to deal with students. I feel that students' achievement is my first goal. Also my husband helped me a lot to manage my school. He is very supportive" (Head teacher, school B).

"My husband supports me a lot. I am nothing without him. When I have any difficulty, he helps me. A head teacher without a helpful husband has difficulties, especially when the educational administration is being uncooperative, and also being a mum helps me to understand students well and support them." (Head teacher, school D)

In sum, the major theme, 'personal variables' was divided into three sub-themes, salary which was considered a positive factor, experience, which also led to increased confidence and satisfaction (only one head stated that there was no relationship between satisfaction and experience), and social status, where being married supported their satisfaction.

5.2.6 The Sixth Major Theme: Social Relationships with Students, Parents, Deputies, and Teachers

Social relationships are essential in any work place. Staff that work together must connect with each other positively or a negative effect will be the outcome, especially in Saudi culture, where social relationships play such a big part. Therefore, the relationships between the head teacher and those around her, including students, parents, deputies and teachers, are vital in terms of head teacher job satisfaction. The major theme can be divided into four sub-themes, namely relationships with students, parents, deputies and teachers.

In terms of relationships with students, the majority of head teachers indicated this factor as being positive, while parents' involvement was negative for some and positive for others.

"Students have to show respect for me. I am the head of this school and doing a lot for

them. It is hard to see students dealing with me badly as students do here” (Head teacher, school A).

While I was in the school, the head teacher was shouting loudly at a student, because she was wearing accessories. The head teacher was pointing out that students are not allowed to wear whatever they wanted at school. The student tried to answer back, but the head teacher did not allow her to and asked her to go back to her class without further ado. Students in this school looked cheerless and inactive.

As regards parents:

“Parents are not really involved with school. They do not keep in touch with us. I usually arrange a meeting and invite them all, but only a few of them will attend, as you will see if you stay with us tomorrow. I invited all parents to come to talk about the virus (HINI)” (Head teacher, school A).

There were only twenty-four mothers at the meeting I attended. Although the head teacher had told me that the meeting was about virus awareness, surprisingly, she never mentioned the topic. Instead, she spoke about school attendances in such a dictatorial way that parents declined to respond. I did not feel that there was any real connection between head teacher and parents and I think that the head teacher played a role in this disconnection.

As regards behaviour in school B:

“I am also one of those head teachers who allow a kind of freedom of discussion and dress code, in terms of colour. I sometimes want to tell students that they have the right to play at lunch time and talk freely. I give them the chance to express their opinions, but at the same time I sometimes deal strictly with them, but their behaviour is generally good and I am happy for that” (Head teacher, school B).

“Nowadays the ministry provides all schools with a list of punishments for any student misbehaviour. Each student receives this list at the beginning of the year and the parents have to sign their consent, so misbehaviour is less than it was” (Deputy, school B).

I collected a copy, entitled “Brochure of behavioural discipline”.

The head teacher in this school encouraged students by offering prizes in front of their friends. I attended assembly in the morning and saw that when she gave the students

their prizes, she looked very happy. In addition, she presented a gifted art student with a certificate from the ministry, thanking her for her contribution to the art competition.

The head teachers in schools C, D and E express their satisfaction about student behaviour, the head of school C stating that dealing with students and helping them made her happy. She wanted to give students all they were entitled to and asked the educational administration if the students could have PE lessons, but it still has not been agreed, but she stated that parents have not cooperated on this issue, perhaps because they are uneducated and hence disinterested. However, the head teachers of schools D and E stated that parents were very cooperative and well educated.

I noted that students' clothing was poor in this school and they looked unhealthy. The head teacher told me that, one day, a student fainted, and when they investigated, it was found that she had not eaten that day. She said that she had secretly acquired information about poor families, but had not brought herself to look at them. On the other hand, students in schools D and E wore smart clothes and were well-behaved at lunch time.

Head teachers' relationships with staff (deputies and teachers) were the least mentioned aspect, although some deputies and teachers made some comments about head teachers. The head of school B indicated that she is satisfied with the cooperation between staff members and that she allows them freedom.

"You cannot imagine how friendly the relationships are in this school among teachers and students, teachers with each other and students and me. This also includes all others who work here, and I am really happy about the great family atmosphere we have here - we love each other. For example, the caretaker had an accident and his car was written off, so the day after, all the teachers assembled in my office to make a donation of money to help him, and this is only one example. I also give quite a lot of freedom to the students" (Head teacher, school B).

"The social life in this school is better than in others. We help each other and the head teacher is active and discusses issues with us. She treats us all very nicely, including students but sometimes she is strict if something goes wrong" (Teacher, school B).

"Social relationships are very important for me, whether in school or outside, but thanks to God I am happy to be in this warm atmosphere surrounding the head teacher, teachers, administrative staff and students" (Deputy, school B).

As regards school C:

"In this school there is a warm and cooperative relationship between teachers' administrative staff and students. I will give you an example. This area is very poor. We investigate about all students' background and found that 70% of them are poor. All the coordinators decided to help poor families, so they saved a sum of money from their salaries to buy foods from the wholesaler, and I am so pleased with the social aspect as well as teacher's performance, because one of my aims is to improve that by supporting them and sending them thank you letters" (Head teacher, school C).

"The head teacher in this school manages it in a kind of democratic way. She has an open mind, but sometimes she finds it difficult to deal with certain issues" (Deputy, school C).

The heads in schools D and E expressed their satisfaction with all staff, and described the atmosphere as being socially very friendly. However, two deputies mentioned the head's lack of experience, but they described her as "a very lovely lady".

Generally, with regard to the major theme of 'social relationships' with students and parents, other teachers and deputies, there is a realisation of the importance of relationships. In the case of the relationship between head teachers and students, this is positive, while with regard to parents' involvement, it is positive in schools B, D and E, and this might relate to the economic side of the area. It might be said that better educated parents become more involved in education issues, and vice versa. In terms of relationships with teachers or deputies, the head teachers pointed to the positive side of a cooperative atmosphere in all schools.

5.2.7 Other Less Frequent Themes

Apart from the major themes, there were some other themes coded less frequently, such as medical discounts, which was raised by the head of school C. She stated: *"I hope that we can be provided with medical discounts in some private hospitals, like employees in other fields"*. Climate was another issue mentioned at school C. The head was from the Eastern part of the country, where better weather is enjoyed than in Abha city. However, the most frequent theme was culture. Other interviewees in schools A, B and C referred to the culture in the city and the way people think. They said that it differed from that in Jeddah and Alkabar, where people are more open, active and creative and less conservative.

“it was a bad decision when I moved to this city. I feel that I am living alone not only my body but also my thinking. People here think in a different way. They are more conservative and concerned a lot about their customs and traditions and resist change. When I suggest any thing, they refuse while people in Alkabbar have an open mind and love changing and improving themselves” (Head teacher, school C).

“I was living in Jeddah where the life there is different and more exiting. We have time to be creative and the supervisor there is very supportive and helpful, but here, teachers do not try to improve themselves” (Teacher, school B).

Therefore, it seems that a person’s background and cultural differences may play a big role in job satisfaction. Furthermore, while doing the coding, I realised that some head teachers had finished their interviews with some suggestions, so I created a new code called “suggestions”. Their suggestions are summarised in table 10:

Table 10: Head Teachers' Suggestions

School	Suggestions
A	<p>1- I suggest that supervisors tell us about their experiences in the other schools that they have attended or organise a time to have meetings with them.</p> <p>2- I suggest that the educational administration provide each school with an application form on which can be entered what each school needs so that heads can meet their goals more successfully and so on.</p> <p>3- I wish that we had a female caretaker, and nurse or first aid worker, to treat students prior to going to hospital.</p> <p>4- I suggest that all heads collectively write a formal letter to the ministry of education to complain about the budget allocation, knowing that 25% of the total budget is supposed to go into education.</p>
C	<p>1- I suggest that heads should find out why useful training programmes only go to staff in the supervision centre.</p> <p>2- I suggest that when heads attend training programmes, they should later make a presentation to all staff in the school, so that all benefit, and then a letter should be sent to the supervision centre about the results of this presentation.</p> <p>3- I suggest that heads and all administrative staff in the school should attend training programmes outside the country to broaden their knowledge.</p>

D	1- I suggest that the educational administration should pay more attention to promotion, send letters of thanks in recognition of what we are doing and make some awards.
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For the final part of the analysis, table 11 shows the two categories of factors of satisfaction and dissatisfaction. It can be seen from the table that the factors of dissatisfaction outnumber the factors of satisfaction.

Table 11: Factors of Satisfaction and Dissatisfaction Derived from the Interviews

Factors of satisfaction	Number of responses	Factors of dissatisfaction	Number of responses
1- Achievement	5 heads	1- Lack of cooperation from the educational administration	5 heads and one teacher
2- salary	5 heads	2-unclear decisions	5 heads
3-social relationship	5 heads	3-Lack of authority	5 heads
4-helping students	4 heads	4-Budget	4 heads and 1 supervisor
5-Experience	4 heads	5-Training programmes	4 heads, 3 deputies and 2 teachers
6-Parental involvement	3 heads	6- Supervision	4 heads
7-Recognition	2 heads	7- Workload	4 heads
		8- Lack of maintenance	4 heads
		9- School location	3 heads
		10- Facilities	3 heads,1 deputy
		11-The culture of the city	1 head 2 teachers
		12- Weather	1
		13- Lack of medical discount	1

5.3 Summary

To sum up, this chapter has presented the analysis of the qualitative data. It was divided into two parts: the first one aimed to give the reader some idea about the research sites, the economic status of each area, the atmosphere in each school and around the head teacher's office, the time spent in each school, the number of interviewees and the timing of interviews. Some similarities and differences were found between the five schools.

The second part examined the participants' ideas about job satisfaction and shows some sub-themes that could be grouped under six major themes: educational administration, school conditions, supervision, the nature of the work, personal variables, and finally social relationships with students, parents, deputies, and teachers. The theme of educational administration was the most commonly referred to in terms of head teacher dissatisfaction. This theme had five sub-themes: lack of cooperation, unclear decisions, head teachers' lack of authority, budget and training programmes, and they were considered as negative job satisfaction factors by all of the secondary school head teachers. The second major theme was "school conditions". The head teachers spoke about this theme in different ways, with three main sub-themes: maintenance, facilities and school location, which the majority considered as negative job satisfaction factors. These two themes reflect the dominant influence of the highly centralised and bureaucratic Saudi education system.

Supervision was the third major negative theme. All heads expressed their dissatisfaction about supervision in similar ways, except for the head teacher in school E, who pointed out that she was satisfied with supervision. There were three sub-themes: educational supervision practices, relationships with supervisors, and relationships with the educational supervision centre. Three heads expressed dissatisfaction about supervision practices and four expressed dissatisfaction about the other two sub-themes. The fourth theme was the nature of the work. All head teachers referred to it, and there were three sub-themes, namely workload, achievement and recognition. Four head teachers reported workload as a dissatisfaction factor, but one cited it as a factor of job satisfaction. Personal factors were the fourth major theme. As described in the literature, many studies have found a relationship between job satisfaction and personal factors, but they used quantitative methods to find it. In this qualitative study, some different variables were brought up by head teachers. This major theme was divided into three sub-themes: salary, experience, and social status. They all reported them as the most frequent factors of job satisfaction among head teachers.

The major theme social relationships were divided into four sub-themes, namely relationships with students, parents, deputies and teachers. In terms of relationships with students, the majority of head teachers indicated this factor as being positive, while parents' involvement was negative for some and positive for others. However, a cooperative atmosphere between staff (deputies and teachers) was reported as a satisfaction factor. The analysis ended with other less frequently mentioned factors, namely the weather, the culture of the city and lack of medical discounts. The analysis obtained the main categories to answer the study questions (the factors that contribute to satisfaction and dissatisfaction among female head teachers in secondary schools in Abha city) and unfortunately found that dissatisfaction factors outnumbered the satisfaction factors, results that will be further discussed in the next chapter.

CHAPTER SIX: DISCUSSION AND CONCLUSION

The current study investigated job satisfaction among female head teachers in secondary schools in Abha city in Saudi Arabia, based on a qualitative approach, using semi-structured interviews supported by documents and observation as methods of collecting the data. The aim was to identify the factors that contribute to satisfaction or dissatisfaction among female head teachers. After analysis of the data in Chapter five, the current chapter is devoted to a discussion of the main findings, as compared to the previous studies and theories presented in the literature review. It includes discussion of overall job satisfaction and discussion of the factors that contributed to both satisfaction and dissatisfaction. The research findings lead to a number of recommendations and final comments. The research contribution and limitations of the study are also discussed.

6.1 Overall Job Satisfaction

According to Alzaidi (2008, p. 84), "The most common methodology adopted by educational researchers in investigating head teachers' job satisfaction has involved the use of a quantitative approach, using rating scale questionnaires". It can be seen from the literature that the majority of studies used a quantitative approach to measure the level of job satisfaction (Alhazmi, 2007, McIntire, 1987, Al-Obaid, 2002 and Al-Harbi, 1994). However, levels of job satisfaction can still be measured in qualitative work using interviews. According to Spector (1997), job satisfaction can be measured in face to face, formal or informal, structured or unstructured interviews. These kinds of methods are effective with small samples. In the current research, it was revealed that female head teachers' overall level of job satisfaction is low. The heads in schools B and C said that they were pleased to be head teachers, and that they loved their job at first. They said that being a head is a good chance and a good position, carrying responsibility for change, and an active and creative style. However, because of many difficulties faced, they had become less satisfied. They continued to feel responsible for their schools, but the heads in other schools felt that they had been forced into a position for which they felt under-qualified and stated their plans to quit their jobs as soon as they had the chance.

These findings are identical to those of Cole (1940), Hulin and Smith (1964, in Hulin and Smith, 1964), Hean and Garrett (2001) and Alkodary (1982), which found that females reported low overall job satisfaction compared to males. However, other studies by Newby (1999) in the U.S.A. and Al-Amri (1992) reported high levels of job satisfaction

among head teachers, while other studies by Alroyali (2001), Alagbari (2003), Almutairi (2005) and Alzaidi (2008), in Saudi Arabia, reported the overall level of job satisfaction among head teachers as moderate.

It seems that overall job satisfaction varies from study to study, but the current study found a low level of job satisfaction among more than a quarter of female head teachers. Dissatisfaction was higher than satisfaction in six major themes and some sub-themes, namely administration, school conditions, supervision, the nature of the work, personal variables and social relationships with students, parents, deputies and teachers. As regards the main factors that may have an impact on job satisfaction among female head teachers, they were achievement, helping students, salary, cooperative atmosphere, experience, parental involvement and recognition, while factors of dissatisfaction were lack of cooperation from the educational administration, unclear decisions, lack of authority, budget, training programmes, lack of maintenance, facilities, school location and finally supervision practice. All these factors will be discussed in more detail below.

6.2 Factors that Contributed to Female Head Teachers' Job Satisfaction

The factors that contributed to satisfaction were unfortunately less than the factors that contributed to dissatisfaction. This section discusses the factors of satisfaction named above.

6.2.1 Achievement

Achievement is classified as a major theme. All heads feel happy when they achieve their goal and see students moving to another level. The factor achievement was also classified in Herzberg's motivation-hygiene theory as one of the factors that causes job satisfaction. These findings are identical to those studies conducted by Al-amri (1992), Alagbari (2003), Abu-Hantash (1989) and Schmidt (1976), which found that achievement is a factor associated with job satisfaction, though Alsaraf *et al.* (1994) found that achievement was associated with only moderate satisfaction. All studies in the literature refer to achievement and mostly agree that it is a factor of job satisfaction, as does the current study. It is not surprising to find that achievement is one of the factors that cause satisfaction in almost all studies and in some theoretical work. Any employees in any field work to achieve goals, and head teachers are one kind of employee that feels happy when a goal is achieved, such as seeing students advance to a higher grade. I believe that no employee works without a goal to achieve or objectives. Everyone whether

employed or not is happy to achieve any goal, and that may be why all studies agree that achievement is a factor of satisfaction.

6.2.2 Salary

Salary seemed to be the first concern among employees when looking for a job. Studies in the literature vary, perhaps because of cultural or economic differences across countries. Money represents security for third world employees, but may symbolise achievement or recognition in emerging or developed countries (Locke, 1976). In the current study, all heads strongly expressed their satisfaction about salary and the same result was found in studies by Alagbari (2003), Al-Hazmi (2007), Al-Thenian (2001), Ghonaim (1986) and Abu-Hantash (1989). Some studies found salary to be unsatisfactory, such as Almutairi (2005), Hean and Garrett (2001), Rasmussen (1990), Schmidt (1976) and Friesen *et al.* (1983). Herzberg (1959) reached the conclusion that salary does not necessarily cause job satisfaction and it is a “hygiene factor”. This study agrees with that conclusion. All head teachers expressed dissatisfaction about their jobs despite the fact that salary was satisfactory. Some heads stated that they are overpaid but they are still not satisfied, and some stated that money is not an issue. They are not much concerned about it, stating that more authority will satisfy them more.

6.2.3 Social Relationships

Social relationships in the current study were a factor of satisfaction. All heads in the sample expressed their satisfaction with interpersonal relationships. Most studies have concluded that this factor is usually more satisfying than dissatisfying (e.g. Friesen *et al.*, 1983, Al-Obaid, 2002, Al-Sumih, 1999, Al-Hazmi, 2007, Johnson, 1988, Alkodary, 1982 and Alsaraf, 1994). Only two studies in the literature put social relationships as dissatisfying (Schmidt, 1976 and Rasmussen, 1990). Studies on social relationships were mainly from Eastern countries, while western researchers are more concerned about other internal matters, such as promotion and recognition. Saudis are fairly concerned about interpersonal relationships, as emerged in the interviews. Most of the heads made some reference to them. Herzberg classed interpersonal relationships as a factor of job dissatisfaction, but the majority of studies say the contrary. The current study found social relationships to be a factor of satisfaction, and, surprisingly, the majority of studies conducted concur, such as Al-Obaid (2002), Al-Sumih (1999) and Al-Hazmi (2007). It can be said that culture and religion might play a big role in that. Qutb (1988), indicated that culture in Saudi Arabia is a mix of Islamic and Arab traditions. Muslims derive their values, institutions, law, orientations and ethics from the guidance of the Prophet Mohammed. Maududi, (1967, p. 50) indicated that:

"Islam is considered an important source for the high collectivism orientation. Saudi managers, as Muslims, are required to co-operate with other Muslims and to share one another's sorrows and happiness. They are also required to offer non-Muslim groups the maximum social and cultural right that can be accorded them on the basis of the common bonds of humanity".

6.2.4 Helping Students

The second chapter made reference to Mustafa *et al.*'s (1989) statement that the aim of school administration in the past was to keep schools well organized, to make sure that the school system was working to a schedule that had been prepared, and to monitor student attendance or absences; however, during the last few years, school administration has become more aware of the need to help students throughout all circumstances and difficulties in order that they may improve themselves and to build students' character, learning and educational development, mental health, social life and psychological state (Abdulhadi, 1984). The current study found one of the most important factors was to be dealing with students and helping them and their parents to meet goals and pass their year. The same result was found by Zembyla and Papanastasiou (2006) and Hean and Garrett (2001). When I attended schools B and C, the heads looked happy in their dealings with students and they encouraged them with certificates and rewards. The heads of schools A and E were somewhat more officious, but that did not mean that they did not want to help their students. Head teachers may see helping students in different ways (learning outcomes, ideology, thinking skills, religion). The differences perhaps related to their own background, but all found helping students to be a factor of satisfaction.

6.2.5 Experience

Many studies relate job satisfaction with experience, and the current study agrees with that. Four heads out of five felt that experience increased their satisfaction, because they were more knowledgeable and confident in dealing with problems. This result was also found by Ghonaim (1986), Alarady (1988), Alabaten (1990), Alfaleh (2005), Alagbari (2003), Al-Iraimi (1998), Tayyem (1999) and Bryce (1991). They generally found that more experienced heads had better decision making abilities. I found this interesting, as in the current study the heads in schools D and E had less experience and had to spend time asking questions that other heads did not need to in order to make decisions. However, no relationship was found between job satisfaction and experience in studies by Almoael (2006), AlAgagee (1996), Al-noaem (1984) and Almutairi (2005). In the

current study, only the head of school B found no relationship between experience and satisfaction. She stated that in her first year she was excited, but experience diminished her satisfaction. Even if it helped her to manage the school, did not increase her satisfaction.

6.2.6 Parental Involvement

Students' achievements are influenced by a multitude of people around them. Parents play a big role, and their involvement at school is essential to the educational process. Chapter two highlighted one of the objectives of Saudi school administration, to create a good relationship between school and community, by holding regular meetings with parents and other educational institutions in the locality. Unfortunately, the current study found that some head teachers were dissatisfied with parental involvement. This might relate to the economic status of the areas where they are located. The heads in schools B, D and E said that parents in their area were affluent and well educated, and this tends to make them more interested in school issues. In addition, it seems from the data that the personality of the head may play a role in relations with parents. Studies by Zempyla and Pananastasiou (2006), Alagbari (2003) and Friesen *et al.* (1983) reported relationships with parents as dissatisfactory. Some studies have shown that more than four-fifths of teachers and head teachers are dissatisfied with their weak relations with parents; they also state that some mothers do not visit school at all (Al-Ogail, 2005) and this is also what I found in the current study. Only one study by Alzaidi (2008) reported satisfactory relations with parents. In my point of view, heads can play a big role in encouraging parent to be involved in schools. For instance, the head of school A invited parents to attend a meeting about swine flu and surprisingly, when I attended this meeting, nothing was said about this topic, and the head was using strong words to parents to remind them how to care for their children. I got the sense, therefore, that parental involvement is not well organised and there is no clear strategy on the issue of parental involvement in the majority of schools. Head teachers have to plan carefully and include teachers as well to meet the goal, as an important step to school improvement.

6.2.7 Recognition

Recognition is a factor that may affect employee satisfaction. In Herzberg *et al.*'s (1959) theory, it is a "satisfier factor", but some studies have found a negative side to it, and this was the case in the current study. Three head teachers enjoyed recognition, as in the studies of Sergiovanni (1967), Chonaim (1986), Al-Sumih (1999), Al-Saraf *et al.* (1994), Al Amri (1992), Schmidt (1976) and Friesen *et al.* (1983). However, the other two head teachers were dissatisfied about recognition from supervisors and the educational

administration. Studies by Lester (1985), Zembyla and Papanastasion (2006), Al-Moaelly (2006) and Hazard (1991) also found lack of recognition to be a dissatisfying factor. In my view, recognition is an important encouragement for employees to work hard and be more satisfied. Satisfaction may vary from one person to another, but I realised its importance in school B, where the head had decided to quit her job, but thank-you letters and messages from parents and students made her so happy that she decided to continue in the post. The head teachers said that they loved to be recognised for their work, in the form of thank-you letters and from other sources, such as the educational administration and the supervision centre. In Maslow's hierarchy of needs, self-esteem is placed high on the list of needs, while in Herzberg's theory it is considered as a motivating factor.

Finally, all heads stated being married gave them strength and supported them to manage their schools. Only Alsaban (1987), who conducted his research in Jeddah, found no relationship between marriage and job satisfaction, and other studies did not mention it. In Saudi Arabia women and men are separate in the majority of work contexts, and especially in education. The ministry of education and the educational administration are run by men, so women usually need to turn to their husbands for advice on how to manage. This is a supporting factor more than a factor that contributes to satisfaction.

6.3 Discussion of the Factors which Contribute to Female Head Teachers' Job Dissatisfaction

The factors of job dissatisfaction included: lack of cooperation from the educational administration, inconsistent decisions, and lack of authority, budget, training programmes, supervision, workload, and school conditions.

6.3.1 Lack of Cooperation from the Educational Administration

The top major source of dissatisfaction was relations with the educational administration. All heads complained and were strongly dissatisfied about them. They were divided into five sub-themes, namely lack of cooperation, inconsistent decisions, head teachers' lack of authority, budget and training programmes. It was clear that the highly centralised nature of the education system plays a prime role in the first three sub-themes: lack of cooperation, inconsistent decisions and lack of authority.

From the interviews, observation and documents from all schools, it was clear that

centralisation can be seen to be at the heart of the problem, as it leads to lack of response to head teachers' requests. All heads said, and I saw from my own observations, that calls were frequently made to the education administration, but there was no practical response. Alzaidi (2008) concluded that *"It is clear that the highly centralised nature of the education system manifests itself in the level of bureaucracy, which can be seen in the lack of response to head teachers' requests on the part of the educational administration"* (Alzaidi 2008, p. 304). Similarly, Al-Ogail (2005) stated that the centralisation of education presents difficulties. The same result was found by Alroyali (2001) and Bryce (1991).

6.3.2 Inconsistent Decisions

All of the head teachers except in school B complained that regulations seemed to change day by day, which takes a toll on time, causing stress and some annoyance, as the heads are not involved from the beginning. Herzberg's theory considered policy and administration as a dissatisfier factor, confirmed by other studies (Bryce, 1991 and Schmidt, 1976). Inconsistent decisions not only disrupt head teachers; they also inhibit their creativity. Disruption means that head teachers struggle to balance administrative and technical roles (Almasari, 2003). For example, a head teacher may wish to be innovative and introduce a scheme that may promote student learning, interaction or creativity. This could be a creative (or technical) solution of great benefit, but could be prohibited, inhibited or delayed by an administrative decision or lack of decision.

6.3.3 Lack of Authority

It is very clear that the centralised nature of the Saudi education system is the main reason for many factors of dissatisfaction, including lack of authority. Heads do not have enough authority in practical terms. The heads said that there is some limited authority written in a document from the ministry of education under the title "Document for all head teachers: scope of authority", but the majority are duties rather than matters of authority, and if there are some they do not work in real life. Sometimes, for example, they oblige teachers to go to other schools, even when their own school is already short of teachers. There are also practical student issues that cannot be dealt with, without confirmation from the educational administration. Heads would like more freedom to manage their schools in their own way. The same was found by Al-Amri (1992), whereas in Canada the system is not as centralised, and heads reported satisfaction with their level of authority (Friesen *et al.*, 1983). So it seems that lack of authority reflects the highly centralised system in education in Saudi Arabia, and indeed centralisation throughout many aspects of the whole country.

6.3.4 Budget

Financial resources are essential for all organisations, not least schools. As mentioned in the second chapter, that more than 25% of the 2010 budget is going into education. The current study found budget to be a main factor associated with job dissatisfaction. They complained about the shortage of financial resources supplied by the ministry of education, and stated that they sometimes had to put in their own money to cover a shortfall, which made them angry. They indicated that corruption was at the heart of the problem. As one supervisor stated, there is a huge budget for education, but nobody knows where the money is going. Centralisation clearly compounds corruption, and it is difficult to know how to solve this problem. The same was found by Almasari (2003) and Alzaidi (2008) in Saudi Arabia, but no other studies have found financial resources to be a satisfier or dissatisfier factor, which indicate the special nature of the problems facing educationalists in Saudi Arabia.

6.3.5 Training Programmes

Head teachers in Saudi Arabia start their careers as ordinary teachers for a minimum of four years. After this, they can be appointed as deputy heads, and then heads after another four years. Thus, the qualification is eight years' experience, without any further professional preparation for the post (Alzaidi, 2008). All the heads in the current study, apart from one, wished for adequate training programmes, support or preparation, to enhance their performance. Such training programmes that are available are not deemed useful, and deputy heads also concurred with this. Interestingly, no previous study has referred to this, apart from Al-Obaid (2002), who found that training programmes caused the least satisfaction. However, the heads of schools D and E expressed their satisfaction about training programmes. These heads were less experienced than others and they need any support to help them in their new job so there is possibility that the less experienced are more satisfied about the factor than those who have more experience.

6.3.6 Supervision

Supervision in the current study was clearly associated with the most dissatisfaction, embracing supervision practice, the supervisors themselves and the supervision centre. Supervisors were not supportive, did not provide useful information, other than some documents, and mainly focused on the negative aspects of teachers' work. Locke (1983) stated that supervisors would be appreciated if they provided practical help or help to

“attain important job values” (p. 1,326). Only the head in school E was satisfied with her supervision. She was a recent appointment, so this result agrees with Tayyem (1999), who found that heads with less experience were more satisfied about some issues, such as supervision. Interestingly, the majority of studies report supervision as neither a satisfier nor a dissatisfier (Koustelios, 2001, Al-Sumih, 1999 and Alzaidi, 2008). However, Yaseen (1990) reported supervision as a moderate factor. Others agree with the result of the current study, that supervision contributes to dissatisfaction (Bryce, 1991, Hazard, 1991, Rasmussen, 1990 and Schmidt, 1976) and the results are also consistent with Herzberg’s theory, in which supervision is classified as a dissatisfier. It seems to the researcher that head teachers themselves believe that supervisors have authority to solve problems or to change some regulation, to improve the school, while the reality is that the supervision centre itself has no authority at all. They implement all decisions from the educational administration.

6.3.7 Workload

Workload is one of the most frequently cited factors in previous studies. Ghonaim (1986), Abu-Saad (1995), Friesen *et al.* (1983), NASSP (1979), Deleondius & Thomson (1979), Alroyali (2001), Miller and Travers (2005), Hean and Garrett (2001), Al-Sumih (1999) and Al-Hazmi (2007) all classify workload as a factor of dissatisfaction. All the female head teachers, except in School B, were dissatisfied with their workload. It seems also that there is a relationship between the factor workload and lack of cooperation with educational administration. Heads stated that the lack of response from the educational administration makes the work harder. The relationship between the two factors was clear on the day when the head of school C stopped working for the whole day when the electricity was turned off. She had asked the educational administration to fix the problem, but no response was made. So the lack of cooperation with the educational administration in some ways adds to workload. However, the head of school B did not classify workload as a factor of dissatisfaction, as she had created some programmes to save time and she believed that delegation might decrease workload. Despite the fact that workload is classified as a factor of dissatisfaction in the majority of studies, personality and the way of managing organisations plays a role in decreasing workload.

6.3.8 School Conditions

The head teachers spoke about this theme in different ways, creating three main sub-themes: maintenance, facilities and school location. The overall view is negative. The sub-theme maintenance gave the highest level of dissatisfaction, all head teachers expressing their dissatisfaction with it. The analysis of documents and also observation

supported this view. Surprisingly, maintenance was not mentioned in any previous study. The sub-theme facilities gained the second highest dissatisfaction score. The head teachers in schools A, D and E complained about the shortage of facilities. Though maintenance was not good, the head of school C said that her school had finally obtained adequate facilities, after constant complaints to the authorities. Centralisation appeared to be the cause, with heads complaining of lack of cooperation and unresponsiveness from the educational administration. Unfortunately, many schools in Saudi Arabia have inadequate facilities and a lack of the kind of teaching materials that should play a big role in helping students to understand and remember the lessons (Al-Gamidi, 2005). Surprisingly, only Saudi studies have reported facilities as a source of dissatisfaction, apart from one conducted more than fifty years ago (Chase, 1951), whereas the Saudi research is quite recent (Almasari, 2003, Al-Ogail, 2005 Al-Hazmi, 2007 and Al-Obaid, 2002).

School location was indicated as a third, but less important source of dissatisfaction in the major theme of school conditions. The head teachers of schools A, C and E referred to it, but the others were satisfied. No previous study has mentioned it, apart from Sparkes and McIntire (1987), who surveyed 416 head teachers in Newfoundland and Labrador, and found that head teachers in small schools had both physical and psychological needs that were not met. They also reported that principals in smaller schools had a lower level of satisfaction. In the current study, two heads mentioned school size as a factor of dissatisfaction. The head of school D complained that her school was too small, while the head of school C described her school as huge and out of control.

The culture of the city, and lack of medical discounts were other less frequently mentioned factors, and no previous study has mentioned them, apart from Ashour (1996), who said that temperature, air conditions, and humidity may play a big role in job satisfaction in certain climates. The culture of the city was the most frequently mentioned of the remaining factors. The interviewees in schools A, B and C referred to the culture in the city and the way people think. They said that it differed from that in Jeddah and Alkabar, where people are more open, active and creative, and less conservative. So these are the main factors that affect, negatively and positively, female secondary school head teacher in Abha city. However, the factors of job satisfaction and dissatisfaction vary from one study to another. Similarities have been identified in other studies. Table 12 summarises the points.

Table 12: Similarities and Differences of Factors of Job Satisfaction in Previous Studies

	Factors	Interpretation	Similarities and differences
1	Achievement	Satisfied	Similar to all studies that reported it as satisfactory or moderate but did not cause dissatisfaction.
2	Salary	Satisfied	Similar to the majority of studies conducted in Saudi Arabia
3	Social relationships	Satisfied	Similar to all studies except two by non-Saudi researchers
4	Helping students	Satisfied	Similar to only two Saudi studies while studies by non-Saudis did not mention this factor.
5	Experience	Satisfied	Similar to the majority of studies
6	Parental involvement	Dissatisfied	Similar to the majority of Saudi studies
7	Recognition	Satisfied	Similar to the majority of studies
8	Lack of cooperation with educational administration (lack of response)	Dissatisfied	Similar to other Saudi studies but not found in others
9	Inconsistent decisions	Dissatisfied	Only the current research reported this factor
10	Lack of authority	Dissatisfied	Similar to only one study conducted in Saudi Arabia while others did mention it or reported it as factor of satisfaction
11	Budget	Dissatisfied	Similar to Saudi studies, while no non-Saudi researchers mentioned this factor

1 2	Training programmes	Dissatisfied	Similar to only one Saudi study while no other study mentioned this factor
1 3	Supervision	Dissatisfied	Similar to other studies; no Saudi study reported it expect the current study
1 4	Workload	Dissatisfied	Similar to all studies which reported it as a dissatisfying factor
1 5	Maintenance	Dissatisfied	Only the current study reported maintenance as a factor of dissatisfaction
1 6	Facilities	Dissatisfied	Similar to the majority of studies
1 7	School location	Dissatisfied	Only the current study reported school location as a factor of dissatisfaction
1 8	Culture	Dissatisfied	Only the current study reported the culture of the city as a factor of dissatisfaction

As can be seen from the table above, the findings of the current study are similar to others', especially those conducted in Saudi Arabia. However, some differences were found. The current study was unique in terms of using only qualitative methods to understand the phenomena and the reality of school life. Another point is that some factors were factors of satisfaction that other studies had not mentioned, namely inconsistent decisions, maintenance, school location, budget and finally culture. This may be because qualitative research was carried out, with deep involvement in the schools. However, the fact remains that the current study was similar to other Saudi studies.

In terms of theories of job satisfaction, Herzberg's theory seemed to be the most important in explaining the phenomena of job satisfaction. Some similarities and differences were found in the current study in relation to this theory. It is clear from the table above that achievement, salary, and recognition are factors of job satisfaction among female head teachers, a finding that corresponds exactly to Herzberg's theory. In addition, supervision in this theory is reported as a factor of dissatisfaction, as it was in the present study. However, the factor of social relationships was a dissatisfying factor in

Herzberg's theory, while the opposite was found in the current study. In addition, Herzberg's theory is based on a qualitative approach, using interviews instead of testing some scales or measuring job satisfaction statistically, so there are similarities in this respect. The main difference is in the factor of social relationships, which may be because of cultural differences as, according to Hofstede, Arab countries, including Saudi Arabia, are characterised as low individualism countries.

It is difficult to claim that the same results as in these five schools would be found in other schools in the city. However, because of the fact that the city is small, and has only 19 schools controlled by the same centralised educational system, and because the people in this small city have a similar culture, it can be said that the same results could be found in other schools with similar characteristics. According to Cohen *et al.* (2007), generalisation can take different forms, one of which is *"from features of the single case to a multiplicity of classes with the same features"* (p. 254).

Additionally, because of the fact that this study is the first study conducted about job satisfaction among head teachers in Abha city, it might be a good start to further study of the phenomena. It may give future researchers a clear picture as to how to extend the study quantitatively and generalise the findings. The aim of the current study is not to make a generalisation, but to understand the factors of satisfaction and dissatisfaction and at least draw attention to the ministry of education to take greater concern and note the major negative factors affecting head teachers, as we all share the same high centralised system. As also in other Saudi studies, dissatisfactory factors include lack of cooperation by the educational administration, lack of authority, low budgets, and inconsistent decisions, lack of training programmes, poor maintenance and facilities.

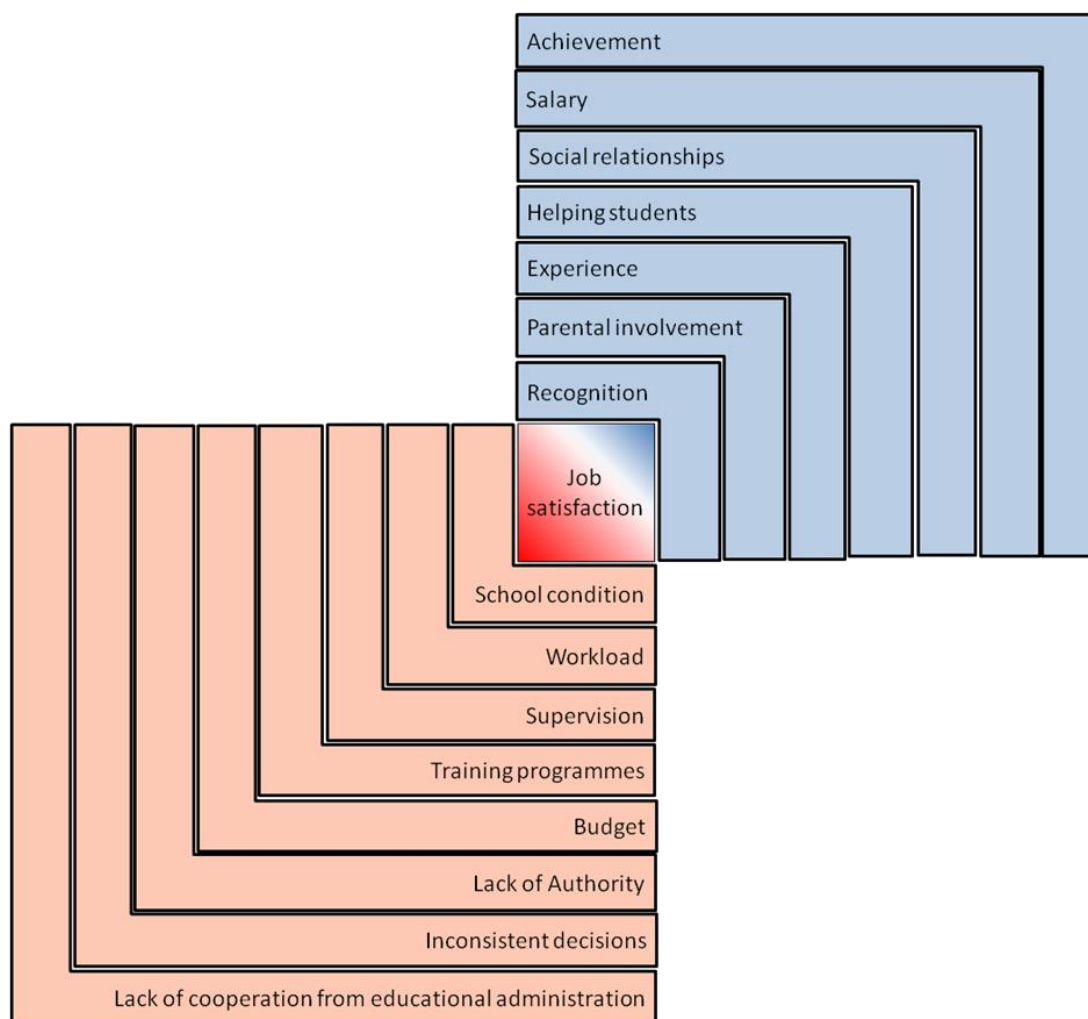
In my view, these results may be reproduced in other schools in Abha and across the country to some extent, with minor differences arising from local culture and the character of the head teachers, which can have an important role in job satisfaction. For example, workload was reported in the current study as a factor of job dissatisfaction among all head teachers, except the one in school B, who appeared in observation and who said in interviews that she was able to manage her time very well and she had created some programmes in Excel to put documents on the computer, instead of losing time in hand-writing. She was also in favour of delegating duties to others.

6.4 Research Question

The research has attempted to investigate job satisfaction among head teachers in secondary schools in Abha city in Saudi Arabia. There are 19 female head teachers in

Abha, but the qualitative study (using three methods: interviews, observation and documents) was based on a sample of five head teachers. The main research question was: *What are the main factors that may have an impact on job satisfaction or dissatisfaction among head teachers?* A low level of job satisfaction was found among the five female head teachers, factors of dissatisfaction being greater in number than factors of satisfaction. The current study differs from the majority of other studies conducted in Saudi Arabia, which have reported moderate levels of satisfaction. The findings were in line with expectations that the main factors of satisfaction would be achievement, helping students, salary, social life, experience, and parental involvement, while factors of dissatisfaction were linked to educational administration, including lack of cooperation, inconsistent decisions (application of regulations), lack of authority, insufficient budget, training programmes, and to some extent school conditions, including lack of maintenance, facilities and school location. Other factors were supervision and workload. In the current study the data analysis clearly revealed that centralisation of the education system in Saudi Arabia is the root of many problems that contribute to head teachers' dissatisfaction. It results in lack of cooperation with educational administration, inconsistent decisions, lack of authority, insufficient budget, lack of maintenance, and facilities and also workload.

Figure 12: Model of Job Satisfaction among Female Secondary School Head Teachers in Abha



6.5 Recommendations

People spend most of their life at work, so it is essential to enjoy job satisfaction in a comfortable atmosphere. The current study aimed to identify the factors that contribute to satisfaction or dissatisfaction. Unfortunately, it appears from the findings that the overall level of job satisfaction of female secondary school head teachers is generally low, as expressed by the head teachers themselves. The factors of dissatisfaction were more numerous than the factors that contribute to satisfaction. Some recommendations are made in this section to improve the level of job satisfaction among head teachers, who are key to the quality of and success in education. Their dissatisfaction may have a negative effect on their performance and their life in general. Hopefully, these recommendations will draw policy makers' and decision makers' attention to improve the educational field and increase the level of job satisfaction among female head teachers, locally and across the country. The recommendations are based on the

findings of the current study, and follow the concerns expressed by the heads themselves. The recommendations are as follows:

It is difficult to claim that an education system can be completely decentralised in the Middle East generally and in Saudi Arabia in particular, where centralisation is the heart of many sectors. However, some modifications may decrease the factors of dissatisfaction among head teachers. It was clear in the current study that centralisation leads to lack of cooperation (educational administration), inconsistent decisions, lack of authority, budget problems, lack of maintenance and facilities and workload.

Head teachers complain of lack of response from the educational administration, which is under the control of the ministry of education, which is in turn under the control of government. The complicated system is an obstacle to improvement and requirements for facilities and maintenance. The budget is available but many funds are diverted in a corrupt system. Problems might be solved by initial steps:

First, the establishment of regular formal meetings between female head teachers and educational administration officials is essential to solve problems and respond to school requirements. In my view, the officials should also be female, as it is inappropriate in our culture for men and women to work together. The lack of connection plays a big role in the non-response to school requests, especially concerning maintenance. Highly qualified staff should be employed throughout the education sector.

Secondly, more authority and autonomy should be given to head teachers to manage their schools in a practical way, avoiding dependency on the educational administration, at least in terms of budget, which should be allocated directly to heads to meet school needs, and giving them decision making powers, as they know the needs of their schools. The majority of heads complain of inconsistent decisions from the ministry, so regulations need to be well studied before sending them to schools to avoid confusion.

It might be a good step to provide each school with application forms that show what each school needs and what suggestions can be made to improve the school.

The lack of training programmes was one of the factors that caused dissatisfaction among head teachers. They stated that they are not prepared well to be head teachers so that they need useful training programmes to help those managing schools. Short training programmes are sometimes useless. In addition, it might be a good suggestion to send heads to other countries or even another part of the country, to have regular meetings to share their knowledge.

In addition, supervision is classified in the current study as a factor of dissatisfaction, including supervision practice and relationships with supervisors. It seems from the interviews and observation that this problem came from two directions: First, some supervisors are not qualified enough and they have the sense that their position gives them power to do what they want, in sometimes an impolite way.

On the other side, head teachers think that supervisors have authority and power to solve problems for schools, while in reality it seems that the supervision centre is only passing on what the ministry said. So supervisors do not have the power, as heads thought. So the ministry of education has to think about the concept of supervision, and provide qualified supervisors with authority to cooperate with head teachers to solve problems and give suggestions and useful advice.

6.6 Research Contribution

As with any other study, the current one was based on previous knowledge and theories built on contributions from other researchers. The current study adds to them and makes a contribution in cases where studies about head teachers' job satisfaction in particular were limited. Studies about females are more limited, and this piece of research is the only one to study head teachers' job satisfaction in the country that uses a qualitative approach. The head teachers were able to express their attitudes and feelings clearly, which is less feasible in quantitative approaches.

There have already been some studies on the issue in the Kingdom of Saudi Arabia, the majority of them dealing with teachers. Alagbari (2003) confirmed that there was a shortage of studies on the topic of job satisfaction among head teachers worldwide in general and in Saudi Arabia in particular. To the best knowledge of the researcher, only four studies have dealt with job satisfaction among head teachers in Saudi Arabia (Alroyali, 2001; Alagbari, 2003; Almutairi, 2005 and Alzaidi, 2008).

The researcher can claim that this study is the first study on female head teacher satisfaction in Abha city in Saudi Arabia. It focuses on the main professional factors that may influence the level of teacher satisfaction in Abha. So this confirms the originality of the study, which contributes to knowledge in the educational field generally and among female head teachers in secondary schools in particular.

The researcher believes that the topic of head teacher job satisfaction is worth studying, because satisfaction or dissatisfaction may have an immediate impact on performance, on other teachers, on students' achievements and on the whole educational process. The

researcher hopes that the Ministry of Education will benefit from the results and recommendations of the study and make efforts to make female head teachers feel more fulfilled. In addition, this research, the first of its kind in the city, might be the start point for other studies to investigate job satisfaction among head teachers inside or outside the city.

6.7 Strengths and Limitations of the Study

This thesis sought to develop several strengths. First it used a qualitative approach, with the researcher gaining good access to schools to conduct interviews, examine documents and make observations. This allows the researcher to become involved in school life and gain a deep appreciation of head teachers' work and feelings. One of the head teachers gave me five hours of her time to speak about matters that could not have been covered in a quantitative study, where it is more common to deal in percentages and figures than real life feelings. The literature showed that qualitative studies were lacking. In addition, this was the first study in Abha, and the first qualitative study on head teachers' job satisfaction in Saudi Arabia. This may guide future researchers to conduct similar studies all over the country. Observations and documents supported the interview findings, to overcome the limitations of a single method. In addition, the researcher did her best to cover the phenomena literature review and to consult all research on the topic of job satisfaction.

Despite strengths in research, all studies have their limitations. The limitations identified in the present study concern generalisation, as only five cases cannot represent the wider population, though similar characteristics can be observed in other schools in the city and similar problems are discussed among head teachers, especially the problems relating to the centralised Saudi education system. Generalisation was not the main concern of the current study. The researcher wished to obtain head teachers' in-depth perspectives on job satisfaction and recommendations for policy makers. Finally, limitations always exist in any form of human activity, not only in research; claims to perfection can rarely be made, and researchers have to do their best with the resources and time available.

6.8 Final Comments

Finally, at the end of this research, the researcher hopes that the main questions were adequately addressed, opening some doors for others to think about job satisfaction among head teachers in Abha and other cities. The most important is to contribute to

the improvement of the education system in Saudi Arabia. The current qualitative research may lay the basis for further quantitative and generalisable research, to be made available to the ministry of education. In addition this study may draw attention to future researchers' thinking on Herzberg's and others' theories of job satisfaction, particularly in relation to Saudi culture. In addition, further researchers may investigate this topic deeply by extending the investigation to include supervision centres, educational administration and the ministry of education, to have a full picture about job satisfaction among heads and find the deeper sources of problems.

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APPENDICES:

Appendix 1: Permission Letter from Administration General Education

	<p>المملكة العربية السعودية وزارة التربية والتعليم الإدارة العامة للتربية والتعليم بمنطقة عسير (بغات) إدارة التخطيط والتطوير التربوي بأبها وحدة الدراسات والمشاريع التربوية</p>
<p>المكرمة / مديرة الثانوية</p> <p>حفظكم الله</p> <p>السلام عليكم ورحمة الله وبركاته ، وبعد . . .</p> <p>بناء على خطاب رقم ١٣٤٧٤ / ٤ / وتاريخ ٢٦ / ٦ / ١٤٣٠هـ بشأن تسهيل مهمة الباحثة طالبة الدراسات العليا مرحلة الدكتوراه / هائلة عبد الله علي الهازمي بجامعة ساوفاها ميتون بالملكة المتحدة في بحثها بعنوان " الرضا الوظيفي من مديرات المدارس الثانوية بأبها "</p> <p>فأمل منكم التكرم بتسهيل مهمة الباحثة في إجراء المقابلة الشخصية وتحليل بعض السجلات والوثائق</p> <p>شاكرين مساهمتكم الدائمة في دعم البحث العلمي ،،،</p> <p>رئيسة وحدة الدراسات والمشاريع التربوية</p> <p> هالة عبد الله حيزر</p>	
<p>الرقم : ١٣٣ / ١٦ ب - التاريخ : ٣٨ / ١٠ / ١٤٣٠هـ - الملاحظات : لام السجل العام / ٧٣٣٥٤٦٦٩ - تمويله / ٣٣٥ / ٣٣٦ - الهاتف المباشر / ٧٣٣٥٤٦٥٩</p>	

Appendix 2: Participant Information Sheet

STUDY TITLE:

JOB SATISFACTION AMONG FEMALE HEAD TEACHERS IN SAUDI ARABIAN SECONDARY SCHOOLS

Researcher: Fatemah Alhazmi

Ethics number:

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

I am a second year PhD student at the School of Education in the University of Southampton. I am carrying out this research as part of my Doctoral requirements. My study seeks to explore job satisfaction amongst female secondary school head teachers in the city of Abha in Saudi Arabia. The present study was designed to shed light on the following research question: What are the main factors that may have an impact on job satisfaction or dissatisfaction among head teachers?

Why have I been chosen?

You have been chosen to take part because you are a secondary school (head teacher - deputy head teacher – teacher). The main target population is female head teachers and deputy head teachers in four of the 19 secondary schools in the City of Abha. Selecting the sample is based on economic status of the school area. Therefore, the researcher selected two schools in poor areas and two in rich areas. The subjects are mainly the four head teachers, and participants will also include the deputy heads and a number of teachers in order to gain a more comprehensive picture about the phenomena under investigation and the possible relationships between head teacher's job satisfaction and their colleagues.

What will happen to me if I take part?

You will be asked a number of questions in a face to face interview. It is expected that the interview will last about 1 hour and there might be a follow-up to clarify any unclear answers.

Are there any benefits in my taking part?

There are no individual benefits but the results will add to current knowledge in the

research area. It is hoped that one of the outcomes of this study is a number of practical suggestions and recommendations to decision makers that will help them increase the level of your satisfaction.

Are there any risks involved?

No, there is no risk involved.

Will my participation be confidential?

Yes, any information that you give will be kept strictly confidential. All data will be stored in an anonymous format and kept on a password-protected computer.

What happens if I change my mind?

You have a right to withdraw at any time with no consequences.

What happens if something goes wrong?

In case of concern or complaint, please contact Professor Anthony Kelly, Research Degrees Programme Director, School of Education, University of Southampton, Southampton, SO17 1BJ. Phone: +44 (0)23 8059 3351, email: a.kelly@soton.ac.uk.

Where can I get more information?

For more information, you can contact my supervisor, Professor Nick Foskett, Faculty of Law, Arts and Social Sciences Director, University of Southampton, Southampton, SO17 1BJ. Phone: +44 (0)23 8059 9221, email: nhf@soton.ac.uk.

After conducting the interviews the researcher plans to transcribe them and make a separate file for each school as soon as possible, to ensure accuracy (Rummel, 1969). I plan to finish transcription at the end of January 2010, before starting the analysis.

Note:

The Information sheet was translated into Arabic. All interviews will be conducted in Arabic.

Appendix 3: Interview Schedule for Head Teachers

1. In fact my knowledge about your job is really limited. Could you please explain to me your duties and responsibilities as head teacher?
2. Overall do you feel a high level of job satisfaction in your role?
If yes:
 - What factors do you think contribute to raising your level of job satisfaction?If no:
 - What factors do you think are important causes of your dissatisfaction?
3. Some of the head teachers that I interview may cover items such as school location, the nature of the work, social relationships and so on. Then it might say, for example, 'How far do you think that pupil behaviour influences your job satisfaction or 'How far do you think that teacher performance or teacher relationships influence your job satisfaction? What are your working hours? How is your workload? Are there aspects that you enjoy more/ less than others? What percentage of your time is devoted to administration/ meetings/ personal contact with staff/ pupils/ parents/ other? Are you satisfied with school location, facilities?
Note: the researcher had her own list of factors that might potentially influence job satisfaction to remind her if head teachers would forget to mention to them, so that if the head teachers don't mention a particular influence themselves I can ask them a direct question about it.
4. How many years have you worked as a head teacher and do you think that some variables such as salary and years of experience have an influence on your job satisfaction?
5. What would you wish to change in your job to improve your level of job satisfaction?
6. Is there anything else you want to say about this topic that I have not asked you?
7. Is there anything else that you want to ask me?
Note: the questions were asked of deputies and teachers as well, and they had the participant information sheet the same as the head teachers.

After obtaining permission (see page 24), the researcher planned to collect data in September, but as all schools were closed, I started collection in middle October. In the first week of October, I introduced myself and provided each head teacher with an information sheet, before conducting real data collection. The participant information sheet is about the researcher, the purpose of the study, the research question, and frequently asked questions.

Appendix 4: An Example of An Important Document

The Kingdom of Saudi Arabia

The Ministry of Education

The General Director of Girl's Education in Asir Region

Your Excellency, the General Director of Girl's Education in Asir region

Peace and mercy of Allah be upon you

We would like to inform you that a committee of teachers and school administrators has been formed to check on the school's building facilities and equipment in order to identify faults, which can be summarised in the following observations:

1. Water leakage from the fire cabinet on the first and second floors, as well as broken cabinet glass.
2. Water leakage from the kitchen on the second floor, which led to water leaking into the roof of the first floor kitchen and access to electricity outlets. This may cause electric shock; you were warned of this since the beginning of the school year.
3. Broken tubes in the sink in the third floor kitchen, which make it impossible to use.
4. Damaged pipes in students' toilets on each floor.
5. Water heaters in the third floor toilets not working.
6. Blocked drains in the internal hall, in which students queue in the morning and spend their lunch time. Bad smell coming out of the drains.
7. The internal hall needs to be continuously cleaned, particularly on days threatened with widespread Swine Flu.
8. Installation needed of electricity supply in educational resources room for running computers.
9. Maintenance work on plant in Chemistry, where there is:
 - a leak in the wash basin
 - a blockage in the pipe connecting the gas pipeline and the fireplace
10. The laboratory on the second floor is not well designed and not safe for students. The supervisor has reported this to you many times but nothing has changed.
11. Break in the marble sinks on the ground floor.
12. Bulbs need changing on the stairs and in some classrooms where light levels are low.
13. Locks need repairing in the toilets in the offices.
14. Indecent graffiti needs painting over on the outer walls of the school.

15. The air conditioners are in need of repair in the following rooms: Classroom 3 A
- Resources – Office.
16. An emergency exit is needed, as there is only one main exit door, which might not be sufficient in an emergency.

Appendix 5: Example of An Interview

School name: B

Date: 2009/10/27

School classification economically: poor area

Interviewee: Head teacher

Length of interview: two hours

First, I would like to thank you for taking time out of your busy day to answer my questions.

You are welcome Fatemah, I hope my answers are satisfactory and helpful.

Well now, in order to understand your job satisfaction I need at the beginning to have a general knowledge about your job: what are your duties and responsibilities as a head teacher?

Erm, in fact there are too many duties and responsibilities that I must do, and I find difficulty to manage. These are for example, overseeing the curriculum and developing and coordinating schedules for class, Also creating the school calendar for the coming year, and creating and coordinating exam timetables. There is a fortnightly meeting with teachers to discuss students' educational progress. I am also responsible for security and the safety of students while they are in school, follow their education and behaviour and attempt communication with parents in the event of any problem or shortcoming in the student tests or performance of duties. The school leadership is keen on homework for important revision lessons, because the teacher does not work through exercises with the students for lack of time. Ermmm, actually, these are tasks that I have in mind now. But I can provide you with a document from the ministry of education about head teacher duties and responsibilities.

Oh right. Generally, do you feel a high level of job satisfaction as a head of this school?

Well, in fact I love being a leader, so I was satisfied in general at the beginning, but not now about my job, school leadership is a really good opportunity to make friends and to help your society. However there are some factors that make me dissatisfied.

Ok, Can you please explain to me the most important factors that may affect your

job satisfaction?

Do you mean the factors that affect my satisfaction negatively or positively?

Well you mean that there are some factors that make you satisfied

Yes, of course but let me start with dissatisfied factors.

Oh, right, up to you; start with whatever you want

To be honest I decided to leave my job at Ramadan. But when I received many calls from my friends, parents, and students thanking me and recognising my efforts, I felt really happy, so I changed my mind and decided to stay at the school for some further years.

Ok what are the factors that dissatisfied you?

Actually the policy of education in Saudi Arabia in general is clear, accurate and well studied, but the disaster is with the people in charge of implementing it in the ministry of education or in educational administration in every city. The plans or regulations are not made clear to us, and they do not do exactly what it says in the policy. I receive a plan relevant to my school and I study it thoroughly, but I still feel lost and confused. It often happens that I practise what the educational administrative advice me to do, but when the supervisor comes, she offers a different regulation. For instance, this year, we received a letter from the educational office saying that each student would have a separate computer and would work on that, but no computers arrived, and in any case there was not enough space to allow a training programme for teachers, so the educational administration is a waste of time, and that makes me really dissatisfied.

Ok, you mentioned about supervision. Could you explain more? I mean are you satisfied about them?

At the beginning of this year, there was a shortage of teachers and I discussed the problem with my supervision centre, but they didn't seem to really care about the problem. They sent me a supervisor, but she only signed the form to say that she had attended, without real involvement. I feel that some supervisors focus only on positive points and are just determined to find them, instead of giving real support and trying to improve our performance. My supervisor came to me asking me to fulfil some regulation, but when I did, another supervisor asked me to do it another way, so the difference of opinion cost me lots of effort and time. I had hoped that my supervisor would come to support me, to help me, to be with me if any problem happened in the school, to be with me in asking the educational administration to solve this problem, but unfortunately this does not happen. All the supervisor is concerned about is paperwork. The other thing which makes me dissatisfied about the educational administration in Abha city is that when any problem happened, for example between a student and a

teacher, I must be part of the problem. Why do they not try to solve the problem without involving me in any problem? And my name appears in front of the educational office. For instance last year a paper for a student exam was lost, and I spent two days looking for this paper but I did not find it. Then the educational administration told me that I am solely responsible for this paper, while the teacher who collected it was the one responsible. I called the educational manager and asked him to help me many times. Then he promised to help and to look into the issue, but only one day after, he sent a letter blaming me. In a problem like this, why does the educational administration or supervisor not help me and not care about school problems? So this is the factor that makes me dissatisfied.

Ok any other thing makes you not happy in this school?

Like what

For example are you satisfied about social relationship inside the school?

You cannot imagine how friendly the relationships are in this school among teachers and students, teachers with each other and students and me. This also includes all others who work here, and I am really happy about the great family atmosphere we have here - we love each other. For example, the caretaker had an accident and his car was written off, so the day after, all the teachers assembled in my office to make a donation of money to help him, and this is only one example. I also give quite a lot of freedom to the students. I am one of those head teachers who allow a kind of freedom of discussion and dress code, in terms of colour. I sometimes want to tell students that they have the right to play at lunch time and talk freely. I give them the chance to express their opinions, but at the same time I sometimes deal strictly with them, but their behaviour is generally good and I am happy for that; Ummmm sorry if I talk a lot.

No that, fine. What about the nature of the work? some head teacher complain about the workload. How about you?

I do not suffer from workload. Only at the beginning of the year there are many duties to do to start the new year, but during the year the work is ok - no workload. Especially as I dedicate some time during the summer holidays. I start planning and distributing duties between workers and preparing the timetable, so managing time decreases the feeling of stress. But sometimes many small issues may take up your time, such as visits from parents, supervisors, some requirements from teachers to have leave or when they change schools. All these may cause a little workload. I am also a mum and sometimes my children's schools call me to collect them or to sort out a problem, which can cause me some stress. But I feel less stress than my friends, who are always complaining about workload, but also I learned some programmes that save me time, such as Excel, which

speeds up teachers' work. I created files on it to give to other head teachers to save their time as well. I believe in delegating duties to deputies and administrative staff and teachers and trust them to do them well, while some head teachers do everything themselves, which I think cause lots of stress.

Any other thing?

Nothing in my mind

How about salary? Are you happy about it?

I am absolutely satisfied with my salary, but, to be honest, I don't care much about money, so it does not cause satisfaction. Giving me more authority would increase my satisfaction. Giving me authority increases satisfaction for me. I have documents about what the authority of the head teacher is, but unfortunately this is only in writing and not in reality. For example, I do not have the right to open or close classes, even if this is important, so what is the point of having this written authority. We also do not have the right to punish students if they cause any serious problem. We are really careful in dealing with the students, because we do not have authority, and if you see the document about the head teacher's authority, you will see that after some point they write 'with permission from the supervisor', so where is the authority here.

Right, how about your personal life ummmmm, being married do you think this has a relationship with your job satisfaction?

For me, since I was young, I was responsible for my sisters and brothers, as my father and mother died in an accident and also my daughter died two years ago and I look after her children as well as my own, so this gives me good experience in how to deal with students. I feel that students' achievement is my first goal. Also my husband helped me a lot to manage my school. He is very supportive. There is also something very important, which is health discount. We do not have this offer like other employees.

Sorry what do you mean?

I mean when we go to private hospital, we do not have discounted services.

OK, do you think years of experience in work influence your satisfaction?

I do not think there is relationship between satisfaction and years of experience. Some head teachers have only two years and are more satisfied than others who experienced ten years. For me I was very excited and happy in my first two years. I even pay from my salary to make my best for my school and I realised now that what I did was not good because educational administrative are responsible about maintenance but unfortunately they do not answer and not reply I spent seven years asking to have a new

desk and I only have it this morning as you see outside. I am with the idea that head teacher have to move to another school every four or three years because this makes change and refreshment hahahahaha.

Do you have any thing you would like to add?

Emm I do not know.

How about school location are you satisfied about it?

I am absolutely satisfied about school location. It is safe, large spaces for parking, near students' houses. However the problem is in school conditions not school location. Maintenance, walls, lighting, plumbing. All these are problems in the school although the school is considered new. Its age is five years, but it looks old now because of the lack of continues maintenance, despite the fact that 20% of the budget in Saudi Arabia went to education field but we do not know where the money is going. I only receive 300 riyals for cleaning the school for the whole year and 200 riyals for the kitchen, and this is not even enough to buy food for practising housekeeping skills for 600 students. This is all I receive every year. Also sending teachers to other schools makes lots of disruption to the and in time table.

You mean you do not have enough teachers now?

Yes this is true. You have just to see how many telephone calls I received from supervisors to send some teachers to cover the shortage in other schools. They do not care about student achievement.

How about training programmes what do you think about them?

I am completely dissatisfied about it, as we only attend once a year and sometimes once every two years. In addition, the training programme that I have attended was useless. Nothing new. They only read some books without adding any further knowledge.

How about recognition? Do you feel that the community recognises your position?

I do not really care about this. I am working very hard to satisfy God first, because God is asking us always to be redeemed at work, but I also receive many thanks from parents and students, and this makes me happy, but does not mean that if I did not get recognition I would be sad.

In terms of documents that you are responsible for writing some head teachers complain about this point, as it their time. How about you?

Actually this point is wastes up to the head teacher herself. She can reduce the number of documents by merging them together and deleting some. For example, the Excel

programme that I mentioned before reduces two documents and this really saves my time.

Ok is there anything you want to add?

No, actually.

All the factors that you mentioned look like dissatisfaction factors, but do you feel happy and satisfied?

I really love my job a lot and I feel happy when I meet my goals and I see all students moving up to the next year successfully. Also, dealing with students and helping parents to meet their children's needs make me happy and satisfied.

Do you have any thing you would like to add?

Emm.... in fact, that's all I have and nothing to add.

Oh that's very kind of you to give me all this time and information. Thank you indeed. And I am asking God to please help you.

Thank you too for giving me a chance to express my feelings. I really feel now that somebody is sharing all my problems.