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**UNIVERSITY OF SOUTHAMPTON**

**FACULTY OF SOCIAL & HUMAN SCIENCES**

**SCHOOL OF EDUCATION**

**JOB SATISFACTION OF HEAD TEACHERS AND THEIR  
CONTRIBUTION TO THE SUCCESS OF THE KUWAIT PRIMARY  
FUTURE SCHOOLS (KPFS) PROJECT**

**BY: MANAL SALEH ALFAHAD**

**THESIS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY**

**2014**

## **Declaration of Authorship**

I, Manal Saleh Alfahad, declare that the thesis entitled:

Job satisfaction of head teachers and their contribution to the success of the Kuwait Primary Future Schools (KPFS) Project, 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;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- 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;
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## **Abstract**

Job satisfaction plays a significant role in ensuring that a workforce is able to meet the needs of its employers. Leadership has a crucial influence on both employee job satisfaction and the realisation of educational goals (Rizi et al., 2013). A key goal of the education system is to produce a well-trained and motivated workforce that will in turn motivate and train future generations of workers. The head teacher, as the leader in the school setting, significantly assists teachers, students and others in accomplishing their objectives, and directs the school in a cohesive and coherent manner.

This study is based on the premise that school leaders are important members of society, for the above reasons. Therefore, it is beneficial to understand how they can best assist in identifying the authentic needs of their schools' teachers and students. However, concerns have been raised that job dissatisfaction experienced by head teachers may negatively affect their professional and personal lives, and thus their schools' progress (Jacobson, 2011; Rutherford, 2004; Rizi et al., 2013; Creissen and Ellison, 1998; Spector, 1997, Herzberg et al., 1957). This study investigates the causes and extent of job dissatisfaction among head teachers, and determines the relative impact of satisfaction and dissatisfaction on schools' levels of success. Therefore, the relationship between leadership, job satisfaction and motivation is considered, along with a variety of cultural variables. The study also clarifies the impact on teaching and learning of improvement initiatives that introduce a wider range of leaders into schools and thus affect collectivism and the broader school environment (Hallinger et al., 2010).

The study takes the form of a case study of the Kuwait Primary Future Schools initiative in Kuwait City, involving six female head teachers and twelve female deputy heads and heads of department. Three qualitative methods were used to produce a descriptive body of evidence: interviews, documentary analysis and observation. The documentary analysis was based on two main sources: documents and compact discs (CDs). The findings have implications not only for the educational sector but for more general efforts to improve leadership in countries characterised by high collectivism. Centralisation and workload are shown to be principal causes of dissatisfaction, suggesting that these factors need to be addressed to enhance head teachers' experiences, motivation and performance in highly collectivist countries. The results suggest that head teachers in such countries not only seek self-respect and self-actualisation, as reported in Western countries, but pursue self-growth

through their faith and community membership. The findings of the current study indicate that adequate motivation is necessary to ensure the high performance of both leaders and employees. Two major types of motivation are identified: 1) direct and 2) indirect. Indirect motivational techniques were found to be more effective in satisfying the emotional and psychological needs of head teachers and their followers. The interpretative data suggest that students' achievements are strongly correlated with the job satisfaction of head teachers; therefore, appropriate innovation has the potential to generate success in schools and thereby positively shape future leaders. Two key recommendations drawn from the study are to increase communication between policy makers and head teachers and to invite staff input in the form of views and opinions; these strategies are shown to be widely applicable to the majority of leadership contexts in collectivist countries, not only in Kuwait.

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# Chapter 1. Introduction

## 1.1. Background

Globalisation has encouraged many countries to work harder to keep pace with accelerating changes in the field of education. As a result, countries interested in developing their educational systems to face the challenges of globalisation must gain an understanding of head teachers' (HTs') vital role and develop strategies to ensure an enjoyable working environment. Managers in competitive societies must be equipped with skills in forecasting, planning, organising, controlling and leadership, among other activities, to enable their organisations to achieve their aims and objectives (Fayol, 1949). According to Drucker, the past thirty years have seen rapid advances in the field of organisation management, and the quality and performance of managers may be key to organisational success (Drucker, 1993). It is also essential to identify the impact of culture on job satisfaction and leadership.

An enterprise without adequate managerial leadership may be unable to transform its resource input into competitive advantages. Therefore, it is clear that managers' leadership and job satisfaction are closely related to the development of organisations worldwide, not just in the field of education (Rizi *et al.*, 2013). It might be said that the role of head teachers is systematically related to their job dissatisfaction, such that factors associated with dissatisfaction must be reduced or alleviated to ensure that head teachers' leadership can benefit schools (Creissen and Ellison, 1998; Spector, 1997; Herzberg *et al.*, 1957).

The relationship between job satisfaction and individual behaviour is a controversial and much-disputed subject in the field of management (Hackman, Lawler and Porter, 1977; Ghazi, 2004; Herzberg *et al.*, 1957; Vroom, 1964). It is assumed that the fundamental factors influencing the effectiveness of any organisation are leadership and employee job satisfaction; therefore, a head teacher's role can be defined as a management function, which also affects the motivation of staff and students to realise the objectives of their schools (Jacobson, 2011; Rizi *et al.*, 2013; Rutherford, 2005). Job satisfaction can be defined as a multifaceted construct comprising positive emotions arising from the assessment of a variety of intrinsic and extrinsic job elements (Locke 1976; Smith *et al.*, 1969; Campell *et al.*, 1970; Spector, 1997). In general, job satisfaction has been shown to be influenced by multiple factors, such as recognition, achievement, promotion, work

conditions, supervision, relationships with educational administrations and co-workers, personal variables and the nature of the work. However, no consensus has been reached on the association between satisfaction and performance-related behaviours (Brayfield and Crockett, 1955; Herzberg *et al*, 1957; Vroom 1964). Therefore, the relationship between the productivity and job satisfaction of head teachers requires further research to determine how best to improve school culture. It is also necessary to extend the study of this relationship from Western to Eastern and Arabic countries to help researchers understand how cultural differences can affect society's understanding of motivational practices. This is a significant goal, especially in light of Knight's (2003) observations on the international dimensions of head teachers' and the ways in which job satisfaction can help to improve educational services (Hofstede, 1983-1984).

## **1.2. Research context: the education system in Kuwait**

The Ministry of Education, as part of the Kuwaiti government, has set out its vision for education over the twenty-year period from 2005 to 2025. Al-Fadly (2007) describes the main goals of Kuwait's public-education strategy at present; one is to create a more efficient and technologically advanced system to ensure that the religious, economic and social needs of the country are met. One of the greatest concerns of the Kuwaiti education system is to heighten pupils' achievements and guarantee that the most qualified students are adequately prepared as future leaders. This system, however, relies on effective and skilled teachers, motivated by qualified head teachers (see the appendices for more details on the 2005-2025 Kuwaiti Future Visions).

Kuwait's government is planning to improve the stability of the country's public-education sector to meet the requirements of nationally imposed programmes. These programmes are designed chiefly to decentralise educational management, which is expected to improve learning and school management by facilitating the monitoring of performance quality. However, the problems facing Kuwait schools are unlikely to be solved if communication is not increased – between policy makers in Kuwait's MoE on the one hand, and between Kuwaiti head teachers and staff members on the other – when planning and designing school strategies. Head teachers and staff members should be given the opportunity to input their views and opinions and participate in the decision-making process. A failure to solve the existing problems with Kuwait's education system, caused mainly by relationships with the educational administration, heavy workloads and high turnover, will

generate further tension and dissatisfaction among head teachers and teachers. Decentralisation and improved communication will help policy makers to identify the needs of head teachers and their schools, leading to appropriate development plans for the future.

### 1.2.1. **Job satisfaction and leadership in Kuwait: Overview**

The Ministry of Education has established a top-down system in which head teachers and schools simply receive and act on directions from the Ministry. Many difficulties with this system have been identified in the literature, such as a lack of clear leadership/authority, a high level of depersonalisation and a heavy bureaucratic and administrative workload. The latter places further pressure on leaders, leaving less time in which for head teachers to develop themselves or help others. Specifically, head teachers' ability to offer development programmes or contribute effectively to decision-making policies may be limited, as is also the case in the Kingdom of Saudi Arabia, Jordan and Turkey.

Kuwaiti head teachers are overseen by the Kuwait Ministry of Education, and the educational system is centralised. Kuwaiti head teachers are generally unable to initiate changes to work structures or management processes. As a result, they may find it difficult to effect improvements; they are not permitted to select teachers, accept or reject students to manage numbers, find alternative teachers when employees leave, direct administrative staff to decrease teachers' workload, request more appropriate funding, or manage school facilities and maintenance. In addition, head teachers in Kuwait are not empowered to contribute to decision making on curricula. This issue, in particular, has led to dissatisfaction among parents, who are frustrated by the frequent (annual) changes to the curriculum, and hold head teachers accountable (AlDhaen, 2012; MoE, 1999, 2003, 2004, 2005, 2006, 2009; Kuwait National Education Development Conference (KNEDC), 2008).

To investigate these issues, the researcher interviewed a retired Kuwaiti head teacher in December 2011. The interviewee had worked for more than 30 years in schools run by the Kuwait Ministry of Education. She pointed out that it is vital to develop head teachers' skills to improve the school environment in general and the decision-making process in particular. She indicated that head teachers need to be given more power and continuous training in their educational responsibilities. However, Kuwait is still far from having all of the answers needed to design educational programmes or implement a new strategy such

as the Total Quality Management in Schools model to increase head teachers' role in the decision-making process (KNEDC, 2008).

It is advisable for Kuwait's MoE to work with Kuwaiti head teachers to effect changes in attitude regarding the issues mentioned above. This will help to equip teachers with the required skills, encouragement and motivation to motivate learners and improve their achievement (Dawson, 2008).

### **1.3. Research rationale**

The aims of this research are to investigate head teachers' satisfaction and dissatisfaction and identify the impact on schools' success of head teachers' role and job satisfaction. The research will also provide insights into the factors that influence head teachers' job satisfaction, and explore the role played by job satisfaction in effective leadership. Many researchers have concluded that although individual have different sets of goals, and are motivated to different degrees by their belief in these goals (resulting in a positive relationship between effort and performance), effective performance is in itself a pleasing reward that satisfies an important need. The desire to satisfy this need is strong enough to make the effort meaningful (Quick, 1998; Rizi *et al.*, 2013; Herzberg *et al.*, 1975; Maslow, 1954; Gawel, 1997).

Another aim of this research is to assess the effectiveness of certain motivational approaches in increasing both head teachers' job satisfaction and the significance of this satisfaction to schools' overall progress. In particular, theories of motivational factors and intrinsic and extrinsic motivators are addressed. The researcher also demonstrates the importance of achieving goals such as self-esteem and self-growth, as theorised by Herzberg and Maslow. As the research was undertaken in Kuwait, a Muslim, Arabic-speaking and highly collectivist setting (as described by Hofstede, 1984), the role of the Islamic religion in motivating Muslim head teachers is addressed, along with the importance of *faith* as a motivator. These issues are not addressed in Maslow and Herzberg's social needs based theories.

The researcher spent ten days in the academic year of 1995 working as an Arabic-language teacher at a secondary school in the State of Kuwait, during which time she observed some of the problems that have arisen from the centralisation of the educational system in Kuwait, and the impact on schools' performance of factors that cause dissatisfaction.

During this time, the researcher was deeply frustrated and lacked job satisfaction due to the demand that she work on areas beyond her remit to meet the bureaucratic requirements of Kuwait's school-administration policy, with insufficient payment for her heavy workload. The researcher was also unable to access a training programme to help her learn how best to deal with students or members of school management and staff members. The researcher had previously spent 11 years working at the Research and Curriculum Centre at the Kuwait Ministry of Education. This experience gave her valuable insights into the best uses of fieldwork in the current research area.

Drawing on her experience of and interest in the relationship between management practice and motivation, the researcher decided that it would be fruitful to investigate the extent of the job satisfaction of head teachers at schools participating in the Kuwaiti Primary Future Schools (KPFS) programme. This interesting case study was designed not only to measure head teachers' job satisfaction but to identify factors that improve or reduce motivation that can be generalised to other contexts.

#### **1.4. Research aims**

This research has six key aims, as follows.

1. To investigate satisfaction and dissatisfaction among head teachers at schools involved in the KPFS project.
2. To identify the effects of head teachers' role and job satisfaction on the success of KPFS schools.
3. To increase understanding of the factors that influence head teachers' job satisfaction and the role played by job satisfaction in determining the effectiveness of leadership.
4. To focus on appropriate Western motivational theories that may be used to increase head teachers' job satisfaction and its impact on schools' overall progress, with additional emphasis on the motivational role of Islam.
5. To identify the relationship between job satisfaction and leadership across cultures.

6. To make recommendations to help head teachers and policy makers, particularly those at the Kuwaiti MoE, to improve job satisfaction among head teachers, especially those working in KPFS schools.

### **1.5. Research questions**

1. What factors appear to affect the job satisfaction of KPFS head teachers in KPFS?
2. How far does the role of KPFS head teachers influence the success of the project?
3. What is the relationship between KPFS head teachers' job satisfaction and the effectiveness of their role? Significance of study

This study derives its importance from the following factors.

As human beings are viewed as the main element necessary to carry out work (Al-Enizi, 2000), it is important for employees – including head teachers – to experience job satisfaction. It is useful to study the relationship between the fundamental factors influencing the effectiveness of an organisation, namely leadership and employee job satisfaction (Rizi *et al.*, 2013). This investigation casts light on possible solutions to job dissatisfaction that may help to improve head teachers' performance. KPFS schools are unlikely to achieve success unless job satisfaction is secured for individual head teachers.

Secondly, work is a very important component of employees' lives. Work enables an employee to sustain or improve his/her social status and achieve his/her personal ambitions (Gruneberg, 1979). As noted by Al-Otaibi (1992: 91), 'work and job satisfaction are two faces of one coin'. According to Armstrong (2006), leaders are responsible for managing the use of human resources, as well as providing leadership and setting and enhancing standards for strategic thinking. Therefore, it is important to study the impact of job satisfaction on the leadership of head teachers who aim to address obstacles in their working lives and school environments, and in turn the overall impact of job satisfaction on school progress.

The third reason for the importance of this study lies in the prevailing view that job satisfaction contributes to an increase in employees' productivity, which in turn benefits the establishments concerned and those working within them (Al-Mashan, 1993).

However, no consensus has been reached among researchers on the association between satisfaction and performance behaviour (Brayfield and Crockett, 1955; Herzberg *et al.*, 1975; Vroom 1964). It is anticipated that the qualitative findings of the current study will offer insights into the relationship between productivity and job satisfaction among head teachers, and show how improvements to school culture can be achieved.

Fourthly, the recommendations made in this research will help to enhance job satisfaction and bring the role played by head teachers in line with that in developed and advanced countries; emphasis is placed on the need to keep pace with the increasingly competitive educational environment worldwide.

The study also highlights the most common modern theories of job satisfaction, and suggests that greater attention should be paid to head teachers' job satisfaction and their contribution to the success of educational organisations. The research evaluates the effectiveness of Maslow and Herzberg's theories in identifying interesting and relevant motivational and satisfaction factors; it also compares methods of measuring job satisfaction. The use of Maslow's theory helps to identify the important criteria that head teachers should seek to meet when managing teachers and learners alike.

The research also focuses on the categorisation of intrinsic and extrinsic motivators. Herzberg's theories are applied to the issue of head teachers' motivation to determine what head teachers need from their jobs (Buchanan, 1979; Steers *et al.*, 2004). The research explores in more depth the factors that may enhance head teachers' job satisfaction. Both internal and external motivators are examined in this interpretative study.

The correlation between leadership and job satisfaction has been investigated in a wide variety of academic disciplines and an equally wide variety of research settings. However, few researchers have focused on this relationship in the context of primary education, particularly in countries characterised by low individualism (high collectivism). According to Hofstede's model, the setting of the current study – Kuwait – has a low individualism score (Hofstede, 1983). The research investigates the opinions of head teachers on the scope of their roles and daily tasks, with attention to workload, centralisation, turnover, payment and many other issues.

In addition, the study highlights the motivation afforded by Islam, thereby filling a gap in the social-needs theories developed by Maslow and Herzberg. It is anticipated that this

interpretative study will help readers to understand that Muslims are substantially motivated by self-esteem, faith and dignity. Muslim head teachers believe that self-esteem comes through an individual's faith and his belief in Allah's acceptance. Material possession is secondary to the Islamic faith (Bader, 1994: 51; Al-Enizi, 2000: 61). Therefore, this study diverges from the approach to motivational theory taken by most Western observers, who link material possessions with self-esteem.

The study examines self-actualisation needs within Islamic thinking; work is viewed as a type of worship. Worship is an integral part of faith. All tasks must be performed for Allah and conform to both the teachings of Islam and its recommendations for behaviour. The use of Islam by head teachers to motivate individuals is particularly effective in highly collectivist societies (in the Arab world and some Eastern countries), specifically those in which Islam is the major religion, i.e. Saudi Arabia, Kuwait, Pakistan, Jordan and Turkey. Belief in one's eventual attainment of rewards from God constitutes the ultimate motivation and satisfaction (Al-Enizi, 2000; Hofstede, 1983; 1984).

Moreover, it is hoped that this study will help readers to understand in more depth the direct and indirect roles of head teachers in motivating teachers. The researcher is optimistic that the study's results will provide educationalists and researchers in the field with insights into head teachers' views and opinions regarding motivational approaches and tools. Therefore, the study will offer a valuable resource in the development and clarification of direct and indirect motivational strategies. It is also hoped that this study and its findings will enable great leaps forward in understanding how satisfaction factors and motivation methods should be structured and implemented.

This study is particularly significant given that research on the topic of job satisfaction among head teachers in Kuwait in general and KPFS head teachers in particular is limited. This study is designed to fill this gap, as the first investigation of job satisfaction among head teachers involved in the KPFS project. It is hoped that the results of this fascinating case study will be generalisable to other collectivist and Islamic countries, such as Saudi Arabia, Jordan and Turkey, which enjoy the same centralised educational system as Kuwait.

In addition, the Kuwaiti MoE will benefit from the findings and recommendations of the study, which indicates ways of increasing job satisfaction and motivation. It is evident that the nature of one's work environment – whether satisfying or unsatisfying – may affect

one's motivation; and head teachers are no exception. As Dawson (2008) notes, head teachers are likely to remain in the profession for longer if they find their work rewarding and feel valued by their staff, educational-policy makers and others. Although several studies have addressed the question of job satisfaction in Kuwait with regard to teachers, only three have focused on head teachers (Al-Saraf *et al.*, 1994; Al-Hadhood, 1994; Al-Mohanadi, 2007). This gap in the literature must be filled to increase awareness of the importance of head teachers' job satisfaction, to help policy makers to enhance this satisfaction, and ultimately to enrich educational research and practice in Kuwait. According to Al-Rishidi *et al.* (2010: 1), 'the Kuwaiti Primary Future Schools project is a new and fruitful area to research'.

### **1.6. Scope and limitations of the study**

The scope of the present study is limited to schools participating in the KPFS project in three districts of Kuwait City: Mubarak Al-Kabeer, Hawalli and Al-Asema. Kuwait City is the capital of the state, and was chosen as the research setting because it is the researcher's place of residence, and because no research to date has been conducted on the job satisfaction of female head teachers in KPFS schools in the city. The time period chosen for the study was the academic year 2011-2012, during which data were obtained from six female head teachers and twelve other participants in six KPFS schools, including deputy heads and head of departments (detailed in the section on the study's population). The findings of research conducted by the Kuwait MoE (2005; 2008-2009) led to the recommendation that only female administrative staff be employed at the primary stage. However, male and female primary-school students attend separate schools. The KPFS programme is a government-run development project that covers four primary schools for boys' education and two primary schools for girls' education, all with female administrative staff (Al-Rishidi *et al.*, 2010). In short, the KPFS project is led by female administrative staff (further details provided in Sections 2-2 and 2-3). The research is qualitative; no quantitative methods were employed, and the study was limited to the question of job satisfaction among female head teachers at primary level.

### **1.7. Structure of study**

The research is organised into six chapters. The (current) introductory chapter provides a general background for the question of job satisfaction and the role of head teachers in

shaping their schools' success. It also demonstrates the importance and outlines the purposes of the study. The second chapter provides background details on Kuwait, including geographical and economic information and a description of the country's current education system. Next, the aims and objectives of the KPFS project are examined. The third chapter reviews the existing literature on the issue of job satisfaction, with attention to the definition and concept of job satisfaction; the importance of job satisfaction to head teachers; definitions of 'motivation'; a historical review of job-satisfaction theories; and the main theoretical framework used in the study. Hofstede's model and the impact of culture on education are presented, along with an exploration of the influence of Islamic and Kuwaiti cultural values, different perspectives on job satisfaction held by head teachers, and the significance of head teachers' role to teachers', students' and schools' overall progress. At the end of this chapter, the conceptual framework for the research is described and the main factors found to enhance satisfaction are outlined. Chapter 4 sets out the research methodology, and the findings are detailed in Chapter 5 and discussed in Chapter 6. Chapter 6, which concludes the study, provides a clear summary of the insights offered by the research findings, along with recommendations for the improvement of the KPFS project in policy and practice and suggestions for future research directions in this area.

## **Chapter 2. Background to the Study**

### **2.1. Geography of Kuwait**

Kuwait is an Islamic state; its official language is Arabic. Geographically, Kuwait is located in the northwestern corner of the Arabian Gulf, between the Kingdom of Saudi Arabia (KSA) to the south and Iraq to the north. The distance between south and north is about 200 km (140 miles); and from west to east, about 170 km (105 miles) (Kuwait Ministry of Information KMOF, 1986). Kuwait has a hot, dry desert climate all year round. As a result of its location, temperatures can reach 50 centigrade in the shade during the summer; its winters are relatively short and remain fairly warm (Abu-Hakima, 1983; Naim et al., 1986) (see Figure 2.1). Students at schools involved in the KPFS project start studying at the beginning of September, and the academic year lasts until the end of May. The hot and dry weather in summer exacerbates the stress and dissatisfaction experienced by KPFS HTs, especially as the Kuwaiti MoE and other representatives of the educational administration have ignored or provided insufficient support for HTs' efforts to implement appropriate measures to cope with the weather, such as covering all open areas and playgrounds with umbrella systems, equipping offices, classrooms and corridors with air conditioning, and ensuring monthly and annual technical maintenance (MoE, 2004).

### **2.2. Population of Kuwait**

In 2011, Kuwait had a population of 3 million, 62% of whom were male and 38% female. Of these, 1 million were Kuwaiti; the remainder were from other ethnic groups and nationalities: Egyptians, Palestinians, Jordanians, Lebanese, Omanis, Saudi Arabians, Yemenis, Iranians and other foreign nationals. Approximately 29% of Kuwait's citizens in 2011 were aged 14 years or under; 68% were aged between 15 and 64; and 2% were aged 65 or over. Although males make up approximately 62% of Kuwait's population, fewer male graduates than female graduates choose to work in Kuwait's educational sector. Males prefer to work in the technical sector, the oil industry and the private sector, due to the high salaries associated with these jobs (KCSC, 1996; Haji, 1993; www.kspdc.com). In his empirical study of job satisfaction among Kuwaiti managers and employees in the government sector, Al-Enizi (2000) concludes that most Kuwaiti female employees work in government sectors, predominantly in education. Following an increase in female

graduates from the University of Kuwait and the Educational College of Kuwait, an even smaller proportion of male graduates now work in the educational sector.

As mentioned in Section 1.7., the administrative staff in all government primary schools are female. As mandated by the Kuwait MoE (2005, 2008-2009), Kuwait provides non-mixed education in three stages: primary, intermediate and secondary. Male and female pupils attend separate schools.

Due to the increase in female graduates and decrease in male graduates interested in working in the educational sector, as well as the MoE's recommendations (MoE, 2005: 2008-2009), female graduates have been given ample opportunities to work as administrative staff or teachers in either boys' or girls' primary schools.

Therefore, the head teachers and administrative staff at both KPFS and non-KPFS primary schools are female. Neither type of school provides a mixed-gender environment.

Most of Kuwait's citizens reside in Kuwait City and its suburbs, especially in areas that overlook the Gulf Coast. Al-Watan (2006) notes that Kuwait's increasing population and other rapid demographic changes have forced the government to meet a greater demand for basic services in the fields of health, education, transport, communication, water and electricity.

### **2.3. Economy of Kuwait**

In Kuwait's early history, its economy was almost entirely dependent on pearl diving and ship building (Al-Shamlan, 1975). However, with the discovery of huge oil reserves in the early 1930s, oil and petroleum became the country's main sources of revenue, in addition to fish, shrimp, petrochemicals and natural gas. Today, the petroleum industry accounts for nearly 90% of Kuwait's total exports. Kuwaiti officials have committed to increasing oil production to 4 million barrels per day by 2020 (Al-Enizi, 2000).

The Kuwaiti economy suffered greatly from Iraq's invasion and abortive annexation on 2 August 1990. The Iraqi troops destroyed Kuwait's oil wells by setting them on fire. Following the country's liberation on 26 February 1991, the government decided to give the private sector a larger share in economic development. For example, the private sector recruited a larger number of Kuwaiti graduates, ensuring that they were no longer solely reliant on the government for employment.



Mubarak Al-Kabeer. Each of these areas has its own educational district and schools, all controlled by the Ministry of Education (see Figure 2). The six KPFS schools under study are distributed in three of Kuwait City's districts: Al-Asema, Hawalli and Mubarak Al-Kabeer. There are three KPFS schools in Hawalli, two in Mubarak Al-Kabeer and one in Al-Asema (see Table 2-1).

**Table 2-1 - Breakdown of number of schools at each educational stage by district**

Districts						
Schools	Al-Ahmadi	Al-Jahra	Hawalli	Al-Asema	Farwaniya	Mubarak Al-Kabeer
Kindergarten	40	25	30	31	35	34
Primary	54 [28:M-26:F]	38 [19:M-19:F]	36 [18:M-17:F]	44 [21:M-23:F]	46 [23:M-23:F]	29 [14:M-15:F]
Intermediate	47	32	31	31	32	24
Secondary	36	16	24	24	25	14

1. F: females; M: males (source: MoE, 2008-2009).

## 2.5. Kuwaiti education

### 2.5.1. Current education system

In 1921, Kuwait established its first consultative council and opened the first *Al-Ahmadi* (boys' school) to cater to the increasing number of boys wishing to receive education (MoE, 1998). The first *Al-Katateeb* (girls' school) opened in 1926, giving girls the opportunity to learn the principles of literacy and numeracy (MoE, 1998). In 1936, the Kuwaiti government established the Council of Education, which became the basis of the country's modern system of education. It was responsible for the organisation of learning through the planning and design of educational curricula. In 1965, the MoE introduced a law that made primary and secondary education compulsory and free. Education in Kuwait is separated into four levels: pre-school (for children of 4 to 5 years old), primary (6 to 10), intermediate (11 to 14) and secondary (14 to 17) (MoE, 2005, 2006).

The administration of education in Kuwait is centralised, and the government controls the country's education policies via three main institutions. The MoE, established in 1963, is responsible for the education of both boys and girls at all four stages of the system. His Highness Abdullah Al-Sabah was the first Minister of Education; his interest in the area led him to build libraries as well as schools, and he sought to introduce uniform curricula and textbooks across the country (MoE, 1998).

The aim of the Kuwaiti education system is to educate boys and girls from childhood (age 4) to adulthood (age 18). At elementary level, which follows on from kindergarten and encompasses students aged between 7 and 12, the general curriculum includes teaching in the Arabic language, religion, the English language, general science, mathematics and social and geographical subjects. After six years at elementary level, students are required to pass an examination to move to intermediate level. Those who are unsuccessful must remain at the same level for a second year and re-sit the examination (MoE, 1998, 2005, 2006). The third stage is secondary level, during which pupils are taught the same general subjects as at primary school. They take an exam after each year at intermediate level, and a final exam at the end of the three years (MoE, 1998, 2005, 2006).

The secondary stage of general education lasts for three years and covers the same subjects as in the previous stages, with the addition of advanced Arabic. In the second year of the secondary stage, pupils have the option of selecting either scientific or literary subjects. At the end of three years at secondary level, pupils take a comprehensive examination; those who pass are accepted into colleges and universities (MoE, 1998; MoE, 2005, 2006).

According to the MoE (2005, 2006), the government established a Public Authority for Applied Education and Training (PAAET) in 1955 to meet the need for technical and vocational training and education in craftsmanship. The PAAET offers a variety of educational majors, such as industrial, commercial, secretarial and office management; health sciences; technological studies; nursing; tourism; and beauty and fashion.

In terms of higher education, Kuwait has one public university, the University of Kuwait, which was established in 1964. However, the university has insufficient capacity to accommodate the increasing numbers of students expected in the future. Therefore, as part of Kuwait's goal to increase its higher-education facilities, the Ministry of Higher Education has allowed other countries to build private international universities on Kuwaiti land at no cost (Kuna, 2005). Ten private international institutions providing educational

courses in English are either operational or under construction in Kuwait. They include the American University of Kuwait, the Kuwait-Maastricht Business School and the Open Arab University. Providing scholarships for Kuwaiti students to study in developed countries is another method of facilitating global educational development.

### **2.5.2. General aims of primary education in Kuwait**

Primary education in Kuwait is designed first to create opportunities for pupils to achieve spiritual, moral, intellectual, social and physical growth; and second to prepare them for constructive participation in Kuwaiti society, Arab society and global society according to the principles of Islam, the Arab heritage and contemporary culture ([www.future-school-kw.com](http://www.future-school-kw.com); MoE, 1998).

### **2.5.3. Problems with primary education in Kuwait**

According to the MoE (2003), there are several obstacles to the realisation of the principles and objectives of Kuwait's current primary-education system. First, not many students gain entry to university. Second, the MoE's large investment in education and educational infrastructure (between 6.2% and 8.3% of the total government budget; Al-Muallem, 2009) has not improved Kuwait's ranking in the Trends in International Mathematics and Science Study (TIMSS) or the Progress in International Reading Literacy Study (PIRLS), as Kuwaiti primary students achieved the lowest scores in these tests in 2007 (Al-Muallem, 2009). The centralisation of education may be chiefly responsible for the low attainment of Kuwaiti students; changes are entirely driven by the MoE (Al-Jabur, 1996; Al-Fahad, 2009; Al-Muallem, 2009; KNEDC, 2008) and head teachers enjoy little or no autonomy over their schools. Although many Kuwaiti head teachers wish to develop the teaching methods used in their schools to enhance students' attainment, such plans may conflict with the views of policy-makers in the MoE. It would be beneficial to give head teachers in Kuwait's centralised system the authority to, for example, reformulate lessons and curricula or reschedule school vacations. In addition, policy makers are advised to increase the communication between head teachers and staff members when designing school plans by providing them with the opportunity to input their views and opinions and involving them in the decision-making process. These forms of consultation would impact positively on students' educational level and therefore increase head teachers' job satisfaction. Decentralising the educational system may help policy makers to identify the needs of teachers, students and head teachers and make appropriate development plans.

Therefore, providing head teachers with full authority in developing and planning school policy may increase their and their colleagues' job satisfaction.

In addition, the MoE (2003) has indicated that many teachers, both male and female, are dissatisfied with their jobs, for a variety of reasons. Current curricula and teaching methods are dedicated to the memorisation of data; little emphasis is placed on communication or the development of critical-thinking skills. Moreover, as teachers have very limited time in which to formulate lesson plans, they have little or no opportunity to communicate their strategic visions and help pupils work towards achieving change within the school culture. Another factor leading to dissatisfaction is class size. As each class comprises approximately 35 pupils (with only one subject teacher per class), teachers' activities are frequently interrupted (MoE, 2003). Teachers' resulting dissatisfaction may cause burnout and increase turnover, forcing head teachers to carry out stressful tasks such as searching for replacement teachers, reducing class sizes and calling more vocally for authority from the MoE to rebuild curricula with an emphasis on critical thinking rather than memorisation, to reduce dependency on teachers' efforts. If the MoE and other educational-policy makers fail to fulfil these requests, head teachers are likely to become dissatisfied. Conversely, cooperation between the two parties (policy makers and head teachers) in the form of consultation meetings may help to meet schools' needs and enable head teachers to make appropriate plans for future development.

According to the MoE (2004) and Al-Fahad (2009), the chasm between school administration (specifically head teachers) and teachers causes severe dissatisfaction and encourages absenteeism and indifference among teachers, who are reluctant to expend additional effort to develop their own skills. This affects the academic achievement of students, who are often forced to rely on private lessons outside school, paid for by their parents. Effective motivational strategies implemented by head teachers – whether direct or indirect techniques – have wide-ranging positive consequences: as teachers' sense of responsibility and self-esteem increase, their performance improves, which positively affects their pupils' performance and attainment. According to Creissen and Ellison (1998), the evidence collected over the last 20 years indicates that the most significant determinant of a school's success is the quality of its head teacher's performance, including his or her leadership of other staff.

There is also a shortage of training programmes in Kuwait for head teachers and other staff. According to Al-Fahad (2009), a lack of trained and well-qualified teachers is a very real problem in Kuwaiti education. With specific reference to this study, teachers' heavy workload and the lack of training programmes to improve staff performance may affect head teachers' satisfaction. In addition, AlDhaen (2012) states that insufficient in-service education and training (INSET) and continuous professional development (CPD) are provided for head teachers and their staff in Kuwait. When such schemes are implemented, they are poorly timed and designed. Training programmes play a significant role in the job satisfaction and success of head teachers and other staff (such as teachers). Proponents of the human-relations model agree that such programmes increase productivity (Cole, 1996: 31). Highly qualified and well-trained head teachers are empowered to directly motivate their staff by offering well-structured training programmes that meet teachers' needs. The provision of high-quality training for teachers impacts positively on their classes' educational achievement, which motivates the teachers to continue improving their performance. These outcomes may also increase the job satisfaction of head teachers and ultimately the performance of the whole educational system.

The KPFS project was originally formulated by the MoE in 2005 as a solution to problems facing primary education. Its implementation received support from the Kuwaiti government (Al-Fadly, 2007; see Appendix 1). However, subsequent research (KNEDC, 2008) has shown that the administration and management of Kuwaiti education is still weak at all four stages of the education system.

Al-Fadly (2007) notes that the public-education strategy approved by the Ministers' Council for the period 2005-2025 emphasises the basic requirements of state-school curricula and is designed to facilitate the achievement of national goals, such as a movement towards decentralised educational management, the improvement of learning and school management, and the increased monitoring of performance quality. Head teachers and other school administrative staff play a vital role in managing the changes in the education system implemented as part of Kuwait's public-education strategy (KNEDC, 2008).

## **2.6. What is the KPFS project?**

### **2.6.1. Concept of KPFS**

According to Al-Abdulkarim (2000: 2), a Future School is a ‘developing school in which educators are selected to meet the needs of different learners and provide them with the appropriate foundations to live in modern society’.

KPFS is a government-run development project, first implemented in 2005/2006 at a Hawalli boys’ primary school with female administrative staff. A second boys’ primary school with female administrative staff in the same district joined the project in 2007. In 2007/8, the programme was expanded to cover four primary schools (two boys’ schools and two girls’ schools, both with female administrative staff) in the districts of Mubarak Al-Kabeer and Al-Semah.

### **2.6.2. Philosophy and vision of KPFS**

The aims of the project are to increase access to public schools with high-quality outcomes and to identify strategies for improving public education in Kuwait between 2005 and 2025 ([www.future-school-kw.com](http://www.future-school-kw.com); Al-Rishidi et al., 2010).

One of the goals of the KPFS project is to prepare classrooms to support all students’ learning needs. The students are not required to carry bags or books between home and school, as the curriculum is provided in electronic format, such as flash-memory books. As the project progresses, more and more schools are expected to boast electronic libraries and websites to help students, teachers and parents communicate with one another. In addition, schools will have hotline telephone numbers enabling them to respond rapidly to any complaints. It is anticipated that these changes will add to the workload of the schools’ female head teachers. KPFS head teachers already find it difficult to balance their administrative duties with self-development. Covey (1992) shows that principle-centred leaders must have the ability to lead balanced lives; for instance, head teachers must be aware of important issues both within and outside their schools. The heavy workload shouldered by KPFS HTs is likely to limit their creativity in the workplace, which may negatively affect their job satisfaction.

Elsewhere, traditional primary schools are implementing old-fashioned techniques of communicating and learning, such as textbook education and memorisation. Parents are

required to meet physically with school administrators to discuss concerns about their children's progress and develop solutions. Unlike traditional primary schools, KPFS schools have a 'refresher day' at the beginning of each term during which surveys are carried out to identify specific weaknesses among students. Based on the results of the survey tests, the school administration designs a Development Skills Programme (DSP) to address these weaknesses and help students to improve their skills and knowledge (www.future-school-kw.com; Al-Rishidi, 2010).

Based on experimental evidence, Al-Rishidi et al. (2010) distributed a questionnaire to 121 KPFS teachers to identify the advantages and disadvantages of implementing the DSP among students with learning difficulties in Arabic, mathematics and English. The findings demonstrate the effectiveness of the project in improving students' skills in these subjects. However, although teachers were permitted to organise the refresher days themselves to address their students' learning difficulties, they were dissatisfied with and demotivated by the results of the DSP, because teacher shortages resulted in a substantially increased workload. This increased burnout and the rate of turnover, forcing head teachers to request replacement staff and reschedule timetables. In short, the extra workload created by the DSP increased the workload and thus the dissatisfaction of head teachers. Moreover, no specific lessons were allocated on the refresher days, and the teachers lacked the qualifications necessary to implement the DSP effectively. More effective training programmes are needed to improve teachers' ability to implement the DSP. However, the provision of such programmes may also add to the workload of KPFS head teachers by requiring them to interact further with educational administrators. If the latter fail to cooperate, head teachers may be demotivated and thus reluctant to expend effort on improving their staff and students' performance and the overall progress of their schools.

### 2.6.3. **KPFS aims and objectives**

As the KPFS project focuses on individual student learning in the classroom, each class is provided with two core-subject teachers to more effectively address individual students' abilities, desires, interests and educational or psychological problems, if any. The first teacher specialises in literacy-related subjects, such as Arabic-Islamic education, the teaching of the Holy Quran and social studies, while the second teacher focuses on science-related subjects such as mathematics, the physical sciences and environmental education. The two teachers work together in each class. Literacy teachers spend around

14 to 15 hours teaching each week, and science teachers have 9 hours of teaching per week (www.future-school-kw.com; Al-Rishidi et al., 2010).

In contrast, students at non-KPFS primary schools in Kuwait have a specific teacher for each subject. The female KPFS teachers receive the same salaries as teachers at traditional Kuwaiti primary schools, which may be a source of dissatisfaction among KPFS teachers, due to their heavier workload. In turn, KPFS head teachers are likely to shoulder a heavier burden. KPFS teachers who are dissatisfied with their remuneration or their daily workload are more likely to leave their jobs, increasing turnover. As a result, head teachers are forced to spend time rescheduling timetables and asking for replacement teachers from the MoE administration, as they have no authority to employ new staff. If these requests are not met by the MoE, the head teachers' job satisfaction may decline further. Dawson (2008) notes that teachers who find their work rewarding and feel valued by their head teachers stay in the profession for longer. Therefore, it is necessary to explore and evaluate the effects of payment and workload on teachers' motivation and thus head teachers' satisfaction.

The KPFS system requires students to acquire knowledge and basic skills in literacy and numeracy. Therefore, KPFS schools employ teachers with specific expertise in addressing students' learning difficulties in Arabic, English and mathematics. The Kuwaiti government has declared its commitment to increasing access to computers. It has also implemented policies to ensure that computing skills are taught to students, teachers, staff and managers (MoE, 2003). Education has become a lifelong process of learning and training, and the need to develop transferable skills requires both an understanding of technology and a modern curriculum (Chinnammai, 2005). KPFS schools benefit from networked computers that connect students with their teachers both within the classroom and from home. The project encourages students to use their own iPads to engage in educational activities, and 'smart' boards are present in some classrooms. Finally, the parents of children at the six KPFS schools can view homework tasks on websites. This facility is unavailable to non-KPFS Kuwaiti primary schools (www.future-school-kw.com).

As facilities are an important element of the working environment, inadequacies in this area are categorised by Herzberg as a demotivating factor that negatively affects leaders' job satisfaction. KPFS head teachers are likely to be dissatisfied if their schools do not

have full access to e-learning technology, insufficient training is provided for head teachers, other staff and students, and/or they are unable to communicate with others via networked computers (Muijs et al., 2010; MoE, 2005). According to Chaplin (2001), the availability of facilities and other resources has a profound effect on head teachers' and other managers' satisfaction.

The KPFS project also aims to strengthen feelings of loyalty and patriotism, and promotes moderation (not extremism) through activities such as story-telling, drama and school radio programmes. Trips and competitions are used to promote critical thinking and creativity, and to build a spirit of cooperation, teamwork and responsible behaviour both within and outside the classroom ([www.future-school-kw.com](http://www.future-school-kw.com); Al-Rishidi et al., 2010). The development of critical thinking and creativity is one of the main aims of the project. A celebrated example is the Kuwait Scientific Centre, which educates pupils about Kuwait's cultural heritage, presents important environmental messages and teaches vital lessons about past environmental disasters, such as the burning of the oil fields during the Gulf War. KPFS head teachers also endorse and encourage school visits to the IMAX cinema at Kuwait's Scientific Centre, the largest of its kind in the Middle East, where the latest scientific films can be viewed. This is an interesting and innovative way of increasing students' critical thinking and environmental awareness; in contrast, non-KPFS Kuwaiti primary schools rely heavily on memorisation and take few school trips.

The KPFS initiative is designed to encourage pupils to consider the ways in which they can contribute to conservation and find solutions to the problem of pollution of marine ecosystems, wildlife and clean air in the Arabian Peninsula (TSCK, 2009). In addition, KPFS head teachers encourage a spirit of cooperation and teamwork, and reinforce pupils' capacity to take responsibility for themselves. For example, KPFS head teachers encourage students to participate in school-cleaning duties or plant trees and shrubs to improve their recognition and appreciation of their environment. This enhances their ability to work as a team and their sense of responsibility. The aim of such activities is to make KPFS aims part of the outlook of Kuwaiti primary pupils (Al-Rishidi et al., 2010; [www.futureschool.kw.com](http://www.futureschool.kw.com)). Conversely, few programmes in Kuwait's non-KPFS primary schools involve innovative ways of learning. To achieve Kuwait's national goals, KPFS female head teachers stress the essential aims and objectives of the KPFS project while implementing the school curricula. There is also a clear link between teachers' attitudes towards their work and student outcomes. To ensure optimal student outcomes, it is critical

that school leaders not only understand these connections, but create workplace cultures in which positive outcomes are valued (Al-Fadly, 2007).

To assist in realising these goals, the Kuwaiti government has established a new project entitled 'Schools of the Future'. The greatest potential of this project lies in its ability to bring educational reform to general Kuwaiti schools that is commensurate with the strategic requirements detailed above, and thereby increase the output quality of the country's public education to meet global standards (Kuna, 2007; see Appendix 1). Accordingly, representatives of the Kuwaiti education system are planning to extend the developments already made in KPFS schools to include all stages of the primary-education system by 2025.

## **2.7. The role of school administrators**

As the present research relates to head teachers' job satisfaction, this section briefly outlines some issues related to school administration, beginning with some definitions and outlining certain objectives, responsibilities and challenges that face Kuwaiti school administrations generally and KPFS schools in particular.

### **2.7.1. What is school administration?**

There are several definitions of school administration. As Green (2000) points out, the job of a head teacher can be divided into three roles: leadership, management and administration. The three roles are linked and cannot be separated. However, leadership is widely considered the most important part of a head teacher's job. Indeed, most organisations seek a leader that gives direction and purpose to the work at hand.

Research has identified head teachers as 'central to promoting or inhibiting change' within schools (Fullan, 2002). Louis and Miles (1990; cited in Huber, 2004) perceptively differentiate between 'management', referring to administrative and organisational activities, and 'leadership', referring to the setting of educational goals and activities that inspire and motivate others. It is clear that the head is not just the manager but the professional leader of his or her school, with an emphasis placed on leadership of teaching and learning. Researchers also note that heads need to focus not only on teaching and learning but on managing their schools (Jones, 1999: 326). Empirical results such as interview data reveal significant changes in the role of the head over the last nine years; for

instance, their work now entails more management activities: ‘I’ve got to be honest, I see myself more as a manager...’ (from an interview with a head teacher, cited in Jones, 1999: 330). Research findings suggest that the head teacher of the late 1990s and the new millennium has a hybrid role as both a professional educator and a manager (Jones, 1999: 334).

It should be noted that there is no single best leadership style for fostering learning in schools in general and Kuwaiti Primary Future Schools in particular. The researcher agrees with Hallinger (2011) that although educationalists are learning more and more about the need for leaders to match strategies to contexts, more studies are needed in this area. The current study is expected to increase understanding of the roles of KPFS head teachers and how these roles help to determine the success or failure of the KPFS project.

Hallinger (2011: 137) states that ‘learning to use one’s values, beliefs, and expectations in concert with the values of the school is a requirement for leadership for learning. Borrowing from Mahatma Gandhi, “be the change you want to you see in your school”’ (137). Similarly, Al-Hugail (1996) and Hamdan (2006) define school administration as all of the work done by the head teacher with all of the workers in the school, such as teachers, deputy head teachers and all individuals with important managerial posts.

Educational leadership involves undertaking administrative tasks and planning and coordinating activities, such as developing a cooperative and collegiate school culture to further the educational process. However, Imants and De Jong (1999; cited in Huber, 2004) do not support Louis and Miles’ argument; they regard ‘management’ and ‘leadership’ as distinct concepts, but not contrary poles (Huber, 2004). This will be discussed in more depth in a later sub-section covering the impact of KPFS head teachers’ role on pupil and teacher achievement.

### **2.7.2. Aims of KPFS administration**

The impact of globalisation and the accompanying administrative changes in school-based management and self-government have forced many countries to work increasingly hard to keep up in the field of education (Mustafa et al., 2008).

In Kuwait’s case, the main aim of the KPFS administration (MoE, 2004) is to decrease pupils’ educational and psychological problems by several means. It also aims to

contribute to school needs by supplying teachers in different subject areas, enhancing their educational levels and implementing and developing curricula.

KPFS administrators attempt to encourage parents to take part in decision making by organising parental-involvement meetings. They may also provide school safety criteria, set regulations, provide documentation and oversee the deployment of the school budget.

The final and significant role of KPFS administrators is to create good relationships between schools and members of their communities, such as banks, lecturers, restaurants, policemen and actors.

### 2.7.3. **Role of KPFS head teachers and deputy heads**

Leadership is widely considered the most important factor in schools' success. Indeed, all schools seek a head teacher who gives direction and purpose to the work in hand. Rutherford (2005) shows that good heads are key to schools' success. All schools require a leader who generates a sense of principle and direction, has high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and uses different methods to motivate teaching staff to improve their performance. These activities contribute to the overall success of the school and lead to job satisfaction and happiness (Al-Fahad, 2009). Research has shown that the effects of principal leadership on student achievement are related to ongoing school success. Jacobson (2011: 34) describes this relationship as 'instructional leadership', which is regarded as the 'linchpin' linking head teachers' practices with student achievement. As a result, and in accordance with Jacobson's findings, if KPFS head teachers wish to sustain the success of the project, an ongoing effort will be necessary to support and reward organisational learning through self-renewal and personal and collective professional development. Questions remain as to whether the Kuwaiti MoE and its centralised system will help KPFS head teachers to develop themselves and thereby contribute to the project's success.

According to the MoE (2004), the role of the head teacher of a KPFS school entails the following: implementing the KPFS aims and objectives and ensuring discipline during the school day; identifying the technical and administrative requirements of KPFS work and cooperating with the MoE and any other relevant authorities to satisfy those needs; operating cultural and educational workshops for teachers and parents; preparing and writing reports on administrative staff and teachers; cooperating with administrative staff

to register new students; improving student health via the provision of free school meals; introducing new ways of celebrating national and international events inside and outside school; dealing with student weaknesses via the DSP; and keeping school buildings in good condition (Al-Rishidi et al., 2010; MoE, 2004; [www.future-school-kw.com](http://www.future-school-kw.com)).

A deputy head must also be prepared to stand in for her head teacher in the latter's absence. Castagnolli and Cook (2004) emphasise the importance of talent identification and development in securing future school leaders. To this end, head teachers should help deputy heads and heads of department to train new staff. KPFS deputy heads are responsible for the following tasks, among others: solving problems with school facilities (for example, covering exposed electric wires, ensuring the cleanliness of toilets and monitoring the safety of doors, windows and stairs); encouraging students and staff to use school facilities such as libraries, gardens and laboratories; painting walls and classrooms to meet the needs of teachers and students; covering staff shortages by rearranging teaching schedules; organising a refresher day at the beginning of each term to identify pupils' weaknesses; raising health and environmental awareness among students and parents by arranging lectures and seminars on health-care and environmental responsibility; and cooperating with and managing the work of receptionists, social supervisors, librarians, secretarial staff and store keepers (Al-Rishidi et al., 2010; MoE, 2004; [www.future-school-kw.com](http://www.future-school-kw.com)).

#### **2.7.4. Challenges faced by KPFS administrators**

KPFS administrators face a variety of challenges, which are categorised by Hamdan (2006) into four groups: student numbers, financing, teacher facilities and head-teacher duties (Al-Rishidi et al., 2010; Al-Kabas, 2008; MoE, 2000; MoE, 2004). These categories are described in greater detail below.

(1) Student numbers. As KPFS schools are based in just three districts, they may receive insufficient student applications, and may thus be forced to accept students outside these districts.

(2) Lack of financial support and facilities. A shortage of information and communications technology (ICT) in schools conflicts with one of Kuwait's goals for the future: increasing the population's transferable skills. The realisation of this

vision depends on effective technology and a modern curriculum (Al-Fadly, 2007; Chinnammai, 2005; MoE, 2005).

(3) Teacher facilities. KPFS schools face a shortage of both science and literature teachers. Teachers from the Kuwaiti MoE do not have enough specialist expertise to teach several subjects in one class, particularly science subjects.

(4) Head-teacher duties. Head teachers are required to continuously rearrange their schools' schedules in response to the erratic behaviour of staff. For instance, a teacher's performance may drop suddenly for psychological or professional reasons, such as workload, demanding administrators or supervisors, changes to the curriculum or a lack of cooperation from parents (MoE, 2000).

KPFS head teachers find it difficult to balance their administrative duties with self-development. Covey (1992) identifies eight characteristics of principle-centred leaders, of which the most critical is their ability to lead balanced lives. For example, head teachers must be aware of important issues both within and outside the school. The heavy workload of KPFS head teachers limits their professional creativity.

## **2.8. Educational supervision**

Educational supervision plays a significant role in the improvement of the educational process. It may affect job satisfaction negatively or positively (as highlighted by Al-zaidi, 2008; Asker, 1999; Al-Fahad, 2009; Boline, 2007; Ghazi, 2011; Nobile and McCromick, 2005; Ololube, 2006; and Stemple, 2004).

Al-Jabur (1996) and Hussian (1976) define supervision as a process designed to improve education by ensuring the ongoing achievement of goals by each student, teacher and head teacher. All school operations, whether administrative or technical, require supervision. In addition, MoE educational supervisors visit schools to ensure that supervisory criteria are met.

Al-Jabur (1996) explores the relationships between superintendents and head teachers, and concludes that the latter should be given enough time to discuss the administrative problems they face. Various methods of educational supervision are used in Kuwait. For example, head teachers are visited by MoE representatives many times per year to provide them with continuous feedback. Al-Jabur also argues that educational supervision should

be provided for orientation, meetings, workshop components of staff-development programmes, efforts to deal with students' educational problems, and new curricula.

This chapter has provided an overview of the Kuwaiti educational system and KPFS administration, and highlighted the most important roles played by KPFS head teachers. The next chapter reviews the literature on the theme of job satisfaction.

## **Chapter 3. Literature Review**

Job satisfaction can have a significant effect on the capacity of education providers to meet the future needs of their countries. Meanwhile, school leaders are important members of society who can assist in social development by identifying the real needs of their teachers and students (Locke, 1976; McClelland, 1976; Herzberg, 1982; Stemple, 2004; Al-Mohanadi, 2007). This research focuses on investigating satisfaction and dissatisfaction among head teachers, and on identifying the impact on schools of head teachers' job satisfaction and professional success. It thus increases understanding of the factors that influence head teachers' job satisfaction and leadership effectiveness.

Leadership is considered one of the most important determinants of employee job satisfaction, hugely affecting the motivation and dedication of employees (Rizi et al., 2013). In recognition of this, the current chapter presents a review of the literature related to job satisfaction, as an essential background to the research. Addressing the issue of job satisfaction entails defining the concepts of job satisfaction and motivation and their relationships with work behaviour; ascertaining the importance of head teachers' job satisfaction; conducting a historical review of job-satisfaction theories; and examining the usefulness of Western motivational theories in enhancing head teachers' job satisfaction and its impact on schools' overall progress. The main theoretical framework of this study is based on Maslow's and Herzberg's need-based theories (Maslow, 1954; Herzberg, 1959). This information is then complemented by an examination of the Islamic concept of motivation, during which a sixth need informed by Islam is added to the Western theories of motivation. Therefore, the influence of Islamic and Kuwaiti cultural values is also considered. The researcher reflects on Hofstede's model to increase understanding of the relationships between leadership, job satisfaction, motivation and cultural differences (Hofstede, 1984, 1983). Therefore, this chapter focuses on studies that address head teachers' satisfaction from different perspectives held worldwide. The final section highlights the impact of head teachers' activities on the progress of schools, offering more specific details on the factors identified as linked to job satisfaction in various studies worldwide, including Kuwaiti studies. The scope of the present study is limited to six KPFS schools in Kuwait City, whose head teachers and other staff provide a fruitful case-study sample.

### **3.1. What is job satisfaction?**

A literature review soon reveals that researchers define job satisfaction in a number of ways, perhaps due to differences in culture, environment and beliefs (Ghazi, 2011; Al-Hazmi, 2010; Ghazi, 2004).

Hoppock (1935) offered one of the earliest definitions of job satisfaction, describing the construct as comprising any number of psychological, physiological and environmental circumstances that lead a person to express the view that 'I am satisfied with my job'. Likewise, Schultz (1982; cited in Stemple, 2004) states that job satisfaction is essentially the psychological disposition of people toward their work.

Various words or phrases have been used to describe job satisfaction, such as 'attitude', 'morale' and 'motivation'. Vroom (1964: 99) found that the terms 'job satisfaction' and 'job attitude' are typically used interchangeably. 'Morale', like 'attitude', is also used to describe the mental state of an employee in connection with his or her job satisfaction. The higher the morale of an employee, the more job satisfaction he or she enjoys. In addition, Spector (1997: 2-3) states that '[j]ob satisfaction is a related constellation of attitudes about various aspects or facets of the job'.

Interestingly, Mullins (1999), Al-Enizi (2000) and Al-zaidi (2007) argue that satisfaction is an attitude determined by the rewards an individual actually receives, the rewards the individual believes he/she should have received, and the standard of the performance given. Mullins (1999) states that motivation arises from the anticipation that satisfaction will result from achieving a high level of performance. Other researchers, such as Bruce and Blackburn (1992: 12) express a similar view, noting that the presence of five psychological work dimensions – task identity, task significance, skill variety, autonomy and feedback – leads to motivation, low absenteeism and high job satisfaction.

Job satisfaction can also be seen as an indicator of emotional wellbeing or psychological health (Ghazi, 2004). Satisfaction is 'an internal indicator of correspondence; it represents the individual worker's appraisal of the extent to which the work environment fulfils his or her requirements' (Dawis and Lofquist, 1984: 55). During the 1970s, a positive or negative feeling towards one's job was thought to define job satisfaction. Campbell et al. (1970: 378) state 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'.

In contrast, Spector (1997: 2-3) defines job satisfaction as ‘how people feel about their jobs and different aspects of their jobs’. Spector rightly points out that job satisfaction can influence behaviour. For example, head teachers’ job satisfaction can affect the functioning of the KPFS system. The term ‘job satisfaction’ has received attention from the representatives of a range of organisations and the researchers who study them. The fact that KPFS is itself a new organisation is a key factor leading the researcher to identify the factors that might affect its development by exploring the issues and challenges that influence head teachers’ job satisfaction and thus their performance on behalf of the KPFS system.

Several researchers describe job satisfaction as a feeling. Smith et al. (1969) define it as the feeling an individual has about his or her job. Locke (1969) suggests that it is a positive or pleasurable reaction to the appraisal of one’s job, job achievement or job experiences. Spector (1997: 2-3) states that job satisfaction is not only a general feeling but a ‘global feeling’. Wright (1996) defines it in simple terms as the extent to which a person’s general attitude towards his or her job is favourable or unfavourable.

As noted by Mullins (1999), job satisfaction is not easy to measure, although its level is influenced by several variables (individual, social, organisational and cultural). Worell (2004) states that job satisfaction is influenced by many factors, including personal traits and the characteristics of the job.

Many theories of the relationships between motivation, satisfaction and performance have been proposed. Although these relationships have yet to be fully explained, it is clear that the three factors are closely related (More, 1979). According to More (1979), workers who lack satisfaction at work are likely to behave with indolence and passivity, to resist change and to exhibit only a weak sense of responsibility. However, Middlemist and Hitt (1988) (cited in Al-Enizi, 2000: 30) claim that it is ‘possible to have a high level of performance behaviour and high dissatisfaction’.

The researcher believes that job satisfaction is likely to influence behaviour, as suggested by Kazmier (1974), because employees tend to be more productive when satisfied with their job situation. For example, when head teachers work in a motivating environment, their behaviour provides additional positive input to staff’s inventories of past experiences.

Therefore, the earlier in life that such positive input is received, the greater its potential effect on a follower's future behaviour (Hersey and Blanchard, 1982).

The influence of job satisfaction on behaviour has attracted a large and growing body of research. Csikszentmihalyi's (2003) and Bakker's (2005) findings show that autonomy, social support, supervisory coaching, and performance feedback facilitate 'flow' (absorption, work enjoyment and intrinsic work motivation) between head teachers, teachers and their students; they also claim that the influence of job satisfaction on behaviour is in part due to its connection with levels of achievement.

To conclude, there is no general agreement on the association between satisfaction and performance behaviour. The extent to which satisfaction leads to high levels of performance is not clear, although the correlation between dissatisfaction and poor performance is much clearer, because a dissatisfied worker is unhappy with a certain aspect of his/her work or environment.

Therefore, it can be concluded that differences in the definition of job satisfaction are related to cultural differences. The researcher defines the term as the result of an employee's evaluation of his/her work environment and the extent to which it fulfils his/her needs; she agrees with Smith et al. (1969) and Spector (1997) that job satisfaction is a global feeling that comprises an individual's perceptions of his or her job. Therefore, a qualitative approach using semi-structured interviews will enable the researcher to investigate, identify and evaluate head teachers' feelings about the concept of job satisfaction and how it can be improved in order to enhance the KPFS project.

### **3.2. The importance of head teachers' job satisfaction**

The researcher believes that the job satisfaction of head teachers is particularly relevant to the success of the KPFS project, and thus worthy of study, because satisfaction or dissatisfaction may have direct effects on the performance of head teachers and teachers, and thus on student outcomes and the whole educational process.

There are various reasons for the importance of job satisfaction to employee behaviour, which can be classified as either employee-focused or organisation-focused.

*The humanitarian perspective:* all individuals deserve to be treated fairly and with respect. Spector (1997: 2) argues that job satisfaction is to some extent a reflection of good

treatment. If Kuwait's KPFS head teachers feel satisfied with the KPFS project, this will be reflected in their emotional well-being and psychological health. Therefore, job satisfaction offers policy makers and educationalists an important indicator of head teachers' emotional well-being.

*The utilitarian perspective:* if head teachers feel motivated by the KPFS project, they will perceive themselves to be responsible for enhancing student enjoyment through social support; encouraging students to accept their own responsibility for creating a positive school culture; and ensuring the achievement of national goals designed to improve learning, school management and performance monitoring (Al-Fadly, 2007; Spector, 1997).

Employees' levels of job satisfaction can affect their organisations. Among the potential organisational consequences of job satisfaction are high performance and high productivity, whereas dissatisfaction encourages absenteeism, increases turnover and/or reduces the effectiveness of leadership (Dormann and Zapf, 2001). Therefore, it is necessary for head teachers to feel a sense of satisfaction and harmony when carrying out their duties to ensure that they perform their roles effectively (George, 2001). Many researchers in this field have discussed these consequences.

Job satisfaction was once thought to be a cause of high productivity; however, a large number of studies indicate that there is no connection between productivity and satisfaction. In the 1920s, Mayo came to the conclusion that '[a] happy worker [is] a productive one' (Buchanan and Huczynski, 1997: 271). However, although many other studies of this issue were published in the 1950s and 1960s (Brayfield and Crockett, 1955; Herzberg et al., 1957; Vroom, 1964), no such relationship was found. Instead, Kazmier (1974) shows that high morale leads to high productivity. He argues that employees tend to be more productive when they are satisfied with their job situation.

According to Ghazi (2004: 22), 'much of the interest in job satisfaction stemmed from the belief that job satisfaction influenced job performance'. For instance, the KPFS head teachers with low scores for job satisfaction due to heavy workloads performed less well than their more satisfied colleagues. Most head teachers believe that an unhappy worker is more likely to be regularly absent or decide to leave his/her job than a happy worker (Landy, 1989).

Previous studies indicate that satisfied workers exhibit high levels of productivity (Al-Enizi, 2000; Gold and Hawkins, 1978). We must also ask whether job satisfaction is related to job performance. The answer here may be assumed to be 'yes'; i.e. job satisfaction does lead to high performance. However, Hackman, Lawler and Porter (1977) argue that only a slight connection has been found between satisfaction and performance (Ghazi, 2004). However, a review by Herzberg et al. (1957) shows that although the relationship is not absolute, positive attitudes may increase productivity. Despite agreeing with Landay, Herzberg et al. (1957) and Vroom (1964) conclude that satisfaction and withdrawal (absence and turnover) are significantly related.

A literature review reveals evidence that dissatisfied workers (in this study, dissatisfied head teachers) have higher rates of retirement, turnover and absenteeism than satisfied workers. This is a finding of concern to Kuwait's MoE, as training new head teachers is expensive, and a high turnover of head teachers and other staff leads to poor-quality educational outcomes.

However, Ghazi's (2004) explanation for the weak relationship between turnover and satisfaction should be noted: the former is considerably influenced by the availability of other positions. In other words, even if head teachers are very dissatisfied with their jobs, they are unlikely to leave unless more attractive alternatives are available.

The relationship between satisfaction and absenteeism seems to be stronger than that between satisfaction and turnover. Voluntary absence rates are much more closely related to satisfaction than overall absence rates (Ghazi, 2004; Vroom, 1964). Al-Enizi (2000) shows that many factors affect absenteeism, including the work itself, personal traits and incentives.

There are many valid reasons for researching the relationship between job satisfaction and the KPFS project. Job satisfaction is generally considered critical to those employed in a workforce, including head teachers. KPFS head teachers spend a great deal of time attending to parents, discussing community-related tasks, disciplining students and attempting to secure high-quality facilities management (George, 2001; MoE, 2004). When KPFS head teachers are dissatisfied with their job, their professional and personal lives are likely to be negatively affected, which may also slow the progress of the KPFS project.

It is therefore important to identify the factors contributing to the job satisfaction of KPFS head teachers, and how these factors affect the effectiveness of their leadership and management of the KPFS system. In the next section, various theories of job satisfaction are discussed.

### **3.3. Overview of job-satisfaction theories**

A review of theoretical approaches, doctoral works and other previous studies reveals that job satisfaction is closely linked with motivation. Therefore, theoretical approaches to motivation are discussed briefly as a background, followed by attention to the development of job satisfaction and motivation theories within the literature. Particular emphasis is placed on Maslow's hierarchy of needs and Herzberg's two-factor theory. The 'flow' theory, which is very closely linked to the concept of intrinsic motivation, is also presented, followed by a discussion of the role of Islam in job satisfaction and motivation.

#### **3.3.1. The concept of motivation**

Researchers define motivation in many different ways. Hunter (1967: 4) defines it as '[a] state of need or desire that activates [a] person to do something that will satisfy his need or desire'. Motivation, as an internal state, encourages a person to engage in a particular type of behaviour; it is also concerned with the desire to achieve a certain goal (Spector, 1996). Hicks and Gullett (1981) see motivation as a dynamic concept and an individual pattern of behaviour determined by the level of need that requires satisfaction. Mitchell (1982; cited in DeSimone and Harris, 1998: 81) defines motivation as '[t]he psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed'.

According to Mullins (1999), motivation and satisfaction are not the same: satisfaction is an 'attitude' determined by the rewards that are actually received by an individual, the rewards the individual believes should have been received, and the standard of the performance given. 'Motivation', on the other hand, arises from the anticipation that satisfaction will result from achieving a certain level of performance.

Similarly, both Ololube (2006) and the researcher argue that the relationship between motivation and job satisfaction not only exists but is vital to the performance of every organisation. However, the concepts of motivation and job satisfaction are often confused

with each another; they are related but are not synonymous. Motivation is difficult to define comprehensively, because it is a very broad concept. Job satisfaction is complicated and difficult to measure (Mullin, 1999). The researcher regards motivation as a separate, preceding determinant of an employee's job satisfaction, whereas Ololube defines job satisfaction as one part of the motivational process. He also argues that a highly motivated employee may be dissatisfied with some aspects of his or her job. Accordingly, some KPFS head teachers may be highly motivated to lead the KPFS project, but this motivation may not compensate for their dissatisfaction with certain negative aspects of their duties.

Therefore, the following section addresses the development of job-satisfaction and motivation theories to shed light on the concept of job satisfaction and investigate factors that may affect KPFS head teachers. The researcher acknowledges the importance of early motivation and job-satisfaction theories concerning workers in industrial companies, such as the scientific management model, the human-relations model and Hoppock's monograph (Ellis, 1980).

The **scientific management model** was developed by Frederic W. Taylor, a mechanical engineer from the US, in 1911. Taylor sought to improve industrial efficiency, and placed a particular emphasis on economic incentives. According to Landy and Trumbo (1980: 391), '[t]he major motivational assumption of the theory was the individual workers valued economic incentives and would be willing to work hard for monetary rewards'. Taylor believed that the level of job satisfaction would increase if salaries were satisfactory, and that this would enhance performance. However, in Herzberg's view (1968: 54), '[w]hen industry began to realise that both the economic nerve and the lazy nerve of their employees had insatiable appetites, it started to listen to the behavioural scientist who, more out of humanist tradition than from scientific study, criticised management for not knowing how to deal with people'. Taylor is said to have claimed that a direct relationship between pay and productivity is not a true reflection of reality (Al-Dalky, 2000; cited in Al-Hazmi, 2010). In a later section on the significance of Islam to job satisfaction, the researcher clarifies that in Kuwait's Islamic society, work is worship; in other words, head teachers are expected to perform their tasks righteously (Ahmad, 2009; Neal, 2013: 114; Beekun and Badawi, 1999). Ahmad attributes this behaviour to *Ihsan*, the Islamic requirement that every job be performed for the sake of Allah. Accordingly, head teachers seek to enhance their performance and thus job satisfaction to

elicit the ‘love of God’ (Ahmad, 2009: 79). The evidence gathered in the current study confirms that the female head teachers involved with the KPFS project are motivated by *Ihsan*; like all Muslims, they work to gain God’s pleasure, not just to earn money. The continuous feeling that God is always watching ‘prompt[s]’ Muslim head teachers and other employees to perform and behave to the best of their abilities at all times (Ahmad, 2009: 79). As Taylor’s scientific management model was based on the assumption that financial gain increased productivity, it disadvantaged workers by ignoring their environmental and social issues.

**The human-relations school** grew out of the work of Elton Mayo and his colleagues in 1924, at the Hawthorn plant of the Western Electric Company, Chicago (Sutermeister, 1969). According to Ellis (1980: 97), the Hawthorn-factory study significantly altered the direction of ideas in the field of motivation theory, stimulating a new school of thought that came to be known as the human-relations school. The human-relations model was predominant from the 1930s until the early 1960s. The research conducted at the Hawthorn factory in Chicago (1924-1934) was concerned with the workers’ physical environment; that is, their working conditions.

For example, relay assembly test room workers were separated from the rest; and by way of experiment, lunch times were altered and working hours changed (lengthened or shortened). It was found that productivity increased when conditions were optimal (Cole, 1996: 31). Mayo and his colleagues also considered human relationships. Al-Mubarak (1998: 173) points out that proponents of the human-relations theory emphasised the importance of individuals’ social needs, and regarded work as a form of social organisation. The social relations between workers (employees, supervisors and managers) were considered very important in increasing productivity at work (Wright, 1978; cited in Al-Enizi, 2000). The effects of working conditions (lighting and fatigue) on output were found to be significant. For example, when light intensity increased, the workers’ output rose; when it decreased, work output was maintained at a constant level. The social relationships between workers were also found to be important to productivity. This school of research has been criticised for its use of a small group of individuals to justify a general theory of human behaviour, especially as similar experiments have produced different results. Moreover, in focusing on the behaviour of a small group, wider social structures within the established groups were neglected.

The researcher interprets the human-relations model as stating that the motivation and satisfaction of each employee in each organisation depend on different needs, both financial and social. From an Islamic perspective, however, financial needs are replaced by the pursuit of well-being in the ‘hereafter’ and individuals’ trust in God’s power. As Neal (2013: 114) observes, Muslims attribute all professional success to God’s power, and the teachings of the Qur’an require employees to trust in God rather than relying on financial gain. Although the extent of this trust differs between individuals, it is unlikely that a reduction in material rewards will adversely affect a Muslim’s performance (Neal, 2013; Ahmad, 2009; Beekun, 2006; Beekun and Badawi, 1999; Fontaine, 2011).

It is worth noting that according to Islamic teaching, Allah guarantees the fulfilment of basic needs. ‘There is no moving creature on earth but its sustenance dependeth on Allah’ (Al-Quran, 18: 46). Accordingly, Muslim head teachers may make personal sacrifices in terms of time, effort or money to help improve their own and their organisations’ performance. As Ahmad states (2009: 80), ‘work is a form of Amal Salih [virtuous deed], which is key to the achievement of falah, true success in this world and well-being in the “Hereafter”’.

In addition, social needs in the Islamic context are fulfilled through a form of leadership that depends on trust in *Amanah*, a moral or emotional agreement between a leader and her/his followers. In the current research setting, for example, the female head teachers, as leaders, seek to guide and protect their employees and treat them justly (Fontaine, 2011; Ahmad, 2009: 78). This treatment motivates their employees to improve their performance. This emphasis on justice in the social/human relations between workers in the Islamic workplace plays a very important role in increasing productivity at work. Mayo and his colleagues (1924) and Wright (1978) highlight the importance of human relationships in motivating individuals to become more productive. Following the Hawthorn studies, researchers such as Hoppock (1935) began to study the attitudes and morale of workers in organisations.

**Hoppock’s monograph (1935)** was published in a small American town. Locke (1976) and Kashrood (1995) describe this monograph as the first intensive study of job satisfaction, and the starting point for all subsequent studies in this field. It emphasised the importance of studying the feelings and attitudes of employees towards their jobs. The sample used in Hoppock’s study consisted of 500 teachers and hundreds of other employed

adults. According to Ellis (1980), Hoppock was not convinced by the human-relations school of thought, but drew from this model a number of factors that affect job satisfaction, such as tiredness, working conditions, supervision and achievement. As summarised by Fairman (1973: 203), Hoppock's 'satisfier' factors are related to employees' relationships with supervisors and associates, as well as social status and family influence. Monotony and fatigue are reported more frequently by the dissatisfied. Particularly relevant to the current study is the emphasis placed in Hoppock's monograph on the common motivational roles of supervision and achievement. In the Islamic context, Muslim head teachers – as principle-centred leaders – need to understand their own behaviour, the behaviour of their staff and the situations in which they find themselves before they can devise satisfactory and appropriate solutions. To this end, they must learn to motivate and reach out to all of their employees, welcoming their input as a means of gaining insight into strategies for improvement (Beekun, 2008, Fontaine, 2011: 67).

In summary, Elton Mayo and researchers in the human-relations school argued that job satisfaction was determined by relationships between colleagues and supervisors. In contrast, the scientific management theory stressed materialistic motives alone, without considering the human aspects of job satisfaction.

After the development of these theories, research on job satisfaction became more complex. It began to encompass not only human relationships but other fields, such as education. The early theories described above, which developed mainly from research in the developed world, cannot necessarily be applied to education in developing countries. Nevertheless, they provide a useful basis for understanding the phenomenon of job satisfaction in the Kuwaiti educational context (Al-Zaidi, 2007; Al-Enizi, 2000).

### **3.3.2. Overview of later theories of job satisfaction and motivation**

The concept of job satisfaction is complex, and the nature of this complexity has received a significant amount of attention from researchers. The classical theories of job satisfaction developed by Maslow (1943) and Herzberg (1968) are the basis for much modern-day research; they have been applied, in particular, to the field of education (Stemple, 2004).

Two categories of recent theories of job satisfaction have been identified in the literature. The first is grounded in process theories (e.g. McClelland's theory, Adams' equity theory and expectancy theory) and the second is based on content theories (e.g. Maslow's needs

hierarchy and Herzberg's motivation-hygiene theory) (Ghazi, 2004; Stemple, 2004). Needs-based theories are used to identify the factors that motivate behaviour, whereas process-based theories are used to address the nature of motivated behaviour (Elding, 2005).

In the current study, the researcher evaluates the usefulness of needs-based theories in addressing job satisfaction and motivation in a specific Islamic context. The aim is to address a gap in the existing leadership and motivational theories, which reflect a Western world-view that is not well suited to the Muslim cultural heritage. Muslim workers are motivated by their religion and their cultural heritage. Attention to the relationships between leadership, job satisfaction, motivation and cultural differences increases understanding of the differences between the findings of job-satisfaction studies in Western, Eastern and Arabic settings.

Several researchers have endeavoured to use needs-based theories in Arabic-speaking countries to identify key cultural variations. These include Ghazi (2004; 2011) in Pakistan, Al-Amiri (1992) in Jordan, Al-Karoot (2006) in Palestine, Al-Hazmi (2010) and Al-Zaidi (2008) in Saudi Arabia, and Al-Saraf et al. (1994), Al-Mohanadi (2007), Al-Hadhood (1994) and Al-Fahad (2009) in Kuwait. The use of Maslow's and Herzberg's content-theories in both quantitative and qualitative studies in highly collectivist countries has increased researchers' understanding of the socio-cultural contexts that influence head teachers' thinking, behaviour and management processes (ranging from decision making and problem solving to supervision and appraisal).

Studies in Eastern and Arabic settings based on the two needs-based frameworks described above confirm that head teachers in such countries seek not only self-respect and self-actualisation, as reported in Western countries, but personal growth. However, no studies have to date linked this pursuit of personal development with the Islamic faith and the desire for fuller membership of one's community, although these factors are likely to be motivators in highly collectivist countries. The non-inclusion of these considerations in Maslow's needs hierarchy and Herzberg's two-factor theory make these models inapplicable to the research context of Kuwait, as they leave no room to address the role of Islam.

Therefore, the researcher chose to apply an Islamic conceptual framework alongside the models of Maslow and Herzberg to identify the ways in which head teachers motivate their staff, and to determine whether head teachers are themselves motivated chiefly by the desire for financial reward or by the pursuit of self-esteem. In addition, the researcher asks whether Muslim head teachers are motivated to execute their work primarily for the sake of Allah. If so, the Islamic faith may positively affect schools' overall progress, and head teachers and their staff in collectivist countries may display considerable loyalty to their jobs. However, their loyalty is inevitably conditional on its reciprocation by employers in line with familial and national traditions and religious faith. This behaviour reflects a 'high collectivism orientation' (Hofstede, 1983; 1984).

In light of the above insights, the researcher uses an approach that acknowledges the role of Islam as well as Maslow's and Herzberg's theories to investigate the job satisfaction of KPFS head teachers. According to Maslow's theory, head teachers are motivated by their crucial need to achieve satisfaction, which may in turn fulfil the need for self-esteem and the need for self-actualisation. Of course, these goals are significant motivators for any leader in Kuwait, not just the head teachers of KPFS schools. Meanwhile, Herzberg's hygiene-factors theory can help to clarify means of preventing dissatisfaction, but may not assist in enhancing factors associated with satisfaction.

Therefore, Kuwaiti policy makers in the MoE should emphasise Maslow's intrinsic factors, as KPFS head teachers are generally motivated by intrinsic rewards. In addition, Herzberg's theory offers insights into factors that cause dissatisfaction, and may thus help to improve the motivation and job satisfaction of KPFS head teachers, in turn creating better conditions for the success of the KPFS project and the realisation of Kuwait's 2005-2025 Future Visions.

As Al-Hazmi (2010: 23) notes, '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' (Al-Henawi and Sultan, 1997: Al-Enizi, 2000). There is thus partial agreement between Maslow and Herzberg's theories of needs. Both theories link individuals' needs, behaviour and favoured reward systems, although they differ in their presentation and classification of needs. Their underlying assumptions are similar. The Islamic concept of motivation

does not contradict the theories of Herzberg and Maslow, which are concerned with individuals' needs. Rather, acknowledging the role of Islam adds to Maslow's and Herzberg' motivational theories by showing that strong spiritual/religious incentives can also motivate individuals.

The researcher intends to offer a brief explanation of equity process theory, which is helpful for understanding material needs such as promotion. The next section introduces Adams' equity theory to show how the motivational process works in schools. This suggests two focal areas for improvement in any organisation, namely performance and morale. To realise improvements by better managing and motivating organisations' human resources, we should seek to understand what motivates people. Equity theory states that job satisfaction can be achieved if there is a balance between what is required and what a person gains from his work. In addition, expectancy process theory maintains that a decision to act in a certain way relates to perceived gain. Vroom's theory only indicates the determinants of motivation and how they are related. It does not provide specific suggestions about what motivates humans in organisations. It is, however, of value for understanding organisational behaviour.

### 3.3.3. **Process-based theories**

Expectancy theory, McClelland's theory and Adams' equity theory are three examples of process group theories that may help the researcher to offer policy makers an overall understanding of how head teachers are motivated (Cook, 1980). These theories use employees' mental processes as a key to understanding employee job satisfaction and exploring how employees think and rationalise their actions.

According to equity theory (Greenberg, 1993), employees are demotivated when they view rewards such as promotion or workload distribution as unfair. This theory offers helpful insights into female KPFS head teachers' perspectives on potential motivators and demotivators. Equity theory provides a mechanism for comparing the factors that affect female KPFS head teachers' job satisfaction, and places a meaningful emphasis on payment and workload. Expectancy theory helps to understand how KPFS female head teachers can achieve their desired outcomes, in this case promotion (Robbins, 1986: 137).

### 3.3.3.1. *Expectancy theory*

Developed by Vroom in 1964, expectancy theory is predicated on two expectations of human behaviour: first, that the more effort employees exert, the better they will perform; second, that the better employees perform, the more likely they are to attain their desired outcomes.

In summary, it is suggested that job performance will lead to job satisfaction (Schmidt and Marwell, 1972; Wahba and House, 1974; Luthans, 1998). The theory assumes that employees are influenced by the relationship between effort and reward (which may be intrinsic ('personal') or extrinsic ('financial')). However, the results of a study by Porter and Lawler (1968) of the relationship between performance and job satisfaction indicate that 'job satisfaction is more dependent upon performance than performance is upon job satisfaction' (Mullins, 1999: 429-31). This theory helps to explain how KPFS female head teachers achieve their desired outcomes. In the case of both female KPFS head teachers and their followers, performance is dependent on perceived expectation (Lawler et al., 2009; Caufield, 2007).

Vroom's expectancy theory is broadly applicable to many areas of human motivation, such as education. It argues that individuals work harder when rewards (financial or personal) are available. From the Islamic perspective, however, individuals work for the sake of Allah, in line with the principle of *Taqwa*. *Taqwa* motivates and encourages Muslims to work hard and trust that any effort, however small, will receive positive returns from God. This trust replaces the 'perceived expectation' identified by expectancy theorists. The consciousness that God is always watching 'prompt[s]' Muslim leaders, head teachers, teachers and employers to perform to the best of their abilities at all times (Beekun and Badawi, 1999: 22; Neal, 2013: 110; Ahmad, 2009: 79). According to Islamic principles, work is a form of *ibadah* (service to God) if 'it is in conformity with [the] divine' (Neal, 2013: 109). Neal (2013: 109) notes that from an Islamic perspective, "the reward for [an individual's] good deeds and punishment for bad deeds is not limited to this world, but extends to the Hereafter'. Consequently, the performance of KPFS head teachers and their followers does not depend entirely upon the reward system of the KPFS project, the reward policy of the Kuwaiti MoE, or the rewards provided by Kuwaiti society – regardless of whether these rewards are personal or financial.

It is advisable for Islamic leaders and employers of Muslims in all organisations to encourage their followers to work to achieve both well-being in this world and rewards in the 'hereafter'. Due to the latter goal, a reduction in material reward should not adversely affect a Muslim's performance (Neal, 2013; Ahmad, 2009; Beekun, 2006; Beekun and Badawi, 1999; Fontaine, 2011). It is worth noting here that according to Islamic teaching, Allah guarantees the fulfilment of basic needs. As a result, Kuwait's head teachers, along with all other Muslim workers, are likely to be prepared to suppress their need for self-gratification or to make personal sacrifices in terms of time, effort or money to help others overcome difficulties (*The Meaning of the Holy Quran*, 1993; Surah Al-Nahl: 97). In other words, Muslim men and women believe that they will be rewarded according to the level of their faith and belief, and thus work hard as a religious principle. In November 2008, for example, the researcher began some unpaid work at the Southampton Saudi Club, during which she taught Arabic subjects to Arabic students two days a week for two months. She regarded her work as a form of *Ibadah* (service to God). This was her ultimate motivation, which contradicts the assumption of Vroom's expectancy theory that individuals work harder when rewards (financial or personal) are available. KPFS head teachers and followers may also be guided by their Islamic beliefs when working in KPFS organisations. However, the extent of this guidance depends largely on the differentiation between *Taqwa*, *Ihsan* and *Iman* when working for God (more details are provided in the section on the role of Islam in job satisfaction).

A disadvantage of Vroom's expectancy theory is its inability to explain *why* certain behaviour occurs and *what* kind of behaviour is likely to result from certain actions (Cole, 1996: 41). Although expectancy theory can be used to mirror complex motivational processes, it cannot describe the decision-making process or resolve the motivational problems facing leaders (here, head teachers). Therefore, further testing is required to prove the validity of the results gained from the application of expectancy theory (Porter and Lawler, 1968; Robert et al., 2001; Mullins, 1999; Cole 1996; Vroom, 1964; Vroom, 1990).

### **3.3.3.2. McClelland's theory of needs**

McClelland's theory of needs (1967) states that working in an organisation offers opportunities to satisfy human beings' three main needs. The first is the need for power; in other words, the desire to have an impact on individuals and circumstances. McClelland

argues that to fulfil the need for power, people assess and utilise their opportunities to gain positions of influence and authority. The second basic human need, the need for achievement, is a compelling driver of success. People who feel the need to achieve wish to join organisations in which they will face challenging situations. McClelland concludes from his research that the need for achievement is distinct from other needs (Hersey and Blanchard, 1982). Huse and Bowditch (1977: 94) agree, stating that the 'achievement motive is similar to self-actualisation'. The third need is the need for affiliation; in short, the desire to be liked (Elding, 2005). Individuals who experience this need view their jobs as providing opportunities to create new friendships and interact with other employees. McClelland stresses that the need for affiliation motivates most individuals, but to differing degrees (Mondy, Holmes and Filippo, 1980). Chell (1987) agrees that each person is different in terms of their motivators and the strength of their motivation. McClelland believes that these needs originate in individuals' early experiences and continue into adulthood (Al-Henawi and Sultan, 1997). This opinion was examined (Al-Enizi, 2000: 54; Al-Fahad, 2009: 26) in relation to the training programmes, i.e. human-resources development (HRD), offered for head teachers and managers. The results suggest that effective managers (such as policy makers in the Kuwaiti MoE) should work to fulfil subordinates' (such as head teachers') need for power. If environmental factors influence this need to achieve, it may be possible to introduce new and innovative training programmes to increase head teachers' achievement and motivation (McClelland and Burnham, 1976). Kuwaiti head teachers have been shown to be motivated more strongly by the need for achievement (Al-Fahad, 2009) than by the need for affiliation. According to McClelland and Burnham (1976), satisfying individuals' achievement need is critical to the growth of Kuwait's economy. The need to achieve has been linked to the entrepreneurial spirit and the growth of available resources (Mullins, 1999). In conclusion, there is some agreement between Maslow's theory of needs and Herzberg's theory. For instance, the internal factors described by Herzberg are similar to the higher needs identified by Maslow. In addition, Herzberg's 'health' factor is one of Maslow's lower needs. McClelland agrees that satisfying the need for growth is crucial (in this case to head teachers). In addition, satisfying higher needs may require an emphasis on lower needs.

### **3.3.3.3. *Adams' equity theory***

The third process theory examined here was proposed by John Stacy Adams in 1963. According to this theory, employees compare their job inputs and outcomes with those of relevant others, and the perceived presence or lack of justice and equity has a core influence on work performance (Elding, 2005). A major advantage of the equity theory is that it provides a mechanism for comparing factors that relate to job satisfaction, which may be important (Al-Enizi, 2000). Leaders and policy makers would benefit from enhancing perceptions of justice, as this leads to positive organisational outcomes. Injustice is directly harmful to employees' psychological health and well-being, and is a known contributor to stress. Al-Salem (1997) points out that if employees feel that they and their colleagues are treated equally, they will be satisfied, and vice versa. However, one drawback is that the whole theory is based on the subconscious 'feeling' that a particular individual is 'better off' or 'worse off' than oneself (Elding, 2005).

This raises the question of whether the KPFS head teachers involved in the current study are satisfied with the remuneration for their extra efforts. It should be noted that the performance of KPFS head teachers' performance does not depend entirely on the rewards offered as part of the KPFS project. Islamic leaders and employees in every organisation work both to secure their well-being in this world and to ensure rewards in the 'hereafter'. Therefore, insufficient remuneration is unlikely to substantively decrease a Muslim's performance (Neal, 2013; Ahmad, 2009; Beekun, 2006; Beekun and Badawi, 1999; Fontaine, 2011).

The above theories (McClelland's theory, Adams' equity theory and expectancy theory) are examined here because they are the most widely known models of motivation and job satisfaction in the educational context, and provide interesting perspectives on job satisfaction. 'Flow' theory, which is closely linked to the concept of intrinsic motivation (Chan and Ahern, 1999: 159), is also relevant, as it may help to identify better ways of motivating KPFS head teachers and staff and thus increasing workplace satisfaction.

### **3.3.3.4. *Flow theory***

The theory of 'flow', also known as the 'optimal experience' theory, was developed by Csikszentmihalyi, a Hungarian-American psychologist. The term 'flow' refers to 'the holistic experience that people feel when they act with total involvement'

(Csikszentmihalyi, 1975: 36). To achieve optimal experience, a balance is required between the ‘challenges’ perceived in a given situation and the ‘skills’ that a person brings to that situation (Csikszentmihalyi, 1988; cited in Carl, 1994). Similarly, Baumann and Scheffer (2010) argue that the ‘flow’ motive comprises two distinct but interrelated components: the motivation to seek challenges and the motivation to master or resolve these challenges. They conclude that individuals are motivated by numerous factors relating to affiliation, power and achievement, and that the ‘flow’ motive is only one of many.

The concept of ‘flow’ first came to Csikszentmihalyi’s attention while he was studying artists’ behaviour for his postgraduate thesis. At that time, he believed that external rewards were less important than intrinsic pleasure; therefore, he was surprised that artists often found their finished products less meaningful than the process of creation (Csikszentmihalyi, 2002).

Achieving ‘flow’ not only benefits KPFS head teachers and teachers but assists in the realisation of the goals of the KPFS project: it strengthens students’ feelings of loyalty, develops their critical thinking, creativity and teamwork skills, and reinforces the sense of responsibility felt by all members of an organisation. Csikszentmihalyi (2003) shows that ‘flow’ is a result of clear goals, the provision of feedback and a sense of control, and the combination of challenging tasks and sufficiently high-quality skills to accomplish them.

In a study of 178 music teachers and 605 students from 16 music schools, Bakker (2005) also examined optimal experience or ‘flow’ (Csikszentmihalyi, 1990). Bakker shows that autonomy, social support, supervisory coaching and performance feedback facilitate flow (absorption, work enjoyment and intrinsic work motivation) among music teachers and their students. This evidence suggests that KPFS head teachers have the responsibility to enhance students’ work enjoyment through social support, prepare them to accept their own responsibility for creating a positive school culture, stress the basic requirements of state-school curricula, and work to achieve national goals such as the improvement of learning, school management and performance-quality monitoring (Al-Fadly, 2007).

In addition, Demerouti (2006) and Csikszentmihalyi (2003) show that ‘flow’ is related to job performance. Work enjoyment and intrinsic work motivation are key elements of ‘flow’ at work, and are related to performance in the prescribed role. Similarly,

Csikszentmihalyi shows that frequent experiences of ‘flow’ at work lead to higher productivity, innovation, and development. Therefore, finding ways to increase the frequency of ‘flow’ experiences may be one way for KPFS head teachers and their staff to work together to increase the effectiveness of their workplace. ‘Flow’ is important to the KPFS workplace because it is associated with achievement; its development may directly increase workplace satisfaction and accomplishment (Csikszentmihalyi, 2003). For instance, KPFS head teachers and their staff could cooperate to develop interesting and innovative new workplace environments by setting up clubs in which for outstanding students to test their ideas and pursue their aspirations. This would help to train students in creative ways of learning and enable them to become innovative and inspired leaders in the future.

In summary, ‘flow’ theory helps to explain why people do the things they do, and why they enjoy what they enjoy. The theory’s significant influence in many research fields over the last twenty years seems likely to continue. However, one criticism of the model is that it only gives indicators of the ‘flow’ experience; it does not explicitly show how to achieve this state (Bakker, 2005).

#### **3.3.4. Needs-based theories**

This section explores needs-based theories. Business researchers today frequently refer to behavioural theories such as Herzberg’s and Maslow’s models. However, researchers raised questions in the 1980s about the applicability of Maslow’s and Herzberg’s theories to the field of education, specifically the study of elementary- and secondary-school teachers. ‘Do educators, in fact, fit the profiles of the average business employee?’ (Gawel, 1997: 1). Nevertheless, Maslow’s first theory, published more than 60 years ago in 1943, has since become one of the most popular theories of human motivation and job satisfaction in the educational field (Huitt, 2007: 2).

##### ***3.3.4.1. Framework 1: Maslow’s needs hierarchy (1954)***

The American psychologist Abraham Maslow (1954) defined and arranged human needs according to their relative degrees of importance. Maslow’s (1954) model of job satisfaction took the form of a hierarchical pyramid. The needs he identified are as follows (starting from Level 1 and moving upwards) (Gawel, 1997).

**Table 3-1 - Maslow's hierarchy of needs (Gawel, 1997)**

<b>Level</b>	<b>Type of Need</b>	<b>Examples</b>
1	Physiological	Thirst, sex, hunger
2	Safety	Security, stability, protection
3	Love and sense of belonging	To escape loneliness, to love and be loved, and to gain a sense of belonging
4	Esteem	Self-respect, the respect of others, self-actualisation

Luthans (1985: 197) notes that this theory 'has had a tremendous impact on the modern management approach to motivation'. Davis (1971) analyses Maslow's model of needs and their relative levels of importance. He defines 'motive' as the crucial need that must be fulfilled for an individual to achieve satisfaction. It appears from Maslow's hierarchical pyramid that the need for self-esteem and the need for self-actualisation are the most important factors motivating head teachers and other employees. When head teachers and staff work in a motivating environment, their own motivation contributes to individual staff members' inventories of past experiences. The earlier in life that this motivational input occurs, the greater its potential effect on an individual's future behaviour (Hersey and Blanchard, 1982).

However, Maslow's theory has been criticised by a number of researchers. Miner (1980) finds that there is little justification for the pyramidal form of the needs. Landy (1989) also criticises the concept, arguing that the meaning of each need is not clearly described, and that their underlying reasons are similarly unclear. I believe that people vary in their prioritisation of needs. For instance, environmental and cultural factors may create significant differences in prioritisation; for example, some head teachers value the fulfilment of social needs (such as the desire for friendship) over that of safety needs (such as protection against danger). In other words, these head teachers would prefer to work in friendly school environments far from their homes than to feel disengaged in schools near their homes (Al-Fahad, 2009).

Milkovich and Boudreau (1988) identify another major problem with Maslow's model: it is extremely difficult to identify which needs are predominant at a given time. For example, some researchers indicate that needs vary according to age, geographical location (rural/urban), socio-economic status and gender, while others regard only the first three needs as important, and discount the others altogether.

With regard to the educational context, Gawel (1997) posits that placing esteem at a lower level than self-actualisation is inapplicable to the case of elementary- and secondary-school teachers. The Tennessee Career Ladder Program (TCLP) is discussed in more detail in relation to Maslow's and Herzberg's theories in the sub-section on studies based on Herzberg's two-factor theory.

Locke (1967) summarises the objections to Maslow's theory as follows: 1) lack of proof of the existence of the various needs; 2) unintelligibility of definition of self-actualisation; 3) confusion of needs and values; and 4) confusion of needs and desires. Vroom (1964) and Davis (1971) report that despite these criticisms of Maslow's approach, important uses have been made of the needs hierarchy by Porter et al. (1968), McClelland et al. (1967) and Alderfer (1972). Despite the acknowledged deficiencies in Maslow's theory, it is still the most well-known model in management circles, and the first motivation theory to be widely accepted.

#### **3.3.4.2. Framework 2: Herzberg's motivation-hygiene theory (1959)**

Another popular theory in the area of job satisfaction was developed by Herzberg and his associates in 1959. The authors used a sample of 203 engineers and accountants in Pittsburgh, U.S. to investigate employees' job satisfaction. Herzberg's content-based motivation-hygiene theory was designed, via the use of interviews, to answer the question 'what do people need from their jobs?' (Buchanan, 1979). The theory links feelings of satisfaction with factors related to job content; these factors, known as intrinsic satisfiers and content factors, arise from the nature of the work itself (Fairman, 1973). Feelings of dissatisfaction, on the other hand, are shown to correlate with factors related to job context (working environment), which are known as extrinsic dissatisfiers and context factors (Ivancevich et al., 1977). This model is illustrated in the table below.

Herzberg found that employees who were satisfied with their jobs highlighted pleasant job experiences, which were thus classified as 'satisfiers' or 'motivators'; in contrast,

dissatisfied employees recalled unpleasant job experiences, which were classified as ‘dissatisfiers’ (Huse and Bowditch, 1977). Herzberg’s two-factor theory is a widely discussed needs-based theory based on the assumption that people have two sets of basic needs: one relating to survival, and the other to personal growth (DeSimone and Harris, 1998: 31). According to Herzberg, hygiene factors can only prevent dissatisfaction; they cannot provide job satisfaction. Conversely, motivator factors that satisfy growth and needs can generate a feeling of job satisfaction, but their absence will not lead to dissatisfaction (DeSimone and Harris, 1998).

**Table 3-2 - Herzberg’s motivation-hygiene theory**

<b>Content factors (‘intrinsic factors’, ‘motivators’, ‘satisfiers’)</b>	<b>Context factors (‘extrinsic factors’, ‘hygiene factors’, ‘dissatisfiers’)</b>
Achievement Recognition Nature of work Responsibility Advancement Personal growth and development	Salary Job security Working conditions Status School policy and administration Supervision Interpersonal relationships Personal life

Source: adapted from Al-Hazmi (2010) and Ghazi (2004)

Herzberg’s theory offered the researcher a framework for in-depth examination of the factors that increase head teachers job satisfaction, to determine whether the MoE should prioritise the enhancement of intrinsic or extrinsic satisfiers. It is necessary to study the influence of both extrinsic and intrinsic factors on head teachers’ job satisfaction, and thus their impact on head teachers’ role in developing schools.

Herzberg’s theory can easily be used to categorise school policy and administration, supervision, interpersonal relations, working conditions and salary as hygiene factors. It suggests that to motivate head teachers, policy makers in the MoE should emphasise the fulfilment of achievement and recognition needs, acknowledge work done, increase

individual responsibility, and provide opportunities for growth, as head teachers will find these measures most rewarding (House and Wigdor, 1967; Al-Fahad, 2009).

However, researchers have criticised Herzberg's theory on several grounds. Mondy et al. (1980: 75) note that '[t]he theory focuses [...] on "satisfaction" or "dissatisfaction" rather than on the performance level of the individual', even though '[s]atisfaction may or may not be directly related to job performance'.

In addition, the theory was originally developed from a sample of certain professional employees (engineers and accountants), and may not, therefore, be representative of people working in different environments. Hulin (1966) feels that the theory largely ignores the roles played by cultural and individual variables in job situations. Additionally, according to House and Wigdor (1967) and King (1970), the theory does not elucidate the relationship between satisfaction and motivation.

Above all, Moorhead and Griffing (1995; cited in Elding, 2005: 50) argue that needs-based theories share an intrinsic weakness: they 'do an adequate job of describing the factors that motivate behaviour, but they tell us very little about the actual processes of motivation'. Despite these and other such criticisms, the theory has still had a great influence on the approaches taken by individuals and organisations to motivation and job satisfaction (Gruneberg, 1979).

In my opinion, one strength of Herzberg's theory is its categorisation of motivating factors as either direct or indirect. Policy makers and supervisors in the MoE may choose to motivate head teachers with direct incentives such as increased KPFS funding, higher-quality facilities, higher salaries, financial rewards and training programmes. However, of equal or even paramount importance are indirect methods of motivating KPFS head teachers, such as enhancing their sense of responsibility and personal and professional growth and encouraging cooperation between the KPFS administration and the MoE, as well as decentralising head teachers' roles (Al-Fahad, 2009).

#### ***3.3.4.3. Studies applying Herzberg's two-factor theory***

The researcher reviewed three studies by researchers who applied Herzberg's two-factor theory in the educational context: Gawel (1997), Ghazi (2004) and Al-Hazmi (2010). Gawel (1997: 3) found that the behaviour of the teachers involved in the TCLP did not match that of business employees. The TCLP survey was conducted with elementary- and

secondary-school classroom teachers with the aim of answering the following question: ‘to what extent did salary influence your decision to participate in the TCLP programme?’ The results showed that teachers viewed ‘salary’ as the strongest hygiene factor influencing their decision to participate in the TCLP. Gawel concluded that salary increase was tied to achievement factors. Using Maslow’s terms, the teachers were less satisfied with their achievement of self-esteem than their success in self-actualisation. Notably, the TCLP findings contradict at least one aspect of each theory: the categorisation of salary as a hygiene factor and esteem as a less important need than self-actualisation. The theoretical assumptions regarding salary and esteem do not seem to hold in the case of elementary- and secondary-school teachers.

Ghazi (2004) collected data from 207 elementary-school head teachers in Toba Tek Singh, Pakistan to document the intrinsic, extrinsic, general and facet-specific levels of job satisfaction, as measured by the Minnesota Satisfaction Questionnaire. Compensation, social status, working conditions and school-system policies and practices were found to rank lowest in the hierarchy; the head teachers were only ‘slightly satisfied’ with these dimensions of their job. Advancement, social service, creativity, recognition, supervision of human relations, security, independence, colleagues, technical supervision, authority, responsibility, achievement, ability utilisation, and variety ranked in the middle of the hierarchy; the head teachers were ‘satisfied’ with these factors. Moral values and activities ranked highest in the hierarchy; the head teachers were ‘very satisfied’ with these dimensions of the job. Two demographic variables, degree status and school size, were found not to be predictors of job satisfaction, while four others – age, gender, experience and school location – were found to be important predictors.

Al-Hazmi’s (2010) study of job satisfaction among five female head teachers in five Saudi Arabian secondary schools in Abha City employed a qualitative methodology. The schools’ deputy heads and some of their teachers were also included. The findings indicated that achievement, helping students, and salary were the chief sources of satisfaction, whereas dissatisfaction was linked with the administration of education by authorities outside and within the school, such as a lack of cooperation, inconsistent decisions, limited training and development opportunities, poor supervision, heavy workloads and poor school infrastructure.

The above studies (Al-Hazmi, 2010; Ghazi, 2004; Gawel, 1997) cover two school levels (elementary and secondary) in the KSA, Abha City and Toba Tek Singh, Pakistan. The studies were designed to determine the main factors influencing job satisfaction and dissatisfaction, and the relationships between factors associated with job satisfaction and variables such as salary, experience, age and school location. Of particular significance to the researcher is that two of these studies were based on quantitative methods, such as questionnaires, and one used qualitative methods: interviews, document analysis and observation. Achievement was found to significantly affect satisfaction in the studies by Ghazi (2004) and Al-Hazmi (2010). Payment was found to cause dissatisfaction in both Gawel's (1997) and Ghazi's (2004) studies.

The next section of this research describes the role of Islam in relation to job satisfaction and leadership, with the aim of filling a gap in Maslow and Herzberg's need theories by considering spiritual needs. It also describes the Islamic perspective on leadership and work motivation; in particular, how Islamic beliefs motivate individuals and can help head teachers to improve their schools.

### **3.4. The role of Islam in job satisfaction and leadership**

Neal (2013: 115) states that 'Islam is a holistic religion and an integrated belief system that touches on every aspects of life. It is shared by Muslims from Indonesia to Morocco and from the former Soviet Union to South Africa' (Neal, 2013). Therefore, it is important for leaders and managers in a globalised world to understand and appreciate the Islamic worldview and its effects on leadership and work motivation. This is particularly important when addressing the objectives of the current research (Neal, 2013; Beekun and Badawi, 1999: 22).

Many leadership and motivational theories reflect a Western worldview that is not well suited to Muslims' cultural heritage. Muslim workers draw motivation from their religion and their cultural heritage. The non-inclusion of these considerations in Maslow's needs hierarchy and Herzberg's two-factor theory thus makes these theories inapplicable to a Muslim research context. Religious belief and spirituality must be acknowledged to influence head teachers' job satisfaction in the Islamic world.

The Prophet Mohammad (Peace Be Upon Him; PBUH), taught that every human endeavour is an act of 'worship' and 'charity'. Therefore, worshipping one's creator

through work is in itself a ‘powerful motivating factor’ for a Muslim employee, regardless of material reward (Ahmad, 1995; Ahmad, 2006; Ahmad, 2009: 78; Neal, 2013: Rahman, 1995).

Therefore, the Kuwaiti female head teachers involved in the KPFS project may be highly motivated by their faith and desire to worship God. As they are Muslims living in a Muslim country, they work for the sake of Allah above all else.

Ahmad (2009: 78) points out that the concept of ‘leadership’ in Islam teaching is a form of trust (*Amanah*). It is based on a psychological contract between a leader and his followers that requires the former to try her/his best to guide, support and fairly treat the latter. Therefore, the main aim of leadership in the Islamic context is to perform good deeds.

According to Islam, every individual is the ‘shepherd’ of a ‘flock’ and occupies a position of leadership. Muslims are required to appoint a leader during a trip, select a leader to lead prayer, and choose a leader for group activities. Allah says, ‘Is it they who would portion out the Mercy of your Lord? It is we who portion out between them their livelihood in the life of this world: and we raise some of them above others in ranks so that some may command work from others. But the Mercy of your Lord is better than the [wealth] which they amass’ (Al-Quran, 43: 32: cited in Ahmad, 2009: 78)

Ahmad (2009: 79) and Beekun and Badawi (1999: 114-115) also draw attention to the fact that Islamic leadership is ‘rooted in belief of and willing submission to Allah, the Creator, and centres on serving Him’. To serve Allah, ‘a Muslim leader must act in accordance with Him and His Prophet’s (PBUH) injunctions’. The authors rightly point out that a Muslim is required to develop an increasingly strong Islamic moral character as a reflection of his increasingly strong belief in God as he progresses through four stages of spiritual development: *Islam*, *Iman*, *Taqwa* and *Ihsan* (Ahmad, 2009; Beekun and Badawi, 1999).

*Islam* means ‘the achievement of peace with God, within oneself and with God’s creations, through the willingness to submit to Him’ (Ahmad, 2009: 79; Neal, 2013: 110). Due to the principle of *Iman*, Kuwaiti female KPFS head teachers who practise Islam do not regard themselves as superior. *Iman* is the second stage of spiritual development, and means faith in Allah. It implies a belief in the oneness of God and the Prophethood of Muhammad (PBUH). KPFS female head teachers with a strong sense of *Iman* believe that they themselves, and all their possessions, belong to God. Muslims, including female KPFS

head teachers and their staff, submit their egos, ideas, passions and thoughts to God. *Iman* also implies a belief in the life 'hereafter' and in one's ultimate accountability for one's deeds (Ahmad, 2009: 79).

In this regard, true worship of Allah implies an absolute absence of intercession and a full remembrance of and trust in God in every moment of life. 'Put your trust in Allah if you are truly believers (Quran 5:23)' (Neal, 2013: 110).

Accordingly, leaders such as head teachers and their subordinates, have no fear but fear of Allah; they must therefore carry out their work in accordance with Islamic moral principles (Neal, 2013: 110; Ahmad, 2009: 79). Employees' faith leads them to perform and cooperate, as they do their jobs for the sake of Allah above all else, to gain rewards in the next life.

Fontaine and Ahmad (2013: 9) clarify the Qur'anic perspective as it relates to strategic management. They demonstrate that successful Muslim employees cooperate with each other because they all wish to arrive safely at their destinations, in accordance with the teaching of the Qur'an (AlAsar: 103). They speak the truth (even to their managers) and remain patient (even when they feel disenfranchised).

Fontaine and Ahmad (2013) observe that successful Muslim employees focus on life after death. The researcher contends that if female KPFS head teachers and other Muslim managers in highly collectivist countries fully understand and implement the principles of Islam, they can create a cooperative and effective working environment.

The third stage in the development of a Muslim's moral character is *Taqwa* (piety). The Quran mentions *Taqwa* 26 times; it denotes a strength and depth of faith and 'fear of God' (Beekun and Badawi, 1999: 22; Neal, 2013: 110). Beekun and Neal note that *Taqwa* resides in 'a state of mind and heart' capable of restraining Muslims – including female KPFS head teachers – from behaving contrary to Islamic principles (Neal, 2013: 110). According to Ahmad (2009: 79), 'Taqwa is the all-encompassing, inner consciousness of duty towards God and awareness of one's accountability towards Him'. When female head teachers and followers achieve *Taqwa*, their frame of mind, thoughts, emotions and inclinations reflect Islamic principles. Therefore, *Taqwa* prevents Muslim leaders such as head teachers from behaving unjustly. It also motivates them to work hard and trust that even the smallest efforts will receive positive returns from God. As '[a] living faith drives

himself from whatever displeases Allah’, Muslims are encouraged to pursue *Taqwa* in all of their interactions. ‘Verily the most noble among you is the one with the most *taqwa*’ (Qur’an, 49: 13, cited in Neal, 2013: 110; Ahmad, 2009: 79).

The above demonstrates that for Muslims, work is worship, and must thus be performed righteously (Neal, 2013; Ahmad, 2009). Specifically, KPFS female head teachers must act in accordance with the level of trust that followers place in them, and remember that Allah is with them wherever they are. ‘You must, O my brothers, be mindful of Allah in all your movement, with every blink of the eye, with every thought, wish or any other state. Feel His nearness to you! Know that He looks and is aware of you, that nothing that you conceal is hidden from Him’ (10-61; 20-7, cited in Neal, 2013: 114). Both Muslim leaders and Muslim followers assume that their duties will be rewarded (Neal, 2013: 114; Ahmad, 2009; Beekun and Badawi, 1999). As Neal states, success is attributed to God’s power, and trusting in God ‘is a must’. Although trust in God’s power differs from one individual to the next, the Holy Qur’an urges employers to be worthy of trust (Neal, 2013: 114): ‘Do not betray nor misappropriate knowingly things entrusted to you’ (Qur’an, 8:27; cited in Neal, 2013: 114).

As mentioned above, Muslims must develop a strong Islamic moral character by attaining *Islam*, *Iman*, *Taqwa* and *Ihsan*, which reflect their increasingly strong belief in God. Ahmad clarifies that *Ihsan* is the ‘love of God’ ((Ahmad, 2009: 79). The evidence indicates that *Ihsan* motivates female head teachers, along with all Muslims, to work towards attaining God’s pleasure. Prophet Muhammad (PBUH) said of *Ihsan*, ‘[w]orship God as if you see Him, and if you cannot achieve this state of devotion then you must consider that He is looking at you’ (Ahmad, 2009: 79).

It is therefore clear that the continuous feeling that God is always watching ‘prompt[s]’ Muslim leaders, head teachers and employers to perform and behave to the best of their abilities at all times (Ahmad, 2009: 79).

From an Islamic perspective, motivation has spiritual and material aspects, and is therefore far more comprehensive than the systems of motivation described by Maslow and Herzberg. Muslim employees’ motivation to work and provide excellent service is derived not primarily from the desire for self-fulfilment, upward mobility, upliftment of material standards of living or service to the nation, but chiefly from the belief that he/she is a

holder of *Amanah* on Earth. As mentioned above, Islamic leadership depends on this psychological agreement between a leader and his followers.

In the research context, this all means that the female KPFS head teachers, as leaders, try their best to guide, protect and fairly treat their staff (Fontaine, 2011; Ahmad, 2009: 78). This just treatment motivates their employees to perform well.

Ahmad (2009: 80) observes that Muslims' willingness to work and perform their best even without pay has several important implications. He states that work is a form of *amal salih* (virtuous deed), which is key to the achievement of *falah*, true success in this world and well-being in the 'hereafter'. Therefore, Muslims are motivated to perform well by the Islamic understanding of 'work' as a form of *ibadah* (service to God) as long as 'it is in conformity with [the] divine'. The 'reward for [an individual's] good deeds and punishment for bad deeds [are] not limited to this world, but extend to the Hereafter' (Neal, 2013: 109).

As KPFS female head teachers, along with all Muslims, work to earn the pleasure of Allah, their performance does not depend entirely on the KPFS reward system, or the Kuwaiti MoE's policy of rewards, or the rewards provided by Kuwaiti society. Islamic leaders and employers of Muslims in every organisation work to attain both well-being in this world and reward in the 'hereafter'.

Therefore, a reduction in materialistic reward should not adversely affect a Muslim's performance (Neal, 2013; Ahmad, 2009; Beekun, 2006; Beekun and Badawi, 1999; Fontaine, 2011). It is also relevant to mention here that according to Islamic teaching, Allah guarantees the fulfilment of basic needs. 'There is no moving creature on earth but its sustenance dependeth on Allah' (Al-Quran, 18: 46). Head teachers and other Muslim workers are thus prepared to suppress their desire for 'self-gratification' or to make 'personal sacrifices' in terms of time, effort or money to help their schools or organisations pass through difficult times.

Ahmad (2009) shows that the Islamic concepts of managerial leadership and motivation are more comprehensive than Western needs-based theories. Additionally, Islamic motivational frameworks provide fundamental principles for developing strong Islamic leadership. Ahmad (2009) states that the 'implications of these Islamic management

concepts are not only confined to this materialistic world but also have connotations for subscribers of the belief of attaining eternal success in the hereafter’.

Ahmad also notes that highly motivated employees have a clear vision of their objectives and strategic and tactical plans; they have high levels of expectation, energy, drive and self-confidence, as well as a strong desire for responsibility and control and high-quality communication skills. They are also willing to take risks and consider criticism. This is why Covey’s (1992: 1) concept of principle-centred leadership is important and applicable to the Islamic world. This concept suggests a motivational leadership style and form of maximum benefit to leaders and their employees (head teachers and staff members/teachers, respectively) and the organisations (schools) they manage. This philosophy is well expressed in an old Chinese proverb: ‘give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime’ (Covey, 1992: 1).

Covey defines the characteristics of people who are considered principle-centred leaders. First, they are able to motivate others, and radiate positive energy. Their attitude is cheerful, optimistic and confident, and acts like a force field, positively motivating and influencing others and transforming negative into positive energy. Moreover, principle-centred leaders are praised for their belief in others; they recognise that behaviour and potential are two different things, and they believe in and attempt to elicit everybody’s unseen potential. This attitude creates and encourages a climate that promotes growth and opportunity. As principle-centred leaders exhibit strong and healthy characteristics, the principle-centred style, which shares some of the aims and objectives of Islamic leadership, may help to enhance the development of female KPFS head teachers and their schools. The approach may motivate KPFS staff to improve their performance to gain rewards from God, not only to attain material rewards such as promotion. Beekun and Badawi (1999) support Covey’s findings, arguing that Muslim leaders need to understand their own behaviour, the behaviour of their followers and the situations in which they find themselves before they can devise effective and appropriate solutions. To do this, Muslims leaders must learn to motivate and reach out to everybody, improving their employees’ performance by eliciting their opinions and insights (Beekun, 2008, Fontaine, 2011: 67).

As Kuwait is a Muslim country, and the majority of its citizens follow the Islamic faith, it can be concluded that head teachers’ work is guided by the teachings of the Holy Qur’an. ‘Whoever believes in righteousness, Man or Woman, and has Faith, Verily, to him will we

give new life, and life that is good and pure, and we will bestow on such their reward according to the best of their actions' (Al-Nahl, 1993: 97). In other words, both men and women will be rewarded according to the level of their faith and belief; working hard is a spiritual requirement.

It is clear that the Islamic concept of satisfaction does not contradict the theories of needs presented by Herzberg and Maslow. However, it also highlights the need to consider belief. Islam seeks to strike a balance between humans' spiritual and material needs. Therefore, efforts to satisfy individual head teachers within an Islamic framework must take into consideration what they want and what they need (Al-Mubarak, 1998).

According to Qotob (1983: 8; cited in Al-Enizi, 2000), '[t]he Holy Quran is not a book of theories... psychological or scientific or intellectual. But rather it contains instructions, which are enough to establish these theories. It is an education and guidance book'. The theories of Maslow, Herzberg and others define individuals' various needs as physical needs, safety needs, social needs, self-esteem needs and self-actualisation needs. The Islamic approach to satisfaction acknowledges these needs but offers a new, non-material perspective on each. Islam adds a sixth need, which is a critical determinant of Muslims' behaviour; namely belief, which powerfully influences individuals' behaviour and directions.

Therefore, the researcher decided to apply an Islamic conceptual framework alongside the theories proposed by Maslow and Herzberg to identify ways in which head teachers can motivate their staff. The study investigates whether these individuals work to gain financial rewards and self-esteem, or, in accordance with Islamic principles, to serve Allah. Insights into their motivation is expected to lead to recommendations for improvements to schools' overall progress.

Comparing the Islamic concept of motivation with Maslow's and Herzberg's theories, Al-Mubarak (1998: 291) states that 'Islamic and Western frame works are good examples of a very sharp difference that leads to the western views on several aspects of life,' such as work motivation. He also notes 'that the western approach to motivation is facing many problems that have led western scholars to call for a new theory'. Therefore, the Islamic concept of motivation is addressed in the current study to fill the gap in Maslow's and Herzberg's theories of needs, for the reasons summarised below.

1. A balance should be achieved between physical needs and spiritual needs.
2. In the Muslim context, the satisfaction of material needs such as self-growth, self-actualisation and self-esteem must be done within the Islamic code of behaviour. It is obligatory to precede any subject with the phrase ‘thanks to Allah’.
3. Faith comes first among an individual’s needs, supplanting Maslow and Herzberg’s assertion that physical needs are primary.

Faith, which shapes the aforementioned four stages of spiritual development – - *Islam, Iman, Taqwa and Ihsan* – is arguably a factor determining head teachers’ satisfaction. Faith is the strongest link between Muslim individuals. It creates feelings of love, friendship, co-operation and brotherhood that are far removed from narrow personal interests (Al-Enizi, 2000). In the Holy Qur’an, Allah urges Muslims to ‘hold fast, all together by the rope which Allah [stretches out for you], and be not divided among yourselves, and remember with gratitude Allah’s favour on you, for ye were enemies and he joined your hearts in love, so that by his grace, ye became brethren: Ye were on the brink’ (Surah Al-Imran, 103).

It can thus be summarised, in Rice’s words, ‘that the goals of Islam are not materialistic. Rather, they are based on Islamic concepts of human wellbeing and good life, which stress brotherhood and socioeconomic justice and require a balanced satisfaction of both the material and spiritual needs of all humans. Muslims believe that Allah has completed the religion and Islam is a comprehensive way of life’ (Rice, 1999; cited in Rehman Toor, 2008: 17).

Regarding self-actualisation needs, it should be noted that in the Islamic context, all types of work, however significant, are perceived to have their own value and importance (Bader, 1994: 51). In other words, it can be concluded that the most important source of motivation and satisfaction for both Muslim head teachers in Kuwait and Muslim head teachers across the globe is their Islamic faith, which leads them to believe that the harder they work and the more they improve and develop themselves and help others, the more blessings they will receive from God. God’s reward is the ultimate source of motivation and satisfaction.

The above theories identify interesting and relevant motivational and satisfaction factors, and help the researcher to assess how job satisfaction can be measured most effectively in this study. The theoretical strategies proposed by Maslow (1954) and Herzberg (1982) are useful in pinpointing the factors that determine and predict job satisfaction among KPFS head teachers.

Particular attention is paid in this study to Maslow's theory, due to its definition of 'motive' as the crucial need that must be fulfilled if an individual (such as a KPFS head teacher) is to achieve satisfaction. Drawing on Maslow's hierarchy of needs, the researcher concentrates on the factors that fulfil the need for self-esteem and the need for self-actualisation, which are significant motivators of leaders in Kuwait. If these needs are left unsatisfied, they are likely to produce tension and imbalance among KPFS head teachers.

In addition, as the focus of this research is head teachers' managerial roles, Herzberg's theory is used to identify hygiene factors that may be sources of dissatisfaction. These factors may relate to school policy and administration; head teachers' interpersonal relationships with peers, supervisors, subordinates, teachers and actors in the surrounding community; and head teachers' personal lives, working conditions and salaries.

The two-factor theory suggests that improving hygiene factors will improve motivation. The researcher uses Herzberg's theory to identify opportunities for increasing head teachers' achievement, recognition and sense of responsibility for the progress of the KPFS project, all of which are associated with improved motivation. Together, Maslow's and Herzberg's theories help to identify the sources of dissatisfaction experienced by KPFS head teachers, and thus to find ways of improving their motivation and performance.

### **3.5. Factors associated with job satisfaction**

The literature review has outlined the similarities and differences between the numerous existing theories of job satisfaction. Many factors influence job satisfaction, and are categorised in various ways by researchers.

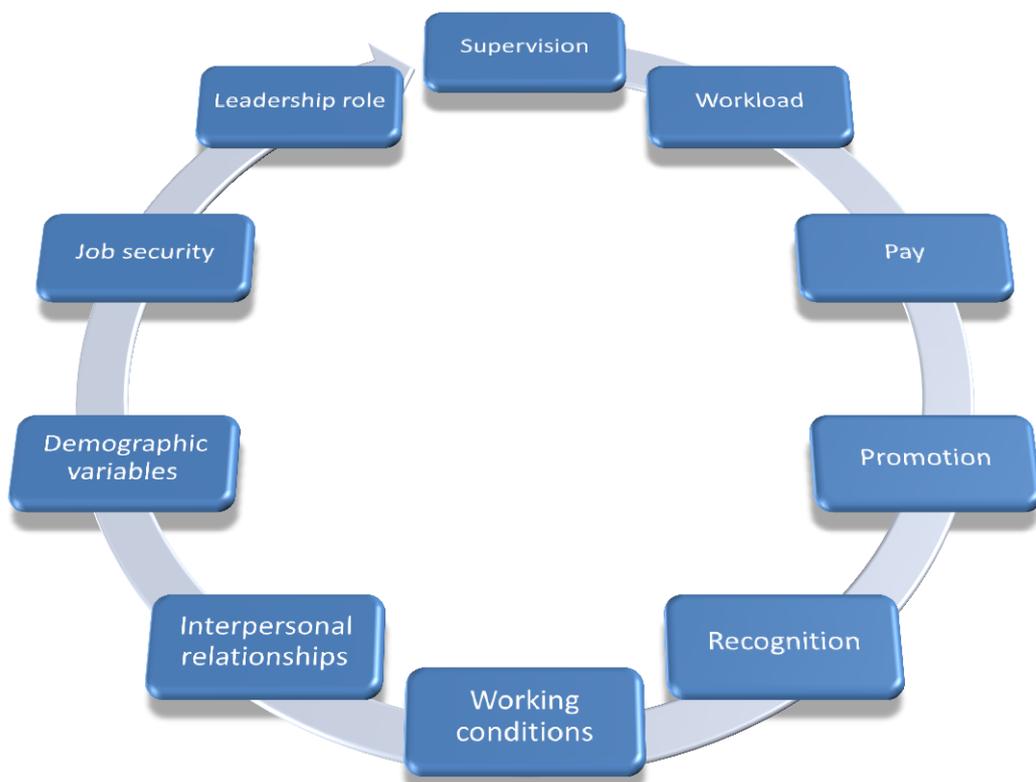
For example, Al-Mohanadi (2007) and Baron et al. (1986) suggest that such factors can be grouped into three major categories: 1) factors related to work settings, such as salary, promotion and job security; 2) factors related to specific aspects of jobs, such as workload,

leadership management, supervision, marital status and work experience; and 3) factors related to the individuals involved, such as their age, gender and work experience.

Gahazi (2004) and Rogers and McIntire (1983) state that the responses made by an individual in a given situation are determined by two basic sets of factors, as follows.

1) *External factors*, such as specific job requirements, the individual's position in the organisational hierarchy, and the behaviour of superiors, subordinates, and co-workers.

2) *Internal factors*, such as the individual's interest in the job, job satisfaction, and feelings towards superiors, subordinates and co-workers.



**Figure 3-1 - Factors associated with job satisfaction.**

Bin Baker et al. (1995: 24) suggest that 'scholars have to identify the concept of satisfaction in order to associate satisfaction with other related work attitudes'. Herzberg's two-factor theory is a prominent model used in the current research to identify 'satisfiers'

or intrinsic-content factors and ‘dissatisfiers’ or extrinsic-context factors (Herzberg, Mausner, and Synderman, 1959). The researcher’s own experience of working in the MoE for 11 years confirms that job satisfaction may increase or decrease according to the nature of what is being studied and the amount of other administrative work being researched and performed.

Bin Baker et al. (1995: 24) point out that five distinct job dimensions represent the most important characteristics of a job to which employees affectively respond: pay, promotion, opportunities, supervisors, co-workers and the work itself. These dimensions are discussed in greater detail below.

### 3.5.1. **Supervision**

Many theories emphasise the importance of supervision as a determinant of job satisfaction. Researchers in the human-relations school argue that the social relationships between workers (employees, supervisors and managers) play a very important role in increasing productivity at work (Wright, 1978; cited in Al-Enizi, 2000). According to Ellis (1980), Hoppock was largely unconvinced by the human-relations theories, but drew from this school of thought a number of factors that affect job satisfaction, such as tiredness, poor working conditions, inadequate supervision and low levels of achievement. Herzberg et al. (1959) identify supervision as one of the major factors that may influence job satisfaction. Herzberg argues that the supervision of extrinsic aspects of work cannot motivate employees, but may demotivate and thus dissatisfy them if poorly conducted (Elding, 2005). It is clear from Al-Jabur’s study (1996) that Kuwait secondary school head teachers experience the greatest managerial demands in the areas of supervision and school climate.

In the introduction to this thesis, it was noted that Al-Jabur (1996) recommends that strategies be implemented to enhance the relationships between superintendents and head teachers. She argues that head teachers should be given enough time to discuss the obstacles they face with educational administrators. Unfortunately, it seems clear that misunderstandings between head teachers, teachers and administrators negatively affect satisfaction and motivation in general (Al-Fahad, 2009), and in Kuwaiti schools in particular.

The following researchers found needs relating to the supervision system and relationships between head teachers and other staff to be sources of satisfaction: Al-zaidi (2008), Asker (1999), Ghazi (2011), Ololube (2006) and Stemple (2004). In contrast, the teachers surveyed by Al-Fahad (2009), Bowline (2007) and Nobile and McCormick (2005) were dissatisfied with both the supervision system and the level of leadership and administrative support provided by their head teachers (in such respects as treating teachers fairly, listening to teachers' opinions and encouraging teachers to contribute to the school decision-making process).

### 3.5.2. **Workload**

It is evident that highly motivated head teachers often gain much satisfaction from their work and choose to work long hours (Dibbon, 2004; Butt and Lance, 2005). This may reflect their good working relationships with their colleagues and pupils, and their schools' positive ethos. Nevertheless, both head teachers and staff members experience very heavy workloads. Tremendous demands are placed on head teachers: they are responsible for dealing with parents and administrators, implementing new curricula and managing supervision, among many other tasks. It may also be fruitful to consider the particular position of female head teachers. Dibbon (2004) suggests that those in 'major caring and domestic roles might effectively be working double or treble shifts with work, home and childcare'.

Smithers and Robinson (2004) show that in the UK, primary schools have a higher rate of turnover and wastage than any other educational stage. The authors indicate that changes in pupil numbers and teachers' age profiles, as well as poor academic performance in schools, are likely to contribute to workload, dissatisfaction, turnover and wastage.

In the current study, the relationship between teachers' workload and teachers' job dissatisfaction is addressed. Although the researcher worked as a KPFS teacher for just ten days, workload was among the factors that led her to change her position. Arabic teachers, for example, often have 18 lessons per week; and they are responsible for students' library work, grammar, reading, writing and examinations, all of which need to be rapidly marked to give in to the head of department. This all proved rather too much for this researcher. Her workload and consequent sudden change of position forced the school's head teacher

to find an alternative teacher and reschedule the whole Arabic-teaching timetable, causing stress and thus dissatisfaction.

Chaplin (2001) and Al-Hazmi (2010: 130) agree that heavy workloads result in dissatisfaction among head teachers. Chaplin describes the pressure placed on head teachers by outside organisations and individuals; for example, inspection reports add to the stress and workload of a head teacher. Al-Hazmi also notes that there is a relationship between workload and a lack of support from educational administrators. She concludes that although workload is classified as a cause of dissatisfaction in many studies, the ways in which organisations manage their staff can help to decrease it.

### 3.5.3. Pay

As Maslow's human-needs pyramid shows, pay is very important to individuals when looking for jobs. For Maslow, the strongest needs are physiological. Without money, workers cannot satisfy their need for food, which must be met in order to satisfy other needs. Therefore, unsatisfied needs affect a person's subsequent behaviour. Chase (1951) and Lawler (1971) agree that salary plays a big role in satisfying employees' needs. Similarly, Grunberge (1979) and Perie et al. (1997) state that a variety of extrinsic factors have been associated with teacher satisfaction, including salary. Nir (2007: 316) shows that salary and other financial benefits influence decisions related to teacher recruitment, and seem also to be strongly connected with teacher burnout.

In studies in educational contexts, inadequate pay is usually ranked as the greatest cause of job dissatisfaction (Asker, 1999; Al-Fahad, 2009; Al-Karoot, 2006; Al-Saraf et al., 1994; Bolin, 2007; Gawel, 1997; Ghazi, 2004; Ghazi, 2011; Graham, 1998; Ololube, 2006; Sari, 2005). However, Herzberg (1959) describes salary as a 'hygiene' factor that is capable of preventing dissatisfaction but cannot provide job satisfaction.

Two studies in Africa show pay to be a critical factor affecting job satisfaction. Adelabu (2005) casts light on a systematic crisis of motivation within the Nigerian educational system. In Nigeria, the educational salary and reward system is regarded as largely unsatisfactory by teachers, reducing their morale. According to Adelabu, the key reasons for the teachers' poor motivation were their low wages in comparison with other professionals; their inadequate fringe benefits; and the irregular payment of wages. Similarly, a study of tertiary institutions in Zimbabwe by Chimanikire et al. (2007)

indicated that dissatisfaction arose mainly from inadequate salaries, a lack of loans to facilitate the purchase of houses, housing stands and cars, and an increasing volume of work.

Stemple (2004) found that salary was a factor in job satisfaction among high-school principals in Virginia, who rated compensation as the least satisfying aspect of their jobs. Al-zaidi (2008) found Saudi secondary school head teachers in Jeddah City to be dissatisfied with their salary levels; yet Al-Hazmi (2010) found salary to be the chief source of satisfaction for female secondary school head teachers in Abha City.

Kuwaiti head teachers were rated as 'slightly satisfied' with their wages in a recent study of job satisfaction among head teachers (Al-Mohanadi, 2007). It is evident that perspectives on pay differ according to culture in different parts of the world, and that the relationship between job satisfaction and pay varies from one study to the next. In the current study, pay was expected to be one of the most significant determinants of the job satisfaction of the KPFS head teachers, given the increase in the salaries of all head teachers and teachers on 1 April 2011.

#### 3.5.4. **Promotion**

Promotion is an important aspect of a worker's career and life, which affects various facets of the work experience. Employees who believe that they are unlikely to gain a promotion may decrease their work effort, unless they expect to be promoted in the future (Kosteas, 2011:4). In the educational context, it is important for all school members – head teachers and their followers – to enjoy a fair system of individual promotion that increases work effort and reduces dissatisfaction (Al-Hazmi, 2010).

Unfortunately, few studies have addressed promotion as a factor that may influence job satisfaction (Al-Fahad, 2009: 78; Al-Saraf et al., 1994). Although Al-Fahad (2009) does mention 'the role of head teachers in motivating teachers performance in Kuwait primary schools', he fails to consider the importance of promotion as a direct method of motivation, and focuses instead on the need for indirect motivation methods, such as creating good relationships and involving staff in the decision-making process. The findings of the majority of the Western, Eastern, Arabic, and Kuwaiti studies mentioned in this research confirm that a lack of promotion opportunities contributes to job dissatisfaction (Al-Saraf et al., 1994; Al-Karoot, 2006; Al-zaidi, 2008; Graham, 1998).

Promotion is thus a significant factor that must be considered when investigating job satisfaction. Al-Enizi (2000) recommends that to increase job satisfaction among Kuwaiti employees, promotions should be awarded on the basis of qualifications, productivity and hard work; not according to personal relations or social status. Kosteaş (2011: 23-24) agrees: 'job satisfaction and quits estimates indicate that promotions can serve as an important mechanism for employers to keep their workers happy and to reduce turnover'.

### 3.5.5. Recognition

Padilla-Velez (1993: 20-21) defines 'recognition' as 'the acts of notice, praise, or blame supplied by one or more superior, peer, colleague, management person, client, and/or the general public'. Recognition is essential to workers, particularly in the field of education. The evidence and data collected by Al-Fahad (2009) suggest that motivational methods involve both direct and indirect techniques. Head teachers can use direct methods to satisfy staff, such as offering obvious, clear and tangible incentives for good performance. Recognition is one such method, and can take different forms, such as financial incentives, certificates and gifts.

Some studies show that recognition can affect job satisfaction either positively or negatively. Asker (1999), Nobile and McCromic (2005) and Ololube (2006) found a lack of recognition to be one of the most dissatisfying factors for employees, whereas Al-Fahad (2009) emphasise the positive relationship between recognition and job satisfaction.

In the case of school head teachers, recognition was found to be a satisfier in studies by both Al-zaidi (2008) and Ghazi (2011); however, lack of recognition has also been shown to have a negative impact (Al-Saraf et al., 1994). The self-esteem and status gained from 'prestige and recognition' are placed high in Maslow's hierarchy of needs, but classed as motivating factors by Herzberg (Al-Hazmi, 2010; Riches, 1994: 231).

### 3.5.6. Working conditions

Hillhirsch (2004; cited in Patric, 2007) reports that more favourable working conditions increase teachers' workplace satisfaction. In the current study, the term 'working conditions' refers to buildings, classroom equipment, teaching materials, training programmes and the school environment. All of these conditions are important to the motivation of head teachers and staff. Patric (2007) reports that teacher satisfaction is higher in schools in which high ratings are given for the physical environment. Al-zaidi

(2008), Al-Karoot (2006), Al-Hazmi (2010), Al-Fahad (2009), Ghazi (2011), Ololube (2006) and Sari (2005) all show working conditions to be a factor resulting in job dissatisfaction among head teachers; however, Nobile and MacCromick (2005) emphasise the role of working conditions in enhancing satisfaction. According to human-relations theory, which stresses the importance of workers' physical environment and the effects of working conditions on employee outcomes, productivity increases when working conditions are optimal (Cole, 1996: 31). Al-Fahad (2009) shows that training programmes (such as CPD programmes for head teachers) are particularly important, in line with McClelland's theory, which suggests that managers (such as those in the Kuwaiti MoE) possess a need for power. If environmental factors influence this need to achieve, expanding existing training programmes and introducing new ones may help to increase head teachers and staff members' motivation to achieve (McClelland and Burnham, 1976).

### 3.5.7. **Interpersonal relationships**

Interpersonal relationships are important not only to schools but to all organisations. Positive social relationships between teachers, students and head teachers have an important role in increasing productivity at work (Wright, 1978; cited in Al-Enizi, 2000). McClelland defines the need for affiliation as the desire to be liked and accepted by others. Head teachers and staff members with a high affiliation motivation seek to make friends, prefer co-operative situations to competitive ones, and create relationships involving a high degree of mutual understanding (Elding, 2005).

Similarly, one of Maslow's social needs is friendship, which includes affection, love and a sense of belonging. According to Maslow, a supportive work group and friendly interactions with managers are necessary to create a cooperative environment (Elding, 2005). In general, the studies demonstrating that interpersonal relationships in schools are a positive factor outnumber those in which it is treated as a negative factor (positive: Al-Saraf et al., 1994; Al-Hazmi, 2010; Al-zaidi 2008; Boline, 2007; Ghazi, 2004; Ghazi, 2011; Graham 1998; Nobile and McCromick, 2005; negative: Al-Fahad, 2009; Al-Karoot, 2006; Chaplin, 2001).

The cultivation of interpersonal relationships is one of the main objectives of the KPFS project. As mentioned earlier, KPFS initiatives encourage a spirit of cooperation and teamwork, and are designed to foster a positive learning environment by strengthening the

relationship between teacher and learner. The role of head teachers in realising this aim is essential: they are charged with improving the relationships between teachers, between students and teachers, and between KPFS schools, which are expected to cooperate to innovate.

#### 3.5.8. **Job security**

Various researchers, such as Maslow (1943, 1954), Herzberg (1966) and Vroom (1964), have carried out studies on motivation and job satisfaction in the USA. According to Hofstede (1980), security is the most important need in Japanese culture; Japanese people, he finds, have an extraordinary need to avoid uncertainty. In contrast, the main aim of American workers is self-actualisation. It would therefore appear that some cultures have high achievement needs, while such needs are less important in other cultural settings.

Job security is categorised as a safety need in Maslow's hierarchy; Herzberg identifies it as a source of dissatisfaction relating to the job context (work environment) (Ivancevich et al., 1977). In the context of education, Ghazi (2011) suggests that head teachers are 'very satisfied' with the moral dimensions of their job and with their job security.

#### 3.5.9. **Leadership role**

The findings of a number of studies also show that head teachers' satisfaction may be negatively affected by a lack of leadership, high levels of depersonalisation, bureaucratic and administrative work conditions that place considerable pressure on leaders, a centralised educational system, and unclear decisions made by the Ministry of Education and the educational administration (Al-Hazmi, 2010; Al-Fahad, 2009; Al-zaidi, 2008; Sari, 2005). Leaders such as KPFS head teachers should be empowered to initiate changes in work structures, management processes, curricula, community relations and instructional practices (Hallinger and Hech, 2010: 100). Hallinger and Hech suggest that the strength of school leadership and its impact on learning is moderated for better or worse by the changing conditions of the school. The development of head teachers' skills seems an issue of great concern, in terms of their contribution to the school environment in general and to the decision-making process in particular. The regulations established for Kuwaiti primary schools are often unclear and confusing, and head teachers need to be given more power and ongoing training to carry out the required tasks. However, Kuwait is still far from having all the answers needed to design educational programmes or other strategies

to increase head teachers' and staff members' contribution to the decision-making process. Measures to increase their authority and provide them with better training are likely to result in a greater pool of skilled head teachers and teachers with the expertise and motivation to improve learner outcomes.

It is important to increase the communication between the policy makers in the Kuwait MoE and Kuwaiti head teachers when designing school strategies and plans. Head teachers should be given the opportunity to input their views and opinions and allowed to contribute to the decision-making process. This will in turn help policy makers to pinpoint the needs of KPFS institutions and make appropriate development plans to meet the targets of the 2005-2025 Future Visions initiative.

Drawing on empirical data, Jones (1999) claims that 'the most significant of the changes in the role of the primary head is an increase in management activities, and these changes do not support the view that an increase in management leads to a deprofessionalisation' (Jones, 1999: 324). To improve Kuwait's education system, KPFS head teachers, the Kuwaiti MoE and other policy makers need to cooperate with each other to ensure that decisions are consistent and that programmes are specifically tailored to the management and development of the KPFS project.

In an unpublished Master's dissertation, Al-Fahad (2009) investigates the perceptions of Kuwaiti head teachers and other teachers of head teachers' role in motivating teachers to improve their performance through direct and indirect methods or techniques. The researcher used semi-structured interviews to enable in-depth investigation. The results indicate that although head teachers have a critical role in enhancing teacher performance by various methods, teachers are not completely satisfied with the existing motivational methods. All of the teachers involved in Al-Fahad's (2009) study called for more indirect motivation techniques, such as encouraging teachers to contribute to the school decision-making process, treating them fairly and making them feel important and valuable.

The factors discussed above have received the most attention in the literature on job satisfaction. In the following section, the impact of demographic variables on job satisfaction is explored.

### **3.6. Job satisfaction and demographic variables**

Demographic variables such as age, gender, years of experience, level of education, school size and location, and student numbers have been examined in number of studies, and have been shown to have a significant influence on head teachers' and teachers' job satisfaction. Age is regarded as one of the most important demographic factors. According to Newby (1999), younger and older principals are significantly more satisfied than middle-aged principals. Ghazi (2004: 51) notes that 'the general finding reported by Herzberg et al. (1957) on the relationship between job satisfaction and age shows that job satisfaction starts high, declines, and then starts to improve again with increasing age'. In other words, workers at the higher end of the age scale are more confident, which improves their job satisfaction. Similarly, Lee and Wilbur (1985; cited in Al-Hazmi, 2010) surveyed 1,707 public employees of the state government in one county in the United States. They concluded from the results that total job satisfaction increases as employees grow older. Conversely, in Bowling's (2007) study of the satisfaction levels of 334 public middle school principals in Virginia, respondents younger than 35 reported the highest levels of job satisfaction. Clearly, there is no consensus in the literature on the relationship between job satisfaction and employee age.

Gender differences have been recognised as another demographic variable affecting job satisfaction. Grunberg (1979) reports that males and females differ in their expectations of a job. Newby's (1999) findings suggest that both male and female principals are satisfied with their positions, but that females are more satisfied than males. However, Graham (1998) found that compared with their male counterparts, female principals in the American Midwest were less satisfied with their pay and fringe benefits. The results of Hullin and Smith's (1964) survey suggest that gender does not in itself lead to job satisfaction or dissatisfaction, but is related to these outcomes by factors such as opportunities, salary and job level.

The number of years of professional experience (tenure) may also be related to job satisfaction. According to Grunberge (1979), the relationship between job satisfaction and tenure is far from clear. Based on respondents' mean satisfaction scores, Newby (1999) argues that the principals involved in his study were satisfied with their positions regardless of their experience. However, job satisfaction has been shown by Hulin and Smith (1964) and Ghazi (2004) to increase in tandem with increased tenure.

Some studies have shown that school size and location may influence the job satisfaction of head teachers. For example, Bowling (2007) and Newby (1999) argue that satisfaction increases significantly with school size: the larger the school, the greater the satisfaction. The authors also found suburban principals to be more satisfied with their positions than their rural and urban peers. In a recent Saudi study (Al-Hazmi, 2010), however, school size and location were identified as relatively unimportant sources of dissatisfaction by three of the five head teachers surveyed. Therefore, there seems to be a positive linear association between school size, location and satisfaction. It is thus necessary to determine whether school size, location and student numbers have an influence on the job satisfaction of KPFS head teachers.

A review of job-satisfaction studies in which education level is used as a variable indicates that the relationship between education and job satisfaction may be either negative or positive. Al-Mohanadi (2007) found no evidence for this relationship among males or females, whereas Al-Karoot (2006), Al-Hadhood (1994), Al-zaidi (2000) and Bowling (2007) argue that education is positively related to job satisfaction.

In summary, many studies have examined the effects of the above-mentioned variables on job satisfaction. In some, no significant effects have been found; others identify positive or negative relationships. For example, Al-Karoot (2006), Al-Hadhood (1994), Al-Mohanadi (2007), Olulobe (2006) and Sari (2005) argue that there are no significant differences between demographic variables and the job satisfaction of head teachers. Conversely, Bowling (2007) and Newby (1999) claim that gender, age, size of school, level of education and educational district have significant effects on the job satisfaction of middle-school principals. Graham (1998) and Stemple (2004) regard the relationship between demographic variables and job satisfaction as positive, whereas Al-Saraf et al. (1994) argue for a negative relationship.

There is some consensus among researchers on common factors that contribute to job satisfaction, notably supervision, workload, pay, promotion, recognition, working conditions, interpersonal relationships and job security. Other contributing factors are related to employees themselves: their age, gender, experience and level of education, as well as the size of their schools. Some studies address factors such as school location and student numbers, which may differ between cultural settings.

As Fleishman (1967; cited in Al-Enizi, 2000: 63) observes, it is important to understand the effects of cultural differences on organisational and head-teacher behaviour. Every country has a different culture, and these differences produce different beliefs, moral standards and values. Accordingly, the following pages explore the meaning of culture itself, the Kuwaiti value system and culture, the relationships between job satisfaction, motivation and cultural differences, and the impact of culture on job satisfaction in education, to gain insights into the social-cultural contexts that influence head teachers' thinking and behaviour, affect their management processes, and ultimately impact upon their job satisfaction.

### **3.7. What is culture?**

Researchers have defined 'culture' in numerous ways; there is no consensus on a single definition. Olie discusses more than 164 different definitions of culture produced before 1951 (Olie, 1995: 128; cited in Jones, 2007). Hofstede (1980: 25) states that culture is 'the collective programming of the mind which distinguishes the members of one human group from another'. Similarly, Prosser (1978) and Leininger (1985) define culture as the values, traditions, beliefs, customs, thoughts, lifestyle, and practices of individuals and groups, which are passed down from one generation to the next. Mustaphah (1995: 398) claims that 'culture includes the entire heritage of a society transmitted by word, literature, or any other form. It includes all traditions, habits, religion, art, and language'. Clearly, some cultures (often in Western states) offer numerous sources of job satisfaction, whereas others do not. Therefore, the following section provides a brief background to national culture and values in the State of Kuwait to help identify factors that may affect the job satisfaction of head teachers working in Kuwait schools.

### **3.8. Kuwaiti value system and culture**

Kuwait is an Arab country with a Muslim-majority population. Therefore, Islam is the source of its political system. The Qur'an and the Islamic Instructions are the basis for and foundation of the state's social structure (Van Pelt, 1950). Many Kuwaiti traditions can only be understood in the context of Islam and Kuwait's ethnic environment.

Kuwaiti society places great emphasis on cooperation. According to Islamic teachings, there should ideally be no social segregation between classes. However, in Al-Rayes' (1979: 113) words, 'social influence is more important than functional influence because,

even among Kuwaitis themselves, persons with a high status in society reach high positions in less time than persons with lower social status, even if they have the skills and the qualifications to hold the higher positions'. Therefore, Al-Enizi (2000: 317) argues that favouritism – the employment of 'unqualified persons' based on personal relations, which leads to discrimination – 'must be eliminated' in Kuwait.

Based on her experience as a teacher in Kuwait, the researcher agrees that favouritism has spread throughout Kuwaiti society, and may well negatively influence job satisfaction and motivation. For example, if Teacher X lacks the qualifications and/or experience to teach in School X, his or her status or connections may still enable him or her to replace the more experienced and better qualified Teacher Y. Favouritism has a negative impact on most aspects of Kuwaiti life, certainly including the KPFS project (especially in terms of student acceptance).

The family, not the individual, is the basic social unit in the Arab world in general, and Kuwait in particular. As Kuwaiti society is tribal, family ties are still very important (Al-Thakeb, 1982). Employment also plays an important role in the life of Kuwaitis, due to the social and economic development that followed the discovery and exploitation of the country's oil resources.

In a fascinating 2009 paper entitled 'Kuwaiti female leaders' perspectives: the influence of culture on their leadership', Al-Suwaihel discusses the interactions between Kuwaiti culture, gender and leadership from the perspective of five female Kuwaiti leaders with high-status positions in governmental and non-governmental organisations. Al-Suwaihel used a qualitative research design based on interviews, and encouraged the five women to share stories of their personal and professional experiences of the interactions between culture, gender and leadership. The findings indicate that Kuwaiti culture has a very powerful influence on female leadership. Most of the participants had encountered difficulties and hardship caused either by their families or their male colleagues, despite their ultimate success in accomplishing their objectives. Other qualified females in Kuwait need substantial encouragement to develop their leadership capabilities. They should be motivated by a greater number of offers and opportunities to lead various organisations, especially governmental organisations such as schools.

In sum, Kuwaiti culture is shaped by two main influences: Islam and Arabic traditions. The Islamic religion is the main system of belief – indeed, it is regarded as a way of life – while Arabic traditions and customs are derived from Islamic teaching; for example, the assumptions that a Muslim male is entirely responsible for his family’s rights and finances, and that a Muslim woman should not to travel without her male relatives. Therefore, the family is an important social institution in Kuwait.

This emphasis on the family could be used to achieve self-actualisation needs, in line with the principle of *Shura*, a form of consultation central to Islamic belief. Consultation has a significant impact on the decision-making process (Al-Enizi, 2000). Muslim head teachers worldwide could manage difficulties in their schools by connecting the principle of *Shura* with the decision-making process. In-school consultation would be possible even in countries in which school policy is implemented from the top down, and could help to reduce the negative impact of centralisation on education. As explained previously with reference to the role of Islam in job satisfaction, Beekun and Badawi (1999) agree with Covey (1992) that to devise satisfactory and appropriate solutions, Muslim leaders must first understand their own behaviour, the behaviour of their followers and the situation at hand. It is vital for Muslim head teachers to motivate and reach out to everybody within their schools to enhance their performance (Beekun, 2008; Fontaine, 2011: 67).

Social relationships (e.g. with friends and family members) play a meaningful role in Kuwaiti society, especially as they help individuals to obtain jobs and secure promotions. However, the influence of family connections may introduce favouritism to society if an insufficiently qualified relative is placed in a position of power. For example, a less experienced head teacher with the right family connections or friends may be employed in a school in place of another, more qualified head teacher with no relevant social relationships. Clearly, this will impact negatively on the satisfaction of the more qualified head teacher.

It is argued in this study that the presence or lack of justice and equity is a crucial factor affecting performance at work (Elding, 2005). Adams’ equity theory suggests that highly qualified head teachers with no powerful family connections who have been passed over for employment in favour of more well connected but less well qualified individuals (Elding, 2005) will regard the latter as ‘better off’. As a result, the less privileged head teachers will become frustrated and dissatisfied, and the head teachers with influential

family connections may come to believe that regardless of their performance, they will receive the same payment and opportunities. In addition, family connections may allow less well qualified head teachers to receive more rapid promotion than their highly qualified counterparts.

Therefore; decentralisation may benefit KPFS head teachers by giving them greater control over the employment of newly qualified staff, the acceptance of students and other decision-making processes, such as purchasing equipment and implementing new procedures to avoid favouritism. With more power, Kuwait's head teachers will have greater responsibility for creating a positive school culture, developing creative mechanisms for identifying and employing new and innovative staff, and holding out for the very best employees rather than accepting candidates with powerful family connections. These measures are likely to increase head teachers' motivation and thus their ability to produce positive learner outcomes.

Finally, it is important to note that culture cannot be easily acquired; cultural acquisition is a slow process, influenced by one's family, school, religion, workplace, friends, television, newspapers, books and many other factors (Jones, 2007).

### **3.9. Relationships between leadership, job satisfaction, motivation and cultural differences**

#### **3.9.1. Reflection on Hofstede's model in the Kuwaiti context**

A discussion of Hofstede's model of cross-cultural differences offers insights into the relationships between leadership, job satisfaction, motivation and cultural differences. Although the aim of this study is to investigate job satisfaction among female head teachers in KPFS schools and assess their contribution to the success of the KPFS project in Kuwait, it may also shed light on Kuwaiti culture on a national scale, which has certain characteristics in common with other Arab countries. Hofstede's four dimensions of cultural difference are as follows.

##### **3.9.1.1. Individualism versus collectivism (I/C)**

This dimension concerns the relationship between the individual and the group. Hofstede (1983) claims that Arab countries, including Kuwait, exhibit low individualism. As is evident from the above review, the Islamic faith determines individuals' social needs, and

is an important source of high collectivism (Maududi, 1967: 50). In line with Islamic principles, Muslim head teachers and managers in Kuwait seek to foster love, friendship, co-operation, and brotherhood, which are far removed from narrow personal interests (Al-Enizi, 2000; Al-Fahad, 2009). In addition, Al-Hazmi (2010: 45) shows that Kuwaiti managers are required to support non-Muslims groups' social and cultural rights. According to Maududi (1967: 50; cited in Alhazmi, 2010), Muslim managers 'are required to cooperate 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 rights that can be accorded them on the basis of the common bonds of humanity'.

Based on three studies of transformational and transactional leadership styles, Dickson et al. (2003: 742) argue that in collectivist societies, 'people expect their in-group to look after them and are loyal to it in return' (Hofstede, 1980, 2001). The authors compared the effects of these styles under group task conditions to determine whether collectivists and individualists produce different results in brainstorming tasks. Jung and Avolio (1999) claim that individuals from collectivist countries with transformational leadership generate more ideas. In another study, Pillai and Meindl (1998) show that collectivism is positively related to charismatic leadership, which is in turn positively related to supervisors' ratings of work-unit performance, job satisfaction, satisfaction with leadership, and leader effectiveness.

In addition, Chan and Drasgow (2001) found that collectivism positively relates to affective and non-calculative aspects of an individual's motivation to lead. With regard to the KPFS project, an Islamic leadership style is expected to help develop and enhance the educational process by motivating head teachers and teachers to improve their performance to gain rewards from God, not only to achieve material rewards. According to Islam, leadership is predicated on trust, *Amanah*, an agreement between leader and followers that requires leaders – such as the female head teachers of KPFS schools – to try their best to guide and protect their staff and treat them with justice (Fontaine, 2011; Ahmad, 2009: 78).

The differences between individualism and collectivism have been explored extensively in the organisational research. For example, I/C orientation is addressed in studies of reward allocation and evaluation. According to Gomez et al. (2000), collectivists evaluate in-group members more generously than do individualists, and collectivism relates positively

to receptivity to team-based rewards. Eby and Dobbins (1997) also studied the effects of I/C on teams. A team's collectivistic orientation was found to be positively related to its cooperation, which in turn mediated the collectivism-performance relationship. Gibson (1999) found a positive relationship between group efficacy and group performance when collectivism was high; however, the variables were found to be unrelated when collectivism was low. Therefore, I/C orientation is an important dimension of individual, team, organisational, and societal behaviour.

### **3.9.1.2. Power/distance (PD)**

Hofstede (1983: 81) defines this dimension as the distance between a top manager and his or her subordinates. Hofstede states that 'there is a global relation between power distance and collectivism'. However, although Arab countries such as Kuwait have a high power distance on Hofstede's (1983) scale, this is not usually the case at the micro level, such as in schools. Bjerks and AlAmeer (1993) use Hofstede's four dimensions to explore the claim made by Arab individuals that the high power distance in Arab countries is connected with their cultural traditions. In the Global Leadership and Organisational Behaviour Effectiveness (GLOBE) study, Hoppe and Eckert (2012: 2) define the term 'power distance' as 'the degree to which members of a collective expect power to be distributed equally'. The authors aim to develop a comprehensive account of how cultures, norms, values, beliefs and practices differ or are consistent between societies.

Schuler and Rogovsky (1998, cited in Dickson et al., 2003) argue that power distance and social hierarchy affect organisations' management policies. For instance, power distance reduces the likelihood of employees' having stock-ownership plans and the associated decision-making authority. Robie et al. (1998) show that the relationship between power distance and social hierarchy also influences individuals' preferences and attitudes. For example, job level relates less strongly to job satisfaction in a context of low power distance than high power distance. Other researchers, such as Shipper et al. (2003), show that self-awareness and skills associated with governance are better predictors of aspects of emotional intelligence in cultures with a high power distance. According to Earley (1999), who investigated the effects of cultural power distance and status characteristics on group efficacy and team performance, the estimates of efficacy made by high-status members of a team relate more strongly to collective efficacy measures and performance than the efficacy estimates made by low-status group members.

Kuwait was one of five Middle Eastern nations of 62 countries included in the GLOBE study. Dickson et al. (2003: 738) describe the findings of the study with regard to PD as follows.

*'People from different cultures associate different characteristics and behaviours with the leadership role and PD is one of the factors shaping such images of effective leadership... in all participating countries, an outstanding leader is expected to be encouraging, motivational, dynamic, and to have foresight. Similarly, in all participating cultures, outstanding leaders were expected not to be non-cooperative, ruthless, and dictatorial. However, the perceived importance of many other leader attributes varied across cultures. Several of the leader characteristics that were found to vary across cultures reflect high power distance versus egalitarianism in society. Examples are: "status-conscious," "class-conscious", "elitist" and "domineering". Such attributes are appreciated for leaders in high but not in low power distance cultures.'* (Dickson et al., 2003: 738; House et al., 2004).

The findings of Dorfman et al. (2003) on PD indicate that the endorsement of participative leadership varies between countries. The results of the GLOBE study indicate that the Middle Eastern country of Kuwait does not endorse participative leadership as strongly as some of the other countries surveyed. Smith et al. (2002) and Smith et al. (1994) show that managers in countries described as having a high level of PD report more formal rules and procedures for 'handling day-to-day events'. They also exhibit less dependence on subordinates and their own experience when dealing with everyday events than managers from countries with a low level of PD. In their study of innovation, Shane et al. (1995) show that the greater the power distance in society, the more people prefer 'innovation champions' who concentrate on gaining the support of those in authority before taking other actions to implement innovation (Dickson et al., 2003: 739). Dickson et al. (2003) claim that a society's PD affects multiple aspects of leadership. When power distance is high, leaders are likely to be less participatory and more authoritarian and directive. Such 'directive leadership' is also more effective in a high power distance context. In addition, a stronger emphasis on the use of rules and procedures is evident when power distance is high, and people are more inclined to gain support from those in authority before implementing new plans.

### 3.9.1.3. *Uncertainty avoidance (UA)*

UA refers to the degree to which individuals in a society feel uncomfortable with unclear and uncertain situations and take steps to avoid them. It describes society's dependence on social norms and procedures to alleviate future unpredictability. Hofstede (1980) defines uncertainty avoidance as 'the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid these situations by believing in absolute truths and the attainment of expertise' (Dickson et al., 2003: 741).

The strategies implemented by societies to deal with anxiety and stress about the future depend on their levels of uncertainty avoidance: weak or strong (Hofstede, 1983: 82; Hofstede, 1984). Hofstede claims that societies can use technology, law and religion to create security for the future (1983: 83). According to Bjerke and Al-Ameer (1993), Al-Hazmi (2010) and Al-Enizi (2000), Kuwaiti leaders such as head teachers are likely to exhibit strong uncertainty avoidance due to the specific notions of authority in Kuwaiti culture. Kuwaiti head teachers do not permit disagreement or conflict within their educational organisations, but if forced, may return to authoritarian behaviour.

As previously mentioned (in relation to the role of Islam in job satisfaction), work is a form of worship in the Islamic context, and workers are required to complete their tasks in a righteous manner (Neal, 2013: Ahmad, 2009). Female KPFS head teachers have to deliver according to the level of the trust that teachers place in them, while remembering that Allah is with them wherever they are. Therefore, both leaders and followers assume that they will be rewarded for fulfilling their duties (Neal, 2013: 114; Ahmad, 2009; Beekun and Badawi, 1999). As stated by Neal (2013: 114), the success of any employer or employee is attributed to God's power, and trusting in God 'is a must'. The Holy Qur'an supports the idea that every employer must be worthy of its employees' trust (Neal, 2013). The belief and faith in God of Muslim leaders and their subordinates allows them to create security for the future. Therefore, the researcher concurs with Hofstede that religion reinforces differences in uncertainty avoidance (Hofstede, 1983; 1984).

Empirical research such as that undertaken by Dickson et al. (2003: 742) shows that UA impacts on the characteristics associated with outstanding leadership and leaders' career patterns. UA also influences the expectations leaders have of their subordinates. In high UA contexts, planning and detailed agreements are normal, whereas in low UA contexts,

flexibility and innovation are more prominent. As mentioned previously, the GLOBE project assessed the endorsement of leader attributes in different cultures. Some of the variations between cultures were found to reflect differences in UA. According to Offermann and Hellmann (1997), managers from high UA cultures are likely to be more controlling, less inclined to delegate and less approachable than those from low UA cultures. Dickson et al. (2003) show that a society's UA is reflected in its leaders' attributes and in the ways in which future leaders prepare to take on leadership roles. High UA societies place greatest value on elements such as career stability, formal rules and the development of expertise. According to Shane (1995), the members of higher-UA societies are also less eager to innovate, and tend to promote champions such as transformational leaders, as described below (Shane et al., 1995; cited in Dickson et al., 2003: 741).

*'[T]he higher the level of UA in a society, the more people preferred innovation champions to work through the existing organisational norms, rules and procedures to promote innovation. The more uncertainty accepting a society was, however, the more people endorsed innovation champions' efforts to overcome organisational inertia by violating organisational rules and regulations.'*

#### **3.9.1.4. Masculinity versus femininity**

The fundamental issue here is the social division of roles between genders. Hofstede's model accords Arab countries such as Kuwait a moderate position. Dickson et al. (2003: 745) describe the model as follows.

*'Hofstede (2001) holds that masculine and feminine cultures create different leader hero types. The heroic manager in masculine cultures is decisive, assertive, and aggressive. In feminine cultures, the 'hero' is less visible, seeks consensus, and is intuitive and cooperative rather than tough and decisive. However, studies do not always support this.'*

Indeed,

*'[t]his dimension is probably the most heavily critiqued of Hofstede's dimensions. Hofstede has argued that the dimension as he conceived it is generally misunderstood, even going so far as to publish a separate book entitled Masculinity and Femininity: The Taboo Dimension of National Cultures (Hofstede, 1998c). Nonetheless, critics have asserted that it is not well measured and that the*

*dimension includes too many very different topics that are not necessarily related. These potentially separate topics include gender role division, assertiveness, dominance and toughness in social relationships, being humane or focused on quality of life, and being performance or achievement oriented.'* (Dickson et al., 2003: 745)

Similar points have previously been made in the current study with reference to the role of Islam in job satisfaction. As Kuwait is a Muslim nation, and the majority of its citizens follow the Islamic faith, effective male or female leaders work in the expectation of equal reward, to an extent determined by the level of their faith and belief. Therefore, there is no gender bias, and all individuals perform their tasks to the best of their abilities, as a religious duty. The Holy Qur'an states that '[w]hoever believes in righteousness, Man or Woman, and has Faith, Verily, to him will we give new life, and life that is good and pure, and we will bestow on such their reward according to the best of their actions' (Surah Al-Nahl, 1993: 97).

Notably, the dimension most relevant to leadership is collectivism. Leadership in a collectivist society, and especially in Kuwait, as a third-world country, is a group phenomenon. Head teachers and followers in Kuwait bring considerable loyalty to their jobs, on the condition that their employers reciprocate this loyalty and share their Islamic faith. In Kuwait, as a collectivist society, head teachers and subordinates exhibit a strong tendency for group loyalty (to their families or national traditions, for example, or via their belief in Allah's rewards); they do not primarily seek self-respect or self-actualisation, as do workers in Western countries. Any self-actualisation needs they do experience can be fulfilled through consultation, a principle central to Islam. This brief explanation of Hofstede's model may help readers to understand how culture affects thinking within Kuwaiti society.

Certainly, Hofstede (1980, 2001) describes the most widely recognised cultural dimensions. However, Dickson et al. (2003) show that Hofstede's work has received substantial criticism, mainly for the framework's overly simplistic dimensional conceptualisation of culture. The sample used in Hofstede's original study was drawn from a single multinational corporation (IBM), and his work ignores the existence of substantial within-country cultural heterogeneity. Therefore, his measures cannot remain valid as cultures transform (e.g. Sivakumar and Nakata, 2001). Indeed, it is unclear how a

dimensional approach can be applied to any culture, making its application to the leadership domain similarly ambiguous (Dickson et al., 2003: 747). In general, however, the researcher finds Hofstede's model somewhat helpful in explaining the impact of culture on employees' job satisfaction.

### 3.9.2. **Impact of culture on job satisfaction in education**

According to Al-Hazmi (2010: 35), more than 3,000 studies have been produced on job satisfaction over the last 60 to 65 years. However, the majority of these studies have been undertaken in developed countries such as the UK, Canada and the USA.

Therefore, the researcher argues that it is essential to review teachers' job satisfaction in different cultures to enrich understanding of sources of satisfaction and dissatisfaction worldwide, and thereby to develop a framework for addressing head teachers' job satisfaction. The researcher aimed to review the topic of teacher job satisfaction, to identify the sources of satisfaction and dissatisfaction among teachers in general and to determine whether dissatisfaction factors vary between cultures and within Kuwait.

Head teachers and teachers' job satisfaction has received considerable attention from UK researchers for many years. According to Jarvis (2002), in a survey by the National Association of Head Teachers in 2000, 40% of the respondents reported having visited their doctor due to job-related stress in the previous year. Smithers and Robinson's (2004) findings indicate that in the UK, primary schools have a higher turnover and wastage rate than any other stage of education; the authors also found female teachers to be less satisfied than their male colleagues. Male primary-school teachers were found to be more likely to leave their jobs than male secondary-school teachers. Changes in pupil numbers and teachers' age profiles, as well as schools' weakening academic performance, are likely to be among the factors contributing to dissatisfaction, turnover and wastage.

Travers and Cooper (1997) surveyed 800 teachers in England and France to investigate job-related stress. Both groups cited poor classroom discipline, low social status and a lack of parental support as their main problems. However, the English teachers also added long hours, overwork, political interference, poor status and poor pay. Nir (2007: 316) shows that the level of pay/salary influences decisions related to teacher recruitment, and seems also to be strongly connected with teacher burnout. However, Hanushek et al. (2001; cited in Nir, 2007) argue that teachers' job satisfaction and mobility is more strongly related to

their students' characteristics than to their salary level. Nir's study does indicate, though, that salary level plays a significant role in determining a profession's prestige and maintaining workers' motivation. In conclusion, although teachers' lack of job satisfaction has been shown to result from a wide range of factors, certain common themes have emerged.

It appears that head teachers and followers in Kuwait, as a collectivist Islamic society, are motivated primarily by their collective loyalty towards families and traditions and their desire to obtain rewards from Allah; they are only secondarily motivated by the need for self-respect or self-actualisation. However, the culture of Kuwaiti society and Islamic instruction may also create sources of dissatisfaction. KPFS head teachers are sometimes prevented from attending training programmes in other countries, and thus from receiving promotion, as females are not permitted to travel abroad without a male relative such as a father, brother or uncle. According to Al-Suwaihel (2009), Kuwaiti culture has a very clear influence on some female Kuwaiti head teachers. Some Kuwaiti head teachers face difficulties and hardship as a result of their families' traditions and beliefs, which may contribute to their dissatisfaction and likelihood of burnout, as illustrated in Section 3:8.

### **3.10. Teachers' job satisfaction**

A review of the term 'job satisfaction' reveals such a wide range of studies of teachers in developing countries that it would be impossible to review them all. Moreover, the factors that play a large role in Western-based contexts differ greatly from those in Eastern settings or the Kuwait context. Therefore, five recent articles on the topic have been selected for discussion, all pertaining to differing cultural contexts. This review is also expected to offer a basis for understanding the existing research on head teachers' job satisfaction. The studies examined cover all school levels (primary, middle and secondary).

The first four articles reviewed address the job satisfaction of teachers in Nigeria, Australia and Turkey. The fifth article, from Kuwait, investigates job satisfaction among teachers, administrative staff and head teachers.

Bolin (2007) aimed to explore teachers' job satisfaction and the factors that influence it, such as leadership, perceived social status, workload stress and personal background factors (e.g. gender, age, academic history, core courses taught, graduating classes taught,

and length of service). At the beginning of the article, Bolin acknowledges the existence of substantial evidence that although female teachers are likely to be more satisfied with the nature of their work than male teachers, gender makes no significant difference to most dimensions of job satisfaction. Another exception is promotion. Bolin also states that the relationship between occupational stress and job satisfaction is not simple. However, according to Bolin, job satisfaction definitely has an effect on occupational stress. He adds that leadership behaviour is one of the factors affecting the job satisfaction of subordinates.

Bolin used both questionnaires and interviews in his study, and selected samples from seven middle schools, divided into the following categories: 1) key schools, 2) ordinary schools and 3) inferior schools. A total of 434 questionnaires were distributed to both male and female teachers. Importantly, Bolin found the teachers' job satisfaction to be low in terms of salary and work intensity but high in self-fulfilment. Therefore, Bolin recommends that teachers' material payments be increased while at the same time ensuring their continued satisfaction in non-material areas such as self-fulfilment. Increasing the former without attention to the latter will not raise teachers' morale.

The researcher responsible for the current study regards teachers' stress due to heavy workloads, low payment and negative administrative behaviour as a principal source of job dissatisfaction. High levels of stress may increase teachers' rate of turnover, forcing their head teachers to carry out tasks that lead to dissatisfaction, such as rearranging school schedules and finding replacement staff. Therefore, head teachers may need to improve both their direct motivational techniques (such as sending thank-you cards and providing trophies and souvenir photographs) and their indirect motivational techniques (kindness, care and respect) to improve the overall job satisfaction of staff. According to Dawson (2008), teachers stay in the profession longer if they find the work rewarding and feel valued by their head teachers. Therefore, teachers' dissatisfaction seems likely to be closely related to head teachers' dissatisfaction. If factors responsible for job dissatisfaction increase teachers' rate of turnover, head teachers are placed at a greater risk of stress and burnout by the need to find solutions to this turnover. The connection between teachers' and head teachers' dissatisfaction is likely to be particularly strong if the two groups have similar cultural values.

In a study conducted in Rivers State, Nigeria, Ololube (2006) assessed differences in teachers' job satisfaction, motivation and teaching performance, and explored the

relationships between these factors. The overall purpose of the study was to explore and explain job satisfaction and teachers' work motivation in relation to the needs satisfaction of Nigerian secondary-school teachers. Teachers' job-satisfaction and need-satisfaction ratings were used as the dependent variables, and their background information provided the independent variables. In line with Ololube's findings, the results of the current thesis suggest that the relationship between motivation and job satisfaction plays a significant role in the success of every organisation. However, the concepts of motivation and job satisfaction are often confused with each other; they are related but not synonymous. Ololube acknowledges that job satisfaction is one part of the motivational process. He also argues that a highly motivated employee may be dissatisfied with some aspect(s) of his or her job. The same may be true of head teachers; that is, highly motivated head teachers may nevertheless be dissatisfied with some aspect(s) of their job. Ololube used a questionnaire to collect data on teachers' job satisfaction and motivation from a randomly selected sample of an appropriate size (680 teachers and head teachers). The variables specified by both Maslow and Herzberg were tested. Ololube's main results were that teaching-related sources of job satisfaction had a greater impact on job performance than non-teaching-related factors; and that physiological needs, security needs, social needs, self-esteem needs and self-actualisation needs were significant predictors of the job performance of Nigerian teachers. Ololube also found that the Nigerian teachers' dissatisfaction with their pay, fringe benefits, opportunities for career development and working conditions increased their intention to leave the teaching profession. As previously mentioned, a high rate of turnover among teachers places pressure on head teachers to find replacements or convince other staff to cover lessons, which reduces head teachers' motivation and potentially also their job satisfaction.

Nobile and McCormick (2005) investigated the relationship between job satisfaction and occupational stress using a sample of 356 staff members from 52 Catholic primary schools in six Catholic-school systems in New South Wales, Australia. In general, the staff members (teaching and non-teaching staff alike) were found to be highly satisfied with their work; the same group experienced 'mild' to 'moderate' overall levels of occupational stress. The study's aim was to identify the best predictors of job-satisfaction dimensions in a set of occupational-stress variables. Two data-collection methods were employed: the Teacher Job Satisfaction Questionnaire was used to measure job satisfaction; and the Teacher Attribution of Responsibility for Stress Questionnaire was used to measure

occupational stress. Students, school administration, communication, support structures and personal traits were found to be the main sources of stress. In addition, supervision, working conditions and teachers' relationships with principals were negatively correlated with general occupational stress. It is worth noting that the results of the current study indicate that head teachers and teachers who are highly motivated by the need for affiliation seek to develop friendships and prefer to cooperate than compete. Therefore, their relationships may involve a high degree of mutual understanding (Elding, 2005), which is likely to impact positively on head teachers' job satisfaction and thus on the whole educational process. Similarly, the social needs described by Maslow include friendship, affection, love and a sense of belonging. Maslow found that a supportive work group and friendly interactions with managers are necessary to create a cooperative environment (Elding, 2005).

Consistent with other studies, Nobile and McCormick identify certain key implications for leadership teams, particularly principals. First, principals should be available to teachers and other staff when issues arise and assistance is needed, especially with regard to work tasks and students. In addition, principals need to build a supportive and friendly school climate and provide staff with constructive feedback. These imperatives correlate with the three following job-satisfaction dimensions: supervision, relationship with the principal and school domain (stress). Noble and McCormick conclude with the suggestion that if the practices outlined above are well integrated with school culture, teachers will be better able to monitor levels of job satisfaction and occupational stress.

Sari (2005) investigated the issues of burnout, job satisfaction and locus of control using a sample of principals and teachers in special schools in Turkey. Sari cited the 2002 Inspection Report to show that the special-school principals and teachers were not satisfied with their jobs. The main problem faced by principals and teachers was the pressure placed on schools and classrooms by both executive administrators in local education authorities (LEAs) and the parents of children with special needs. The sample comprised 262 special school teachers and 33 principals, selected randomly from 33 special schools from three regions: Anatolia, Marmara, and Aegean. Sari found that the teachers at the Turkish special schools had lower levels of job satisfaction than their principals. Sari was also surprised to discover that levels of emotional exhaustion and burnout (personal-accomplishment dimension) were high among experienced principals and teachers.

Another important source of dissatisfaction among the Turkish principals and teachers was high depersonalisation due to heavy bureaucratic and administrative workloads, which increased the pressure placed upon them. However, the findings showed that the teachers did not have higher levels of personal accomplishment than the principals: the latter received higher salaries and bore significant organisational and leadership responsibilities. Sari linked this finding to the centralisation of Turkey's education system. The results of Sari's study suggest that teachers may experience burnout due to pressure from external agents such as parents and LEAs, leading to high rates of turnover that leave head teachers with the stressful job of finding replacement teachers. However, a skilful head teacher can help to decrease teachers' dissatisfaction by innovating various motivational methods (such as gifts, thank-you cards, love, care, flexibility, imparting a sense of value, and consulting teachers during the decision-making process) to encourage the remaining teachers to enjoy their profession and remain in their jobs.

Asker (1999) conducted a study in collaboration with the Kuwait MoE to investigate job satisfaction among employees in Kuwait's 'Schools of Special Needs'. The main purpose was to explore the levels of satisfaction felt by teachers and administrative staff, and to identify the main factors that may influence these groups of employees. 577 questionnaires were distributed to collect the data. The findings indicated that 13% of the employees were satisfied with their jobs. The male employees were more satisfied with their work tasks, work environment and relationships with managers. However, factors such as salary, recognition, and social relationships proved more satisfactory for female teachers and other staff. Generally, the findings indicated that social relationships and recognition from colleagues were the main contributors to the teachers' satisfaction. The teachers and staff were generally also dissatisfied by their work tasks and working conditions. Researchers such as Al-Fahad (2009), Al-Mohanadi (2007), Al-Hazmi (2010), Al-zaidi (2008) and Ghazi (2011) argue that recognition is positively related to job satisfaction among head teachers. They show that close relationships and understanding between head teachers and their subordinate teachers and students contribute to all groups' job satisfaction, and thus to the success of their schools. In addition, Chaplin (2001) argues that the availability of working conditions has a profound effect on head teachers and their management. Asker (1999) claims that job satisfaction can be improved if policy makers concentrate on providing better working conditions, equitable salaries, adequate resources and support from other institutions, and more and fairer promotions for teachers and other staff.

In summary, most of the researchers listed above intended to investigate job satisfaction and identify the factors that influence it. In addition, they addressed the relationships between job satisfaction and motivation with regard to self-fulfilment, self-actualisation, burnout, stress, and other variables such as salary, gender, working conditions and experience.

The researcher noted that school culture has different effects on teachers' job satisfaction in Western countries (such as Australia), Eastern countries (such as Turkey), Arabic countries (such as Kuwait) and African countries (such as Nigeria). As previously noted, Harris and Moran (1970: 5) show that cultural and economic factors that satisfy teachers in Australia (such as salary) may dissatisfy others in Nigeria, Turkey and Kuwait. Likewise, social relationships with colleagues deliver teacher job satisfaction in Kuwait, but cause stress to teachers in, for example, Australia. The studies reviewed above offer valuable insights into the socio-cultural contexts that influence head teachers' thinking and behaviour and affect their management processes: from decision-making and problem solving to supervision and appraisal. As well as providing a broad overview from various perspectives, they offer guidance on methods used to measure job satisfaction. It has been observed that school conditions, teachers' social relationships with head teachers, supervision, school administration and many other factors are particularly significant sources of teachers' dissatisfaction. The factors that contribute to dissatisfaction among teachers worldwide may also predict dissatisfaction amongst KPFS head teachers. Accordingly, the researcher reviewed studies based on different perspectives and in different cultural settings to evaluate the extent to which the job satisfaction of KPFS head teachers differs from that of KPFS teachers, and from head teachers in other areas of the world.

### **3.11. Job satisfaction among head teachers**

The head teacher is the key element in a school's success. All schools require a leader who generates a sense of principle and direction, holds high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and uses direct and indirect motivational methods to enhance teachers' performance (Rutherford, 2004). If KPFS head teachers do not fulfil their roles adequately – due to, for example, decreased job satisfaction or poor health – the success of the entire project is threatened (Carsten et al., 2011). Therefore, it is crucial for head teachers to be satisfied and happy to ensure that

these feelings are reflected among their staff, their students and the wider community. The main purpose of this section is to outline existing studies focusing on head teachers' job satisfaction. It is important to understand the factors that may help to satisfy head teachers in both Western and Eastern countries, including Kuwait.

### 3.11.1. Western studies

A study was conducted in the US by Graham (1998) to investigate the influence of variables such as gender, volume of enrolment and years of experience on principals' job satisfaction. The Principal Job Satisfaction Survey (PJSS) was based on Herzberg's motivation-hygiene theory. Only 226 of 500 forms administered to Midwestern elementary, middle and senior high-school principals were returned. The researcher used chi-square analysis to determine the relationships between the independent and dependent variables. The results showed that the Midwestern principals were generally satisfied by their current jobs, colleagues, co-workers and level of responsibility. However, they were less satisfied by their fringe benefits, opportunities for advancement and pay.

Using the Minnesota Satisfaction Questionnaire as her research instrument, Newby (1999) randomly selected 188 middle-school principals in Virginia to answer a survey on job satisfaction. Using the data provided, Newby attempted to answer the following three questions. (a) What is the general level of satisfaction of middle-school principals? (b) What is their level of job satisfaction as measured by the Minnesota Satisfaction Questionnaire? (c) What is their level of satisfaction in each dimension according to the demographic variables of gender, age, degree, years of experience, school location, and school size? Newby reported that the middle-school principals in Virginia were generally satisfied with their jobs.

Chaplin (2001) investigated the relationship between stress and job satisfaction among 36 primary head teachers working in the West Midlands and East Anglia in the UK. Self-reported questionnaires were used to determine levels of occupational stress and satisfaction among the head teachers. The following significant themes emerged from Chaplin's study. 1) Autonomy: head teachers' self-perceived ability to control their own actions and their organisations was found to be central to the effectiveness of their coping strategies. 2) Professional self-efficacy was found to be necessary for the head teachers to cope. 3) Variables relating to colleagues were found to have a key influence on the head

teachers' stress levels. 4) The availability of resources was found to have a profound effect on head teachers and their management of schools. 5) Outside organisations and individuals were found to both provide resources and support and make additional demands and generate stress (for example, inspection reports). 6) Heads who reported that their work was very stressful differed markedly in the level and sources of their job satisfaction.

Stemple (2004) explored job satisfaction among high-school principals in Virginia. Responses were made by 183 high-school principals in Virginia to an MSQ-based online survey designed to explore the following variables and their effects (if any) on job satisfaction: gender, age, salary, number of assistant principals, years as principal, tenure, school socio-economic status, school size and school accreditation status. The findings suggest that high-school principals in Virginia are generally satisfied with their jobs. They were least satisfied with their levels of compensation, and most satisfied by being of service to others. The most significant predictors of job satisfaction were the number of assistant principals and their schools' accreditation status. Principals whose schools were fully accredited, and those who had three assistant principals, were significantly more satisfied than those whose schools were not fully accredited, and those who had fewer or more than three assistants.

Bowling (2007) assessed the satisfaction level of 334 public middle school principals in Virginia using the MSQ. The findings demonstrate that the participating principals were very satisfied with their positions. The main findings were as follows: 1) compensation was a major concern for the participating principals; 2) principals younger than 35 reported the highest levels of job satisfaction; 3) male public middle school principals were more satisfied with their positions than their female counterparts; 4) the principals of larger schools reported higher job satisfaction levels than those of smaller schools; 5) the principals with specialist education degrees reported the highest levels of job satisfaction; and 6) the suburban principals were more satisfied with their positions than their rural and urban peers.

### 3.11.2. Eastern studies

The researcher endeavoured to select studies on this topic from Arabic-speaking countries as well as non-Arabic areas, such as the Punjab region and Pakistan. Ghazi (2004)

collected data from 207 elementary school head teachers in Pakistan to document their intrinsic, extrinsic, general and facet-specific levels of job satisfaction as measured by the MSQ. The results indicated that the head teachers were generally satisfied with their jobs (for more details, see the sub-section covering studies based on Herzberg's two-factor theory).

In a study for a Master's dissertation carried out in Jordan, Al-Amiri (1992) measured levels of job satisfaction among head teachers and determined the main factors affecting their satisfaction or dissatisfaction. The findings indicated that salary and access to authority were the most significant determinants of satisfaction; however, achievement, self-esteem, recognition and social relationships were most frequently associated with satisfaction.

In his Master's dissertation, Al-Karoot (2006) investigated head teachers' commitment to their work and its connection to job-satisfaction variables such as gender, academic qualifications, experience, salary, school location and school level. The researcher developed two main questionnaires: one to measure the participants' commitment to their work and one to measure job satisfaction. The questionnaires were administered to 221 randomly selected head teachers, whose commitment to work was ultimately measured at 34%. Commitment and participation, command and control, and challenge and change were found to be the main aspects determining the head teachers' commitment to work. Their job satisfaction was measured at 68.8%. Al-Karoot found that the participants were least satisfied with their relationships with teachers, training programmes, the work itself, relationships with high-level administrators, promotion, recognition, and finally salaries. Work commitment was not found to relate significantly to the variables mentioned above.

Al-zaidi (2008) conducted a similar study using a mixed-method approach to identify the factors that affect the job satisfaction of secondary-school head teachers in Jeddah, Saudi Arabia. Five focus-group interviews were conducted with 25 male head teachers, and semi-structured interviews were carried out with 20 male head teachers. Questionnaires were distributed to 86 male head teachers in Jeddah to explore factors affecting job satisfaction along with variables such as experience, qualifications, age, participation in training programmes and supervision centres, school-building type and student numbers. The results indicated that the level of job satisfaction among the head teachers was reasonable. Recognition from and social relationships with students, parents, teachers, and

educational supervisors were reported to be the most satisfactory areas. However, relationships with the educational administration, the management of the school environment, and a lack of autonomy (linked to a highly centralised education system) were found to be major sources of dissatisfaction.

In another Saudi-based study, Al-Hazmi (2010) used qualitative methods to show that the overall attitudes of five female secondary school head teachers towards their jobs were negative. The chief sources of satisfaction were achievement, the ability to help students and salary; dissatisfaction was linked to the administration of education by authorities outside the school, and caused by a lack of cooperation, a lack of delegated authority, poor supervision, limited training programmes, and heavy workloads.

Ghazi et al. (2011) investigated the job satisfaction of head teachers in Toba Tek Sing, Pakistan at all elementary-school levels. The study's main purposes were to document facet-specific levels of job satisfaction as measured by the MSQ, and to explore the influence of four selected demographic characteristics on twenty facets of the job, such as compensation, working conditions, social status and school-system policies and practices. The study indicated that the head teachers were 'very satisfied' with the activities and moral value of their jobs. They were 'satisfied' with the following facets: advancement, social service, creativity, recognition, supervision, human relations, security, independence, colleagues, technical supervision, authority, responsibility, achievement, ability utilisation and variety. However, compensation, working conditions, social status and school policies and practices contributed to 'low satisfaction'. Ghazi et al. recommended that the government make many changes to benefit head teachers, such as raising their salaries, cooperating with all types of media to celebrate teachers' and head teachers' days, and preserving schools' annual budgets.

### 3.11.3. **Kuwaiti studies**

The researcher found only three studies on the job satisfaction of head teachers in Kuwait. Al-Saraf et al. (1994) investigated the job satisfaction of secondary-school head teachers in Kuwait, and concluded that recognition, available authority, promotion and social relationships contributed most greatly to their satisfaction. Salary was found to be the least satisfying factor. The study showed that head teachers were reasonably satisfied with their improvement and achievement measures.

Al-Hadhood (1994) investigated factors that affect head teachers' job satisfaction in Kuwaiti public schools. The researcher distributed questionnaires to 210 head teachers, randomly selected from six Kuwaiti districts. The majority of head teachers reported a moderate level of job satisfaction. The results indicated that the head teachers were least satisfied with economic factors, namely salary, promotion and recognition. Al-Hadhood recommends that the Kuwaiti MoE develop the economic and administrative aspects of the country's education system to satisfy the needs of head teachers. Her results suggest that salaries should be increased, systems of promotion and recognition improved, training programmes made more available and head teachers' roles decentralised to prevent the sense of lack of autonomy that may negatively affect teachers' and students' outcomes.

Al-Mohanadi (2007) conducted the most recent research in this area. The aims of his study were 1) to investigate the job satisfaction of male and female head teachers in Kuwaiti public schools, and 2) to investigate the significance of variables such as head teachers' gender, educational level, educational district, years of experience and qualifications. The researcher distributed questionnaires to 220 head teachers. The findings indicated that general job satisfaction was low, and that the head teachers were least satisfied with the work itself; they were most satisfied with their relationships with educational administrators. No significant differences were found between male and female head teachers regarding the demographic variables. Al-Mohanadi recommends that head teachers be allowed to participate in the planning of educational curricula, as well as the process of educational evaluation, to reduce the centralisation of the education system and improve head teachers' satisfaction with their work. He also notes that management styles should be based on positive incentives, whether material (direct) or moral (indirect), such as '[f]air wages, words of praise, and human treatment'. He concludes that fairness in the development of incentives and salaries, wages and benefits among workers in public schools in Kuwait will contribute positively to head teachers' job satisfaction.

Several observations can be made from the studies discussed above. First, job satisfaction among head teachers has been addressed in both Eastern and Western studies, including studies relating specifically to Kuwait. Second, these studies have used several methodologies: mixed methods, qualitative methods, and, most commonly, quantitative methods. The authors of Eastern studies, such as Al-Amiri (1992), Al-Hadhood (1994), Al-Hazmi (2010), Al-Mohanadi (2007) and Al-zaidi (2008), all regard centralisation as a

major source of dissatisfaction; therefore, implementing a decentralised education system may benefit Kuwait's Ministry of Education and government. Finally, there are clear differences between the findings of the Eastern, Western and Kuwaiti studies regarding the factors that affect job satisfaction. These differences may be due to cultural dissimilarities and the use of different measures of job satisfaction. The researcher found only one study of job satisfaction among head teachers in Kuwait. The present study fills this noticeable gap in the literature by providing specific insights into the Kuwaiti context. In addition, this study is the first to investigate job satisfaction among KPFS head teachers and its impact on the KPFS project, which will be extended to all Kuwaiti primary schools in the future (Al-Rishidi et al., 2010).

There are key similarities and differences between previous studies and the current study. The aim of this thesis is to investigate job satisfaction among head teachers, with particular reference to the KPFS project. It also differs from prior Kuwaiti studies in its approach: it is based on qualitative methods, with interviews as the main method, supplemented by document analysis and observations. Al-Hazmi (2010: 57) points out that a qualitative approach allows researchers to gather a more complex set of information than quantitative methods, which do not give the researcher the opportunity to become involved in data collection.

The study is designed to determine whether the job satisfaction of head teachers influences the success of the KPFS project, and if so, how KPFS head teachers' job satisfaction is related to the effectiveness of their role in the success of KPFS. The research also addresses the broader implications of this topic. The next section will focus in more detail on the effects of KPFS head teachers' job satisfaction.

### **3.12. Head teachers' role in the success of the KPFS project**

Head teachers predominantly fulfil a management function; they are required to interact socially and guide teachers to achieve their schools' goals (Rizi et al., 2013). Recent evidence suggests that leadership is an important determinant and predictor of job satisfaction (Skansi, 2000). Schools need effective head teachers to achieve their objectives, and may not succeed without the personal effort and commitment of head teachers and other personnel. Ensuring a high level of job satisfaction is critical to retaining and attracting highly qualified personnel.

The primary aims of this research are to investigate satisfaction and dissatisfaction among head teachers and gain an understanding of the relationship between job satisfaction and schools' improvement in terms of the role played by head teachers, with particular attention to strategies for improving job satisfaction and thus enhancing educational development. The KPFS project is used as a valuable case study to measure the wider effects of head teachers' (dis)satisfaction. The final goal is to make recommendations to the Kuwaiti MoE for strategies to increase job satisfaction among KPFS head teachers and expand the project to cover all Kuwaiti primary schools in the future (Al-Rishidi et al., 2010).

The KPFS project was implemented in 2007. Its main aim and philosophy are to create an electronic learning environment and strengthen the relationships between teachers and learners, parents and schools. If KPFS head teachers are satisfied with their jobs, they will play a greater role in the continued success of the project. In Witherspoon's words, '[i]n the future, leaders must become increasingly adept at establishing a variety of networks both in and outside the organisation to create communicative relationships that will foster the achievement of individual, organisational, and community goals' (cited in Portin, 1998: 390). In other words, the leadership of schools involved in the KPFS project plays an important role in educational management in Kuwait.

The following section shows how management leadership (head teachers) works inside and outside schools to enrich and improve school communities.

### **3.12.1. Head teachers' role in student outcomes**

School leadership has a significant influence on academic outcomes via its effects on teachers and teaching quality and its role in establishing a favourable school climate and culture that emphasises high expectations and academic outcomes (Sammons et al., 2010).

As Rosenbusch (1997; cited in Huber, 2004) perceptively states, school leadership must be based on certain principles. It is important for school leaders to consider two factors throughout their educational careers: first, they must work with children to enhance their learning achievements; second, they should attempt to instil in children a love of learning. Realising these goals will in turn promote lifelong learning, and encourage students to engage in post-compulsory education. Al-Fadly (2007) described Kuwait's public education strategy over a 20-year period (2005 to 2025) in a report subsequently approved

by the Ministers' Council (see Appendix 1 for more details). The findings indicate that there is a clear link between teachers' feelings about their work and students' outcomes; therefore, in order to maximise students' outcomes, it is critical for school head teachers not only to understand these connections, but to create a workplace culture in which positive student outcomes are valued.

The findings of a qualitative study of schools with outstanding results in seven Latin American countries suggest that success is underpinned by the quality of school-level management and the effectiveness of classroom teaching practice. Therefore, Kuwaiti policy makers would be well advised to develop a strategy for measuring KPFS outcomes and the ability of KPFS head teachers to manage their schools effectively, as this would enable the links between school-based management and learning to be properly evaluated in the KPFS context (Caldwell. 2005).

Based on experimental evidence, Leithwood et al. (2008) make strong claims regarding successful school leadership. They argue, for example, that '[s]chool leadership is second only to classroom teaching as an influence on pupil learning'. This suggests that leadership acts as a 'catalyst', without which other positive developments are unlikely to occur.

The evidence supporting this assertion is mainly in the form of large-scale quantitative studies. Based on observations of leadership from 1980 to 1998, Hallinger and Heck (cited in Leithwood et al., 2008) conclude that the combined direct and indirect effects of leadership on pupil outcomes are small but educationally significant. The evidence also suggests that appointing a new head teacher is one of the most important strategies for turning struggling schools around, but that an unplanned replacement can often result in failure. This clearly supports the claim that the activities of a head teacher can significantly affect a school's level of achievement.

As the KPFS initiative has thus far been implemented in only three districts, student numbers create difficulties and limitations: head teachers are forced to accept more students from other districts, which causes disruption, greater bureaucratic complexity and thus greater levels of job dissatisfaction (Al-Rishidi et al., 2010; [www.futureschool.kw.com](http://www.futureschool.kw.com)). The MoE is advised to deal with this problem to ensure the effectiveness of head teachers in implementing KPFS aims and objectives in the

classroom. The following section sheds light on the pivotal role of head teachers in improving Kuwaiti primary schools and enhancing teacher performance.

### **3.12.2. The role of head teachers in motivating teachers to improve their performance**

Head teachers are the key to schools' success. All schools require a principled leader with a sense of direction and high expectations of staff and pupils, who focuses on improving teaching and learning, monitors performance and uses various methods to motivate teaching staff to improve their performance (Rutherford, 2004). Leithwood states that: '[a]lmost all successful leaders draw on the same repertoire of basic leadership practices'. This suggests that the main duties of any leader are to improve employee performance in dimensions such as attitudes, values, motivation, skills and knowledge, and to improve their working environment.

Leithwood et al. (2008) suggest that school leaders have some ability to affect a teacher's beliefs and opinions regarding their capacity to implement new educational strategies. Additionally, the results suggest that head teachers may have quite a strong influence on staff members' motivation, commitment and attitudes towards the supportiveness of their working environment. Leithwood et al. (2008) cite the results of a recent study of the effects of leadership practices enacted by a sample of UK head teachers, specifically their implementation of primary strategies (originally the National Literacy Strategy and the National Numeracy Strategy), which assessed the impact of these practices on pupils' learning and achievement. It was found that motivation and attitudes may influence classroom practice, and that the more frequently head teachers enacted the core leadership practices described above, the greater their influence on teachers' capacities, motivation and attitudes.

When evaluating the role of a head teacher in effecting positive change, it is also important to recognise that effective school leaders understand that many issues are too complex to address alone. They must find methods that involve working with others (specifically teaching staff) to identify challenges and solutions. This also increases teachers' sense of responsibility and importance.

In the context of this study, therefore, it is important for KPFS head teachers to determine when and how teachers can contribute to the decision-making process, and engage them in

finding solutions to problems. This may indirectly increase teachers' motivation, enabling them to grow professionally (Dawson, 2008). It may also positively impact the performance of teachers, as it enables them to take ownership of their classes and feel trusted and valued enough to contribute to new and pioneering methods. In turn, teachers' improved performance may positively impact on learner outcomes. As Neil (2001) states, 'I believe in a thinking, changing school and a thinking, changing teacher who will develop a thinking, changing child' (Neil et al., 2001: 3).

Al-Fahad's (2009) findings suggest that motivational methods involve direct and indirect techniques: head teachers can use direct methods to motivate staff, such as the provision of obvious, clear and tangible incentives for good performance. These direct methods, such as financial incentives, certificates and gifts, *give* teachers rewards for good performance. In contrast, indirect methods of motivating staff involve more subtle techniques such as creating good relationships and involving teachers in the decision-making process; these methods seek to make teachers *feel* appreciated and valued, and thus motivated. Unfortunately, it seems clear that misunderstandings between head teachers and teachers, in this study sample in particular and in Kuwaiti schools in general, can affect satisfaction and motivation levels within schools. It must therefore be recognised that the factors that lead to job satisfaction are completely separate from those that lead to job dissatisfaction (Herzberg, 1982). Although head teachers can remove the factors that create job dissatisfaction, this will not necessarily create satisfaction.

Dawson (2008) also suggests that schools have many opportunities to encourage staff to participate more fully in decision-making, but that these opportunities are all too often overlooked. Additionally, KPFS head teachers could enhance and improve their teaching staff's performance by implementing training programmes both within and outside the school, in accordance with the requirements of the MoE (2003). This would help policy makers to more accurately identify teacher needs and make appropriate development plans.

Clearly, if the Kuwaiti government is to extend the KPFS project to all of the country's primary schools, it will be necessary for head teachers to efficiently and effectively adapt to the required changes. This thesis identifies the government-related factors that may create satisfaction or dissatisfaction among head teachers regarding the implementation of the KPFS project.

It seems that head teachers' responsiveness and ability to adapt to change are key to the success of the KPFS project and thus the realisation of one of Kuwait's Future Visions 2005-2025. Head teachers play a critical role in ensuring that learners' education 'embodies the principles of social justice, human rights, a healthy environment and inclusivity' (Roux and Ferreira, 2005).

### **3.12.3. The role of head teachers in improving schools**

The role of a head teacher has changed considerably since the 1980s. According to Jones (1999: 334), primary heads in the UK have become far more management-oriented since the implementation of the 1988 Education Reform Act. Today, head teachers' responsibilities include an increasingly wide range of management activities. Jones suggests that school leadership should be an integrated professional approach, not subdivided into managerial and educational roles.

In the context of Kuwait, the centralisation of head teachers' roles has minimised their management orientation. According to Al-Muallem (2009), the lack of control afforded to Kuwaiti head teachers prevents them from choosing the teachers that will be employed in their schools, which may negatively affect head teachers' job satisfaction. Therefore, the decentralisation of Kuwait's education system must take place to give KPFS head teachers control over the employment of new and suitably qualified teachers and other decisions such as purchasing equipment and implementing new procedures.

The research questions addressed in this study were shaped by the researcher's accumulated personal experience of the Kuwaiti education system and her interest in the progress of Kuwait's exciting new primary-education reforms. The KPFS project is clearly likely to have an impact on primary education, but direct attention to the role of KPFS head teachers is necessary to improve schools' overall performance. Therefore, this subsection focuses on the impact of head teachers' job satisfaction on the success of the KPFS project, head teachers' role in the successful integration of ICT in KPFS schools, and the potential consequences of decentralisation, the increased provision of training programmes and stronger ties between schools and their local communities.

#### **3.12.3.1. ICT**

Technology can play a central role in facilitating collaboration between head teachers and between head teachers and staff (Brannigan, 2010). Muijs et al. (2010) cite evidence from

educational and other fields that head teachers should encourage staff to network and collaborate with colleagues inside and outside schools to disseminate information on workshops. Ineffective leadership in KPFS schools is often attributable to the failure of education institutions to systemically integrate ICT into their curricula, as well as to the negative mindsets of teachers regarding ICT.

Carnell and Lodge (2004; cited in Brannigan, 2010) suggest that in order to build distributed leadership capacity in KPFS schools, it may be useful for educational institutions to encourage collaboration between head teachers and staff, and even between Kuwaiti head teachers across institutions. In a report in Kuwait's official newspaper, *Al-Kabas*, Kuwaiti teaching staff highlighted the shortage of ICT in schools. As many schools have only one printer, staff (teachers) are often forced to use their own printers and their own funds to print lesson materials (Al-Kabas, 2008). This is in clear breach of one of the targets of Kuwait's Future Visions programme – to develop transferable skills – which 'will depend on the use of technology and a modern curriculum' (Al-Fadly, 2007; Chinnammai, 2005).

If the MoE ignores the need to increase leadership capacity in KPFS schools by considerably enriching their ICT resources, head teachers may become less satisfied, which will in turn endanger the realisation of KPFS aims. KPFS head teachers' responsibilities should be enlarged to include the development, integration and maintenance of ICT resources to improve their schools, because education and school improvement will not only increase educational performance in Kuwait but assist in the development of human capacity (Hallinger, 2010). Caldwell (2005) suggests that KPFS networks have an important role to play in building capacities. If KPFS policy makers and leaders are able to reform Kuwait's primary education in line with the Future Visions 2025 to emphasise school-based management and powerful collaborative networks, they are likely to significantly improve learning across the system.

### ***3.12.3.2. Decentralisation***

The decentralisation of the education system to enlarge head teachers' roles may also affect their job satisfaction. Indeed, research has identified the role of head teachers as 'central to promoting or inhibiting change' within school culture (Fullan, 2001). Imants and De Jong (1999; cited in Huber, 2004) distinguish 'management' from 'leadership', but

do not regard the two as contrary poles incapable of working together (Huber, 2004). Hargreaves (1994), Hall (1996) and Ferlie et al. (1996) argue that headship has gained a new professionalism; the role of the primary head has undergone significant changes since 1988, resulting in a new model of 'professionalised' primary headship (Jones, 1999: 335).

The importance of head teachers is also clear from evidence presented at the Kuwait National Education Development Conference (2008), which supports the work of Imant and De Jong (1999). Following a successful attempt to implement a total quality management and decentralisation programme at a girls' secondary school, the school received the 2005-2006 Al-Maktoom Award from the Gulf Cooperative Countries in Dubai for its head teacher's effective personal management of educational-planning courses.

In the latter case, the head teacher had received continuous encouragement from the educational district to implement decentralisation. Parental involvement in the form of social and financial support for the school was also instrumental, as was the effective planning of CPD courses for members of staff, and the establishment of five-year goals alongside weekly, monthly and annual targets.

Programmes that focus on standards of practice for leaders have displayed considerable promise. Barber (2000; cited in Fullan, 2002) shows that the success of large-scale reforms of literacy and numeracy teaching in England is dependent on the strengthening of school leadership. Therefore, if the Kuwaiti government wants effective school leaders, it should consider helping them to develop their leadership capacity, which will also decrease their risk of job dissatisfaction and demotivation. As Caldwell (2005) notes, the improvement of educational outcomes is a primary purpose of school-based management, and has thus been included by most governments in their education-reform policies.

Studies of Kuwaiti head teachers' job satisfaction and motivation (Al-Fahad, 2009; Al-Hadhood, 1994; Al-Mohanadi, 2007) confirm the need to modify the current centralised school-management policy to construct a more decentralised system that provides every agent involved in educational planning, particularly serving head teachers, with full authority to measure and evaluate any new teachers' communication and social skills before offering them employment. Teaching is an important and challenging profession, and decentralisation offers one of the best means to ensure the selection of the most

suitable candidates for teaching jobs (Al-Muallem, 2009). Decentralising the education system to give head teachers more authority may also enhance their job satisfaction.

School leaders such as KPFS head teachers could be given more opportunities to focus on the core business of the school to improve students' learning outcomes via innovative curriculum and pedagogy decisions; to provide staff with professional development; and to build the support of local communities. Various methods could be used to motivate teachers to improve their performance, such as consulting them on official education decisions, as in the West. This would help skilled and innovative teachers to develop curricula (Al-Fahad, 2009), in turn helping head teachers to satisfy their need for self-fulfilment and impacting positively on the educational organisation (Caldwell, 2005).

According to Hargraves (2009), it is now the responsibility of others, such as the Kuwaiti MoE, policy makers, head teachers, parents and Kuwaiti communities, to reflect on their past policy excesses of top-down control and prepare the ground for a post-materialist and post-standardised system and society for those who will follow. To this end, clear communication between head teachers and the policy makers at the Kuwaiti MoE would help head teachers to manage the authority that will devolve to them under school-based management. This would empower head teachers further and give them the confidence to make decisions (Thomas et al., 2011).

#### ***3.12.3.3. Training programmes***

Globalisation has forced many countries to work increasingly hard to keep up with the accelerating changes in the field of education. These rapid changes require countries interested in developing their educational systems, such as the UK, to develop a competitive environment by investing in and applying new methods of improving education, such as the One Term Training Opportunities (OTTO) programme. OTTO is one of the first evaluation programmes designed to aid head teachers in managing themselves and others. Hellowell (1988) points out that such opportunities have helped head teachers to understand the nature of and duties involved in their job (Hellowell, 1988: 234; cited in Creissen and Ellison, 1998). However, Kuwait only has a few programmes that provide head teachers with evaluation training; these are offered by the Training and Developing Centre associated with the MoE (AIDhaen, 2012).

According to Creissen and Ellison (1998), evidence collected over the last twenty years suggests that the quality of a head teacher's performance is the most significant factor in a school's success. Bear et al. (1989) show that the role of head teachers has changed noticeably over the past decade. As they gain increasing influence and accountability, they require more and more knowledge and skills. Therefore, it is even more imperative to increase the number of training programmes available to teachers, including in-service and pre-service programmes. Such programmes should provide training in both teaching and communication.

Although KPFS head teachers encourage staff to implement and attend development and training programmes (such as training in critical thinking and human-resources development), staff members (specifically teachers) lack the motivation to develop these programmes themselves. Therefore, head teachers are compelled to request from the MoE more training programmes for their own development and that of their staff. If these important requests are ignored, head teachers' job satisfaction is likely to decrease ([www.future-school-kw.com](http://www.future-school-kw.com)).

#### ***3.12.3.4. Ties with the local community***

One of the aims of the KPFS project is to create a good relationship between schools and their surrounding communities by holding frequent meetings to increase parental and community involvement. Bryk and his colleagues (1998; cited in Fullan, 2001) evaluate the reforms implemented in Chicago schools since 1988, and show that successful head teachers worked together with parents, teachers, and community members to manage the reform initiatives; they focused on student learning and efficient management by reaching out to parents and communities and strengthening the ties between school professionals and pupils. However, Bryk et al. note that although this type of initiative may improve motivation and satisfaction, it may also increase head teachers' dissatisfaction if it becomes merely a chore added to an already heavy workload.

### **3.13. Summary of and reflections on the theoretical and methodological framework**

This literature review enabled the researcher to understand more fully the concept of job satisfaction and its impact on the role of head teachers in developing their schools.

The chapter provided a basic understanding of the field of motivation and job satisfaction through a general review of the literature. The concepts of motivation and job satisfaction and their relationships with work behaviour were presented. The first motivational studies were produced by researchers from the scientific-management school, who emphasised the effects of money and the physical conditions of work. The chapter also addressed the human-relations school, which emphasised workers' social needs, feelings and interpersonal relationships, and the Hoppock Monograph. These early theories were closely related to the concepts of intrinsic motivation and job satisfaction, and identified 'flow' as a motive that might be relevant to head teachers and teachers.

Among the later theories of motivation reviewed are Adams' equity theory, according to which a lack of justice and equity among individuals is the core factor affecting performance at work (Elding, 2005); Vroom's expectancy theory, which shows how job performance might lead to job satisfaction; McClelland's achievement theory, according to which all workers need to satisfy the need for power, the need for achievement, and the need for affiliation; and finally, Maslow's and Herzberg's theories, which provide interesting and relevant insights into motivational and satisfaction factors and indicate effective ways of measuring job satisfaction. The theoretical frameworks employed in this study were based on those of Herzberg (1959) and Maslow (1954), and the theoretical approach combined needs-based theories with attention to the role of Islam.

The researcher emphasised Maslow's definition of motive as a crucial need that must be met for an individual to achieve satisfaction, particularly the need for self-esteem and the need for self-actualisation, both of which are significant leadership motivators. The researcher aimed to determine how those needs, when left unsatisfied, produce certain kinds of tension and imbalance among head teachers; and, accordingly, to identify suitable ways of enhancing leaders' self-actualisation, particularly that of head teachers.

The second theoretical framework was Herzberg's theory, which stresses the need to determine the extent to which the head teacher's role is intrinsically challenging and provides opportunities for recognition and reinforcement that can improve schools (Steers et al., 2004). In addition, the researcher used Herzberg's categorisation of content and context factors to evaluate the factors most closely related to head teachers' (dis)satisfaction; in particular, to determine whether these factors are intrinsic (satisfaction) or extrinsic (dissatisfaction). Herzberg's categorisation may help administrators to identify

the factors that satisfy head teachers, and thereby reduce obstacles and promote educational achievement, personal growth and effective work.

Herzberg's and Maslow's theories were used by the researcher to identify sources of dissatisfaction among head teachers, and thus ways of improving their motivation and performance. Although Western researchers have studied satisfaction since the beginning of the twentieth century, very little research on this topic has been done in collectivist countries such as those of Arabia, including Kuwait. The existing studies may be insufficient to reflect the importance of the subject. In this study, a sixth need is located in the Islamic understanding of motivation, thereby filling a gap in Maslow's and Herzberg's needs theories.

In Muslim countries, head teachers' faith is likely to shape their treatment of staff. The Islamic principle of faith introduces a need for belief. Islam seeks to strike a balance between spiritual and material human needs. Therefore, Islamic beliefs should be regarded as determinants of what head teachers want and what they need, which thus offer invaluable insights into their job satisfaction (Al-Mubarak, 1998).

In other words, the researcher contends that Islamic beliefs provide the most important motivation for Muslim head teachers in collectivist countries. Head teachers motivate subordinates to believe in their work and in the need to improve and develop themselves to obtain blessings from God: the ultimate motivation.

The responses made by the participants in this study revealed that their primary needs are faith-based, rather than the physical needs suggested by Maslow and Herzberg. In addition, the results of this interpretive study indicate that faith motivates head teachers and others. Therefore, future researchers are encouraged to study the relationship between faith and job satisfaction, particularly across cultures and in collectivist countries whose main religion is Islam (Hofsted, 1983-1984; Al-Enizi, 2000; Al-Fahad, 2009; Al-Mubarak, 1998).

There is some consensus in the literature on the common factors that contribute to job satisfaction, notably leadership role, supervision, workload, pay, promotion, recognition, working conditions, interpersonal relationships, and job security, which are described below.

Leadership role. A number of studies have reported that a lack of leadership, stressful bureaucratic and administrative working conditions and a centralised educational system may negatively impact on head teachers' satisfaction, as shown in five Eastern studies. Jones (1999) claims that an increase in management activities does not necessarily lead to deprofessionalisation.

Supervision. This was found to be a source of dissatisfaction. It seems that misunderstandings between head teachers and teachers can adversely affect satisfaction and motivation levels within schools.

Workload. This factor concerns the tremendous demands placed on teachers, as well as head teachers' responsibility for dealing with parents and administrators, implementing new curricula and managing supervision.

Pay. Studies in educational contexts have usually ranked pay as the greatest source of job dissatisfaction. However, perspectives on pay differ according to cultural differences worldwide.

Promotion. The majority of the Western, Eastern, Arabic and Kuwaiti studies mentioned in this research indicate that a lack of promotional opportunities contributes to job dissatisfaction.

Recognition. Some researchers define recognition as a factor affecting job satisfaction either positively or negatively.

Working conditions. The majority of the studies mentioned earlier indicate that working conditions are a source of job dissatisfaction.

Interpersonal relationships. Studies of interpersonal relationships in schools have overwhelmingly found this factor to be positive. Head teachers have a vital influence on relationships between students and teachers, and between teachers themselves, as well as a central role in promoting innovation in collaboration with other schools.

Job security. Two Eastern studies found head teachers to be 'very satisfied' with the moral dimensions of their job and their job security.

The other factors determining satisfaction are related to employees themselves: age, gender, experience, school size, and level of education. One study identifies student

numbers as another factor. Professional experience also has an influence, as longer tenure results in greater satisfaction. Some studies have reported a positive linear association between school size, location and satisfaction. A review of job-satisfaction research indicates that the relationship between level of education and job satisfaction can be either negative or positive.

Many factors related to school administration and working conditions were found to be closely related to centralisation. Therefore, as Caldwell (2005) suggests, school-based management offers an effective means of improving schools and increasing head teachers' satisfaction. Such decentralisation is recommended in the Arab world and in other collectivist societies, as it may help educational leaders (such as head teachers) to indirectly improve teaching and learning and become powerfully engaged in the decision-making process, thereby increasing their motivation and commitment. Decentralisation has been recommended in some Arabic studies (Al-Amiri, 1992; Al-Hadhood, 1994; Al-Mohanadi, 2007; Al-zaidi, 2008; Al-Fahad, 2009; Al-Hazmi, 2010) and one Eastern study (Sari, 2005).

The researcher agrees that the time is ripe for educational reform tailored to the problems and challenges faced by Arabic and other collectivist societies including Kuwait. Change can be built on best practice in Arab regions and other Eastern societies such as Turkey. The Kuwaiti government will learn from the current study, which may also help future governments to reduce or eradicate the factors that contribute to job dissatisfaction among leaders (head teachers) and their subordinates (teachers) (Hargreaves, 2009).

It is also hoped that this study will clarify the extent to which the inclusion of a broader range of leaders in the school-improvement process will help to enlarge schools' capacity for improvement and enhance teaching and learning in collectivist countries (Hallinger et al., 2010).

Insights into the relationships between leadership, job satisfaction, motivation and cultural differences increase understanding of why job satisfaction differs among head teachers from different perspectives. Therefore, Hofstede's model is used to explore the differences between employees' attitudes. Head teachers in more collectivist countries do not only seek self-respect or self-actualisation, like their counterparts in Western countries.

However, they may be motivated to pursue self-growth through their faith and membership of a particular religion and set of traditions.

This study may also help to increase teacher job satisfaction by shedding light on the main problems faced by teachers. Most of the studies discussed in the literature review emphasise the strength of the relationship between school leadership and teacher job satisfaction. As Skilbeck and Connell (2004; cited in Dawson, 2008) highlight, teachers remain in the profession for longer if they find the work rewarding and feel valued by the head teacher.

In turn, this outcome may positively affect student achievement. It is hoped that this study will therefore have an institutional impact: helping to change school leadership styles and enhancing social relationships between all school members, including parents, teachers and surrounding communities. Hallinger et al. (2010) argues that collaborative leadership, as opposed to leadership by the principal alone, may result in more sustainable school improvement.

Herzberg's study resembles the current research in its use of interviews, but Herzberg's questions were open-ended rather than semi-structured. The current research is based on the interpretive paradigm, as it uses a qualitative research approach to identify factors relating to job satisfaction from the perspective of head teachers and other participants.

The researcher also addressed these issues from the head teachers' perspective to enable in-depth investigation of employees' feelings and thoughts about the concept of job satisfaction, with the ultimate aim of enhancing motivation and developing head teachers' workplace (Hennink et al., 2011: 26).

Nachmias and Nachmias (1996) assert that a qualitative research approach enables a researcher to obtain the maximum information from participants and understand their feelings, thoughts and experiences regarding the area under investigation in as much detail as possible. Similarly, Brayman (1989) argues that a qualitative methodology provides both the researcher and the reader with a better understanding of how variables interrelate with other features necessary for their functioning. This qualitative emphasis is similar to that of two recent theses (Al-Hazmi, 2010; Al-zaidi, 2008). Therefore, the current study suggests that researchers should clarify the reasons for and theoretical orientation of their research method, consider issues of personal reflexivity and interpersonal reflexivity, such

as why the interpretive paradigm was chosen, and describe the assumptions underlying the study. These measures help to show the reader why such theories and methods were accepted.

The majority of the job-satisfaction studies explored in this literature review employ a quantitative research approach; indeed, only three researchers use a qualitative design, namely, Al-Fahad (2009), Al-Hazmi (2010) and Al-zaidi (2008). This thesis builds on the three aforementioned studies by applying the qualitative methods of interview, observation and documentary analysis. The main method deployed in the research is that of interviews; in particular, semi-structured interviews. As Kadushin (1990) states, semi-structured interviews provide a researcher with guidelines for questions, but are flexible enough to allow them to probe new questions not included in the original guidelines. Consequently, this method provides a researcher with the advantages of both structured and unstructured interviews (Kidder et al., 1986). In this study, observation and documentary analysis were used as supportive methods. Following up semi-structured interviews by observing the nature of head teachers' work is a helpful means of measuring their beliefs and how these beliefs impact on their job satisfaction.

The KPFS initiative provides an interesting case study, as the job satisfaction of its participating head teachers remains unclear; indeed, as the KPFS project was introduced in 2007, this study is unique. Its findings are thus expected to be of great benefit in identifying ways to enhance job satisfaction, helping policy makers to ensure the success of KPFS, and above all realising the targets of Kuwait's 2005-2025 Future Visions programme.

However, like any other piece of research, this study has certain limitations. Chief among them is generalisability: the KPFS project covers only six Kuwaiti primary schools, which is a tiny sample of the country's entire primary-school population. However, head teachers in non-KPFS schools are likely to have similar experiences, due to the centralisation of Kuwait's education system and school administration.

## Chapter 4. Research Methodology

The methodology chapter forms an important part of any thesis, because it describes how data are gathered through a research design formulated as a result of lessons learned and patterns identified in a comprehensive review of the available literature. Observing how other investigators have studied the chosen social phenomenon, and evaluating the validity of their methodologies, may help the researcher to choose which method is most effective. In turn, this leaves the researcher better positioned to select a methodology capable of providing valid answers to the research questions, and well equipped to defend its use (Kumar, 1996: 195). Kumar states that ‘[a] researcher has an obligation to use appropriate methodology in conducting a study. It is unethical to use a method or procedure you know to be inappropriate’. The researcher chose to focus on the factors underlying the job satisfaction of KPFS head teachers, and the influence of their role in realising KPFS goals. Therefore, the research questions were as follows.

What factors appear to affect the job satisfaction of KPFS head teachers in KPFS?

How far does the role of KPFS head teachers influence the success of the project?

What is the relationship between KPFS head teachers’ job satisfaction and the effectiveness of their role?

### 4.1. Research methodology

In this section, the interpretive approach and qualitative method are explained to illustrate the purpose of the study. The last twenty years have seen a number of attempts to define the differences between various schools of thought and the meta-sociological assumptions they reflect. All of these schools of thought reflect different perspectives, issues, problems and assumptions regarding the nature of the subject under investigation (Burrell and Morgan, 1979: 10). Burrell and Morgan (1979: 24-5) define four paradigms of social theory, each of which encourages a particular view of the world. The functionalist paradigm, the radical humanist paradigm, the radical structuralist paradigm and the interpretive paradigm ‘define four views of the social world based upon different meta-theoretical assumptions with regard to the nature of science and of society’. It is evident that the interpretive approach is informed by a concern to understand the world as it is; yet the question of job satisfaction is *subjective*. Therefore, in order to answer the research

questions, it is important to study the phenomenon in question in depth; in this case, through the researcher's involvement in the daily lives of the head teachers and her field notes on relevant practical activities. The researcher deemed the aims and objectives of the interpretive paradigm to be most fitting for use in the current research.

<p>Radical humanist</p> <p>Subjective</p>	<p>Radical structuralist</p> <p>Objective</p>
<p>Interpretive</p> <p>Subjective</p>	<p>Functionalist</p> <p>Objective</p>

Figure 4-1 - Four paradigms for the analysis of social theory

(Source: Burrell and Morgan, 1979: 22)

## 4.2. Nature and usage of the interpretive approach

The interpretive approach is a direct product of the German idealist tradition of social thought. It 'seeks explanation within the realm of individual consciousness and subjectivity, within the frame of reference of the participant as opposed to the observer of action' (Burrell and Morgan, 1979: 28). The basic assumptions guiding the interpretive approach are that knowledge is socially constructed, in this case by KPFS head teachers and certain staff active in the research process, and that the researcher should attempt to understand the complex world of lived experience from the point of view of those who live it (here, the head teachers and other staff detailed in Section 4:9) (Schwandt, 1994: 118). Cohen and Manion (1994) state that the interpretive, subjective dimensions of educational phenomena are best explored by the case-study method, as in the current study, which explores the factors influencing the job satisfaction of six KPFS head teachers.

The interpretive approach to social science tends to be nominalist, anti-positivist, voluntarist and ideographic (Burrell and Morgan, 1979: 26). Nominalists assume that the social world depends upon how people understand it. It is subjective, because nominalists believe that the social world external to personal cognition is made up of names, concepts and labels, which are used to structure reality. Therefore, the reality of the phenomenon under investigation depends on both the context and human observation (Cohen and Manion, 1994).

The nominalist reality of the term 'job satisfaction' and the role of the head teacher are subjective. For example, what satisfies a KPFS head teacher in School A, School B or School C may not satisfy the head teachers of Schools D, E or F; and what satisfies KPFS head teachers may not satisfy head teachers in mainstream primary or secondary schools in Kuwait. Similarly, what satisfies head teachers in Kuwait may be completely different from that which satisfies head teachers in Egypt, Saudi Arabia, or even in more industrialised countries such as the US, the UK or Australia.

Furthermore, the administrative role of a head teacher in Kuwait may differ from leadership roles in more industrialised or advanced countries. In other words, the nominalist reality depends on differences between communities' understanding of the phenomena under investigation. The qualitative approach taken in this study helped to investigate the reality of the KPFS head teachers' role, and to determine the extent to which they contributed to the success of their schools and thus to the success of the KPFS project as a whole. Stake (1995: 41) notes that 'qualitative data research seeks patterns of unanticipated and unexpected relationships', i.e. 'thick' descriptions of 'experiential' understanding and multiple realities. Therefore, this approach may offer a useful starting point for future quantitative examination.

There are two sets of epistemological assumptions: positivist and anti-positivist. Anti-positivist researchers seek to understand a phenomenon from the inside rather than the outside. They believe that social science is essentially a subjective rather than an objective activity; that is, the social world can be understood from the beliefs of individuals directly involved in the activities (Burrell and Morgan, 1979: 5; Hennink et al., 2011). Therefore, the role of the researcher in the interpretivist paradigm is to: 'understand, explain, and demystify social reality through the eyes of different participants' (Cohen et al., 2007, p. 19).

This research is based on the anti-positivist epistemological assumption. Therefore, surveys such as the MSS (Spector, 1997) are not a good option, because the involvement of the observer in the phenomenon is essential if knowledge is to be gained subjectively.

The researcher of this study holds that multiple case studies such as those in the six KPFS schools examined here have two key advantages: first, they help the researcher to qualitatively address key issues relating to the KPFS project, second, they enable the researcher to work within an interpretive paradigm. The reasons for this choice are detailed further in the following sections.

Burrell and Morgan (1979: 6) indicate that human action can be viewed in two ways: deterministically and voluntaristically. The determinist assumes that individuals and their activities are determined by the situation or environment in which they are located, such that human behaviour is predictable. In contrast, voluntarists believe that individuals are completely 'autonomous and free-willed'; that human behaviour is unpredictable; and that any explanation of the activities of human beings thus requires in-depth investigation.

The researcher took a voluntarist perspective on the issues of job satisfaction and the significance of head teachers' roles to the KPFS project, regarding it as insufficient to assume that only certain factors predict head teachers' satisfaction. Other reasons require analysis; in particular, it is necessary to explain why head teachers perform in the way they do, and what kinds of contribution they should make to ensure that the project succeeds and can be extended in the future. The researcher experienced the reality of the KPFS project during the interviews, gained an understanding of how the schools work, and observed the head teachers' tasks, the staff members' lessons and the students' behaviour. The researcher found that these qualitative research techniques offered helpful insights into the subjective reality of female KPFS head teachers' problems; insights that must be gained before solutions or recommendations can be offered.

Burrell and Morgan (1979) divided social-scientific methodology into two approaches to social analysis: the nomothetic and the ideographic. The nomothetic approach places an emphasis on systematic protocol and techniques. Surveys, questionnaires, and personality tests are widely used as nomothetic tools; they are designed to facilitate the analysis of relationships and the construction of general explanations of phenomena. The ideographic approach, in contrast, is based on the view that researchers can only understand the social

world by obtaining first-hand knowledge of the subject under investigation. This approach ‘emphasises the analysis of the subjective accounts which one generates by “getting inside” situations and involving oneself in the everyday flow of life’ (Burrell and Morgan, 1979: 6), thereby aiding understanding of phenomena and building detailed explanations for actions.

The ideographic approach seems the most suitable strategy for investigating KPFS head teachers’ job satisfaction. It places considerable emphasis on getting closer to the phenomenon in order to understand its subjective reality. In this study, the subjective reality of ‘job satisfaction’ was explored, and head teachers’ detailed backgrounds and life histories were investigated to identify the factors that may affect their satisfaction.

In-depth investigation is required to understand KPFS head teachers’ job satisfaction, and to identify ways of ensuring the success of the project and its ultimate expansion to the rest of Kuwait. Moll (2003: 145) describes triangulation as an important validity-enhancement procedure in qualitative research, which reveals the researcher’s reflexive ontological and epistemological assumptions about human nature within the study design. This information is essential to the reader’s understanding of the researcher’s decision to adopt particular theories and research methods, and ensures consistency within the data set.

In summary, the above insights into the usage of the interpretive approach offer a clear and valuable understanding of the concept of job satisfaction. It is essential to select an appropriate methodology to enable in-depth exploration of this concept, the role of head teachers and the study’s objectives and research questions (Jupp, 2006). The above analysis of the assumptions made by interpretive researchers directly influenced the choice of methodology used in the current research.

### **4.3. Research design and methodology**

Researchers may employ quantitative or qualitative methods; indeed, they sometimes combine them to triangulate their research (Blaxter et al., 2006). Cohen et al. (2007) state that there is no one correct method of research design or planning. The purpose of the research decides the methodology of the research (Morgan, 1980). The aim of this study is to explore the factors that affect female KPFS head teachers’ job satisfaction and their contribution to the success of the KPFS project. The topic of head teachers’ job satisfaction is subjective, and changes according to location and culture. The researcher

sought to obtain an in-depth understanding of the leadership issues involved in innovation, such as those ongoing as part of the KPFS project. The schools under study are part of a unique project in Kuwait, implemented in 2007, which has received little or no attention from researchers. As no previous attempts had been made to examine or describe the school locally or to disseminate the project aims internationally, it was necessary for the researcher to take a qualitative approach. The schools were treated as separate cases due to their different contexts and circumstances. In any case, the small population of six head teachers from six schools would have made make quantitative generalisation impossible. Therefore, the research design, following Yin (1994), was descriptive and interpretative.

First, a distinction should be made between the terms ‘method’ and ‘methodology’ as used in social-science research. Methodology means ‘the philosophical stance or worldview that underlies and informs a style of research’. In other words, methodology is the philosophy of methods (Jupp, 2006: 175). Cohen et al. (2007: 47) posit that the term ‘methodology’ describes approaches to, kinds and paradigms of research, whereas the term ‘method’ refers to a range of approaches or tools for gathering data as a basis for ‘inference and interpretation, for explanation and prediction’. Cohen et al. argue that if methods are techniques for gathering data, ‘methodology’ helps researchers to understand the overall research process and what they can expect from that kind of process.

Payne and Payne (2004: 149) show that ‘methods of social research are the technical practices used to identify research questions, collect and analyse data and present findings’, such as interviews and observations. King and Horrocks (2010: 6) state that ‘interviewing is one of the most frequently used methods when generating data’ in qualitative research. However, methodology involves the description and analysis of the research possibilities, and requires attention to the limitations of the study. Cohen, Manion and Morrison (2007: 83) also suggest an important earlier step, in which the research methodology is chosen before deciding on the research method. Cohen et al. categorise research into the following categories: surveys, experiments, in-depth ethnography, action research, testing and assessment, and case-study research. Best et al. (1998) identify three categories of research methodology – historical, descriptive and experimental – but subdivide descriptive research into quantitative and qualitative work. According to Best (cited in Cohen et al., 2007: 205), ‘descriptive research is concerned with how what is or what exists is related to some conditions or events’. The purpose of the current study is not

only to explore in depth the subjective reality of factors influencing the job satisfaction of KPFS head teachers, but to analyse and explain the reasons for the head teachers' satisfaction or dissatisfaction. This will enable the researcher to determine whether the factors identified can be adjusted to improve KPFS achievement levels and broader academic practices.

Accordingly, this study has the following characteristics. 1) It is qualitative. Jupp (2006) argues that the significance of qualitative research in a variety of settings, including applied social research, is receiving increasing recognition. 2) It is inductive, and thus involves 'a form of reasoning from statements about observed cases to statement about other, unobserved, cases or – more usually – to a general claim about most or all cases of the same kind' (Jupp, 2006: 146). 3) It is policy oriented (applied), such that 'the process of conducting research on, or analysis of a fundamental social problem in order to provide policymakers with action oriented recommendations for alleviating the problem' (Majchrzak, 1984: 12). 4) Finally, it is based on case studies (Collis and Hussey, 2003).

The current study does not depend on 'explaining phenomena by collecting numerical data' (Muijs, 2004: 1) that can be analysed statistically, but on qualitative information (words, sentences and narrative information). Qualitative researchers take 'an interpretive, naturalistic approach to the world' (Hennink et al., 2011: 9); that is, they study phenomena in terms of the subjective meanings people bring to them.

#### **4.4. Methods of measuring job satisfaction**

Researchers measure employee job satisfaction primarily through interviews or questionnaire surveys (Spector, 1997). The term 'job satisfaction' has been examined in many studies using various scales, such as the Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index (JDI) (Spector, 1997). Job satisfaction can be used as one of the criteria or standards by which to judge the success of management in both policy and practice. In this case, job-satisfaction measurements may be used to predict the future absences and early retirement of Kuwaiti head teachers and teachers, and thus teacher turnover. In addition, such measurements help to establish the proportion of the respondents who are satisfied with their jobs. There is no right or wrong method of measuring satisfaction. However, to meet the needs of this study, the researcher selected a method that enabled the collection of subjective, rich and significant data. Aaker et al.

(1995) explain that a scientific study typically has two main components: theory and empirical research. The theory component requires the researcher to study the existing literature and conduct formal conversations on the subject with informal participants before formulating a conclusion. According to Moll (2003: 145), triangulation allows the researcher to ensure the consistency of the results by comparing multiple theories and methods (here, the literature on job satisfaction, theories of motivation – specifically Maslow's and Herzberg's theories of need – and attention to the role of the Islamic faith in job satisfaction).

The aim of the current research is to focus in considerable depth on the behaviour, attitudes and opinions of six female head teachers to gain insights into the main factors that affect their job satisfaction and the significance of job satisfaction to the overall KPFS project. Although the MSQ and the JDI have several advantages – for example, they offer an acceptable level of reliability and validity, are cost effective and are not time consuming – their use is also limited. In particular, they are too general to allow the researcher to analyse the behaviour and attitudes of head teachers in the desired depth.

The researcher aimed to explore patterns in the daily lives of female KPFS head teachers to identify key aspects of their job (for example, how they manage their schools) and observe their dealings with students, teachers, parents, the educational administration, MoE policy makers and the surrounding community. This endeavour helps to determine the extent to which these job roles and relationships positively or negatively affect head teachers' job satisfaction.

The above investigation allowed the researcher to identify the relationship between KPFS head teachers' satisfaction and the effectiveness of their role in managing and sustaining this project, which is expected ultimately to replace Kuwait's current primary-school system. In addition, aspects of Kuwaiti culture made it easier for the researcher to discuss with the KPFS head teachers their lives, hopes, and fears, all of which shaped the researcher's understanding of the topic under investigation.

The researcher identified interviews, together with secondary supportive methods, as the most suitable approach to this research. However, Davis (1988) points out that any mistakes in the process of obtaining emotional responses through interviews may affect the

value and reliability of this kind of study; therefore, researchers should be careful when designing the questions and determining the sample to be studied.

Researchers normally use interviews to measure job satisfaction, and this method is effective with a small sample. A major advantage of the interview method lies in its flexibility, which allows respondents to generate full and detailed information on the topic in question; here, the sources of their satisfaction and dissatisfaction. Having chosen to take a qualitative approach to the research, the researcher identified interviews as the most fruitful means of gathering data.

There are two reasons for selecting interviews as the method of data collection for use in this study. First, this method reflects and suits the personality of the researcher, whose 11 years of experience and enjoyment of conducting interviews professionally have equipped her with the key skills required for any educational research. Second, and more significantly, interviews yield the in-depth, high-quality data necessary to understand the job satisfaction of KPFS head teachers.

In terms of questionnaires, Carspecken (1996; cited in Al-Hazmi, 2010: 64) notes that '[s]ocial journals are full of such [questionnaire-based] studies, but the value of studying these variables should be considered for each individual case'. Whereas Jupp (2006) claims that surveys provide an effective way of describing the more objective characteristics of a population, Marsh (1982) argues that the focus on variables ignores the context in which the behaviour occurs and the meanings of the actors. Furthermore, surveys involve creating external explanations for behaviour, and ignore intentional and subjective components.

Robson (2000) concludes that surveys can provide information on a wide range of characteristics and the relationships between them. However, researchers use surveys to ask all participants the same questions in the same order, and the responses from which participants may choose are fixed. This does not further the aim of the current study to obtain more detailed and in-depth information on head teachers' job satisfaction. This goal can be more effectively realised using qualitative methods such as interviews, observation and documentary analysis with the study population of female KPFS head teachers and other staff. The researcher also believes that the validity of the survey form is threatened

by the fact that respondents do not always provide truthful answers, as noted by Dorneyei (2001) and Nunan (1990).

The researcher concluded from the above considerations that a qualitative case study was the best method of addressing key issues relating to the job satisfaction of head teachers, with the advantage of enabling the researcher to work within an interpretive paradigm. In addition, there is such a clear gap in the qualitative literature on job satisfaction and dissatisfaction – in which the KPFS project is almost entirely neglected – that the variables considered by previous researchers cannot necessarily be regarded as relevant. This renders the survey method unsuitable, because it may not identify the necessary variables.

This research is the first to explore the job satisfaction of KPFS head teachers. The single previous study of the KPFS project (Al-Rishidi et al., 2010) solely addressed the use of the Development Skills Programme with low-performing students; an objective far from the main aim of this study. This renders even more important the aims of the current study to interview and observe female KPFS head teachers' everyday lives, to identify their opinions, perceptions, attitudes and behaviour, and to observe teachers' lessons and students' behaviour.

#### **4.5. Qualitative approach**

'Qualitative research' is an umbrella term covering several forms of inquiry that help researchers to understand and explain the meaning of social phenomena. As a result, it is not easy to define. The terms 'naturalistic inquiry', 'interpretive research', 'field study', 'participant observation', 'inductive research', 'case study' and 'ethnography' are often used interchangeably with that of 'qualitative research' (Denzin and Lincoln, 2008; Hennink et al., 2011; Dawson, 2007). Merriam (2001: 6) defines qualitative research as 'an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting'.

In other words, the purposes of the qualitative research undertaken in this study were to understand and explain female KPFS head teachers' behaviour and beliefs in relation to the term 'job satisfaction', to identify the mechanisms behind job satisfaction, and to

understand the contexts of head teachers' experiences. The intention here was to 'mine' each participant for their experiences of the research topic (Hennink et al., 2011: 17).

The research is based on qualitative rather than quantitative information (words, sentences and narratives rather than figures and numbers). This approach gave the participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses; and also helped the researcher to gain rich, in-depth information (Mack et al., 2005). The purpose of the qualitative research employed in this study is illustrated in Table 4.1.

**Table 4-1 - Qualitative research**

<b>Qualitative research:</b>	
<b>Objective</b>	To gain a detailed understanding of the underlying reasons for the satisfaction and dissatisfaction of head teachers in KPFS schools, and to explore their beliefs and motivations.
<b>Purpose</b>	To understand why KPFS head teachers are satisfied or dissatisfied. What is the role of head teachers in improving the KPFS project?
<b>Data</b>	The data are textual, in the form of themes, categories, typologies, concepts and tentative hypotheses, and are generated using various methods such as interviews, observations, and documents.
<b>Study population</b>	The study population was small (six head teachers selected non-randomly, along with all of the deputy heads and heads of departments who represented each head teacher in each school).
<b>Data collection methods</b>	In-depth interviews, observations and documentary analysis.
<b>Mode of analysis</b>	Inductive, interpretive analysis of qualitative data by the researcher. This enabled the researcher to interpret the meanings that head teachers place on their views and experience.
<b>Outcome</b>	Comprehensive, holistic, expansive and richly descriptive. The aims were to identify and explain, and thus increase understanding of, behaviour, beliefs, perceptions and actions.

(Source: adapted from Hennink et al., 2011: 16; and Merriam, 2001: 9)

Hennink et al. (2011: 17) identify two key terms for understanding in the interpretive paradigm, namely '*Verstehen*' and 'understanding'. The primary goal of the qualitative research undertaken in this study is to understand KPFS head teachers' behaviour,

perceptions or experiences in relation to job satisfaction. According to the model developed by Hennink et al. (2011), the process of gaining understanding in this research has two components: first, the researcher applies her own frame of reference to the issues under study ('understanding'); second, the frames of reference of the study population (head teachers and other staff members, as detailed in the section on the sample population) are determined by identifying their perspectives on the research topic, and applied to the issues under study (*Verstehen*). The concept of *Verstehen* is central to qualitative research; applied by Weber (1864-1920), it means 'studying people's lived experiences which occur in a specific historical and social context' (Snap and Spencer, 2008: 7).

It is clear, therefore, that the aim of qualitative research is not simply to *understand* social phenomena, but to go further to achieve *Verstehen*. The term '*Verstehen*' is particularly important to qualitative research, as the researcher needs to know the subjective meanings that people attach to their views and experiences (Hennink et al., 2011: 18).

Moreover, the design of a qualitative study is flexible and 'responsive to [the] changing conditions of the study in progress' (Merriam, 2001: 8). It is also more suitable for qualitative analysis and discussion, which helps non-specialists to understand its outcomes. Another characteristic of qualitative research is that the sample population is usually (but not always) small, non-random and purposeful; data can be collected using a variety of methods, such as observation, interviews and document analysis, as opposed to the larger, more random sampling involved in quantitative research (Merriam, 2001). As noted by Moll (2003: 145), the data can be triangulated using a variety of data-collection methods (such as semi-structured interviews, non-participant observations, field notes and diaries) to evaluate their consistency.

#### 4.5.1. Major types of qualitative research

Carspecken (1996, cited in Al-Hazmi, 2010: 64) shows that many doctoral students use similar measures of job satisfaction and leadership style, such as the Mannisota Satisfaction Questionnaire, and the Job Satisfaction Survey (Spector, 1997), which address variables such as age, gender and job satisfaction. Carspecken claims that the value of studying these variables should be considered in each individual case. Most of the Kuwaiti studies (Al-Hadhood, 1994; Al-Saraf et al., 1994; Al-Mohanadi, 2007) of job satisfaction

are quantitative; however, the researcher believed that a qualitative rather than quantitative approach was most appropriate to the research area (the KPFS project), as qualitative methods are the best way to improve knowledge and gain an in-depth understanding of the phenomena in question.

In addition, the researcher benefited from her experience of using qualitative methods during her Master's degree. A qualitative methodology allowed her to obtain the maximum information from participants, as well as detailed insights into the participant's feelings, thoughts and experiences regarding the area under investigation. It also gave her a sense of the reality of the research setting as constructed by the participants themselves (Nachmias and Nachmias, 1996; Al-Fahad, 2009). Corbin and Strauss (2008: 12) state that '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'.

In summary, the interpretive paradigm is one of two dominant paradigms that guide social-science research. It underlies qualitative research, and in this case emphasises the need to identify factors that influence job satisfaction from the perspective of the KPFS head teachers and other participants. The researcher used qualitative research methods to determine how head teachers' behaviour is shaped by the social, economic, cultural and physical contexts in which they live and work. Qualitative research is useful for addressing 'why' and 'how' questions; accordingly, the aim of the current study was to explore new topics, understand complex issues regarding KPFS, explain head teachers' behaviour, and identify social and cultural norms. In addition, issues are explored from the inside perspective of head teachers, yielding a type of understanding known by Hennink et al. (2011: 26) as *Verstehen* (Hennink et al., 2011: 26).

However, qualitative research has some drawbacks, such as the problem of sample size. This approach usually involves a small number of participants, which makes it difficult for the data collected to be taken as truly representative. In addition, some researchers complain that it is time-consuming and difficult to generalise qualitative findings to other settings. The limitations identified in the present study concern generalisation, as the current sample of six KPFS cases cannot represent the wider population (specifically the country's 247 non-KPFS primary schools; see Table 1.1). However, schools in the other Kuwaiti districts have similar characteristics, and it is likely that their head teachers face similar problems, especially problems relating to the centralised Kuwaiti education system

(see the section on the theme of ‘educational administration’). Additionally, the shared cultural background of the KPFS and non-KPFS schools may increase the generalisability of the findings for the KPFS schools. Case-study generalisations are based on enduring relationships and used to predict the effects of change (Stake, 2006). Generalisation is discussed in more detail in Section 4.6.3.

Generalisation was not the main concern of the current study: the researcher aimed primarily to obtain in-depth information on the six head teachers’ perceptions of job satisfaction and its effects on their contribution to the KPFS project. It is thus hoped that the Kuwait MoE and its policy makers will benefit from the study’s results and recommendations. Limitations can be seen to afflict every form of human activity, not only research. Al-Hazmi (2010: 139) states that ‘claims to perfection can rarely be made, and researchers have to do their best with the resources and time available’.

#### 4.5.2. **Qualitative research designs**

Merriam (2001) explores major traditions of qualitative research in education, such as anthropological, sociological and biological approaches, personal cognitive studies, historical inquiry, and the case-study method. Patton (1990: 66) classifies ten types of traditional qualitative research according to ‘the kind of questions a particular researcher will ask’. These are ethnography, phenomenology, heuristics, ethnomethodology, symbolic, interactionism, ecological psychology, systems theory, chaos theory, hermeneutics, and orientation inquiry (Merriam, 2001: 10).

Creswell (1998) differs in identifying four instruments for conducting qualitative research: biography, which is used to explore the life of a person; phenomenology, which is concerned with developing theory in the field; ethnography, which is designed to provide a description and interpretation of the culture and social structure of a social group (Robson, 2000); and the case-study approach, which involves in-depth analysis of one or more examples of an existing social phenomenon, utilising a variety of sources of data (Jupp, 2006).

There are a number of different qualitative research methods, such as the following. (i) Case studies, which may have either a single-case or multiple-case design, provide descriptive data on the research subject and involve the analysis of administrative records to gain access to knowledge that cannot normally be found elsewhere. (ii) Meta-analysis

using statistical results from the previous research. (iii) Focus-group discussion, which allows the researcher to bring together a number of informants to explore the issue under investigation. (iv) In-depth interviews, either structured or unstructured (Silverman, 2000). An appropriate qualitative approach can be carried out using one or more of these designs to fulfil the research purpose and answer the research questions.

Various data-collection methods are available. In the social sciences, researchers need to identify human behaviour, feelings, opinions, beliefs, experiences, knowledge and circumstances in depth. One of the most commonly used methods for collecting subjective views is the interview method (Marson, 2002). When conducted effectively and accurately recorded, an interview can provide a rich source of data.

According to Hussey and Hussey (2003), qualitative research is rooted in the phenomenological paradigm of interaction between researcher and respondents, during which the subjects of the research, whether people, situations or events, are explored. Kirk and Miller (1986) identify four phases of the qualitative approach: invention, discovery, explanation and interpretation. However, Morgan and Smircich (1980) argue that qualitative research is an approach rather than a particular set of techniques. They also argue that its suitability is contingent on the nature of the phenomenon under investigation. Others define qualitative research as addressing inherent design constraints, such as the effect of participants' own subjective attitudes, behaviours and motivations (Hakim, 2000).

The researcher felt that a qualitative approach best suited the nature of the investigation, and enabled the collection of rich and in-depth data on the participants' subjective opinions, experiences, and beliefs regarding the factors that influence the satisfaction of female KPFS head teachers. The qualitative approach was also expected to offer insights into the impact of head teachers' satisfaction on the success of the KPFS project, and the role of female head teachers in motivating their teachers and students (and how this might affect their satisfaction positively or negatively). Boyce and Neale (2006: 3) state that '[i]n-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation'.

According to Corbin and Strauss (2008: 12), '[q]ualitative 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'. For example, the qualitative method helped the researcher to uncover the experiences and expectations of female KPFS head teachers and other participants regarding the factors that motivate head teachers, improve their job satisfaction, enhance their self-esteem and self-actualisation and, conversely, contribute to their dissatisfaction. It allowed the researcher to collect data on the respondents' thoughts, and clarified the daily practical duties, processes and outcomes ongoing in KPFS schools. It also enabled the researcher to explore any changes to the respondents' daily routines resulting from their involvement in the project.

The research takes a case-study form. This is an obvious methodological choice for a holistic, in-depth investigation. The aims of the case-study method are to describe a project or process and to explain and predict theory in relation to a practice or phenomena. The case-study approach, as noted by Hill and Rothaermel (2003), is neither an attempt to generalise findings nor an attempt to construct normative prescriptions. It thus suits the nature of the current investigation, which addresses the opinions, thoughts, stories, patterns of daily life, personal experiences and beliefs of KPFS HTs in relation to the aspects of their work with which they are satisfied or dissatisfied. The case-study approach also helps to reveal possible strategies for removing or minimising factors associated with dissatisfaction, and may thus contribute to the success of the KPFS project. A case study is 'an exploration of a "bounded system"... a program, an event, an activity, or individuals' (Creswell, 1998: 61). The concept of a case study is derived from the practice of law, in which the unit of analysis is a single case presented before a court.

According to Yin (1984: 23), a case study is 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used'. In the next section, the case-study design is described in more detail.

## **4.6. Case-study design**

### **4.6.1. Definitions**

Researchers have provided many definitions of a 'case study'. Yin (2009: 18; 1994: 13), defines a case study as 'a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence'. In the current research, the multiple sources of evidence

were semi-structured interviews, documentary analysis and field notes from non-participant observation (NPO). Moll (2003: 145) indicates that triangulation via multiple data methods or techniques can help to establish consistency, thereby enhancing the validity of the research findings.

Cohen et al. (2007: 253; 2000: 181), Stake (1995: 2) and Smith (1978) state that ‘a case is the single instance of a bounded system, for example, a child, a class, a school, a community’, and mentioned that this can ‘provide 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’.

Similarly, Miles and Huberman (1994: 25), think of a case as ‘a phenomenon of some sort occurring in a bounded context’. Both Merriam (2001: 27) and Wolcott (1992: 36) define a qualitative case study in terms of its end product – hence ‘an intensive, holistic description and analysis of a single instance, phenomenon, or social unit’ – rather than as a strategy or method.

In other words, despite the various definitions presented by different authors, the precise nature of a case study is still unclear, essentially because case studies are used across disciplines and for different reasons. In the researcher’s opinion, a case study entails the selection of a single case to be studied in depth, in order to understand a variety of human experiences. Clearly, ‘case study’ can be defined as ‘an umbrella term for a family of research methods’, with a focus on enquiry (Bell, 1987). The researcher also agrees with Van Wynsbergh et al. (2007), who posit that a case study is not merely a method; its use is broader, because case-study researchers cannot collect data prescriptively. Therefore, a case study is a methodological approach that involves a variety of methods for gathering data. It is important for researchers to distinguish between different types of case study; these are now discussed in the next section.

#### 4.6.2. **Types of case study**

Stake (1995) and Yin (1994) divide case-study research into several categories. Yin identifies three types of case study, all of which can involve single-case or multiple-case applications. Yin’s classification of case-study types is as follows.

**Exploratory case study:** sometimes considered as a prelude to social research, this type of case study may help the researcher to define further research questions. In addition, data collection and field work may be undertaken before setting the research question.

**Descriptive case study:** a complete description of a phenomenon in its context.

**Explanatory case study:** may be used to perform casual investigations.

Stake (1995) identified the following three types of case study.

**Intrinsic case study:** performed when the researcher has an interest in understanding the case per se, rather than as an abstract construct or generic phenomenon. In Stake's words, 'in all its particularity and ordinariness, this case is itself of interest' (Stake, 1994: 237).

**Instrumental case study:** performed when the case is used to provide insights into more than what is obvious to the observer; the case itself is not elaborated.

**Collective case study:** when a group of cases are studied and portrayed thematically.

Merriam (2001) notes that the choice to use the case-study technique rather than another research design depends on what the researcher wants to know. It seems clear that an appropriate type of case suited the main goal of the current study. Yin (1994: 9) and Merriam (2001: 32) suggest that the types of research questions asked, such as *how*, *why* and *what* questions, have a large role in determining a suitable research methodology. They suggest that the case-study approach has significant advantages when *how* and *why* questions are asked. This supports the researcher's decision to use the case-study approach as the methodology in the current research, as the research questions are mainly *what* and *how* questions. As explained in greater detail below, intrinsic, descriptive and multiple case studies seem most appropriate to the current research.

An intrinsic case study is suitable because the researcher aims to achieve a good understanding of the job satisfaction of the six KPFS head teachers, and how they can contribute to the success of this project in order to advance Kuwait's Future Visions for 2025 (Al-Fadly, 2007).

Thus, this aspect of the study is descriptive; following Yin (1994), the researcher provides detailed descriptions of six cases in the KPFS project to provide the reader with a clear picture of the schools' environment, location, aims and objectives. To ensure validity,

reliability and transparency, the researcher triangulated the data: interviews constituted the main method, and observation and documentary analysis were used in support. Semi-structured interviews were deemed most appropriate.

This study can also be described as exploratory, because it attempts to identify phenomena related to the particular situation of KPFS head teachers, specifically the main factors that affect their job satisfaction, as well as the extent of their contribution to the success of the KPFS project. The research is also explanatory: it aims to explain head teachers' behaviour, beliefs, opinions and perceptions regarding the term 'satisfaction' (and specifically to determine why they are satisfied or not satisfied), and find out how head teachers' answers vary between schools.

#### 4.6.3. **Strengths and weaknesses of the case-study approach**

A case study, like every other approach to the social sciences, has both advantages and disadvantages. Merriam (2001: 41) states that the case-study method is preferred by researchers because its strengths outweigh its limitations, but that the use of this method depends on the nature of the research problem and the questions being asked. The case-study approach helps the researcher to understand a phenomenon by investigating its complexly related components. As the results of this approach provide insights into similar situations and cases, it has clear archival value, providing a rich resource for researchers with a variety of purposes (Cohen et al., 2007: 256).

In other words, case studies are sufficiently rich to allow key observations to be made, commonalities to be identified and fruitful directions for future research to be pinpointed. Case studies provide a useful means of informing policy through fieldwork. Collins and Noblit (cited in Merriam, 2001: 412) identify the strength of this type of research in its ability to 'reveal not static attributes but understanding of humans as they engage in action and interaction within the contexts of situations and settings'. In addition, it is flexible enough to assess social change, unlike many 'more positivistic' designs, which is important because 'change is often what policy is addressing'.

One of the most important reasons for the use of the case-study approach in this research was that it allowed the researcher to focus on a set of issues in a contemporary setting, which primarily involved collecting knowledge and information through verbal face-face interviews (Gall et al., 1996). These interviews enabled the researcher to observe the

participants' gestures and mannerisms, their facial expressions and silences, which contributed to the data in a way that surveys and questionnaires do not permit. In addition, the case-study approach promotes interaction between the researcher and the participants through shared personal experiences, enabling the researcher to collect first-hand information (Denzin and Lincoln, 1994; Holliday, 2002).

The aim of the case-study method is to illuminate a theoretical issue by analysing a particular real-life context and/or process. A case study is a process of truth seeking, not of discovering truths; therefore, it is an empirical exercise (Rousseau and Fried, 2001). The case study is also suited to answering research questions that require a detailed understanding of social and organisational processes, due to the richness of the data collected. The latter is a key reason for the use of the case-study method in this research (Hill and Rothaermel, 2003).

Despite the advantages that case studies offer to educational and social-science researchers, a number of threats and limitations must be considered, as described by Yin (1994: 9) and Merriam (2001: 42), among others (Simon, 1969: 276). However, the threats to the data extracted from semi-structured interviews in the current research can be minimised. Although a case study takes time to organise and analyse, the data provide the researcher with a greater understanding of the findings than that offered by any other method. In this study, the researcher read the interview transcriptions in Arabic many times before translating the most important responses into English. Every component of this process enriched the researcher's understanding. For example, she first read each transcription separately, then began to re-read the interviews conducted in School A, School B and so on, with careful consideration of every sentence. Digesting the responses made in all six schools provided the researcher with a very detailed picture of the problems faced by KPFS schools, the factors that determine the satisfaction and dissatisfaction of the six KPFS head teachers, and the significance of their role. Finally, reviewing all of the documents and observation notes helped the researcher to supplement and organise the information on the six head teachers' contributions to the KPFS project.

Qualitative case-study research may also be limited if the researcher exhibits insufficient sensitivity and integrity. Some argue that the mere presence of the researcher during interviews may deter participants from freely expressing their views. Respondents for whom anonymity is of paramount importance may feel threatened or intimidated by an

interview setting. Problems may also arise if the researcher has a higher social, academic, and/or professional status than the interviewees. Cohen et al. (2007: 256) argue that case studies are susceptible to problems of observer bias, despite efforts made to address reflexivity. In this study, efforts were made to minimise bias by conducting a pilot study that offered training in observation and interviewing before the real case study was conducted. Another limitation of the case-study approach is that it provides little basis for scientific generalisation. Although it leads to rich, thick description and analysis of a single phenomenon, the results might not apply to other cases. However, Stake (1995: 8) states that the case-study design enables a valid modification of generalisation, not an optimised production of generalisation. Elliot (1990: 59) makes a similar argument, as follows:

*‘I would certainly want to argue that “experiential” case studies, employing a symbolic and holistic mode of description, can be externally valid. And I claim here validity rests on their usefulness as projective models for others in exploring their own unique situation’.*

Yin (1994: 10) asks the following important question: ‘How can you generalise from a single case?’ The answer is complex, but Bassey (1999-2000) proposes that case-study research permits ‘fuzzy’ generalisation; that is, case-study researchers may predict that something will happen, but without a measure of probability or any certainty. Such generalisations can lead to theoretical insights. Of course, however, it is difficult to claim that the findings obtained from the interviews with the KPFS head teachers apply to all 247 primary schools in Kuwait.

However, Kuwait is small, with six districts controlled by the same centralised educational system, and all of the Kuwaiti head teachers in these districts share cultural values and experience similar problems due to centralisation. Therefore, it is likely that similar results can be found at any primary school with similar characteristics. Cohen et al. (2007: 254-6) show that case studies can make theoretical statements and offer insights into similar situations and cases. Similarly, generalisation can take various forms; for instance, one may generalise ‘from features of the single case to a multiplicity of classes with the same features’ (Cohen et al., 2007: 245).

Furthermore, as this is the first study conducted on the job satisfaction of KPFS head teachers, it may lead to further research in this area, and provides researchers with clear

guidelines on studying the problem quantitatively before generalising the findings. It is hoped that this study will increase understanding of the factors that influence head teachers' job satisfaction and the role played by job satisfaction in the effectiveness of leadership. To this end, it evaluates motivational theories that might be used to increase head teachers' job satisfaction and its impact on the overall progress of schools in highly collectivist countries. It may also be beneficial for Kuwaiti educational researchers and policy makers to utilise the recommendations made in this study to help develop the KPFS project and thereby meet one of the targets of Kuwait's 2005-2025 Future Visions programme (Al-Fadly, 2007).

To conclude, Hammersley (1989) persuasively argues that information gained from a case study can be used to generate theoretical concepts or theories, which can then be used to gain an understanding of other cases. Similarly, Bassey (2000) notes that fuzzy predictions offer a powerful tool for communication between researchers and potential users of research, and enable researchers to develop an 'accumulative' approach. Accordingly, the aim of the current research is to draw policy makers' attention to the aspects of the KPFS project under investigation, and to show that other cases in Kuwait may have similar characteristics. Finally, a review of the case-study literature (Creswell, 2006; Merriam, 2001; Stake, 1995; Tellis, 1997; Yin, 1994) reveals the guidelines and procedures that must be carefully followed in order to conduct a valuable case study.

#### 4.6.4. **How is a good case study conducted?**

The case-study protocol is a valuable instrument. It contains the procedures and rules that must be followed by researchers or readers, and is essential when using a multiple-case approach (Yin, 1994: 63). Broadly, the case-study method offers an effective approach when the research purpose and boundaries are clearly identified and an in-depth understanding of the topic under study is required.

The purposes of this study are to identify the main factors that may contribute to KPFS head teachers' satisfaction and dissatisfaction, and to determine the extent to which their influence shapes the contribution of head teachers to the success of the KPFS project. The six case studies addressed in this research provide data on the six female head teachers currently leading the six schools involved in the KPFS project. Additional participants

were interviewed to enable data triangulation (see the section on the study population for further details) (Denzin, 1997).

Researchers should always describe the research process in detail, as this helps the reader to understand the findings. In this study, for example, the researcher first identified the cases and described the KPFS project in an introductory chapter. Next, she explained that KPFS head teachers were the main sources of data, followed by a description of the particular type of case study used. The researcher then moved on to explain the qualitative approach taken and the data-collection methods used; the latter were typically extensive, drawing upon multiple sources of information, such as semi-structured interviews, documents and non-participant observation. All of the research processes undertaken in the study were described in this chapter.

Next, the researcher identified the interviewees and provided full information on the study population and the chosen methods of data collection, as well as details on how long each interview would last, and where they would take place. To protect the participants' identities, this study does not reveal the name of any school or any teacher. The letters A, B, C, D, E and F are used to represent the schools. The acronym 'HT' denotes a head teacher; 'DH' denotes a deputy head, and 'HoD' denotes a head of department. The full details of the interviews with the HTs are provided later, in the chapter on data analysis. The researcher interviewed the DH and HoD of School A for five hours in total. These interviews were held either in the HT's office or in the school studio. The researcher spent thirty-five minutes with the DH of School B and two hours with the HoD of School B. Both interviews were conducted in School B's meeting room. At School C, the researcher spent thirty minutes interviewing the DH in the canteen, and three hours with the HoD in her office. One hour was spent interviewing the DH of School D, and two hours was spent with the HoD of School D. The interviews at School D were held in either the DH's office or the school's meeting room. The researcher spent two hours with the DH of School E, and forty-five minutes with the HoD of School E, in the DH's office room and the meeting room respectively. At the last school, School F, one hour was spent interviewing the DH in the HT's office, and forty-five minutes were spent interviewing the HoD in the DH's office.

Fourth, researchers should consider access to research sites and information sources, and the need to protect the privacy of the respondents involved in the case study. In this study,

the researcher sent letters requesting permission to conduct the research to the Public Relations Administration of the Kuwaiti MoE and the MoE's Research and Curriculum Centre, which covers the three districts of Hawalli, Kuwait City and Mubarak Al-Kabeer. These letters were presented to each of the KPFS head teachers, along with an information sheet that explained the aims of the study and provided the researcher's contact details (see the appendices).

Finally, researchers should explain in sufficient detail how they have chosen to conduct the analysis of the data gained from their interviewees; and how this choice depends on evidence provided by previous studies of the topic under study. In the final, interpretive phase, researchers must ensure that the meaningfulness of the case is understood, followed by a conclusion supported by the findings. Creswell (2006) mentions that this phase involves reporting the 'lessons learned' from the case. All of the lessons learned in the current study are covered in the data-analysis chapter.

Yin (1994) states that case-study procedures and guidelines play a major role in ensuring the reliability of case-study research. The researcher should follow these procedures carefully to produce satisfactory results.

#### **4.7. Validity and reliability of the research**

All studies and research are concerned, first and foremost, with producing valid, reliable results and information in an ethical manner (Merriam, 2001). Therefore, it is important to define 'validity' and 'reliability' in the context of qualitative research, for the purpose of this study.

Validity is essential to both quantitative and qualitative research; if the research is invalid, it is worthless. However, it is impossible for quantitative research to be '100 per cent valid'; and qualitative research is limited by 'the subjectivity of respondents', whose 'opinions and attitudes together contribute to a degree of bias' (Cohen et al., 2007: 133). Therefore, validity should be seen as a matter of degree rather than an absolute state.

Babbie (cited in Kumar, 1996: 137) defines validity as 'the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration'. Firestone (cited in Merriam, 2001: 199) argues that valid qualitative research 'provides the reader with a depiction in enough detail to show that the author's conclusion makes sense'.

Reliability can be defined as ‘the extent to which a measuring instrument, for example a test to measure intelligence, gives consistent results’ (Jupp, 2006: 262).

Bogdan and Biklen (1992: 48) define reliability in qualitative research ‘as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched’. Given this evidence, there are clearly many ways in which to enhance the validity of qualitative data, such as honesty, in-depth data collection, objectivity and triangulation (Cohen et al., 2007).

The term ‘reliability’ as applied to qualitative research is described by Lincoln and Guba (1985: 288) as a ‘misfit’. The authors suggest instead that investigators can use several techniques to ensure that the results are ‘dependable’ or ‘consistent’.

#### 4.7.1. **Researcher’s positionality and its impact on the research**

Qualitative case studies and the interpretive approach are often claimed to be limited by a lack of objectivity and rigour: researchers use subjective stances and procedures to conduct research whose findings may be distorted by personal bias (Guba and Lincoln, 1985; Yin, 2009). In this case, the validity and reliability of the study are enhanced by self-reflexive practices, thick, systematic description and triangulation. The validity and reliability of the current study are reinforced by the use of multiple data sources and multiple methods of data collection and analysis (interviews, non-participant observation and document analysis).

In addition, valid results depend on the honesty of the researcher. I was determined from the outset to obtain pure and comprehensive findings, as this research will be of great interest in my home country due to its novel focus on the KPFS project. I therefore took great care in collecting the data and translating them into English; reviewing the results of the document analysis and comparing them with the analytical findings from the CDs and field notes; then spent more than eight months revising the analysis of the findings to ensure accuracy before writing up the final report.

These steps were very difficult but enjoyable, because they led me to the findings and the final results and then enabled me to draw final conclusions and recommendations that met the aims of the research. Maxwell (1992: 279-300) points out that to ensure reliability, one should consider how the research process is documented and reported. Merriam (2001:

204) clarifies a basic strategy to enhance the validity and reliability of the research: this is illustrated in Table 4.2.

**Table 4-2 – Validity- and reliability-enhancement procedures**

<b>Validity-enhancement procedure</b>	<b>Description</b>
<b>Triangulation</b>	The use of multiple sources of data such as interviews, observations, documents, people and theories. Specialist investigators were also asked to confirm the study's findings and assess their uniformity. These triangulation steps strengthen reliability as well as internal validity (Denzin, 1997).
<b>Member checks</b>	The researcher took the data and interpretations back to the research site to confirm that the results were credible.
<b>Long-term observation</b>	The researcher gathered the data from the research sites over a period of time to increase the validity of the findings.
<b>Peer examination</b>	This validation procedure involved two specialists: first, the researcher's supervisor, head of the committee responsible for the KPFS project in the Kuwaiti Ministry of Education; second, the Professor of Educational Measurement and Evaluation at the Curriculum and Research Centre in the Kuwaiti MoE, who is familiar with research in this field. Both commented on the findings as they emerged, and reviewed the data and research activities.
<b>Participatory or collaborative modes of research</b>	The researcher asked her colleagues to be involved in all of the research steps from the beginning of the study to writing up its findings.
<b>Researcher's biases</b>	The researcher clarified the reasons for and theoretical orientation of the current study, addressing personal reflexivity and interpersonal reflexivity; the choice of the interpretive paradigm; and the nominalist, anti-positivist, voluntarist, and ideographic assumptions made in the study. It is important to clarify to the reader why such theories and methods were accepted. The researcher reflected on the need to limit bias and report the findings honestly.
<b>Rich, thick description</b>	The plausibility of the results is enhanced by the provision of enough description of the school sites, participants and themes of the study that the reader can connect the findings with the research situation.
<b>Typicality or modal category</b>	This allows the researcher to measure how typical a respondent is relative to others in a similar position, enabling the researcher to make comparisons with her own situation.
<b>Multisite design</b>	The researcher used several case studies and different approaches to job satisfaction and the role of head teachers in managing schools. This enables readers to apply the research results to a wider range of situations.

Source: adapted from Merriam (2001: 204-205, 211).

The trustworthiness, validity and reliability of this study were improved by triangulation via multiple data-collection methods and groups of respondents; researcher reflexivity; peer examination; and rich, thick description.

1) Triangulation: comparison of findings of interviews, observations and CDs and documents containing information on the activities that take place in the six schools; and comparison of findings for different groups of respondents (detailed in the section on the study population).

2) Researcher reflexivity (personal and interpersonal reflexivity), and transparency regarding the assumptions behind this study, such as nominalist, anti-positivist, voluntarist, and ideographic assumptions.

3) Rich, thick description of the school sites, participants and themes of the study, enabling the reader to connect the findings to the research situation, which may strengthen the plausibility of the results.

4) Peer examination was provided by a leader of the MoE's KPFS Committee, which is responsible for the KPFS project. This committee member is also the head of X supervision department in the same MoE. The researcher met with her after collecting the data: she was familiar with the research details, welcomed comments on the findings as they emerged, and reviewed the data and research activities. The researcher also sent two interviews to a specialist in educational measurement and evaluation in the Research and Curriculum Development Centre, who has more than thirty years of experience in this field. Recently, the researcher met with a professor from the University of Kuwait and a second lecturer from the Educational Planning Department of the Educational College of Kuwait to receive advice on the process and confirm that the data-analysis phase had been completed successfully. These specialists agreed that the final results achieved after the revision were reasonable.

#### **4.8. Subjectivity and the need for reflexivity    Subjectivity    and    the need for reflexivity**

Subjectivity and reflexivity are significant dimensions of research. Subjectivity is 'the inner state of the self-constituted by thinking, experience, emotion, belief, intentionality, self-awareness of others' (Jupp, 2006: 293). Reflexivity is 'a process that involves

conscious self-reflection on the part of researchers to make explicit their potential influence on the research process' (Hennink et al., 2011: 19).

Subjectivity is a term often used to criticise social-science, particularly qualitative, research (Cohen et al., 2007), because researchers bring their subjective influences to the research process, especially during data collection and interpretation. The interpretive approach acknowledges subjectivity and reflexivity for many reasons. According to Finlay and Gouch (cited in Hennink et al., 2011: 19), reflexivity enables qualitative researchers to reflect on their subjectivity, and vice versa; to determine how their social backgrounds, assumptions, positioning and behaviour affect the research process, and how study samples react to the researcher and the research settings.

Therefore, two main aspects of reflexivity influence the data generated in qualitative research: personal reflexivity, which requires researchers to reflect on 'how their own backgrounds and assumptions may influence the research process and data created'; and interpersonal reflexivity, which involves an acknowledgement that the interpersonal dynamics between researcher and participant may impact either positively or negatively on knowledge creation. For example, if the interviewer is unable to establish a positive atmosphere for the interview, or the interviewee feels uncomfortable, the knowledge generated will be affected.

#### 4.8.1. **Personal reflexivity**

As an Arabic teacher for ten days and a researcher for 11 years, the researcher has much personal knowledge of the main reasons for teacher frustration and job dissatisfaction. In addition, she received a Master's degree from the University of Southampton in 2009 for a dissertation on the role of head teachers in motivating teachers in Kuwaiti primary schools. This experience equipped her with much information about the roles of head teachers in Kuwaiti primary schools.

In addition, the researcher was inspired to work on this project by the gap in Kuwaiti job-satisfaction studies, the absence of research to date on the KPFS project, and her desire to recommend ways in which the Kuwaiti MoE might increase the job satisfaction of head teachers, particularly those in the six KPFS schools.

#### 4.8.2. **Interpersonal reflexivity**

Interpersonal reflexivity may impact research-generated data positively or negatively, depending on the researcher's background and ability. Having worked since 1996 as a researcher in the Research and Curriculum Development Centre at the MoE in Kuwait, the researcher has had many opportunities to develop her interviewing techniques. She also observed numerous primary schools for an evaluation project conducted between 2004 and 2007, entitled *Evaluating School as an Educational Organisation*. These three years spent observing and interviewing head teachers, deputy heads and teachers enhanced the researcher's ability to build rapport and enriched her interviewing skills. Therefore, the choice of interviews as the main data-collection method suited the researcher's personal skills and professional experience. It is hoped that her interpersonal reflexivity will contribute to the knowledge generated from the KPFS participants' responses.

As this is the first study to address KPFS schools, a thick, rich description is provided of the schools and the general atmosphere within them. The researcher also asked friends to read her research to ensure that her interpretations were as unbiased as possible.

#### **4.9. Study population**

The Kuwaiti MoE intends to extend the KPFS project to cover all Kuwaiti primary schools, as part of Kuwait's 2005-2025 Future Visions programme. The schools participating in the KPFS project are located in Kuwait City. According to Al-Rishidi et al. (2010: 1), the KPFS project offers a 'new and fruitful' area of research. There are many reasons for the researcher's decision to study the job satisfaction of head teachers involved in the KPFS project, as discussed in the introduction and literature-review chapters. One important aim is to fill a large gap in the literature, as only three studies have to date been conducted in this area. Al-Saraf et al. (1994) investigated job satisfaction among secondary-school head teachers in Kuwait; Al-Hadhood (1994) investigated the factors that affect the job satisfaction of head teachers in Kuwaiti public schools; and, most recently, Al-Mohanadi (2007) examined the job satisfaction of both male and female head teachers in Kuwaiti public schools. Due to this paucity of research, the current study will make a particularly valuable contribution to the literature, offering specific insights into the Kuwaiti context. In addition, this is the first study to address the job satisfaction of Kuwaiti head teachers involved in the KPFS project. Its findings may thus have important

implications for the development of the project, which the MoE intends to extend to all Kuwaiti primary schools in the future (Al-Rishidi et al., 2010). To this end, all of the head teachers of the six schools involved in the KPFS project were included in the study.

Leadership should be understood from the point of view of followers as well as leaders. The deputy heads of KPFS schools work closely with the schools' leaders – head teachers – and thus have a good understanding of the factors that determine head teachers' job satisfaction. There were several additional reasons for interviewing the deputy heads from all of the six schools. First, this strategy enabled data triangulation. As well as the multiple data-collection methods described earlier, a variety of data sources were used to corroborate the findings and compensate for any weaknesses in the data provided by individuals. This increased the trustworthiness, validity and reliability of the results. Obtaining data from different groups of participants (deputy heads as well as head teachers) enabled the researcher to verify and reinforce the conclusions drawn from interviews with one set of participants (head teachers) (Tashakkori and Teddlie, 1998; Denzin, 1997). As Denzin points out, the greater the triangulation, the greater the confidence in the observed findings. This is one of several ways in which the validity of the qualitative data collected from the KPFS head teachers was ensured. The researcher was honest; several in-depth methods of data collection were used; and the data were triangulated using different 'sources and persons' (Cohen et al., 2007).

A second reason for interviewing all of the six deputy heads in the KPFS schools was that their role was quite similar to that of the head teachers, as described in the chapter providing a background to the study. In KPFS schools, deputy heads and HTs are responsible for some similar tasks. These include organising the provision or maintenance of school facilities (for example, covering exposed electric wires and ensuring that doors, windows and stairs are safe); encouraging students and staff to use school facilities such as libraries, gardens and laboratories; painting walls and classrooms to meet the needs of teachers and students; covering for staff shortages by rearranging teaching schedules; organising 'refresher' days during term time to deal with pupils' weaknesses; arranging lectures and seminars to raise health and environmental awareness among students and parents; and cooperating with and managing the work of supervisors, librarians and administrative staff (Al-Rishidi et al., 2010; MoE, 2004; [www.future-school-kw.com](http://www.future-school-kw.com)). Castagnolli and Cook (2004) observe that deputy heads must be prepared to stand in for

their head teachers in the latter's absence. Therefore, the deputy heads were considered to be representatives of the head teachers in the KPFS schools. Harris et al. (2003: 10) warn that 'the experience of being a deputy or assistant is not always helpful preparation for headship because of the lack of direct leadership experience some deputy heads encounter in this role, and the absence of targeted professional training and leadership development for deputies is considered to be a major drawback in preparing for headship'. However, strong relationships between head teachers and deputies or assistants such as deputy heads or heads of departments have been shown to broaden school leadership and increase others' sense of responsibility for developing the school (Marcoulides and Heck, 1993).

The third reason for the decision to interview deputy heads was to explore head teachers' job satisfaction from others' perspectives, as some researchers argue that when a manager is satisfied, his/her followers are likely also to be satisfied. For example, Al-Enizi (2000) conducted an empirical study in Kuwait to explore the job satisfaction of Kuwaiti managers and employees in the government sector. The results of the study indicated that job managers enjoyed two key aspects of their job: their relationship with colleagues and their sense of achievement. The employees favoured their relationships with supervisors and colleagues. The three key areas of managerial dissatisfaction were responsibility, recognition and working conditions. The employees were most dissatisfied with aspects of the same three areas. Al-Enizi (2000) concluded from his empirical data that the two groups of respondents – Kuwaiti managers and their employees – had generally reported similar job-content and job-context dimensions of job satisfaction. This leads to the inference that factors contributing to managers' job satisfaction may have the same effect on their followers. As a result, employees may be able to identify the factors contributing to their managers' job satisfaction, particularly if managers and employees share the values of a highly collectivist Islamic nation.

In another study, Al-Hazmi (2010) explored job satisfaction among five female head teachers in five secondary schools in Saudi Arabia. Five deputy heads and some teachers were also included to help identify the main factors that influence female head teachers' job satisfaction. Unfortunately, the factors contributing to the head teachers' job dissatisfaction were found to outnumber their sources of satisfaction. The same findings were obtained for their followers, as the teachers had similar cultural values and were all part of the same centralised system of education. This supports the claim made by Carsten

et al. (2011) that it is crucial for head teachers to be satisfied and happy to ensure that these feelings are reflected among their staff. Therefore, the deputy heads and other staff members interviewed in the current study were expected to be able to identify the causes of satisfaction or dissatisfaction among their head teachers, as the negative and positive feelings of leaders are often shared by their followers.

In addition, the researcher interviewed a head of department in each of the KPFS schools, who was regarded as a second representative of the head teacher, after the deputy head. First, the KPFS heads of department are closely linked with their schools' administration; they attend all of the weekly, monthly and annual meetings organised by head teachers and deputy heads, and provide a bridge between the administrative staff and other staff members.

For example, the head teachers of School A, School B, School C and School D each requested that their second representative, a head of department, give the researcher a tour of the school's interior and surrounds. However, the head teachers of School E and School F wished to give their own tours, rather than delegate this duty to others. Many empirical studies, such as that conducted by Dawson (2008), have shown that effective school leaders recognise that many issues are too complex to address alone. Therefore, effective head teachers work with their representatives (primarily deputy heads and secondarily heads of department) to identify challenges and solutions, and in doing so increase their representatives' sense of responsibility. Dawson (2008) notes that head teachers should recognise the potential of their heads of department potential to make valuable contributions to the decision-making process, and engage them to finding solutions to problems. Indirectly, this strategy enhances the motivation and professional development of a head of department, which may positively affect the progress of the school. In turn, this may enhance head teachers' motivation, because the success of any school reflects the success of its head teacher. Again, this close relationship may help heads of department to identify the sources of their head teachers' job satisfaction or dissatisfaction, particularly if the two groups share religious and cultural values and belong to a highly collectivist nation such as Kuwait.

Castagnolli and Cook's (2004) findings indicate that a champion must be selected to take the lead, and that other key employees such as heads of department must be identified, trained and empowered to do the required jobs. Castagnolli and Cook conclude that the

Kuwaiti MoE must address issues of sustainability, as selecting the right people takes time and money. Head teachers and deputies should be trained by the MoE for as long as possible, and head teachers should train representatives such as deputy heads and heads of department to take over when they leave. Castagnolli and Cook rightly point out that it is important for KPFS head teachers to identify and focus on the strengths of their first and second representatives. Imant and De Jong (1999; cited in Huber, 2004) define a successful head teacher as one who engages other staff members such as heads of department in continuous professional development directed towards meeting long-term school goals, alongside weekly, monthly and annual targets.

Another reason for interviewing heads of department (head teachers' second representatives) is clear from Al-Fahad's (2009) case study of a primary school, in which a survey was conducted with the school's head teacher and nine heads of department to explore the main factors that motivate teachers to improve their performance. The results confirm that it is necessary to begin decentralising Kuwait's school-management policy to provide everyone involved in educational planning, particularly serving head teachers and their followers (deputy heads and heads of department), with full authority over development. The heads of department sampled in Al-Fahad's study (2009) were very close to the school's teachers, and knew much more than the head teachers about their problems and difficulties. This strong relationship may help heads of departments to identify factors that contribute to teachers' dissatisfaction and demotivation, and thus strategies for mitigating these factors. Ultimately, this will increase the job satisfaction of head teachers and others. A participant response quoted by Al-Fahad (2009: 73) shows how head teachers can remove or lessen factors that demotivate their staff, and ultimately increase their own motivation, as they share cultural values and belong to the same centralised system. The head teacher explained that 'I have a vital role to play in removing or lessening de-motivating factors for my staff. I feel that one way to do this would be to set up regular meetings and forums with a representative for my teachers to gather and raise concerns and issues with me and the school administration. I can discuss these issues with the representative, without fear, and also outline plans of action in order to tackle and solve the issues'.

Huber (2004) clearly demonstrates the importance of strong leadership from head teachers. However, such a role inevitably requires a high level of motivation. Therefore, it is vital to

address the impact of motivation on the job satisfaction of head teachers, and to identify any obstacles that need to be addressed by heads of department to ensure that teachers are motivated to meet their head teachers' needs. As mentioned above, the same factors that demotivate heads of department and staff members may demotivate head teachers and thus reduce their job satisfaction and effectiveness of their role, particularly if they are from the same culture and belong to the same centralised system.

To conclude, Harris et al. (2003) show that a distributed form of leadership creates emergent leadership roles for deputies and head of departments, who are centrally involved in building culture and leading change within the school, alongside the head teacher. Harris et al. (2003: 16) also note that KPFS schools require emergent leaders to take greater responsibility for planning and coordinating change within the KPFS. Accordingly, deputies and heads of department must be effectively motivated by their head teachers and fully prepared for the particular demands of their leadership roles. Therefore, it was helpful to address the factors contributing to head teachers' job satisfaction from other perspectives (those of deputy heads and heads of departments), in line with Denzin's (1997) incisive observation the greater the triangulation (here, using multiple methods of collecting data from multiple people), the greater the confidence in the findings.

#### **4.10. Data-collection methods**

The findings of case studies can be derived from various sources of data, such as documents, interviews and non-participant observation. The researcher's choice of source(s) depends on his/her skills and methodological procedures. Yin (1994: 78, 92) argues that 'using multiple sources of evidence in case studies allows an investigator to address a broader range of historical, attitudinal, and behavioural issues'. He explains that potential threats to construct validity can be addressed through data triangulation, because multiple sources of evidence effectively provide multiple measures of the same phenomenon.

##### **4.10.1. Interviewing**

Interviews are a commonly used means of collecting data from individuals. The method has been described in many ways. Kvale and Brinkmann (2008: 2) define interviews as 'literally an interview, an inter-change of views between two persons conversing about a

theme of mutual interest'. They explain that an interview is based on the conversations of everyday life, but conducted in a professional manner.

Similarly, Cohen et al. (2007: 351) refer to an interview as 'a conversation between two persons on a specific topic', which 'should be guided by the researcher who derives it according to the research aims and objectives in order to have descriptive and explanative information from the interviewees'. Interviewing can be very flexible, if the interviewer has the freedom to formulate questions concerning the topic under study as they come to mind. However, it can also be inflexible, as the interviewer is sometimes required to conform strictly to questions decided in advance. Hess-Biber and Leavy (2006: 128) describe in-depth interviewing as 'a meaning-making partnership between interviewers and their respondents'; accordingly, an in-depth interview is 'a special kind of knowledge-producing conversation'.

Interviewing is necessary when researchers cannot observe individuals' behaviour, feelings or interpretations of the world around them (Merriam, 2001: 72). For example, questionnaires rarely enable respondents to ask their own questions about the research. The question, then, is not 'is story-telling science?', but 'can science learn to tell good stories?' (Seidman, 1998: 3). An interview can be defined as a direct dialogue between interviewee and interviewer on a topic under study, during which interviewees' opinions and experiences are elicited and reflected upon to obtain the information needed by the researcher to fulfil his or her research aims and objectives.

In the current study, the researcher endeavoured to establish relationships with the participants that were as trusting as possible before conducting any of the interviews. She also ensured that the interviews were as flexible, open and empathetic as possible, and encouraged the respondents to tell their stories by probing their responses (Hennink et al., 2011: 109). Each of the KPFS head teachers was welcomed separately, and emphasis was placed on the importance of their responses to the development of the KPFS project and thus the realisation of Kuwait's Future Visions for 2025. The researcher worked hard to encourage the six KPFS head teachers to relax, and motivate them to present rich, thick, and valuable information on the topics under study. Five of the KPFS head teachers and all of the other interviewees were happy and indeed eager to answer questions, because they knew that the study's results would help to achieve their aims and visions. Although the

HT of School A was busy training four deputy heads at her school, she helpfully offered to complete her interview at the end of the school day.

#### **4.10.1.1. Types of interview**

Kumar (1996: 109) classifies interviews according to their degree of flexibility, e.g. unstructured, in-depth and structured interviews. Merriam (2001: 73) divides interviews into three main types: highly structured/standardised, semi-structured and unstructured/informal. Cohen et al. (2007: 355) identify four kinds of interview that can be used specifically as research tools: structured, unstructured, indirect, and focused.

In structured interviews, questions are usually asked in the same sequence in every interview. Structured interviews are rarely used by researchers following a qualitative approach, as they restrict participants' ability to divulge information. Although this type of interview provides objectivity and is easy to analyse, it lacks flexibility (Nachmais and Nachmais, 1996). Conversely, an unstructured interview contains open-ended questions, but these are more difficult to analyse, and the process by which they obtain data is informal. Researchers use unstructured interviews to explore responses in greater depth and with an open framework, which allows focused dialogue.

Structured interviewing also requires fewer interviewing skills than unstructured interviewing, which must be carried out skilfully by the researcher according to an interview guide (Kumar, 1996: 109). However, as an interview guide does not list specific questions to be asked of interviewees, the *comparability* of questions asked and responses obtained may be limited, especially between respondents interviewed at the beginning and end of an interviewing session, respectively.

Semi-structured interviews, which fall between the two extremes, can involve both open-ended and closed questions. As Kadushin (1990) states, semi-structured interviews provide a guideline for questions, but are flexible enough to enable the researcher to probe responses and ask new questions not included in the original guideline. Consequently, this type of interview enables a researcher to combine the advantages of structured and unstructured forms (Kidder et al., 1986).

#### **4.10.1.2. Interview design**

A semi-structured interview is an important interview method, as it facilitates the collection of in-depth information. The researcher prepared seven open-ended questions and twenty prompt questions. The prompts were designed to be used only if it became necessary to limit the time spent interviewing. The seven interview questions addressed the three research questions, with a focus on job satisfaction; no attempt was made to evaluate the KPFS project.

The researcher first explained to the respondents that to gain an adequate understanding of their perspectives on job satisfaction, it would be useful to obtain some general knowledge about their job. Accordingly, the first and second interview questions were as follows. 1) 'What are your duties and responsibilities as a head teacher?' 2) 'What does job satisfaction mean to you?' Researchers such as Rutherford (2005) and Al-Fahad (2009) have investigated head teachers' responsibilities and found that a good head teacher is key to a school's success. All schools require a principled leader with a sense of direction, who has high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and uses various strategies to motivate teaching staff to improve their performance. These activities in turn impact positively on the overall success of the school, which is likely to increase the job satisfaction and happiness of the head teacher.

The researcher agrees with Smith et al. (1969) and Spector (1997) that job satisfaction is both a global feeling and the unique set of perceptions that an individual has of his or her job. The interview questions listed above were designed to enable the researcher to identify, investigate and evaluate the head teachers' perceptions of the job satisfaction they gained from their daily duties, and how it might be enhanced by improvements to the workplace. The interviews revealed that the head teachers had different interpretations of the term 'job satisfaction'. However, the six respondents had similar opinions and views on the concepts of job satisfaction and motivation. The interviewees identified innovation, development, creativity, productivity, motivation, enthusiasm, comfort, professional development and the removal of obstacles as some of the basic requirements for effective work within the school, which are essential to the enhancement of job satisfaction.

The third interview question was as follows: 'Do you feel a high level of job satisfaction as a head teacher in a KPFS school? If so, can you please explain to me the most important

factors that positively affect your job satisfaction; if not, what are the factors that negatively affect your job satisfaction?' The sixth question was as follows: 'Do you think there is a relationship between job satisfaction and the successful implementation of the KPFS project?'

As described in the literature review, scholars such as Bin Baker et al. (1995: 24) stress the importance of defining the term and concept of satisfaction before examining its relationship with work attitudes such as effective leadership. The studies listed in the literature review gave the researcher valuable insights into the concept of job satisfaction and its impact on the effectiveness of head teachers' role in developing their schools. Some consensus has been reached in the literature on factors that commonly affect job satisfaction, notably leadership role, supervision, workload, pay, promotion, recognition, working conditions and interpersonal relationships. Employees' personal characteristics, such as their age, gender and level of education, as well as the size of the schools in which they work, have also been shown to affect job satisfaction. The results of one study also suggest that student numbers and professional experience are significant; smaller student numbers and greater experience increase satisfaction. Caldwell (2005) suggests that school-based management is an effective means of improving schools and increasing head teachers' satisfaction. Decentralised education is recommended in particular for the Arab world and other collectivist societies, as it may give leaders (here, KPFS head teachers) greater power to indirectly improve teaching and learning and powerfully engage their followers by improving their motivation and commitment. The findings of some Arabic studies (Al-Amiri, 1992; Al-Hadhood, 1994; Al-Mohanadi, 2007; Al-zaidi, 2008; Al-Fahad, 2009; Al-Hazmi, 2010) and one Eastern study (Sari, 2005) support the recommendation of decentralisation. The head teachers involved in the current study requested more authority from the Kuwait MoE, but wished to remain under its jurisdiction to avoid favouritism. The data generated from the third and sixth interview questions clarify that KPFS head teachers seek to achieve full motivation by removing any obstacles that might decrease their job satisfaction. The findings of the study suggest that the effectiveness of the role of head teachers and the factors that decrease dissatisfaction are components of a systematic relationship. Focusing on one without attending to the other is unlikely to bring about improvements to schools.

The responses to the fourth and fifth interview questions offer useful insights into the roles of all head teachers, not only those working in KPFS schools. The questions were as follows: ‘What can school heads do to improve the job satisfaction of staff?’ and ‘What actions do you as a head teacher need to take to make the KPFS project successful in your school?’

Al-Fahad (2009), Huber (2004) and Green (2000) show that it is important for school leaders to shape the school environment to optimise teachers’ efficiency and thus pupils’ learning outcomes. Consequently, an effective school leader facilitates change and efficiently supports teachers’ work with pupils. Leithwood et al. (2008) suggest that the main duties of any leader are to improve employees’ performance in dimensions such as attitudes, values, motivation, skills and knowledge, and to improve their working environment (Harris et al., 2003).

The findings of the current study clearly indicate a need for the increased implementation of both direct and indirect methods of motivating teachers and students (Al-Fahad, 2009). Interpretative analysis of the responses to the fourth and fifth interview questions reveals significant indirect techniques that can be used by head teachers to motivate teachers to improve their performance. For instance, head teachers are advised to encourage teachers to contribute to their schools’ decision-making processes; listen to teachers’ opinions and views; exhibit flexibility; and treat teachers fairly and equally, with kindness and moderation. The head teachers who participated in this study used indirect techniques to motivate and encourage their students to reach a higher academic level. For example, some learned all of their students’ names to make each feel valuable to the school; and others rewarded high-achieving students with warmth and recognition. The interpretative data gathered for the fourth and the fifth interview questions suggests that head teachers may also use direct motivational techniques to enhance the performance of teachers, other staff and students. For example, the head teachers provided their students with certificates and gifts to reward high performance; displayed photographs of outstanding students at the entrance to the school; and organised stimulating academic and leisure trips. They provided teachers and other staff with time-off bonuses, allowed them to contribute to conferences and television programmes, and offered extra in-school teacher-training sessions. Therefore, the responses to the fourth and fifth interview questions support Leithwood, Harris and Hopkins’ (2008) claim that school leaders are able to improve

teaching and learning both directly and indirectly through their influence on staff motivation and commitment.

The final interview question was designed to address one of the aims of the research; namely, to offer recommendations for head teachers and policy makers (particularly policy makers in Kuwait's MoE) on ways of improving job satisfaction among head teachers (particularly KPFS head teachers). To this end, the researcher elicited the opinions of the KPFS head teachers and other participants (described in Section 4-9) on the factors that influence job satisfaction and dissatisfaction, the impact of these factors on head teachers' roles, and how best head teachers can contribute to the development the KPFS project.

The researcher made considerable effort to identify appropriate and relevant interview questions that would encourage the participants to respond fully and honestly and provide important, relevant information. The open-ended questions used in the interviews gave the respondents the freedom to answer and express themselves, and enabled them to present significant ideas and information in detail. The research sample was of a size conducive to the semi-structured interview method, and enabled the collection of in-depth information. However, the researcher had to ensure that the questions were succinct and free of bias or other influence.

#### **4.10.1.3. Strengths and weaknesses of the interview method**

There are numerous benefits of using interviews as a means of collecting data. Adams and Schvaneveldt (1985) explain that in the process of an in-depth interview, the interviewer asks questions and encourages the interviewee to share his or her perspectives. The authors add that the interviewer and interviewee are not only asking and responding to questions, respectively, but reacting to each other's identity and personality. Therefore, the interviewer and interviewee co-create knowledge and meaning in the interview setting, and thus co-construct reality (Hennink et al., 2011).

Cohen et al. (2007) suggest that interviews have the advantage of *adaptability*: when an interview is carried out by a skilful interviewer, he or she intuitively understands and assesses the interviewee's mood. An effective interviewer has several ways of gleaning, verifying and expanding on additional information, and well informed respondents can provide important insights and 'shortcuts' into the prior history of the situation under investigation (Yin, 1994).

In addition, a skilful interviewer can gain a deeper understanding of the interviewee and his or her responses by observing facial expressions, body language and other visible signs of meaning. Interviewees will treat the interviewer with especial seriousness if they believe that the latter is capable of changing or remedying their situation by gaining understanding of it. Face-to-face interaction is fundamental, as it enables the interview to establish a relationship with the interviewee, which often results in increased motivation. Seidman (1998: 79) states that 'interviewing is both a research methodology and a social relationship that must be nurtured, sustained, and then ended gracefully'. As the interviewer attempts to create an appropriate atmosphere in which the interviewee can talk freely; interviews offer a particularly valuable means of gathering personal information. This increases the validity of the interview method (Adams and Schvaneveldt, 1985; Cohen et al., 2007).

However, interviews also have certain shortcomings. One of the main disadvantages is that interviews are extremely time consuming in comparison with methods such as questionnaire surveys. The interviewer has to plan his or her questions and timing carefully; take notes during the interview to collect data, as not everything said can be recorded; then transcribe and code the interview. All of these steps take time (Merriam, 2001: 87). It is important, therefore, that interview questions are succinct and designed to elicit important, relevant data in as little time as possible (Cohen et al., 2003; Nachmias and Nachmias, 1996).

Additionally, Oppenheim (1992: 96) presents several causes of bias which might threaten the interview process. One is the desire to create rapport; when the interviewer wishes to give a good impression, bias may occur. Therefore, the interviewer must be sensitive to the respondents' emotions and avoid giving any signs of annoyance, criticism or impatience. Dyer (cited in Cohen et al., 2007: 362) states that 'rapport does not mean liking the respondent, it means handling the situations sensitively and professionally'.

The final stage of qualitative research involves the presentation of data. Presenting interview data entails identifying, describing and explaining the issues that arise from the data, which is more difficult than presenting such issues in numerical terms (Hennink et al., 2011: 276). Although the qualitative research paradigm of the interview has advantages and disadvantages, it is clear that for the current research, the advantages far outweigh the

disadvantages. In addition, there are several guidelines to ensure that interviews are conducted effectively.

#### **4.10.1.4. Interview guidelines**

The interviewer must fulfil certain key criteria to ensure that valuable data can be obtained from an interview. Kvale and Brinkmann (2008: 74) provide the first guideline for interviews. They note that as the interviewer is the main instrument for obtaining careful, sensitive knowledge, he or she must be familiar with ethical guidelines and issues related to respondents' values before conducting an interview. During the interview, he or she must pay full attention to the interviewee, adequately explain the structure, organisation and aims of the interview, and obtain the interviewee's permission for his or her responses to be recorded, if necessary. Clearly, participants have a right to know the full identity of the person requesting this type of information, and why the data are required.

In the current research, the KPFS head teachers and their staff were happy to provide information related to the research subject after being shown written evidence of the permission given to conduct the research by three agencies/actors: the Research and Curriculum Centre of the Kuwait MoE; the MoE itself; and the three educational districts in which the KPFS project has been implemented.

Secondly, to facilitate communication, the researcher should confirm all appointments and conduct post-interview follow-ups. Interviewers can use contact visits to determine the best times, places and dates to begin the data collection (Sideman, 1998: 42). In the case of the KPFS head teachers, the researcher requested during interview that each head teacher telephone the next head teacher to prepare them for the interview and remind them to have their school documents ready. All of the respondents were very helpful.

Thirdly, the researcher must know his or her subject matter well in order to plan good interview questions. An accomplished interviewer will have studied the research area, examined publications in this area and identified the new theories or concepts that he or she wishes to apply to the research.

The researcher used a literature review to prepare questions based on the factors that previous researchers have shown to relate to satisfaction or dissatisfaction. The questions were also designed to evaluate the contribution of KPFS female head teachers' roles to the development of the KPFS project. The penultimate guideline holds that the interviewer

should hold mock interviews with friends before conducting the formal ones, because this can enrich her or understanding of how to ask good questions. Seidman (1998: 63) states that ‘interview technique is not everything, but it is a lot’. Good interview techniques include listening more and talking less; following up what the participant says; and asking questions to clarify an answer or learn more about a subject. To establish good rapport, the interviewer should also be sincere, polite, non-threatening, friendly and personable when asking questions and seeking to obtain answers. For this reason, the researcher brought bags of chocolate and ‘Big Ben’ souvenirs to the interviews with the female KPFS head teachers; they were very happy with these gifts, and thus highly motivated when the interviews began. The researcher also sought to smile at all times and make clear her willingness to listen to the interviewees’ stories. In addition, a sample interview was conducted with a retired head teacher who invited the researcher into her home for two hours to discuss the research subject and answer any questions related to the research or other educational issues.

Finally, the researcher should ensure validity and reliability through careful attention to the ways in which data are collected, analysed and interpreted and the way(s) in which the findings are presented. To ensure interview accuracy, it is important to write up interview notes as soon as possible, and transcribe interviews immediately. In this case, the researcher made detailed notes immediately after every interview with the six head teachers and the other participants, and paid attention to all of the interviewees’ recommendations to ensure good results (Merriam, 2001: 199-200). According to Moll (2003: 145), ‘a study can improve credibility by providing thick, rich, descriptions of the setting, participants, and themes of study’.

#### **4.10.2. Observation and documentary data**

Although a wide range of information and knowledge was yielded by the main method (the interviews), the researcher also used non-participant observation and documentary data, as these were beneficial to the study. Bernard (2006: 344) states that observation ‘puts you where the action is and lets you collect data... any kind of data you want, narratives or numbers’. Marshall and Rossman (1989: 79) define observation as ‘the systematic description of events, behaviours, and artefacts in the social setting chosen for study’. Therefore, the researcher used non-participant observation to enable her to view normal, everyday school life. This method of data collection also provided a clear and

authentic picture of the object under study, and enabled the researcher to identify significant issues that the participants either wished to hide or had forgotten to mention (Kawulich and Barbara, 2005; Ostrower, 1998, 57: 61).

Non-participant observation has a long history in the social and behavioural sciences. It is distinguished from participant observation by the role of the observer and his or her involvement in the research setting. One example of a non-participant observer is an Ofsted inspector: 'he or she is watching the lesson they are in, but they aren't teaching, and they aren't acting as a student. Everyone knows why they are there' (Ostrower, 1998, 57: 61). A significant advantage of non-participant observation is that the researcher can study a situation in its natural context without altering the conditions. However, Parke (2008: 51) notes that non-participant observation has an 'obvious disadvantage': it 'relies on observing behaviour and only observing behaviour'. As the researcher cannot interact with the social processes observed, most of the data collected will be 'qualitative, interpretive and to some extent limited'.

However, the use of other research tools such as documentary analysis enables the researcher to confirm suspicions, interpretations and sometimes even hypotheses (Parke, 2008: 51).

Documents broadly comprise papers, especially official papers that provide more or less direct evidence of decisions, transactions, status, thoughts, debate or actions that relate directly or indirectly to the purpose of a research inquiry (Cohen., 2000: 1988). Documents may be contemporary or historical in nature, and may include either textual or visual data. There are four main methods for collecting information from documents: via mechanical devices, memory, written notes, and pre-determined schedules (Johnson, 1984). At the KPFS schools, the researcher collected important documents in relation to the research problems, aims and questions, along with CDs related to KPFS activities. This brought the researcher closer to achieving an understanding of the research questions, and provided a unique opportunity to comment on, improve and connect with the interview data. The researcher used an audio tape recorder and written notes to collect these data (Strauss and Corbin, 1990; Bell, 1999; Hopkins, 2002; Cohen et al., 2000: 188).

The researcher observed how impressively each KPFS head teacher dealt with her staff and her students' parents. The researcher also attended a typical sports lesson at School A

and two training programmes for teachers' professional development at Schools B and F. In addition, she was invited to attend a breakfast party at School F to celebrate the end of the first semester with the other teachers. There, she noted how much HT F seeks to help others in her school. Meanwhile, other teachers took the opportunity to express their frustration with the heavy KPFS workload. The dissatisfaction of the Arabic-language and numeracy teachers was particularly noticeable. As a result, many of the factors identified as sources of job satisfaction and dissatisfaction were drawn from the researcher's observation inside the school; not all were mentioned during the interviews. The results of the observation are discussed further in the analysis chapter. Moll (2003: 145) described triangulation as the use of 'multiple data sources to search for consistency in information.'

The internal documents provided useful sources of data for the research; the researcher analysed only those documents that contained information relevant to the research subject. All of the documents relevant to the current subject are detailed in Table 4.3.

**Table 4-3 – Documents collected from the KPFS schools**

School	Documents
A	The 2009 cleanest-school award. Notification in a card of receiving first prize in a music competition. The President's award for the most distinguished school in Kuwait, 2010 and 2011. A CD providing information on school activities inside and outside school, such as the following. A typical PE lesson ('how to use the snake ribbon') presented for staff and the parents. A Numeracy Carnival. Materials on international examinations such as the TIMSS. A workshop entitled 'Creative Teaching' given by a lecturer from Kuwait University. Story-telling to activate many values.

<b>B</b>	<p>Materials on highly important decisions made by the MOE.</p> <p>The distinguished school award, 2005 and 2010.</p> <p>CD providing information on many activities inside and outside the schools, such as the following.</p> <p>Students' trip to the 'Rationalisation Water Station'.</p> <p>Workshop for parents and students entitled 'Mental Arithmetic'.</p> <p>Celebrations of 'World Green Day' and 'World Food Day' by planting trees by hand, competitions, exchanging flowers and fruit baskets, and creating brochures to show the importance of the trees to the earth and the importance of healthy food.</p> <p>'Queen of the Class' competition to encourage a sense of responsibility among students.</p>
<b>C</b>	<p>A plan for the training programme entitled 'Fifa: for the game, for the world', held from 26 to 29 Dec. 2011 in School C for the PE teachers.</p> <p>Brochure and instructions concerning the new electronic-book/flash memory system; information on its use, its importance and its advantages and disadvantages for both parents and students.</p> <p>Cards of appreciation and recognition from Islamic and PE supervisors, and one acknowledging the head teacher's contribution to the Global Youth Service.</p> <p>Photographs in electronic format of activities held inside and outside school C:</p> <p>Presentations on the 'Hajj Pillar' and the 'Post Man' in assembly.</p> <p>Scientific workshops hosted by visiting specialists in fields such as sign language and microscopy.</p> <p>Documentation of the head teacher's annual meeting with her staff to explain future school strategies.</p> <p>Materials on assembly topics activating many values; for example, 'why I love my school' and 'I love learning through painting'</p> <p>Celebration of worldwide events such as 'World Teachers' Day', 'World Food Day' and 'World Green Day'.</p> <p>Student sporting activities, such as a 'best hats' competition, a sports day, and support for the Kuwaiti football team.</p>
<b>D</b>	<p>Six copies of appreciation cards sent to the head teacher from members of the community: a parent, a student, a music teacher, a dental clinician and the area supermarket.</p> <p>Information on a CD on school activities such as the following.</p> <p>A 'students' lunch' day.</p> <p>A 'grandmother' day.</p> <p>Professional training sessions on the KPFS project, methods of punishment and appraisal, strategic planning and the role of faith in evaluating students.</p>
<b>E</b>	<p>Information on a CD covering all of the awards received and activities provided by School E, such as the following.</p> <p>The school was awarded first prize in a volleyball competition.</p> <p>The school celebrates the first day of every academic year, in addition to celebrations of fruit, teachers, nature, the <i>Hajj</i> and various festivals.</p> <p>The school activates many values, such as cleanliness (via a cleanest-class competition), self-confidence, righteousness, charity and honesty, in morning assemblies, and encourages staff and students to pray.</p> <p>Trips to the Kuwait National Football Gym and the Kuwait Scientific Centre are</p>

	<p>encouraged.</p> <p>Workshop held on performing well in exams.</p> <p>Recycling activities encouraged.</p> <p>Presentation of a typical numeracy lesson.</p>
<b>F</b>	<p>Four copies of appreciation and recognition cards received by the head teacher: a card from the Kuwait Oil Company in gratitude for the school's contribution to the 2011 Clean up Arabia campaign, and three from teachers and students to congratulate the head teacher on the school's celebration of the Eid festival.</p> <p>Feedback and suggestions for reducing untimeliness among students.</p> <p>Information in CD format on two kinds of workshop, involving leisure activities and educational activities, respectively. The subjects included advice for exam management, 'what is Twitter?', 'learning through playing', origami and glass painting for teachers, 'how to present a good worksheet in maths', Arabic cultural week, 'flash memory', Monday sports activities, a 'green' week, instructions on using the school library, and a bank of science questions for Grade Four and Grade Five students.</p> <p>A CD provided information on the school's 'values week', which involved many activities in assembly, such as making cards, drama, story-telling, songs and competitions. These activities enhanced the values of self-confidence, trustworthiness, providing a good example, willingness to undertake voluntary work, righteousness and charity, filial love, loyalty, cleanliness, and the expression of gratitude to others.</p> <p>Documents on meetings and photos of the school's trophies.</p>

The use of non-participant observation and documentary data in addition to interviews was expected to increase the reliability and validity of the study's findings. Some of the documents collected referred explicitly to the topic of job satisfaction and the overall KPFS project, such as CDs explaining KPFS activities and copies of appreciation and thank-you cards to head teachers from supervisors, parents, students and staff.

Field notes proved very useful in organising the data for each school; for example, coding schools' names by letters, dating interviews, and describing the researcher's feelings about each school involved in the KPFS project. To summarise, all of the transcripts prepared during the course of this research cover the research problem, the research questions and the findings of the literature review. They take the form of written field notes, supporting documents, audio-taped recordings of two of the interviews, and visual data (CDs) (Strauss, and Corbin, 1990).

#### **4.11. Pilot study**

Yin (1994: 74) and Seidman (1998: 33) highlight the importance of piloting the case study and the interview design. A 'pilot venture' allows a researcher to determine whether the

planned research structure is suitable for the study. In addition, the piloting process makes researchers familiar with some of the practical issues involved in carrying out the research, such as gaining access to participants, making contact and conducting interviews. Yin notes that a 'pilot case study helps investigators to refine their data collection plans with respect to both the content of the data and the procedures to be followed' (p. 74). Yin states that pilot data provide substantial insight into the basic issues under study. At the end of the piloting process, researchers can reflect on their experience with their supervisors or doctoral colleagues and revise the research approach based on what they have learned. A pilot study is a significant means of ensuring the quality and suitability of the research procedure before real data are collected, and allows the researcher to make changes and improvements (Al-Ansari, 1995).

The researcher's supervisor advised that a pilot study be used to enable the researcher to practise her interview schedule and techniques. In the current case, it was unsuitable to carry out a pilot study with one of the chosen six KPFS head teachers, as the interviewee would not then have had new information to discuss with the researcher during the main case studies. Therefore, the researcher conducted one pilot study with a newly retired head teacher in Kuwait to gain new interview skills and strengthen her confidence for the 'real' interviews; and also to determine how much time would be spent in each interview, and whether any improvements could be made to the questions. The researcher also made appointments with two more head teachers to practise her questions with them; unfortunately, these meetings were cancelled due to emergency circumstances.

This pilot study was conducted on 18 December 2011 at the retired head teacher's home. The head teacher was very happy to see the researcher, and asked her which teacher had recommended making this appointment. The teacher in question was a PhD student at the University of Winchester, who had been one of the staff members managed by the retired head teacher in Kuwait. The interview started at 1 pm, when the interviewee began discussing the reasons for her retirement. Full attention was given: the researcher did not interrupt her until she had finished talking. The interviewee was very pleased that despite having left her job three years ago, somebody was prepared to listen to her.

This pilot study was very important, for a number of reasons. It enhanced the researcher's interview techniques, such as concentration, eye contact, self-confidence in asking questions, patience in waiting for answers, and above all, simple enjoyment of listening,

which is very important to the quality of the interviews. The retired head teacher advised the researcher to make an appointment with each KPFS head teacher, or even to visit them, before conducting the real interviews. The head teacher also suggested combining three proposed questions on the interview schedule in one question, in order to save time and enable broader responses. To ensure that the interviews were not too great a time burden for the head teachers, the pilot interviewee advised the researcher to use the twenty prompt questions, developed from her review of similar research into the area of job satisfaction, only if necessary.

In sum, this pilot study was very useful: it increased the researcher's ability to document important information should any respondent refuse to record their responses, and provided an opportunity to modify the questions.

#### **4.12. Ethical issues**

The researcher already possessed background knowledge on ethical considerations, due to her experience of working as a researcher in the MoE, her prior access to many Kuwaiti schools, and her Master's degree in education from the University of Southampton. Drawing on this knowledge, she took the following steps. At the beginning of the project, the researcher put together an ethical issues form; this was revised on three subsequent occasions with her supervisor's assistance, in order to ensure the participants' privacy.

The researcher then obtained a letter from her supervisor giving her permission to collect data over the given period of time. This letter was sent to the Kuwaiti Cultural Bureau in London, who in turn provided a letter for the Kuwaiti MoE that confirmed that the researcher was a PhD student who needed to collect data from six schools in the districts of Hawalli, Mubarak-Alkabeer, and Al-Asemah. Next, the researcher travelled to the Research and Curriculum Centre overseen by the MoE to gain further permission. She then visited the three districts separately to obtain an open letter for each KPFS. Three days were spent securing all of the letters of permission. This was vital, as no researcher is welcomed into a school without such written confirmations of permission.

The researcher confirmed with the MoE that the six head teachers involved in the KPFS project were available for interview. However, the researcher also noted that both HT B and HT F (who had 35 years' experience as a teacher and head teacher respectively in Kuwait's non-KPFS schools) had only recently joined the project. The researcher notified

the MoE that if any of the six head teachers were to refuse to participate or withdraw at any time, the researcher would require the MoE's permission to interview the previous HTs of School B and School F, who had worked on the project from its inception in 2007 to 2010. However, the newly appointed KPFS head teachers were still welcome to take part in the research.

The researcher presented the permission letter and participant sheets to each school, and allowed the interviewees to ask any questions related to the subject. As Cohen et al. (2007: 76) state, 'the purpose and procedures of the research should be fully explained to the subjects at the outset'. The researcher reassured the participants that their anonymity would be protected, and provided assurances that none of the interview questions were likely to cause psychological harm.

The researcher respected the preference of most of the interviewees that notes be taken in interview rather than taping their voices. However, two of the participants did give their permission for taping to occur. Both the permission letter and the information sheets are provided in the appendices.

#### **4.13. Data analysis**

This study was conducted in the State of Kuwait. As Kuwait's national language is Arabic, the researcher translated the interview questions from English into Arabic. These were presented to a retired head teacher during the pilot study to ensure that they had been accurately translated and retained their original meaning. The researcher examined processes for interpreting and representing data: such as how transcription should take place and what should be transcribed (everything or only particular aspects?). One goal of data analysis is to reduce the data set by producing summaries, abstracting, coding and memo-ing. In collating the researcher's initial thoughts, memo-ing provides the researcher with a critical bridge between the interviews and the creation of codes and categories. Using memos enables the researcher to summarise the process of data analysis and note possible interpretations of the data. Subsequently, the researcher has to analyse the data and develop interpretations of its meaning (Strauss and Corbin, 1990).

To ensure close links with the data collected, the researcher intended to carry out direct data analysis immediately after each interview, to prevent her from forgetting any important information or points noted during the interview. While collecting the data, the

researcher was entirely focused on every idea and opinion elicited from the participants. In addition to using an audio tape recorder with two of the interviewees, written notes were taken directly as soon as interesting and relevant ideas, experiences, views and opinions emerged. The interviews were analysed thematically in accordance with the research questions and guided by the literature review.

First, codes were used to identify the themes. According to Kerlinger (1970; cited in Cohen et al., 2007: 369), coding is ‘the translation of question responses and respondent information to specific categories for the purpose of analysis’. The resulting codes were grouped into seven themes. Miles and Huberman (1994) suggest twelve ‘tactics’ for generating meaning from transcribed and interview data, one of which is noting patterns and themes. Next, the researcher organised the themes into sub-themes (Smith et al., 1999). Miles and Huberman (1994) identify the establishment of theoretical coherence in the transcribed/interview as the final step in the coding process. In the current study, each code identified provided a major connection between the process of data collection and the development of an initial theory to explain the data. As most studies in the field of job satisfaction are based on quantitative analysis, as discussed above, the researcher reviewed the three available qualitative studies (Al-Hazmi, 2010; Al-Fahad, 2009; Al-zaidi, 2007), and sought to develop her own approach based on the following: Cohen et al. (2007), Kerlinger (1970), Mile and Huberman (1994), Smith et al. (1999) and Strauss and Corbin (1990). Two of the interviews were transcribed immediately, because the majority of the interviewees had refused to allow audio recordings to be made. The schools were coded as A, B, C, D, E, and F, and each of the transcriptions was given a separate file. These files, together with the CDs, documents, notes and observation data from each school, were kept in separate bags. The school activities presented on the CDs were analysed in separate notebooks. The data collected during each interview included information on the interviewee’s job, the date, the location, the interviewee’s economic status and the name of the school. The next step was to transcribe the most important information for each school and code themes in this information with individual letters; each transcription was saved in both languages on the researcher’s computer. This step was a very helpful means of familiarising the researcher with the data generated.

The next step was to read all of the interviews many times. During this process and the process of transcription, the researcher highlighted any sentences or paragraphs of the

interviews that offered new ideas, with a column on the opposite page for open coding. Next, all of the ideas taken from the interviews were listed on a separate page, allowing the researcher to compare and supplement the interview findings – and thus enhance their validity – with data collected from non-participant observation, documents, field notes and the KPFS CDs.

For example, when examining the three interviews conducted at School F, the researcher discovered that the head teacher, deputy head and head of department all talked about staff shortages and heavy workloads. Two main themes therefore emerged, and their validity was enhanced by a comparison of the data with non-observational notes, CDs, and documents.

The researcher attended a breakfast party with the teachers at School F to celebrate the end of the first semester. At the party, a group of teachers took the opportunity to express their frustration with the heavy workload experienced by female KPFS science teachers; they commented on the visual CDs used in School F and the multiple activities organised by the science teachers alongside their classes (e.g. maths programmes, sessions on learning through play and how to present a good maths worksheet, ‘Green Week’ and the creation of a science question bank for Grades Four and Five). The researcher returned to the documents provided by HT F to revisit her request to the MoE to increase the number of science teachers at School F, and connected this request with HT F’s suggestion that more courses were provided in science teaching for graduates of Kuwait University. The researcher also noted HT F’s physical signs of dissatisfaction when describing her uncertainty that the MoE would provide more administrative staff and science teachers over the following year. Therefore, many of the factors pertaining to job satisfaction and dissatisfaction mentioned in the interviews were supported by the researcher’s observations inside schools and examined by triangulation and transcription analysis.

By repeatedly listening to, reading and thinking about the responses received and observations made, the researcher became familiar with the data, enabling her to identify any inherent biases and determine a standpoint. She also returned to her research questions, themes, and concepts to assess the analytical rationale. The researcher finished the coding after reaching saturation point. During and after the coding process, the researcher looked for connections between the codes. She started with themes, then identified sub-themes and any relationships between them. Once the remainder of the

interviews were completed, a total of seven themes had been identified, as well as many sub-themes. This process was undertaken for each school to establish a central connection between data processing and the development of an emergent theory. Finally, the factors associated with satisfaction and dissatisfaction in each school were identified, and tables were constructed for the six schools to cover the key factors influencing satisfaction, along with the main activities and contributions of the head teachers (see Figure 4.2: Analysis procedures).

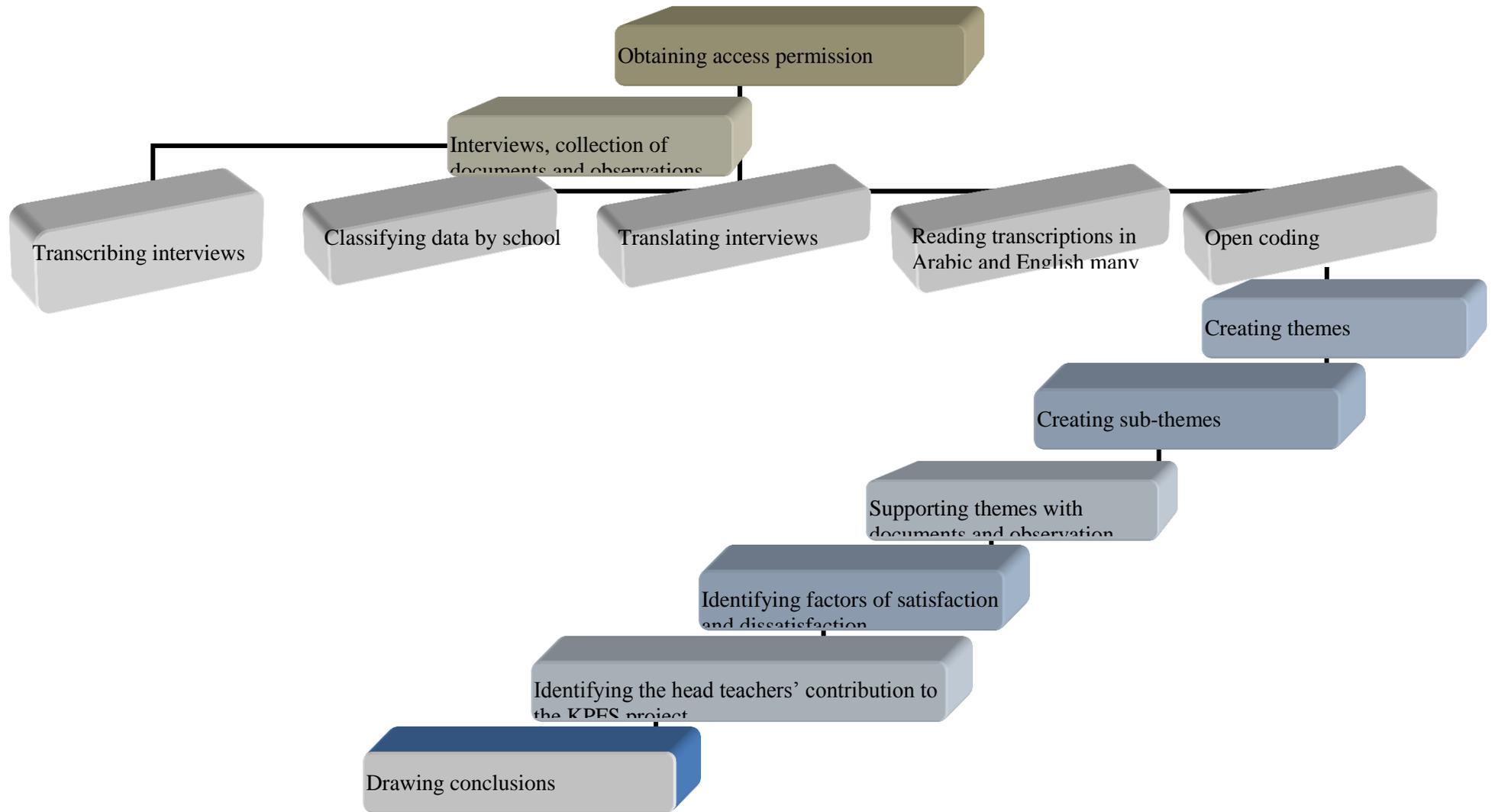


Figure 4.2. Analysis procedures

#### **4.14. Conclusion**

The aim of this research was to explore the job satisfaction of head teachers involved in the Kuwait Primary Future Schools project in three districts of Kuwait City, and the impact of their role on the progress of the project. The researcher used the interpretive paradigm to attain a good understanding of the term ‘job satisfaction’, and selected an appropriate methodology after in-depth analysis of the concept under investigation, the roles of head teachers, the research objectives and the research questions (Jupp, 2006).

The philosophical approach to the study was interpretive; the researcher clarified the epistemological assumptions that directly influenced the methodology and methods used. A qualitative approach was deemed most suitable, and the chosen research strategy was intrinsic, descriptive and based on multiple case studies.

The study population was drawn from the six schools participating in the KPFS project. The focal interviewees were six female head teachers, but the researcher conducted interviews with other staff members (detailed in Section 4:9). Three methods were used to obtain the data. Semi-structured interviews were considered most appropriate for use as the main method, with supplementary data obtained from the analysis of documentation (CDs and brochures) and observations (note-taking). The next chapter sets out the research findings.

## Chapter 5. Findings

This chapter provides a detailed description and analysis of the qualitative data collected from the case-study interviews. The themes that emerge, and their associated sub-themes, are also discussed. Finally, conclusions are drawn and recommendations are made.

The chapter begins with an analysis of descriptive data on the general atmosphere in each of the six schools, collected from the researcher's field notes on her non-participant observations and the documents and CDs provided by the schools. Tables 5-1, 5-2, 5-3, 5-4, 5-5 and 5-6 show how the researcher analysed and triangulated the information generated from the interviews with the six head teachers, and connected the findings of the three data-collection methods to produce conclusions and recommendations.

### 5.1. Research position

The tables below clearly depict the general atmosphere of the schools, as well as the number of interviews conducted and the time spent by the researcher with each of the six KPFS head teachers. To protect the participants' identity, this study does not reveal the name of any school or any head teacher. The letters A, B, C, D, E and F are used to represent the schools. 'HT' denotes 'head teacher'. The researcher spent three days in School A and interviewed its HT for one hour in her office. Two days were spent in School B, during which HT B was interviewed for three hours in her office. Two days were spent in School C, where HT C was interviewed for around one hour and thirty minutes. Another two days were spent in School D; the researcher interviewed HT D for one hour in her office. Two days were spent in School E, and HT E was interviewed for two hours and thirty minutes. The researcher spent two days at the last school, School F, and interviewed the HT for four hours. **Table 5 1 - Description of the general atmosphere derived from the non-participant observation and document analysis: School A**

The school had been recently built, and was clean. The playgrounds, toilets, drinking-water areas, canteen, theatre and head teacher's office were all tidy. There was one data projector for the whole school (which teachers, heads of departments, the head teacher or visiting lecturers could use to present lesson, training sessions or lectures), and a shortage of smart boards. Three workshops were held during the researcher's visit.

As shown in Table 5-1, School A was clean and tidy: the result of efforts made by the head teacher, as described in Table 5-8. Notably, this reflects the emphasis placed by HT A in interview on the need for self-actualisation within Islamic thinking; all achievements, however small (such as a clean and tidy environment) are regarded as having their own value and importance. Tables 5-8 and 5-1 reveal a clear pattern in HT A's frustration with her school's lack of facilities and training programmes. Although the researcher attended three workshops at School A, it was clear that these were not sufficient to fully equip the school's staff. HT A was demotivated by her lack of power and the uncooperativeness of the MoE, whose representatives ignored her demands. The results of the current study suggest that the introduction of innovative programmes to enhance teachers' skills is likely to increase head teachers' satisfaction, because more skilled teachers produce better learner outcomes and thus improve schools' progress overall (Hargreaves, 2009; Muijs et al., 2010).

**Table 5-1 Description of the general atmosphere derived from the non-participant observation and document analysis: School B**

<p>The school had been recently built, and was clean. The students in Grades 1, 2 and 3 were absent due to the half-term holiday, while Grades 4 and 5 were in school preparing for examinations. The school's walls were covered with colourful artwork. The school received the MoE's award for most distinguished school in 2005 and 2010. Only one data projector was available for use by the whole school. There was a shortage of smart boards.</p>
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As described in Table 5-2, School B was clean and tidy, again reflecting the head teacher's success in leading the school, as mentioned in Table 5-9. During a tour of the school, the researcher saw further signs of the head teacher's achievement on the school's walls, which were covered with colourful artwork. In addition, the researcher noticed the thank-you cards in HT B's office from the parents supporting her efforts within and outside the school. This reflects the good relationship that HT B has developed with her students' parents, as described in Table 5-9. The materials on the school provided in CD format also revealed that School B had received the MoE's award for most distinguished school in 2005 and 2010 (see Table 4-3/School B). These forms of recognition may explain HT B's motivation and eagerness to develop her school. However, as shown in Table 5-9, the lack of facilities demotivated HT B and thus decreased her satisfaction. The researcher

observed that only one data projector was available for use by the whole school, and that ‘smart boards’ were lacking. This evidence suggests that the MoE should motivate head teacher B by providing her with the facilities and equipment her school needs. This enhanced motivation would increase her efficiency and thus her job satisfaction (Al-Fahad, 2009; Dawson, 2008).

**Table 5-2 - Description of the general atmosphere derived from the non-participant observation and document analysis: School C**

School C is a new building located in a new area. It was tidy and equipped with smart boards. Many motivational techniques were visible, such as 1) a hall for two kinds of exhibition - permanent and temporary; 2) a large photograph of distinguished students hung at the school entrance, which is changed every year; 3)

A special room for students with good grades to practice any activities they wished during a ‘golden time’. The researcher found a unique ‘documentation room’, not present at any of the other KPFS schools, which contained eight documents regarding the school’s activities and plans. There was a training programme for sport teachers entitled ‘Fifa: for the game, for the ball’ was implemented at a multi-sport theatre.

It is clear from Table 5-10 and Table 5-3 that compared with the other 5 KPFS schools, School C scored more highly for sources of satisfaction than dissatisfaction. The results shown in Table 5-3 suggest that HT C was satisfied with the school’s facilities, perhaps due to its numerous smart boards provided by members of the community. These boards may also explain why this school was better than the rest, and they certainly reflect the vital role of the head teacher’s communication with parents. The school’s success may also be due to HT C’s MA in leadership and management from the University of Kuwait. In addition, the researcher observed that HT C was consistently keen to develop herself, and motivated to proactively enhance her students’ academic attainment. The results of the researcher’s observation and document analysis suggest that HT C’s own achievements and her students’ attainment were substantially responsible for her job satisfaction.

Table 5-3 displays many of the motivational techniques used by HT C to enhance students’ achievement, such as a ‘golden room’ for distinguished students, a room containing documents on all of the school’s activities, permanent and temporary exhibitions for students’ art works, and a large board displaying photographs of distinguished students hung at the school entrance.

The researcher attended a training programme for sports teachers, entitled ‘Fifa: for the game, for the ball’, as mentioned in Table 5-3. However, a lack of training programmes was found to be a source of dissatisfaction for HT C, as mentioned in Table 5-10. HT C did not receive enough training sessions from the educational administration to train her staff. The consequent dissatisfaction of her teachers and heads of department may have placed HT C under particular pressure to increase her calls for more programmes from the MoE, and the MoE’s typical neglect of such requests may have forced HT C to arrange extra in-school training, thus increasing her workload. This finding is consistent with Herzberg’s classification of training programmes as a source of dissatisfaction.

**Table 5-3 - Description of the general atmosphere derived from the non-participant observation and document analysis: School D**

School D was newly built, but large student numbers had caused shortages in classrooms, laboratories, toilets, and smart boards. At the end of the school day, the entrance was full of students waiting for their parents to collect them. The HT’s office displayed a photograph of talented and gifted students wearing the uniforms of their future jobs. During the researcher’s visit, there was a gymnastics competition for X district schools held at School D. School D had 800 students in total: the highest of any KPFS school.

It is clear from Table 5-4 that HT D was dissatisfied with many aspects of her school, such as facilities and student numbers. Although School D was a new building, it lacked classrooms, laboratories, toilets, and smart boards, which failed to meet the needs of its 800 students. The qualitative data suggest that giving HT D the authority to reduce student numbers in her school or change the school’s student-acceptance policy would solve many problems, as she is currently forced by the unclear decisions of the MoE to accept excessive numbers of students.

An increase in student numbers and consequent lack of facilities are likely to cause dissatisfaction among teachers, increasing the rate of turnover. Head teachers may in turn be demotivated by the stressful obligation to search for alternatives. However, the researcher observed that HT D stayed on past the end of the school day to wait for the last students to be collected by their parents. This suggested that HT D took full responsibility for caring for her students. The qualitative data clearly show that HTD was satisfied with others’ recognition of her achievements. The researcher noticed many cards addressed to

HT D from her students (Table 4:3), expressing gratitude for her commitment to the job and her promotion of outstanding students (using techniques such as photographs, as described in Table 5-4). In addition, HT D was proud of her achievements; she explained to the researcher, for example, that she received '*a kind of recognition for my role; my school was chosen from X district to host a gymnastics competition*'.

This evidence indicates that effective school leadership is based on certain principles. Notably, HT D emphasised two factors throughout her educational work: first, the need to enhance students' learning achievements; and second, the possibility of instilling in the children a love of learning. These measures in turn promote lifelong learning and encourage students to engage in post-compulsory education (Rosenbusch, 1997; cited in Huber, 2004). However, obstacles such as insufficient facilities and excessive student numbers must be removed.

**Table 5-4 - Description of the general atmosphere derived from the non-participant observation and document analysis: School E**

School E was forty years old (a very old building). Only one playground was available for activities: two dangerous ones had been closed. The smart boards had been paid for by the head teacher and students' parents. The students seemed to have self-confidence and were very active. The head teacher identified each student by his name. The school was chosen to host the Kuwaiti Parliament election on 2 February 2012.

The results displayed in Table 5-5 and Table 5-12 reflect HT E's dissatisfaction regarding many factors, such as budget, facilities and maintenance. The school was chosen to hold Kuwait's parliamentary election on 2 February 2012, which was expected to disrupt the HT E's activities at school. While giving the researcher a tour of the school, she described 'the extra work involved with equipping the classrooms and the multi-purpose hall to be used for elections day'. However, HT E was able to turn this obstacle into an advantage by striking a deal with the Kuwaiti Parliament: in return for taking over her school, they would provide her with some much-needed school equipment. The qualitative data indicate that HT E was satisfied with her students' educational level. She believed that job satisfaction depends on the love one feels for one's profession. HT E stated during the tour of the school that 'with love, I can develop the educational level of my students'. As a result, the students seemed self-confident and proactive. These findings seem to support

Hallinger and Heck's (1980-1998; cited in Leithwood et al., 2008) argument that the combined direct and indirect effects of leadership on pupil outcomes are small but educationally significant. It is clear, therefore, that school leaders such as HT E can significantly impact a school's level of achievement, but that the dissatisfaction factors mentioned above must also be reduced or resolved.

**Table 5-5 - Description of the general atmosphere derived from the non-participant observation and document analysis: School F**

Although School F was a new building, two dangerous open areas were closed, with no student access permitted, due to uncovered electricity wires and eroded play areas. There was a clear lack of facilities such as playgrounds, smart boards and laboratories; and there was only one small canteen. The students' parents were well-educated, and their involvement in the school was important, such as helping to paint the school walls.

Table 5-6 summarises the observations made by the researcher during a tour of the school given by HT F. It is clear from Table 5-13 and Table 5-6 that HT F has many sources of job dissatisfaction, such as a lack of facilities and maintenance. The inadequacy of the facilities was obvious: there were few playgrounds, smart boards or laboratories, and only one small canteen, along with an eroded play area. However, the qualitative data suggest that HT F is satisfied by her achievements, her direct and indirect motivational methods, and her social relationships, as shown in Table 5-13. Table 5-6 confirms that HT F's achievements contribute to her job satisfaction. For instance, she has managed to secure extensive parental involvement, as described below.

*'Parents' cooperation with me is motivating and valuable. I have invited them to contribute to the decision-making process, such as decisions on painting the school walls, which they did with the help of their children rather than having to pay for a professional painting service...This was greatly appreciated, as it increased loyalty to the school'.*

In summary, the best way of recognising HT F's achievements is to give her the authority to innovate and develop her school. Educational decentralisation may contribute to her satisfaction, as it offers a solution to many common causes of demotivation in schools.

## **5.2. Findings derived from head teachers' interviews, non-participant observation, and document analysis**

The researcher manually analysed the data that emerged from the semi-structured interviews (as explained in the methodology chapter) to clarify major themes and sub-themes relating to the factors influencing job satisfaction and dissatisfaction, and the main contributions of the six head teachers to the development of the KPFS project.

The findings of the interviews, the non-participant observation, and the analysis of school documents and CDs suggested that the participants' perceptions of their job satisfaction could be classified into seven major themes, each with a number of sub-themes. The contribution of the female KPFS head teachers to the project is set out at the end of this chapter.

## **5.3. Interview questions**

During the interviews, seven main questions were asked of each head teacher. It is vital to illustrate the extent to which the KPFS head teachers agreed with the researcher's definition of job satisfaction before analysing the major themes and sub-themes that emerged from the interviews (see appendices).

## **5.4. Job satisfaction as defined by the six head teachers**

All six respondents had similar opinions of the concepts of job satisfaction and motivation. The interviewees identified innovation, development creativity, productivity, overcoming obstacles, motivation, enthusiasm, comfort and professional development as some of the basic components of a school's success, which are essential to the enhancement of job satisfaction.

The HT of School A defined job satisfaction as follows.

*'For me, it means striving to innovate, develop, and use the most recent applications; accordingly, my school has moved from the mainstream primary system to the system of the future. I was chosen to participate in this project, alongside several other head teachers, due to the competence I had exhibited. The Director General of X educational district informed me that I was the best of all, which was certainly morally motivating and inspirational.'*

However, HT B made the following remarks:

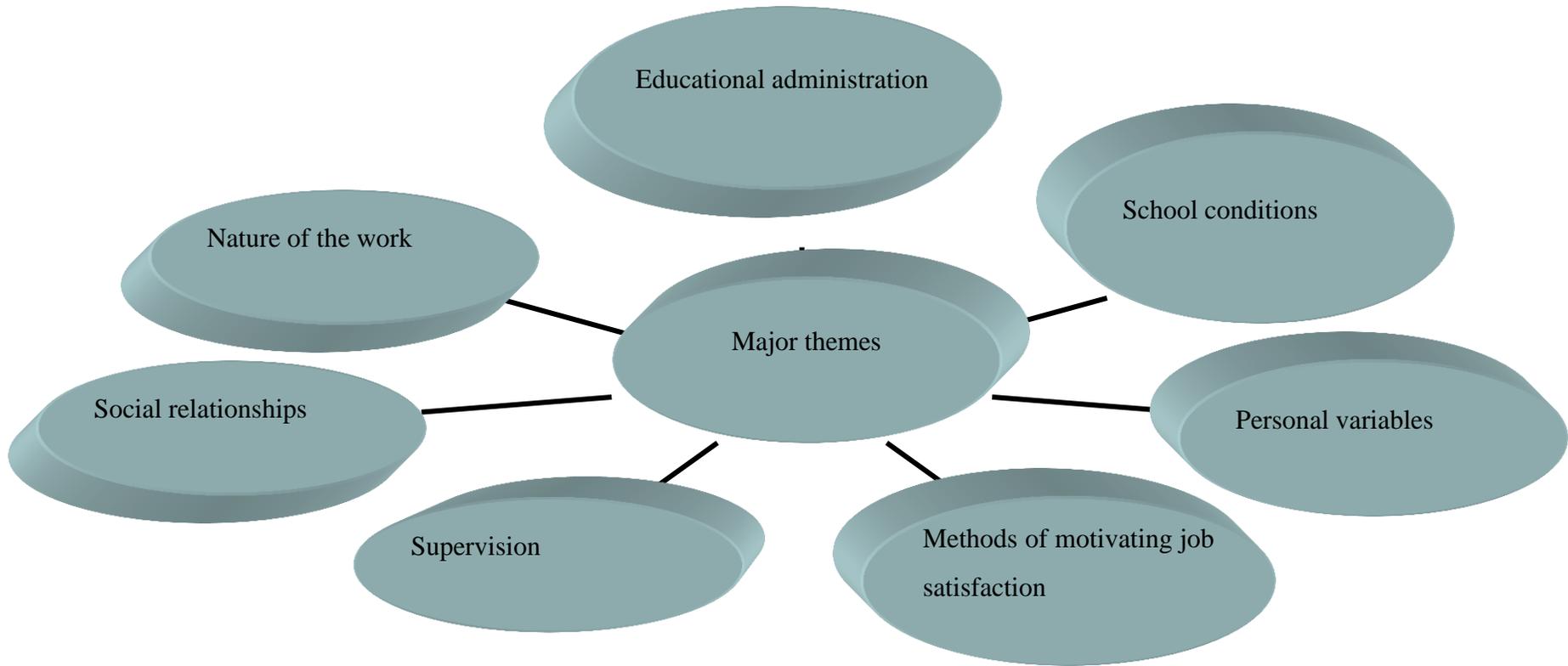
*'Job satisfaction is crucial as it represents the extent to which employees are satisfied with their managers and thus feel that no injustice exists in the workplace, which in turn generates contentment and creativity. To illustrate this, one of the teaching staff lives in a district far away from the school; however, this inconvenience does not cause her any job dissatisfaction, as she feels psychologically comfortable with us.'*

Some differences can be discerned between the two viewpoints. HT A seemed more focused on innovation, change and external validation, while HT B appeared to equate job satisfaction with staff happiness. HT F, meanwhile, connected job-satisfaction factors with the reduction of problems and obstacles, as follows:

*'Job satisfaction is about being pleased with everything that happens in my school in terms of students, teachers and parents... This elicits a sense of creativity and productivity, but obstacles must be reduced in my school.'*

Significantly, HT D supported HT F's argument that job satisfaction cannot be acquired until all obstacles are removed:

*'If I am totally convinced by the project, I will be fully satisfied at work. Job satisfaction should be the first priority to achieve total quality in education and help to overcome any obstacles.'*



**Figure 5.1: Seven major themes to emerge from the female KPFS head teachers' interviews**

It is clear that all of the head teachers explicitly approved of and endorsed motivational methods, which can be divided into direct/extrinsic methods (rewards, recognition, promotion and certificates) and intrinsic methods (emotional support, affection and appreciation, encouragement, loving and helping students). They evidently believed that these kinds of technique help to encourage and motivate their staff and students, making them feel important and valuable to their schools. This is significant given the findings of Herzberg et al. (1957), who demonstrate that although the relationship between job satisfaction and job performance is not absolute, positive attitudes may increase productivity. This was clearly demonstrated by HT C, as follows:

*'Financial and emotional satisfaction [direct and indirect motivational techniques] motivate me to seek professional development.'*

HT E believed that job satisfaction is equal to love of the profession; she commented that love encourages individuals to create their own goals. In her case, these goals involved developing the education levels of her students, as described below.

*'I wish to have a school full of high-performing students: very fluent speakers and initiative takers... I cherish every moment of my profession, and I am extremely keen on my job as a head teacher... This is the best I ever wanted to be... My love for my 300 students encourages me to learn all of their names.'*

The KPFS head teachers clearly agreed with Spector (1997: 2-3) and Smith et al. (1969) that job satisfaction can be defined as 'how people feel about their jobs and different aspects of their jobs'. In addition, HT A and HT C agreed that motivation is an important step in achieving job satisfaction. As Mullins (1999) states, satisfaction is determined by the rewards (financial or emotional) actually received by an individual; what the individual believes *should* have been received; and the standard of the performance given. Therefore, the KPFS head teachers regarded motivation as very important to their careers, enabling them to perform at a high level and thus achieve satisfaction. Ololube's (2006) findings also indicate that motivation is related to job satisfaction, supporting the argument made by HT A, HT C, and the researcher herself (Al-Fahad, 2009) that motivation is essential to employees' job satisfaction.

*'The more encouragement teachers received from the head teacher, the greater their desire to perform well throughout the academic year. A motivational head teacher encourages teachers to love their job, give their best performance and stay in the job'. (Al-Fahad, 2009: 79).*

Similarly, Ololube acknowledges that job satisfaction is part of the motivational process. However, he also argues that a highly motivated employee may be dissatisfied with some aspects of his or her job. HT D is a good example, as shown below.

*'Not every successful employee is a motivated one, I love my job and I am successful, but I am not fully satisfied because of the shortages in my school.'*

Consequently, the KPFS head teachers described their attempts to maximise their own and other staff members' motivation by removing obstacles to job satisfaction. The head teachers were enthusiastic about developing and extending the project to realise one of the goals of Kuwait's 2005-2025 Future Visions programme; they expressed their deepest hopes that the MoE will overcome the obstacles still facing the KPFS project and reduce sources of demotivation and dissatisfaction by the following means.

1) The MoE should carefully examine and clarify decisions before implementing them. 2) The head teachers should be given more authority under the umbrella of the Kuwait MoE to avoid favouritism (*al-wastah*). 3) The links between KPFS schools and the MoE should be strengthened to ensure their cooperation; for example, through electronic networks. 4) The MoE should work to meet KPFS schools' needs, such as building more classrooms to accommodate increasing student numbers and providing teachers with places to stay, bringing in specialists to activate networks inside and between the schools, and equipping classes with 'smart' boards to activate e-learning. 5) Teachers' workload should be reduced, as this is a significant cause of head teachers' job dissatisfaction; due to their heavy workloads, many teachers transfer with little warning to non-KPFS primary schools in which teachers are given similar incentives but fewer tasks. 6) Training programmes for both administrative staff and teachers should be provided; in particular, the head teachers emphasised the need for comprehensive training sessions for arts and science teachers, who are required by the KPFS scheme to teach more than one subject (unlike teachers in non-KPFS primary schools).

The KPFS head teachers expect these improvements to help expand the project to cover all six districts of Kuwait and thereby maximise the project's educational benefits, in line with Kuwait's Future Visions for 2025.

The following sections analyse the themes listed above, along with their sub-themes, in greater detail.

## **5.5. The first major theme: educational administration**

Educational administration was the first major job satisfaction theme reported by all of the respondents (and emphasised in particular by the head teachers). It comprised five sub-themes causing dissatisfaction, namely unclear and rushed decisions, centralisation, a lack of cooperation, inadequate training programmes and insufficient funding. These sub-themes are clarified below with quotations from the head teachers and other respondents.

### **5.5.1. *Unclear and rushed decisions***

The six head teachers expressed their resentment and confusion regarding the implementation of decisions on matters such as daily school meals, the flash-memory system (implemented hastily at the beginning of 2011) and other administrative subjects. The KPFS head teachers spoke of the harmful effects of these kinds of regulations on their job satisfaction.

*'I have to admit frankly that the school equipment does not meet our requirements, because the committee overseeing the project was cancelled during the tenure of the previous minister in 2008, who was not convinced of the benefits of the project. The Ministry's decisions lack proper planning and are thus clumsy and over-hasty. There is also no commitment to Kuwait's Future Visions for 2025. If there had been adequate planning, we would not have ended up with such hasty decisions. Every new strategy takes time to prepare and announce, and suitable conditions and standards must be established for its implementation.'* (HT E)

*'There is conflict between the decisions of the Ministry...let me give you an example... on the one hand, there is a decision specifying that I cannot allow students into my school unless they show me their ID card or a parent's ID card. This is opposed on the other hand by the decision that students cannot be admitted unless they provide both cards...'* (HT D)

*'There are promises to reduce the increasing workload of literacy teachers by separating Islamic subjects next year and bringing in more administrative staff to help teachers with printing and copying lesson plans and worksheets... but we are not sure of the seriousness of these decisions'* (HT, F).

The deputy head of School F supported her head teacher's views on the inconsistencies of the MoE's decisions: 'the school schedules that I prepare each year are not fixed, due to instability and inconsistency among teachers, who suddenly decide to leave because of rushed and unclear decisions from the MoE, which make them feel demotivated, and therefore I and my... head teacher too.... become dissatisfied'.

HT F held a celebratory event for her staff to acknowledge their successful efforts throughout the year and their safe return from the *Hajj* pilgrimage, one of the five main pillars of Islam. When asked why she chose not to tell her staff at this event about the educational administration's recent decisions, HT F answered as follows: 'I was not sure that these decisions would still be implemented in the following year'.

*'The Education Ministry's binding decisions diminish the role of the HT in making the decisions that she knows are appropriate.'* (HT, A)

Significantly, all of the KPFS head teachers noted that the Kuwaiti Minister of Education changes with each new government, and that each new minister implements his or her own plans and decisions that may impact positively or negatively on the educational process, and thus on job satisfaction. HT C was particularly vocal on this point. The researcher noticed the resentment on HT C's face when she described being 'surprised and demotivated by the sudden binding decision of the Minister of Education [to cease support for the project] between 2008 and 2010'.

The head teachers explained that the flash-memory/e-book project initiated in 2010/2011 was intended to remove the burden of students' heavy school bags by encompassing the school's whole curriculum in a flash-memory file. However, this format prevented students from doing their homework, or indeed any other task, within it. Students could only benefit by photocopying paperwork; therefore, the staff all concurred that the project was a waste of the time, money, and effort taken to train students and parents in its use. The interviewees agreed that the MoE should have examined this plan more carefully before implementing it.

*'The absence of ministerial planning, rash decisions by senior leadership and a lack of strategic coordination do not serve the educational process, and can place unnecessary pressure on the school administration, teachers and students. For example, the flash-memory system implemented this year is no substitute for books. It has a number of shortcomings, such as its failure to function during blackouts or power cuts. In addition, students should not forget how to handle and use books. Some of the flash-memory drives provided by the Ministry do not work, and others contain a virus; not all students have personal computers; and... some students may suffer from visual impairment.'* (HT B)

Speaking of the rushed decision to provide free daily school meals, the KPFS head teachers explained that the MoE signed a contract with official food companies to supply primary schools with meals for three years. Therefore, this scheme cannot be stopped until the contract has ended.

*'I... asked the Ministry of Education to cancel the provision of school meals because it is a waste of public funds... How is this possible? When those responsible for providing the meals were notified by the deputy head that many students were not eating them, the dietary supervisors continued to supply the same number of school meals; not to mention that the decision made by a large number of students not to eat these meals places a financial burden on the state.'* (HT B)

To sum up, consultation offers a solution to many of the problems created by the MoE's unclear decisions. If the leaders of Kuwaiti schools are consulted by education-policy makers from the beginning of the decision-making process, in accordance with the principles of Islam (Al-Enizi, 2000), regulations are likely to become clearer, and the negative effects of ambiguous decisions on schools' progress will be eradicated. Dawson (2008) rightly points out that policy makers have many opportunities to encourage HTs to participate in the decision-making process, but that these opportunities are frequently neglected.

#### **5.5.2. Centralisation and lack of authority**

The interviewees' responses, together with the researcher's own observations and document analysis, indicated that 'centralisation and lack of authority' was the second most important sub-theme of the larger theme of 'educational administration'. All of the KPFS head teachers explained that they need more authority, albeit within the continued

jurisdiction of the MoE, to prevent *al-wastah* (favouritism). The absence of authority and the highly centralised system had negative effects on head-teacher satisfaction, and sometimes caused tension in their relationships with staff and parents, as they had no authority to change regulations.

*'In the West, there is total freedom when it comes to decision-making and curriculum development. There are also different criteria for teacher selection and financial independence, in contrast to the system in place here.'* (HT A)

HT B had more than 30 years' experience as a head teacher, but 2010/2011 was her first academic year with a KPFS school. The researcher noted that although HT B remained motivated to work on behalf of the KPFS project, her dissatisfaction with the centralised system was mounting. Nevertheless, HT B explained that she had a long-term view of the process, as well as plans to develop new teaching methods in the future; some of which might conflict with the views of MoE policy makers.

*'If I were given the authority in our centralised system, I would reschedule and reformulate the lessons and curriculum, and take a similar approach to the school vacations.'* (HT B)

She also made the following remarks.

*'I should be offered the opportunity to select the most creative teachers.'* (HT C)

The deputy head of School C agreed with HT C that leadership styles in Kuwait, a highly collectivist society, are merely forms of management, and that head teachers have no authority to select teachers: 'leadership in Kuwait is merely a form of management and executive administration'.

*'The curricula have changed and my duties are still the same. Changes to curricula must be accompanied by improvements to teachers' professional development, in particular. The KPFS Supervisory Committee seems to be responsible for the development of my school by examining its positive and negative aspects, which I see as a drawback in itself. My duties, however, only amount to supervising the project... I hope to be given some more power. But under the umbrella of the Ministry of Education to avoid favouritism and nepotism... Head teachers should be given total-quality assessments, and so should their schools, to distinguish the excellent from the ordinary performers.'* (HT D)

*'The school system has its advantages and disadvantages... but I try as much as possible to ensure its success... Mmm... the negative aspects of my job include limited powers and inadequate school equipment, and this makes me feel dissatisfied and demotivated.'* (HT E)

*'In terms of the curriculum, the teacher does not have the freedom to recommend appropriate subject plans that suit religious and social occasions... If I had some more power, I would let my staff do that....'* (HT, F)

It can be concluded from the interviewees' responses, combined with the results of the observations and documentary analysis, that the MoE should remain in charge of the process but give more authority to KPFS head teachers. Therefore, it is necessary to restructure the current management policy to move towards a school-based management system. This would help to increase head teachers' job satisfaction by according them a measure of self-governance while allowing them to remain under the jurisdiction of the MoE. Hallinger and Heck (2010: 107), Hargreaves (1994), Jones (1999: 335) and Jacobson (2011: 34) all call for 'professionalised' headship, which may make schools more successful.

### 5.5.3. Lack of cooperation

As previously described, the MoE ceased to cooperate with the six head teachers between 2008 and 2010. In response, however, they insisted on working together without the need for government supervision. However, this period affected the project's activities and created dissatisfaction for a number of reasons.

*'I have to admit frankly that the school equipment does not meet our requirements, because the committee overseeing the project was cancelled during the tenure of the previous minister in 2008, who was not convinced of the benefits of the project.'* (HT A)

Head teacher B was also upset about the lack of cooperation with the MoE, which she claimed 'does not serve the educational organisation at all.... therefore, my school's educational administration will be under pressure, as will my teachers and students' (HT B).

The Education Minister made responsible for expanding the project in 2011, who was committed to this aim, was replaced in the same year by a minister from the new

government. The question, therefore, is whether the new minister is motivated enough to continue expanding and developing this project to satisfy Kuwait's Future Visions 2025.

*'I was extremely saddened to learn that the Minister planned to cancel the project in the past and was not prepared in the meantime to cooperate or show full support to our school between the years 2008 and 2010' (HT E).*

The head teacher of school F, who had 30 years' experience as a head teacher but who had only recently joined the KPFS project, recommended that the researcher speak with the deputy head at School F to gain a clearer picture of the difficulties faced by the school when the MoE failed to address its shortages. As the deputy head of School F had worked at the school long before HT F was appointed, she knew much more than the head teacher about these issues.

MoE officials did not comply with the conditions related to the schools' acceptance of students, even if they were fully subscribed, which also increased the dissatisfaction of the HTs.

*'Project assessment is extremely important and is of primary interest to me. I do not know if I am on the right track or not, as our judgements are personal. How do I judge my success? I need an assessment... I have requested that the Ministry of Education expand the school by adding a new building, which is supposed to take place during the second term and after the February 2012 school holiday... Nothing has actually been achieved yet' (HT, D).*

It is clear from the above evidence that the six head teachers were dissatisfied with the lack of support from the MoE and cooperation between the six schools, but that their requests for greater collaboration were ignored by the educational administration. The highly centralised nature of the education system in Kuwait may be a significant cause of this lack of cooperation. Al-Hazmi (2010:128) states that 'centralisation can be seen to be at the heart of the problem, as it leads to a lack of response to head teachers' requests'. This evidence suggests that greater collaboration between the Ministry of Education's policy makers, the country's educational administration and the six head teachers of the KPFS will provide more effective leadership for the KPFS project and thus a more sustainable means of improving the initiative to achieve the Kuwaiti 'Vision 2025' (Hallinger and Heck, 2010).

#### 5.5.4. Training programmes

As the head teachers in schools A, B, C, D, E and F were not satisfied with the training programmes they received from the MoE, they attempted to provide their staff with additional courses as part of an annual programme. However, these efforts disrupted the head teachers' daily tasks, and sometimes their work-life balance (Covey, 1992).

*'I manage internal courses for my staff and I hope to have more external training from the MoE depending on my school's needs' (HT A).*

During her first day at school C, the researcher attended a training course organised for the PE teachers of the Z educational district, entitled 'FIFA – for the game, for the world', and held from 26 to 29 December 2011. However, HT C was dissatisfied with the in-service training courses for the staff provided by the MoE, and thus asked one of her staff members (the HoD 'a second representative to HT' at School C) to deliver extra training to cover the shortages of the MoE's course. In HT C's words, 'the available training courses for my staff are not sufficient, which is somewhat annoying'. HT B made the following remarks.

*'I am frustrated and demotivated by the MoE's inadequate teacher-training programmes, particularly those provided for KPFS teachers. However, I have arranged some workshops in which for maths teachers to explore the Arabic language and its various uses in maths classes.'*

The researcher noted that HT D was similarly dissatisfied with the training programmes made available for herself and her staff members. She described offering extra programmes to fill this gap: 'I provided some vocational training courses for my teachers'. HT E described the situation as follows.

*'My duties covered everything in the school, which was annoying, and extra duties were added to my daily tasks, such as planning Quran Tajweed training sessions, because the existing sessions [run by the MoE] do not apply to KPFS teachers, and our arts [literacy] teachers who are specialised in the Arabic language and have to teach Islamic studies may not have a good knowledge of Tajweed [pronouncing the Holy Quran].'*

HT F was also unsatisfied with the programmes provided by the MoE to train the numeracy teachers involved in the KPFS, and thus recommended that the MoE offer extra

training. She expressed her dissatisfaction to the researcher, explaining that the high workload of numeracy teachers, along with the lack of training provided by the MoE, makes them demotivated, in turn increasing turnover and forcing HT F to spend extra time searching for alternatives. The reluctance of the MoE to offer replacement teachers placed HT F under great pressure; she had no authority to choose new teachers, due to the state-centralised system. Therefore, HT F recommended to the MoE that ‘courses for numeracy and science teachers be intensified’ (HT F).

The researcher received CDs from the six schools that clarified the efforts made by the head teachers and other members of staff to run additional training courses within their schools.

Evidently, there are a number of obstacles to the success of the current training courses. The MoE must take the quality and quantity of training courses into serious consideration when designing them in future. The representatives of the MoE should consult with head teachers and their staff during the decision-making process to ensure that the courses designed meet their needs.

This study has shown that training programmes play an important role in the job satisfaction and success of both head teachers and staff members. According to Cole (1996: 31), training programmes increase productivity. The head teachers who participated in the study expressed their desire for adequate training programmes and support to enhance their schools’ performance, as the training programmes currently available have proven inadequate to motivate head teachers and their staff members, reducing head teachers’ job satisfaction. In the absence of effective development programmes and skilled head teachers, schools will be ill equipped to provide their administrative staff, teachers and students with the flexible learning skills and responsiveness to change that are necessary to keep pace with the economic development of the 21<sup>st</sup> century (Hargreaves, 2009: 98).

#### 5.5.5. **Budget**

Head teachers A, C, E, B, and F identified inadequate funding as a source of demotivation and dissatisfaction, as shown below.

*‘KPFs schools receive the same amount of funding as mainstream schools, and our budgetary decisions are not autonomous. Let me show you: our computers here are very*

*outdated, such as my own, which was donated by the Kuwait Oil Company. We have no Internet coverage, and the flash-memory sticks that have been distributed recently among the students are part of a commercial contract worth approximately 25 million Kuwaiti dinars [50 million pounds] which is a waste of the Kuwait MOE's budget.'* (HT A)

School A's head of department agreed with her head teacher:

*'The school budget falls in the region of 250 KD, but rather than being spent on the educational equipment required in my department, it goes on ink and paper, because they are not available in the school.'* (HoD, A).

The head teacher of School C reported that '[t]he current budget does not meet the needs of the school', and the head teacher of School E made the following remarks in a similar vein.

*'The negative aspects of my job include less funding and inadequate school equipment, as teachers have to fund the Internet [Wi-Fi], laptops and 'Magic Pens' themselves, with some financial support from me. The Magic Pen, for example, was introduced by one of my teachers, who turned a normal pen into a browsing remote control on a normal blackboard, not the smart one...'* (HT E).

HT B argued that the MoE's contract with a commercial company to supply the KPFS schools with breakfast every day (free of charge for the students) is a waste of the MoE budget: 'I asked the Ministry of Education to cancel the school's meal because it is a waste of public funds...we need to allocate this budget inside the school'. She explained that as not all of the students enjoy this meal, its delivery is a waste of money and effort.

The head teacher of School F expressed similar views while taking the researcher on a tour around the school to display her efforts and those of her teachers in a number of classrooms. She stated that '[t]he available budget is not suitable for the "schools of the future"' (HT F).

During the school tour and interview with HT F, she paid 40 KD (£80) from her personal funds to enable some teachers to prepare workshops and to cover other shortages in the school's provision.

There seems to be strong evidence that budget allocation is one of the main sources of head teachers' job dissatisfaction. It appears that bureaucracy, centralisation and a lack of

planning, all of which reduce the funding available for schools, are the main reasons for many of the problems encountered by Kuwaiti head teachers. HTs must be provided with sufficient financial resources to motivate them to innovate and develop their schools. Rutherford (2004: 26) supports this recommendation, highlighting some of the adverse consequences of inadequate funding.

To conclude, the KPFS educational process is clearly negatively affected by the first major theme discussed above, namely the relationship between HTs and educational administration, and its five sub-themes: unclear and rushed decisions; centralisation and lack of authority; lack of cooperation; insufficient training programmes; and inadequate funding. KPFS schools suffer as a result of their head teachers' lack of authority; Kuwait's highly centralised system leaves head teachers powerless in certain key respects, negatively affecting their satisfaction and sense of security. The KPFS head teachers who participated in this study expressed their desire for authority, but wished to remain under the jurisdiction of the MoE to prevent favouritism. They also wished to participate in MoE decision-making. The lack of consistency between Education Ministers appointed by each new government may also hinder the progress of the project and thus negatively affect head teachers' job satisfaction. Bureaucracy, centralisation and a lack of planning are the main reasons for the many problems that face Kuwaiti head teachers, such as the MoE's unresponsiveness; training courses of insufficient quality and quantity to meet the specific demands placed on KPFS teachers, which forces head teachers to design their own high-quality courses; and finally, insufficient funding.

### **5.6. The second major theme of job satisfaction: school conditions**

The six head teachers clearly expressed their frustration with the working conditions in KPFS schools. This theme is divided into three sub-themes – maintenance, facilities, and student numbers – which are illustrated by quotations from the head teachers and other participants. It was overwhelmingly apparent that all of the respondents were extremely dissatisfied with their schools' conditions. Facilities were identified as the greatest source of dissatisfaction, and their inadequacies received considerable criticism from the head teachers and other respondents.

### 5.6.1. Facilities

The sub-theme of facilities was found to be the greatest source of dissatisfaction within the major theme of school conditions. The head teachers in schools A, B, C, D, E, and F repeatedly described missing or inadequate facilities of various kinds. For example, the HT of School B stated that ‘I had good levels of maintenance but poor supplies of electronic equipment’.

The researcher observed during her visit to School A that the head teacher was dissatisfied with the school’s facilities: there was only one data projector for the whole school (used by teachers, heads of departments, the head teacher and visiting lecturers to present lessons, training sessions or lectures), and a shortage of smart boards (School A: Table 5-1).

*‘I am dissatisfied with the facilities in my school; in particular, the computers are very outdated.....Mmmm, there is also a problem with central air conditioning in the area in which we work; the temperature cannot be electronically controlled, so it is either too hot or too cold.’ (HT C)*

*‘The negative aspects of my job include inadequate school equipment, as teachers have to pay for the Internet [Wi-Fi] and laptops themselves, with some financial support from me. In addition, the school is needed as a polling station for the Kuwaiti parliamentary elections in the next few days, which will disrupt the school’s activities, not to mention the extra work involved in equipping the classrooms and the multi-purpose hall to be used for election day... As for me, I will need to remove all my personal belongings from my own office so that it can be used by the legal advisers... [Laughing]... I will turn this negative experience into an advantage by striking a deal with them... In return for taking over my school, they will have to provide the school with some of the equipment it needs... [Laughing].’ (HT E)*

*‘In terms of problems within the school, there is a shortage of electronic equipment... There is no Internet, and the teachers’ offices inside their classroom are so large that they cover much of the classroom area and hinder the use of teaching aids... There are no halls reserved for physical education; there is only a multi-purpose hall... The laboratories are not fully equipped ... We need magnetic blackboards and data projectors, as the school has only one of these at the moment. The school also needs surveillance cameras, as it is a*

*boys' school, and of course, they are more troublesome than girls. Mmmmm.... Also, there are no cafeterias for the boys.'* (HT F)

The head of department at School F agreed with the HT, and added that '[w]e have 16 administrative members of staff using two small rooms.'

The HT of School D provided three documents on the needs of KPFS schools, concerning electronic equipment, furniture and human resources. The documents showed that each KPFS should be equipped with white boards, laptops, data projectors, CD recorders, LCD televisions, wireless microphones, refrigerators for the teachers' cafeteria, laser printers for each department, moving boards and specialist staff. Unfortunately, not all of this equipment was available in School D. The lack of specialist staff (especially literature and science teachers) increased the workload of existing staff and thus the rate of turnover, which in turn placed pressure on head teachers to reschedule timetables and/or find replacement teachers. Meanwhile, the lack of facilities in KPFS schools often forces head teachers (and sometimes teachers) to pay for equipment from their own salaries. As previously discussed, the lack of specialist staff and adequate facilities, which cause frustration and dissatisfaction, seems to be due to centralisation, head teachers' lack of authority, and the unresponsiveness of educational administrators. To motivate head teachers, therefore, policy makers in the Kuwait MoE should offer greater recognition for their work, along with the provision of urgently needed facilities and equipment. This would enhance head teachers' motivation, increasing their productivity, innovation and eagerness to improve their schools, and therefore their job satisfaction (Al-Fahad, 2009; Jacobson, 2011).

#### 5.6.2. Maintenance

Maintenance was found to be the second greatest source of dissatisfaction within the major theme under discussion. The head teachers in Schools E and F were dissatisfied by the MoE's slow responses to their requests for school maintenance. The head teachers of Schools E and F advised the researcher to ask the schools' deputy heads about the problem of inadequate maintenance, because the deputy heads rather than the head teachers were responsible for this task. The deputy head of School E explained to the researcher that the school had been damaged a long time ago, but as yet the MoE had made no response, let alone helped to mend the damage.

*‘The school building will soon collapse... The walls of the theatre subsided during our last visit to attend a theatrical event ten years ago, and have yet to be rebuilt. In addition, the school yard is corroded.’ (DH E, on behalf of HT E)*

The deputy head who contacted the MoE on behalf of head teacher F to describe the school’s needs made a similar complaint, pointing out that the MoE’s unresponsiveness is putting children at risk.

*‘The windows on the third floor are not secure, and a message was sent in this regard to the Educational District, but the fire brigade refused to install new windows on the grounds that metal windows would hinder an emergency-rescue operation. In addition, the staff toilets are not suitable for human use, we lack rooms in which to give visual presentations and only four data projectors are available in the entire school, located in the library and computer room... There is no theatre, and the sports areas provided for the children are hazardous, as they are surrounded by electric fences. Their proximity to the public streets constitutes a major risk to children’s safety.’ (DH F, on behalf of HT F)*

During the interview with the deputy head of School F, teachers were preparing fourth- and fifth-grade classes for an examination, and some found themselves short of pins and staplers. The deputy head was unable to provide them with more – indeed, she had the same problem – and suggested that the teachers approach other departments to borrow supplies.

These findings strongly suggest that head teachers in Kuwait should be given more power and more opportunities for professional development. The results of four studies conducted in highly collectivist nations indicate that all KPFS schools should be provided with feedback forms on which head teachers can make their schools’ needs known and request improvements. This would help to alleviate the problem of inadequate maintenance (Al-Hazmi, 2007, 2010; Al-zaidi, 2008; Ghazi, 2004). Hallinger and Hech (2010) argue that adequate maintenance facilitates the development of future leaders in all schools, whereas poor facilities are detrimental to the growth of leadership.

### 5.6.3. Student numbers

The third source of dissatisfaction was student numbers, which proved especially frustrating for the head teachers of Schools C and D. The following table provides the total number of students in each of the KPFS schools.

**Table 5-6 - Student numbers in KPFS schools**

School Name	A	B	C	D	E	F
Number of Students	550	370	750	800	326	455

HT C, whose school has the second highest number of pupils, expressed her dissatisfaction as follows.

*'The number of students is another issue, as the total number of pupils has reached 750, and there are 28 pupils in each class, even though the classrooms are only designed to accommodate 20.'* (HT C).

HT D, whose school has the largest number of pupils of all the KPFS schools, was similarly dissatisfied. She complained that the presence of 800 students, far exceeding the maximum limit of the school building, affects the quality of teaching. Again, this was demotivating for HT D, as she explained in the following remarks.

*'The admission of a large number of students that exceed the size of the school can affect the quality of education. My school can accommodate 500 students and I have a minimum of 800 pupils. I have asked the Ministry of Education to expand the school by adding a new building, which was supposed to happen during the second term after the February 2012 school holidays... Nothing has actually been achieved yet.'*

As the six KPFS schools are located in just three districts, they receive a large number of applications, forcing head teachers to accept students from outside the schools' respective districts. If the KPFS head teachers were given more power, particularly in terms of student acceptance, they could work to prevent favouritism.

The findings of the current study indicate that the large number of students at School D and School C, as displayed in Table 5-7, increases the likelihood that head teachers' and teachers' activities will be disrupted. Such disruption contributes to their dissatisfaction.

The results of the interviews, the observations and the documentary analysis suggest that two of the head teachers are particularly dissatisfied by the MoE's failure to respond to the request to reduce student numbers or increase the sizes of classrooms. It is proposed that

greater collaboration between the project's leaders – the Ministry's policy makers, the educational administration and the schools' head teachers – would enable more sustainable improvements to be made to the KPFS schools, in line with Kuwait's 2005-2025 Future Visions programme (Hallinger and Heck, 2010). In other words, the qualitative data suggest that many problems can be solved by giving head teachers the authority to reduce student numbers in their schools, or to distributing their students among Kuwait's state schools. This would have a positive impact on the motivation of head teachers and other staff (such as teachers, who find large class sizes particularly frustrating, and are more inclined to leave their schools as a result), and thus improve the progress of both KPFS and non-KPFS schools.

To conclude this section: 'school conditions' was the second major theme of job satisfaction; and its three sub- themes (facilities, maintenance, and student numbers) were the main sources of dissatisfaction among head teachers.

### **5.7. The third major theme of job satisfaction: the nature of the work**

Although the KPFS head teachers referred briefly to their duties and daily responsibilities when discussing the earlier themes, they specifically cited the nature of their work as a threat to job satisfaction. This theme is categorised into three sub-themes: workload, achievement and recognition.

#### **5.7.1. Workload**

The sub-theme of workload was found to be the greatest source of stress and dissatisfaction, not only for the KPFS head teachers but for members of their staff, such as literacy and science teachers. The heavy workloads shouldered by the KPFS teachers also negatively affected the head teachers' satisfaction.

*'My duties covered everything in the school ... some of which were at the start of the school year, when an initial plan needs to be developed and head-teacher committees launched to account for the needs of the school in terms of furniture, teaching staff, utility supplies, maintenance, etc. I also set up a two-year future plan at the end of each school year with the help of the heads of department and the deputy headmistresses.'* (HT A)

During the first day of the researcher's visit to school A, the head teacher attended a role-model lesson in the school theatre, and was then called away to attend an emergency

meeting for educational leaders in her administrative district. Therefore, the interview with HT A was completed after the end of the school day. During the interview, the head teacher was repeatedly interrupted by staff members and deputy, some of whom asked for her help in changing their lesson schedules. HT A was tired, and commented that she was used to such interruptions every day.

*'The paucity of teachers in my school forced me to ask the staff members in charge of the DSP to teach low-performing students instead, which meant that the DSP aims were neglected in my school... The heavier my teachers' workload, the more stress I suffer.'* (HT B)

The head teacher of School E took the researcher on a tour around the school to enable the researcher to observe her efforts first-hand.

*'I have had a hand in everything in this school... Let me tell you a negative aspect of my duties that has dissatisfied me and caused me stress... when the school first entered the KPFS project, I had a severe shortage of arts [literacy] and science [numeracy] teachers. Many had moved schools due to their heavy workloads, especially in the fields of social studies, as teachers were unable to teach the Arabic language, and sciences, as many teachers were unable to teach mathematics. This gave me more responsibility for training my staff and encouraging them to love their job and stay in the school; but at the same time I was trying my best to find replacements for teachers who did decide to leave the school.'*

*'The poor conditions and lack of incentives, as well as my KPFS workload and the workload created by staff turnover, especially among literacy and science teachers... have all led to dissatisfaction. Staff are not encouraged to be part of the project.'* (HT, F)

The HoD in School F who represented her teaching department in the weekly and monthly meetings held by HT F described the workload associated with the KPFS project. The HoD also supported HT F's view that high rates of turnover are a central cause of dissatisfaction and stress among head teachers and heads of department.

*'Teachers do not have the time to be creative. Their time and effort are wasted by their heavy workload... such as paperwork, workshops and arranging files, in addition to teaching the major subjects. I used to provide training for a group of outstanding teachers... These exceptional members of staff had to move elsewhere [due to workload]. I*

*therefore recommend that a law be put in place that binds teachers to work for at least three years before asking to leave.’ (HoD F)*

As shown above, the KPFS head teachers viewed the shortage of literacy and science teachers as a major reason for their increased workload. This paucity of teachers not only decreased the head teachers’ job satisfaction, but depreciated the quality of teaching at a lower level, by giving the remaining teachers extra duties.

Broadly, the results of this study indicate that there is a significant relationship between teachers’ workload and head teachers’ risk of burnout and stress. Teachers who are demotivated by their heavy workloads are more likely to experience burnout and move suddenly to other workplaces, increasing the workload of the remaining teachers and thus reducing their creativity in the classroom. In addition, teachers’ heavy workloads and high turnover cause dissatisfaction and stress among head teachers, who are under pressure to reschedule their schools’ timetables and find replacement teachers at the same time as fulfilling the extra demands placed upon them in KPFS schools and dealing with continual interruptions by other staff members. Covey (1992) and Ahmad (2009) define head teachers as principle-centred leaders, and argue that they must be capable of leading balanced lives (developing both themselves and others). Problems associated with workload, found to be a central concern in this study, may demotivate head teachers and reduce their creativity. Therefore, the researcher recommends that governments and policy makers provide fuller support for head teachers by supplying extra administrative staff, and give head teachers a voice when decisions on workload are made.

### **5.7.2. Student achievement**

With regard to student achievement, head teachers A, B, C, D, E and F all attempted to increase their pupils’ attainment and learning standards, and all were positively motivated by this moral purpose, despite the barriers to their efforts from the MoE, school conditions, etc.

*‘I am happy to manage internal courses and I promote a beautiful and pleasant ‘Future Girls’ Club’ reserved to reward creative students who are a cut above the rest. I have also carried out the simple but important task of moving classroom boards away from the door to prevent students and teachers from becoming distracted. These actions motivate me... motivation leads to innovation.’ (HT, A)*

*'I am motivated to create an innovative KPFS school culture... I strive to increase the students' educational standards and create an enjoyable environment for students and teachers... innovation enhances the motivation of both students and teachers.'* (HT, B)

*'My students' achievement encourages me to be innovative in my school... In collaboration with one of the KPFS schools, I encourage my students to take part in a recycling programme. Such programmes are rarely implemented in Kuwaiti schools.'* (HT, C)

The HT of School D set up a board behind her office to display photographs of outstanding pupils wearing the uniforms of their future jobs. When pupils visit the head teacher in her office, this board provides them with some degree of encouragement.

*'The performance of my pupils is excellent and increases my job satisfaction. For example, I encourage Year One students to give presentations, which is an excellent achievement... of course with the help of their parents and teachers... I attempt to relieve the aggression of some of my students through activities either in or outside school, such as games, drawing and music... I also offer basic advice on the most important problems facing students and ways to solve them... if students lack role models at home, I may join them in non-classroom activities such as bowling and cinema visits....'* (HT D)

*'What gives me job satisfaction is the level of education of my students... I have an 'open-door' policy. Their high performance and unique achievements are also due to the support they receive from their teachers... I have even introduced a special programme for gifted students... Those who are particularly successful are acknowledged and praised in front of their classmates... I am motivated to shape students who are self-aware and possess good leadership skills...for the future.'* (HT E)

*'My students' high performance improves my motivation and innovation, but their work must be carefully monitored to remove any obstacles. Low-performing students fall into two categories: normal and acute. I usually deal with the latter by deciding with my school team to refer the student to a special centre designed to address this type of learning difficulty... I always arrange field trips [in the winter and summer] to motivate my students.'* (HT F)

The HT of School F was proud of her school's cycling team, and worked hard to motivate her students to take part in the sport. She greeted the members of the team and their

physical-education (PE) teachers warmly after the team won the Kuwaiti Head of State's Cup for primary schools. She also posed in souvenir photographs with the teachers and the winning team, and promised to hold a morning celebration at school as a token of appreciation for the team's achievements on behalf of the school.

There is strong evidence that the six head teachers who participated in this study attempted to improve their pupils' attainment, and were inspired by this moral purpose. The HTs implemented various strategies for increasing achievement and helping their students. These strategies, which may have been shaped by the HTs' own experiences and personalities, promoted lifelong learning and increased students' willingness to engage with national development. It is clear from this evidence that it is vital for school leaders to work with children to enhance their learning achievements and instil in them a love of learning (Leithwood et al., 2008).

### 5.7.3. **Head-teacher achievement**

HT achievement is another sub-theme. Their contribution added value to the KPFS project, and seems vital to its future success. Although the KPFS head teachers encountered many difficulties, such as the withdrawal of support for the project by the previous Education Minister between 2008 and 2010, they were determined to manage the project themselves without returning to the MoE.

Head teachers A, B, C, D, E, and F were proud of their achievements: this sub-theme is regarded as the second greatest source of their satisfaction.

*'...my motivation to develop the KPFS led me to hold meetings with the former Education Minister to convince her to keep supporting this important project, despite its difficulties. I am motivated to convince ... my teachers... and the school district... as well as the Ministry that this is a worthwhile project... It is worth mentioning that it was initially difficult to implement the project among Arabic-language teachers, as teaching Islamic Studies and Geography alongside Arabic presented them with a mental challenge. I always motivated them to develop their teaching and innovate... I also held some appraisal sessions to evaluate their teaching.'* (HT A)

*'The system lacks incentives for teachers to develop their skills... Therefore, I remind them of their reasons for teaching and motivate them to support the project for the sake of God... my role as HT motivated me to arrange some workshops to increase the job*

*satisfaction of individuals teaching mathematics and Arabic, in particular. As part of a scholarship programme, the teachers were sent to attend special courses in our Educational District, which showed them how to use the Holy Quran to teach the Arabic language and demonstrated its various uses in mathematics classes... Some of my achievements motivated me to allocate some of the school budget to six 'smart' pens, which can be used to record teachers' explanations of lessons and transmit video and audio clips via email to parents and other teachers.'* (HT B)

*'Gaining satisfaction from the project requires us to believe in it in the first place... and this belief requires professional and personal development. My motivation and belief in the KPFS made me purchase some cupboards that had not been supplied by the Ministry.'* (HT C)

*'I am motivated to develop the KPFS project, but this does not mean that I am satisfied with it, as I have had little support from the MoE in reducing the obstacles to the programme in my school. However,... I have arranged some vocational training courses, such as a sessions entitled 'Reward and Punishment' and 'Honesty in Student Evaluation', as well as 'Schools of the Future' training sessions... I have also administered a questionnaire to teachers and parents to evaluate the successes and failures of the school... The results of the questionnaire led me to change school policy to benefit the students.'* (HT, D)

*'I am motivated to encourage the spirit of leadership among various school stakeholders such as teachers, students and administrators through various activities... I was extremely saddened to learn that the Ministry planned to cancel the project and was not prepared in the meantime to cooperate with or fully support our school between 2008 and 2010...'* (HT, E)

*'My motivation to develop my school... led me to ask the parents of some students to give lectures in the morning assembly on aspects of our curricula.'* (HT F)

Although the KPFS project provides insufficient incentives for its HTs, all of the participants expressed pride in their achievements, and sought to work with the guidance of God. In other words, the HTs worked not only to achieve self-fulfillment, but in the spirit of 'faith'; they sought to attain blessings from God, the ultimate motivation (Bader, 1994: 51; Qotob, 983: 8). All of the relevant studies in this field stress the importance of

achievement, and the majority concur with the current study that achievement is a determinant of job satisfaction. Employees in all fields work to achieve goals, and HTs, like many other workers, feel happy when they achieve goals such as gaining God's blessings, improving their students' educational attainment and helping young people to become leaders in the future. No employee works without a goal or objectives. All employees and all individuals are happy to achieve goals, which may explain why all researchers in this field agree that achievement is a determinant of satisfaction (Al-Hazmi, 2010).

#### 5.7.4. Recognition

The next sub-theme is recognition. Most of the KPFS head teachers were satisfied with their recognition from the local community, teachers, students and parents. The HTs' offices were full of items acknowledging and praising their efforts, such as thank-you cards and gifts from students, their parents and other individuals/organisations.

*'Thanks to God, I receive 300 KD [approximately £600] per year for the notable efforts I make. In addition, the school received the Head of State Award of Excellence in my district in two consecutive years [2009/2010].'* (HT A)

*'A telephone call from one of the representatives of the Kuwaiti Districts, in which I was entrusted with the management of the school, gave me confidence and a moral incentive, as well as a renewed feeling of job satisfaction.'* (HT B)

*'My efforts receive continual recognition from parents and businessmen, who try hard to provide what my school lacks.'* (HT C)

In a meeting with the researcher, School D's Physical Education Supervisor expressed admiration for HT A's efforts to encourage students to participate in sports competitions.

*'A head teacher's success can be evaluated by the reactions of parents, who may be either satisfied or resentful. The evidence of my success lies in the waiting list and the requests to admit students from faraway places to my school.'* (HT D)

The researcher observed that one teacher in School F commented positively on her head teacher's efforts, and quoted the head teacher as follows: 'as much as you give us... we will give you'.

As noted from the researcher field notes and the documents collected, the head teachers received many thank-you cards and tokens of recognition, some of which are detailed below in Section 5.7.5.

#### 5.7.5. **Cards and tokens of recognition received by KPFS head teachers**

The results of various methods of data collection (such as interviewing, note-taking based on observations of HTs' offices and school tours, and perusal of the schools' administrative documents and electronic resources) revealed that every KPFS HT received numerous cards and gifts in appreciation of their efforts, and that these signs of recognition affect their satisfaction. The HTs were proud of these tokens and happy to show the researcher the evidence of their efforts. All of these findings confirm the significant role played by HTs in sustaining and developing their schools. However, as previously noted and discussed in greater detail later, the six head teachers also faced several obstacles to the implementation of the KPFS project.

**HT A.** School A received the highest award for the number of students competing in science subjects in 2007-8; an award from the District General Director for the HT's effort; and a Distinguished School award for 2009-10 presented on World Teacher's Day to reward the HT's efforts; and the Musical Educational Supervision award for a high-quality concert held by students. The HT also received a card from teachers in the English department in gratitude for her support. This evidence indicates that HT A was motivated and pleased with her efforts to increase her students' attainment and with the encouragement she received from her teachers, which positively affected her job satisfaction. Her commitment to working to improve herself and her school was enhanced by the love and recognition she gained from her students and staff.

**HT B.** During her interview, the HT showed the researcher some certificates and thank-you cards in her office. This information was also available on a CD about the school, which explained that the school had received the Kuwaiti Oil Company award for its efforts to clean Kuwait's marine environment. Tokens of recognition such as thank-you cards from parents may reflect the HT's willingness to cooperate with the surrounding community, and have in turn encouraged her to continue motivating her students to clean Kuwait's marine environment. The researcher also took notes on the thank-you cards on display in the HT's office, in which parents praised and offered support for the HT's efforts both in and outside the school. The HT of School B was motivated by these signs of

recognition and felt that this love and support encouraged her to make her best effort to develop her school and increase its students' attainment.

**HT C.** The researcher observed that the HT had received certain certificates and thank-you cards, such as the Global Youth Service award for cleaning the marine environment; a card from Islamic-studies teachers thanking the HT for inviting them to a meeting at school C; and a card from physical-education supervisors thanking the HT for her efforts to encourage the students to participate in sports practice and other activities.

The HT of School C was clearly very active in her role and highly motivated to enhance the performance of her school. These qualities impacted positively on her job satisfaction. She described receiving frequent signs of recognition from parents and some businessmen, and explained that they try hard to fill the gaps in the school's supplies. These findings strongly suggest that the recognition received by HT C is related to her long and effective experience of motivating others (parents and other members of the community) to help develop her school.

**HT D.** During a nonparticipant observation in HT D's office, the researcher analysed textual and electronic materials relating to the school, which were stored in a designated documentation room. Together with the responses of interviewees such as the DH, these documents revealed that HT D had received many signs of gratitude from many sources for her commitment to her job and the care she provides for students who are unwell. She has received thank-you cards from students, the local supermarket and a dental clinician, as well as a card from a doctoral researcher expressing gratitude for the HT's ongoing encouragement of his scientific discoveries. The school also received a Musical Educational Supervision prize for 2001/2002 for the head teacher's management of a school concert. The physical-education supervisor expressed his admiration for HT D's efforts to organise and ensure the accurate timing of past sports competitions. HT D stated that she seeks to cultivate warm relationships with all individuals in her school and local community, such as parents, students, teachers and administrative staff. These relationships enhance her job satisfaction and her motivation to achieve high-quality education, and help her to overcome any dissatisfaction.

**HT E.** During a nonparticipant observation, the researcher noted many tokens of recognition in HT E's office, such as a card from a school in the United Arab Emirates following a visit from HT E to learn from the school's success; an Educational Scouting

trophy; a card from the Commercial Bank of Kuwait thanking School E for its help with designing a logo for the bank; and many cards from the HT's staff members, such as physical-education supervisors, as well as representatives of Kuwait's Educational Districts and Secondary Educational Sector, who thanked HT E for her efforts to enhance and develop her school. HTE stated that her passion for the KPFS project makes her certain of the ultimate success of her efforts, and that her close relationships with and understanding of teachers, students and administrative staff contribute to the school's performance. Nevertheless, she noted that many demotivating obstacles must be reduced to achieve this success.

**HT F.** During an interview with HT F, the researcher discovered that athletes at School F received a trophy for their success in the first stage of the annual Kuwaiti Bicycles Competition in 2012/2013. This trophy was presented to the head teacher in recognition of her efforts. The researcher observed that the head teacher treats her teaching staff affectionately, tolerantly and fairly. She also encouraged the cycling team and greeted them warmly, along with their physical-education teachers, on their return from winning the Kuwaiti Head of State's Cup for primary schools. HT F also posed in souvenir photographs with the teachers and the winning team, and promised to hold a morning celebration to honour their achievements on behalf of the school. HT F clearly stated that the pleasure she receives from all aspects of her relationships with students, teachers and parents increases her job satisfaction. However, she agreed with the other head teachers that administrative obstacles and supply shortages must be reduced.

To conclude, the head teachers involved in the study identified workload as a source of dissatisfaction. KPFS head teachers have heavy responsibilities, in part due to a lack of specialised teachers, which leaves few alternatives if existing teachers decide to leave. It is clear that their many extra tasks negatively affect the head teachers' job satisfaction, and that these additional burdens are the consequence of unclear and over-hasty decisions made by administrators. All of the six HTs agreed with the statement that 'one important way to reduce the workload and stress of the KPFS project is to motivate our staff and persuade them to continue working on behalf of the project'.

Despite these disadvantages, the head teachers were motivated by their students' educational attainment, and thus felt proud of their own achievements and contribution to

the project. Each of the HTs has received many tokens of recognition from various sources, which also have a positive impact on job satisfaction.

There is clear evidence that positive relationships exist between KPFS head teachers' motivation and job satisfaction and their schools' progress. Every HT values the six KPFS schools and gains some job satisfaction from being part of the project, to the extent that the head teachers were all prepared to continue the programme in the absence of support from the MoE between 2008 and 2010.

## **5.8. The fourth major theme: personal variables**

As discussed in the literature review, researchers such as Al-Hadhood (1994), Al-Karoot (2006), Al-Mohanadi (2007), Al-ziadi (2008), Al-Saraf et al. (1994), and Ghazi (2004) have studied the statistical relationships between certain demographic variables and job satisfaction. In the current study, the qualitative effects of variables such as salary and experience on KPFS head teachers' job satisfaction are explored, based on evidence provided by the HTs themselves in interview. The major theme addressed in this section – personal variables – can be categorised into two sub-themes: pay and experience.

### **5.8.1. Pay**

The researcher inferred from the interviewees' facial expressions, their head movements (nodding) and their short affirmative answers that all six head teachers were satisfied with their pay and happy with the new programme of incentives approved by the Kuwait National Assembly in December 2011.

However, all of the head teachers requested that the MoE managers increase the pay of KPFS teachers (both Kuwaiti and non-Kuwaiti), due to the heavy workloads shouldered by literacy and science teachers. The salary received by a non-Kuwaiti teacher is just 450 KD (£900); that received by a new Kuwaiti teacher is 1000 KD (£2,000 GBP). Therefore, HT B stated that '[t]here should be more financial incentives for teachers participating in the project than their colleagues in [non-KPFS] primary schools'.

Many researchers have found pay to constitute a major source of dissatisfaction; however, the findings of the current study indicate that it has a positive effect on KPFS head teachers' satisfaction. The head teachers are happy with and fully motivated and satisfied by their pay, particularly since their salaries increased in December 2011. When the

researcher asked the six head teachers about their remuneration, all of them smiled and said that they felt their wages were reasonable. HT D was very satisfied with her payment, but added that personal development is very important too.

The deputy head of School A supported her head teacher's view of their payment: 'I too am satisfied with my payment...the recent increase in our salary is reasonable'.

In sum, the findings indicate that although the head teachers are satisfied with their own pay, they regard their teachers' salaries as insufficient. It seems, therefore, that the HTs connect their own satisfaction regarding pay with the happiness and satisfaction of their staff. They attempt to minimise their teachers' workload, and implement motivational strategies (as discussed below) to enhance the teachers' satisfaction and minimise their resentment at the disparity between their payment and workload. All six HTs expressed their intention to ask the MoE to increase the pay of both Kuwaiti and non-native teachers involved in the KPFS project. This would provide a solution to the currently high level of teacher turnover, and thereby increase head teachers' motivation and satisfaction in the workplace. Highly motivated and satisfied head teachers can contribute effectively to the development of the KPFS project to meet the targets of Kuwait's 2005-2025 Future Visions initiative.

#### 5.8.2. **Years of experience**

Regarding the second sub-theme, which was mentioned by all of the interviewees, every KPFS head teacher has 30 to 35 years of experience in the MoE. The KPFS head teachers started their careers as teachers, gained 30 or more years' experience, during which they refined their skills and attained the qualifications required to manage a project such as KPFS, and ultimately became head teachers.

*'I have more than 30 years' experience and I gained some more experience from my MA in school leadership and management at the University of Kuwait.'* (HT C)

HT E stated that 'I am cherishing every moment of my 30 years in the profession, and I am extremely keen on my job as a head teacher... This is the best I ever wanted to be.'

The researcher noted during her visits to the KPFS schools that head teachers B and F had only recently joined the project; together, however, the head teachers have more than 34 years of experience in Kuwaiti schools in general. They both seemed keen to manage the

KPFS, but hoped that the MoE would take steps to remedy the schools' shortages to enable effective and creative school leadership.

Although head teachers C and E have 30 years of experience as head teachers, they still require support from the MoE if the targets of Kuwait's Future Visions programme are to be met. The six head teachers seemed to regard professional experience as positively correlated with satisfaction; however, Al-Mohanadi (2007) and Bowling (2007) found little evidence of a relationship between job satisfaction and tenure. It is also clear that the six HTs wish the MoE to overcome many problems causing dissatisfaction to enable them to lead their schools to be successful and innovative in the future.

In summary, the major theme of personal variables was divided into two sub-themes: pay, which was found to be a positive factor for the KPFS head teachers; and experience, another positive factor. The HTs' considerable experience as educators has given them effective and invaluable training for the tasks they now face.

### **5.9. The fifth major theme: social relationships with parents, teachers, deputies and members of surrounding communities**

Islam encourages the formation of social relationships: between parents and their children, and other family members; between employees in the workplace; between neighbours; and even between Muslims and non-Muslims. The stronger the connections between the members of a community, the more positive the outcomes for that community. Accordingly, Muslim head teachers seek to build successful relationships with students, parents, teachers, deputies and members of the local community.

A head teacher's satisfaction or dissatisfaction may have an immediate impact on their performance, and thus on teachers' and students' outcomes and the success of the whole educational process. As a result, this major theme can be categorised into four sub-themes: relationships with parents; relationships with students; relationships with KPFS teachers and deputies; and relationships with members of the local community.

#### **5.9.1. Parents**

The first sub-theme of this major theme, the relationship between head teachers and parents, was viewed as positive.

*'I gained some motivation and job satisfaction from the parents' committee at the school, which was very effective, as its members are actually volunteers, performing a number of activities... one donor has undertaken the renovation of the school's mosque by committing to all of its refurbishing needs.'* (HT D)

*'Parents' cooperation is motivating and valuable. I have actually invited them to contribute to the decision-making process on matters such as painting the school walls, which they did with the help of their children rather than paying money to have the job done professionally... This was very much appreciated, as it enhanced the parents' loyalty to the school.'* (HT F)

*'Parents' views motivated me and made me committed to the success of school activities such as the 'Mothers' Council'. Under my leadership, mothers offer extra sessions in which they tell a story, play an educational game or hold a discussion for a particular purpose, provide that they arrange these activities in advance with the school administration. Mothers also participate in school trips to create a pleasant environment for the children.'* (HT B)

At School A, the researcher watched one of the children's physical-education activities, called the 'snake ribbon dance'. The parents noticeably enjoyed watching. The HT then took photographs with the parents and their children, and invited them to a tea party.

The CDs and documents collected by the researcher provided ample additional evidence of the participation of parents as volunteers in the KPFS schools.

In sum, the study was conducted in Kuwait, a Muslim nation, whose citizens are motivated by Islamic principles to form and develop all kinds of social relationships within and between groups to help each other to gain rewards from God, which are the ultimate source of satisfaction. The findings of the study indicate that the HTs' efforts to involve their students' parents in school activities were successful. As a result, all of the head teachers were satisfied with their good social relationships with their students' parents. This result is supported by Fullan's (2001) observation that successful head teachers work with parents, teachers and members of the public to achieve improvements for sustaining schools.

### 5.9.2. Teachers and deputy heads

The head teachers regarded their relationships with teachers and deputy heads positively, and some of the staff felt the same.

Head teacher E explained that her warm relationship with her staff discouraged her from moving to another school: ‘my keenness and satisfaction at work, whether with the teachers or the administrative board, discouraged me from turning off... In fact, my close relationships with and understanding of my teachers, students and deputy heads contribute to the success of my school’.

HT A has an open-door policy with her staff, and opens her heart to them as if they were members of her family: ‘I am a mother and a sister to every single teacher and I do not treat them with arrogance, which increases our mutual feeling of respect. This is an example of the open-door policy which I have with all teachers’.

Similarly, HT D described her relationship with her staff as based on love:

*‘The relationship is based on affection and friendliness... the committee of the KPFS asked me to explain what really interests me about my school and teachers, I responded by stating that I sought to maintain warm relationships with my staff... my children... with all members in my school...’*

The deputy head of School D described her own warm relationship with her head teacher: ‘I prefer to work with my head teacher... because of the good relationship between us... our head teacher is very lovely’.

Similarly, HT C observed that ‘human relationships are very important and so is team spirit to teachers’ commitment to their work. They also need to be self-motivated and feel at home when teaching...’

I also observed warm relationships between HT F and HT B and their respective staff, as discussed later in the section on motivational methods.

In sum, it is important to increase levels of communication between head teachers and staff members. The social relationships between KPFS head teachers and their staff have a positive impact on their job satisfaction.

It is clear, therefore, that a supportive work group and friendly interactions with managers are both essential to create a cooperative environment (Elding, 2005; Maslow, 1954). In addition, head teachers have a crucial role in motivating and improving relationships with their staff, by such means as encouraging their teachers, helping them to feel important and valuable, listening to their opinions and views, showing flexibility, and treating them fairly, equally and in a kind and reasonable manner. The effects of this positive atmosphere may in turn satisfy head teachers and help their deputy heads, heads of department and perhaps other staff to encourage and motivate students and improve their learning outcomes.

### 5.9.3. Surrounding communities

This factor was regarded positively by the KPFS head teachers. HT E was satisfied by the assistance provided to her school by some local associations: '[o]ur school's data projector equipment was collectively donated by some associations, which was good news'.

The researcher noted that all of the data projectors and smart boards in School C had been gifted by a Kuwaiti businessman. This illustrated the vital role played by surrounding communities in helping the KPFS schools.

The CDs collected by the researcher indicated the effectiveness of head teachers and their staff in participating and building strong connections with members of the surrounding communities, such as policemen, dental clinicians, lecturers and banks. They invited famous actors to present educational shows for the students, arranged lectures by international ambassadors working in Kuwait, and cleaned Kuwaiti beaches with the help of the Kuwaiti Oil Company, among many other activities. It must therefore be recognised that the relationship between KPFS head teachers and the local community has a positive impact on the head teachers' satisfaction.

To conclude, social relationships with parents, students, teachers, deputies and members of the surrounding communities were found to be a source of satisfaction in the KPFS schools. According to Herzberg's theory, however, as well as certain other studies in highly collectivist nations (i.e. Al-Fahad, 2009; Al-Karoot, 2006), interpersonal relationships are a source of job dissatisfaction. Despite the positive relationship between the KPFS head teachers' job satisfaction and the effectiveness of their role in developing the KPFS project, the findings of this research suggest that the role of KPFS head teachers,

although a potentially important driver of change, is by itself insufficient to bring about improvements in learning outcomes. Therefore, the effectiveness of KPFS head teachers and the dissatisfaction factors that affect head teachers' motivation may be systematically related. Focusing on one without attending to the other is unlikely to bring about sustained improvements to the KPFS system (Hallinger and Heck, 2010). Critically, Kuwait policy makers and other stakeholders must accept responsibility for creating a positive school culture by developing collective solutions to the obstacles currently facing head teachers.

### **5.10. The sixth major theme: motivational methods that increase teachers' job satisfaction**

Motivation can play a significant role in meeting the future needs of countries worldwide. School leaders are important members of society, who can help to identify the real needs of their teachers. Head teachers contribute greatly – indeed crucially – to the success of the KPFS project, ultimately ensuring its expansion to meet the targets of Kuwait's Future Visions 2005-2025 initiative (Rizi et al., 2013).

It is evident that efforts made by head teachers to motivate teachers and thereby improve their job satisfaction have wide-reaching ramifications: teachers' performance is enhanced as their sense of responsibility and self-esteem increases, which in turn may improve pupils' performance and increase their levels of achievement. The section on this theme is intended to offer insights into ways in which KPFS head teachers can motivate teachers and thus increase their job satisfaction. Accordingly, this theme is divided into two sub-themes, covering direct and indirect methods/techniques.

#### **5.10.1. Direct methods**

The first sub-theme discussed here comprises direct techniques such as financial incentives, certificates, gifts, time-off bonuses, conferences and television-programme contributions. The head teachers in Schools A, B, C, E and F regarded these motivational methods positively; they expressed their satisfaction with their success in sustaining the KPFS schools by encouraging and motivating their staff.

*'I can give you an example of how teachers' initiative is enhanced: I encourage and reward them for excellent work in morning assemblies as a goodwill gesture; similarly, I*

*shed light on shy teachers by assigning them administrative activities... If a teacher informs me of difficult social circumstances, I do all I can to help her out by offering her the option to take temporary leave from her teaching. In these cases, I am cooperative. I have to consider the psychological state of each teacher; for example, I have an Arabic-language teacher to whom I once gave a six-month leave to enable her to finish at 11 am every day until she was able to sort matters out. I am thus very flexible in this respect, without causing any inconvenience that may affect work. This is evidenced by the fact that none of my teachers have been transferred.’ (HT A)*

HT B described a different motivational technique: she creates an atmosphere of competition between teachers to encourage them to work innovatively and creatively.

*‘I am in charge of a number of non-native but creative teachers: 11 in the literacy department and 13 in the science department. If for any reason one of these teachers experiences stress, I may give her leave to rest or allow her to leave half an hour early (1.00 pm instead of 1.30 pm)... I also encourage creative contributions, such as those of science teachers, who are constantly innovating in the field of computers... [they] can help by giving e-learning lessons and lectures for both students and staff... When a teacher is encouraged from the beginning, the rest will then follow suit and an atmosphere of competition and innovation will prevail.’*

While the researcher was interviewing HT B, her deputy head invited the HT and the researcher to a breakfast party held by HT B for her staff to celebrate the half-term holiday. The deputy head of School B appreciate her HT’s efforts, explaining that HT B is always respectful and that all of her staff are happy to cooperate with her.

HT C has many techniques for directly motivating her staff, as described below.

*‘I always encourage teachers to participate in training sessions and then relay their experience at the school level... Committed teachers should also be offered up to four or five hours’ leave as a bonus without being recorded in the attendance register....and have their photos displayed on external boards..... I nominate these teachers for an Excellent Work Award.’*

HT E encourages staff creativity in her school by recommending them for awards from the Kuwaiti Parliament, as follows.

*'One of my teachers turned a normal pen into a browsing remote control on a normal board – not the smart board... as a token of encouragement, the teacher's name was patented with the Educational Committee in the Kuwaiti Parliament... I also awarded a Somali teacher with a shield as a gift in front of everyone in an assembly... She was very pleased by the recognition and emotional support she received from me.'*

The head of department interviewed School E described her appreciation for HT E's various direct motivational methods, such as sending teachers on trips to the Science Centre at her own expense, inviting all of her staff to dinner at one of the best restaurants in Kuwait, and gifting teachers with a laser printer and a fragrance set.

Head teachers should work hard to encourage teachers to find new ways to teach; for example, by allowing them to organise school trips and visit places of educational interest, as described earlier (Sections 5.5.2 and 5.8.1) in reference to Schools C, F, and E. All of the head teachers agreed that any kind of reward provides positive reinforcement, and may improve teachers' focus on finding ways to be creative in the field of teaching and learning. These kinds of motivational methods help teachers to understand that they are important and valuable to the school.

The researcher also observed that HT F took souvenir photographs – a direct motivational method – with the teachers and the students of a winning sports team, and promised to hold a celebration for them in a morning session in honour and appreciation of what they had achieved for the school. Such activities encourage teachers and students to perform to a high standard. Teachers feel motivated when they believe that their head teacher is genuinely concerned about their feelings and welfare. As stated in the literature review, a head teacher's effective use of theoretical strategies such as that proposed by Herzberg (1982) is likely to increase teachers' job satisfaction, enriching the teaching experience for teachers and learners alike. This may in turn impact positively on head teachers' motivation and satisfaction. Consequently, direct motivational methods make teachers more creative, as they are encouraged to research and test new teaching concepts to develop their skills. Teachers can also be certain that everything they do to increase their knowledge will improve their teaching methods and help their students to gain high marks at the end of each year.

In summary, head teachers can reward teachers as a means of positive reinforcement. This direct motivational factor satisfies the need for growth, among other needs, and can

generate a feeling of job satisfaction. However, the absence of this type of motivation is likely to lead to dissatisfaction.

#### 5.10.2. Indirect methods

The KPFS head teachers use many strategies to encourage and motivate their staff, such as encouraging teachers to contribute to the school's decision-making process and helping them to feel important and valuable. All of the head teachers expressed their satisfaction with the success of these measures in helping teachers to feel appreciated, valued and thus motivated, which obviously involves a great deal of patience on the head teachers' part.

An implication of this finding is that KPFS head teachers should take into account the fact that the effectiveness of motivational methods varies among teachers, depending on their individual personalities. Therefore, head teacher should aim to identify the needs of individual teachers and adapt their methods to fulfil these needs.

As noted in the subsection on HTs' social relationship with teachers and deputies, HT A has an open-door policy with her staff and opens her heart to them as if they were members of her family.

HT E emphasized the indirect motivational method of providing love and care:

*'I attempt to raise the teachers' job satisfaction levels by instilling the values of love and care... e.g. one day, I was furious with one of my teachers and could not look her in the eye... She could see that I was not happy with her because they are all used to my smiling face... I also gave moral support to another low-performing teacher for about two years until her performance reached an excellent standard.'*

HT D found indirect motivational methods to be more effective than direct ones in improving the performance of her staff:

*'Indirect motivational techniques are more important to me than direct ones; [indirect methods include] listening to teachers and sparing some time for them whenever they have a problem to discuss... When I show them that they are one of my priorities, this gives me so much satisfaction at work... I have to be supportive of and highly responsive to the needs of my teaching staff, as well as engaging into some role-sharing activities. I also have to inform teachers that we are all part of the school system and that my duties are solely organisational.'*

The head of department at School D particularly appreciated the indirect techniques used by her HT to improve performance:

*'[M]y head teacher is technically and administratively experienced and highly qualified... She also acts wisely in addressing the problems facing me... I learned from her how to address the problems of my teachers by listening to both parties, because leaving such issues unanswered makes things worse, which is in turn reflected negatively in student performance.'*

The researcher observed the head teacher of School C motivated her head of department indirectly by exhibiting appreciation for her efforts. For example, HT C commented that 'this head of department is a very creative one... she was one of the KPFS project website designers.'

The head teachers of Schools B and F clearly respected and appreciated their teachers' achievements, and asked them politely to complete their work and finish any emergency tasks. The researcher observed that HT F exhibited love, tolerance and fairness in her dealings with teaching staff. In addition, HT F hosted a leaving party on the researcher's final day at the school by paying for a breakfast party with some of the teachers who had attended the *Haji*.

Overall, it is clear that a satisfying work environment contributes to teachers' motivation. Al-Fahad (2009) found that teachers will stay in the profession longer if they find the work rewarding and feel valued by their head teachers through the use of both direct and indirect techniques. In general, the KPFS head teachers regarded direct and indirect techniques as equally important in improving the performance of their staff.

The head teachers at Schools A, B and C viewed time-off bonuses as an important direct method of motivating their staff, while HT E and HT F preferred their teachers to be 'honoured on occasions'. Conversely, HT D explained that motivating her staff through indirect techniques such as 'listening to teachers' problems' gives her satisfaction at work; indirect methods are much more important to her than direct ones.

All of the head teachers agreed that indirect techniques are more effective than direct techniques in satisfying teachers' emotional and psychological needs. Indirect techniques include the provision of love, care, respect and appreciation for teachers' work. However, the researcher suggests here that some teachers are likely to be unaffected by certain

indirect motivational methods; that is, they may require greater rigour from their head teachers to motivate them to take their jobs seriously.

The results of applying the Islamic conceptual framework show clearly that the Islamic concept of satisfaction does not contradict the theories of individual needs presented by Herzberg and Maslow. However, it does add needs associated with belief to these theories. All head teachers in a Muslim context recognise the effective role of belief in influencing teachers' behaviour and direction. The head of department interviewed at School E commented that 'I sometimes tried to finish my tasks by staying in school from 7 am to 7 pm'. This shows how motivated she was even without being paid extra money; reward from God was her ultimate motivation. Her ultimate motivation, contradicts the assumption of Vroom's expectancy theory that individuals work harder when rewards (financial or personal) are available.

The use of motivational methods by Kuwaiti teachers is becoming increasingly sophisticated. It is important to offer an array of motivational methods, as if the same techniques are always used, they will become monotonous and thus demotivating. Head teachers in Kuwait today need more opportunities to be creative and implement new techniques for motivating teachers. Every job and every endeavour is associated with its own motivational methods. Head teachers should be aware of the different requirements that must be fulfilled to motivate teachers to effectively complete different tasks.

From this evidence, it seems clear that head teachers have to work hard to implement real changes in their schools and promote an encouraging and positive atmosphere by introducing new and innovative techniques – both direct and indirect – of motivating teacher performance, which may assist in the overall success of the schools. Such success may in turn increase head teachers' satisfaction. Head teachers operating within centralised education systems in collectivist countries such as the research setting of this study (Kuwait), Arabia and some Eastern countries must provide skilful leadership and adequate encouragement in changing and challenging times (Day, 2004).

### **5.11. The seventh major theme: supervision**

Supervision was the seventh major theme found to negatively affect the KPFS head teachers' job satisfaction. The HTs of Schools C, B and D complained about the highly centralised system of the MoE, which limits the efficacy of supervision.

Supervision administration is driven by the MoE: a supervisor starts his/her career as a teacher, works in this role for five or six years, then works for another five years as a head of department. After 10 years of experience, the head of department can become a supervisor. Yet such is the highly centralised system of the MoE that supervisors do not have the authority to train teachers; they merely observe and provide some direction. According to Al-Jabur (1996), educational supervisors should be involved in orientation, meetings, workshops on staff-development programmes, efforts to deal with students' educational problems, and the development and implementation of new curricula. However, the HTs of Schools C, B, and D claimed that such integrated practices are almost completely absent from the KPFS system.

HT C was dissatisfied with the role of the supervisors, and expressed her desire for the MoE to increase their responsibilities: 'a supervisor's role should not be confined to paying visits to teachers; they must also contribute to the vocational development of these teachers'.

Head teachers C and B made two recommendations relating to this theme: that supervisors should provide additional training sessions for teaching staff, rather than merely supervising them; and that the number of supervisors overseeing each science and literacy teacher should be reduced from two to one and three to one, respectively. Clearly, these recommendations require future consideration by the MoE.

HT B stated that 'some of the disadvantages of KPFS system include the allocation of three supervisors instead of one for literacy teachers and two instead of one for numeracy teachers'. For example, KPFS literacy teachers have to teach three subjects: Islamic studies, social and geographic studies, and Arabic studies. Each literacy teacher has three heads of department, and is thus supervised by three supervisors from the MoE. The same applies to science teachers, who are supervised by two individuals. This policy clearly frustrated head teachers C, B, and D, in particular.

The researcher met three supervisors in school D, and while waiting in HT D's office spoke with one literacy supervisor about the roles of the three or two supervisors who evaluate each literacy or numeracy teacher. Each supervisor assesses the teacher's ability in each of the three subjects she teaches.

The KPFS head teachers D, B and C were found to be opposed to the highly bureaucratic system in the MoE, which, for example, prevents supervisors from designing training sessions for developing teachers. Therefore, the KPFS administration urges the MoE to engage both head teachers and supervisors in the process of decision making on the planning and evaluation of any teacher-development programme, to ensure that such a programme can be tailored to the specific needs of KPFS schools.

AIDhean (2012) agrees with the findings of this study that providing training for teachers (in this case, literacy and numeracy teachers) is an important strategy for direct motivation, as learning through training opportunities develops teachers' communication skills, increases motivation, and improves teachers reasoning and problem-solving skills. These outcomes in turn motivate KPFS HTs and enhance their job satisfaction, because well-equipped and high-performing staff form a foundation from which head teachers can effectively enhance and develop their schools.

The HTs also criticised the system in place for supervising literacy and science teachers, especially the number of supervisors responsible for each teacher. All of the KPFS head teachers were critical of MoE policy for limiting supervisor power as a result of Kuwait's highly centralised, bureaucratic system. Head teachers should be given sufficient time to discuss any administrative issues (either their own or those of their staff) with the supervision centre, which may increase their job satisfaction and improve schools' progress overall.

### **5.12. Other, less common factors**

Other factors, such as a shortage of administrative staff, were reported less frequently. The lack of administrative staff was identified as a negative factor by HT A and HT E.

*'There is one laboratory science administrator for 24 science teachers responsible for 24 classes.'* (HT A)

*'I have a severe shortage of administrative staff... The entire school and all of its students have only two administrators only, which puts a lot of pressure on me.'* (HT E)

Although this factor was least frequently reported, it was explicitly identified as a negative factor by some of the head teachers, and mentioned more indirectly by others. It is clear that the lack of cooperation between the educational administration and KPFS head

teachers, and the MoE's ongoing neglect of the HTs' requests, have created this shortage in administrative staff. When head teachers' requests for support go unanswered, they are unable to reduce the workload of the current administrative staff. As a result, their role in developing their schools is diminished, leading to job dissatisfaction. Similarly, Al-Hazmi (2010) argues that the neglect of HTs within a centralised education system reduces their motivation, as they are unable to take effective steps to the workload of their teachers and other administrative staff.

The tables below illustrate the factors causing satisfaction and dissatisfaction that emerged from the interviews, the non-participant observations and the document analysis. For example, a table is created for School A in which the themes and sub-themes discussed earlier are categorised as factors causing either satisfaction or dissatisfaction, according to HT A. The classification of each factor causing satisfaction is supported by a quotation from HT A, and subjected to two methods of triangulation: first by comparing the interview findings with those of the researcher's non-participant observations and document analysis; and second by comparing the perceptions of HT A with those of other respondents. Next, the same is done for the factors causing dissatisfaction in School A, and the whole process is repeated for each of the schools.

After teasing out all of the factors causing satisfaction and dissatisfaction within the six schools, the researcher pinpoints similarities and differences between the schools. The six head teachers identified certain common causes of dissatisfaction, such as unclear and rushed decisions, centralisation, facilities, and the shortage of training programmes. In addition, the six head teachers agreed on seven factors causing satisfaction, namely student achievement, recognition, head teachers' achievement, pay, indirect teacher-motivation methods, and social relationships. However, the six heads differed in their perceptions of the rest of the factors causing satisfaction and dissatisfaction. These between-school differences are addressed, giving the final results as displayed below.

Table 5-8 indicates that HT A was satisfied by seven factors, namely student achievement, recognition, head teacher's achievement, social relationships, direct motivational methods, indirect motivational methods, and pay. The interview findings were triangulated by two means: first, by comparing them with the results of the other two data-collection methods (the analysis of CDs, documents, and field notes taken during non-participant observations); and second, by comparing HT A's responses with the responses of other

participants in School A. The triangulation confirmed the validity of the seven sources of satisfaction listed above. Triangulating the results via different data-collection methods and the responses of different participants also helped the researcher to identify the eight factors responsible for HT A's dissatisfaction, namely unclear and rushed decisions, centralisation and lack of authority, a lack of cooperation, inadequate training programmes, insufficient funding, missing or poor-quality facilities, heavy workloads, and a lack of administrative staff. **Table 5-8: Factors causing satisfaction and dissatisfaction derived from head teachers' interviews: School A**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Centralisation and lack of authority
Head teacher's achievements	Lack of cooperation
Social relationships	Training programmes
Direct motivational methods	Budget
Indirect motivational methods	Facilities
Pay	Workload
	Lack of administrative staff

The HT's responses clearly demonstrated that the rushed and unclear decisions made by Kuwait's centralised education authorities are frustrating and dissatisfying. HT A expressed satisfaction with her remuneration, and this was confirmed by her facial expression; however, she undoubtedly contrasted her financial satisfaction with her staff's unhappiness with the disparity between their heavy workload and low salaries. HT A thus recommended that Kuwaiti policy makers increase KPFS teachers' payment – especially that of non-native teachers. She suggested that increasing the remuneration of KPFS native and non-native staff alike would solve the currently high rate of teacher turnover due to

heavy workloads, thereby reducing the stress and dissatisfaction experienced by head teachers such as HT A.

Table 5-9, which displays the results of reviewing and comparing the data collected for School B, indicates that HT B was satisfied by seven factors, namely student achievement, recognition, head teacher's achievement, social relationships, direct and indirect motivational methods, and pay. Analysis of the three types of qualitative data obtained in the study reveals that HT B was dissatisfied by eight factors, namely unclear and rushed decisions, centralisation and lack of authority, a lack of cooperation, inadequate training programmes, insufficient funding, heavy workloads, insufficient supervision, and poor-quality facilities.

**Table 5-7: Factors causing satisfaction and dissatisfaction derived from head teachers' interviews:  
School B**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Centralisation and lack of authority
Head teacher's achievements	Lack of cooperation
Social relationship	Training programmes
Direct motivational methods	Budget
Indirect motivational methods	Workload
Pay	Supervision
	Facilities

Triangulating HT B's responses (Table 5-9) by comparing them with the responses of other staff reveals that HT B connects her job satisfaction with the happiness of her staff. This highlights the importance of developing existing methods (both direct and indirect) of motivating teachers to improve their performance, as well as creating new ones. HT B was satisfied with her efforts to motivate her teachers and their effects on overall school progress (discussed in reference to theme 5). The findings of this study show that schools cannot perform effectively without committed head teachers. Demonstrating such

commitment, HT B attempted to improve the motivation of her teaching staff – Kuwaiti and non-Kuwaiti – by implementing certain motivational strategies to enhance their satisfaction and minimise their resentment (especially that of science and literacy teachers) of their workload. HT B’s response, combined with the results of the observations and document analysis, suggests that HTs require more authority to rebuild curricula and reschedule school vacations, as in the West, while at the same time remaining under the jurisdiction of the MoE. Al-Hazmi (2010) adds that more authority and autonomy should be given to head teachers to manage their schools in practical ways to avoid dependency on the educational administration.

**Table 5-8: Factors causing satisfaction and dissatisfaction derived from head teachers' interviews:  
School C**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Centralisation and lack of authority
Head teacher’s achievements	Budget
Experience	Facilities
Pay	Student numbers
Social relationship	Training programmes
Direct motivational Methods	Supervision
Indirect motivational methods	

It is clear from Table 5-10 that HT C was satisfied by eight factors but dissatisfied by seven factors. The former were student achievement, recognition, head teacher’s achievement, experience, pay, social relationships, direct motivational methods and indirect motivational methods. The factors causing dissatisfaction were unclear and rushed decisions, centralisation and lack of authority, insufficient funding, excessive numbers of students, inadequate training programmes and poor-quality facilities. The interviewees’ responses, combined with the findings of the observations and document analysis, indicate that HT C requires more authority while remaining under the jurisdiction of the MoE. The

head teacher reported considerable dissatisfaction as a result of the MoE's failure to respond too many of her demands. Greater collaboration between the Ministry of Education, the educational administration and head teachers such as HT C may provide more effective leadership and thus more sustainable improvements to the KPFS system in line with Kuwaiti's Future Visions 2025. According to Hallinger and Heck, 'the impact of the principal's leadership is mediated by the culture, work processes, and people' (Hallinger and Heck, 2010: 137).

The results shown in Table 5-11 indicate that HT D was satisfied by six factors, namely student achievement, recognition, head teacher's achievement, indirect motivational methods, social relationships, and pay. However, HT D was dissatisfied by seven factors, namely unclear and rushed decisions, centralisation and lack of authority, inadequate training programmes, a lack of cooperation, poor-quality facilities, high student numbers, and inadequate supervision.

**Table 5-9 - Factors causing satisfaction and dissatisfaction derived from head teachers' interviews:**

**School D**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Centralisation and lack of authority
Head teacher's achievements	Training programmes
Indirect motivational methods	Lack of cooperation
Social relationship	Facilities
Pay	Student numbers
	Supervision

This study clearly demonstrates the need to increase the implementation of both direct and indirect methods of motivating the performance of teachers and staff. The interpretative data reveals the main indirect techniques used by HT D to motivate her teachers to improve their performance, which were also noticed first-hand by the researcher during her visit. These techniques are as follows: encouraging teachers to contribute to the school

decision-making processes (i.e. consultation); showing flexibility; and treating teachers fairly and equally and in a kind and reasonable manner. Head teachers benefit most from indirect motivational methods, and these are also the most effective in satisfying the emotional and psychological needs for their staff. All of the satisfaction factors in Table 5-11 were related to the highly centralised education system in Kuwait, which prevents head teachers from removing obstacles themselves without requesting assistance from the MoE. In a centralised educational system such as that of Kuwait, and in highly collectivist nations such as the countries of Arabia and some Eastern countries, effective school leadership requires highly skilled head teachers who guide and motivate their staff to keep pace with changes and overcome challenges. HT D hoped that the recommendations made in the current study will help to achieve this aim.

Table 5-12 shows that HT E was satisfied by eight factors, namely student achievement, recognition, head teacher's achievements, experience, social relationships, direct and indirect motivational methods, and pay. However, HT E was dissatisfied by nine factors, namely unclear and rushed decisions, a lack of cooperation, centralisation and lack of authority, insufficient funding, poor-quality facilities, insufficient maintenance, heavy workloads, inadequate training programmes, and a lack of administrative staff. The researcher observed that HT E worked to improve the motivation and satisfaction of her students to help them become leaders in the future. Unfortunately, HT E also faces many obstacles that she hopes to solve by future consultation with the MoE. All of the stressful factors were related to Kuwait's centralised education system, whose representatives ignore or provide insufficient support for head teachers' efforts to develop and sustain their schools. However, Al-Hazmi (2010) suggests that the personal characteristics of head teachers and their strategies for managing organisations in centralised systems such as that of Kuwait can help to decrease these obstacles.

**Table 5-10 - Factors causing satisfaction and dissatisfaction derived from head teachers' interviews:  
School E**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Lack of cooperation
Head teacher's achievements	Centralisation and lack of authority
Experience	Budget
Social relationships	Facilities
Direct motivational methods	Maintenance
Indirect motivational methods	Workload
Pay	Training programmes
	Lack of administrative staff

**Table 5-11 - Factors causing satisfaction and dissatisfaction derived from head teachers' interviews:  
School F**

<b>Factors causing satisfaction</b>	<b>Factors causing dissatisfaction</b>
Student achievement	Unclear and rushed decisions
Recognition	Centralisation and lack of authority
Head teacher's achievements	Training programmes
Direct motivational methods	Budget
Indirect motivational methods	Facilities
Social relationship	Maintenance
Pay	Workload
	Lack of cooperation

The result shown in Table 5-13 indicate that HT F was satisfied by seven factors, namely student achievement, recognition, head teacher's achievements, direct and indirect motivational methods, social relationships, and pay. However, she was dissatisfied and stressed as a result of eight factors: unclear and rushed decisions, centralisation and lack of authority, inadequate training programmes, insufficient funding, poor-quality facilities, inadequate maintenance, heavy workloads, and lack of cooperation. The researcher observed that HT F was particularly dissatisfied by the lack of adequate facilities, maintenance and training programmes. In addition, HT F attributed these shortages to the lack of cooperation of the MoE and the unresponsiveness of the broader educational administration. It is necessary to increase the training programmes provided for KPFS staff, because the current courses are not sufficient to motivate head teachers. HT F also reported a lack of training for both literacy and numeracy teachers. The deficiencies in the provision of training programmes and well maintained facilities must be remedied to improve learning quality in KPFS schools, because heavy workloads increase the rate of teacher turnover and poor-quality equipment reduces learning quality and impacts negatively on head teachers' satisfaction. These recommendations are also supported by evidence gathered during the researcher's observations, which is consistent with the findings of the interview with HT F. In the absence of effective development programmes and skilled head teachers, schools are likely to be ill equipped to prepare students and head teachers with the flexible learning skills and responsiveness to change that are crucial to the ongoing success of the KPFS project and the reformation of Kuwaiti primary education.

Therefore, in order to motivate head teachers, stakeholders and policy makers, the MoE is advised to provide head teachers with greater recognition for their work and supply schools with urgently needed maintenance and facilities, as well as in-service and pre-service training programmes. This will enhance head teachers' motivation, increasing their productivity and thus their job satisfaction (Al-Fahad, 2009; AlDhaen, 2012; Dawson, 2008; House and Wigdor, 1967).

The final question asked of the interviewees elicited many suggestions and recommendations for improving and expanding the KPFS project in line with Kuwait's Future Visions 2005-2025. A summary of these suggestions and recommendations is provided in Table 5.14.

**Table 5-12 - Head teachers' suggestions and recommendations**

School	Head teachers' suggestions and recommendations
B	<p>I would like greater power, but wish to remain under the jurisdiction of the Ministry of Education as long I am permitted to discipline students who behave badly.</p> <p>I advise the Ministry of Education to cancel the school's free meals, because the system is a waste of public funds.</p>
C	<p>There must be enough qualified members of staff to look after pupils with learning difficulties.</p> <p>I should be given the opportunity to select creative teachers.</p>
D	<p>I hope to be given some more power, but to remain under the umbrella of the Ministry of Education to avoid favouritism and nepotism.</p> <p>The head teacher should be given a quality assessment.</p>
F	<p>I recommend that courses for science and numeracy teachers are intensified, due to the absence of outstanding graduates in the State of Kuwait competent enough to teach both subjects together.</p>

Table 5-15 displays the results of the final phase of analysis, during which all three data-collection methods were used to classify the factors causing satisfaction and dissatisfaction. The six KPFS head teachers were clearly all satisfied by their students' achievements, and by the recognition and support for their hard work provided by staff, students, parents, some administrative staff at the MoE and members of their local communities. In addition, two of the heads were satisfied by their own achievements, explaining that their 30 years or more of professional experience had equipped them to leads their school successfully.

**Table 5-13 - Factors causing satisfaction and dissatisfaction derived from interviews with the KPFS head teachers, non-participant observations and analysis of CDs and documents**

Factors causing satisfaction	Number of responses from head teachers	Factors causing dissatisfaction	Number of responses from head teachers
Student achievement	6	Unclear and rushed decisions	6
Recognition	6	Centralisation and lack of authority	6
Head teacher's achievements	6	Training programmes	6
Experience	2	Budget	5
Direct motivational methods	5	Lack of cooperation	5
Indirect motivational methods	6	Workload	4
Social relationships	6	Facilities	6
Pay	6	Maintenance	2
		Student numbers	2
		Supervision	3
		Lack of administrative staff	2

All of the KPFS heads acknowledged the importance of implementing indirect methods of motivating their staff. Five of the six heads also regarded direct motivational incentives as vital to improve teachers' performance.

Pay was a source of motivation and satisfaction for the whole population (HTs) of the study. However, they compared their satisfactory remuneration with the low salaries received by their staff, and recommended that the MoE increase the payment of both non-Kuwaiti and Kuwaiti teachers in the six KPFS schools, as these teachers' workloads are heavier than those of teachers in non-KPFS schools.

The results of the interpretative analysis indicate that the KPFS HTs have strong relationships with parents, staff and local communities, and welcome their involvement in

school activities. Similarly, Jacobson (2011) and Fullan (2002) argue that the sustainable success of schools depends on HTs' ongoing efforts to support and reward members of staff and actors in local communities by encouraging collective professional development. In the KPFS context, such collective development might help to realise the aims and objectives of the project.

The interviewees' responses, combined with the findings of the observations and document analysis, indicate that all six of the head teachers were dissatisfied as a result of unclear and rushed decisions, poor-quality facilities and a lack of training programmes for both head teachers and their staff. These three factors all arise from the centralised education system in Kuwait, a highly collectivist society. The six head teachers in the current study were demotivated by this centralisation and wished to have more authority while remaining under the jurisdiction of the MoE to prevent favouritism.

It is clear from Table 5-15 that five of the heads were dissatisfied with the funding they currently receive from the MoE and the MoE's lack of cooperation with schools. Again, both factors arise from the highly centralised education system of Kuwait. The interpretative data and the results displayed in Table 5-15 show that four of the heads were dissatisfied as a result of heavy workloads, in part due to their many daily tasks and in part due to the workload and thus high turnover of literacy and science teachers. Table 5-15 also indicates that two of the heads were dissatisfied as a result of inadequate maintenance, a lack of administrative staff and large class sizes. Three heads experienced dissatisfaction due to inadequate supervision, as discussed in the section on the seventh major theme associated with satisfaction. All of the findings outlined in this paragraph are addressed in more detail in Chapter 6. The researcher identified the factors responsible for satisfaction and dissatisfaction in each of the six schools by counting the number of times they were reported by the head teachers in the qualitative data obtained during the interviews.

### **5.13. Summary**

This chapter is divided into two sections. The first section provides a detailed description and analysis of the qualitative data collected from the case-study interviews to give a clear picture of the general atmosphere of each KPFS School, as well as information on the number of interviews conducted and the time spent in each school. The analysis reveals that the six respondents share certain opinions and views on the concepts of job

satisfaction and motivation. The six head teachers identified innovation, development, creativity, productivity, the ability to overcome obstacles, motivation, enthusiasm, comfort and professional development as basic requirements for school success, and essential to the enhancement of job satisfaction. However, some differences were also found between the opinions of the six KPFS head teachers.

The second section of the chapter examines the findings of the interviews with the six head teachers and the other participants. The interviewees' perceptions of the factors that determine their job satisfaction can be classified according to seven major themes, each with a number of related sub-themes. These themes are as follows: 1) educational administration; 2) school conditions; 3) nature of the work; 4) personal variables; 5) social relationships with parents, teachers, deputies and members of the surrounding community; 6) methods of motivating teachers and thereby increasing their job satisfaction; and 7) supervision. Another important, albeit less frequently reported, factor was a lack of administrative staff. At the end of this chapter, a number of suggestions and recommendations are made for improvements.

The first major theme, 'educational administration', represented the greatest source of dissatisfaction for all of the respondents. It elicited particular dissatisfaction from the six KPFS head teachers. This theme can be classified into five sub-themes, ordered from highest to lowest levels of dissatisfaction: unclear decisions, centralisation, a lack of cooperation, inadequate training programmes, and insufficient funding.

The second major theme was 'school conditions'. The KPFS head teachers regarded shortages in facilities and maintenance, as well as large class sizes, as the main sources of their frustration and dissatisfaction. These factors relate to both the highly centralised education system and the lack of cooperation of the Kuwaiti MoE. The HTs also attributed these factors to a lack of careful planning and frequent changes in the Minister of Education with each new government.

The third major theme associated with job satisfaction was 'the nature of the work'; its four sub-themes were student achievement, workload, head teacher's achievement, and recognition. Generally, all of the head teachers were satisfied with their students' achievements and their own attempts to raise attainment and learning standards; they were positively motivated by this moral and pedagogical purpose, and thus contributed effectively to the development and subsequent proposed expansion of the project.

However, the teachers all shouldered heavy workloads: a clear source of dissatisfaction for both the head teachers and the specialist teachers. The higher the workload of the teachers, the more stress suffered by the head teachers, because the ongoing paucity of KPFS teachers forced head teachers to spend considerable effort and time seeking support from the Kuwait MoE to find replacement teachers. Meanwhile, the teachers resented being paid the same as non-KPFS primary teachers despite having to teach many more lessons. In Kuwait's traditional primary schools, science and numeracy are taught separately, and teachers receive nearly 1300 KD (£2, 600) per month. However, science teachers in KPFS schools are responsible for teaching two subjects (science and numeracy), and many are not properly qualified to teach both, yet receive roughly the same payment as their non-KPFS counterparts. Similarly, whereas the Arabic language, Islamic studies and social studies/Kuwaiti history are taught separately in traditional primary schools, literacy/arts teachers in KPFS schools have to teach all three subjects. Due to the resulting workload and the inability of some individuals to teach more than one subject, many KPFS teachers have transferred to the traditional primary system. This high rate of turnover makes KPFS head teachers responsible for encouraging their staff to love their jobs and thus choose to remain at their schools, at the same time as attempting to find alternatives if teachers do insist on leaving. Unsurprisingly, therefore, the head teachers reported significant levels of stress regarding the possible sudden departure of staff members.

'Personal variables' constituted the fourth major theme. Researchers such as Al-Hadhood (1994), Al-Karoot (2006), Al-Mohanadi (2007), Al-ziadi (2008), Al-Saraf (1994), and Ghazi (2004) have studied the statistical relationship between certain demographic variables and job satisfaction. However, the current study qualitatively investigated the significance of salary and experience by eliciting the KPFS head teachers' opinions of these variables. This major theme can be categorised into two sub-themes: pay and experience. All six head teachers were satisfied with their pay relative to their years of experience. Their recent salary increase was agreed by the MoE in December 2011, and each HT had a minimum of 30 years of experience, during which they had refined their managerial skills.

The fifth major theme, 'social relationships', was divided into three sub-themes: relationships with parents; relationships with teachers and deputies; and relationships with members of the surrounding community. For the most part, KPFS head teachers have strong relationships with their students' parents. Most of the parents of children educated

at KPFS schools are well educated, which can surely only enhance their relationship with head teachers. Every head teacher regarded her relationships with teachers and deputies as positive. The head teachers' relationships with members of their local communities also increased job satisfaction.

The KPFS reported that direct and indirect methods of motivation are equally important in improving the performance of their staff; both were regarded as sources of satisfaction. It seems clear that head teachers have to work hard to implement real changes in their schools, promote an encouraging and positive atmosphere and introduce innovative new motivational techniques – direct and indirect – to improve their teachers' performance and thereby enhance the overall success of their schools. In turn, such success is likely to contribute significantly to head teachers' satisfaction. To lead schools effectively in a centralised educational system (like that of Kuwait) within a collectivist setting (such as Arabia and some Eastern countries), head teachers must be highly skilled and capable of providing direction and encouragement in rapidly changing and challenging times (Day, 2004).

The seventh major theme, 'supervision', was also reported to have a negative effect on the six head teachers' job satisfaction. The HTs of School C, School B and School D complained about the highly centralised system of the MoE, which limits the effectiveness of supervisory activities.

Another notable and coded theme, albeit less frequently reported than the others, was the schools' lack of administrative staff. This was identified as a negative factor by head teachers A and E.

The analysis ended by assessing the numerous suggestions and recommendations provided by the six head teachers, followed by a clarification of their main contributions to the project.

It is clear that these head teachers have an important role to play not only in managing their schools but in ensuring the expansion of the KPFS project to meet the aims of the Kuwaiti 2005-2025 Future Visions programme. The research has found that head teachers can influence academic outcomes through both their effect on teachers and teaching quality and their promotion of a favourable school climate and culture. The qualitative data suggest that head teachers work hard to enhance student care and improve the quality of

educational practice, thereby connecting student behaviour with student progress. They should also seek to foster conscientiousness and leadership qualities in their students and help them to develop their personalities through training in self-presentation. The head teachers involved in this study are passionate about leading learning; they integrate extra training courses with the existing school development plan, improve physical working conditions, deal with shortages in ICT aid for staff, and nurture staff efficacy and motivation.

## **Chapter 6. Discussion and Conclusions**

The aims of this research were to identify the impact on the success of the KPFS project of the role played by its head teachers, and to investigate KPFS head teachers' levels of job satisfaction. It was also designed to increase understanding of the relationship between the factors that influence job satisfaction and the contribution of job satisfaction to the effectiveness of leadership in Kuwait. Additionally, there was an examination of motivational theories that may assist in increasing the job satisfaction of head teachers and their potential impact on the overall progress of their schools. Finally, recommendations were made for both head teachers and policy makers – especially those at the Kuwait MoE – regarding strategies for increasing job satisfaction among head teachers, particularly those involved with the KPFS project.

The research employed qualitative methods (interviews, document analysis and observations) to investigate the following research questions:

1. What factors affect the job satisfaction of KPFS head teachers?
2. How far does the role of KPFS head teachers influence the success of the project?
3. What is the relationship between KPFS head teachers' job satisfaction and the effectiveness of their role?

As mentioned above, a qualitative approach with two supportive data-collection methods was used to answer these three questions. According to Spector (1997), job satisfaction can be measured via face-to-face interviews that are either formal or informal, structured or unstructured. These methods are effective for small samples, such as the six KPFS cases under study here. Interviews were arranged with six head teachers and certain other individuals involved with the KPFS project (see Section 4-9) across three districts, to provide in-depth information relevant to the research questions. There are a number of drawbacks associated with using interviews. For instance, they are more time-consuming than questionnaires. Consequently, questionnaires with rating scales are the most common research method used by educational researchers to investigate the job satisfaction of head teachers. However, Seidman (1998: 63) notes that interviews are better suited to many of

the research aims and purposes. As presented in the previous chapter, seven major themes (and a number of other, less common ones) emerged from the qualitative data collected. This chapter discusses the main findings of the study in comparison with those of the studies and theories reviewed in the chapter on existing literature. It includes a discussion of KPFS head teachers' job satisfaction, the factors that contribute to their satisfaction and dissatisfaction, the impact of the head teachers' role on the success of the project, and the relationship between motivation and leadership. This is followed by an examination of possible improvements to the KPFS schools, leading to recommendations and comments. Each theme and sub-theme is discussed in relation to the research questions.

## **6.1. Theme 1: Educational administration**

As displayed in Tables 5, 8, 9, 10, 11, 12 and 13 in the data-analysis chapter, the qualitative data collected for the first theme demonstrate that the majority of interviewees were dissatisfied with the educational administration. They were also dissatisfied with its sub-themes, apart from pay, which was a source of satisfaction for the HTs (despite being a source of dissatisfaction for non-Kuwaiti teachers). The sub-themes related to the above theme are unclear and rushed decisions; centralisation; lack of cooperation of the educational administration; training programmes; and budget. These sub-themes are discussed below.

### **6.1.1. Sub-theme 1: Unclear and rushed decisions**

The first sub-theme is addressed in relation to the research questions, as follows. With regard to the first question ('What factors affect the job satisfaction of KPFS head teachers?'), all six head teachers expressed resentment and confusion regarding the implementation of decisions. These decisions concerned school meals, flash-memory files (implemented with urgency at the beginning of 2011, as explained in the analysis chapter), and other administrative matters relating to the KPFS project. According to Herzberg's theory, policy and administration are factors that cause dissatisfaction, and a number of studies have found that the lack of leadership and unclear decisions of the MoE and the educational administration have a negative impact on head-teacher satisfaction (see, e.g., Al-Hazmi, 2010; Al-Fahad, 2009; Al-zaidi, 2008; Sari, 2005).

This finding may be related to the frequent changes in the Kuwaiti Minister of Education under each new government. Each new minister has implemented his or her own plans

without involving the head teachers when decisions are made. The resulting lack of clear regulations can cause stress, which has an adverse effect on students, parents and head teachers. For example, the head teacher of School D described ‘a decision specifying that I cannot accept students into my school unless they show me their ID card or a parent’s ID card... [which] is opposed by another decision that students cannot be admitted unless they provide both cards’.

The most obvious finding to emerge from this sub-theme is that if head teachers were able to contribute to the decision-making process, this would have a positive impact on the development of the school environment. Any regulations that are unclear and inconsistent could be prevented. This finding also answers the third research question (‘What is the relationship between KPFS head teachers’ job satisfaction and the effectiveness of their contribution in the progress of KPFS?’), which indicates that school improvements may not be realisable without cooperative decision making between head teachers and the MoE.

The evidence collected on this sub-theme suggests that leadership in Kuwaiti schools requires a consultation process between HTs and policy makers, as encouraged by the principles of Islam (Al-Enizi, 2000). Consultation may well be the solution to the negative impact of unclear regulations on the progress of schools. The present findings are consistent with the positioning of Kuwait on Hofstede’s scale (1983), according to which the country has a collectivist orientation, distanced from central government. These findings have important implications for the development of further research to investigate the impact of educational consultation in countries at a distance from central government.

Hallinger and Heck (2010: 100) note that the strength of leadership and its impact on learning is moderated by the changing conditions of a school. This observation was supported by the head teacher of School A, who stated that ‘[t]he binding decisions of the Minister diminishes the role of the head teacher in making decisions that she knows are appropriate’.

The head teacher of School B was motivated to work in a KPFS school. She described her long-term plans to develop teaching methods that may at times conflict with the decisions of policy-makers within the MoE. The same was true of the head teacher of School F, who noted that ‘[i]n terms of the curriculum, the teacher does not have the freedom to recommend appropriate subject plans that conform to religious and social occasions’.

The implication of this finding is that Kuwait will need to increase the role of head teachers in the educational decision making process if it is to retain skilled professionals with the motivation to improve education policy. This finding is supported by Dawson (2008), who suggests that opportunities exist for many policy makers to encourage greater HT participation in decision-making, but that these are frequently overlooked. This view is also supported by Jones (1999: 324):

*'The most significant of the changes in the role of the primary head is an increase in management activities, and these changes do not support the view that an increase in management leads to a deprofessionalisation.'*

It is therefore necessary for head teachers and policy makers to cooperate with each other to develop programmes that will enable them to identify the needs of Kuwaiti schools and make appropriate plans for future development.

#### 6.1.2. **Sub-theme 2: Centralisation and a lack of authority**

The second sub-theme is also addressed by the first and third research questions. This sub-theme was the greatest source of dissatisfaction for all of the respondents, particularly the six KPFS head teachers. The interviewees' responses, combined with the observations and documentary analysis, indicate that the head teachers involved in this study require more authority while at the same time remaining within the MoE. The head teacher at School D described this need as follows: 'I hope to be given some more power, but under the umbrella of the Ministry of Education, so as to avoid favouritism and nepotism'. This finding is supported by Al-Hazmi (2010), who states that it would be difficult if not impossible to completely decentralise an education system in the Middle East, and in Kuwait in particular. However, a number of modifications may decrease the dissatisfaction caused by centralisation. Al-Hazmi (2010) comments that more authority and autonomy should be given to head teachers to manage their schools in practical ways to avoid dependency on the educational administration.

The head teacher of School E hopes to gain the power to overcome further issues, such as the lack of facilities and maintenance. She stated in interview that 'I suffered from the negative aspects of my job, including limited powers and inadequate school equipment'. A positive step would be to provide head teachers in Kuwaiti schools with feedback forms to enable them to outline the necessary improvements to their schools in writing.

In addition, the head teacher of School B commented that she would like to have the power to reschedule her school's timetable, including timing the holidays to optimise educational progress:

*'I would like wider responsibility while remaining under the auspices of the Ministry of Education....if I had the authority, I would reschedule the formulation of lessons, and take a similar approach to the school vacations.'*

The dissatisfaction observed in this study is consistent with the findings of Al-Jabur (1996); Al-Fahad (2009); Al-Muallem (2009); KNEDC (2008); Al-Hadhood (1994); Al-Hazmi (2010); Al-Mohanadi (2007); Al-Amiri (1992); and Al-zaidi (2008). However, the head teachers surveyed by Al-Saraf et al. (1994), Ghazi (2011) and Chaplin (2001) were all found to be satisfied with their existing level of authority.

Despite the lack of authority reported by the KPFS head teachers, the findings of the current study support Jacobson's (2011: 34) claim that a relationship exists between the leadership of a school and its success: 'instructional leadership' is the 'linchpin' between the actions of the principal and sustained school progress. This study corroborates the findings of much of the previous work in this field, including that of Hallinger and Heck (2010: 107), Hargreaves (1994), Hall (1996), Ferlie et al. (1996) and Jones (1999: 335), all of whom call for 'professionalised' headship. It seems clear that it is vital to restructure the current management policy to produce a more decentralised system. This will increase the job satisfaction of head teachers by according them a measure of self-determination while allowing them to remain under the umbrella of the MoE.

### **6.1.3. Sub-theme 3: Lack of cooperation from educational administration**

With regard to the first research question ('What factors affect the job satisfaction of KPFS head teachers?'), it has been established that five of the head teachers under study were dissatisfied with the general lack of cooperation from the MoE. They also reported a lack of cooperation between the six schools, and explained that their requests had been ignored by the educational administration. There are a number of possible explanations for these experiences. As previously discussed, the highly centralised nature of the education system in Kuwait plays a significant role in the MoE's lack of cooperation. This result is consistent with the findings of Al-Hazmi (2010), Al-zaidi (2008), Al-Mohanadi (2007) and

Al-Hadhood (1994). As noted by Al-Hazmi (2010: 128), ‘centralisation can be seen to be at the heart of the problem, as it leads to a lack of response to head teachers’ requests’.

A further explanation for the findings of the current study is that when the MoE ceased to cooperate with the head teachers between 2008 and 2010, the project’s activities were adversely affected, which created dissatisfaction. In relation to the insufficient provision and lack of cooperation of the educational administration, the head teacher at school D made the following complaint.

*‘The project assessment is extremely important and is of primary interest to me. I need an assessment... I also asked the Ministry of Education to expand the school by adding a new building, which is supposed to take place during the second term and after the February 2012 school holiday... Nothing has actually been achieved yet.’*

The results of empirical research by Hallinger (2011: 137) indicate that the KPFS head teachers would be more successful if they increased their cooperation with the Minister of Education, with the educational administration, and with each other. As Hallinger observes, ‘the impact of the principal’s leadership is mediated by the culture, work processes, and people’ (137). The findings of the interview, observations and documentary analysis suggest that the KPFS head teachers are extremely dissatisfied with official responses to their demands. It is proposed that greater collaboration between the Ministry’s policy makers, the educational administration and the KPFS schools may improve the leadership of the project and offer a more sustainable means of improving the KPFS project to meet the targets of Kuwait’s Future Visions 2025 (Hallinger and Heck, 2010).

#### **6.1.4. Sub-theme 4: Training programmes (TPs)**

The TP sub-theme answers all of the research questions. This study has established that training programmes play a significant role in the job satisfaction and success of both head teachers and their staff. Proponents of the human-relations model have also shown that such programmes increase productivity (Cole, 1996: 31). However, Al-Fahad (2009) and AIDhaen (2012) state that there is a shortage of training programmes in Kuwait primary schools for head teachers and their staff, and that this creates serious problems for Kuwaiti education. In his recent thesis, AIDhaen reports that there is a shortage of in-service education and training and continuous professional development for both head teachers

and staff in Kuwait (which is particularly relevant to literacy and numeracy teachers in KPFS schools). When such programmes are provided, they are poorly timed and designed.

All of the respondents in this current study agreed that the courses provided by the MoE are insufficient. For instance, HT C stated that 'there are not enough training courses for my staff, which is somewhat annoying'. This finding is supported by Herzberg, who classifies a lack of training as a source of dissatisfaction.

The head teachers expressed their hope that adequate training programmes and support will be provided by the MoE in the future to enhance their own performance and that of their staff. In this regard, HT B stated that 'I am frustrated and demotivated by the MoE's inadequate teacher-training programmes, particularly those provided for KPFS teachers'. Similar results are reported by Al-Hadhood (1994), Al-Mohanadi (2007) and Al-Hazmi (2010).

In relation to the second question, the findings suggest that the KPFS head teachers have an important role in developing their schools, and that they attempt to be innovative by constructing annual plans that include additional courses for their staff. HT E and HT B have arranged workshops for numeracy and Islamic teachers to raise awareness of the significance of the Arabic language and its uses. Such sessions are not provided by the MoE. Similarly, HT B 'arranged some workshops for maths teachers to enhance awareness of the role of the Arabic language and its various uses in maths classes.' The MoE is thus advised to identify the training needs of the six head teachers and their staff before designing any training programmes. The number of training programmes (both in-service and pre-service) should be increased, and the involvement and collaboration of head teachers in constructing these programmes should be welcomed, to ensure that such courses will motivate and improve the knowledge, skills and attitudes of both head teachers and teachers. In the context of the current study, the development of innovative programmes to enhance teachers' skills in literacy and numeracy may impact positively on head teachers' satisfaction, because more skilled teachers ensure better student outcomes, which in turn improve schools' overall progress and head teachers' satisfaction (Hargreaves, 2009; Muijs et al., 2010).

In relation to the third question, the training programmes currently offered by the MoE are not sufficient to motivate head teachers, as described above, and therefore diminish head teachers' job satisfaction. In the absence of effective development programmes and skilled

head teachers, schools are likely to be ill equipped to provide students and teachers with the flexible learning skills and responsiveness to change that are vital to keep pace with economic development in the 21<sup>st</sup> century (Hargreaves, 2009: 98; Hellowell, 1988: 234; cited in Creissen and Ellison, 1998; Al-Fahad, 2009).

#### 6.1.5. **Sub-theme 5: Budget**

This sub-theme answers the first and second research questions. The current study has established that funding is one of the main factors associated with job dissatisfaction. As mentioned in Chapter Two, Kuwait has a large national revenue, but has allocated only a small proportion of its budget to improving the education sector. In the course of this study, five of the head teachers agreed that insufficient funding is a key demotivating factor that reduces job satisfaction. Herzberg argues that funding affects policy and administration, although it cannot in itself provide job satisfaction (Randly and David, 1998).

Research conducted in Saudi Arabia by Al-zaidi (2008) and Al-Hazmi (2010) yielded similar findings. This reflects the particular nature of the problems that face head teachers who belong to centralised education systems in the Arabian Gulf Cooperative Countries and some other Eastern and Arabic countries. A study by Chaplin (2001) confirms the positive effect of the availability of resources on head teachers and their management of schools. It appears that bureaucracy, centralisation and a lack of planning are the main reasons for many of the problems encountered by Kuwaiti head teachers, which in turn leads to a reduction in school budget. The head teacher of School C noted that ‘the current budget does not meet the needs of the school’. Moreover, the head teacher of school F uses her own private funds to support the preparation of teachers’ workshops and cover other shortages. She stated that ‘the available budget is not suitable for the “schools of the future”’. The funding provided for Kuwaiti schools is thus a significant obstacle to developing a new form of education that promotes learner outcomes (Hargreaves, 2009: 89). Rutherford (2004: 26) provides evidence that ‘funding is the key...good things could be lost without proper funding’. Rutherford’s conclusion is supported by Al-Hadhood (1994), who states that to avoid a lack of autonomy (which impacts negatively on HTs and therefore on schools’ progress), sufficient funding must be available to motivate HTs to innovate and improve their schools.

## 6.2. Theme 2: School conditions

The data collected in the interviews and non-participant observations reveal that the majority of interviewees were dissatisfied with their working conditions in the KPFS schools. The sub-themes of facilities, maintenance and student numbers are discussed in more detail below.

### 6.2.1. Sub-theme 1: Facilities

In relation to the first research question, the six heads expressed dissatisfaction with the facilities available at their schools. As previously discussed, centralisation, head teachers' lack of authority and the unresponsiveness of educational administration appear to be at the root of the head teachers' frustration and job dissatisfaction. The results of the document analysis and the observations support this claim. The head teacher of school F summarised her school's shortages as follows:

*'There is a shortage of electronic equipment... There is no Internet... There are no halls reserved for physical education... The laboratories are not fully equipped ... We need magnetic blackboards and data projectors.... The school also needs surveillance cameras... Also, there are no cafeterias for the boys.'*

The results of this study are consistent with the findings of Al-Mohanadi (2007), Al-Hazmi (2010), Al-zaidi (2008), Al-Karoot (2006) and Gahazi (2004), all of whom identify inadequate facilities as a cause of job dissatisfaction. Chaplin (2001) shows that the availability of facilities and other resources has a profound effect on head teachers and their management. It can therefore be established that facilities constitute an important element of working conditions, and their lack or inadequacy is a demotivating factor, as categorised by Herzberg.

The findings for this sub-theme also answer the second and third research questions, as although the head teacher of School E described many deficits in her school, she was able to turn some of these to her advantage. During the Kuwaiti parliamentary election, she persuaded several actors in the local community to provide her school with some of the necessary equipment. This may explain the relatively high correlation between HT E's motivation and the improvements she has made to her school environment.

Collectively, the findings lead to the recommendation that to effectively motivate head teachers, stakeholders and policy makers, the MoE should provide head teachers with more recognition for their work and supply their schools with urgently needed facilities and equipment. These provisions would enhance head teachers' motivation and increase their productivity, and thus also their job satisfaction (Al-Fahad, 2009; Dawson, 2008; House and Wigdor, 1967).

### 6.2.2. **Sub-theme 2: Lack of maintenance**

Insufficient maintenance was found to be the second greatest source of dissatisfaction within the major theme of working conditions. The deputy heads in Schools E and F, speaking on behalf of their head teachers, complained about the slow responses made by the MoE to their requests for additional school maintenance. This unresponsiveness is due to the centralisation of Kuwaiti education. Saudi studies have established that decentralising head teachers' role and increasing their practical autonomy reduces dependency on the educational administration. This seems to offer a solution to the maintenance problems faced by KPFS schools. The findings of the current study corroborate those of many previous researchers in this field, such as Al-Hazmi (2007-2010), Al-zaidi (2008) and Ghazi (2004), who recommend providing schools with feedback forms on which to indicate their maintenance needs and request improvements.

However, no dissatisfaction with maintenance was reported in a Western study by Chaplin (2001). This may well be due to the decentralised nature of Western education systems, which enables head teachers to organise their schools without depending on their countries' ministries of education for decision making (although they may be reliant on official sources for financing).

The deputy head of School E, speaking on behalf of her head teacher, made the following complaint regarding the lack of maintenance in her school: '[t]he school building will soon collapse... The walls of the theatre subsided during our last visit there to attend a theatrical event ten years ago, and have yet to be rebuilt. In addition, the school grounds suffer from corrosion'.

A similar view was expressed by the deputy head who represented the head teacher of School F: 'the sports areas reserved for children are hazardous as they are surrounded by

electric wires. Their proximity to the public streets constitutes a major risk to children's safety'.

It is therefore clear that head teachers in Kuwait need to be given more power and more opportunities for professional development. As Hallinger and Hech (2010: 106) note, 'while leadership acts as a catalyst for school improvement, both the nature of leadership as well as its impact are shaped by both historical and current conditions in the school'.

One implication is that organisational factors such as the availability of maintenance and resources may assist or constrain the development of future leaders, not only within the KPFS project but in all schools (Bridges, 1977; cited in Hallinger and Hech, 2010).

### 6.2.3. **Sub-theme 3: Student numbers**

This sub-theme is addressed by the first research question. The student numbers in School C (750 pupils) and School D (800 pupils) are shown to be a cause of dissatisfaction among both head teachers and staff. Large numbers of pupils can disrupt teachers' activities and increase their workloads, preventing them from exercising creativity and pursuing self-development. This impacts negatively on the progress of the school. In turn, a low level of student attainment may demotivate head teachers and increase their dissatisfaction.

There are a number of reasons why parents compete to register their children in Schools C and D. These schools have recently been built, and are located in the Al-Asema district in the centre of Kuwait City, close to many facilities. It is also probable that the best teachers work in this area, as it is close to where they live. Favouritism is another possible explanation for the large number of students received by these schools, as suggested by the head of department in School A: 'I am in charge of 550 pupils....the number of students is too large due to the middleman phenomenon [i.e. favouritism]. Instead of regular-sized classes with 20 pupils each, there can be as many as 29 pupils in each lesson, which can affect the teaching and learning process'.

Favouritism sometimes requires KPFS head teachers to accept extra students without being informed of their behavioural issues. (Before the current study, however, only Smithers and Robinson (2004) had highlighted this factor as contributing to teacher dissatisfaction.) Teachers in KPFS schools with low job-satisfaction scores (whether due to heavy workloads and large class sizes or misbehaviour arising from favouritism) perform less well in the classroom. They are also more likely to decide to transfer to other positions,

leaving their head teachers with the stressful task of finding replacements, which increases their risk of burnout. This finding is supported by Dawson (2008), and Landy (1989), who state that unhappy workers are likely to be more regularly absent or to suddenly depart from their posts. The qualitative data indicate that many problems would be solved if head teachers had more power to reduce student numbers in their schools or to transfer students to non-KPFS schools. This would have a positive impact on the motivation of head teachers and staff and thus improve both the schools in the current study and the non-KPFS schools.

### **6.3. Theme 3: Nature of work**

The majority of the interviewees were satisfied with this theme and all of its sub-themes except workload, which was a source of dissatisfaction for both HTs and teachers. The four sub-themes (student achievement; HT achievement; workload; recognition) are discussed below in relation to the research questions.

#### **6.3.1. Sub-theme 1: Workload**

In response to the first research question, workload represents the highest source of stress and dissatisfaction. This was the case for four of the head teachers and several of the literacy and numeracy/science teachers involved in the study, and may be due to the particular demands placed on them by KPFS schools. For example, HT A explained that she is tired due to her extra tasks and the need to deal with classroom interruptions every day. This result is consistent with the findings of Chaplin (2001) and Al-Hazmi (2010: 130), who classify workload as a source of dissatisfaction. Chaplin describes the pressure placed on head teachers by both outside organisations and individual teachers. Al-Hazmi adds that uncooperative educational administrators increase workload, but that head teachers can use their personal relationships and managerial styles to decrease workload.

Four of the head teachers also experienced stress due to the ongoing paucity of KPFS literacy and science teachers, which has forced the four heads to instruct the staff responsible for the DSP to support students with low performance. This has increased the workload of the literacy and science teachers further. Policy makers and supervision centres should therefore seek to solve these problems by rescheduling timetables, providing additional literacy and science teachers and/or reducing class sizes. Due to the top-down decision making structure of the Ministry of Education in Kuwait, the four head

teachers do not currently have the authority to appoint new staff to minimise the workload of the remaining literacy and science teachers.

The findings of this research suggest a possible solution: to increase the salaries of KPFS teachers above those of teachers in non-KPFS primary schools, who are currently perceived to receive the same payment for less effort. This strategy would also help to reduce staff turnover, which is currently high. As noted by the deputy head responsible for representing head teacher E in the latter's absence, 'we need to allocate some financial resources for teachers because of the pressure placed on them'.

In response to the second and third research questions, the head teachers were found to be frustrated by the shortage of literacy and science teachers. They explained that this not only reduced their job satisfaction, but negatively affected the quality of their teaching. The head teacher of school E made the following comments on this issue.

*'I had a severe shortage of [literacy and science] teachers, as many teachers had transferred to other schools due to their heavy workload. In particular, there were very few teachers available to teach social studies, due to their inability to teach the literature subjects, and very few science teachers, as many teachers were unable to teach numeracy.'*

However, consistent with Day's (2004) findings, the KPFS teachers worked better when they felt 'cared for' by their head teachers, despite their heavy workloads.

One explanation for the effort made by the four HTs to decrease their teachers' workload lies in their Islamic faith. The findings of the observations and interviews suggest that the HTs motivate themselves and their staff in accordance with Islamic principles; they believe that the harder they work, the more they will improve themselves, develop their schools and help others, and therefore the more blessings they will receive from God: the ultimate source of satisfaction.

The four head teachers attempted to minimise their teachers' workload and accepted responsibility for creating a positive school culture by developing collective solutions to challenges encountered. They avoided criticising teachers who were tired or unwell, and urged all of the staff to do their work for the sake of Allah. The role of HTs in motivating teachers and improving schools is highlighted in more detail in discussion of the following themes.

In sum, the evidence obtained in this study suggests that it is urgently necessary for the MoE to decrease the workload and stress experienced by head teachers as a result of teachers' heavy workloads and consequent high turnover. This could be achieved by holding weekly (or monthly) meetings with the educational administrators at the MoE to explain any new and urgent problems. It is necessary to improve their cooperation to solve existing and future problems.

### 6.3.2. **Sub-theme 2: Student achievement**

The six head teachers were satisfied with their students' level of achievement. HT F stated that 'the performance level of my students motivates me and encourages me to innovate, but their performance must be monitored to remove any obstacles or sources of dissatisfaction'. HT E went even further: 'what gives me job satisfaction is the level of education of my students'. This is supported by the findings of Al-Hazmi (2010), which suggest that HT F and HT E may be particularly eager to educate future leaders for the State of Kuwait.

Hallinger and Heck (cited in Leithwood et al., 2008) emphasise the need for school leaders to work with children to enhance their learning achievements and instil in them a love of learning. This, in turn, can promote lifelong learning and make students more willing to help develop their country. This is one reason for the motivation of HT E and HT F to encourage achievement. HT D and HT C also responded meaningfully to this question, stating that boards near their offices depicting outstanding pupils in the uniforms of their future jobs helped to encourage their students.

In response to the second and third research questions, the six head teachers at schools A, B, C, D, E and F all attempted to increase pupils' attainment, and all were motivated by this moral purpose. The HTs use different strategies to improve their students' performance and provide them with support, which may have been shaped by their own experiences and personalities. These strategies include special programmes for both talented and weaker students, and more ad-hoc activities such as taking photographs of competition winners.

However, the HTs revealed that it may be difficult to ensure that future leaders graduate from their schools if the obstacles causing dissatisfaction in their schools are not removed. The participants' views on student achievement and its relationship to the job satisfaction

of head teachers are consistent with the findings of, among others, Jacobson (2011: 34) and Hallinger (2011), who identify a relationship between school leadership, student achievement and the success of schools, and the need to remove adverse conditions from the school environment.

### 6.3.3. **Sub-theme 3: Head teachers' achievement**

In their responses to the first research question, the head teachers of all six schools expressed pride in their achievements. The head teacher at School B made the following remarks: 'Although the system of the future lacks incentives for HTs and teachers and there is no desire to work for the sake of work, I seek to have the right intention and work for God'.

Indeed, all of the HTs involved in the current study acknowledged the emphasis placed on self-actualisation within Islamic thinking, which considers all achievements (however small) to have their own value and importance (Bader, 1994: 51; Qotob, 983: 8). Therefore, the HTs work not only to achieve self-fulfilment, but also to achieve 'faith', i.e. to reach the blessings that they will receive from God, the ultimate motivation.

All of the relevant studies emphasize achievement, and the majority concur with the current study that achievement is a determinant of job satisfaction (Al-Saraf et al., 1994; Al-Hazmi, 2010; Ghazi, 2004-2011; Chaplin, 2001). The results of the current study confirm that achievement is associated with one of the factors that led to job satisfaction in Herzberg's motivation theory and replaced the lower layer in Maslow's hierarchy of needs.

In response to the question of how far the role of KPFS head teachers influences the success of the project, the findings revealed the head teachers' faith enabled them to create an environment of love, friendship, co-operation and brotherhood, far removed from narrow personal interests. This positive learning environment may help to promote the KPFS project's aims and objectives. This is demonstrated in the following remark by the head teacher of School E:

*'My tasks include encouraging the spirit of leadership among the various school stakeholders such as teachers, students, and administrators through various activities.'*

The current study has established that all of the six head teachers value the project and gains sufficient job satisfaction that they were prepared to pursue the project in the absence

of support from the MoE between 2008 and 2010. The head teacher of School D evaluated her achievements via a questionnaire answered by the parents of students in her school, which identified a number of areas in which improvements were made to benefit her students. However, she stated that she had not done enough to develop the project and required assessment by the educational administration. Therefore, there is a clear need for future research on methods of evaluating the progress of HTs.

In relation to the third research question, it is apparent that satisfaction and motivation levels within KPFS schools are influenced by misunderstandings between KPFS head teachers and the previous Minister between the years 2008 to 2010. HT D is motivated to work and develop her school, however this does not imply satisfaction with the ‘top-down’ policy of Kuwait, which neglects the needs of her school. There is, therefore, an urgent need to reduce the obstacles for both HT D and her colleagues. This also accords with earlier observations that establishing professional relationships with all of the educational parties concerned requires a shared set of values, principles and strategies (Day, 2004).

#### 6.3.4. **Sub-theme 4: Recognition**

Maslow identifies self-esteem and status, as reflected in ‘prestige and recognition’ as essential to job satisfaction, whereas Herzberg considers these factors merely motivational (Al-Hazmi, 2010; Riches, 1994: 231). In the current study, therefore, the researcher sought to determine whether recognition has any effect on HTs’ level of satisfaction and the impact of this satisfaction on the overall progress of their schools, using the following three research questions.

1. What factors appear to affect the job satisfaction of KPFS head teachers in KPFS?
2. How far does the role of KPFS head teachers influence the success of the project?
3. What is the relationship between KPFS head teachers’ job satisfaction and the effectiveness of their role?

The evidence indicates that recognition has a positive effect on the satisfaction of KPFS HTs. For instance, the head teacher of School B completed her work for the KPFS project

(rather than retiring) directly due to the encouragement she experienced from the educational district.

*'A telephone call from one of Kuwaiti Districts to entrust me with the management of the school gave me confidence... in addition to the renewed feelings of job satisfaction...'* (HT B)

However, she also expressed dissatisfaction with the government's top-down education policy and her own lack of authority to restructure the curriculum and reschedule the school's holidays to develop educational planning in her school. This suggests that HTs' inability to develop their schools is likely to cause demotivation.

This finding supports previous research which links recognition with HTs' role as motivators. Al-Fahad (2009), Al-Mohanadi (2007), Al-Hazmi (2010), Al-zaidi (2008) and Ghazi (2011) establish a positive relationship between recognition and job satisfaction. However, the findings of the current study do not support those of Ololube (2006); Stemple (2004); Al-Hadhood (1994); (Al-Karoot, 2006), who found a lack of recognition to be one of the greatest sources of dissatisfaction. It may well be that all KPFS head teachers are satisfied with their general level of recognition because members of the local community, teachers, students and parents appreciate their role in developing their schools. During the observations and document analysis, the researcher noted that the head teachers' offices were full of examples, namely thank-you cards and gifts from students, their parents and other sectors in appreciation for their practical and theoretical methods of motivating students and staff.

In terms of the second research question ('How far does the role of KPFS head teachers influence the success of the project?'), the findings of the current study indicate that the HTs strive to raise their students' educational level by creating an attractive environment and protecting their charges' health and safety. In addition, the six HTs channel the aggression of some students into certain activities both within and outside the school. HT D uses game sessions, drawing and music, while HT E accompanies students on visits to a bowling centre, a McDonald's restaurant, or the cinema.

It is therefore likely that connections exist between the need to recognise HTs' role in developing schools and the need to restructure Kuwait's current top-down, centralised, management policy to create a more decentralised system that empowers all HTs to

develop their schools and plan school policy. It appears from the qualitative data provided in the participants' answers to the third research question that such measures may have a positive impact on the overall success of schools, creating skilled head teachers and teachers who provide learners with the encouragement and motivation needed to improve their educational outcomes, and collaborate with educational planners in the decision-making process. Giving HTs the authority to innovate and develop their schools is the best form of recognition, as discussed in the analysis chapter.

In summary, recognition can take different forms. These may include financial incentives, certificates and gifts, as well as indirect rewards such as the opportunity for head teachers to be creative and to contribute to the decision-making process. However, these forms of recognition may not prove sufficient encouragement for HTs, depending on the level of authority in educational policy making enjoyed by head teachers in each country.

#### **6.4. Theme 4: Personal variables**

Apart from the non-Kuwaiti teachers, the majority of the interviewees were satisfied by their pay and years of experience. This finding is discussed below in relation to the research questions.

##### **6.4.1. Sub-theme 1: Pay**

In relation to the first research question, the HTs indicated that they are satisfied with their remuneration. This may be explained by a recent increase in pay, agreed in December 2011. Similarly Al-Hazmi (2010) and Al-zaidi (2008) report that head teachers are highly satisfied with their salaries. In a number of other studies, however, pay has been shown to constitute a major source of dissatisfaction (Al-Hadhood, 1994; Asker, 1999; Al-Fahad, 2009; Al-Karoot, 2006; Al-Saraf et al., 1994; Bolin, 2007; Gawel, 1997; Ghazi, 2004-2011; Graham, 1998; Ololube, 2006; Sari, 2005; Stemple, 2004; Al-Mohanadi, 2007).

In relation to the second and third research questions, the HTs regarded their teachers' salary as insufficient, despite being satisfied with their own pay. Herzberg argues that pay, as a 'hygiene' factor, only prevents dissatisfaction, and cannot provide job satisfaction in itself. Therefore, the head teachers in the current study described their attempts to minimise their teachers' workload and improve the motivation of both Kuwaiti and non-Kuwaiti teachers by adapting and implementing motivational methods (as discussed

below) to increase their satisfaction and minimise their resentment regarding their inadequate remuneration for a heavy workload.

KPFS head teachers undoubtedly contrast their own satisfaction regarding pay with their teachers' unhappiness and dissatisfaction in this regard. They thus expressed their desire for MoE policy makers to increase the pay received by both literacy and science teachers – Kuwaiti and non-Kuwaiti. This would provide a solution to the current high rate of teacher turnover, which is due to their heavy workload. The head teacher of School B observed that 'teachers participating in the project should receive more financial incentives than teachers not involved in the project'. This recommendation is supported by Skilbeck and Connell (2004; cited in Dawson, 2008), Nir (2007: 316), Maslow (1945), Grunberge (1979) and Perie and Baker (1997), who identify pay as the strongest practical need. They state that if salaries are insufficient, literacy and numeracy teachers cannot satisfy their needs, adversely affecting recruitment and potentially also leading to high levels of burnout.

#### 6.4.2. **Sub-theme 2: Experience**

In relation to the first research question, the interviewees identified experience is a satisfying factor, perhaps due to the HTs' long-term experience, which has provided essential training for the tasks they now undertake in KPFS schools. However, the findings of the current study do not support previous research by Al-Mohanadi (2007) and Bowling (2007), who conclude that there is little evidence of a relationship between job satisfaction and tenure.

In relation to the second and third research questions, the HoD in School D described the benefits she has gained from the experience of her head teacher in terms of leading her department effectively, and particularly problem solving:

*'I have personally benefited from the 30 years of experience of my head teacher... Thanks to God, she is technically and administratively experienced and highly qualified... She also acts wisely in addressing the problems facing me.'*

This corroborates the findings of only a small amount of previous work in this field. Al-Hadhood (1994) and Al-zaidi (2008) found only moderate agreement between experience and job satisfaction. One explanation is that one of the respondents (i.e. HT C) has gained theoretical experience through her Master's degree in leadership, and her experience of

school management equipped her to be lead her school professionally. For this reason, HT C's school differs from the others, as each classroom is electronically equipped with smart boards provided by an outside organisation.

This study has established that, in general, experience has a positive impact on HTs' satisfaction. However, the HTs interviewed in this study expressed their desire for the MoE to remedy their schools' shortages and thereby enable them to can lead their schools effectively and creatively.

## **6.5. Theme 5: Social relationships**

The interviews and non-participant observation data collected on the fifth theme show that the majority of the interviewees are satisfied with both the theme of social relationships and its sub-themes; specifically relationships with teachers and deputies, parents and members of surrounding communities. These sub-themes are discussed below in relation to the three main research questions.

### **6.5.1. Sub-theme 1: Teachers and deputies**

In relation to the first and second research questions, the HTs in the current study were found to be satisfied with this sub-theme, which thus increases the positive atmosphere in the respondents' schools. This result is likely to be due to the high degree of mutual understanding between HTs and their staff. As noted by the head teacher of School E, '[t]he close relationship that I have with my teachers, students, and deputy heads, and my in-depth understanding of their behaviour, contributes to the success of my school'.

These findings concur with those of Al-Hazmi (2010), Wright (1978; cited in Al-Enizi, 2000) and Elding (2005), who state that the social relationships between teachers and between head teachers and teachers have an important effect on productivity.

This finding may also be explained by the observations that head teachers, staff and students wish to be liked and accepted by others, and that (as suggested by McClelland, 1976: 1967) head teachers with high motivation prefer co-operative situations to competitive ones. Maslow (1954) also identifies a supportive work group and friendly interaction with managers as essential to the creation of a cooperative environment (Elding, 2005). The head teacher of School C agreed:

‘Human relationships and team spirit are very important determinants of teachers’ commitment to their work. Teachers need to be self-motivated and feel at home when teaching.’

The various ways in which HTs contribute to the motivation of their staff are discussed in more detail below.

In relation to the third research question, the findings of the interviews conducted in this study are consistent with those of Csikszentmihalyi (2003), who highlights the importance of ‘flow’ in the workplace, due to its association with achievement. The connection between the two variables is discussed later in this section.

#### 6.5.2. **Sub-theme 2: Parents**

The results of the qualitative data analysis suggest that all of the head teachers are satisfied and have good social relationships with their students’ parents. This factor may explain the relatively good correlation between HTs’ job satisfaction and the effectiveness of their contribution to the progress of their schools established through the CDs and documents collected by the researcher, which provide evidence of plenty of activities in which parents volunteer to take part. HT D stated that ‘I gain some of my job satisfaction from the parents’ committee of the school... one donor has undertaken the renovation of the school’s mosque by committing to all its refurbishing needs’ (HT D).

HT D has worked hard in assemblies and monthly meetings to explain her school’s needs to parents in order to gain their support.

In relation to the third question, the HTs involved in this study were found to have connected their motivation and job satisfaction with the role of parents in developing their schools; this connection can be attributed to the HTs’ effective school leadership. For instance, the head teacher of School B demonstrated that parents are motivated by her and committed to the success of her school activities, such as leadership of a Mothers’ Council. Mothers support her school by participating in story-telling, educational games or discussion seminars for educational purposes. They arrange school trips to create a pleasant environment for their children (HT, B). Cooperation is an important value within Muslim society, which explains why parents were found to make a valuable contribution to KPFS school development in this study.

Islam appears to be effective in encouraging and motivating all forms of social relationships between these groups to help each other gain rewards from Allah, the source of ultimate satisfaction (Al-Enizi, 2000). The majority of studies have found this factor to be associated with satisfaction (Al-Saraf et al., 1994; Al-Mohanadi, 2007; Al-zaidi, 2008; Al-Hazmi, 2010; Boline, 2007; Ghazi, 2004-2011; Graham, 1998; Nobile and McCromick, 2005; Stemple, 2004). This is also consistent with the earlier observation that successful head teachers work with parents, teachers, and community members to fulfil reform initiatives (Fullan, 2001).

However, one deputy head in School A encountered a number of problems when dealing with the parents of children with learning difficulties, some of whom lacked understanding of the concept of 'learning difficulties' and the needs of their children. This may be due to a lack of education on the part of parents, and placed extra pressure on teachers to deal with these pupils, increasing the rate of resignation and thus turnover. In turn, this high turnover forced the head teacher and the deputy head to reschedule the school timetable and recruit new staff. Therefore, future researchers are advised to conduct an additional study in the field of the KPFS project with an increased focus on pupils with learning difficulties, to help provide recommendations for creating a beneficial educational environment for both pupils and teachers.

### 6.5.3. **Sub-theme 3: Surrounding communities**

Herzberg identifies interpersonal relationships as a potential source of job dissatisfaction. This is supported by the findings of other studies (e.g. Al-Fahad, 2009; Al-Karoot, 2006; Chaplin, 2001). However, and in relation to the first research question, the analysis of the CDs revealed that the surrounding communities have a number of positive roles both within and outside the schools under study, which motivates head teachers to develop school buildings, students' progress, and teachers' skills. In relation to the second and third research questions, head teacher C is able to elicit aid from parents, as mentioned previously, and she has done the same with members of the local community. HT C's skill in eliciting external aid, which has provided her school with greater support, may be related to her lengthy professional experience and Master's degree in the area of leadership and school management. She has also been able to obtain more smart boards for her school than any other head teacher in the current study.

## 6.6. ***Theme 6: Motivational methods that increase teachers' job satisfaction***

The interview questions also addressed the sixth major theme, 'motivational methods'. The first and second sub-themes, 'indirect methods' and 'direct methods', are discussed below in relation to the three research questions.

### **6.6.1. Direct methods**

This theme was regarded as a positive factor by the five HTs. Popular strategies for directly motivating HTs (and their teachers) are highlighted in this study.

In relation to the second research question, the HTs were found to use a variety of direct motivational techniques or methods, such as financial incentives; training programmes; certificates; trips; gifts; time-off bonuses; and opportunities to contribute to conferences and television programmes to encourage their teachers to be more creative and thus develop their skills.

The positive outcomes of the HTs' direct motivational techniques are partly due to the HTs' 35 or more years of experience, and potentially also due to their helpful personalities.. It is also possible that Muslim teachers' Islamic beliefs encourage them to deal with each individual Muslim and non-Muslim with respect, to appreciate their work and cooperate with them, as this will be rewarded by God, the source of ultimate motivation.

The present findings are consistent with those of researchers such as Rutherford (2004) and Leithwood (2008), who suggest that the main duties of any leader are to improve employee performance in dimensions such as attitudes, values, motivation, skills and knowledge, and to improve their working environment in order to enhance their level of motivation.

The majority of the studies reviewed, as previously mentioned, indicate that a lack of promotion (a direct method of motivation) contributes to job dissatisfaction (Al-Saraf et al., 1994; Al-Karoot, 2006; Al-zaidi, 2008; Graham, 1998; Sammons et al., 2010).). According to Kosteas (2011: 23-24), 'The job satisfaction and quits estimates indicate that promotions can serve as an important mechanism for employers to keep their workers happy and to reduce turnover.

AIDhean (2012) agrees with the findings of this study that the provision of training opportunities, a direct motivational technique, is an important means of developing

teachers' communication, reasoning and problem-solving skills, and increasing their motivation. Head teachers play an essential role in directly motivating staff members and thereby supporting their schools' progress.

### **6.6.2. Indirect methods**

In relation to the first research question, and as demonstrated in the analysis chapter, there was clear agreement among the six KPFS head teachers that their use of indirect motivational methods has positive effects on their job satisfaction, and enhances their ability to motivate teachers to improve their performance. The HTs agreed that indirect methods of motivating teachers' performance are in some cases more effective than direct methods.

The head teacher of School E stated that 'I attempt to raise the teachers' job satisfaction levels by instilling the values of love and care.' The head teacher of School D made the following similar remarks.

*'Indirect motivational techniques are more important to me than direct ones; [indirect techniques include] listening to teachers and sparing some time for them whenever they have a problem to discuss.'*

Dawson (2008) concurs with the claim made in the current study that head teachers must exhibit optimism to establish a successful school culture in which staff members (especially teachers) feel that they have the opportunity to innovate and are part of a team working towards the improvement of learning outcomes.

In relation to the second research question, it became apparent during the interviews that the head teachers have a strong influence on staff motivation, commitment and attitudes towards the supportiveness of their working environment, as also suggested by Leithwood et al. (2008). One example is the positive impact of a head teacher who motivates her teachers by treating them with consideration, flexibility and kindness. A teacher in School F remarked that as long as the head teacher provides her staff with emotional support, they will reciprocate. However, the findings of the current study do not support those of Al-Fahad (2009), as the latter did not explore the importance of indirect ways of motivating teachers, a factor noted by the study sample.

Herzberg (1982) states that head teachers need to emphasise achievement and recognition, use promotion to acknowledge and reward hard work, and facilitate responsibility and growth. The results of the current study indicate that such behaviour enriches the teaching experience for teachers and learners alike (House and Widgor, 1967). Therefore, if head teachers use effective theoretical strategies such as those proposed by Herzberg (1982) and Maslow (1954), they will be able to identify the reasons for (and ideally overcome) job dissatisfaction. A further improvement is recommended: head teachers should develop their relationships with their staff/teachers by holding regular one to one meetings, giving regular feedback on performance and holding open discussions concerning development and work-life balance.

This study has established that KPFS head teachers' perceptions of the concept of motivation are strongly influenced by their religious beliefs. It was highlighted in the chapter on the role of Islam that these beliefs are at the centre of the majority of motivational theories found within the educational system in Kuwait. The head teacher and head of department at Schools D and E, respectively, described using their Islamic beliefs to motivate their staff, as they are aware that Islam encourages hard work and excellent professional achievement (even without pay, as in the case of the HoD at School E, who works from 7 am to 7 pm without additional financial rewards). This finding differs from that of Herzberg and Maslow, who argue that payment is an essential motivation for workers. Furthermore, Islamic beliefs motivate head teachers to open their minds to developing their skills, knowledge and constructive attitudes, which they believe will assist them economically, socially and culturally realising their ultimate goal of gaining Allah's reward (Mohammad, 1994).

In relation to the third research question, the interviewees identified a number of significant issues related to the tasks of improving school management and job satisfaction. For instance, HT B connects her job satisfaction with the happiness of her staff, which highlights the importance of developing existing methods (both direct and indirect) of motivating teachers to improve their performance, as well as creating new ones.

HT C expressed the view that direct and indirect (intrinsic and extrinsic) motivational rewards are important means of ensuring 'innovation' and 'professional development', but that increased cooperation from the MoE is also required to fulfil her school's future

needs. HT E believes that a love of her profession is essential to her job satisfaction, leading her to develop both direct and indirect methods of motivating teachers. She also works to help students gain the potential to become future leaders, which is one of her most powerful motivations. HT F and HT D relate their job satisfaction to their belief that their teachers should be their first priority, and prioritise the removal of any potential sources of dissatisfaction.

Finally, the data collected on motivational methods demonstrate that HTs are the most significant positive factor influencing teachers' attainment and school progress. The results of the study indicate that (in accordance with the established motivational methods) schools cannot perform effectively without the commitment of their head teachers. It is also established that job satisfaction is critical to retaining and attracting highly qualified personnel, and that head teachers need to be given sufficient autonomy to be able to run their schools as they see fit (Risi et al., 2013).

### **6.7. Theme 7: Supervision**

Inadequate supervision was the seventh major theme reported to negatively affect the KPFS head teachers' job satisfaction. The head teachers at Schools B, C and D complained about the highly centralised system of the MoE, which limits the effectiveness of supervision. This view is consistent with the findings of Al-Hazmi (2010). As pointed out by Al-Jabur (1996), head teachers should be given sufficient time to discuss any administrative issues (either their own or those of their staff) with the supervision centre. The head teachers involved in the current study criticised the supervision system (which may relate to the MoE's policies), explaining that they do not have the authority to revise the KPFS supervision policies. HT B noted that 'some of the disadvantages of KPFS system include the allocation of three supervisors instead of one for each literacy *or science teacher*'. HT C, HT B and HT D also expressed their dissatisfaction with the MoE's policy, which (as a result of Kuwait's highly centralised, bureaucratic system) limits the powers of supervisors. The head teachers' views are also consistent with the finding of Herzberg et al. (1959) that the supervision of extrinsic aspects of work does not motivate employees; indeed, if supervisory power is insufficient or poorly used, it may prove a source of dissatisfaction and thus demotivation (Elding, 2005). The MoE's supervision centre itself has no authority to reform the system of supervision for either

literacy or numeracy teachers. In a later section, recommendations are made for strategies to increase the power and authority of supervisors.

## **6.8. Less common factors**

### **6.8.1. Lack of administrative staff**

In relation to the first and third research questions, this factor was least frequently reported as a source of dissatisfaction, but was noted by the head teachers at Schools A and E. This may be related to the previously mentioned lack of cooperation of educational administrators. Head teachers' requests go unanswered, which prevents them from decreasing the workload of the administrative staff. As a result, head teachers have less power to develop their schools being diminished, leading to job dissatisfaction. The head teacher of School A stated that 'there is one laboratory science administrator for twenty-four science teachers for twenty-four classes'. She explained that this added to the workload of the science teachers. Although the head teacher of School F has sixteen administrative members of staff, they are confined to two small rooms, which is frustrating. In addition, the head teacher of School E stated that her school has 550 enrolled students but only two administrators, which places a considerable amount of pressure on the head teacher. The results of this study concur with those of Al-Hazmi (2010). The lack of opportunities for HTs to develop their schools reduces their motivation, as they are unable to decrease the workload of teachers and administrative staff. Therefore, those responsible for providing schools with staff at the beginning of each year should include HTs in the decision-making process when assessing schools' needs.

This chapter has taken the form of a discussion illustrating and clarifying the research results and findings. This was followed by a detailed discussion of seven major themes and numerous associated sub-themes: 1) educational administration; 2) school conditions; 3) the nature of the work; 4) personal variables; 5) social relationships; 6) methods of motivating teachers' satisfaction; and 7) supervision. In addition, the findings of the observations and the document analysis were discussed in relation to the results for and interpretation of each theme.

## 6.9. Conclusions

This section has provided an overview of job satisfaction, with attention to its definitions, determinants and importance to individuals, particularly KPFS head teachers. Types of motivational theories and their importance in increasing head teachers' capacity to improve their schools are also discussed.

Job satisfaction is shown to be an important determinant of employee behaviour. The findings agree that all individuals deserve to be treated fairly and with respect, and that this treatment is reflected in their emotional well-being and psychological health (Spector, 1997: 2). When head teachers feel motivated, they are more likely to provide social support to enhance their students' enjoyment of education and create a positive school culture by encouraging a sense of responsibility among their students. Although a number of researchers conclude that productivity increases with job satisfaction (Hersey and Blabchard, 1982; Kazmier, 1974; Buchanan and Huczynski, 1997: 271), others argue that there is no evidence for this (Brayfield and Crockett, 1955; Herzberg et al, 1975; Vroom 1964). The current study demonstrates that a number of head teachers who were dissatisfied with some aspects of their job were also productive. Therefore, the hypothesised relationship between the productivity and job satisfaction of head teachers requires further quantitative research to identify ways in which improvements to school culture can be made.

However, the findings of this study did confirm that workload is a significant cause of dissatisfaction, and reduces individuals' creativity. This is consistent with the conclusions drawn by Covey (1992) and Ahmad (2009), who state that effective head teachers (who are considered as principle-centred leaders) must be capable of leading balanced lives. A heavy workload prevents both head teachers and staff from being creative at work. This study contributes to the existing literature (e.g. Chaplin, 2001; Al-Hazmi, 2010; Dibbon, 2004) by addressing the unique position of women head teachers, who have additional caring responsibilities and so are effectively working double shifts. Recommendations are made for means by which governments and policy makers can support female head teachers by providing extra administrative staff and giving them a voice in any decisions made on workload. The qualitative data suggest that teachers with a heavy workload have higher rates of turnover than those who are satisfied with their work. This finding is supported by Herzberg et al. (1957) and Vroom (1964), who conclude that satisfaction and

withdrawal (absence and turnover) are significantly related. However, these researchers view the relationship between satisfaction and absenteeism as stronger than that than between satisfaction and turnover (Ghazi, 2004; Vroom, 1964), whereas the findings of the current study suggest the opposite. Therefore, increasing teachers' salaries is proposed as a possible solution to high turnover. This strategy may also help to reduce the stress felt by head teachers as a result of their teachers' heavy workloads.

Maslow's and Herzberg's theories of the key factors determining motivation and satisfaction guided the choice of measurement strategy used to evaluate job satisfaction in this study. Maslow (1954) perceives motive as an individual's crucial need to achieve satisfaction, and shows that self-esteem and self-actualisation have a particularly significant role in motivating leaders. If these needs are left unsatisfied, head teachers will experience tension and imbalance. During this research (which focused mainly on head teachers as leaders), Herzberg's theory was examined to help categorise the intrinsic and extrinsic factors associated with head teachers' motivation, and to determine the extent to which the role of the head teacher is intrinsically challenging and provides opportunities for recognition and reinforcement that can improve school performance (Steers et al., 2004).

The above theories helped to identify the sources of head teachers' dissatisfaction and possible means of improving their motivation and performance. As the Western approach to motivation (i.e. the theories of Maslow and Herzberg) has been shown to be problematic in other contexts, Western scholars have called for new approaches, such as the 'Eastern Japanese approach'. However, the latter approach is not suitable for use with Muslim societies (Al-Enizi, 2000: 59). To bridge this gap, the Islamic concept of motivation is addressed in the current study. The findings suggest that a balance needs to be established between physical and spiritual needs. Within the Islamic code of behaviour in general, the satisfaction of needs such as self-growth, self-actualisation and self-esteem is framed by gratitude to Allah. The participants in this study demonstrated that their faith is a primary concern that surpasses physical needs (which are emphasised by Maslow and Herzberg). Therefore, this study has established that faith is a motivating factor for head teachers and others in Kuwait. However, it is difficult to measure the level of individual faith in Islam, as this depends largely on how far individuals follow the instructions of their religion. Further research is required to evaluate the extent to which religious beliefs affect the job satisfaction of head teachers.

The research was conducted according to the interpretive paradigm, as this underlies qualitative research, and allowed the researcher to focus on identifying the factors that influence job satisfaction from the perspective of head teachers and other participants. The researcher used qualitative research methods to identify the ways in which head teachers' behaviour is shaped by the social, economic, cultural and physical contexts in which they live and work. Qualitative case study research is a useful approach to 'why' and 'how' questions, and thus enabled the researcher to construct an explanation of head teachers' behaviour and identify social and cultural norms. These issues were also addressed from the perspective of head teachers (Hennink et al., 2011: 26).

The case studies that comprise the current study were chosen to provide theoretical insights into six descriptive cases. Therefore, a 'triangulation' approach to validation is recommended. One main data-collection method (semi-structured interviews) was used to investigate the research questions, accompanied by the following supplementary activities: analysing CDs and documents describing school policy in the six cases, and taking field notes on non-participant observations. This rigorous approach entails a multi-method design in which key constructs and processes are traced using more than one methodology (Yin, 1994; Strauss and Corbin, 1990; Morgan, 2001; Tellis, 1997; Geotz and LeCompte, 1984).

Job satisfaction is described by Spector (1997) as a general emotion and an individual perception. Therefore, the researcher chose to study individual job satisfaction, using a small sample and a qualitative approach based on the interpretive paradigm, as this strategy facilitates in-depth investigation to identify and evaluate employees' feelings and thoughts regarding the concept of job satisfaction and its role in enhancing their own motivation and the development of their workplace.

The research findings reveal that the use of multiple methods of data collection to determine the factors that affect head teachers' job satisfaction helped to solve a number of validation problems inherent in the case-study design. The observations and documentary analysis helped to overcome the limitations of employing a single method. Triangulation via multiple sources of data (such as interviews, non-participant observations, document analysis, theories, and confirmation of the validity and uniformity of findings by specialist investigators) can strengthen reliability as well as internal validity. The researcher recommends that scholars clarify the reasons for and theoretical orientations underlying

their choice of research methods, such as personal reflexivity and the interpersonal reflexivity. They should also elucidate their reasons for choosing a particular interpretive paradigm and provide a description of the assumptions of the study. All of these activities help to explain to the reader why such theories and methods were accepted. In addition, rich, thick description should be provided of a case study's setting, participants and themes. This strengthens the plausibility of the results, as it allows the findings to be related directly to the research context.

This qualitative study adopted the same method used in two recent theses focusing on the same area (Al-Hazmi, 2010; Al-zaidi, 2008). However, a large-scale study of the job satisfaction of head teachers would require the use of a survey (which the researcher intends to conduct in the future) to establish a 'big picture' of the issues and increase the generalisability of the findings.

The study's insights into the relationships between leadership, job satisfaction, motivation and cultural differences have increased understanding of the differences in head teachers' job satisfaction in Western, Eastern, and Arabic studies. According to Hofstede's model, the majority of Western (and a number of Eastern) head teachers seek to fulfil their needs for self-esteem and self-actualisation. However, collectivist societies (Arabic and some Eastern countries, as in the current study) are group-oriented (Al-Mubarak, 1998). This study establishes that head teachers in collectivist countries are likely to bring considerable loyalty to their jobs, as long as they feel that this loyalty is reciprocated by their employers in line with familial and national traditions, and religious faith. The latter is regarded as the strongest link between individuals in weakly individualist (or highly collectivist) countries (Hofstede, 1983: 1984).

Head teachers in collectivist countries do not seek only self-respect or self-actualisation, as in Western countries. Nevertheless, they can achieve self-actualisation through consultation, a central principle of Islamic belief. The findings of this study show that consultation is one of the methods used to enhance teachers' skills and motivation. This result supports Dawson's (2008) suggestion that many opportunities exist for schools to allow and encourage greater staff participation in decision-making. However, as recognised by Dawson, these opportunities are often overlooked. Therefore, school administrators (in Western, Eastern and Arabic countries alike) should activate

consultation in schools to enhance the skills of head teachers and teachers and ensure their professional development.

The study's findings also show that motivation is an important determinant of performance. Therefore, head teachers need to implement both direct and indirect motivational techniques to motivate staff and students. The study has revealed that head teachers are still using direct methods more frequently than indirect methods to motivate teachers. However, the results indicate that indirect techniques are more effective in satisfying teachers' emotional and psychological needs. Therefore, it is clear that head teachers should implement new and innovative indirect methods to motivate teachers to improve their performance and thereby contribute to schools' success.

This study has clearly demonstrated the need to increase the implementation of both direct and indirect methods of motivating teachers. The interpretative data analysis highlights several significant indirect techniques that head teachers can use to motivate teachers. These include (1) encouraging teachers to contribute to the school's decision-making processes (i.e. 'consultation'), thereby making them feel important and valuable; (2) listening to teachers' opinions and views; (3) showing flexibility; and (3) treating teachers fairly and equally and in a kind and reasonable manner.

The findings of the interpretative data analysis suggest that head teachers can use the following direct techniques to enhance the performance of teachers, staff, and students: certificates, pictures, gifts, scientific/leisure trips, time-off bonuses, contributions to conferences and television programmes, and extra training sessions inside schools. Providing teachers with training opportunities is shown to be especially important.

Head teachers are likely to benefit more from the indirect motivational methods, as they are most effective in satisfying teachers' emotional and psychological needs. Centralised educational systems (such as that of Kuwait and other collectivist countries such as Arabia and some Eastern countries) require skilful head teachers to provide effective leadership and encouragement in changing and challenging times (Day, 2004). The results of the current study are consistent with a number of Arabic studies (i.e. Al-Hadhood, 1994; Al-Mohanadi, 2007; Al-zaidi, 2008; Al-Fahad, 2009; Al-Hazmi, 2010; Al-Amiri, 1992) and one Eastern study (Sari, 2005), which have demonstrated the need to decentralise education to emphasise the role of the head teacher and prevent the culture of favouritism, which can have a negative impact. Many aspects of school administration and working

conditions are closely connected to the centralisation of the country. Therefore, decentralising education to permit 'school-based management' has the potential to improve schools and increase the satisfaction of their head teachers (Caldwell, 2005).

The results for both direct and indirect motivational methods are consistent with the findings of Leithwood, Harris, and Hopkins (2008), who show that school leaders are able to improve teaching and learning indirectly and powerfully through their influence on staff motivation and commitment.

Schools need effective head teachers to achieve their objectives. The findings of the literature review indicated that schools' success may depend on the personal efforts of head teachers and their commitment to motivate others (Risi et al., 2013). The results of the interpretative data analysis suggest that students' achievements are linked to the job satisfaction of head teachers, which encourages them to be innovative; a factor that has not been identified in previous studies. The conclusion that innovation has the potential to enhance a school's success may also lead to the claim that creating the conditions for such innovation also has the potential to shape future leaders.

The current study employs a multifaceted methodology designed to define and explore the term and concept of 'job satisfaction'. It addresses the feelings of employees concerning a variety of intrinsic and extrinsic elements of their work. It encompasses specific aspects of satisfaction related to the nature of their work, including recognition, the achievements of head teachers and students, direct motivational incentives (such as promotion), indirect motivational methods (such as appreciation), working conditions, supervision, relationships with educational administration and co-workers, and personal variables (Risi et al., 2013).

### **6.10. Recommendations for policy and practice**

The findings of this study and the evidence gathered from the literature review illustrate that KPFS head teachers are trying their best to ensure the project's success. To benefit from their decades of experience as educators, Kuwait's educational administrators should do more to enhance their job satisfaction. The aim of the current study was to identify the factors that contribute to the satisfaction and dissatisfaction of KPFS head teachers. Unfortunately, there were found to be more factors responsible for dissatisfaction than for satisfaction. Both the empirical results and the literature review indicate that it is necessary

to reduce or remove these sources of dissatisfaction, which demotivate head teachers and thus decrease the quality of their performance. As this study demonstrates, Kuwaiti head teachers are dissatisfied with several aspects of the country's education system.

This research has enabled the development of a number of recommendations for future solutions that may assist in solving these difficulties. However, Kuwait is still far from having all the answers it needs to solve the problems that underlie many of the factors relating to dissatisfaction, such as the centralised educational system, which leaves head teachers with little power to assist in their schools' development. If the government of Kuwait decentralises the educational sector and/or increases the power of head teachers, the result is likely to be more highly skilled and motivated head teachers capable of improving learner outcomes. Therefore, on the basis of the study's findings and conclusions, the following recommendations are made.

The findings in Sections **5.5.2** and **6.1.2** showed that there are strong reasons for implementing modifications that decrease centralisation, as this aspect of Kuwait's education system causes considerable dissatisfaction. Although decentralisation will be difficult, it is crucial to restructure the currently centralised management policy to involve head teachers in educational planning – particularly KPFS head teachers, who should be given reasonable authority in cooperation with the educational administration of the MoE over the development of their own schools. Kuwait's policy makers and other stakeholders must prepare to accept responsibility for creating a positive school culture by developing collective solutions to the obstacles currently faced by head teachers. Each new Kuwaiti minister should work to develop processes and plans that enable KPFS head teachers to discuss complex issues constructively. The data collected in this study indicate that it is necessary for Kuwait's MoE to design a national plan that gives head teachers, and particularly KPFS head teachers more authority and greater scope to raise concerns such as the lack of support provided by educational administrators, unclear and rushed decisions, insufficient funding, inadequate facilities and maintenance, a lack of administrative staff, excessive student numbers, heavy workloads and inadequate supervision.

As shown in Sections **5.5.3** and **6.1.3**, the KPFS head teachers were dissatisfied with the lack of cooperation of educational administrators in the Kuwait MoE. It is necessary for KPFS head teachers to cooperate with each other to identify the most important requirements for the project's success, highlight what they want and what they need, and

present any problems or challenges to the country's Education Minister, policy makers or stakeholders, These objectives could be achieved in half-term meetings or annual conferences. The policy makers at the MoE need to be persuaded to evaluate the progress of the project, as formal assessments will help to clarify the challenges faced by KPFS head teachers.

The findings in Sections **5.5.1** and **6.1.1** indicate the urgent need to rectify the MoE's inconsistent, unclear or rushed decisions, another source of satisfaction. The researcher argues that the impact of any new or urgent decisions on educational organisations should be assessed before such decisions are implemented. Holding an annual conference in which for the Education Minister, head teachers and policy makers to discuss the advantages and disadvantages of new or urgent decisions is one means to avoid the harmful effects of inconsistent decisions.

The findings in Sections **6.1.5**, **6.2.1**, **6.2.2** and **6.8.1**. show that the provision of funding, facilities, maintenance and administrative staff is not sufficient to meet the needs of the KPFS schools. This may prevent the country from achieving the goal set out in its Future Visions 2025 to reform primary education via the KPFS project. Therefore, it is recommended that each school is provided with a form on which to list the facilities and services it requires from the MoE, and to make suggestions for improvements to the project. The researcher observed that each KPFS head teacher lists her demands on an application form delivered annually by the MoE to schools involved in the KPFS project. It is also necessary to follow up these applications; a member of staff at each of the KPFS schools should be given the special duty of reminding the MoE's policy makers of the school's requests.

The findings in Section **6.2.3** show that the large number of students at Schools C and D, in particular, may disrupt teachers' activities and increase their workload. This prevents teachers from being creative and pursuing their own development and that of their schools. Excessive numbers of students increase teachers' workload and thus staff turnover, which may in turn increase burnout and stress among head teachers. The study's findings suggest that it is urgently necessary to give KPFS head teachers more power, particularly in terms of accepting students, which would also reduce favouritism. It is also important to open new KPFS schools in other districts of Kuwait, and thereby decrease the numbers of students at the existing KPFS schools.

The findings in Sections **5.7.1** and **6.3.1** indicate that the ongoing shortage of literacy and numeracy teachers significantly increases the workload of KPFS teachers and head teachers, compared with their non-KPFS counterparts. Therefore, 1) it is necessary to recruit extra teachers, increase the number of classes and reduce class sizes to decrease teachers' workload; 2) literacy and numeracy teachers should be motivated by increased pay; and 3) it is necessary to alter Kuwait University's programmes for numeracy teachers to ensure that they are qualified to teach both science and numeracy. For instance, the head teacher at School F made the following remark: 'I would request that courses for the numeracy teachers be intensified, as there are few outstanding graduates in the State of Kuwait competent enough to teach both subjects together'. In addition, as recommended by Al-Hazmi (2010), the Kuwait MoE should pay more attention to supervision and provide qualified supervisors with the authority to collaborate with KPFS head teachers to solve problems and provide suggestions and useful advice. The success of the KPFS project requires a new conception of supervisors, who should provide training sessions for teaching staff as well as supervising their activities. Specialist supervisors with the ability and knowledge to supervise teachers are needed. Specifically, literacy supervisors should be able to supervise Arabic, Islamic and social studies, to prevent the need for three separate supervisors for each subject. The situation is similar for numeracy supervisors.

The findings in Sections **5.5.4** and **6.1.4** show that the current KPFS programmes lack an effective and systematic means for head teachers to identify teachers' training needs at an early stage. Therefore, as mentioned earlier, and based on McClelland's theory, policy makers in the Kuwaiti MoE should increase head teachers' power. New and/or expanded training programmes could be designed and tailored to increase head teachers' achievement and motivation (McClelland and Burnham, 1976). As part of this recommendation, it is necessary to provide KPFS teachers with training programmes that help the project's administrators to accurately identify their training needs and shortages. For instance, literacy and science teachers should be fully aware of the aims of the KPFS project. In addition, the researcher urges the MoE to follow the UK in introducing INSET days to the academic year to enable in-service training programmes to be conducted, particularly for those who cannot attend similar programmes outside school. AlDhaen (2012) has recently shown that there is a need for a clear and flexible policy that allows all teachers in KPFS schools to contribute to the planning and designing of INSET programmes to avoid favouritism. Finally, head teachers could be sent to advanced and

developing countries or even other districts in the State of Kuwait for regular meetings with other head teachers to share their knowledge. However, certain cultural and Islamic regulations may prevent females from attending such courses alone.

Head teachers in both KPFS and non-KPFS schools have called for increased payment for their staff members. As Maslow's pyramid of human needs indicates, adequate pay is a very important requirement for all teachers. Maslow claims that physiological needs are strongest; and without sufficient pay, KPFS staff cannot satisfy their everyday needs (such as food). As a result, other needs such as self-actualisation and self-esteem go unfulfilled.

The findings in Sections **5.9**; **6.5.1**, **6.5.2**, and **6.5.3** show that social relationships in KPFS schools, whether with parents, students, teachers, deputies or the surrounding communities, are a determinant of satisfaction. Therefore, based on Csikszentmihalyi's 'flow' theory, it is necessary to enlarge the role of KPFS head teachers in their surrounding communities, as this is likely to directly positively affect their workplace satisfaction and sense of accomplishment. Annual celebrations could be held at the end of each KPFS academic year to enable staff to describe their successes and highlight the needs of students with learning difficulties through drama, songs, posters and school magazine. The audience could include Kuwaiti stakeholders with the greatest decision-making power to strengthen their ties with the KPFS administration. In addition, conferences could be organised in which for KPFS head teachers to raise local communities' awareness of the project's aims and objectives and build close relationships with charities to raise capital that can be used to improve school buildings and provide equipment. Fullan (2001) states that successful head teachers work together with parents, teachers and community members to create and implement reform initiatives. Likewise, Jacobson (2011) shows that the continued success of the KPFS project will require ongoing effort to support and reward local communities by encouraging collective professional development directed towards the project's aims and objectives.

Although KPFS head teachers' job satisfaction was found to be positively related to their contribution to the success of the KPFS project, the results also suggest that the efforts made by KPFS head teachers, although potentially important drivers for change, are insufficient on their own to improve learning outcomes. The findings thus suggest that it is necessary to increase the effectiveness of KPFS head teachers' contribution as well as decreasing the sources of dissatisfaction that reduce their motivation. Focusing on one

without attending to the other is unlikely to bring about sustained KPFS improvement (Hallinger and Heck, 2010).

It is important for school education directors, policy makers and KPFS head teachers to cooperate with the Kuwait Ministry of Multimedia to raise awareness of the need to develop head teachers' skills and capabilities. This will require structured support strategies such as mentoring and head teachers' forums, particularly in the initial stages of a movement towards school-based management, to ensure that the MoE can successfully extend the KPFS initiatives to the whole primary stage of Kuwaiti education and thereby realise the goals outlined in the Future Visions 2025.

Overall, it is necessary for educational publications and the media to raise awareness at all educational levels of motivational methods and their implications for head teachers' leadership effectiveness and teachers' performances, in order to effect a change in perceptions, beliefs and cultures within the new educational reform of Kuwaiti primary schools for the Kuwaiti community (Thomas et al., 2011).

### **6.11. Future work**

This study has highlighted the need to evaluate the current indirect motivational techniques in use by head teachers in view of the need for new and innovative means of motivation – both direct and indirect – with which for head teachers to influence teachers' and students' performance. It is also necessary to tailor new head teacher training programmes to meet the needs of educational reforms within a rapidly changing and competitive global context. Additionally, the results of this study indicate that further quantitative research will be needed to determine improvements to school culture that can be made by head teachers. Again, it is clearly necessary to review the existing relationship between productivity and job satisfaction as it affects head teachers. Moreover, it is necessary to improve and activate Maslow's concept of self-esteem and the categorisation of intrinsic and extrinsic work motivators by adapting schools' educational plans to enable head teachers to better motivate themselves and their colleagues. To satisfy head teachers around the globe, it is vital to tailor the motivational approaches introduced in the West to meet the needs of Eastern-Japanese settings.

It is essential to evaluate the close relationships between payment, workload, and teachers' turnover, as these factors play vital roles in determining head teachers' (dis)satisfaction. It

is also necessary to activate a school-based management system in the Arabic regions and some other Eastern countries to assess the strength and weaknesses of this system in collectivist societies. Future researchers are urged to consider the role of Islamic leadership in terms of the performance and effectiveness of leaders, their productivity, satisfaction, extra effort, organisational loyalty, motivation and development of their followers' success, growth, sustainability, and the overall performance of their organisations (schools). This construct should also be tested in various Islamic (low individualism/high collectivism) countries to investigate its strength in different cultures and among different ethnicities. It is difficult to measure individuals' Islamic faith, as this depends largely on how far individuals follow the teachings of their religion. Further research is required to determine the extent to which religious beliefs affect the job satisfaction of head teachers.

### **6.12. Limitations of the study**

Qualitative case studies and interpretive approaches have been criticised for a lack of objectivity and rigour; it is claimed that as researchers depend on a subjective stance and subjective procedures, personal bias may distort their findings (Guba and Lincoln, 1985; Yin, 2009). In this case, the validity and reliability of the study were enhanced by self-reflexivity, thick, systematic description, and triangulation. Researchers should always emphasise honesty and transparency and aim to present clear and valid research that delivers research findings of value to their home countries and worldwide. As the current study is particularly relevant to highly collectivist societies, it provides researchers with clear opportunities to continue studying the relationship between job satisfaction and leadership quantitatively, which may generate more positive aims and purposes in reference to the topic.

The study's limited generalisability was previously identified as one of its shortcomings; it is difficult to claim that the results obtained for the six KPFS schools can be regarded as representative of the situation in non-KPFS schools. However, as Kuwait is small, with only six districts controlled by the same centralised educational system, Kuwaiti head teachers in these districts are likely to share similar problems, particularly obstacles caused by the centralisation of the country's education system. However, the relationships identified by the head teachers between the factors that influence their job satisfaction, and the effects of these factors on their contribution to school progress, accompanied by best

estimates of validity, may provide a powerful tool for researchers and inform the development of educational policies to guide improvements to schools (Bassey, 1999).

Another limitation of the current study is the pilot study. It was not appropriate to conduct a pilot study with a participant from the study population, as this may have affected the study's results, so the researcher conducted a pilot study with a retired head teacher at her home to practise the interview and hone the researcher's interviewing skills. Lastly, limitations may lie in the experience and objectivity of the researcher, as is the case with all research involving a human element. Measures such as self-reflexivity were implemented to minimise or prevent these problems.

### **6.13. Final comments**

The research sought to determine the most important factors that demotivate head teachers and contribute to their job dissatisfaction, in order to identify solutions to problems that might otherwise delay the progress of the KPFS project, such as obstacles relating to centralisation and workload. The findings suggest that the effectiveness of the role of head teachers and the factors that decrease dissatisfaction are components of a systematic relationship. Focusing on one without attending to the other is unlikely to yield improvements to schools. It is thus necessary to study the impact of motivation on performance level in greater depth, as well as the role played by head teachers throughout the entire educational process.

Awareness of the role of Islam in motivating individuals is particularly relevant in highly collectivist, Muslim-majority societies whose members regard rewards from God as the ultimate satisfaction. In addition, this study has demonstrated the critical need to increase the implementation of motivational methods that encourage teachers and students to improve their performance. However, it remains unclear which indirect method is likely to be most effective. It is hoped that the use of theoretical strategies to motivate head teachers, such as those based on Herzberg's and/or Maslow's frameworks, will help to increase self-growth and self-esteem. Intrinsic and extrinsic motivators alike can be used to enhance the job satisfaction of head teachers and enrich the teaching experience of both teachers and learners.

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## **Appendix 1: Kuwait's Future Visions**

In 2005, the Kuwaiti government set out its vision for education for the next 20 years. A report by Al-Fadly (2007) describes the public educational strategy from 2005 to 2025, which was approved by the Ministers' council. The strategy sets out four main points and most of them are clearly a result of globalisation. The strategies' key points are:

1. To participate in achieving coherence with the current age through free thinking and dynamic change in community culture. As an example: to close the gap between the reality of the current state education and advanced technological requirements in different fields, the Kuwaiti Government is trying to increase computer skills for teachers, staff and managers, as standard for every new employee (MOE, 2003). While education becomes a lifelong learning and training process, the need for developing transferable skills will depend on the use of technology and a modern curriculum (Chinnammai, 2005).
2. To improve the public educational sector stability in achieving national strategies. There are programmes to implement decentralisation in educational management, aimed at improving learning and school management through monitoring of quality performance levels.
3. To participate in supporting faith values (with important discussion groups), and respect for the human rights of learners in order to live democratically (MOE, 2003)
4. To stress the basic requirements of state school curricula and to ensure the achievement of national goals, there is a clear link between how teachers feel about their work and outcomes for students, thus in order to maintain optimal outcomes for students, it is critical for school leaders to, not only understand these connections, but to be able to create workplace cultures where these outcomes are valued (Al-Fadly, 2007). This has enabled the Kuwaiti Government to establish a new project; entitled 'Schools of the Future'. The main advantages of this project is to bring education reform to schools of general education, commensurate with the requirements of the strategic goals mentioned above and adjust the output quality of public education in accordance with global standards (Kuna, 2007). It is clear, therefore, that the Kuwaiti education system is planning to extend development in the light of these schools to include all stages of the primary education system.

**Appendix 2: Interview questions:**

1. In order to understand your perspective towards the concept job satisfaction, it would be useful to have a general knowledge about your job. What are your duties and responsibilities as a head teacher?
2. What does job satisfaction mean to you?
3. Do you feel a high level of job satisfaction as a head teacher in a KPFS? If yes, can you please explain to me the most important factors that may positively affect your job satisfaction, and If not, what are the factors that negatively affect your job satisfaction?
4. What can school heads do to improve the job satisfaction of staff?
5. What actions do you as a head teacher need to take to make KPFS successful in your school?
6. Do you think there is a relationship between job satisfaction and success at implementing KPFS?
7. What would you recommend to the Kuwait Ministry of Education in terms of extending KPFS to a large scale project?

**Appendix 3: Interview design: Draft of main questions before the pilot study:**

In order to understand your perspective regarding the concept of job satisfaction, it would be useful to have some general knowledge about your job. What are your duties and responsibilities as a head teacher? Relates to the first research question.

What does job satisfaction mean to you? Relates to the third research question.

Do you feel a high level of job satisfaction as a head teacher at KPFS?

If yes, why? If not, why? Relates to research questions 1, 2, and 3.

Can you please explain to me the most important factors that may positively affect your job satisfaction? Relates to the first research question.

What are the factors that negatively affect your job satisfaction? Relates to the first research question.

What can school heads do to improve the job satisfaction of their staff? Relates to research questions 1, 2, and 3.

What actions do you as a head (deputy, teacher) need to take to make KPFS successful in your school? Relates to the second research question.

What activities do head teachers need to undertake to improve KPFS schools? (Deleted after the pilot study, it produced the same response to Q7).

Do you think there is a relationship between job satisfaction and success at implementing the KPFS? Relates to the 2, and 3 research questions.

What would you recommend to the Kuwait Ministry of Education in terms of extending KPFS to a large scale project? Relates to the first and second research Q, see table 5.14: HTs and interviewees' recommendations.

**Appendix 4: Prompt questions**

1. Do you believe that decentralising your role will motivate you to improve KPFS?  
Explain how helpful this is?
2. What about the nature of your work? Some head teachers complain about workload generally. How about you in relation to KPFS?
3. What about the collaboration between your school and other schools working on the same project? Do you encourage innovation in your school among students and teachers and among KPFS?
4. How about training programs? What do you think about them?
5. What about salary? Are you happy with the current rise in 'teacher's payments'?
6. Being married or a mother ....ummmm...do you think that has a relationship with your job satisfaction?
7. Does your tenure 'years of experience' have any influence on your job satisfaction?
8. How about your school's location....are you satisfied with it?
9. Do you have enough teachers and deputies in your school?
10. How about recognition? Do you feel the MOE and the community in general recognise your position?
11. How do you feel regarding the increasing numbers of students? Is that affecting your workload?
12. How about the ICT system in KPFS schools, do you feel it decreases or increases the workload?
13. In terms of documents you need to write....some head teacher complained about this point in reference to their time? Do you utilise ICT to facilitate your work?
14. What are the common problems with ICT in your school?
15. Would you mind telling me please, a little about your role regarding the surrounding community? What does that mean to you?
16. What about the 'Development Skills programmes'? Are you satisfied with its results?
17. What about supervision? Do you think it is sufficient to meet your requirements?
18. What methods do you personally use to improve pupil's outcomes in KPFS?
19. How can school head teachers influence staff motivation?
20. What kind of methods do you personally use to motivate teachers?
21. Do you believe that decentralising your role would motivate you to improve the KPFS? Explain how helpful this would be?

22. Do you believe that decentralising your role would motivate you to improve the KPFS? Explain how helpful this would be?

## Appendix 5: Sample of an Interview

School name: D

Interviewee: Head teacher

Length of interview: one hour

**HT answer to Q 1:** ‘curricula have changed and my duties are still the same. Changing curricula must be accompanied by improvements, especially in terms of teachers’ professional development. I find that the supervisory committee is responsible for the development of my school through the study of its positive and negative aspects, which I see as a drawback in itself. My duty however only involves supervising a project with a certain capacity.’

**Q 2:** ‘If am totally convinced about the project, I will be fully satisfied at work. Job satisfaction should be the number one factor to achieve quality education, and helps us to overcome any issues.’

**Q 3:** ‘Project assessment is extremely important and is of primary interest to me. I do not know if I am on the right track or not, as our judgements are personal. How do I judge my success...? I need an assessment... ‘My success can be judged according to reactions of the parents in terms of their satisfaction or resentment. The evidence can be seen in the waiting list and the requests to admit students from faraway places into my school.’

‘The admission of a large student number can affect the quality of education if we are to consider school size. My school can accommodate 500 students and I have a minimum of 800 pupils. I now requested the Ministry of Education to expand the school by adding a new building, which is supposed to happen during the second after the February 2012 school holidays... Nothing has actually been achieved yet.’

‘The performance level of my pupils is excellent, which adds to the pressures I face at work. You may wonder for the reasons behind this... I can simply say that when high-performing and full-of-confidence students move to Year Six in mainstream schools and fail to receive the appropriate care provided in the ‘schools of the future’, I feel disillusioned... The students’ results are very satisfying... For example: Year One students giving a presentation is an excellent achievement... of course with the help of their parents and teachers.’ , ‘Another negative aspect is the centralised nature of the ministry as the not

so thought out decisions invalidate my authorities and thus my job satisfaction hits its lowest... Let me give you an example, there is a conflict in the decisions of the ministry; on the one hand, there is a decision specifying that I do not allow students in unless they show their ID card or their parents'. This is opposed on the other hand by another decision which only admits the students in the presence of both cards.'

**Q 4:** 'The indirect motivational methods are more important for me than the direct ones, such as listening to teachers and sparing sometime for them whenever they have a problem to discuss... When I show them that they are one of my priorities, this gives me so much satisfaction at work.....However, I always stand on the parents' side to help them out with their problem, while I try to absorb their anger and deal with them quietly so that they may start thinking in a more rational manner... Parents always take a lot of my time and dealing with them disrupts my daily schedule; however, the parents' committee of the school is very effective as its members are actually volunteers, performing a number of activities such as instilling values and teaching the Quran *Tajweed* (proper pronunciation of the Quran), as well as the occasional explanation of some selected lessons according to their field. Among the other achievements is that one donor has undertaken the renovation of the school's mosque by committing to all its refurbishing needs.' 'There two types of teachers... Some are satisfied while others are not... 'The dissatisfied teacher needs time to adapt to the project. Therefore, I have a major role to play in order to make a teacher satisfied at work... However, if her dissatisfaction persists, then I prefer that does not carry on her teaching duties as this could have negative impacts on my students. I can see if a teacher is dissatisfied by checking her attendance record, her input in the classroom, and if she seems bored at work, as well as when students complain about her.'

**Q 5:** 'I did some vocational training courses, such as: reward and punishment, 'schools of the future' training sessions, and honesty in student evaluation... I also conducted a questionnaire with teachers and parents to measure the advantages and disadvantages of the school... The questionnaire came up with some outcomes, which I had to change so as to be in favour of the student.'

**Q 6:** 'Yes, the relationship is based on affection and friendliness... When the project founding committee asked me about what really made me interested in my school and teachers, I responded by stating that I sought to keep a warm relationship with them all... I

was selected by the committee among a large number of applicants to supervise the schools of the project.’

**Q 7:** ‘I hope to be given some powers but under the umbrella of the Ministry of Education so as to avoid favouritism and nepotism.’

‘The head teacher should be given a quality award and so should her school to be able to determine the excellent out of the ordinary performers.’

## Appendix 6: Sample of an Interview

School name: E

Interviewee: Deputy Head

Length of interview: One hour

Q 1: 'I have designed an electronic chart for teachers' classes and shifts that differ from the normal chart used in other schools, in addition to an electronic chart for cafeteria sales.'

Q 2: 'I add satisfaction to my job by constantly developing and breaking from the normal routine.'

Q 3: Another negative point is that 'we need to allocate some financial resources to teachers because of the pressure placed upon them, so that they can feel comfortable and emotionally safe in return for their efforts.'

'Positive point: the small size of the school and its proximity to my father's house made me stay there for 11 consecutive years.'

'Negatives: the school building will soon collapse... The walls of the theatre fell down during our last visit to attend some activities there ten years ago and are yet to be rebuilt. In addition, the school yard grounds suffer from corrosion.'

Q 4: 'I always help overseas (non-native) teachers by meeting some of their social needs such as obtaining a driving licence. We also have a Saudi Arabian employee who comes from the area of Al-Khafji and she insists on staying in the school, we facilitate the process of signing her in during the morning as a quarter of her 600 KD (£1200) monthly salary (200 KD) goes toward paying for her taxi to work.'

Q 5: 'I sought the help of a supervising doctor at a centre for learning difficulties to examine some of the students in the school who suffer from learning difficulties.'

Q 6: 'I measure my job satisfaction according to the academic end-outcomes of my students and how well their performance is approved by members of the Kuwaiti society and the Ministry of Education. For me, the success of a project rests on the performance and distinction of pupils in the school and the presentation of their scientific achievements

elsewhere, so that they can measure their progress. There are several factors contributing to the eminence of students. For example, students can overcome learning difficulties due to the presence of skilled teachers in the classroom, as well as due to scientific trips and the polishing of student's personalities; thus, there is a distinctive and broad culture, which contributes to the success of the project.'

Q 7: 'I hope to offer teachers who are specialised in learning difficulties and others who are expert at dealing with outstanding students, in order to enhance educational outcomes.' One way to cater for highly performing students is by launching competitions within the school and across the region, as well as inviting them to participate in radio programs. This can also involve meeting with key figures in the country, for broadcast later in the school's magazine.

**Appendix 7: Sample of an Interview**

School name: C

Interviewee: Head of department

Length of interview: Two hours (and a tour of all the school's facilities)

Q 1: 'I am delivering lectures in front of head teachers, deputy head teachers, and university students regarding the schools of the future, and 'I also dedicate some of the extra shifts to strengthen the weaker students'. 'I have given my teachers the authority to choose scientific trips, provided that they are in keeping with the scientific orientation of the curriculum.'

Q 2: 'In my opinion, satisfaction is linked to the desire to be at work, despite difficulties. Worse still, teaching boys can be considerably harder than teaching girls... however, because of one's love of their profession, it does not matter in fact.'

Q 3: 'Job satisfaction for me is linked to the interests of the students. The ultimate goal of having pupils at 'KPFS stems from the philosophy of developing student communication skills, which is extremely beneficial, since in mainstream schools students are usually timid....' What can be so annoying is that some parents have started to threaten teachers that they will remove their children from school if they are not satisfied with the marks given to them. In some cases, they may even incite their children to be physically abusive towards their teachers.'

Q 4: 'First, the work we do is for the sake of God, and it also provides a sense of security for me and my family... This is shown in the human relationships, including love, connectedness and the periodic follow-up of the teachers through collective preparation. I adopt and encourage a style based on self-monitoring at work and devotion to God. I also adopt all material types of rewards such as a written certificate of gratitude, as well as nominating teachers to attend conferences and international exhibitions, as in the participation of my teachers at the Educational Technology Conference in Hyatt Regency Hotel, and also their notable contribution on TV and radio programs.'

Q 5: 'The project should be marketed and propagated within the institutions of the community by members known for their allegiance and commitment. They can then start to publicise the project and its success factors within educational bodies in public schools

so that the idea can be easily accepted and implemented. Up until now, and over the last 7 years, the project has not been assessed, and only during the last couple of years has it been covered by the media.’ ‘I see that there is a flexible approach in terms of teacher’s handling of the principles of reward and punishment inside the classroom as set out in the school’s framework of rules and regulations...’ ‘Teachers are also flexible when it comes to dealing with parents.’

For example, a student’s grandmother was contacted and invited to one of the morning activities. She happened to be the sister of the State of Kuwait’s President and no formal written communication was needed...’ ‘I hope that students are not restricted by the curriculum so that a genius student worthy of the fifth grade avoids studying the fourth.’ ‘I also hope that there will be special regulations for the ‘schools of the future’ which cannot be transgressed by parents, such as transferring their child to another school to stop misbehaviour. For example, every year our schools’ walls have to be repainted due to the deliberate scribbling and graffiti left on them, in addition to the intentional breaking of doors.’ ‘There should not only be fines, but also laws in place to protect the school, in addition to compulsory transfers of pupils to other schools who do not respect their teachers ... Nonetheless, decision-making remains a major stumbling block in this regard, which can be quite annoying.’

Q 6: ‘Yes, the relationship between satisfaction and the project requires love, and belief in it in the first place... then this belief requires professional and personal development... This is shown in human relations, including love, connectedness and periodic follow-up of teachers through collective preparation. I encourage development of this project through adopting and encouraging a style based on self-monitoring at work and devotion to God.’

Q 7: ‘We have to start future projects from scratch... as early as kindergarten.’ ‘A teacher should progress from Year One to Year Five with her pupils provided she must be a distinguished’.

**Appendix 8: Participant Information Sheet.**

**Study Title:** Job satisfaction of head teachers and their contribution to the success of the Kuwait Primary Future Schools (KPFS) Project.

**Researcher:** Manal Alfahad

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?

The researcher is a PhD student at the School of Education of the University of Southampton. This research is part of the researcher's doctoral requirements. The study seeks to explore job satisfaction amongst Kuwait Primary Future Schools KPFS head teachers in the City of Kuwait in the State of Kuwait. The present study was designed to shed light on the following research questions: 'What are the main factors that may have an impact on job satisfaction or dissatisfaction among head teachers in KPFS?' and 'How much does head teachers' role of KPFS influence the success of the project?' I am fully sponsored from Kuwait Ministry of Education.

Why have I been chosen?

You have been chosen to take part because you are a primary future school (head teacher-deputy head teacher- teacher). The main target population is head teachers and deputy head teachers in KPFS schools in the City of Kuwait in the State of Kuwait. The participants are head teachers, and deputy heads.

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 policy makers that will help them increase the level of your satisfaction in order to improve Kuwaiti primary future schools and to expand this project to include all Kuwait public schools in the future. The Kuwaiti Ministry of Education will not be given any specific information regarding each school in KPFS. No school names, participant names or school or participant characteristics that would allow identification will be shared with the Ministry or published in the dissertation. There are no consequences for you or the school either in refusing to take part or withdrawing from the study at any time. The Ministry will not be informed if you choose to not participate or withdraw.

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. In addition, school and participant information will be completely anonymised, and no information will be published on any characteristics of the schools or participants that would allow identification. All of the tape records will be kept secure in order to transcribe them then. If you prefer to be interviewed by pencil and paper rather than tape recorded for religious or other reasons, I respect your choice and will write down information manually. I will on request send you transcripts of the interview and let you revise any information that has been written or recorded, and remove any words or phrases you dislike.

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 Melanie Nind: the director of postgraduate research degrees. University of Southampton, Southampton SO17 1BJ.  
**Telephone:** + 44 (023) 8059 5813, **Email:** M.A.Nind@soton.ac.uk

Where can I get more information?

For more information, you can contact my supervisor, Prof Daniel Muijs. University of Southampton **Email:** D.Muijs@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.

## Appendix 9: Permission letter from Administration General Education

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وزارة التربية  
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الموافق 12 / 19 م 2019

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السيدة المحترمة/ أ. بدرية الخالدي  
مدين عامر منطقة ميسلون الكبر التعليمية  
تحية طيبة وبعد ،،،

الموضوع / تسهيل مهمة

تقوم الطلبة/ منال صلاح الفهد المسجلة على درجة الدكتوراه في جامعة مساوث هامبتون في المملكة المتحدة بإجراء دراسة بعنوان " الرضا الوظيفي لمديرات مدارس المستقبل الحكومية "

فيرجى تسهيل مهمة المذكورة أعلاه بإجراء مقابلة مع مدير مدرسة ووكيل ومعلم في مدرستي عبد الكريم السعيد واسماء بنت عمر الانصارية الابتدائية التابعتين لمنطقتكم في الفصل الدراسي الحالي 2012/2011.

مع خالص الشكر والتقدير ،،،

مدين إدارة البحوث والتطوير التربوي بالإتابة

وزارة التربية  
إدارة البحوث والتطوير التربوي

أ. بدرية الخالدي  
مديرة إدارة البحوث والتطوير التربوي

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