**Job Satisfaction of Women Teachers in Saudi Private Schools:**

**Examining Perceptions, Challenges and Teachers turnover**

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**Hana  ALsubaie**

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**Abstract**

This research is the first study thus far to investigate factors influencing the job satisfaction/dissatisfaction of women teachers in Saudi private schools, and the factors that prompt them to consider leaving or remaining in their jobs. As part of Saudi 'Vision 2030', the government is striving to improve the quality of its educational system. Teacher satisfaction is an integral part of these efforts as satisfied teachers are more committed, stay longer, and are better instructors.

Using a qualitative approach, this study was underpinned by Herzberg's two-factor theory and Maslow's hierarchy of needs in exploring women teachers' experiences in Saudi private schools. The results from interviewing 16 women teachers illustrated the limited applicability of Herzberg's two-factor model and Maslow's hierarchy of needs to explicate the job satisfaction/dissatisfaction of the study participants. The applicability of Herzberg's theory was only insofar as the findings indicated that extrinsic and intrinsic factors influenced teachers' level of job satisfaction. However, contrary to Herzberg's linking extrinsic factors specifically to dissatisfaction and intrinsic factors to satisfaction, the findings showed that factors affecting women teachers' job satisfaction were a mix of extrinsic and intrinsic factors, with the extrinsic factors playing a more dominant role. Similarly, Maslow's hierarchy of needs was not entirely applicable due to contextual issues which made the women's experiences vary from Maslow's position that people seek higher-level needs after attaining lower-level needs.

Furthermore, the study highlighted that teacher job satisfaction is very complex and goes beyond the work environment-based rational explanations. The findings showed that factors that prompted the women teachers to consider leaving or remaining in their jobs had less to do with satisfaction or dissatisfaction but more to do with social norms and the job market, which made staying at home a non-viable option. Remaining on the job, therefore, was a

strategy to gain experience that would facilitate access to better public-school jobs or might result from the religious rationalisation of the teaching role.

This investigation indicated that strategies to improve the job satisfaction of women teachers should focus beyond intrinsic factors such as opportunities for growth and participation in decisions affecting their work. Instead, strategies should include extrinsic factors such as pay and job security. In addition, the study indicated a need for more interventions by the Ministry of Education in private schools sector, such as: improving the governance of private schools, especially in terms of monitoring mechanisms; the need for private schools to revisit their conditions of service in view of the participating women's experiences; and the need to decentralise decision-making in private schools to give teachers more responsibility and autonomy over their work. Also, employment policies in private schools should be clear and aligned with the Ministry of Education and the Ministry of Labour's requirements to improve general working conditions.

This thesis is dedicated to my parents.

I have a heart full of love for you both!

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**Chapter 1.    Introduction and Overview**

**1.1    Introduction**

For several years, I taught in a variety of Saudi private schools in Riyadh city. During this time, I observed that my teaching colleagues and I seemed dissatisfied with our jobs owing to the many challenges we faced professionally. Spector (1997) defined job satisfaction as how individuals feel about their jobs and various job-related factors. It refers to how much people like (satisfaction) or dislike (dissatisfaction) their jobs (p. 2). This dissatisfaction with our jobs forced most of us to leave our current jobs in one private school to find a more appealing role in other private schools (it was challenging to find a job in public schools). Despite our viscerally positive attitude towards our career, we remained deeply concerned about the teaching profession. My experiences, whether as a teacher or observing my fellow teaching colleagues, have impelled me to examine the following:

- the factors that influence the job satisfaction and dissatisfaction of teachers

- accompanying challenges

- teachers' intentions to quit

- strategies to increase job satisfaction and teachers' retention among female Saudi teachers working in Riyadh's private schools.

I earnestly hope to contribute towards enhancing the job satisfaction of teachers, the quality of students' education, and, ultimately, the future of our great nation.

This study focused on female teachers working in Riyadh's private schools. As the capital city of Saudi Arabia and the most populous city of the country, the majority urban private schools are in Riyadh. The study's participants were female teachers for two reasons. First, in Saudi Arabia, genders are separated, and societal norms prohibit cross-gender socialisation outside of the immediate family. Thus, it would be more appropriate to collect data from girls' schools where all teachers are women, especially for a qualitative study.

Second, social norms and the unfavourable job market, till recent years, make conditions difficult for Saudi women working at private schools.

Two theories were employed as a framework for this study: Maslow's hierarchy of needs theory and Herzberg's two-factor theory. The research data were collected and analysed using qualitative research. Data were gathered through interviews with Saudi private school female teachers. As I am seeking to understand the processes of interaction in this type of school from the 'perspective of those living in it', a qualitative approach is suitable for this study (Hatch, 2002, p. 7). In order to determine the factors influencing job satisfaction and dissatisfaction, obstacles, and the turnover rate of female teachers in Saudi private schools, 16 teachers from four private schools were interviewed.

This introductory chapter is organised into six sections. Section 1.1 briefly offers insights into my personal and professional experiences that led to my interest in pursuing this research. Sections 1.2 and 1.3 will explain the need for this research and its originality because existing research has not thoroughly studied job satisfaction among Saudi private school female teachers. Thereafter, research question(s) and themes will be discussed and elaborated upon in Section 1.4. Section 1.5 discusses the structure of the thesis. Finally, section 1.6 provides a summary of this chapter.

## 1.2     Statement of the Research Problem

Over the last decade, Saudi newspapers have warned of the critical shortage of teachers in private schools across Saudi along with related issues, complaints, and challenges, particularly for women teachers in the private sector. The popular newspapers and portals in which these headlines can be observed include *Arab news* (Crisis looms for private schools, 2011), *Saudi Gazette* (Problems persist for private school teachers, 2017), *Okaz* (Almawaled, 2017), and *Al Yaum* (Hnitm, 2018). Generally, these articles all report challenges and issues related to Saudi women working in private schools, including high turnover rates, low pay,

lack of privileges, unpaid sick and emergency leave, unpaid summer holidays, heavy workloads, responsibilities to teach subjects outside teachers' expertise areas and a lack of job security.

Women teachers working in Saudi Arabia's private schools face many problems that have reached alarming proportions. In fact, in 2011, over 9,000 private-sector women teachers (over 30% of the total number of teachers in the private sector at that time) left their jobs to fill vacancies in the government sector (Crisis looms for private schools, 2011). This unprecedented development, which occurred only because of the availability of roles in government schools, is alarming and may indicate the need for immediate action. The high teacher turnover rate in Saudi private schools has continued despite the best efforts of policymakers and administrators to fix this issue.

Education is crucial for individual and societal development and prosperity. Job satisfaction leads to enhanced organisational commitment, increased productivity, lower absenteeism, and reduced turnover, directly impacting organisational effectiveness. These compelling and practical reasons motivate organisations to understand and promote job satisfaction (Mertler, 2002). Furthermore, more job satisfaction among teaching staff would mean high-quality teaching, which is impossible without satisfied staff (Terpstra &Honoree, 2004).

Moreover, the Saudi government is striving to improve the quality of its educational system, including teachers' training and the development of professional teaching staff who engage with their schools and local communities to provide a vision for the future (Alissa, 2009). Education is deemed vital to meet the Saudi 'Vision 2030' goal developed by the Council of Ministers of Saudi Arabia. This plan is unique because it seeks to diversify the economy away from oil and towards sustainable changes that may enable Saudi women to empower themselves professionally (Kingdom of Saudi Arabia 'Vision 2030', 2016). As part

of its 'Vision 2030', Saudi Arabia is increasingly exploring the privatisation of schools. To meet the projected number of students, the Kingdom must construct as many as 980 private schools by 2025 (Strategic Gears Management Consultancy, 2018). The aim is to maximise this investment and ensure that students benefit from a more productive and effective learning experience across private schools. Thus, it is imperative to consider job satisfaction among teaching staff because satisfied employees typically translate into productive workforces (Almutairi, 2013).

In private Saudi schools, women teachers experience numerous difficulties and issues (Hnitm, 2018). For example, poor working conditions include no provision of paid vacation or emergency leave, non-existent staff development opportunities, and low salaries (Gahwaji, 2013). It has been suggested that due to the high unemployment rate among Saudi women, employers in the private sector are taking advantage of this situation, and women are offered lower salaries than their male counterparts (Salary Explorer, 2021). Maash (2021) confirmed that the situation for female teachers is worse in private schools, where the practice is to pay the minimum wage, resulting in meagre salaries compared to salaries in public schools.

In addition, challenges such as absence of privileges, requirements to teach subjects outside teachers' expertise, a tremendous workload, unpaid sick leave, and a lack of job security have been reported (Problems persist for private school teachers, 2017). Moreover, substantial turnover rates have been reported among the same group of teachers (Crisis looms for private schools, 2011). The turnover in private Saudi schools is so high that parents regard private schools as "rotating doors" (Gahwaji, 2013).

Furthermore, teachers may also face a number of emotional and physical challenges (such as stress, burnout, and worry). These challenges may lower job satisfaction. Dissatisfied teachers may be a liability and unable to address society's needs, due to higher staff turnover. Teacher attrition hinders school and student performance and raises subject-

area teacher shortages (Ingersoll, 2001; Ronfeldt et al., 2013). Teacher turnover also lowers student success and raises education expenses (Barnes et al., 2007). Hence, various factors may affect teachers' job satisfaction/dissatisfaction and turnover. In this study, I examined women teachers working in Saudi private schools, experiences of job satisfaction/dissatisfaction, challenges, and teacher turnover.

### 1.3 Significance of the Study

Although job satisfaction has been frequently investigated globally, few researchers have studied private school teachers' job satisfaction in developed or developing countries. Teachers' job satisfaction is crucial since they shape students' and society's futures (Alzaidi, 2008). As strategic plans are being executed to enhance and expand the Saudi education system's private sector, it is critical to evaluate women teachers' job satisfaction in private schools. Saudi Arabia lacks significant studies on teachers' job satisfaction and retention. Further, no study has been conducted thus far on Saudi private school teachers' job satisfaction. The current research study aims to address this specific and important research gap.

This research examines experiences of job satisfaction/dissatisfaction of women teachers in Saudi private schools and has identified the challenges they faced and the teacher turnover. Additionally, this study's findings could support teachers' work engagement. They may inform the work of educational administrators in the country with a deep understanding of challenges and issues facing women teachers working in private schools. This will assist decision-makers in reviewing existing policies and practices to enhance the women teachers' work environment and improve professional performance and retention strategies. Also, it would help students learn in environments that are more effective and productive, which would improve their achievements in private Saudi schools. Thus, a study on job satisfaction among Saudi private school teachers is both relevant and required.

**1.4     Research Questions**

The purpose of this project is to investigate the factors influencing job satisfaction and dissatisfaction, challenges, and turnover among female teachers in Saudi Arabian private schools. The primary questions of this study are:

1.  What are Saudi Women teachers' experiences in the private school sector?

    –   What influences job satisfaction/dissatisfaction of women teachers working in Saudi private schools?

    –   What factors prompt women teachers working in Saudi private schools to consider leaving or remaining in their job?

2.  How do the insights from Saudi Women teachers' experiences in the private school sector align with the Saudi government's aspirational 2030 vision?

    –   How do women teachers working in Saudi private schools perceive differences between private and public school working conditions?

    –   How might the Saudi government improve the situation for women teaching staff in Saudi private schools based on the findings of this research?

**1.5     The Thesis Structure**

The thesis consists of nine chapters. In chapter one, a brief introduction to the study, the study's significance, and the research questions are presented. Chapter Two introduces the research context of Saudi Arabia: the current education system, teacher preparation, and the private education sector. In addition, it describes the educational goals of the Saudi 'Vision 2030' and provides information about the labour market in Saudi Arabia.

The literature review on job satisfaction and motivation is presented in Chapter three. Literature is explored in the following areas: definitions of job satisfaction, job satisfaction, employee motivation, and job satisfaction theories. The fourth chapter presents a review of

the literature on job satisfaction and the teaching profession. It encompasses job satisfaction and the teaching profession, teachers' turnover and retention, and job satisfaction within the Saudi Arabian educational context. The review of pertinent literature is based on the research questions of the study.

Further, Chapter Five explains the paradigm and methodology employed in the study. I outline the qualitative approach in this study, explaining my use of an intrinsic, descriptive case study approach to interpreting the research data, along with Herzberg's (1959) two-factor theory to frame the findings. Then, I describe the research methodology and data analytic techniques used to probe the data. Furthermore, I analyse the research's credibility and ethical implications. The chapter concludes with a brief introduction to the research participants and a description of the research process.

Chapter Six thoroughly explains the findings of the study and analyses the data to address the primary Question 1 concerning the personal experiences of job satisfaction and dissatisfaction of Saudi private schools' female instructors. Chapter Seven explores the study's findings and data analysis to answer the study's primary Question 2 related to improving private sector schools and teachers' retention in Saudi Arabia. Chapter Eight discusses in detail the study's findings. Finally, Chapter Nine presents the study's conclusions, recommendations, and suggestions for future research.

## 1.6    Chapter Summary

An overview of the study is provided in this chapter. It provides a review of the statement of research problem and the study's significance. This chapter also outlines the research questions. Finally, this chapter concludes with a discussion of the thesis structure. The next chapter presents the research context of Saudi Arabia: general information about the country, social and cultural norms, the current education system, teacher preparation, and the

private education sector. It also outlines the aims of the Saudi 'Vision 2030' in general and in

relation to education and provides information about the Saudi labour market.

**Chapter 2.    The Study Context - Saudi Arabia**

**2.1    Introduction**

This chapter presents the context of the study by briefly outlining Saudi Arabia's history, cultural and social values, and economy, focusing on labour, women empowerment, 'Vision 2030', history of female education and the education sector in the Kingdom of Saudi Arabia (KSA) in terms of types of schools and their perceived role in 'Vision 2030'.

**2.2    Background Information about Saudi Arabia**

Saudi Arabia, officially the Kingdom of Saudi Arabia (KSA), was established in 1902. It is geographically located in South-western Asia, in a pivotal location between Asia, Africa, and Europe. Iraq, Jordan, Qatar, Oman, Yemen, and the United Arab Emirates share their borders with Saudi Arabia. It covers a territory of around 2,150,000 km$^2$. The country is divided into 13 administrative regions. Each region is governed by a provincial governor (emir). Each region has a capital city; the national capital is Riyadh, located in Al Riyad.

The population of the Kingdom of Saudi Arabia was estimated to reach 35,013,414 in the year 2020, with males accounting for 58% and women for 42% of the population. Up to 55% of the population is under the age of 29 (General Authority for Statistics Kingdom of Saudi Arabia, 2021). Over a third of the country's population is made up of expatriates.

Saudi Arabia's population is concentrated in urban areas. The most populous cities are Riyadh (7,388,000), Jeddah (4,697,000), Makkah (2,079,000), Madinah (1,518,000), and Dammam (1,279,000) (Moreno et al., 2020). Schools are also concentrated in urban areas as they are located where there are more people (AlQuhtani, 2022).

**2.3    Cultural and Social Values of KSA Society**

KSA is an absolute monarchy. Islamic religion pervades all aspects of life, including rules on women's position in society, work environments, and education (Almansour & Kempner, 2016; Al-Shahri, 2002; Varshney, 2019). Cultural practices and behaviour are

based on Islamic rules and local traditions. The holy Islamic mosques at Mecca and Medina are at the centre of Islam (El-Rasheed, 2013). The same language, Arabic, unites the 13 regions of KSA, but each has a unique dialect, traditions, heritage, and culinary identity (Government of Saudi Arabia, 2022a). Social values held by the people are derived from Islam. They include generosity, hospitality, strong family ties, conservatism, and prohibition of free mixing of non-related members of the opposite sex (Al Rasheed, 2015). Gender disparity appears to influence public encounters between men and women in Saudi Arabia. However, in Saudi Arabia, the concept and practice of ikhtilat, or gender mixing, are the main discussion points (Van Geel, 2012).

### 2.3.1 Cultural Values

Hofstede (1980) defines culture as a community's collective social values, principles, and attitudes. The spread of values within a society leads to the adoption of a dominant value system that shapes a community's gender role expectations (Sagiv et al., 2017). National culture is grounded in the dominant value system and is one factor that influences women's access to work environments. Arab culture, including Saudi Arabia, is high on power distance, uncertainty avoidance, collectivism, and moderate masculinity/femininity (Hofstede, 1991).

High power distance occurs when those in authority have the right to demand unquestioned submission from those with less power. Trompenaars (1993) posits that power distribution extends to society's basis for distributing benefits that may result from achievement or ascription based on seniority, family status, social class, or sex. Moreover, masculinity/femininity is the extent to which a society accepts the conventional male work role model of power, achievement, and control (House et al., 2004). In Saudi Arabia, power differences are gender-based, with masculinity (male) having more power than femininity (female).

In addition, Collectivism refers to the extent to which people pursue communal interests instead of individual ones (Hofstede, 1994; Trompenaars, 1993). Individual interest takes precedence in individualistic societies; group interests are paramount in collectivist societies. Individualism is synonymous with autonomy, while collectivism is synonymous with conservatism (Schwartz, 1994). Historically, Saudi Arabia's culture is classified as collectivist and conservative, therefore holding on to traditional norms. Women in more conservative societies are less likely to break away from tradition. Uncertainty avoidance refers to a culture's tolerance for ambiguity and uncertainty. Where there is high intolerance, there is a higher emphasis on rules and a reluctance to accept change (Hofstede, 1991). Aspects of the Saudi Arabia culture as represented by Hofstede's (1991) dimensions, namely: high power distance, uncertainty avoidance, collectivism, and moderate masculinity/femininity, have implications for women's work experiences as their behaviours are influenced by collectively held social values. Furthermore, both progressives and conservatives in Saudi society have had strong opinions about the rights and obligations of women in the society.

However, Saudi Arabia is undergoing fundamental cultural changes (as detailed later in Section 2.4). However, these changes indicate a moving away from conservatism and longstanding traditions to embrace changes presented by being part of the global market. Despite the ongoing changes, longstanding culture, customs, and social norms' impact go beyond legislative changes as gender roles remain clearly defined. In this regard, men's and women's cultural roles in public and at work remain subservient to established societal norms. Demonstrating the power of social norms, Bursztyn et al. (2020) established that although most married men in Saudi Arabia support women working outside the home, some of them may do so privately as it is contrary to accepted norms. Further, it has been argued that most reforms may need time to be accepted culturally (Kosyfologou, 2021). These

beliefs are instigated so profoundly in their minds that it will require years to accept the progression in Saudi Arabian culture.

### 2.3.2   Social Values

Saudi society is mainly focused on 'family'. In that context, culturally, women were restricted to the home as a wife and a mother, charged with producing and nurturing pious offspring (Al- Rusheed, 2017). Syed et al. (2018) demonstrated that societal norms, customs, and religious beliefs were a complex web of interconnected elements that influenced women's labour market involvement. Factors such as gender stereotyping and gender inequality, all part of the social norms and customs, influence women's employment.

Gender stereotyping results from and perpetuates the division of labour in society (Eagly, 1987). Al-Asfour et al. (2017) found that Saudi women face gender stereotyping and workplace discrimination. Gender inequality is partly perpetuated through the guardianship system. Traditionally, the custom of guardianship restricts women from engaging in social interactions and moving freely as they require permission from a spouse, father, or another male relative (Syed et al., 2018). Constraints linked to guardianship usually hinder women's ability to work or engage in economic activity outside the home. Women's access to job opportunities is also affected by workplace gender segregation laws (Alghofaily, 2019). Sian et al. (2020) explored the interaction of gender, politics, and religion in Saudi Arabia. They found inequality resulting from the requirement for women to only work in designated women-friendly environments.

### 2.4   The Saudi Economy

The economy of Saudi Arabia is the largest in the Middle East and one of the twenty largest economies in the world. The Kingdom's economy mainly depends on oil, and exports are dominated by petroleum and related products. Since the adoption of 'Vision 2030', there has been an economic transformation in, for example, efforts to enhance local content,

introduce and develop promising economic sectors, and maximise the role of the private sector and SMEs (as detailed later in Section 2.4.3). The country's gross domestic product (GDP) is SAR2.6 trillion, with the non-oil sector contributing 58.9% and the private sector contributing 41.1%. The country has a surplus in the trade balance of SAR492.9 billion (Government of Saudi Arabia, 2021b).

To reduce the economy's reliance on petroleum, the Saudi Basic Industries Corporation (SABIC) is largely responsible for manufacturing. Cement, rolled steel, refrigeration, fertilisers, plastics, pipes, copper wire, cable, petrochemicals, truck assembly, aluminium and metal products, and plastics are examples of manufactured goods (SABIC, 2022). The Saudi Arabian Monetary Agency (SAMA) is in charge of regulating the country's financial services industry, which has expanded in tandem with rising oil revenues and manufacturing. SAMA controls financial entities, including banks.

### 2.4.1   The Labour Market

More than two-thirds of the Saudi workforce is concentrated in the 25-44 years age group. In 2016, women made up 22% of all employed individuals. Women were often relegated to all-female teaching and social service roles (Ministry of Labour and Social Development, Kingdom of Saudi Arabia, 2016).

However, the conditions for women in the workforce have been improving in the last few years. Women's general labour participation rate increased to over 34% (General Authority for Statistics Kingdom of Saudi Arabia, 2021). Since 2018, new opportunities have arisen for women to work in previously male-dominated industries such as the military, police, construction, and aviation. The government works to reform the job market and create more employment opportunities for Saudi women (Government of Saudi Arabia, 2022c). Previously, female teachers in public schools were restricted to teaching girls only, a position that was changed in 2019 (Abueish, 2020). Although the change only relates to the youngest

grades, it opens up more job opportunities for female teachers who previously had fewer opportunities because of being restricted to girl-only schools. This situation tilted the private schools' labour market in favour of the employers. In another favourable development, in August 2022, the Ministry of Education (MOH) instructed the Jeddah governorate to assign female teachers to teach fourth-grade boys in private schools (Saudi Gazette, 2022). While this is still on trial, it is likely to be extended to the rest of the country, thus opening up more opportunities for female teachers in the private schools' sector.

A significant financial transition is occurring in Saudi Arabia, creating wealth and increasing labour demand. However, the rate of unemployment among Saudi women is around 22.3%, whereas the total rate of unemployment in Saudi Arabia is approximately 11.3% (Ministry of Labour and Social Development Kingdom of Saudi Arabia, 2021). Saudi's main employers are government sectors, such as education, public administration, and defence. The public sector cannot develop continuously because most jobs needed to accommodate the expanding Saudi population must come from private companies, which presently hire a relatively low number of Saudi people. Many Saudis consider the private sector unattractive because they perceive it as lacking professional working conditions and practices. The public sector offers superior wages and working conditions compared to most employees in the private sector. The private sector has lower wages than the public sector and maintains a wage disparity between men and women. Clingan (2020) discovered a gender wage gap of up to 49% in favour of men, partly explained by social biases. However, there is no gender pay gap among Saudi employees in the public sector (Romman, 2019).

Furthermore, there has been a perennial misalignment between the Saudi education system's output and employers' needs, particularly in the private sector (Mishrif & Alabduljabbar, 2018). However, the government introduced a Saudi Nationalisation Scheme (Saudisation), which aims to gradually enhance nationals' participation in the private sector

labour market (Price Waterhouse Coopers, 2021). Saudisation requires a private company to employ locals up to a specified percentage of its workforce. Coupled with the drive to increase the local workforce is the country's focus on diversifying beyond oil to boost its economy.

Moreover, the Saudi labour market only accepts 62% of female bachelor's degree holders. Female graduates with scientific degrees in physics, information technology, health, life, and natural sciences have the lowest unemployment rates (6.6% to 3.9%) (Jawhar et al., 2022).

### 2.4.2   *Women Empowerment in Saudi Arabia*

The females' contribution to the development of Saudi Arabia has sparked more discussion and debate in recent years than any other aspect of Saudi culture. KSA is a country in transition, as some prohibitions have been lifted in recent years. For example, guardianship laws that prohibited women from moving freely without the authority of their male guardians was removed (Al Jazeera, 2019); the ban on women driving was lifted (Al Jazeera, 2018); and gender segregation in public spaces was abolished (Kosyfologou, 2021). Moreover, the Saudi Council of Ministers approved, in August 2019, several amendments to labour and civil laws that empower women and address employment and civil rights challenges. For example, it is against the law to discriminate in wages between women and men employees for the same or similar work. Also, credit access discrimination based on gender, or the dismissal of pregnant women, are both legally prohibited under the new Saudi law (Government of Saudi Arabia, 2022c).

### 2.4.3   *'Vision 2030'*

Mindful of the risks of overdependence on oil, KSA's 'Vision 2030' is the blueprint for diversifying away from petroleum and its related industries by moving to a more diversified economy.

The key reform areas are:

i. Increasing the contribution of the private sector to the economy by making it easier for private providers to do business while privatising specific areas. The goal is to boost the private sector's contribution to GDP to 65%.

ii. Unlocking the potential of non-oil sectors by increasing the localisation of non-oil sectors such as manufacturing, military, and retail. The target is to create technology companies that can be regional leaders.

iii. Expanding the Public Investment Fund's assets and function as a driver of economic expansion. The fund's assets are expected to exceed SAR 7 trillion.

iv. Growing non-oil exports through developing promising companies into regional and global players to raise non-oil exports.

A vibrant society, a thriving economy, and an ambitious nation are the three primary pillars of 'Vision 2030'. By 2030 it anticipates to accomplish 96 strategic goals, 27 branch goals and 6 overarching goals (Government of Saudi Arabia, 2022c). Under the pillar of 'a thriving economy', one of the objectives is to increase employment through the Human Capability Development Programme, which is mandated to build human capital in line with the labour market. The goal emphasises the importance of building a life-long learning journey, promoting effective learning, enhancing equal educational access, strengthening educational institutions ranking, developing the brightest minds in certain fields, ensuring educational output alignment with labour market requirements, and expanding technical education for labour market requirements (Government of Saudi Arabia, 2022c).

'Vision 2030' intends to reduce the figures of unemployment from 11.6 to 7%. Considering Saudi women's high level of unemployment, the government is dedicated to addressing this issue. Empowerment of women is a fundamental component of the Kingdom's 'Vision 2030'. By 2030, it intends to boost their labour force involvement from nearly 20%

to 30% (Government of Saudi Arabia, 2022c). However, with full support from the leadership and government, the Kingdom exceeded the plan's target reaching 34% in 2021 (General Authority for Statistics kingdom of Saudi Arabia, 2021). Despite these achievements, unemployment among some categories of women remains disproportionately high. A closer analysis of the employment figures reveals that from 2018 to 2020, the largest increase (20%) in the number of employed women was among those aged 40 to 54, while the increase was between 3% and 5% among the oldest and youngest (Akeel, 2021). Further, the biggest increase was among middle-skilled holders of secondary school qualifications, followed by those with intermediate or primary-level education. The situation was different for those holding higher qualifications, showing that the jobs opened up for women are generally lower (Jawhar et al., 2022). In addition, although more women than men graduate from universities, this has not translated into similar levels of working women (Jawhar et al., 2022; Khan, 2021).

The Human Capability Development Programme speaks to education's role in delivering the national 'Vision 2030'. The programme aims to ensure that all citizens can compete globally by enhancing their knowledge and skills through the development of a strong educational foundation. It intends to inculcate values early on, prepare young people for the future local and global labour market, and provide lifelong learning opportunities to upskill citizens (Government of Saudi Arabia, 2022c). Education is crucial to the achievement of 'Vision 2030'.

## 2.5 Education in KSA

Islam considers teachers the most honoured people: Prophet (Muhammad SAW) introduced himself as a teacher. Thus, Muslims hold education in high regard.

Education in Saudi Arabia is the foundation upon which we may realise our nation's objectives for scientific and intellectual progress (Custodian of the Two Holy Mosques, King Salman bin Abdul-Aziz).

Education in the country is premised on Article 13 of the Basic Law of Saudi Arabia, which states:

"Education shall aim to instil the Islamic creed in the young, impart knowledge and skills to them, and prepare them to be useful members in the building of their society, loving their homeland, and taking pride in its history" (Government of Saudi Arabia, 2022d).

### 2.5.1 *History of Women's Education in Saudi Arabia*

This section examines the development of female education in Saudi Arabia. In the 1960s, Riyadh became the country's first city to officially have a primary school for girls, marking the beginning of the country's transition to an institutionalised public education system (AlMunajjed, 1997). The Ministry of Education was in charge of educating young boys. However, the General Presidency for Girls' Education supervised girls' and young women's education at all levels, including primary, secondary, high school, and university, until the year 2002. It was established to ensure that education for women remained true to its original goals: to train women for "acceptable" careers such as teaching, which were thought to fit their personalities and make them good wives and mothers (Altorki, 1986).

At first, only women who came from wealthy families could take advantage of educational opportunities. Since then, there has been a rapid increase in educational opportunities, with hundreds of women's institutions compared to only 15 in the 1960s (Al-Mohsen, 2000). According to statistics from 1986, there were 246,559 girls enrolled in primary schools in 1970. UNESCO estimates from 1989, that number had climbed to 649,509. In 1982, 185,902 girls graduated from secondary schools; by 1986, that figure had

risen to 255,766. In 2018, there were more than 3 million girls in Saudi schools (Ministry of Education Saudi Arabia, 2018a).

According to Al-Mohsen (2000), education and the arts were the first fields available to women to pursue higher education; previously, men had exclusive access to all other career paths. In Riyadh, the first girls' college opened its doors to students with secondary education in 1970. By the 1980s, about ten comparable colleges with the same standards had been established (Al-Malik, 1987). Today, a Saudi woman can study her choice of discipline in any of the country's 42 universities (Ministry of Education, 2023).

### 2.5.2 Current Education System in Saudi Arabia

General, higher, technical, and vocational education is provided by the Ministry of Education at no cost in public institutions. The Saudi Arabian education system strives for worldwide competitiveness in education and development. The aim is backed by seven goals stated as enhancing family participation to prepare for the future of their children; developing an inclusive educational journey; increasing educational equality; enhancing the fundamental educational outcomes; improving educational institutions' rankings; providing qualitative education to distinguished people in priority areas; and aligning educational outcomes with labour market demands (Ministry of Education, 2021).

Besides, the administration of the Saudi Arabian educational system is headquartered in Riyadh, making it a highly centralised institution. The regional education departments, directorates, and education offices are the conduits through which the Ministry of Education exercises its oversight of the public school system. The Ministry of Education is also responsible for funding the public school system and determining education policies, teacher recruitment standards, the national curriculum, and textbooks. Furthermore, the Ministry of Education also oversees the operations of private Saudi-owned schools to ensure that they teach the national curriculum and comply with governmental requirements (World Education

News Reviews, 2020). Curricula are national, and the Ministry of Education's curricular department is accountable for the advancement of the curriculum and the preparation of subject books. The same textbook should be used for each topic and grade for all schools, including public and private schools (Alissa, 2009).

The Ministry of Education also supports universities and colleges and manages the scholarship programme for studying abroad. Saudi Arabia has 29 public universities (Ministry of Education, 2023) and 13 private universities. Admission to specific university programmes for public and private secondary school graduates depends on the secondary school stream (science, arts, and humanities), grades gained in the General Secondary Education Certificate, and performance in general aptitude (Qudrat) and scholastic achievement admission (Tahseeli) tests.

Approximately 25% of the country's annual budget is dedicated to education. In 2019, more than US$53 billion was designated for public school education, which employs more than 500,000 teachers across the country. Approximately 6.1 million students attend Saudi schools, and more than 1.5 million are enrolled in higher education institutions (Ministry of Education Saudi Arabia, 2018a). This study focuses on non-university and tertiary institutions, specifically private schools.

Education providers are in three groups – state, private, and international schools. The Ministry of Education has provided a similar curriculum to the state and private schools. International schools use the British or American curriculum but are required to incorporate courses in the national language, Arabic (Ministry of Education, 2019b). International schools, however, have more autonomy over curricula in comparison to private and public schools (Ministry of Education, 2019a).

In the four years to 2019, the public and foreign school sectors experienced an increase in student numbers of 5.8% and 37%, respectively; over the same period, the student

population in private schools decreased by 3.5% (Frank, 2021). The distribution of students

by school type is summarised in the table below (Table 1). Reducing the number of students

in private schools reduced the number of teaching positions. Such a situation increased the

employer's bargaining power in the labour market, a position associated with reduced salaries

and job security (Bassanini et al., 2022). While the latter would affect all private school

employees, the impact on female employees can be expected to be more pronounced as they

come from an already disadvantaged position.

**Table 1**

*Distribution of Students by School Type*

| Institution Type | Percentage of Schools | Percentage of students |
|---|---|---|
| Public | 80.3% | 82.5% |
| Private | 12.5% | 11.1% |
| Foreign Curriculum | 6.2% | 5.9% |

*Note*. Constructed from data from Frank (2021)

Further, almost 62% of the student population is concentrated in Riyadh, Makkah, and

Eastern Province regions (Frank, 2021). Education levels are early childhood (pre-primary

school level), primary, secondary, and tertiary. Early childhood is for children under six and

is offered through public and private institutions. It is divided into nurseries (kindergartens)

and preschools. School participation is compulsory at the age of six, and students begin

studying in the first grade. The Ministry of Education outlines the fundamental criteria for the

physical, social, emotional, and cognitive development of children aged three to eight. The

cabinet resolution governing the Ministry of Education requires the General Department of

Early Childhood of the General Education Agency to "exceptional educational services to

children (from three years of age to elementary school's third grade). Moreover, monitoring

the performance of the early childhood stage in accordance with the established indicators in

order to prepare pupils for enrolment in elementary school."(Government of Saudi Arabia, 2022a).

General education in KSA is split into three stages: Elementary School, which consists of six academic years, starting at the ages of five to six; Middle School consisting of three academic years; and High School consisting of three academic years (Government of Saudi Arabia, 2022d).

Although boys and girls have to study in separate schools, the same curriculum and facilities are used. The school year is divided into three terms for both public and private schools, and the school year is from September to June. The Saudi literacy rate for those under 25 is over 98%, which is higher than the global rate of around 88% (Rabaah et al., 2016).

According to Alkahtani (2015), the Saudi education system has challenges such as poor teaching quality due to a lack of expertise and inadequate teaching abilities, a lack of creative and practical work, and insufficient critical thinking in the traditional curriculum.

### 2.5.3   *Teacher Preparation in Saudi Arabia*

As part of its reform of the education sector, Saudi Arabia has set out to improve the quality of teaching and the professional standing of teachers in an effort to produce more talented and motivated educators. Saudi Arabia recognises the importance of well-prepared teachers. Teacher preparation and training is an essential element of student achievement. Teacher preparation in Saudi Arabia is provided at universities, teachers' colleges, or schools of education. Regardless of the intended level of teaching, prospective teachers are required to hold a Bachelor's degree in the subject they intend to teach and to undertake additional educational preparation at a university. Teacher preparation programmes operate under two systems: an integrated or sequential system. An integrated system is completed in five years and is made up of specialised modules and educational modules. The end qualification is a

Bachelor's degree with educational preparation. Under the sequential system, a student takes specialisation modules over four years, graduates with a Bachelor's degree, and follows that up with one year of educational modules, culminating in an educational preparation diploma (Maash, 2021). Graduates of teachers' colleges (four-year programmes) are generally eligible to teach primary students. In contrast, graduates of schools of education (four- and five-year programmes) are eligible to teach all levels. A graduate student aspiring to become a professional teacher (public or private school) is required by the Ministry of Education to score at least 50% in the entrance exam. This aims to ensure applicants fulfil the minimum educational and fundamental professional criteria (Ahmed &Al Ghamdi, 2012). In 2016, over 30,000 new teachers graduated from Saudi universities; nearly two-thirds were women (General Authority for Statistics Kingdom of Saudi Arabia, 2019). Despite women constituting a high percentage of graduates, OECD (2017) estimated that women constituted 52% of primary school teachers and 40% of teachers in the public and private education sectors. The lower percentage of employed women compared to those who graduated shows that graduating does not translate to employment.

Thus, shortcomings in the Saudi teaching profession have been highlighted by various stakeholders, for example, the media (Moshashai & Bazoobandi, 2020), academics (Alharbi & Alshammari, 2020; Allmnakrah & Evers, 2020; Alsaleh, 2019; Alsalamah & Callinan, 2020), and international organisations (Organisation for Economic Co-operation and Development, 2020). Criticism has focused on the system's lack of frequent assessment and monitoring of the quality of teaching performance during the school year. It has also emphasised the importance of not offering proper teaching and training programmes and sufficient incentives to upgrade teachers' competencies and quality and how leadership style affects the quality of teaching (Pawar, 2014). In this context, King Abdullah's Education Development Project (known as the Tatweer Project) was implemented as an educational

reform package focused on several improvements in the education system. The Tatweer Project was based on many principles, including ensuring equal learning and education for all students regardless of gender, social background, or ability level (Alyami, 2016). The Tatweer Project also focused on professional development initiatives for new teachers, implementing new learning technologies, and developing higher levels of teacher autonomy in public schools. The reforms were intended to provide students in the Saudi Kingdom with the essential abilities to engage in a globalised society and confront the challenges that come with it, while still protecting Saudi society's values and beliefs (Allmnakrah & Evers, 2020). Data from the Saudi National Centre for Assessment (2018) showed no difference in the performance of private and public school students in the aptitude and achievement tests administered by the centre. The lack of differences in performance levels may indicate similarities in the quality of teachers used in the public and the private sector.

### 2.5.4  *Private Education in Saudi Arabia*

KSA's move towards a more diversified economy, coupled with the reduction of public education expenditure, has spurred growth in the private education sector (Ernst & Young Global Ltd, 2021). A study by Strategic Gears Management Consultancy (2018) revealed an increase in private schools of 13% during the preceding five years (2013-2018) and projected a further 50% increase. However, between 2014 and 2020, the number of students enrolled in private education dropped from 12.3% to 10.9%, while those enrolled in foreign international education increased from 3.1% to 6.1% of total general education enrolment. The percentage increase in foreign and international education has been attributed to the demand from Saudi nationals after the government authorised permission for parents to enrol their children in international schools within Saudi Arabia. Regions that account for over 14% of the student population in private schools are Riyadh (24%); Makkah (23%); and the Eastern Region (14.4%) (Government of Saudi Arabia, 2022e).

The Ministry of Education licences all schools through the Private and Foreign Education Department. The intention is to achieve investment growth and quality in the private sector by supervising the schools and ensuring adherence to the Kingdom's education policies in accordance with Islamic and national principles and values. The Ministry of Education oversees private schools, which must comply with their regulations, such as teachers' qualifications, mandatory segregation by gender, level of fees payable by students, and curriculum standards (Government of Saudi Arabia, 2022b).

Nevertheless, increased regulation has found some private schools violating the stringent rules and facing closure (Frank, 2021). Rules relating to teachers' salaries are among the most violated as some colleges cannot pay partly because levels of fees payable by students and minimum wages payable to teachers are determined by the Ministry of Education (2021).

Private schools, which Saudi citizens or Saudi educational companies own, employ approximately 65,000 teachers. Employment law regulates the relationship between private school teachers and school management in all work elements. Statistics indicate that 85% of Saudi women work in education. Women who work in the public sector (62%) exceed the number of those in private industry (38%) (Al-Munajjed, 2010). The private sector has been directed to offer additional job opportunities through government regulations because of public sector saturation (Al-Hamid & Jamjoom, 2009). Female teachers' conditions of service in private schools have been described as exploitative (Jaffery, 2021). The position has been confirmed by some private schools blaming their closure on the increase in fees meant to meet minimum salary levels set by the government for female teachers. The government mandated that female teachers be paid a minimum of SAR3, 100 per teacher, adding a further SAR 2,500 from the Human Resources Fund (Arabian Business, 2013). However, the government's subsidies do not seem to reach the targeted teachers (Saudi

Gazette Report, 2017). Further, the working conditions of private school teachers have been

described as deplorable, characterised by low salaries and heavy workloads, and are required

to teach subjects for which they have not trained (Saudi Gazette, 2017).

Thus, lamenting the challenges faced by private schools, the former president of a

private school committee at the Jeddah Chamber of Commerce and Industry, Taleb,

highlighted that the private education sector was faced with an increase in operational costs,

which could push some of the schools out of the market (Saudi Gazette, 2018).

### 2.5.5   Saudi Arabia's 'Vision 2030' and Education

Education reform is essential to achieving Saudi Arabia's 'Vision 2030' (Kingdom of

Saudi Arabia 'Vision 2030', 2016). Therefore, 'Vision 2030' compelled Saudi Arabia to

modernise its education system. The education component of 'Vision 2030' includes

curriculum development, higher education advancement, and the development of labour-

market capabilities.

Curricula priority conveys national orientations and society's priorities which must be

reflected in all fields of learning. These priorities influence the development, implementation,

and assessment of educational standards through systems integration among all levels and

grades. This is accomplished through well-focused quality education competence that

comprises knowledge and values that work in tandem and combine with the knowledge

structure of individual learning disciplines. The first step towards developing curricula

consistent with the Kingdom's developmental goals was the 2018 National Framework for

Public Education Curricula Standards (Education & Training Evaluation Commission, 2019).

'Vision 2030' education-related strategic objectives include:

   i.    Improving teacher recruitment, training, and development;

  ii.    Encouraging innovation and creativity by making the learning environments

            better;

    iii.     Modernising teaching methodologies and curricula;

    iv.     Enhancing the core skills and values of students;

    v.     Developing various financial methods and boosting financial efficiency;

    vi.     Making students aware of the national development and labour market requirements;

    vii.     Promoting participation of the private sector in the Education Sector;

    viii.     Obtaining private funding for the construction of schools.

Collectively, these strategies reflect a significant shift in the education system. The objective of 'Vision 2030' is to reconstruct the obsolete education system and educate students for a post-oil economy. Education contributes to human capital development and addresses the labour market demands (Kingdom of Saudi Arabia 'Vision 2030', 2016).

As part of its 2030 plan, Saudi Arabia is moving towards privatising schools. The National Centre for Privatisation (NCP) was set up in 2016 to promote multi-sector privatisation initiatives, including education in the 10 targeted sectors. To meet the projected number of students, the Kingdom must construct 980 private schools by 2025 (Strategic Gears Management Consultancy, 2018). Also, in line with the government's plan to increase privatisation in the education sector, an independent schools' programme was initiated to convert 2000 public schools into independent schools by 2025. The move is part of reducing the government's expenditure on education while enhancing the quality of education (Anderson, 2016). Additionally, in 2017 opportunities for foreign participation in the education sector were increased by opening up the sector to 100% foreign ownership. To ensure that the increase in private schools was matched by quality improvement, regulations on building requirements were announced as part of the Tadarruj system (Hammad & Al-Mehdar, 2022). The stringent requirements resulted in the closure of some private schools, a situation that would have eroded already constrained job opportunities for female teachers in

the short term. However, the requirements and opening the private sector to 100% foreign ownership are expected to encourage mergers and acquisitions as bigger players target smaller players who cannot meet the stringent operating requirements (Alsuwelimy, 2021). Such developments can be expected to improve the availability of private-sector teaching jobs.

Moreover, the remuneration of teachers in the private sector is another area subject to 'Vision 2030'-related changes. As part of developing financing methods and improving financial efficiency in the education sector, there have been changes to paying teachers in private schools. Between 2012 and 2017, the government set a minimum wage for teachers. Through the Human Resource Development Fund (HRDF), the government was paying 50% of the salaries of teachers in the private sector (Alsuwelimy. 2021). The support will, however, be removed in 2023. The removal will increase the operating costs for private schools and likely result in reduced teaching job opportunities or deterioration in pay conditions.

## 2.6    Chapter Summary

This chapter has provided the context for the study. KSA has been portrayed as a developing, conservative, and traditional society undergoing significant changes resulting from its 'Vision 2030' strategy and the resultant intention to move away from excessive reliance on oil to embark on a knowledge-based economy. Given the apparent critical role of the education sector, the chapter gave a background to the configuration of the Saudi education sector, which provides the necessary context to understanding female teachers' job satisfaction in the private school sector.

**Chapter 3.    Literature Review of Job satisfaction and motivation**

**3.1    Introduction**

Job satisfaction is depicted as a complex and multidimensional phenomenon that is a function of many causal variables, including job content, personal characteristics, organisational climate, co-workers, and cultural, social, and financial factors (Stankovska et al., 2017). This chapter starts by providing a definitional discussion of job satisfaction and motivation to lay the foundation for exploring job satisfaction/dissatisfaction influencers. A discussion of content and process theories of motivation follows this. Under content theories, this chapter focuses on Maslow (1943), Herzberg (1959), and McClelland (1961). Under process theories of motivation, the discussion centres on Vroom's (1964) expectancy theory, Adam's (1963) equity (equivalence) theory, and Bandura's (1977) social-cognitive theory.

**3.2    Job Satisfaction**

The concept of job satisfaction has occupied the thinking of management theorists since the industrial revolution as managers and industrialists tried different ways of improving the productivity of their labour force. However, the first definitions in literature started to emerge in the 1960s during the golden era of motivational theories. For example, Locke (1969) defined it as an emotional state associated with the appraisal of job experiences. Where Smith (1969) described it as an employee's positive orientation level towards their job, Locke (1976) explained it as the extent to which employees like or dislike their job and its many dimensions. Moreover, Stankovska et al. (2017) considered job satisfaction as an individual's pleasurable emotional response to their job experience and a confluence between what they want their job to be like and what they perceive it to be. Spector (1997) defined job satisfaction as: 'how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs' (p. 2). For this study, Spector's (1997) definition will be adopted

because of its simplicity, making it easier to determine job satisfaction from the reported experiences of teachers. Spector reduces satisfaction to feelings of liking and dissatisfaction with those of disliking. The focus is, therefore, on the feeler and not the job aspects. Oversimplifying satisfaction as synonymous with feelings of liking and dissatisfaction with feelings of disliking may have limitations. However, in the context of the study, the simplicity will make it easier to understand the women's experiences and future intentions by identifying aspects that make them feel satisfied (likes) or dissatisfied (dislikes) with their working conditions.

Price (1997) provided another definition of job satisfaction as the extent to which individuals in an organisation have a positive affective orientation for their employment. Ellickson and Logsdon (2002) defined job satisfaction as the extent to which workers enjoyed their jobs. However, Reilly (1991) linked it to the feelings and attitudes of employees regarding their work or job, as well as their impression of the employment. Job satisfaction results in increased productivity, enhanced organisational commitment, lower absenteeism, and reduced turnover, directly impacting organisational effectiveness.

Furthermore, job satisfaction is regarded as a significant performance driver because it is related to numerous advantages in the workplace (Rybnicek et al., 2019). These include the fact that satisfied employees are more dedicated towards their job, work for extended hours, do not shy away from challenging assignments (Becker et al., 2018), produce high-quality work (Cerasoli et al., 2014), and share their expertise with their colleagues (Rybnicek et al., 2019).

Alternatively, as per Badubi (2017), disgruntled employees pose a threat to an organisation's daily operations. Such risks include operational, reputational, personnel, health, and financial risk. Operational risks include absenteeism; a toxic work environment (de-motivated workers may be irritable, uncooperative, grumpy, and generally difficult to

work with); and poor-quality products and services. Unhappy employees may put the name of the organisation into disrepute. This is because they may not only produce poor products and/or offer bad service but may also spread the word that they work for a bad and uncaring employer. Thus, cleansing that reputation may cost the organisation money as it may have to engage public relations consultants. Further, health risks originate from employees who are unhappy with their jobs and may develop stress-related health issues resulting in absenteeism, work accidents, and higher employee turnover (Skaalvik & Skaalvik, 2015). With respect to financial risk, anything that disrupts the smooth running of the organisation will manifest in its accounts as an outflow of funds. Lack of motivation will thus exert a financial cost to the organisation directly or indirectly.

Nevertheless, satisfied employees have been linked to significant benefits like increased productivity, enhanced commitment towards the organisation, lower absenteeism, and reduced turnover, which directly impact organisational effectiveness. In that regard, job satisfaction is a significant factor that many organisations measure periodically.

## 3.3    Employee Motivation

The word motivation comes from the Latin word "movere", meaning mover according to Moradi et al. (2015) and Stankovska et al. (2017) who suggest that, given these semantic roots, motivation is the inner drive that makes, impels, and/or compels a person to behave or act in a particular manner to achieve their personal or organisational objectives. Further, Locke and Lethem (2004) observed that motivation is a psychological process that cannot be directly measured or seen but is manifested in a specific behaviour. Badubi (2017) added that motivation could not be inferred. Central to job satisfaction is the question and concept of motivation, as satisfied employees are presumed to be motivated and productive workers. According to Badubi (2017), motivated employees enjoy job satisfaction. In addition, Kumar and Singh (2011) have argued that job satisfaction is a function of

employees' perception of the efficacy of jobs meeting their needs. Consequently, job satisfaction and motivation are often discussed simultaneously as work psychologists and management practitioners strive to determine how productivity can be increased in the workplace. This is based on the belief that there is a strong correlation between motivational factors and an individual's level of job satisfaction (Moradi et al., 2015). As Ganta (2014) pointed out, most employees need to be motivated to feel good about their jobs and for production figures to increase and company objectives to be met.

Hence, this research comes into the broad theoretical domain of motivation, job satisfaction, and workplace behaviour. Moradi et al. (2015) pointed out that the rationale behind existing job satisfaction and motivation theories is to give managers and business owners a framework to get the best out of their employees by increasing their enthusiasm for their jobs. Further, there is a realisation that not everyone is satisfied by the same factors. According to Ahmed et al. (2010), some people are satisfied by higher legitimate authority, responsibility, or recognition, while others are by flexible working timetables. It will, therefore, be instructive to find out from existing theories and empirical studies whether or not factors that satisfy individuals are specific to the individuals in question (independent of occupation) or vary with occupation or both.

Job satisfaction theories are classified into two categories, namely, content theories and process theories. Content theories focus on what factors motivate a worker to be satisfied, while process theories examine how a worker is motivated (Rhee, 2019).

## 3.4    Content Theories of Job Satisfaction

Content theories of job satisfaction explain what causes motivation (Babudi, 2017). They identify factors associated with job satisfaction (Rybnicek et al., 2019). Theories that will be considered under this category are Abraham Maslow's Hierarchy of Needs (1943), Frederick Herzberg's Two-Factor theory (1959), and McClelland's Needs theory (1961).

Central to most of these theories is the notion that motivation is an internal force dependent on the needs that drive an individual to do something or behave in a certain way. In line with this observation, managers must be aware of the needs that are predominant in their subordinates at any particular time to be able to "move" them to behave in a desired way resulting in the realisation of organisational objectives (Rybnicek et al., 2019). These theories are discussed in the following subsections.

### 3.4.1  Maslow's Hierarchy of Needs

The most well-known content theory of job satisfaction is Abraham Maslow's (1943; 1954; 1968) hierarchy of needs. The central idea in Maslow's model is that a person's needs fall into five levels which are physiological, safety, belongingness, esteem, and self-actualisation. The model posits that one must fulfil lower-level needs before moving to higher-level ones. This means that a higher-level need cannot be a motivator as long as a lower need remains unsatisfied. If a person cannot put food on the table, for instance, giving them additional responsibility may not drive them to work harder. The practical implication is that a manager must always know the needs that are predominant in their subordinates at any given point to be able to "move" the subordinates.

Physiological needs constitute the most basic of needs, such as food, water, sleep, excretion, and homeostasis (which refers to maintaining balance in the human body so that it functions properly). Without satisfying these needs, the human body will be stressed and may eventually die. Safety needs include the need for the security of the body; the need to be employed; the need for morality to ensure that one feels comfortable being with other people; the need for health; and the need for property so that one enjoys basic comfort. Belongingness refers to the need for love, affiliation, or social needs. Examples of needs that have to be satisfied under this category include the need for family and friendship so one does not feel lonely and isolated. Esteem needs constitute the fourth level of Maslow's hierarchy

and include the need for self-esteem, self-confidence, achievement, respect for others, and respect by others. Lastly, Self-actualisation needs to constitute the apex of Maslow's hierarchy of needs and is also sometimes referred to as the need to create a legacy. It includes the need for spontaneity; creativity; lack of prejudice in dealings with other people; acceptance of facts (accepting things one cannot change and changing those that one can); and problem-solving capability. Individuals at this level are urged to fulfil their perceived mission on earth and/or realise their full potential.

However, Maslow's hierarchy of needs is not without criticism. The major criticism is its assumption that an individual fulfils needs in sequential order from the lowest to the highest. Nevertheless, as pointed out by Badubi (2017), Maslow's hierarchy forms the starting point of theories that seek to explain job satisfaction. Moreover, Badubi (2017) observed that teachers, like all other people, have needs to satisfy; in addition to lower-level needs such as physiological, safety, and belonging, they also need to be recognised and appreciated by learners, guardians, parents, and sponsors.

### 3.4.2 Herzberg's Two-Factor Theory

Also known as Herzberg's motivator-hygiene theory of job satisfaction, this theory of motivation, which was influenced by Maslow's hierarchy of needs, was developed by Herzberg et al. (1959). They found that job satisfaction and dissatisfaction factors were not the same and could not be described on the "same continuum" (Mehboob et al., 2012).

Herzberg et al. (1959) developed the two-factor theory after carrying out two pilot studies with 13 labourers, clerks, supervisors, accountants, and engineers and 39 middle managers, and after that, a major study of more than 203 accountants and engineers in Pittsburgh (USA). The study's goal was to discover what factors made respondents feel good or bad about their jobs. They divided factors that had an impact on employee job satisfaction into two categories, namely factors that were associated with Maslow's concept of "growth"

or "self-actualisation" forming one category and those that pertained to the "need to avoid unpleasantness" comprising the other (Herzberg et al., 1959). The resultant theory introduced two concepts: "Motivators / Satisfiers" and "Hygiene" factors. Herzberg et al. argued that motivators make employees satisfied with their jobs. They described such factors as intrinsic sources of motivation as they characteristically lay within an employee's job, which includes the work itself, recognition, responsibility, advancement, and growth.

On the other hand, Herzberg et al. (1959) also identified factors that, if not present, dissatisfied workers with their jobs: pay and benefits, job security, interpersonal relations at work, supervision and management, organisational policies, and working conditions. They referred to such factors as extrinsic sources of motivation, meaning that the factors related to the job context lay outside the individual's control. Herzberg et al. (1959) believed that satisfiers led to job satisfaction, while hygiene factors did not necessarily lead employees to be satisfied with their jobs (or motivated) but to eliminate or reduce job dissatisfaction. For example, if an employee was paid a wage that was regarded to be lower than the industry standard, the person would be dissatisfied. Conversely, if an employee were paid the industry standard wage, a further increase in that employee's salary would not result in lasting motivation (and, by extension, job satisfaction) for that employee (Ganta, 2014). This relationship between motivation and satisfiers, and hygiene factors is shown in Figure 1. Due to their popularity, Herzberg's factors demand additional research, including the theory among the most well-known content theories and a popular research subject.

**Figure 1**

*Herzberg's (1959) Two-Factor Theory*
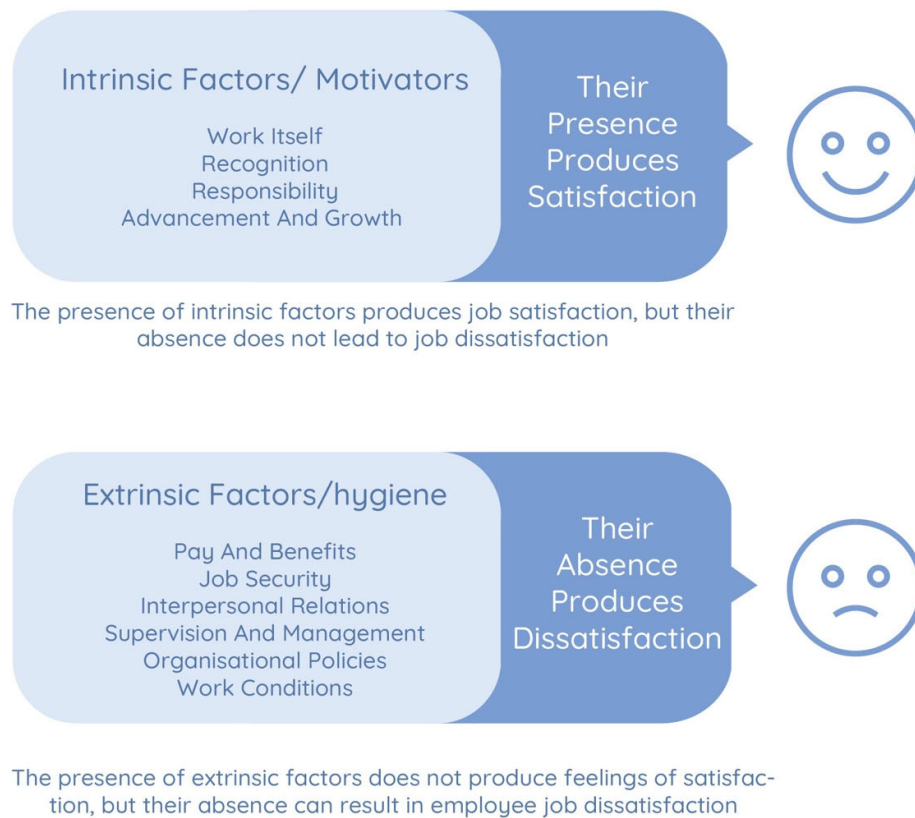


As described by Herzberg et al. (1959) as intrinsic to the job, motivation factors lead employees to have pleasant and positive feelings towards their jobs because such factors provide opportunities for growth and self-actualisation. The practical implication of this assertion is that if an organisation wants to increase employee job satisfaction, which is assumed to have a knock-on effect on productivity, it must focus on improving these factors (Andersson, 2017). The following discussion provides an overview of four motivation factors identified by Herzberg et al. (1959).

The first intrinsic or motivation factor is the work itself. The most important consideration concerning the work is the job's content. The point of focus is on the tasks and assignments involved. This relates to how the job holder perceives the job: repetitive or variable, tedious or challenging, easy or complicated. How the employee perceives the job

will directly impact his/her attitude. This can be positive or negative, impacting productivity (Alshmemri et al., 2017).

Recognition is the second motivation factor in Herzberg et al.'s (1959) model. This refers to a financial and non-financial appreciation for a job well done by an employee (Rybnicek et al., 2019). Bonuses, a salary increase, a promotion, a pat on the back, or a mention in the company's role of honour are some examples of recognition that may be given to a deserving employee. Such treatment usually creates a positive attitude in the employee toward their work. The opposite is also true: lack of recognition may result in resentment and a negative attitude towards a company, management, and the work itself (Badubi, 2017; Mehboob et al., 2012). Negative recognition due to poor work (also known as negative performance) arises from criticism, warnings, blame, and other similar admonishments (Alshmemri et al., 2017). According to Herzberg et al. (1959; 1966), negative recognition may result in a lack of job satisfaction.

The third motivation factor is responsibility, which refers to the empowerment of an employee who is given the prerogative of making decisions and the accountability that goes with positional authority. Aydin et al. (2013) have pointed out that gaps between authority and responsibility may adversely influence job satisfaction, meaning that responsibility must have commensurate authority to avoid employee job dissatisfaction.

The fourth motivation factor is advancement and growth. According to Herzberg et al.'s (1959) two-factor theory, advancement refers to opportunities for growth through promotion. This will motivate employees to work harder to earn the envisaged promotion. With advancement, the employee is put in a position to learn new skills (on the job and through training and development) and to self-actualise (Alshmemri et al., 2017).

Similarly, Golshan et al. (2011) have pointed out that Herzberg's theory is being rapidly employed by organisations to motivate their employees and, in the process, enhance

opportunities for job satisfaction through offering job enrichment, recognition, and increased responsibility for their employees.

The opposite of intrinsic factors of job satisfaction is what Herzberg et al. (1959) refer to as hygiene factors. These are factors whose absence resulted in job dissatisfaction and whose presence led to a lack of dissatisfaction. Hygiene is derived from the Latin word "hygiena" - a medical term meaning to cleanse an environment of health hazards. This is significant because hygiene is a preventative measure to guard against germs that may cause infection. Similarly, in a work environment, Herzberg's hygiene factors are meant to prevent an unwanted infection – job dissatisfaction. In this context, Herzberg et al. (1959) argued that the two feelings, satisfaction, and dissatisfaction, cannot be taken as the opposite of each other as they are not on the same continuum. Further, the proponents of the two-factor theory argued that the first set of factors were higher-level psychological factors. In contrast, the second set of factors was lower-order physiological factors, whose presence only accounted for a lack of dissatisfaction. The hygiene (extrinsic) factors are briefly discussed below.

Pay and benefits refer to the emoluments that the employee receives, such as salary, wages, bonuses, salary payments during leave and vacations, and non-financial rewards such as company houses, company cars, laptops, and cell phones. The two-factor theory postulates that the presence of these benefits will not motivate recipients to work harder but will only result in their lack of dissatisfaction. Security refers to the probability that an employee will remain employed and not lose their job in the foreseeable future. Therefore, it is closely related to the pay and benefits needed to address existential issues. According to Herzberg et al. (1959), job security will not result in employee satisfaction but a lack of dissatisfaction.

Furthermore, workplace interpersonal relations refer to the quality of an employee's relationship with colleagues, immediate supervisor, subordinates, and management in general. Herzberg et al. (1959) argued that good interpersonal relations would only result in

the employee enjoying a lack of dissatisfaction with their job. They will not be motivated to put extra effort into their work. The presence of good interpersonal relations does not produce feelings of satisfaction, but their absence can result in employee job dissatisfaction. Another relations-related factor is supervision and management. Supervision refers to the quality of leadership in the organisation, whether it gives employees a voice, is participatory or autocratic, considerate or abrasive, and other similar attributes. Good supervision will only prevent employees from being dissatisfied with their jobs but will not motivate them to put in the extra effort. Moreover, management refers to the management philosophy of the organisation. Good organisational governance will only result in a lack of employee dissatisfaction but will not motivate employees to work harder.

Besides, organisational policies and working conditions are extrinsic factors of job satisfaction. Organisational policies refer to the full range of policies in the organisation as they affect the employee, such as housing loans, car loans, personal leave, promotion, placement, and transfers. It also refers to whether or not there is policy fragmentation and/or contradictory policies in the organisation. The existence of good company policies will only keep employees from being dissatisfied with their job and not motivate them to work harder. Working conditions refer to the working environment. The working environment includes the workload, physical facilities, and resources at the workplace. The two-factor theory postulates that the employees will not be dissatisfied if the physical facilities are good.

As mentioned previously, several factors contribute to job satisfaction. These can be better understood through Herzberg's (1959) two-factor theory. Over the years, the theory has been replicated to assess job satisfaction factors in several studies focusing on service provision-oriented occupations (Adu-Baffoe & Bonney, 2021; Al-Mekhlafie, 1991; Andersson, 2017; Batool, Shahnawaz & Habib, 2022; Bušatlić & Mujabašić, 2018; Dhanapal et al., 2013; Hill, 1986; Kacel et al., 2005; Lephalala, 2006; Mitchell & Daniels, 2003;

Nyamubi, 2017; Sumanasena & Mohamed, 2022).

Similarly, Kacel et al. (2005) studied job satisfaction among 147 nurses in the Midwest of the United States using Herzberg's two-factor theory as a framework. The researchers employed a quantitative descriptive method and found that motivation and hygiene factors correlated with job satisfaction. Significantly, they found that improving pay was positively associated with job satisfaction. Lephalala (2006) employed Herzberg et al. (1959)'s theory as a framework to study the turnover of nurses in nine districts in England. She used a quantitative descriptive method with questionnaires on a sample of 136 nurses. She found that intrinsic factors (motivating factors that should only affect job satisfaction) impacted nursing turnover and job dissatisfaction. In addition, hygiene factors such as salary and administrative policies influenced nurses' dissatisfaction. Likewise, Mitchell (2009) utilised Herzberg's two-factor theory to study job satisfaction and burnout in a sample of 453 nursing staff in Saudi Arabia. The study found that hygiene and motivation factors impacted job satisfaction by employing a mixed-method approach using a three-instrument survey plus focus groups. However, the respondents attributed job dissatisfaction to hygiene factors (such as working conditions, company policy, status, security, and administration).

Studies from the education sector utilising Herzberg's theory confirm what was observed in the nursing profession. For instance, Hill (1986) conducted a study on job satisfaction using Herzberg's theory, involving 1089 full-time faculty staff in 28 college campuses in the United States of America (USA). The study's results confirmed the postulations of Herzberg et al. (1959), in addition to affirming the generic observation that academics derive job satisfaction from research and teaching, which is the job itself.

Moreover, Nyamubi (2017) used a qualitative approach to examine factors that led to the job satisfaction of secondary school teachers in two regions (Lindi and Kilimanjaro) of Tanzania. The findings divided the factors influencing job satisfaction into monetary

incentives, work environment, and society. The study found that teachers derived job satisfaction from monetary and non-monetary variables. Non-monetary factors included relationships with students, co-workers, and parents, recognition and respect for contribution to society, and watching their students excel in their studies.

Al-Mekhlafie (1991) conducted a study using Herzberg's two-factor theory to investigate factors that affect faculty members' job satisfaction/dissatisfaction levels at Sana'a University. He found that work produced the greatest amount of job satisfaction, while policy and administration was the main factor of job dissatisfaction. In contrast to Herzberg's theory, the study analysis demonstrates a strong relationship between extrinsic and intrinsic factors and the level of job satisfaction.

Furthermore, Abraham and Prasetyo (2021) also used Herzberg's two-factor theory (1959) to investigate factors that make teachers retain their motivation and satisfaction in the context of Covid-19 having become the new normal in schools. The findings showed a strong positive association between the safety of working conditions and job satisfaction. This indicates that the importance of factors is context-sensitive since safety ranked higher than factors such as recognition of performance and professional development.

Using Herzberg's two-factor theory (1959) as the foundation of analysis, Miah and Hassan (2021) investigated the factors responsible for increasing job satisfaction of academics working for private universities in Bangladesh. The results showed that the teachers were less satisfied with research opportunities and working conditions. The lack of satisfaction with the salary, fringe benefits, and job security created job resentment (Miah and Hassan, 2021). The hygiene factors were found to be the most responsible for job dissatisfaction. However, job autonomy and recognition of teachers' achievements, which are intrinsic factors, and, therefore, motivational, were also found to cause dissatisfaction. The findings point out that, contrary to Herzberg, the absence of motivational factors can also

cause dissatisfaction.

In addition, Singh and Bhattacharjee (2020) tested the significance of Herzberg's theory in measuring differences in levels of job satisfaction among academics based on their location. The findings showed that the hygienic and motivational factors were positively and significantly associated with job satisfaction. Further, participants' hometowns explained significant differences in satisfaction levels. The results illustrate that context and location factors can cause differences in perceptions of one's experiences with intrinsic and extrinsic factors of job satisfaction. Saudi women teachers' experiences in the private school sector can also be expected to vary based on individuals' differences in where they stay and other specific circumstances, such as demographic differences.

Shak et al. (2022) evaluated the motivation levels and governing factors of Islamic Studies teachers in secondary schools in Malaysia and the factors that regulated them. They used a quantitative approach to examine the motivation of secondary Islamic Studies teachers as well as the extent of the association between Herzberg's 'Hygiene' factors and the motivation levels of these teachers. A moderate correlation was found between the motivational levels of Islamic education teachers in secondary schools and the Intrinsic (motivational) factors. The teachers' motivational levels were also influenced by Extrinsic (hygiene) factors. Thus, they concluded that extrinsic (hygiene) factors significantly affect teachers' motivation. The study's findings suggest artificial distinctions between the intrinsic and extrinsic job satisfaction factors.

Additionally, Adu-Baffoe and Bonney (2021) conducted a mixed methods comparative study on the level of job satisfaction and retention experienced by school teachers in a municipality in Ghana. In the context of Herzberg's Two Factor Theory, the study examined how job satisfaction of public and private school teachers was influenced by hygiene and motivator factors. Their findings revealed more dissatisfaction of private school

teachers toward hygiene factors of job satisfaction as compared to public schools.

In a Pakistani quantitative study, Batool et al. 2021 examined how Herzberg's two-factor theory influenced high school science teachers' job satisfaction and whether gender and school location affected it. Job satisfaction was dominantly motivated by motivator factors as compared to hygiene factors. Further, a significant difference was found between men and women, with the latter more influenced by motivational factors. Teachers in rural areas reported more satisfaction with the physical environment of their schools compared to their urban counterparts. Teachers' job satisfaction was not affected by salary and supervision (hygiene factors). However, job stability and recognition (motivators) were determined to have the greatest impact on science teachers' job satisfaction.

Hence, the literature review indicates that Herzberg's (1959) theory, adapted from Maslow's (1943) hierarchy of needs pyramid, is widely accepted and endorsed by researchers for its theoretical and practical simplicity (Andersson, 2017; Idris &Wan, 2012; Malik &Naeem, 2012). However, Herzberg's theory also varies in validity across countries because of the uniqueness of cultural contexts (Andersson, 2017; Hines, 1973; Lukwago et al., 2014; Schepers et al., 2005; Sledge et al., 2008). Due to the particulars of the Saudi Arabian context, it is reasonable to assume that Herzberg's factors will only be able to partially explain the factors that affect the level of job satisfaction or dissatisfaction that female instructors in Saudi private schools experience. Despite its limitations, the versatility of Herzberg's two-factor theory still makes it a veritable candidate for this study. The model's broad categorisation of employee needs may yield valuable insights into factors that determine teachers' job satisfaction. Therefore, the study analysed women teachers' job satisfaction/dissatisfaction and underlying factors in Saudi private schools by leveraging Herzberg's theory and considering the Saudi cultural, social, and economic contexts.

Additionally, in Canton Sarajevo, Bušatlić and Mujabašić (2018) compared job

satisfaction among private and public school teachers. The study was based on Herzberg's two-factor theory. Their findings indicated that hygiene and motivator factors accounted for almost 84% of teachers' variance in job satisfaction. Each hygiene factor (workplace interpersonal connections; school policy and administration; working environment; job security; income; and status) had a positive and substantial correlation with high school teachers' job satisfaction. Further, achievement, progression, recognition, work itself, personal growth, and responsibility (motivator factors) were proven to positively and meaningfully affect the job satisfaction of high school teachers. The study identified considerable job satisfaction differences between public and private school teachers. The researchers identified disparities in factors impacting private and public school teachers' job satisfaction underscore the necessity of conducting separate research for each group to generate focused recommendations.

Criticisms of Herzberg's theory include its inconsistent categorisation of satisfaction/ dissatisfaction factors and its disregarding individuals' differences and unique features. Therefore, House and Wigdor (1967) reported that the methodology underlying the theory is relatively limited, while Graham and Messner (1998) highlighted that the approach lacks empirical support and presents a simplified view of job satisfaction. Further, critics have argued that several of Hertzberg's factors can lead to satisfaction in some and dissatisfaction in others; the theory does not consider individual preferences (Worlu & Chidozie, 2012). In seeking to understand influencers of job satisfaction/dissatisfaction of women teachers working in Saudi private schools and what prompts them to consider leaving or remaining in their jobs, considering individual differences is critical.

According to recent studies, the critique of Herzberg's theory is also related to methodology. In particular, criticism has been levelled at quantitative methodologies that overlook variations, nuance, and subtlety—which support the argument that using qualitative

methodologies can enable greater insight (Andersson, 2017). Research indicates conflicting results in terms of validity, which according to Andersson (2017), is underscored by the dominant use of quantitative research in theory testing. The results have generally supported the two-factor theory; however, job satisfaction factors present greater complexity, particularly in relation to cross-country factors. Therefore, qualitative research needs to be conducted to shed more light on the quantitative research discrepancies (Andersson, 2017). The inherent complexity brought about by multiple factors such as culture, environment, and demographics may cause inconsistencies when using Herzberg's theory in cultures significantly different from the Western culture on which the theory was grounded, as is the case in Saudi Arabia. Moreover, job satisfaction factors have been found to vary among workplaces and in different environments (Lukwago et al., 2014).

### 3.4.3 McClelland's Needs Theory

Also falling under content-based theories of motivation is McClelland's (1961) needs theory, introduced in the 1960s. The theory postulates that employees are satisfied by three needs: the need for achievement, power, and affiliation. The proportion of these needs differs from person to person based on life experiences and culture. Here, the need for achievement can be described as the need to achieve excellence in what one does through one's efforts rather than by chance (McClelland et al., 1985). According to Rybnicek et al. (2019), a person with a predominant need for achievement often demonstrates a strong desire to perform at a higher level than their colleagues. Such individuals are usually regarded as influential leaders, are satisfied with jobs that demand more skill, and are more adept at dealing with challenges. A person with a predominant need for power is concerned with prestige (Rybnicek et al., 2019). Finally, an employee with a high need for affiliation demonstrates a preference for networking and cooperation (McClelland, 1985; Jeffrey, 2009) pointed out that such individuals usually enjoy high leadership ratings.

According to McClelland (1985), motivation requires overlap between an employee's predominant need (internal factor) and what an organisation offers as a reward (external factor). For example, Handijani et al. (2016) demonstrate the efficacy of a financial bonus as an external motivation factor and a personal interest as an internal factor working together to result in greater productivity. The practical implication of McClelland's model is that management must cognise internal factors (the predominant needs of employees) before coming up with a stimulus package (external factors of motivation), such as financial and non-financial rewards. In other words, the management should explore each employee's dominant needs and offer a commensurate reward system. This approach helps avoid a standardised or fixed-solution approach to employee motivation.

One criticism of McClelland's needs theory is that it concentrates on higher-order needs (need for achievement, power, and affiliation) to exclude existence needs that encompass safety and physiological needs. It inadvertently assumes that these needs have already been catered for which is a contestable assertion, especially in the context of the teaching profession given the diversity of academic staff that may ordinarily be expected. In the case of Saudi Arabia, it has already been noted that women are generally paid less than their male counterparts, a situation that affects physiological needs. This is a serious shortcoming of the model, and as such, this model was not adopted for the current study. Thus, a more encompassing model, Herzberg's (1954) model (discussed earlier), appears better suited for the task at hand.

Despite a preference for Herzberg's theory, the following section discusses some process theories of motivation that can lend a deeper understanding of the interaction of the motivation factors leading to job satisfaction/dissatisfaction.

**3.5    Process Theories of Job Satisfaction**

Process theories of job satisfaction explain how motivation comes about and leads to job satisfaction (Badubi, 2017). As the name implies, these theories are concerned with the processes that underlie a worker's job satisfaction and are credited with looking at motivation from "a dynamic perspective" (Rybnicek et al., 2019). Theories that will be considered under this category are Vroom's (1964) expectancy theory, Adams' (1963–1965) equity theory, and Bandura's (1977).

***3.5.1    Vroom's Expectancy Theory***

Vroom's (1964) expectancy theory of motivation was developed during the golden era of motivation theories of the 1960s, which witnessed significant seminal works by Maslow, McClelland, and Herzberg. However, this theory stands apart from the other theories due to its focus on cognitive preconditions, which he argued increased or decreased a person's motivation (Lloyd & Martens, 2018; Lunenburg, 2011). Vroom published his theory of Work and Motivation after seeing a gap between psychologists' research and models used by managers in the field. He defined motivation as "a process governing choices made by persons or lower organisms among alternatives of voluntary activity" (Lloyd & Martens, 2018, p. 29). As a result, his theory is based on the assumption that an individual has choices and that their course of action is informed by a perception of what they think would result in the best personal outcome (Lloyd & Martens, 2018). Valence, Instrumentality and Expentancy, according to Vroom's theory are the motivating forces driving work behaviour. Further, Vroom (1964) defined expectancy as the belief by an individual that a particular effort will result in a particular performance outcome. He defined instrumentality as the efficacy of the performance outcome to bring about a given reward and valence as the perceived attractiveness of the reward.

In the context of female teachers in private schools in Saudi Arabia, factors that

prompt the teachers to consider leaving or remaining in their jobs can be better derived from understanding their decision-making process in terms of expected personal outcomes and their value. According to Herzberg's theory, an individual is expected to remain in a job that may not fulfil both intrinsic (motivators) and extrinsic (hygiene) needs.

### 3.5.2 Adam's Equity (Equivalence) Theory

Adams' (1963) equity theory suggests that employees make rational decisions about input-output relationships, comparing what they bring to the job to what they get from it, i.e., the more they get from the job, the more satisfied they are(Badubi,2017). This suggestion agrees with Naveed et al. (2011 cited in Badubi, 2017), who also define job satisfaction as the difference between an employee's job input and the received output. Thus, employees who perceive a positive net return from their input/output relationship experience job satisfaction. In doing so, employees also compare their rewards (job outputs) with the rewards of their peers in the same or different organisations.

According to Adams, certain aspects of the job contribute to the employees' perception of their roles, influencing their job satisfaction and motivation. Chief among these aspects is job clarity, which Adams contended satisfied employees as they could trace their contribution to achieving organisational goals (Badubi, 2017). Other aspects include skill variety in the job, task significance, autonomy, feedback, and all aspects associated with elevating the employee's sense of worth (Badubi, 2017). In the case of female private school teachers in Saudi Arabia, Adam's theory can facilitate a deeper understanding of decisions made by teachers, given the imbalance between teacher contribution and pay.

### 3.5.3 Bandura's Social-Cognitive Theory of Motivation

Bandura's (1977) social cognitive theory (SCT) states that human motivation and action are mainly regulated by forethought. According to this school of thought, human behaviour is influenced by self-efficacy, outcome expectancies, goals, and perceived enablers

and inhibitors. SCT defines self-efficacy as an individual's belief that they can perform a given task. Self-efficacy must be distinguished from similar concepts, such as self-esteem and self-concept, in that it is futuristic in its orientation (Luszczynska & Schwarzer, 2005). Outcome expectancies refer to one's belief that their actions will result in certain outcomes and that certain environmental factors will aid or inhibit the realisation of one's goals. In summary, the focus of Bandura's (1977) model is on the forces within the individual as an independent agent with innate capabilities and able to set personal goals and direct behaviour towards their fulfilment. SCT is a theory describing how individuals acquire knowledge and change behaviour patterns through social stimuli such as observation, social interactions, experiential learning, and other external media influences in pursuit of personal goals (HemaMalini & Washington, 2014).

## 3.6    Chapter Summary

This chapter reviewed relevant literature on job satisfaction and motivation as part of providing a base for exploring influencers of job satisfaction/dissatisfaction and their underpinning theories. Despite the fact that there are a variety of definitions for what constitutes job satisfaction, there is widespread agreement that attaining it results in favourable outcomes for the organisation. Literature on employee motivation was discussed with the content and process theories of motivation. The two-factor theory proposed by Herzberg was the one that proved to be the most applicable to this research. It was, however, also acknowledged that some aspects of process theories provide an avenue to derive a deeper understanding of the interaction of the motivation factors in a manner that influences individual decision-making and actions. The next chapter discusses relevant literature on job satisfaction in the context of the teaching profession, specifically referring to teachers' experiences of the phenomenon.

**Chapter 4.    Literature Review of Job Satisfaction and the Teaching Profession**

**4.1    Introduction**

The vocation of teaching has a long-term societal effect because it directly influences future generations. Therefore, many benefits are associated with teachers' job satisfaction. A review of pedagogical studies from the 1960s indicated that the most crucial factor in the teaching–learning process and its subsequent educational outcomes is related to a teacher's work in the classroom (Gauthier & Dembélé, 2004). Satisfied teachers are generally less susceptible to stress and burnout (Skaalvik & Skaalvik, 2011, 2015). This means that an institution with satisfied teachers is spared the problems identified by Badubi (2017), which are associated with teachers suffering from a lack of job satisfaction and thus having a better chance of concentrating on the core mandate of teaching. As suggested by Latham (1998) and Mertler (2002), making teaching a more satisfying career is the optimum way to strengthen the profession because satisfied teachers are more likely to provide higher-quality teaching that has an impact on student success (Demirtas, 2010). The literature relevant to the job satisfaction of teachers is discussed in this chapter. It focuses on factors that affect the teachers' job satisfaction in general; female teachers' job satisfaction; culture and teachers' job satisfaction; job satisfaction in the educational context of Saudi Arabia; job satisfaction challenges of private school teachers; and teacher turnover. The chapter concludes by presenting the conceptual framework for the present study.

**4.2    Teacher Satisfaction**

Satisfied teachers are generally better instructors and offer better assistance to learners than dissatisfied teachers (Toropova et al., 2021). Thus, students of teachers who are satisfied with their jobs generally perform better than those with dissatisfied teachers (Collie, Shapka, & Perry, 2012). Ho and Au (2006) stated that teacher job satisfaction links their enthusiasm to teach and their desired job outcomes. Their perceptions play a key role in

measuring both concepts. Previous studies worldwide reported that teacher job satisfaction strongly influenced their overall life satisfaction (Zembylas & Papanastasiou, 2006). Furthermore, teacher job satisfaction and the sources of dissatisfaction affect staff well-being, motivation, commitment, and morale (Bolin, 2007). They are satisfied with their jobs when their intrinsic feelings of happiness promote satisfaction. It has been observed that job dissatisfaction may cause teachers to not only feel unsatisfied, but also to give up their profession to pursue a new career (Latham, 1998; Mertler, 2002). Teachers may also fall short of their full potential, impeding the ongoing learning of students. It has been strongly suggested that schools must pay greater attention to the job satisfaction levels of academic staff (Walker, 2015).

Further, it is necessary to examine the issues relating to job satisfaction, and the turnover of teachers since approximately 38.5% of all teachers tend to quit during the first five years of their career (Boe et al., 2008). It has been shown that teachers who are satisfied with their jobs show greater commitment to their jobs and generally stay longer in their careers than teachers who are dissatisfied with their jobs (Toropova et al., 2021; Blömeke et al., 2017; Klassen & Chiu, 2011). According to research on the turnover rates of teachers across five school districts in the United States, Barnes, Crowe and Schaefer (2007) contended that high teacher turnover rates adversely affect school districts in two distinct ways: lower student achievement levels and high education costs. Schools that underperform are constantly required to reconstruct their teaching staff, which involves extensive capital investments; this has a detrimental impact on student achievement (Barnes et al., 2007).

The advantages of having satisfied teachers in any school underscore the importance of this study, as its results will shed new light on factors that affect the job satisfaction of women teachers in private schools. This study will contribute to the existing stock of knowledge, given the importance of teachers to the economic development of any country.

Teachers directly impact the quality of learners produced by learning institutions; they are expected to eventually become a country's productive and responsible citizens. If it is accepted that no nation can rise above its teachers, as suggested by Murugeswari et al. (2015), if job-satisfied teachers mean effective teachers who are committed to delivering on their mandate, and if the current study improves the job satisfaction of women teachers in private schools in Saudi Arabia, then the study was worthwhile.

### 4.2.1 *Factors that Affect the Job Satisfaction of Teachers*

The levels of job satisfaction and dissatisfaction among teachers have been a topic of study for nearly eight decades. Previous research shows that a single factor cannot solely determine job satisfaction or dissatisfaction and that multiple factors impact teacher job satisfaction (Griffin, 2010). Various factors have been studied to determine predictors for job satisfaction, such as gender, age, salary, workload, working conditions, teaching position, and leadership style. Studies also show that teachers view certain motivators, including achievement, self-efficacy, and professional growth, to determine job satisfaction (Wu & Short, 1996). Conversely, Crossman and Harris (2006) reported hygiene factors as the best predictor of teachers' job satisfaction. However, other studies have proposed that a mix of both factors is the main predictor of teachers' job satisfaction (Griva et al., 2012).

It has been shown that teacher characteristics such as age may impact job satisfaction. Sims (2018) showed a weak correlation between age and job satisfaction. With respect to a teacher's professional characteristics, Sims (2018) found no link with job satisfaction. However, Toropova et al. (2021) have pointed out that this was due to the absence of a linear relationship between the two variables. Instead, they posited that a meta-analysis of the data in the U.S. showed a U-shaped relationship between the length of teaching experience and turnover, which they interpreted to mean that the job satisfaction of new and mature teachers was affected by the length of teaching experience. Young teachers, regardless of gender, were

found to have higher turnover rates than middle-aged teachers (Borman & Dowling, 2008; Kukla-Acevedo, 2009). Similar patterns were observed in Canada (Klassen & Chiu, 2010). Allen (2005) provided a plausible explanation concerning young females: their need to look after young babies. Allen (2005) also observed that young females were prone to return to teaching when they were done with baby rearing.

Moreover, the relationship between teachers' job satisfaction and factors—such as student–teacher relationships, cultural differences, and school composition—has also been studied (Watson, 2006; Tillman & Tillman, 2008; Klassen et al., 2009; Tickle et al., 2011). School composition refers to the student body's ethnic diversity, social strata, and other related aspects. Although this is said to shape the academic and social climate of the school when combined with teacher characteristics and hence key to teacher satisfaction and turnover, extant research evidence has given a mixed picture. Borman and Dowlin (2008), for example, found that schools with a higher percentage of students from low-income families, diverse ethnic backgrounds, and below-average performance had lower rates of job satisfaction, as demonstrated by higher teacher attrition rates. On the other hand, Simon and Johnson (2015) found that job satisfaction was unaffected by student body composition when examined alongside other school working conditions. Similar results were reported in the United Kingdom, where Sims (2017) studied data on 35 countries from the Teaching and Learning International Survey (TALIS) (a compilation of data on international school learning environments and working conditions) conducted in 2013. The study revealed insignificant student composition for job satisfaction once school working conditions were held constant. However, Toropova et al. (2021) discovered that teachers' perceptions of student discipline were one of the primary drivers of teacher job satisfaction in a 2015 analysis of the TIMMS (Trends in International Mathematics and Science Study) data from Sweden.

Other factors, including increased autonomy, decision-making power, workload, working conditions, administrative support, and recognition from supervisors, principals, and other leaders, have also been shown to increase teachers' job satisfaction (Chapman & Lowther, 1982; Greenlee & Brown, 2009). Research carried out by Bascia and Rottmann (2011) in Sweden confirmed the previous studies that found that the most important factors for teachers' motivation, effectiveness, and job satisfaction, were good working conditions. The key components of good working conditions were sufficient resources, reasonable teacher workload, opportunities for personal growth, supportive management, a collegiate environment, and scope for decision-making. This observation has been corroborated by Skaalvik and Skaalvik (2018), who added collective culture to the list as an essential attribute that has been found to impact job satisfaction. They describe collective culture as a set of common goals and values shared among teachers and with the school's management; it promotes a spirit of belongingness and reduces interpersonal conflicts. Sims' (2017; 2018) analysis of TALIS 2013 data showed that student discipline and cooperation among teachers had a positive relationship with job satisfaction in all countries. In addition, a longitudinal study on job satisfaction and burnout in Finland involving 642 middle school teachers by Malinen and Savolainen (2016) revealed that teachers who rated teacher collaboration and student discipline highly at the beginning of the year reported higher job satisfaction at the end of the year. The result was interpreted to mean the two factors were the most important concerning their job contentment.

Furthermore, one of the most significant factors affecting job satisfaction for educators has been reported to be the work itself. It is believed to be highly associated with the structural characteristics of the education system and whether it is centralised or decentralised, denoted by the extent of decision-making participation and the autonomy provided to employees. It has been observed that employees in a highly centralised

organisation tend to be dissatisfied (Alzaidi, 2008). In a centralised organisation, employees have limited decision-making in their work. This aspect threatens Herzberg's motivation factors as it affects the intrinsic aspect of a teacher's job. A less centralised participative approach to decision-making has been found to offer intrinsic rewards (Sagnak, 2016).

In addition, self-efficacy has been demonstrated to positively correlate with job satisfaction. Collie et al. (2012) also revealed that teacher stress, teacher efficacy, and school atmosphere could have significant impacts in teachers' work attitudes and job satisfaction perceptions. High-self-efficacy teachers were well-adjusted to their work environment and had high job satisfaction (Toropova et al., 2021). High-self-efficacy teachers saw difficult situations as manageable and correctable rather than quitting. The opposite was also true for teachers with low self-efficacy who had problems with learners who lacked discipline.

Concerning the impact of teachers' participation in personal development on teacher satisfaction, research evidence has revealed a positive relationship between participation in personal development programmes and job satisfaction in cross-national (Sims, 2018) and single-nation studies (Kraft et al., 2016). Toropova et al. (2021) reported similar findings in their research in Sweden, where teachers with higher participation in personal and professional development reported high job satisfaction scores.

Previous studies on factors that have been seen to affect teachers' job satisfaction are important as they may signal factors leading to teacher turnover, which in itself may be an indicator of dissatisfaction. The evidence also points to factors that may need addressing to enhance women teachers' job satisfaction in Saudi Arabia's private schools. This enhances their effectiveness in discharging their mandate, given teachers' central role in realising a nation's developmental goals.

### 4.2.2  *Job Satisfaction of Female Teachers*

It is beneficial for this analysis to examine whether there are any differences in job satisfaction between male and female teachers that can be ascribed to gender differences, having reviewed empirical evidence on teachers' job satisfaction in general. The research evidence on the relationship between gender and job satisfaction was mixed across national contexts. For example, Crossman and Harris (2006) observed no significant differences between male and female teachers in relation to job satisfaction in the UK. However, Toropova et al. (2021) found that women were more satisfied with the teaching profession. Also, several other studies agree with Toropova et al. (2021) and have reported that women are more satisfied with teaching than their male counterparts (Chapman & Lowther, 1982; Klecker, 1997; Ma & MacMillan, 1999). Alternatively, some studies have observed that female educators are less satisfied with their jobs than male teachers (Liu & Ramsey, 2008; Bolin, 2007; Mehboob et al., 2012). The general explanation for the gender differences concerning job satisfaction was hinged on gender perceptions of working conditions. Also, it has been suggested that whether a man or woman enjoys job satisfaction in a given career (teaching included) may be a function of whether the individual concerned was brought up in a feminine or masculine society. According to Hofstede (2011), a statistical correlation exists between a country's cultural dimensions (including views on gender) and the general personalities of its citizens. The major distinctions between feminine and masculine societies relevant to this study are presented in Table 2 below.

**Table 2**

*Differences between Feminine and Masculine Societies*

| Feminine Societies | Masculine Societies |
|---|---|
| Both genders have the option of pursuing a career | Men must work, but women can choose not to |
| Leisure time is valued over money | Money is prioritised above leisure time |
| Quality learning depends on both the teacher and the students | Quality learning depends on the teacher |
| Teachers can say, "I don't know" | Teachers are expected to have all the answers |
| Men and women are expected to exhibit modesty | Men should be confident, motivated, and tough |
| Both men and women can be affectionate and relationship-oriented | Women are expected to be nurturing and relationship-oriented |
| The goal of education is to teach people how to learn | The goal of education is to teach people how to do |
| Education policy focuses on secondary schools | Education policy focuses on universities |

*Note*. Adapted from Hofstede and Hofstede (2005) and Hofstede (2011).

Hofstede and Hofstede (2005), however, cautioned against stereotyping people as idiosyncratic differences within and between age groups, ethnic groups, and races within a given nation are bound to exist. Hence, his emphasis was on statistical correlation rather than real and absolute. The basis for the link between a nation's culture and the personalities of its citizens is that a person's personality is a function of how that person was brought up and their life experiences.

Given the above differences, women are likely to perceive themselves as nurturers and children's teachers. Therefore, they take up teaching as a calling and derive or seek satisfaction from the job's intrinsic aspects (Kundu & Basu, 2022). Women have been found to have a higher positive attitude toward the teaching profession than men (Kundu & Basu, 2022; Polat, 2019; Shakoor & Farrukh, 2018). Likewise, Polat (2019) conducted a meta-analysis to determine gender effects on prospective teachers' attitudes toward the teaching profession. The analysis focused on the period between 2010 and 2015. The results showed

that female prospective teachers' attitudes were higher than those of their male counterparts. Shakoor and Farrukh (2018) conducted a comparative study of male and female elementary school teachers' attitudes toward the teaching profession. Their findings showed that female teachers had less unfavourable attitudes towards the teaching profession. On the other hand, men are likely to take up teaching as a fallback occupation after failing to pursue their dream careers. They will be more inclined to focus on the extrinsic aspects of the job, such as pay and status. In highly masculine societies, more women will be expected to teach in secondary schools, while more men will be at universities.

According to Hofstede (2011), masculine societies include Asian, African, Latin American, Eastern European, and Muslim countries. While Hofstede's national culture topology is generalised, it does yield insight into why there may be differences in job satisfaction along gender lines, especially in teaching. In particular, one would expect female Saudi school teachers to be generally more satisfied with their jobs than their male counterparts. This is because the country is a typical masculine society, which is very patriarchal and ultra-conservative (Alotaibi et al., 2017; Alshalawi, 2020). This observation is consistent with Mohmood et al.'s (2011) finding that female teachers in India (a masculine society) were more satisfied with their jobs than their male counterparts, irrespective of whether they were in rural or urban settings. This finding was corroborated by Krishnan (2012), whose study revealed that women teachers in secondary schools in Namakkal District in India exhibited better job satisfaction than male teachers. It was also reported that marital status was a significant determinant of job satisfaction, with married teachers enjoying better job satisfaction levels than unmarried.

It is notable, however, that the masculinity of a society may act as a double-edged sword. The treatment of women as secondary citizens whose careers are optional and themselves outsiders in a men's world may result in exploitation by employers who are

mainly male. This may adversely affect their job satisfaction. For example, males are paid 14% more than females in the Saudi private sector for the same jobs while holding the same qualifications and years of experience. This practice cuts across all sectors of the economy (Salary Explorer, 2021). This unfair labour practice means female teachers in private schools are in a worse situation, where salaries are meagre compared to wages in public schools (Gahwaji, 2013; Maash, 2021).

As outlined above, the contradictory effect of masculinity underscores the importance of being alert to the subtle differences arising from the specificities of study contexts. Such differences could result in variations in factors determining job satisfaction among women teachers, as shown by the following examples.

Research carried out in India by Kalaiselvi (2019) found that factors determining job satisfaction of women teachers are a function of whether the teacher is a government employee, state–aided school employee, or a private school employee. For public schools, place of residence, pay, spouses, handling of classes, distance from school, and designation were key influencers of job satisfaction among women teachers. For state-aided schools, the key determinants were educational qualification, marital status, and workload, whereas for private schools, the key influencers were family income, designation, distance from school, and the number of classes taught.

Besides, Elom and Egba (2015) studied the efficacy of marital stress and personality extraversion as predictors of job satisfaction among married women teachers in Nigeria. Their findings revealed that marital stress did not lead to job dissatisfaction among married women teachers in secondary schools; instead, inadequate and inconsistent salaries, overcrowded classes, poor administration, and job monotony negatively impacted job satisfaction. Further, the research found that personality extraversion led to job satisfaction among married women teachers. This positive relationship between personality extraversion

and job satisfaction among married women teachers in secondary schools was explicated to be a result of extroverted married women teachers' ability to vent feelings of frustration at home and on the job, compared to introverted teachers. This finding led the researchers to recommend introducing programs to expand teachers' personality dimensions to increase extraversion.

Moreover, Thilagavathi and Selvani (2020) studied the job satisfaction of 452 women teachers in secondary schools in the Coimbatore District in India. They observed that women teachers were particularly vulnerable to exploitation in private schools because they worked extremely hard to meet heavy demands from their employers and failed to balance work-life demands, leading to stress and job dissatisfaction. Thilagavathi and Selvani (2020) also revealed that monthly income, number of teaching hours per day, and the school's location had a significant association with job satisfaction. Age, marital status, size of family, number of dependents, family income, teaching experience, and designation were found to have no significant association with the job satisfaction of women teachers in higher secondary schools.

Thus, it is clear from the research evidence that factors determining the job satisfaction of women teachers vary from country to country and may vary within a given country, as the Indian case demonstrates for women teachers in private schools. This observation emphasizes the knowledge gaps' enormity and underscores this study's significance in contributing to narrowing it.

### 4.2.3   Teachers' Job Satisfaction and Culture

The relationship between job satisfaction and culture is a subject of great interest among scholars worldwide. To a large extent, they have attributed the differences in satisfaction levels to culture (Hui et al., 1995). According to Kirkman and Shapiro (2001) satisfaction levels differ across borders. Further, it has also been found that culture moderates

job satisfaction behaviour. For instance, low job satisfaction affected various cultural groups differently (such as exit, opinion, loyalty, or neglect) (Thomas & Au, 2002). Previous research has also indicated that a teacher's identity is influenced by the social context in which they operate. Also, the personal and professional aspects of employees' lives, beliefs, experiences, and behaviours affect motivation and, ultimately, job satisfaction (Day, Kington, Stobart, & Sammons, 2006). Wong and Heng (2009) suggested that cultural differences may affect job satisfaction. For instance, the pattern of job attitudes for Malaysian faculty members may not be similar to those in the model used by Herzberg (1987).

Teachers in the United States are among the most unsatisfied professionals. Research to determine why teachers in the United States leave their job revealed that 48% of the teachers surveyed said they were dissatisfied with their jobs for reasons other than retirement, family and personal reasons, school staffing, or the pursuit of other career opportunities (Walker, 2015). All U.S. school systems struggle with teacher attrition, recruitment, and turnover due to increasing teacher dissatisfaction (Heim, 2016; Ingersoll, 2001).

In addition, a study of teachers in Italy indicated an increased demand for teacher accountability and evaluation. These, together with rising workloads, substandard working conditions, poor wages, and student misbehaviour, caused high stress, fatigue, and low job satisfaction. Thus, job satisfaction prevents teacher stress and promotes well-being (De Simone et al., 2016).

Crossman and Harris (2006) examined the job satisfaction of secondary school teachers in foundation, community, Roman Catholic, Church of England, independent, and privately managed UK secondary schools. This study determined that low job satisfaction is the leading cause of difficulties in the teaching community. In addition, they found no correlation between job satisfaction and demographic characteristics such as gender, age, and duration of service. However, the researchers found that job satisfaction varied depending on

the type of school. Independent and privately managed school teachers were determined as more satisfied than Church of England or foundation teachers. This finding suggests that school ownership affects teacher satisfaction, but it also implies that private schools are for the wealthy.

Skaalvik and Skaalvik (2015) examined job satisfaction, work-related stress, its repercussions, and teachers' coping techniques among 30 teachers and 4 retired teachers in Norway. Their study revealed that the sources of job satisfaction and stress for teachers were the same across age groups and sexes while coping strategies and consequences varied with age. Working with children, the flexibility and unpredictability of the job, cooperation, teamwork, and autonomy were the key drivers of job satisfaction. Workload and time pressure were identified as stressors, as was tailoring teaching methods to the requirements of students, given Norway's inclusive approach to student selection; value dissonance and lack of autonomy; the low standing of teachers in society, and dysfunctional teams.

According to research done in the past, the factors that determine job satisfaction for teachers and employees are not universal. Context-specific conditions may bring significant differences in factors affecting employee job satisfaction.

## 4.3    Job Satisfaction in the Educational Context of Saudi Arabia

Both developed and developing countries are interested in the subject of job satisfaction (Andersson, 2017; Hines, 1973; Lukwago et al., 2014; Schepers et al., 2005; Sledge et al., 2008). This section will examine some of the major studies conducted on teacher job satisfaction in Saudi Arabia during the previous 30 years.

Al-Babten (1990) conducted one of the earliest studies in the Saudi educational context in Riyadh. Using a quantitative methodology, the study focused on the job satisfaction of 345 male teachers. The findings indicated significant job satisfaction among teachers. Moreover, the research observed that the duration of experience impacts job

satisfaction: senior teachers tended to be more satisfied than their junior counterparts.

Contrastingly, Al-Obaid (2002) aimed to explore the job satisfaction of female elementary school teachers in Riyadh. The study was based on a questionnaire disseminated among as many as 500 women primary teachers; 73% of the surveyed teachers were satisfied with their jobs. Moreover, teachers were found to be thoroughly satisfied with their interpersonal relationships. Dissatisfaction was linked to decision-making, participation, interest in curricular activities, a lack of training, and student misbehaviour. Contrary to Herzberg's two-factor theory, the study found that dissatisfaction stemmed from hygiene and motivating factors. However, it did not indicate whether its sample was recruited from public or private schools.

Moreover, Al-Moaely (2006) investigated the primary factors impacting the reported levels of job satisfaction of 88 male science instructors in Dammam. According to the findings, participants' job satisfaction level was generally average. There was no correlation between the experience duration and satisfaction. Further, it was observed that a lack of recognition, poor parental cooperation and salary, and teaching subjects other than science were most related to job dissatisfaction. Dissatisfaction, in this instance, was also caused by both hygiene and motivating factors.

On the other hand, Al-Hazmi (2007) conducted a study among female teachers in Abha in southern Saudi Arabia to examine their level of job satisfaction. The study used a closed and open-ended survey distributed to 210 female teachers to discover the key determinants influencing teacher satisfaction. Nearly 85% of participants did not experience any dissatisfaction with their jobs. Moreover, the study asserted that relationships with school management and facilities played the smallest role in job satisfaction, whereas interpersonal relationships and salary were among the most influential factors.

Moreover, in Saudi Arabia's secondary school for boys, Al-Tayyar (2014)

investigated the levels of job motivation and satisfaction among teachers using a mixed-methods approach. The relationship between job satisfaction and motivation along with the influence of demographic parameters including qualifications, age, duration of training and service, and experience were explored. The majority of teachers reported some level of job satisfaction. In addition, interpersonal ties, school administration, and the nature of the work contributed the most to job satisfaction—in that order. Further, moderate influences included social status, supervision, promotion, salary, existing workload, and student progress. It was discovered that intrinsic factors motivate participants more than extrinsic factors. Subjects taught and qualifications were found to significantly affect teachers' job satisfaction. However, age, experience, and in-service training did not affect job satisfaction.

Alajami (2018) examined job satisfaction levels among elementary teachers in the Saudi Arabian city of Najran. Survey questions were distributed to 400 women and men teachers across elementary public schools to examine the demographic variables that may affect job satisfaction levels. There was a positive link between duration of experience and job satisfaction, while there was no link between family size, marital status, and job satisfaction. Further, the study reported that female teachers were more satisfied than their male counterparts.

With the exception of Al-Tayyar (2014), all previous studies covered in this section used questionnaires and a quantitative approach to collect data. None of these previous researchers examined the lived experience of job satisfaction among teachers, as quantitative surveys prevent teachers from articulating their feelings and viewpoints uninhibitedly, which can be accomplished through interviews. Further, the job satisfaction of Saudi Arabian private school teachers was not investigated in earlier studies. Teachers in private schools, especially women, confront several challenges, as explored in the next section. As a result, the turnover rate is alarmingly high. In addition, none of the previous research that were

conducted within the realm of education in Saudi Arabia depicted the factors that led teachers

working in private schools to consider quitting their jobs.

**4.4    Job Satisfaction Challenges of Private School Teachers**

Unlike public schools, which the government owns through its various arms, which

essentially means they have one employer, private schools are managed by different

organisations such as religious associations, companies, trusts, and communities. Generally,

the focus of private schools worldwide is the holistic development of students, nourishing

both mind and soul (Chingtham, 2014). It is of great academic importance to investigate,

through research, whether there are discernible differences in the levels of job satisfaction

experienced by teachers working in the private sector and those working in the public sector.

This is because of the differences in ownership and focus that exist between the two, as well

as the general belief that things that are privately owned are better managed. The following

section reveals that private schools are not faring any better than public schools concerning

teacher motivation and job satisfaction. If a global picture is considered, they could be worse

off.

In a study of 200 teachers and 40 principals from 40 schools from Imphal East,

Imphal West, and Thoubal districts of Manipur, India, Chingtham (2014) discovered that

instructors in private schools reported lower levels of job satisfaction than teachers in public

schools.  Private school teachers had low job satisfaction due to their very low social status

(they were considered unemployed by their society and community), very low economic

status (they received lower salaries than public school teachers), and inadequate service

conditions (private school teachers had more responsibilities or a higher workload than public

school teachers). They were required to attend to non-academic matters as well as part of the

holistic development of students. Their conditions of service were informal, with little

security of tenure, no pension benefits, and erratic salaries, both in frequency and amount, as

some employers were notorious for cutting salaries illegally due to failure to raise adequate community contributions and/or grants from responsible government departments to pay school staff. In addition, mandatory minimum basic salary scales were not used in the sector, and there were no laws or provisions for mandatory basic conditions of service. Given such an environment, teachers in private schools could not be expected to have a high sense of job satisfaction and use the teaching profession as a halfway house before securing a permanent job with better conditions in other work. Job attrition and job migration levels could only be expected to be high. Hence, Shabbir and Wei (2015) claimed that proper teaching resources, job security, fair contractual arrangements, and a supportive school environment are required for a teacher to be completely dedicated to and satisfied with the profession. Such conditions were missing at private schools in Manipur.

Gius (2015) reported that U.S. private school teachers were more satisfied with their jobs than public school teachers, contrary to the research above. This was despite private schools having inferior pension benefits and salaries. Gius (2015) noted that public school teachers had come under heavy criticism for their benefits, which included enviable work schedules and generous state-funded pensions that were not matched by high-performance levels, as revealed by mandatory assessments. Micro-management was an issue that adversely affected teachers' job satisfaction in public schools, clearly underscoring the multi-dimensional nature of job satisfaction as described by Stankovska et al. (2017).

Besides, research conducted by Sultana et al. (2017) on primary schools in the Bogra District of Bangladesh indicated no statistically significant difference in job satisfaction between private and public school teachers. In addition, women were more satisfied as compared to men. In both government and private schools, teacher satisfaction depended mainly on the teacher's gender, marital status, experience, academic discipline, academic qualification, and performance of pupils. Other factors responsible for teachers' satisfaction

were the working environment, salary, and promotion.

Naidoo (2019) discovered that two-thirds of participants in research conducted in a private school in KwaZulu-Natal, South Africa, were satisfied with the working conditions, salary, benefits, and culture. Over 60% were satisfied with job security, 60% were satisfied with their co-worker interactions, 53% believed their hard work was rewarded, while 46% stated that they did not care about recognition as it did not motivate them to work hard. Lastly, 79% of the respondents felt that there was a lack of avenues for advancement at the school (Berce, 2017). Further, more than half of the respondents had negative feelings about the school's management. They reported that while they were given some leeway to make certain decisions in their immediate areas of responsibility, they were shut out of the decision-making process on the broader affairs of the school. Thus, they accused school authorities of having dictatorial tendencies and a failure to guide staff in a friendly manner. This is another worrisome aspect of the private school sector, given that research findings indicate a positive correlation between transformational leadership (which entails guiding staff in a friendly manner) and job satisfaction (Lazaroiu, 2015).

In Saudi private schools, women teachers experience numerous difficulties and issues (Hnitm, 2018). Also, Saudi newspapers have warned of the critical shortage of teachers in private schools across the country, along with related issues, complaints, and challenges. Research in Saudi Arabia shows that teaching is a career of choice because of the high salaries it commands for recent graduates, attractive benefits, job security, and social status (Maash, 2021). However, this description of teaching as an in-demand occupation is accurate insofar as it relates to the public sector. The converse is true with respect to teaching in the private sector, where very little research has taken place on the conditions that teachers face and their impact on their performance. As pointed out by Maash (2021), however, only one such study (by Gahwaji, 2013), which related to preschool teachers' experiences, appears to

have been carried out in the sector. This study revealed that private preschool teachers were poorly paid and faced poor working conditions, resulting in high attrition rates. Gahwaji (2013) attributed long service by female teachers in private pre-schools solely to their love for working with children. Moreover, Maash (2021) believed that teaching in private schools in Saudi Arabia was regarded as a place to gain requisite experience before one secured a dream job in public schools, which characteristically takes many years to accomplish. It has been noted that the main difference between public and private schools is related to funding. Further, no study has been conducted thus far on Saudi private school female teachers' job satisfaction.

In summary, it would appear from research studies that factors around the job satisfaction of teachers in private and public schools are generally the same. Authorities in both sectors face the same job satisfaction factors, such as working conditions, pay, workload, interpersonal relations with co-workers and management, autonomy, adequate materials, and management and supervision. However, the situation differs from sector to sector, region to region, country to country, and even within a country, highlighting the importance of context-specific issues. Thus, accurately capturing factors linked to the job satisfaction of female teachers in private schools requires sensitivity to such differences to avoid drawing misleading conclusions.

**4.5    Teacher Turnover**

The term "turnover" is a collective term that covers job migration and job attrition. Job migration describes the transfer of a teacher from one school to another (which means the teacher continues working in the teaching profession). In contrast, job attrition describes the resignation of a teacher from the teaching profession. However, the net effect of the operation of the two concepts on an affected school is the same – continuity is lost, and the learning environment is disturbed (Toropova et al., 2021).

Employee/teacher turnover is classified into two types: voluntary and involuntary (Singh 2019).Voluntary turnover describes an employee leaving an organisation on their desire; involuntary turnover results from the employer terminating the employment contract, usually due to reorganisation or poor performance by the employee. Reasons for voluntary turnover include a better paying job, decision to pursue further studies or a new vocation, bad relations with supervisor, job dissatisfaction, job insecurity, poor working conditions, stress, poor relations with peers, and lack of opportunities for career advancement (Singh, 2019). Voluntary turnover is emphasised in this study which can be caused by both intrinsic and extrinsic factors of Herzberg's two factor theory of job satisfaction.

Therefore, evidence on teacher turnover for want of job satisfaction and avoidance of stress has been adduced by several studies focusing on different countries (Desrumaux et al., 2015; Liu & Onwuegbuzie, 2012; Skaalvik & Skaalvik, 2018). Researchers describe teacher stress as "unpleasant feelings" towards the teaching profession (Liu & Onweighuzie, 2014; Skaalvik & Skaalvik, 2018). This often results in higher levels of burnout, resulting in lower levels of job satisfaction (Desrumaux et al., 2015), commitment and engagement (Skaalvik & Skaalvik, 2016), and higher levels of motivation to resign from the teaching profession altogether (Skaalvik & Skaalvik, 2011).

Research on teacher turnover has shown that the teacher's working conditions, and personal characteristics are the chief determinants of teacher migration and attrition. On working conditions, perceived poor working conditions are associated with teacher migration and attrition. Nyamubi (2017) revealed that in Tanzania, government teachers were particularly unhappy with lower and erratic payment of salaries compared to other civil servants with similar qualifications but working in other departments. This perception of unfair treatment was reported as increasing their motivation to migrate to private schools (paying better salaries and having good working conditions) or leave the teaching profession

altogether for new occupations. However, the converse is true in the Middle East and Asia, where poor working conditions in private schools cause teacher migration and attrition. For example, an in-depth study carried out by the International Labour Organisation in Jordan revealed that in addition to poor working conditions, where the rights of female teachers in private schools were trampled upon in Irbid, many female teachers earned far below the minimum wage (ILO, 2015).

The Jordan situation is similar to what is occurring in Saudi Arabia, where salaries in private schools are extremely low compared to salaries in public schools (Maash, 2021). Starting salaries in Saudi private schools are typically at minimum wage, and increases are rare (Gahwaji, 2013). Teacher vacancies in Saudi private schools are readily available because of high migration (as teachers move to "dream" jobs in government schools, which are characterised by lucrative salaries, good working conditions, and light workloads) and attrition rates (Maash, 2021). As noted earlier, the situation is worse for female teachers given the conservative Saudi culture, where married working women are viewed by society as putting money before the welfare of their families, resulting in some of them suffering from guilt (Alghofaily, 2019). This is worsened by the patriarchal nature of Saudi society, where women have traditionally suffered gender discrimination, resulting in them occupying an inferior position in society compared to men (Hodges 2017; Varshney, 2019; Alghofaily, 2019; Alshalawi, 2020). This makes women susceptible to economic exploitation, especially in private schools where jobs even for beginners are readily available (Maash, 2021). In Saudi private schools, poor working conditions include low salaries, paid vacation and emergency leave not being provided, and opportunities for staff development non-existent (Gahwaji, 2013). The high attrition and migration rates result in teachers bearing high workloads, such as added administrative responsibilities and large classes compared to government school teachers, thus leading to job dissatisfaction among teachers (Maash,

2021). Turnover in Saudi private schools is so high that parents regard private schools as "rotating doors" (Gahwaji, 2013). For example, in 2011, over 9,000 private-sector teachers (over 30% of the total number of teachers in the private sector at that time) left their jobs to fill vacancies in the government sector (Crisis looms for private schools, 2011).

Similarly, Toropova et al. (2021) revealed a strong association between work conditions and job satisfaction, especially concerning workload, student discipline, managerial support, and teacher cooperation. If teachers perceive these factors negatively, low job satisfaction will lead to migration and attrition. This study corroborated Ingersoll's (2001) findings. The latter studied a nationally representative dataset of 6000 U.S. elementary and secondary school teachers. It found that lower turnover rates were reported by schools that had better-behaved learners, more supportive management, and gave more autonomy and decision-making opportunities to their teachers.

Sims' (2018) cross-national study (reported above) found a positive relationship between participation in professional development and job satisfaction and later collaboration by Toropova et al. (2021) indicated that the converse leads to low job satisfaction, which may, in turn, lead to teacher migration. The latter found that teachers with low self-efficacy ranked student discipline highly; they found the working environment distressing when they encountered student misbehaviour, which increased their motivation to leave the school. A similar finding was reported by Skaalvik and Skaalvik (2011).

So, evidence on causes of teacher turnover (transfers and attrition) is crucial as it will help indicate possible attributes to explore in the current study. It is not expected that the situation in Saudi Arabia is different from that in the rest of the world, especially in the Middle East and Asia. Common ground is expected in some areas, although differences are also anticipated.

Most previous research on teacher job satisfaction and retention are from the

developed world. There is very little research evidence from the developing world. With respect to Saudi Arabia, there is a serious gap in context-specific knowledge on teacher motivation, satisfaction, and retention, especially regarding women teachers in private schools (Maash, 2021). A comprehensive study such as this present doctoral research undertaking is invaluable as it extends the frontiers of context-specific knowledge. This is especially noteworthy given that the research was conducted after the Saudi government started implementing "Vision 2030," which seeks to raise the standard of education in Saudi Arabia.

### 4.5.1 *Teacher Recruitment and Retention Challenges*

Recruitment and retention problems of teachers in both public and private schools have traditionally been more profound in secondary than in primary schools. However, indications are that the latter is increasingly encountering difficulties. For example, Hilton (2017) pointed out that thirteen out of fourteen secondary school subjects failed to recruit the targeted number of teachers in the United Kingdom in 2016, with primary schools reportedly failing to recruit adequate numbers. The problem manifests mainly in maths, computer studies, and pure sciences such as physics and chemistry.

Nevertheless, the main problem affecting the teaching profession is the low esteem it is increasingly receiving in society. For example, Toropova et al. (2021) pointed out that in Sweden, where it is estimated that there will be eighty thousand teaching vacancies by 2031, only 11% of the teachers believe that Swedish society values teachers. The main reason for this poor image is the inadequate salaries that the profession generally attracts. For example, Hilton (2017) has reported that good mathematics graduates get better salaries from financial institutions than from teaching. This makes recruitment of students into the teaching profession a mammoth task.

It is commonly believed that teaching is a very demanding line of work. The main

teacher union in the UK, the Association of Teachers and Lecturers (ATL), has claimed that it is generally difficult for a teacher to lead a normal life due to workload, resulting in two-thirds of the recruits leaving the profession within the first five years (Hilton, 2017). ATL claims that four out of ten recruits leave the teaching profession within the first year due to poor student behaviour, the amount of time needed for planning, the need to justify the method of teaching chosen, and the need to reflect on the lesson outcome. Likewise, Marsh (2015) has claimed that 92% of people who take up the teaching profession intending to make a difference in pupils' lives are disillusioned by poor pay and uncooperative classroom behaviour, resulting in some of them leaving the profession.

Thus, the teaching profession has a grim future unless authorities act, especially in the private sector in developing nations like India, where teachers are labelled as unemployed (Singh, 2019). The situation is exacerbated for female teachers, who usually have to balance multiple roles. Ultimately, women teachers either become "incompetent" or leave the profession altogether.

### 4.5.2 Employee Retention Strategies

Since the golden age of the 1960s, when most motivation theories were developed, management professionals have been preoccupied with the issue of employee retention. Below are some of the strategies that have been suggested to address the problem.

Das (1996) highlighted six critical factors in employee retention in his research in India: remuneration, personal development opportunities, meritocracy, job security and incentives, rapid vertical growth and work autonomy. He also advocated for age-based compensation, stating that different age groups have varied needs and that what young people want may not be valuable to middle-aged people. He thus advocated for the introduction of flexible as opposed to standardised compensation. Similarly, Cloutier et al. (2015) proposed four employee retention strategies: effective communication, hiring of skilled workers,

workforce diversity, and having a development plan for employees.

Also, Singh (2019) proposed various ways to help solve employee retention difficulties in his studies in India and evaluation of the existing literature on employee retention. These recommendations were: 1) Allowing employees to voice their dissatisfaction with working conditions, 2) Having efficient and effective communication at all levels, including informal communication, 3) Instituting fair, flexible, and equitable compensation coupled with a compensation plan, 4) Having responsible leadership that has a stakeholder culture, 5) Employing fair and inclusive policies and demonstrating full support for employee development, 6) Introducing work/job flexibility whereby employees can choose when, where, and how to execute their tasks, and, 7) Having a good performance appraisal system that promotes good worker-supervisor relations.

Some of the highlighted strategies apply to a school environment. For example, Skaalvik and Skaalvik (2015) found that work or job flexibility (which they termed autonomy) was a key factor in teachers' job satisfaction in research they carried out in Norway. Equitable and fair compensation is another (Kavenuke, 2013).

### 4.5.3    Teacher Retention Strategies

Barkhuizen (2015) argued that implementing reward practices and policies that might attract and encourage the retention of teachers is one strategy for preventing teacher turnover. In South Africa's North-West province teachers' turnover was influenced by a complete rewards strategy. The research findings were that the performance management, compensation, and career development systems were poorly applied in schools, resulting in respondents considering leaving their jobs. The research illustrates that it is not enough to have systems on paper, but that implementation is equally important.

Additionally, Kavenuke (2013) identified several strategies to help stem teacher attrition. According to an undated OECD study, Shanghai, China, required junior school

teachers to have 240 hours of professional development and higher level teachers to have 540 hours within five years. Kavenuke (2013) suggested in-service training and continuous development as retention strategies. Raising entry qualifications for enrolment into the teaching profession was identified as a strategy that could give the teaching profession exclusivity and consequently increase the social status of teachers. Furthermore, Finland, Singapore, and South Korea are cited as countries that have made teaching a selective profession by recruiting only the "top third plus" candidates. Another identified strategy for dealing with teacher attrition is implementing or adopting a comprehensive induction programme for new teachers to engage in collegial dialogue early to foster their commitment, growth, and effectiveness in the teaching profession.

Moreover, other retention strategies include competitive remuneration and deploying teachers in areas they choose and, where possible, deploying them in pairs, so they do not feel isolated. Skaalvik and Skaalvik (2015) studied Norwegian teachers. They suggested the following strategies to help halt teacher attrition: having supportive school environments and positive social relationships with colleagues, parents, and school authorities. Autonomy, whereby teachers are given the freedom to choose how to work with students. Where and when to prepare for teaching; building and fostering teamwork; growing teachers' self-efficacy to enable them to cope with stressful situations such as dealing with disruptive students; and managing teachers' workloads to reduce teachers' risk of burnout.

While these studies and resultant strategies did not exclusively focus on female teachers in private schools, findings and recommendations are of great interest to the current study.

**4.6      Conceptual Framework for the Present Study**

In light of the various definitions of job satisfaction presented in management literature, this study adopted the one suggested by Spector (1997), which looks at 'how

people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs' (p. 2). The practical aspect of the definition arises from its conceptualising of job satisfaction from the employees' viewpoint: they are the most important players since the objective is to get the best out of them by uniting their perception of the ideal job with the reality of the ground. This definition allows comparing what constitutes an ideal job and how the current job measures against it.

There is an assumption in management literature that an employee who is job satisfied is a motivated worker (Badubi, 2017). Given this perception of a positive relationship between the presence of motivational factors and job satisfaction, the two concepts are often discussed side by side with each other. In this study, this relationship is acknowledged but will also be examined, taking into account the Saudi context.

Motivation has been explicated based on content and process theories (Turabik & Baskan, 2015). Content theories describe the "what" of motivation (what causes motivation), whereas process theories are concerned with the "how" part of motivation (how employees are motivated) (Turabik & Baskan, 2015; Rybnicek et al., 2019). Content theories include Abraham Maslow's hierarchy of needs (1954), Frederick Herzberg's two-factor theory (1959), and McClelland's needs theory (1985). The central theme in these theories is the satisfaction of a predominant need. On the other hand, process theories include Vroom's expectancy theory (1964), Adams' equity theory (1963-1965), and Bandura's social-cognitive theory (1977).The central theme of these theories is identifying processes that underlie a worker's motivation.

This study aims to determine the main factors influencing job satisfaction/ dissatisfaction of women teachers working in private schools in Saudi Arabia and their experiences and challenges. It also intends to examine factors that prompt them to consider leaving/remaining in their jobs; and strategies that could be used to improve job satisfaction

and retention of women teaching staff in private schools. This suggests that the most appropriate group of theories is content theories. In this group of theories, Herzberg et al.'s two-factor (1966) is arguably the most applied across industries, including in educational institutions. The results have been mixed. Some have confirmed that job content factors motivate individuals, as opposed to hygiene factors, whose satisfaction only means that the individual concerned is not dissatisfied (for example, Hill, 1986; Blezek, 1987; Castillo & Cano, 2004). Others found that both hygiene and job content factors resulted in employee motivation (Lephalala, 2006, Mitchell, 2009; Nyamubi, 2017).

As discussed earlier in this chapter, recent studies consider this discrepancy related primarily to methodology. Quantitative methodologies overlook variations, nuance, and subtlety—which support the argument that the use of qualitative methodologies can enable greater insight (Andersson, 2017; Schepers et al., 2005; Sledge et al., 2008). Research indicates conflicting results in terms of validity, which according to Andersson (2017), is underscored by the dominant use of quantitative research in theory testing. The results have generally supported the two-factor theory; however, job satisfaction factors present greater complexity, particularly in relation to cross-country factors. Therefore, similar qualitative research needs to be conducted to shed more light on the quantitative research discrepancies (Andersson, 2017).

The role of job context factors is critical in situations characterised by rampant gender-based discrimination in remuneration and working conditions, historically evident in private schools in Saudi Arabia. In such contexts, Herzberg's two-factor theory was utilised to explain female teachers' job satisfaction or dissatisfaction in Saudi Arabia's private schools. This is because Herzberg's two-factor theory looks at employees' primary and secondary needs and explores what would satisfy them at any given time.

With respect to other content theories, McClelland's (1985) needs theory has received

a neutral validation implying that the factors (need for power, need for achievement, and need for affiliation) which it identified as the human brain indeed regarded motivators as such even at a subconscious level (Rybnicek et al., 2019). The study also confirmed the need to tailor the motivation package to the need that is predominant in an individual to achieve the desired effect. While this is generally instructive to managers, its application to an educational institution could be beset with practical problems. It may translate to having a separate incentive package for each teacher and may vary in sympathy with changes in the teacher's needs which may be a herculean task. Further, this theory concentrates on secondary needs to the exclusion of primary (physiological and safety needs). It is unlikely that some of the research candidates in this study will not have lower-level needs as predominant, which would impact their job satisfaction. This makes McClelland's needs theory (1985) hardly appropriate for the current study.

Besides, Herzberg's two-factor theory (1959) is a development and refinement of Maslow's hierarchy of needs (1954) and has been successfully applied in many different industries, including health, information technology, education, and the financial sector. Hence, its flexibility makes it a veritable candidate for the current study.

Notably, gender-based discrimination is still the norm in Saudi private sectors, where males are paid 14% more than females for the same jobs while holding the same qualifications and years of experience (Salary Explorer, 2021). The situation for female teachers is worse in private schools where the practice is to pay the minimum wage, resulting in meagre salaries than in public schools (Maash, 2021). This leads to high migration and attrition rates in private schools as teachers leave for better pay and working conditions in public schools and private sector enterprises (including hair salons, which hardly use their professional qualifications), respectively (Gahwaji, 2013; Maash, 2021). Thus, when applying Herzberg's two-factor theory (1959) to determine which factors affect the job

satisfaction/ dissatisfaction level of Saudi women teachers working in private schools, one needs to consider these contextual aspects of the Saudi situation.

## 4.7 Chapter Summary

This chapter reviewed relevant literature on job satisfaction, specifically focusing on the teaching profession. Factors that affect the job satisfaction of teachers in general and in Saudi Arabia were discussed. The chapter reviewed job satisfaction and motivation, theories of job satisfaction, teachers' job satisfaction, teachers' retention, and job satisfaction in the educational context of Saudi Arabia. It was demonstrated that job satisfaction is affected by extrinsic (hygiene) and extrinsic (motivators) factors. Following a further review of content and process theories of motivation, justification for the study's use of Herzberg's two-factor theory was presented. The chapter concluded with a discussion of the conceptual framework for the present study. The next chapter presents the qualitative methodology and methods used in the study.

## Chapter 5.     Methodology

**5.1     Introduction**

This chapter describes the research design and methodology used in this study, beginning with the purpose and research questions, followed by an explanation of the research paradigm and methodology. Next, this chapter discusses the rationale and assumptions for the qualitative design utilised in this study. Further, this chapter provides a review of the types of qualitative research design and selection of participants. This is followed by a discussion of the procedures for data collection and analysis. Finally, this chapter concludes with a discussion of the protection of human subjects, ethical issues, and trustworthiness.

**5.2     Purpose and Research Questions**

As stated in Chapter 1, women teachers working in Saudi private schools experience numerous difficulties and issues (Hnitm, 2018). It has been reported that these challenges include poor salaries that vary across schools, requirements to teach subjects outside teachers' specialised areas, lack of privileges, unpaid sick and emergency leave, a heavy workload, unpaid summer holidays, and a lack of job security (Problems persist for private school teachers, 2017). Additionally, high turnover rates have been reported among the same group of teachers (Crisis looms for private schools, 2011). These problems, and others, may lead to reduced job satisfaction. A dissatisfied teacher is likely to be a liability and be unable to deliver the requisite services to society, resulting in higher staff turnover. Teacher attrition damages school and student performance and increases teacher shortages in particular subjects (Ingersoll, 2001; Ronfeldt et al., 2013). Furthermore, it has been reported that teacher turnover adversely affects student achievement levels and increases education costs (Barnes et al., 2007). According to the review of the literature, job satisfaction among female teachers in Saudi Arabian private schools needs to be studied. This is because teachers play a

key role in shaping the future of students and the broader society (Alzaidi, 2008), and strategic plans are being implemented to promote and expand the involvement of the private sector of the Saudi education system (Strategic Gears Management Consultancy, 2018).

This study aimed to answer the following primary research questions by considering the theoretical framework, the literature, and the research methods employed:

1. What are Saudi Women teachers' experiences in the private school sector?
   - What influences job satisfaction/dissatisfaction of women teachers working in Saudi private schools?
   - What factors prompt women teachers working in Saudi private schools to consider leaving or remaining in their job?

2. How do the insights from Saudi Women teachers' experience in the private school sector align with the Saudi government's aspirational 2030 vision?
   - How do women teachers working in Saudi private schools perceive differences between private and public school working conditions?
   - How might the Saudi government improve the situation for women teaching staff in Saudi private schools based on the findings of this research?

The theoretical framework for this study included Maslow's hierarchy of needs theory (1943) and Herzberg's two-factor theory (1959). These seminal theories were used to develop and refine the study questions. The first study question relates to women's experiences in Saudi private schools. The second research question aimed to inform the Saudi 'Vision 2030' and drive into structural, regulatory, policy, and curricula to align the aspiration of the Saudi government with the context and experiences of women teachers working in Saudi private schools.

**5.3**     **Research Paradigm and Methodology**

When considering methodologies, it is less about which method tends to be better than which best serves the study's purposes and derives the richest and most accurate possible responses to the research questions. According to Creswell (2014), 'The selection of a research approach is based on the nature of the research problem or issue being addressed' (p. 3). The methodology and paradigm used to conduct a study are influenced by the study's aims and research questions. To that end, a research study can use a number of approaches, such as a quantitative methodology, which is mostly specific to the paradigm of positivism. Researchers using this approach aim to produce generalisable results that can be replicated in similar situations (Creswell, 2012). According to Edge and Richards (1998), researchers who utilise this approach view themselves as being distinguished from the phenomenon and able to isolate their values from the research to ensure objectivity. Previous studies suggest that quantitative approaches are not ideal for a detailed evaluation of research contexts that necessitate an examination of complicated organisational cultures (Creswell, 2012). In addition, quantitative methods are not always helpful in understanding the context of a particular situation (Yin, 2013).

The qualitative approach focuses on the humanistic framework. Creswell (2012) described this as a process that aims to better understand diverse patterns of inquiry for exploring a human or social situation. In this process, the researcher develops a complex picture, evaluates the in-depth viewpoints of research participants, and conducts their studies in natural settings. These researchers aim to improve their comprehension of human behavioural patterns and their underlying rationale. Notably, qualitative methods help examine human experiences and are appropriate for understanding a specific phenomenon through exploring overarching perceptions (Frank & Polkinghorne, 2010). Researchers who adopt this approach aim to obtain credible descriptive information by coordinating with

participants who can shed light on the research interest. In this context, a case study involves a group of participants and is organised around a clear set of inclusion criteria appropriate to the field of study. This structure aids in the understanding of culturally and personally relevant elements within a context (Cohen et al., 2007; Edge & Richards, 1998). Moreover, qualitative methods have been reported to facilitate examining the change within particular cultural environments, including personal researcher assessments (Creswell, 2012).

### 5.3.1   *Selecting an Appropriate Research Design*

The questions selected for this study aimed to explore the lived experience of women teachers and surface the factors affecting their job satisfaction and dissatisfaction, and potential challenges and intentions to leave work in private Saudi schools. A teacher's job satisfaction is complex, with no specific reality observed in the extant literature. Such a phenomenon inevitably necessitates in-depth research that investigates contextualised situations and experiences instead of controlled experiments, this is particularly so in the Saudi context, given that its education system is strongly affected by government centralisation, traditional culture, religious values, and pre-existing gender roles (Alameen et al., 2015). Moreover, the ongoing strategic and political changes in Saudi Arabia, especially in the education sector, coupled with the reality that societies are essentially dynamic, require a detailed understanding of the experiences and perspectives of women teachers. Greater insight into teachers' experiences (in terms of job satisfaction or dissatisfaction) and their intentions to stay or quit must be developed to explore what they feel is necessary to achieve job satisfaction and retention. To that end, the current study will investigate teachers' daily perspectives of job satisfaction to identify what is unique to this group and to better understand the culturally unique identification of job satisfaction and retention for this specific group.

Further, conversing with and listening to teachers in a focused manner helps provide important information for qualitative studies (Cohen et al., 2007). For these reasons, a qualitative method has been chosen to achieve the aims of this study because it will facilitate a detailed investigation into the research questions. According to Patton (2002), 'Qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases the depth of understanding of the cases and situations studied' (p. 14).

### 5.3.2    *Type of Qualitative Research Design*

Qualitative approaches have specific methods of data collection, analysis, and presentation, all of which must be congruent with the overall objectives of the study and the research questions to be answered. The fundamental qualitative design shares similarities with as many as five options in qualitative research: case study, phenomenology, narrative, ethnography, and grounded theory (Creswell, 2012). Importantly, Yin (2014) defined a case study as an inquiry investigating contemporary situations in their natural context, mainly when the boundaries between context and phenomenon are not defined clearly. The case study approach is constructive in scenarios where it is imperative to understand contextual conditions and the exact area where the researcher lacks control over the unfolding events. To thoroughly examine complex organisational issues and their impact on employees' job satisfaction, people's lived experiences provide the most elaborated explanations (Patton, 2002).

Stake (1995) described three main kinds of case studies: intrinsic, instrumental, and collective. An intrinsic case study is generally carried out when a researcher aims to learn about an observed phenomenon of interest. The phenomenon has to be unique and well-defined. However, the instrumental case study seeks a more in-depth understanding of an issue or phenomenon. The collective case study typically involves a group of cases to be

studied sequentially or concurrently to achieve a deeper understanding of the issue under investigation.

However, Yin (2014) divided case studies into five types based on their purpose: exploratory (to produce theory, as a pilot study, even before setting the research question), explanatory (to test theory), illustrative (illustrate a specific topic), descriptive (describe the real-life context) and meta-evaluative (produce an evaluation of the content and quality of an evaluation study).

In addition, Piekkari et al. (2009) identified two main types of case study approaches: positivistic and alternative, such as interpretive and critical realist approaches. The positivistic approach seeks to generate a generalisable theory across settings by extracting variables from their context and predicting their relationships. This approach requires results to be validated using multiple case studies and a triangulation approach. Conversely, the alternative approaches aim for a holistic explanation of a case in a situational context using different data collection methods for better interpretation and understanding. Interpretive case studies seek to interpret data by developing conceptual themes and supporting or challenging assumptions. Furthermore, interpretive case studies generally aim to understand the case as a complex system through the perspective of participants. For the case study to be meaningful, phenomena must be observed in their natural setting, and interpretation must be based on a thorough understanding of cultural and social characteristics (Harrison et al., 2017).

In this context, a case study, as a methodological approach, is best suited to this investigation. It will enable the achievement of the study's objectives and answer the research questions related to factors pertaining to both job satisfaction and dissatisfaction among Saudi women teachers in private schools and their intention of leaving or remaining in the job. Merriam (2009) asserted that a case study that describes the phenomenon of a situational context in a detailed manner provides the best fit for educational contexts.

Thus, using an interpretive approach, an intrinsic, descriptive case study is deemed the most appropriate description of the current study. In terms of the intrinsic characteristics, the researcher aims to learn about a unique focus of interest and well-defined phenomenon related to women teachers' job satisfaction and dissatisfaction and intention to leave their job in Saudi private schools. The descriptive nature of the present study is owing to its objective to provide a comprehensive description of the phenomenon in the real-life context, including the school environment, students, facilities, and location. Further, the study describes the characteristics related to the study questions in different areas, such as Saudi 'Vision 2030', Saudi society, culture, education system, private education, and the labour market. Thus, an interpretive case study approach was used in this study to understand this case as a complex system in its natural setting through teachers' perspectives. Meanwhile, my interpretations are based on a deep understanding of Saudi cultural and social characteristics.

There are two types of case study design: single and multiple. Yin (2013) suggested that a modest number of cases may potentially strengthen the validity of the case study approach; however, this should not affect the in-depth and contextual nature of the method. The value of a multiple case study design is rooted in its ability to produce in-depth understanding and further explanations to enhance the trustworthiness of qualitative research findings. Further, a case study approach may include a combination of additional sources of information, such as documentation review, archival records, interviews, focus group discussions, direct observations, participant observation, and physical artefacts (Yin, 2014). Such an approach may help imbue multiple perspectives and different data sources to improve confidence in the research findings and unravel potential biases during an investigation (Creswell, 2012; Patton, 2002; Yin, 2013). In the context of this study, primary data were collected through semi-structured interviews, and secondary sources of data, such as newspaper articles, and governmental agencies publications, were adopted to drive

analytical insights. Secondary data provide various perspectives on the issue being investigated and a complete knowledge of the phenomena. This study used the researcher's direct analysis, after which the documents related to the research questions were gathered and reviewed carefully. Subsequently, data from all sources were analysed to validate findings and improve the trustworthiness of the results.

## 5.4 Data Collection Procedures

### 5.4.1 Site Selection

This study was conducted with women teachers in private schools in Riyadh city. Riyadh, the capital city of Saudi Arabia, was selected because of its status as the most populated city in Saudi Arabia. Further, Riyadh has the highest number of private schools and by far the highest number of private school students in Saudi Arabia (20%) (Ministry of Education Saudi Arabia, 2018b).

Moreover, having lived in Riyadh for the majority of my life and having worked as a teacher there for several years, I was also able to network with individuals from other Riyadh private schools. Working with networks is a culturally appropriate approach to accessing different private schools in Riyadh city.

### 5.4.2 Selection of Participants

Based on the goals of this research and to preserve the anonymity of participants, the sample of this study is individuals who are each considered to be single cases. According to Barbour (2001), the qualitative investigation usually employs a smaller sample size than quantitative ones because 'rather than aspiring to statistical generalisability or representativeness, qualitative research usually aims to reflect the diversity within a given population' (p. 1115).

In this research, purposive sampling was adopted to select the sample. Yin (2011) defined purposeful sampling as 'the selection of participants or sources of data to be used in a

study, based on their anticipated richness and relevance of information in relation to the study's research questions' (p. 311). Purposive sampling enhances the diversity of the study sample and allows the researcher to look for different properties. It is generally adopted in situations in which the researcher selects a sample that can be used to derive maximal learning (Cohen et al., 2007). In purposeful sampling, the researcher selects information-intensive cases to investigate the phenomenon thoroughly for maximal learning. The selection of participants in this approach was based on their relevance to the purpose of the research (Patton, 2002). The characteristics of the target population required in this study were:

- Women teachers working in a Saudi private school;

- At least two years of full-time teaching experience in Riyadh private schools.

Participants were women teachers for two reasons. First, gender is separated in Saudi Arabia schools, and interviews with participants of the opposite gender were difficult to conduct due to cultural considerations. Second, as discussed in Chapter 2, the researcher believes that women working in private schools face more challenges than male teachers. This is because of the societal conventions and the high unemployment rate among Saudi women—approximately 22.3%, compared with 11.3% of overall Saudi Arabian rate of unemployment (Ministry of Labour and Social Development Kingdom of Saudi Arabia, 2021). Thus, employers in the private sector take advantage of this difference and offer Saudi women teachers' lower salaries than their male counterparts. Unfortunately, this gender pay gap seems to be the case worldwide (Weichselbaumer& Winter-Ebmer, 2005).

### 5.4.3   Recruitment of Research Participants

Prior to commencing a study and obtaining access to participants, I first acquired Ethics Approval for Research from the Waikato Management School Human Research Ethics Committee (Appendix 1). Furthermore, the study was approved by the Saudi Ministry of

Education. My previous work in different private schools allowed me to network with people from various private schools in Riyadh. Thus, I contacted four of my former colleagues. These contacts work in different private schools in Riyadh. I briefed them on the study and sought their help recruiting teachers who best fit the participant selection criteria. Networking has been shown to be a useful technique for initial contact with participants in Middle Eastern countries, where society is largely conservative. Moreover, researchers who have conducted studies in this part of the world strongly believe that a personal touch is needed for initial contact with participants to establish some degree of trust (Clark, 2006). Previous qualitative studies in the Arab world have also suggested using a third party to establish the first contact with participants. This is important to overcome participants' suspicion and build rapport and trust by providing more information about the researcher than merely a name and university affiliation (Hawamdeh & Raigangar, 2014).

The contacts were provided with the participant information sheet (Appendix 2). They were asked to send this, along with an email invitation, to women teachers in their networks who met the participant selection criteria. The email invitation and the participant information sheet asked if interested teachers could contact me directly to ask for more information and/or to volunteer to participate in the study. Teachers had the opportunity to consider participating in the study, and any teacher who was interested in participation or wished to ask more questions could contact me directly through email. After the potential participant's initial approval or interest was received via email, a reply email, including the consent form (Appendix 3), was sent by the researcher to set a convenient time for an interview. Participation in this research was voluntary, and no incentives or compulsions for participants were involved in this study.

*5.4.4   The Study's Participants*

The study sample comprised 16 female teachers working in four private schools in Riyadh, Saudi Arabia. The schools were categorised according to their geographic area: North, South, West, and East of Riyadh city. Table 3 below shows the participant information, backgrounds, and experience.

**Table 3**

*Initial Information about Participants*

| Teacher | Range of age (years) | Are you married? | Do you have Children? | Highest qualification Earned | Years employed as a teacher in private schools | Number of private schools you have worked for | School location within Riyadh city |
|---|---|---|---|---|---|---|---|
| 1 | 41-50 | Y | Y | Master | 6 | 3 | North |
| 2 | 41-50 | Y | Y | Master | 6 | 2 | East |
| 3 | 31-40 | Y | Y | Bachelor | 4 | 3 | East |
| 4 | 31-40 | Y | Y | Master | 3 | 2 | South |
| 5 | 23-30 | Y | N | Bachelor | 2 | 1 | North |
| 6 | 23-30 | Y | N | Bachelor | 3.5 | 2 | West |
| 7 | 23-30 | N | N | Bachelor | 3 | 2 | South |
| 8 | 31-40 | Y | N | Master | 10 | 5 | West |
| 9 | 23-30 | N | N | Bachelor | 2 | 1 | North |
| 10 | 31-40 | Y | N | Master | 3 | 2 | East |
| 11 | 23-30 | N | N | Bachelor | 3.5 | 2 | South |
| 12 | 23-30 | N | N | Bachelor | 2.5 | 2 | South |
| 13 | 23-30 | N | N | Bachelor | 4 | 2 | West |
| 14 | 31-40 | Y | N | Master | 3 | 2 | North |
| 15 | 31-40 | Y | Y | Bachelor | 2.5 | 3 | East |
| 16 | 31-40 | N | N | Master | 3 | 2 | West |

As shown in Table 3 above, the participants have been numbered from 1 – 16. The date of the interviews determined the chronological numbering. Teachers who took part in the study belong to demographically diverse backgrounds. Overall, participants currently work in four private schools (4 participants from each school) located either in the East, West, South, or North of Riyadh city. The age group of teachers ranged from 23 to 49 years. At the time of the interview, nine of the participants held a Bachelor's degree in Education, while seven held a Master's degree as well. Also, the participants are from different stages in life, as

evident from their age groups; ten teachers were married, while six identified as single women. Additionally, five of them said they were mothers.

Adding to this diversity, the average work experience of this group of teachers was 4 years, ranging from 2 ½ years to 1 decade, in Riyadh when the interview was held. So, it is clear that the participants have a considerable amount of teaching experience in their fields, with diverse insights into the nature and functioning of private schools with regard to their jobs as teachers.

Teacher 1 is a married woman with children, in her early 40s, and possesses a Master's degree from King Saud University in Riyadh, specialising in kindergarten, which took four years to earn, with the last year spent in a private school, undergoing a training period. She has six years' experience, and she has worked in three private schools. Her current school is located in the northern part of Riyadh.

Teacher 2, who is in her early 40s, is married, has gained a master's degree, and also has children. Much like Teacher 1, she has six years of experience and works in a school situated on the eastern side of Riyadh.

Teacher 3 is also married with children and is over 35 years of age. She now teaches English after gaining a degree in English Literature from the Faculty of Education and a Master's degree. She has four years of experience and has taught in two private schools. The school she presently teaches at is said to be among the more popular private schools in Riyadh and is located in the city's eastern part.

Teacher 4 is married with children. She is thirty-five and has earned a Master's after gaining a Bachelor's degree in Islamic Studies. Her career as a teacher tells us that she has taught students of all years, between middle school and high school, with three years of teaching experience in two schools. When the interview was held, her studies were still

ongoing; as she was enrolled in a doctoral program related to education and completed it on top of her teaching. Her school is situated in the southern part of Riyadh city.

Teacher 5 is in her late 20s and is married without children at the time of the interview. She was awarded her Bachelor's degree in preschool education from King Saud University. She has two years of experience, and her school is situated on the northern side of Riyadh.

Teacher 6 is in her late 20s as well. She has a Bachelor's degree and has worked in the field for three and a half years. She is married without children, and her school is situated in the western part of Riyadh city.

Teacher 7 is a single woman in her early 30s with a Bachelor's degree in education. She has been teaching for three years and has work experience in two private schools. The school she currently works at is situated on the southern side of Riyadh.

Teacher 8 is a married woman in her late 30s. She has a Bachelor's degree in kindergarten. She has a decade-long experience as a teacher and has worked in five private schools. She has also gained a Master's degree seven years into her teaching career. Her school is located in the western part of Riyadh city.

In her late 20s, Teacher 9 is a single woman with a Bachelor's degree in education. She is pursuing her Master's degree at present. She has taught in only one private school for the past two years. Her school is on the northern side of Riyadh.

Teacher 10 is in her early 40s. She is married and has no children. She has three years of experience as a teacher in two private schools. She has a Bachelor's degree in education from King Saud University and a Master's degree. Her school is situated in the eastern part of Riyadh city.

Teacher 11 is a single woman in her late 20s. She has a Bachelor's degree in early childhood education from Princess Nora University. She has been in the field for three and a

half years and has worked in two private schools. Her current school is situated on the southern side of Riyadh city.

Teacher 12 is a single woman in her late 20s. She has a Bachelor's degree. She has worked as a teacher for two and a half years. Her present place of work is situated in the western part of the city of Riyadh.

Teacher 13 is also a single woman in her late 20s. She has gained a Bachelor's degree and has four years of work experience in two private schools. The school where she currently works is situated on the western side of Riyadh city.

Teacher 14 is a married woman in her late 30s, without children. She has a Bachelor's degree in preschool education and a Master's degree in Educational Studies from a university in America. She has been teaching for three years, with experience in two private schools. The school where she currently works is located in the northern part of Riyadh.

Teacher 15 is a married woman with children. She is in her late 30s and has been awarded a Bachelor's degree in Nutrition and Food Science. In addition, she also has a diploma in Human Resources. She is a primary school teacher with two and a half years and experience in two private schools. Her school is on the eastern side of Riyadh city.

Lastly, teacher 16 is a single woman in her late 40s with a Bachelor's degree in Religious Studies and a Master's degree from King Saud University. She has three years' experience in two private schools, teaching one year in the first and two years in the second. She teaches primary and secondary school classes. Presently, she works at a school that is situated in the western part of the city of Riyadh.

### 5.4.5   Data Collection

Qualitative studies adopt a wide range of data collection strategies and skills, such as interviewing. Creswell (2007) asserts that while there are several kinds of data, all data fall

into four basic categories: "observations, interviews, documents, and audio-visual materials" (p. 129). Yin (2014) believes that interviews are a significant resource in qualitative research.

This research adopted interviews as the primary source of data. Also, local newspaper articles and official documents related to Saudi private schools and education were used and analysed. They were collected as data sources to supplement the interviews (Saunders et al., 2009).

### 5.4.6   *Interviews*

Structured, unstructured, semi-structured, and focused are four main types of interviews (Cohen et al., 2007). Structured interviews include closed-ended questions with yes/no or brief responses. Such interviews are pre-planned. They may result in certain limitations in data gathering because the interviewer does not have much leeway to make changes (Cohen et al., 2007).

On the other hand, unstructured interviews, which are organised around the research topic, allow more flexibility and freedom. The interviewer asks questions to slowly obtain the needed information (Borg & Gall, 1996).

The primary data for this research was semi-structured interviews, using a thematic list of open-ended questions, which took place between the researcher and the women teachers. The researcher considers that one-on-one, open-ended, semi-structured interviews are one of the best ways to accurately ascertain participants' feelings and discover the hidden realities of their daily teaching experiences, with full consideration of the Saudi context and culture. Moreover, semi-structured interviews enable researchers to obtain detailed information by addressing interviewees' feedback in a specific structure to ensure data consistency (Yin, 2014; Cohen et al., 2007). Furthermore, open-ended questions are also useful because they help to promote or sustain conversations and detailed discussions between the participant and researcher. Owing to the flexibility imparted by the questions,

participants can examine the underlying reasons for their responses. This discussion can unravel underlying barriers, motivations, views, and behavioural triggers. For this reason, interviewers should be flexible and creative so that they can leave sufficient room for any unexpected changes in the direction of the conversation between both parties (Cohen et al., 2007).

In this study, the semi-structured thematic interview questions were based on a predetermined thematic framework informed by the literature review. The semi-structured interview was organised around five topics:

Topic 1: demographic, typical questions included length of service, number of private schools women taught in, and teachers' education.

Topic 2: focused on teachers' satisfaction/dissatisfaction that was informed by the motivation theories presented in Chapter 3. Specifically, this theme examined teachers' experiences informed by newspaper articles and popular press releases.

Topic 3: explored perceived differences between private and public school working conditions that were informed by newspaper reports and articles.

Topic 4: focused on retention and turnover in private schools that were informed by literature review and newspaper articles.

Topic 5: focused on ways to improve private sector schools in Saudi Arabia that were informed by newspaper articles or government reports.

The semi-structured interview topic shown above express the overarching goal of this project to explore in depth the factors affecting job satisfaction and dissatisfaction, challenges, and the turnover of women teachers in Saudi Arabian private schools. Furthermore, this study's design helped answer the study's research questions. Interview topic 1 provided initial information about participants; topic 2 and 3 enabled the researcher to answer the study question 1. Topic 4 and 5 contributed toward answering study question 2

related to aligning the insights from Saudi women teachers' experience in private schools with the Saudi 'Vision 2030', including ways of improving the private sector schools and teachers' retention.

### 5.4.7   Piloting the Interview

The interview questions were first developed in English and then translated into Arabic. In order to test the research applicability, establish the duration of the interview, and explore any challenges that might arise during the data collection sessions, a pilot study was conducted with one Saudi woman teacher who fitted the study's inclusion criteria (Maxwell, 2012). During the pilot interview, notes were taken by the researcher. After the pilot interview, the interviewee commented on the interview's length and the questions' relevance and clarity. The interview questions were revised in light of the pilot interview, and minor modifications were made to improve the interview quality. In addition, the participant appreciated being comfortable during the interview and having enough time to express her feelings and experiences.

### 5.4.8   Conducting the Interview

Initially, it was planned to conduct the interviews face to face through a physical meeting. However, due to the restrictions of the global pandemic of Coronavirus disease (COVID-19) and the suitability of Zoom video conferencing for qualitative data collection, the interviews were conducted on a one-to-one basis via Zoom. The video conferencing interview is believed to be similar to the in-person face-to-face interview (Saarijarvi& Bratt, 2021). It has been proved that Zoom technology is a highly suitable platform for qualitative data collection because of its ease of use, convenience, low cost, interactivity, security, and technical features such as the video/audio record options (Archibald et al., 2019).

Thus, interviews were conducted between April and July 2020. The interview lasted for about an hour. Richards (2003) believed that the interview duration should not exceed an

hour as "tiredness can begin to creep in after an hour or so" (p. 67). Each interview started by asking initial questions to collect demographic information about participants. Then, I asked 8 questions, with follow-up/extensions if needed, pertaining to the thematic framework of this study. I listened carefully to the participants during the interviews and took notes. All interviews were audio recorded to assist the researcher in reviewing the data and accurately conveying the messages and provided an opportunity for closer examination at a later stage. If further clarification was needed, I re-contacted the participant through email or arranged a time for a short follow-up meeting. All interviews were conducted in Arabic, and the researcher transcribed the data. After transcription, the Arabic transcript was sent to the interviewee for review and comment. This study required actual quotations by participants to present key points in the analysis and use reported speech to establish and reflect on general themes. Thus, transcripts were translated into English and back to Arabic to determine whether they made sense (Healey & Rawlinson, 1994).

As a Saudi national, I fully understand Saudi culture, which has helped me communicate better with participants. Thus, they felt more comfortable and confident in explaining their feelings and challenges. Also, speaking the same language as the participant allowed them to choose the most appropriate wording to describe their experiences and challenges.

There was no involvement of third parties in the whole process of data collection. The researcher exclusively communicated with participants through email and Zoom video conference.

### 5.4.9 *Newspaper articles related to private school education in Saudi Arabia*

As part of cross checking and confirming the themes that emerged from an analysis of the interviews data, additional data was collected from newspaper articles. The selection criterion for the newspapers articles was:

- Articles were in Arabic or English languages.

- Articles were written in the period 2011 to 2021.

The ten-year period enabled the researcher to get a better appreciation of the trends of how the private school sector was depicted in the media.  In that regard a search was conducted in Arabic and English using the key words "news, private schools, Saudi Arabia". Within the newspaper portals the search term "private schools" – was used to identify relevant Articles.

**5.5     Data Analysis**

After transcribing the data, a word processing software (Microsoft Word) was used to save data into organised files for each participant. Thematic analysis of the interviews was undertaken. This is a technique for "identifying, analysing and reporting patterns (themes) within data. It interprets various aspects of the research topic" (Braun & Clarke, 2006, p. 79). Further, Braun and Clarke (2006) explained that "a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (p. 82). Scripts were coded in this study, and then selective or focused coding was applied. Themes and data categories were selected from coding and presented as research findings. Further, themes and their analysis determine data interpretation, making it a critical step.

In summary, the study utilised the six steps of analysing and interpreting qualitative data suggested by Creswell (2012): data organisation, data coding, theme building, data representation and reporting, findings interpretation, and, most importantly, findings validation. These steps were done using NVivo 12, a computer-assisted qualitative data analysis software, to carefully analyse the data collected through the interviews, which are discussed in the next section.

### 5.5.1   *Computer-Assisted Qualitative Data Analysis Software*

Since the early 1980s, computer-assisted qualitative data analysis software (CAQDAS) has been widely supporting researchers in the analysis of qualitative data, simplifying the coding process, and helping researchers by saving time (Wong, 2008).

NVivo is one of the most popular forms of CAQDAS used to support researchers in qualitative data analysis in different fields, including business and social science. It is a useful qualitative data analysis program for analysing the primary data collected systematically and rigorously (Bringer et al., 2004). It helps researchers search and retrieve data and identify themes and categories (Dalkin et al., 2021).

In the present study, NVivo 12 (Version 12.6) was used after completing the process of transcription and translation (Arabic to English) to analyse the data collected from interviews. The transcripts were analysed using line-by-line coding, ensuring that no crucial information was missed. Such analysis also does not impose the thoughts and assumptions of researchers by generating abstract and interpretative codes during that stage. The coding process continued with line-by-line coding of the initial interview scripts until no new codes were required. This point occurred following the coding of the first six interviews, although some codes had already been used to code more than one transcript. After coding these interviews, I created 103 codes to cover the interview content. To reduce this number, I reviewed the codes prior to coding the data from subsequent interviews. I then checked and re-read these coded interview transcripts several times before visually analysing the codes, which helps to ensure that the coding accurately describes the data, thereby preventing duplicate coding. I merged two or more codes into one to eliminate duplicate or slightly different codes covering similar content.

Upon reading and coding subsequent transcripts, the process started to involve more interpretation and analytical thinking. Merging facilitated the gradual transformation of codes

from line-by-line, descriptive codes for sorting the data to more inclusive and conceptual

codes for further categorising and conceptualising the prevailing coding framework. Most

subsequent interviews were coded using the existing codes; however, new codes were created

occasionally. The continuous processes of merging and re-naming the codes were

simultaneously taking place. Furthermore, novel insights that did not fit the more saturated

codes were also considered and analysed. Figure 2demonstrates the process of data

organisation and analysis.

**Figure 2**

*The Procedure for Data Organisation and Analysis*

Transcription And Translation (Arabic To English) Process

Line-by-line Coding Of The First 6 Transcripts

Existing Codes Were Checked, Hierarchically Organized And Reviewed To Ensure That There Were No Duplicates

Interviews Were Reviewed And Re-read Several Times

Line-by-line Coding Of The Subsequent Transcripts

Constructing New Codes If Needed

Categorizing And Conceptualizing The Existing Coding Framework

Emerging Categories Into Themes And Sub-themes

Furthermore, the 16 transcribed interviews were reviewed through Herzberg's et al. (1959) theory to describe job satisfaction/dissatisfaction factors of women teachers working in private schools; and ways to improve the private sector schools and teachers' retention; in Saudi Arabia. This analysis yielded 11 major themes and 16 sub-themes. During this process, the themes and sub-themes were classified into one of Herzberg's job satisfaction factors and then categorised into one of the following variables: intrinsic or extrinsic. Figure 3illustrates the significant results of the thematic analysis. Chapter 6 will discuss the findings for answering the study's primary question 1 related to teachers' experiences of job satisfaction and dissatisfaction. Also, Chapter 7 will discuss results for answering study question 2 related to ways of improving Saudi private sector schools and teachers' retention.

**Figure 3**

*Major Results of the Thematic Analysis*
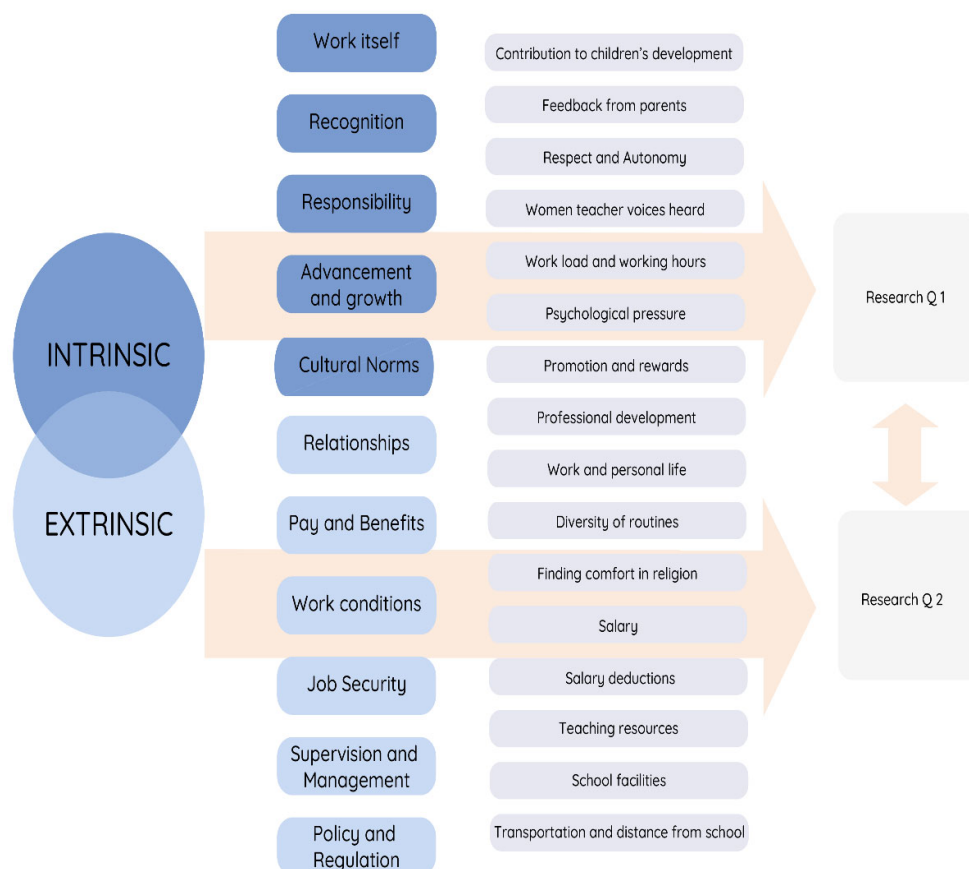
**5.6     Protection of Human Subjects and Ethical Issues**

Before beginning the interviews, the study's ethical considerations were thoroughly reviewed. The data were only accessible to the researcher and her supervisors, and all related records were kept in a locked drawer. In addition, all interview notes were stored in a password-protected computer. Furthermore, participants could ask for the recording to be halted at any time without providing an explanation. Since participation was voluntary, teachers could choose not to answer any question or leave the study without repercussions.

In addition, I thoroughly explained the purpose and methods of the study and interview to the participants. A participant information sheet and consent form was provided to the participants outlining the study's purpose and interview process. Prior to receiving final consent to participate in the study, participants could contact the researcher directly through email with any additional questions. This study's sample is individual participants, each a single case. Moreover, participants were also guaranteed that their information would be secured, names were substituted with pseudonyms, and their schools would remain confidential. To safeguard the participant's confidentiality and identity during the data collection procedure, each participant was allocated a code (for example, Teacher 1). The participants' coding ensures that no information or data may be connected back to them. Most importantly, a consent form was obtained from participants before conducting interviews. Furthermore, as a researcher, I had no association with participants that might influence the ethical appropriateness of conducting this study.

**5.7     Trustworthiness**

Trustworthiness is validating a researcher's study so readers may trust the data, methods, and analysis (Connelly, 2016; Lincoln & Guba, 1985). The trustworthiness or rigour of a study is believed to rely on the ability of researchers to confirm findings while ensuring the quality of their studies (Merriam, 2009; Saldaña, 2013).

In this study, I used three strategies to improve the trustworthiness of its outcome: (a) triangulation; (b) detailed, thick descriptions; and (c) member checking (Creswell, 2012; Merriam, 2009; Saldana, 2009; Stake, 1995). These are discussed in more detail below.

### 5.7.1 *Triangulation*

Triangulation is used in this research to increase its credibility (Creswell, 2007; Miles et al., 2014). Triangulation refers to "the process of corroborating evidence from varying individuals, data types, or methods of collecting data in description and themes in qualitative research" (Creswell, 2012, p. 259). According to Miles et al. (2014), triangulation is the process of pattern matching. Finding a code or theme in various data sources will increase the validity of study findings (Creswell, 2013). In order to overcome biases, minimise weaknesses, and support maintaining the accuracy of data collected and analysed through the combination of various research sources, data types, and/or methods, triangulation cross-checks the data (Yeasmin & Rahman, 2012). Researchers suggest that we can achieve triangulation when a minimum of three independent measures comply with each other. The triangulation approach encompasses interview data, research field notes, and/or secondary data sources, including official documents, government reports, and/or newspaper articles, to triangulate the interview data and increase confirmation (Huberman & Saldana, 2014).

Many researchers use triangulation as a key strategy to increase the trustworthiness of a study's findings. Although semi-structured interviews were the primary data source for this research, this study used newspaper articles and official documents related to private school education in Saudi Arabia as different data sources. Newspapers reflect day to day opinions and current affairs whereas government documents are official reviews conducted by employees of the state.

### 5.7.2   *Rich and Thick Descriptions*

Secondly, the detailed, thick description of the research increases a study's trustworthiness (Creswell, 2013). According to Lincoln and Guba (1985), thick description is a method of attaining validity by describing a phenomenon in detail along with its context, enabling an outsider to understand it more profoundly. By explaining qualitative research with thick and rich descriptions, an investigator intends to report a detailed description of participants' voices, behaviours, and feelings (Ponterotto & Grieger, 2007). I have thoroughly documented the study's purpose, design, methods, and procedures relative to the supporting theoretical framework (Miles et al., 2014). I will describe the study's findings and analysis based on the data gathered. All collected data were analysed, and there were no reports of outlier cases (Denzin & Lincoln, 2018; Schwandt, 2015). Furthermore, I continued collecting data until I reached saturation (Denzin & Lincoln, 2018). In this study, apart from using the rich and thick description strategy, I employed verbatim dialogues of research participants to reduce the influence of biases or potential presuppositions (Moustakas, 1994).

I also used a detailed line-by-line coding approach to ascertain a more trustworthy assessment of the data collected. Charmaz (2008) recommended using line-by-line coding for qualitative studies to improve the trustworthiness of the analysis.

### 5.7.3   *Member Checking*

Member checking is an essential method for ensuring the credibility of a study. According to Merriam (2009), this approach is an effective way to increase the trustworthiness of a study. Member checking indicates gathering reviews, clarification, and feedback from interviewees by a researcher (Stake, 1995). For example, I sent the interview verbatim transcript of the Zoom audio in Arabic to the participants for review and comments. Furthermore, participants were also re-contacted via email or to arrange a time for a short follow-up meeting if any further clarification was required.

**5.8     Chapter Summary**

This chapter outlined the research design and methodology. It provides a review of the types of qualitative research design, research paradigm, selection of participants, and how they were recruited and methodology. Finally, this chapter concludes with a discussion of data analysis, ethical considerations, and the issues of trustworthiness and reliability. The next chapter will present the findings related to study question 1.

**Chapter 6.    Personal Experiences of Job Satisfaction and Dissatisfaction of Women Teachers Working in Saudi Private Schools**

**6.1    Introduction**

This chapter presents the research  findings on the experiences of Saudi women teachers employed in private schools in order to establish the factors that influence their job satisfaction /dissatisfaction that prompt them to consider leaving or remaining in their jobs. This chapter focuses on findings answering the study's first primary question and its sub-questions which are:

- ❖ What are Saudi women teachers' experiences in the private school sector?
  - – What influences job satisfaction/dissatisfaction of women teachers working in Saudi private schools?
  - – What factors prompt women teachers working in Saudi private schools to consider leaving or remaining in their job?

This chapter presents findings triangulated from the data collected through one-to-one interviews, local newspaper articles, and a review of official documents related to Saudi private school education. The thematic analysis of the 16 interviews led to the extraction of the study's main themes, and the development of the thematic framework presented in Figure 3. The following sections explain in detail these major broad themes along with their sub-themes, and capture the verbatim research participants' dialogues. This is followed by a review of what the female teachers in private schools presented as the main reasons for considering leaving the job.

**6.2    Job Satisfaction of Female Private School Teachers**

The 16 transcribed interviews were reviewed through Herzberg et al's. (1959) theory to describe job satisfaction/dissatisfaction factors of women teachers working in private schools in Saudi Arabia. This analysis yielded 11 major themes, 16 sub-themes, and 499

codes. Themes and sub-themes were categorised into Herzberg's job satisfaction factors and subsequently into intrinsic or extrinsic variables.

As already stated, one of the aims of this study was to find out how these women working in Saudi's private schools describe the intrinsic and extrinsic factors that influence their job satisfaction/dissatisfaction. The extrinsic factors open out to six major themes and, in turn, eight sub-themes: (a) pay and benefits, (b) job security, (c) relationships within the school, (d) supervision and management (e) policy and regulation, and (f) work conditions. Next, the intrinsic factors produced five major themes and eight sub-themes: (a) responsibility, (b) recognition, (c) cultural norms, (d) work itself, and (e) advancement and growth.

### 6.2.1 *Intrinsic Factors/ Motivators*

**Theme 1: Responsibility.**

Responsibility, the first theme of this research analysis, was coded 42 times across the 16 interviews. The findings relating to the participants' responsibilities have been divided into two sub-themes to gain a deeper understanding of the subjects' perspectives. Figure 4presents a flowchart that depicts this categorization.

**Figure4**

*Two Sub-Themes of Responsibility*
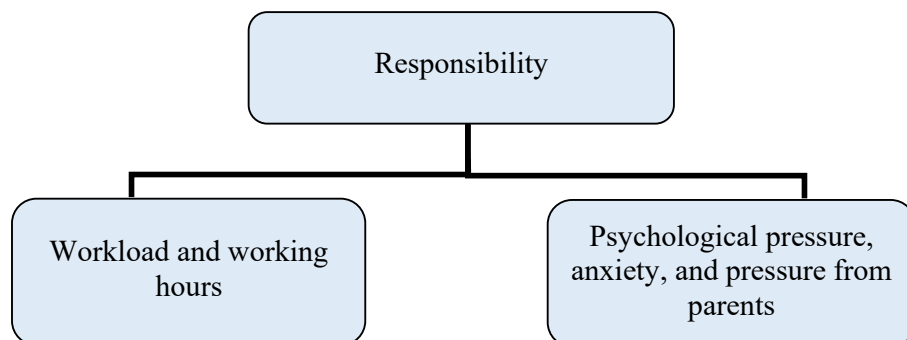
As evident from Figure 4, the interviews yielded two sub-themes regarding responsibilities: (1) workload and working hours, and (2) psychological pressure, anxiety, and pressure from parents.

***Sub-Theme (1): Workload and Working Hours.***

All the16 participants admitted that teaching jobs are one of the most demanding and exhausting careers. Saudi Arabia's private schooling was reported to be especially hard on teachers due to unrealistic and heavy workload coupled with long working hours. The media channels have been in agreement in that regard. For example, the Al Madina newspaper reported that the most prominent problems of the private school teacher were: multitasking and having too many responsibilities and duties due to the lack of job description for professional teachers. For example, private school teachers are expected to perform some non-teaching duties. Rabea and Assiri (2017) highlighted that teachers must be allowed to focus on teaching inside the classroom and not be assigned to any other tasks outside that scope. A document entitled "Private schools evaluation record" was accessed from the Ministry of Education's website. It is an annual evaluation checklist of private schools in Saudi Arabia. This document limits the teaching load of a private school teacher to a maximum of 24 class periods per week (Ministry of Education, 2023). However, this does not seem to be the case, as every Saudi private school teacher in this study complained about the overwhelming work and the unreasonable deadlines that are challenging to meet. For instance, Teacher 6 came out with her thoughts to express her work struggles by saying,

> I feel exhausted, and the break time isn't enough. And sometimes a colleague would be absent, so I would have to fill in her place. There's only so much energy a teacher could have. (Teacher 6)

In addition, Teacher 1 also responded similarly and put forth her tiresome work routine by describing:

Working hours in private schools are longer, and the workload is much higher

because the students enjoy a higher social status, so you have to exert more effort to

win the parents' and management's approval. (Teacher 1)

Each of the 16 interviewed teachers was found to be overwhelmed by the amount of

working during their working hours. The participants were questioned about their work

routine, responsibilities, and daily workload. In response to the questions, the participants

mentioned that their routine was tiresome, and they were required to work extra shifts if

another teacher was absent. For example, Teacher 10 indicated that:

My day is long and boring, starting at 6 am and not finishing until 3 pm. There's a

break in between, and some days the break would be lost preparing for the following

class or activity. On some days, it would be wasted discussing an issue with the

management. And when a colleague is absent, we would have to fill in for her.

(Teacher 10)

Teacher 2 stated that teaching in a private school in Saudi Arabia goes beyond just

being an educator as teachers are required to do the jobs that an educator should not be held

responsible for. For example, she indicated that as a teacher she finds herself responsible for

supervising the school bus ride to ensure that students are ferried to their respective

destinations. Expressing her displeasure, she stated:

I work long hours. I take the school bus at 6 am and pick the students up from their

homes because this is one of my duties. I'm responsible for the school bus ride. And

even at the end of the school day, I must drop off all the students at their homes

before going home myself. Sometimes I get a headache before the school day even

starts. I am responsible for the children's safety and reaching school on time. The

school doesn't have a school bus supervisor hired specifically for this job, and this

shouldn't be a part of the teacher's duties. Each teacher is responsible for the students living close to her home. (Teacher 2)

In this context, the researcher noticed that teachers are burdened by school management more than their actual job. This unfair demand of duty in the private school sector continues to affect its teachers. Moreover, Teacher 15 confirmed the situation described by Teacher 2 by stating that:

Private schools have this principle of exploiting teachers till their last breath. I did the work of four teachers in my first school. (Teacher 2)

Teacher 6 seemed equally tired of their duty requirements and the unrewarded exploitative nature of school teachers' duties. She stated that:

Private schools overload you in all aspects. You are always expected to give, no matter what. They exploit the teachers as much as possible. (Teacher 6)

Also, related to duties that extend beyond the core of teaching. Teacher 14 stated that in their jobs they seem to spend more time preparing the school and its students for extra-curricular activities, events, and administrative tasks than on teaching. This, she argued, shifted their focus from their actual job of properly educating their students. She described the situation thus:

The teachers are usually overworked and given excessive duties making them lose focus on their main jobs as teachers because they get distracted between preparing for events and completing administrative tasks. They organize many festivals and activities and open days. I believe that influences the teachers and students accordingly because the teachers would be busy preparing for these events during the school day. (Teacher 14)

By comparing the responses from Teachers 5 and 14, it is evident that Teacher 5's views were in agreement with Teacher 14's that teachers are expected to work more than their actual jobs. She expressed her thoughts as:

They burden the teacher with administrative work, daily documents, and reports. These burdens should be assigned to an assistant teacher, for example, and not to the main teacher so that she would then be able to dedicate more time for her students. (Teachers 5)

Consequently, this perceived unfair allocation of responsibilities to the female teachers was a main source of job dissatisfaction among teachers working in Saudi private schools. Teacher 5 confirmed this problem, and said that she felt extremely overwhelmed by her workload in her private school. She affirmed by saying:

The management seeks the parents' satisfaction only, at the expense of the child and the teacher. I must take photos of every teaching aid I use. I take photos of any work I do. If I don't document it, then I don't get credit for it. (Teacher 5)

The unrealistic workload is one of the reasons why Saudi women teachers participating in the study consider leaving their jobs. For instance, the narrative Teacher 7 presented shows how hectic their routine gets as a teacher and why she had to bid farewell to her job as a teacher in a private school. She reported:

In the first school I worked at, our break time for the whole day was only 15 minutes long due to too much work. That made me quit my job at that school. (Teacher 7)

The number of students in a class is another factor that was found challenging by six of the 16 teachers. The significant number of students enrolled in each class makes the class environment unfavourable and challenging especially for managing the students. Thus, it becomes crucial for teachers to handle and teach students efficiently. One of the teachers explained the situation by stating that:

The number of students is too high. There are about 20-25 students per class. I believe that the classrooms are small, and the number of students is high. There's another challenge that we face. Sometimes students with special needs and learning difficulties are integrated into regular classes. Those children must be included, and we must be creative and innovative, which creates more pressure on the teacher. (Teacher 6)

Teacher 11 has similar experiences. She explained that the situation was worsened by schools accepting students with special needs when they in fact neither have the right teacher nor a curriculum designed for such students. She affirms that those students are forced to study the curriculum, which is entirely designed for a typical student. Explaining her experiences Teacher 11 states:

"At the beginning of the school year, the school accepted some special needs students even though the curriculum wasn't suitable for them because it's designed for a normal child. And the school doesn't have a policy for integrating them. (Teacher 11)

***Sub-Theme (2): Psychological Pressure, Anxiety, and Pressure from Parents.***

As indicated by nine of the 16 respondents, extreme pressure from several obligations is one of the leading causes of anxiety and psychological stress. Teacher 10 mentioned that "The work pressures are too high" for a private school teacher.

Teaching in the private sector has become increasingly difficult, not to mention that the teachers are over-pressurized by the school management and the parents of the students. Teacher 14 also expressed her perspective:

Private schools now are all the same, with weak teaching resources and pressures from both the parents and the management. (Teacher 14).

Similar experiences were recorded by every other teacher interviewed during this research. For example, Teacher 3 also went on to share her view:

One of the biggest problems that we face is parents, whom we must deal with professionally because the parents have extremely high levels of expectation and visit the school every now and then; therefore, the teacher is always feeling pressured. (Teacher 3)

It was the strong belief of Teachers 7 and 5 that one source of their job dissatisfaction was that the students' parents lacked cooperation. Teacher 7 stated:

One of the issues that makes me dissatisfied is when the parents are not being cooperative regarding their children's education. For example, I would tell the parents that their son has reading or writing difficulties. In the beginning, they would be highly responsive, but halfway through, I would find myself standing alone with the entire responsibility lying upon my shoulders and the parents being unmindful of their son's problem. (Teacher 7)

On the same issue, Teacher 5 expressed her frustration by saying:

One of the things that could cause being dissatisfied with a teacher is having a parent complain. And it has happened to me: mothers complained that their children couldn't grasp their lessons. They don't understand that different children have different learning capabilities. The teacher is always wrong. These burdens affect the teachers' mental and psychological health. (Teacher 5)

Teacher 11 added to our knowledge of the matter by stating:

Most of the time, it is the parents that get their way. It is their opinion that gets heard and fulfilled, always at the expense of the teacher. Private schools care excessively about parents' satisfaction. (Teacher 11).

**Theme 2: Recognition.**

The second main intrinsic factor analysed in this study was recognition, which was also the most coded factor after the first theme. The findings under this category have broadly been divided into 2 detailed sub-themes, as shown in Figure 5.

**Figure5**

*Shows the Three Sub-Themes of Recognition*

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                    ┌─────────────────┐
                    │   Recognition    │
                    └─────────────────┘
                             │
              ┌──────────────┴──────────────┐
    ┌──────────────────┐          ┌──────────────────┐
    │ Respect and teacher│          │  Women teachers' │
    │     autonomy      │          │   voices heard   │
    └──────────────────┘          └──────────────────┘
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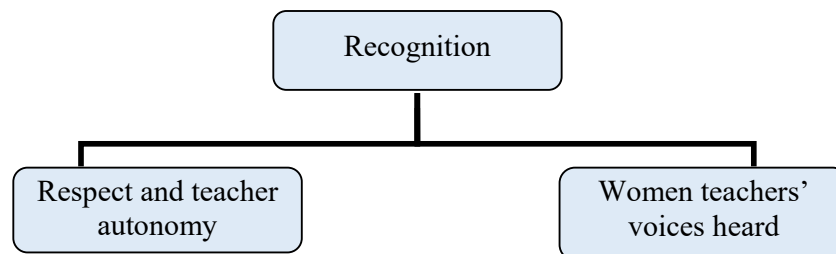
As seen in Figure 5, a part of the conversation with the teachers produced two sub-themes: (1) respect and teacher autonomy and (2) women teachers' voices heard.

*Sub-Theme (1): Respect and Teacher Autonomy.*

Respect and teacher autonomy was one of the most coded sub-themes in the study, with 38 codes generated specifically for its transcription. When a discussion about respect and appreciation in their work lives began, the teachers communicated that one of the most rewarding parts of their otherwise tough profession was when they experienced a certain sense of respect and appreciation at school. However, they believe such respect and appreciation are rare in Saudi private schools. As Teacher 2 said:

> We never felt that our efforts were appreciated or respected by the management. I
> wasn't comfortable there. (Teacher 2).

Teacher 4's thoughts endorsed those of Teacher 2, as she stated:

> The management didn't appreciate the teachers and the effort they put in every day
> and their emotional status. There is no motivation. It doesn't have to be financial. But
> after all the work and effort I did, I would like to at least receive a certificate of

gratitude and appreciation. This matters to me more than financial recognition.

(Teacher 4)

The participants then revealed that the greatest dissatisfaction is when there is an absence of respect and appreciation for all that they do. In Teacher 14's words, "Lack of appreciation is the main cause of dissatisfaction," it is evident that this is a matter of significance regarding job dissatisfaction for Saudi women teachers. Teacher 15 also shares:

Most private schools don't make their teachers feel appreciated, and that depends on the principal's character. If and when they do express appreciation, it's only moral, not financial. But for me, saying thank you is enough. (Teacher 15).

Eleven of the 16 teachers felt they were not respected or appreciated in their workspace. In contrast, the rest of the teachers (5) held opposite views. According to Teacher 8, who said:

In some schools, I didn't feel respected and appreciated as a teacher. (Teacher 8)

Some teachers mentioned that private schools differ in their mode of showing appreciation and respect to their teachers. For example, Teacher 2 described how private schools differ mainly because of their principal's character by saying:

As for the second example, the principal was wonderful. She was very motherly and treated us very well. She gave us constructive criticism, which benefited us. And in exchange, we would deliver our utmost effort because we felt that our efforts were appreciated. We received a lot of gratitude and compliments the whole time but only verbally. (Teacher 2)

On the contrary, Teacher 13 felt well respected and appreciated in her school of employment, saying:

I feel respected and appreciated by the management and my colleagues. But the appreciation is only moral. There is no financial appreciation. Following each activity

or event that we work on; we receive certificates of gratitude. When it comes to moral

appreciation, the management is wonderful and very fair. (Teacher 13)

Diving deeper into this sub-theme showed that the women teachers working in Saudi

private schools lack autonomy. This was further illustrated when Teacher 1 said:

The management controls our work and doesn't give us any authority or freedom in

our jobs, and that puts pressure on the teacher, along with the lack of sufficient

support. (Teacher 1)

For example, Teacher 4 said she has often felt frustrated due to the absence of

autonomy in private school careers. She also stated:

The previous management said that a teacher doesn't have the right to take action

with a student regarding any problem. She must refer back to the management

regarding every single detail. The parent and student are always right, and the teacher

is always wrong. This is one of the main things that offended the teachers. At least in

terms of disciplining, a teacher should be able to guide a student going through

adolescence. (Teacher 4)

For Teacher 6, the leading cause of job dissatisfaction was the lack of autonomy. Her

statements indicated that she felt disrespected by the restrictions imposed by the school

management not to be allowed to walk around or even freely sit around the school campus.

She explained:

Teachers are forbidden to take a walk in the school playground during their break.

They are forced to sit either in the teachers' break room or the workshop. And if they

are seen outside of these two places, they are issued a warning. I think that this is

insulting to teachers. I should be free to sit wherever I want. (Teacher 6)

**Sub-Theme (2): Women Teachers' Voices Heard.**

This second sub-theme explores how nine of the 16 teachers feel their voices are never heard, to the extent that they feel neglected and ignored in the industry. Teacher 1 voiced her opinion by saying:

The management only gives orders without taking into consideration the teacher's time and her circumstances and ability to get the job done during that short time. Even if the teacher wanted to discuss anything, it would be extremely exhausting to fight the routine. If I want to suggest a new idea or discuss something important, I must ask for permission, which takes a long time, and the idea gets lost amid the bureaucracy. We always receive instructions from above, all the way down. (Teacher 1)

Another example of such negligent behaviour on the part of the management was given by Teacher 7 who said:

We discussed the break time issue several times with the management, and all our requests were rejected. They said they couldn't give us any more break time, while that should be one of our basic rights, having a break of at least 30 minutes. I believe that in the private sector, suggestions and complaints are not welcomed. (Teacher 7)

Upon being asked about their respective schools' reactions to their initiatives, suggestions, ideas, and complaints, the participants' response as a group was very similar to what Teachers 10 and 5 had to say about their frustrations.

Even if we made any proposal, the management would place obstacles in our path and make it difficult for us to implement it, and then blame us entirely for that proposal's failure. So, teachers became afraid of attempting anything new. On the other hand, if I submit a request to the management, it sits for a long time before being studied. By then, you lose your enthusiasm, and there's no point in doing that activity anymore. (Teacher 10)

I can't submit any complaints to the management because I already know what their answer would be. The management doesn't listen to our suggestions and input when preparing the curriculum. The curriculum is imposed on you, and you can't change anything about it. There isn't any mutual understanding. The teacher is always wrong. These burdens affect the teachers' mental and psychological health. (Teacher 5)

Teacher 2 elabourated on her experience in the matter by sharing her experience; she spoke about what happens in her school; if any of the teachers make a complaint to the management, they might also risk losing their jobs, and most of the time, nobody says anything and complies with the issues they face in their workplace and continue to suffer.

If a problem happens to me or to a colleague of mine, we do not dare to file a complaint because we would lose our jobs, and the alternatives we have aren't good. So, we must put up with it and be patient because we have no other place to go to. And even if we submit suggestions, they are not taken into consideration. (Teacher 2)

Teacher 12 added to the subject by stating that since she started working at her school, she has been asking questions but has never received answers.

**Theme 3: Work Itself.**

The third topic that emerged from the interviews was the nature of the work itself. It was a theme that was coded 41 times throughout the 16 interviews. The findings under this theme relate to intrinsic factors and have been classified into two broad sub-themes (as shown in Figure 6).

**Figure6**

*Displays the Two Sub-Themes of the Work Itself: Contribution to Children's Development and Feedback from Parents*

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                        ┌─────────────────────┐
                        │     Work Itself     │
                        └──────────┬──────────┘
              ┌────────────────────┴────────────────────┐
    ┌─────────────────────┐              ┌─────────────────────┐
    │ Contribution to     │              │ Feedback from       │
    │ children's          │              │ parents             │
    │ development         │              │                     │
    └─────────────────────┘              └─────────────────────┘
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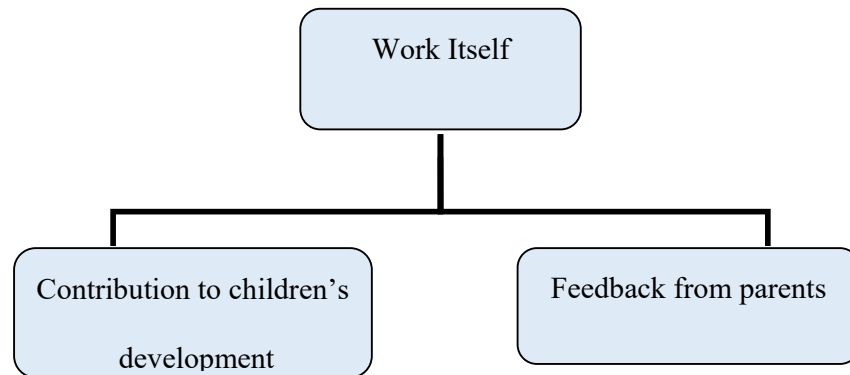
As shown in Figure 6, the discussion with teachers relating to the actual work part of their jobs presented two sub-themes: (1) contribution to children's development and (2) feedback from parents.

### Sub-Theme (1): Contribution to Children's Development.

Fourteen out of the 16 teachers signalled that the greatest source of satisfaction that they derive from the job is being a part of the development of young children. On being asked further to explore the sources of satisfaction as an educator, some teachers pointed out how passionate they felt about their profession. However, their efforts were unsuccessful, and they could not fully tend to what their actual job should be. Teacher 16 explained:

I really love teaching. Giving gives you back such a wholesome feeling, and the students benefit from us. My relationship with my students is always evolving, and they provide me with energy and great feelings. I believe that teachers have the noblest message in the whole world, and it gives me a lot of satisfaction, but unfortunately, the private sector scatters our efforts and makes us lose concentration on our noble message. My students are my main motivation to continue in this job,

and I have a good relationship with them. I want them all to have a bright future,

better than mine. (Teacher 16)

More respondents expressed the same thoughts and showed their dissatisfaction. For

example, the response of Teacher 10 was:

I don't feel satisfied. There was absolutely no satisfaction in the first school. I only

felt fulfilled from working with my students on a daily basis. (Teacher 10)

Furthermore, some teachers felt highly motivated seeing their students' progress; they

expressed their feelings by saying that they saw their student's accomplishments as a reward

for all the hard labour they had to endure. Teacher 13 said:

A teacher's biggest accomplishment is seeing how her students have improved by the

end of the school year, seeing the positive impact she has had on the students.

(Teacher 13)

Teacher 9 also offered some general observations:

A teacher's main accomplishment is seeing her students' personalities develop and

their negative behaviours disappearing and being replaced with positive behaviours.

(Teacher 9)

Similarly, Teacher 6's response was that she loved doing what she did and always felt

motivated by the very inherent nature of her job as a teacher:

One of my best experiences is seeing the students at the end of the school year move

on to the next grade, as well as having participated in improving their behaviour and

manners. It's the best feeling ever to wake up in the morning before going to work

and remember that I'm going to make a difference in these students' lives and make

them happy. Just like a seed that you plant, I plant goodness in their souls. (Teacher 6)

Teacher 7 considered that her students' accomplishments were a significant source of

encouragement for her as:

… seeing the students develop is the biggest incentive that keeps me going. (Teacher 7)

Teacher 1 had feelings of the same kind as she said:

When I see children learning new things, I feel happy and satisfied because I was part of their growth and development. When you make others happy, you feel happy yourself. (Teacher 1)

*Sub-Theme (2): Feedback from Parents.*

Another factor that was highlighted by the women teachers is the parents' good feedback and gratitude towards the teachers on behalf of their children for what they do for them. Ten out of the 16 participants described their satisfaction as related to aspects in their work. One of the most frequently mentioned aspects was the positive feedback teachers receive from their students and parents. For example, Teacher 2 mentioned:

One of the best feelings a teacher can have is recognition and gratitude from the parents and them talking positively about the teachers' efforts with their children and how their children's behaviour and cognitive development have improved. The thing I take pride in the most is participating in improving a child's behaviour. For example, one mother in an open meeting praised how her daughter's behaviour shifted from disobedience and causing disturbance to becoming a special child carefully choosing what is best for her. All of the negative behaviour shifted to positive. (Teacher 2)

Teacher 12 expressed similar thoughts to Teacher 2, expressed as follows:

The greatest reward I received was when a mother once told me that I had had a very big impact on her son. He spent an entire school year without talking and was anti-social, but as soon as he came to my class, he drastically improved. She thanked me for that, and I consider that to be one of my main achievements of which I'm most proud. (Teacher 12)

Teacher 10's views, in turn, agreed with Teacher 12 on this, and she went on to say that:

> Being praised by the parents for their children's development and having a good
>
> reputation is all you get from working in a private school. (Teacher 10)

Teacher 14 observed:

> Sometimes after a long exhausting day, a mother comes and thanks you for your
>
> work. That alone makes you forget all your exhaustion. (Teacher 14)

On the same note, Teacher 11 said:

> The parents' praise makes all the effort and suffering, and exhaustion go away. When
>
> I see the fruits of my labour, all my exhaustion goes away. (Teacher 11)

**Theme 4: Advancement and Growth.**

Growth and advancement were the fourth and final themes analysed in the intrinsic

category. It was coded 27 times for all 16 interviews. The findings under this theme have

been categorized into two sub-themes for better understanding.

**Figure 7**

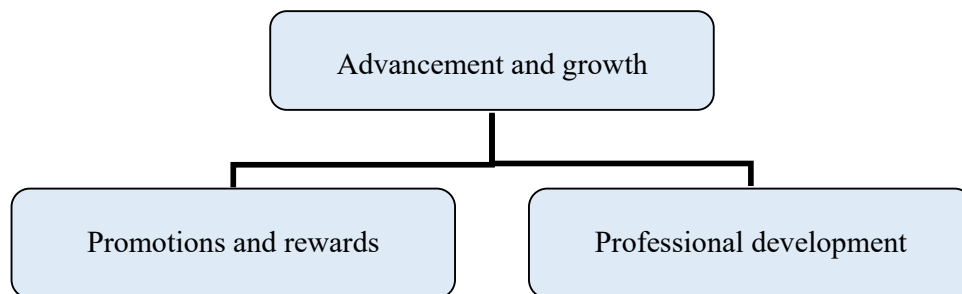*Two Sub-Themes: Advancement and Growth*



Figure 7shows that this part of the interview produced two sub-themes: (1) promotion

and rewards; and (2) professional development.

***Sub-Theme (1): Promotion and Rewards.***

Lack of promotion and rewards is another significant factor listed as a reason for job

dissatisfaction. It was mentioned by 11 out of 16 teacher participants, and their desire to be

promoted, rewarded, and recognized was evident. The data suggested that the only way for women teachers in Saudi private schools to advance or change their situations is to leave their schools and seek another teaching position in public schools. Teachers 7, 10, 11, 12, and 16 believed that private schools have no financial rewards. There are no promotions or rewards. Teacher 6 pointed out:

> There is no chance of getting promoted in the school I'm working at. I aspire to become a supervisor or a deputy headmaster, or a member of the management team. If this was an option, it could incentivize the teachers to work harder. (Teacher 6)

Teacher 1 happened to have the same thoughts, as evident from what she said:

> We don't know on what basis the promotions are decided, and they are extremely rare, either due to emergency situations such as a supervisor passing away or travelling or being moved or due to personal benefits. (Teacher 1)

Teacher 14 elaborated on this aspect by saying:

> We don't get any financial appreciation for our efforts, just moral appreciation. For example, I get thanked for any achievement that I do, but a financial reward would be more motivating. But that doesn't mean that moral appreciation isn't important. Opportunities for promotion are scarce. There are no clear terms regarding how one could get promoted. I believe promotions are based on the school's needs, such as a supervisor or vice-principal leaving, so they search for a quick replacement to fill in the gap, and a teacher gets chosen. (Teacher 14)

This study also discovered through the interviews that any form of promotion or reward given to the teachers in Saudi private schools typically goes through a very complicated process that is perceived to be devoid of fairness. In this regard, Teacher 13 said:

> There are no promotions in the school. They aren't done fairly. They are sometimes based on personal relationships. (Teacher 13)

This shows how unjust the reward system is and indicates that there are rarely any opportunities for progress in this profession for women teachers in private schools. Teacher 13 strongly stated,

> Opportunities for promotion are scarce and hard to come by. It is a complicated process with extremely difficult conditions, such as having five years' experience and an excellent evaluation every year, as well as other difficult conditions. (Teacher 13)

The absence of any promotion has encouraged Teacher 9 to pursue her postgraduate degree, which she revealed by saying:

> It's difficult to get promoted or to advance in your career, which motivated me to continue my studies and apply for a master's degree and develop myself, which will then provide me with more opportunities. (Teacher 9)

### Sub-Theme (2): Professional Development.

According to one of the Ministry of Education documents related to the annual evaluation of private schools, Saudi private schools must have training and development programmes for their educational staff. Such training courses must be documented (Ministry of Education, 2023).

Furthermore, a newspaper report discussed the importance of providing training opportunities for teachers working at Saudi private schools as those teachers lack professional support that might lead them to creativity and distinction (Al-Nimr, 2014). However, half of the study participants truly believed there was a huge shortage of professional development programmes. Teacher 1 provided her thoughts:

> Another factor is there not being any chance to grow or develop. There are no workshops or training courses provided to us, whether within the school or outside. We don't attend any educational conferences. The school doesn't help us develop our skills, and we're now living in the age of globalization; every day there's something

new, new technology, information, and knowledge. The school should focus on

developing our skills. For example, as a kindergarten teacher, I need training courses

on how to read or create children's stories, how to make artistic works, how to deal

with children in the light of modern educational theories. A teacher needs to develop

her skills and information. So, I was frustrated because I felt like I was standing still

all these years. (Teacher 1)

This statement goes hand in hand with Teacher 15's stating that:

Both schools I worked at didn't provide any training courses. (Teacher 15)

During the interview, the researcher noticed another side of this narrative coming

from the respondents. The respondents mentioned that if any courses were given to the

teachers, they did not benefit the educational process; rather, they were to train teachers to

comply with the specific school systems and had nothing to do with the faculty. Teacher 4

expressed it thus:

They would provide courses that only benefit the school's advancement and not the

teachers' self-development. They don't care about that. Developing yourself is your

own personal responsibility. The courses given only benefit the school's system, such

as how to work with the Noor system, how to store students' data, and how to use the

Blackboard program. You work at something that only serves the school, not your

own development. They don't give self-development courses. (Teacher 4)

It was also observed that school management neither had fair criteria for distributing

bonuses for the teachers who attended training courses nor arrangements for how the school

would function on a normal school day when there was a training course in the schedule.

Teacher 7 said:

If I get sent to attend an external course, I am denied that bonus, even though it is the

school that sent me to attend that course. They believe that I don't deserve it then,

even though it was them who sent me. In their opinion, I was absent during that time

so I'm not eligible for that bonus. Attending courses during school time is very

difficult because if a teacher attended a training course, what would her students do?

Who would cover her classes? Where is the substitute teacher? So, it's very difficult

to have training courses within school hours or outside of school except on rare

occasions. (Teacher 7)

Conversely, 3 participants said they had opportunities to attend professional

development classes and workshops while simultaneously continuing teaching in private

schools. In this regard, Teacher 14 stated:

The school is very generous when it comes to providing training courses for the

teachers. They provide many courses on a monthly basis according to the teachers'

needs. The management provides training courses, and that's a good thing that

improves the teachers' performance. (Teacher 14)

Teachers 3 and 13 said that they had the opportunity to attend several courses in their

respective schools:

They always allow us to go and attend courses outside the school, or to hold courses

within the school and exchange experiences, which contribute to developing the

teacher professionally, and the school pays generously for these courses. (Teacher 3

or 13)

**Theme 5: Cultural Norms.**

Another intrinsic theme that emerged from the interviews related to cultural norms

and their impact on the job satisfaction level of women teachers working in Saudi private

schools. The following section will highlight specific dimensions of cultural norms analysed

in this study. The findings under this theme have been classified into three broad sub-themes.

**Figure 8**

*Three Sub-Themes of Recognition*

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                    ┌─────────────────┐
                    │  Cultural Norms │
                    └─────────────────┘
        ┌────────────────┼────────────────┐
┌───────────────┐ ┌───────────────┐ ┌───────────────┐
│ Work and      │ │ Diversity of  │ │ Finding       │
│ personal      │ │ routines      │ │ comfort in    │
│ life          │ │ and activities│ │ religion      │
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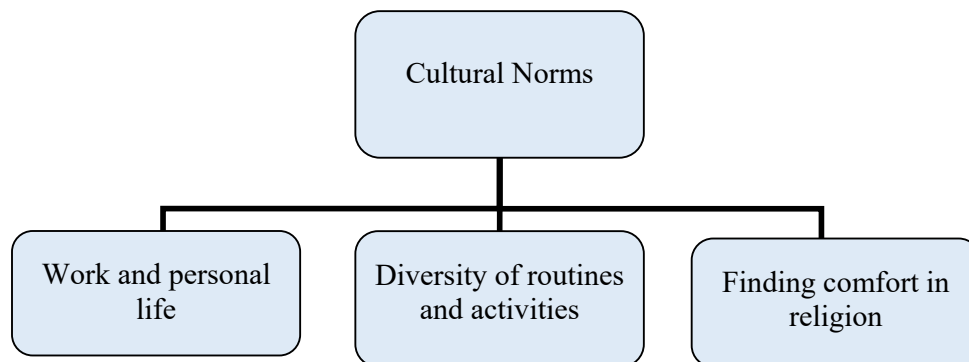
As Figure 8shows, this part of the discussion in the interviews reveals 3 sub-themes: (a) Work and personal life, (b) Diversity of routines and activities, and (c) Finding comfort in religion.

***Sub-Theme (1): Work and Personal Life.***

Most participants (12 out of the 16) stated that working for private schools in Saudi Arabia was interfering with and affecting their personal lives. Teachers indicated that after a long day at school, they also had to take some of that work to their homes, which greatly affected their activities around their personal circles. Teacher 3 said:

Even when I get back home, I still have schoolwork that needs to be done. I remember days when I couldn't prepare dinner for my kids or follow up on their studies because I didn't have enough time. I don't have a social life. I'm too exhausted during the weekends. Any free time I have is fully devoted to my home and family. I no longer see my neighbours. I visit my cousins once every six months or more. My kids are young and need care. (Teacher 3)

Teacher 6 said something similar stating:

> After I began working at school, I was no longer able to fulfil my social obligations like I did before. They're much less than they used to be, especially for a woman with children in Saudi culture. (Teacher 6)

The teachers also drew on the point about considering culture as it plays a vital role in influencing people and their lifestyles. On this subject, a noteworthy statement by Teacher 1 was when she said:

> In Arab society in general and the Saudi one specifically, the responsibility of the household lies fully upon the woman, so I was struggling between my school responsibilities and my home responsibilities. (Teacher 1)

Teacher 9 seemed to strongly second this view and mentioned that working as a private school teacher affects the lives of married women with children more than it affects the lives of single women or married women who are yet to become mothers; she also proceeded to explain that:

> I noticed that another factor making teachers hold on to their jobs is being single or not having children. Most teachers who have been working for a long time in private schools are single. Working mothers don't last long in private schools because they couldn't maintain a balance between their work and their home responsibilities. (Teacher 9)

Furthermore, Teacher 11 said that her work life has a very negative impact on her personal life and that she must often choose between home commitments and work after her day at school; she explained this point by saying:

> I always need to complete my work at home. I continue working on the teaching aids. Sometimes I have to cancel appointments or commitments because of my work. I

cancel some of my social activities in order to complete my work at home. (Teacher

11)

Teacher 7 also held the same point of view about this matter; she said:

These chores began taking up 50% of my time and affecting my social life. I no

longer had time to spend with my family and friends. (Teacher 7)

Teachers 1 and 5 even admitted that they had been dealing with feelings of guilt

because of the unpleasant impact that their careers were having on their family lives, which

was made clear when Teacher 15 stated:

My energy would be depleted after a long, exhausting school day, and I wouldn't be

able to interact well with my husband and children. I would always be irritable

because all my energy at school was consumed; making me fall behind with my

family duties, which then makes me feel guilty. (Teacher 15)

Teacher 1 said:

We Saudi teachers have an increasing sense of guilt towards our children. We're too

exhausted when we get back home. We try our best to manage our time, to find a

balance between work and home. (Teacher 1)

Teacher 9 then illustrated the magnitude of the challenges faced by teachers when trying to

balance their work and personal life demands by stating:

One of my friends, a mother of three, neglected her home and husband for the sake of

her job, and so eventually she had to quit. She said she couldn't continue working.

(Teacher 9)

### Sub-Theme (3): Diversity of Routines and Activities.

Based on the interviews, diverse routines and activities are the second sub-heading

under this theme 'cultural norms.' Five of the 16 teachers stated that boredom, with home

routines, played a role in their work in private schools, as they needed to fill their free days

and improve their day-to-day activities with something diverse. Teacher 12 commented on this point as:

> The reason I continue working as a private school teacher is that I don't want to stay at home and become someone without a mission. I believe the main reason private school teachers don't quit their jobs is to gain experience and to avoid the boredom of staying at home. (Teacher 12)

Teacher 1 discussed the same idea stating:

> the experience of going out to work and dealing with different kinds of people is better than staying at home and living a deadly routine. At least I have a social life and keep myself mentally active. (Teacher 1)

> Teachers 3 and 9 seemed to agree with the other teachers in the study on this matter

and disclosed that they felt that "going out and developing yourself is better than staying at home," followed by a strong concluding statement on the matter given by Teacher 10, who said that "staying at home is boring."

### *Sub-Theme (3): Finding Comfort in Religion.*

The third and final sub-theme on cultural norms, discusses the participants' comfort in religion. This was clearly stated by three teachers in their interviews when asked about what else they find to be motivating in their work lives. Teacher 1 said:

> In the beginning, I would like to mention the religious side, that we as Muslims are rewarded for our deeds and that we seek God's approval. (Teacher 1)

Further, Teacher 1 referenced a verse from the Holy Quran:

> Do [as you will], for Allah will see your deeds, and [so will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do. (It gives me satisfaction and inner peace. (At-Taubah, 9:105)

Teacher 3 stated in her interview that the reward she seeks comes from Allah; she said:

"First of all, when I go to my job, as a Muslim, I ask God for His reward. (Teacher 3)

Teacher 8 seemed to have equally strong feelings about the matter:

My biggest motivation is my students and being rewarded by God. (Teacher 8)

### *6.2.2 Extrinsic Factors/ Hygiene*

**Theme 1: Pay and Benefits.**

Concerning the extrinsic category of this study's analysis, the first factor that was analysed was teachers' pay and benefits, which was among the most coded (79 times). The findings have further been divided into 2 sub-themes to provide more clarity.

**Figure 9**

*Two Sub-Themes of Pay and Benefits*
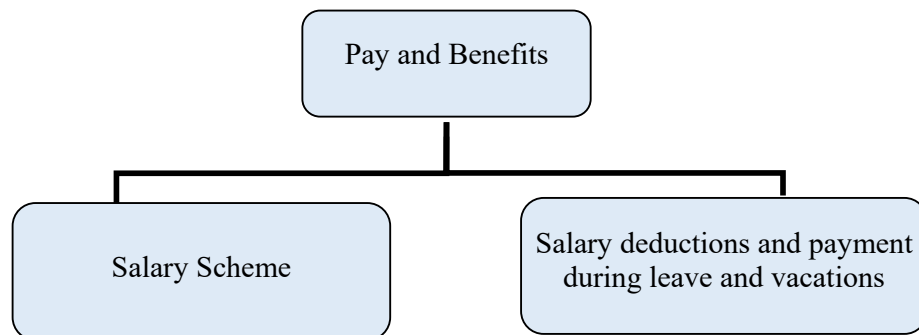
As Figure 9 shows, this part of the discussion during the interviews reveals 2 sub-themes: (a) Salary scheme, and (b) Salary deductions and payments during leave and vacations.

### *Sub-Theme (1): Salary Scheme.*

Women teachers working in private schools are paid the lowest salaries compared to other employment sectors in Saudi Arabia. According to the Saudi General Authority for Statistics, the Saudis do not pay income tax. The average monthly wage of Saudi workers is SR 10,000, which is around USD 2666 (General Authority for Statistics, 2018). However, the

monthly salaries paid to female teachers on average are SR 2500 – 3000 (USD 667 – 800).

This is the current rate in almost all Saudi private schools for female teachers. In September

2012, the Ministry of Labour started a program to support teachers' salaries in private

schools. The program aims to ensure that the teacher's salary in private schools is not less

than SR 5600 (USD 1500), as the ministry pays 50% of the teacher's salary. The private

school pays 50%, provided that the support continues for five years, after which the private

school continues to pay a salary of no less than SR 5600 (Private school teachers receive

support from the government, 2012). However, private school owners and administrators

have terminated teachers' contracts after five years of Ministry of Labour support in order to

employ new teachers and benefit from the support of the Ministry of Labour or to reduce the

salary of current teachers to SR 2500, which amounts to 667 US dollars (Alwahas, 2017).

This unfairness has often made headlines in Saudi news networks. For example, it

was stated in the Riyadh newspaper, at the time of the study, that all private schools offer

their women teachers a salary of only SR 2500 and that their excuse for this low pay is the

high operational expenses that these schools must maintain (Humidan, 2019). Another article

published by the Okaz newspaper said that the educational sector of the country is being

affected by this problem of private school teachers' low salaries, which leads to frustration,

lower levels of confidence, poor educational outcomes, instability in job openings and

employment levels in the sector, and graduates' reluctance to work in their specialisations

and more (Mahrous, 2019).

Accordingly, when participants were asked during the interview if they considered

their monthly pay to be a fair amount for the work they do daily, all sixteen participants

considered that it was far from fair; it was extremely less than what they deserved and that it

was causing them to face financial problems. Moreover, they stated that this payment rate

was causing them significant dissatisfaction in their jobs. Teacher 1 said:

One of the main factors that cause job dissatisfaction for me, and many other Saudi

teachers, is not being paid a reasonable salary that matches our needs in light of the

continuous rise in living expenses, such as eating or going out and buying necessities.

My salary is SR 3000 per month and isn't enough at all. I have not got my driving

licence yet, so I must have a driver for whom I pay SR 1200 per month. I also have to

pay the car's gas bill. There are no means of public transportation in Saudi Arabia, no

trains, or buses. So very little of the salary is left. (Teacher 1)

Permission for women to drive in Saudi Arabia is recent, so the typical situation in the

past and still dominant during the data collection period is that women teachers must

maintain a car and pay a driver to get to and from work each day. Teacher 2 expressed similar

points:

To be honest, the salaries are low and insufficient. That is the main challenge facing

teachers in private schools. I'm not satisfied, and I expect that other teachers in

private schools don't feel satisfied either. (Teacher 2)

Teacher 13 also stated in this context:

I only wish that they would increase the salary. It's very low and doesn't cover our

life necessities and isn't equivalent to the amount of work that we do. We deserve

more than that. (Teacher 13)

She believed that while it is true that receiving a pay hike would give teachers happiness:

The salary issue is relative. In my case, I'm responsible for myself only, so the salary

is fine, but if I was responsible for a household and children, then it won't be

sufficient. The salary is fixed without any increases. But I might search for another

job hoping for a better salary or a school closer to my home. I wish that the Ministry

of Labour would hold inspections to discover what the actual situation is for private

school teachers when it comes to salaries. There must be a unified system for salaries

where they are subject to annual increases, just like the public sector, along with

incentives and bonuses. A minimum wage must be set. Teachers shouldn't be paid

only SAR 1500.  (Teacher 13)

Teacher 12 revealed:

The salary is low, and there is no annual increment in a female teacher's salary in

private schools. (Teacher 12)

This shows how unfairly they are being paid for their efforts. Teacher 11 expressed her wish

for a better salary if the teacher had experience in the field. She said:

I wish that salary raises get applied based on a teacher's experience. It's not fair for a

teacher with many years of experience to have the same salary as a teacher with just

one year of experience. (Teacher 11)

Teacher 10 also felt the same; this was evident when she said:

The salary remains fixed. Your income from the school doesn't increase at all.

(Teacher 10)

Teacher 1 explained:

The yearly raise is only SR 100 (around USD 27); public schools give five times as

much, and it is a fixed amount regardless of your performance, whether high or

mediocre.(Teacher 1)

Teacher 14, in turn, seemed to agree with Teacher 1, as she stated,

The salary doesn't compensate for the teacher's effort. Some teachers believe it would

be better to just stay at home because the salary isn't worth it. Unfortunately, the

salary is fixed and doesn't increase. (Teacher 14)

Moreover, at the time of their interviews, 13 of the 16 participants revealed that there

was no incentive or extra pay for all the excess work they did. A document entitled "The

standard work contract for private school teachers" was accessed from the Ministry of

Education's website. In this unified work contract, nine articles were presented in seven papers. This contract governs all aspects of the teacher and private school relationship. All private schools should use it. Article 5 of this contract states that a private school should pay the teacher 50% more than her hourly pay for the extra work, including any extra teaching class periods more than her standard teaching load (Ministry of Education, 2023).

In the private sector, schools do not pay the teachers a fair salary in general, not to mention the extra hours they work for the school. Teacher 6 said:

Teachers also work during the weekends without any compensation. (Teacher 6)

Teacher 1 added to the statement by saying:

Teachers are forced to prepare for the party at the end of the school year during holidays without receiving any financial compensation. (Teacher 1)

### Sub-Theme (2): Salary Deductions and Payments during Leave and Vacations.

This part of the interview yielded another sub-theme: pay cuts during leave or summer holidays; and salary deductions as a form of punishment. According to article 4 of "The standard work contract for private school teachers," private schools should pay the teacher during summer holidays (Ministry of Education, 2023). However, many teachers reported that they do not get paid during summer vacations or leave, a point noted by Teacher 10:

Most private schools don't pay any salaries during the summer vacations. (Teacher 10)

A news channel known as Al Arabiya also reported that private school teachers have complained and accused some schools of breaching their employment contracts. Accusations related to managers' attempts to circumvent salary payment during the summer vacation. The management reportedly does this, making it obligatory for teachers to sign exceptional leave so they can legally avoid paying teachers' salaries during summer. The only other option for

those who did not want to sign these leave certifications was to be dismissed. Al Arabiya also reported what a private school teacher had to say on the subject: "The owner of the school forced us to sign exceptional leave from 18-8 to 23-10; otherwise, we were fired..." (Al Arabiya, 2013). This practice was also revealed by Teacher 12, who said:

> The salary was SAR 1700 (around USD 454). We weren't paid during vacations. We would start the vacation before the other schools to avoid having to pay us. (Teacher 12)

Teacher 6 highlighted:

> The management also doesn't pay the teachers their salaries during the summer vacation, even though our contracts state that we are entitled to them, but that, unfortunately, is only paid for Eid (Islamic festival) holidays. (Teacher 6)

> Similar views were expressed by Teacher 11 who highlighted that at the point of signing the contract, all the terms are clarified except the one relating to the payment of salaries during summer vacations. Adding to this, Teacher 4 stated that:

> There are attempts to apply the same vacation days as the public sector, and that's a good point, but still private schools reserve the right to send for you during vacations without paying you for it. This condition is stated in the contract, so the teachers are aware and have consented to it, but that condition gets exploited. (Teacher 4)

> Conversely, three of the 16 teachers said they get salaries during summer. For example, Teacher 14 said:

> the advantage of this school is that it pays us our salaries during summer vacations, and we don't work on weekends. This school is different because it pays us our salaries during summer vacations. (Teacher 14)

> Furthermore, 10 out of 16 interviewees said that they had their salaries deducted as a form of punishment. According to article 3 of "The standard work contract for private school

teachers," private schools should not deduct any amount from the teacher's salary as a form of punishment (Ministry of Education, 2023). Despite this regulation, Teachers 6 and 10 mentioned that their school management made unjust deductions from their salaries. Teacher 6 said:

> Two types of deductions are made. The management would deduct twice from the salary as a punishment for the teacher. One day of absence would be deducted as two. And if an excuse was submitted, then the deduction would be for one day only. A deduction is going to be made whether you submitted an excuse or not. And that especially applies to the days before the weekend. Deductions could reach up to SAR 500 (around USD 133). I have a right to skip work if I am sick or have any special circumstances. I could just be exhausted and choose to stay at home to rest without going to the hospital. But I would be required to submit a medical report; otherwise, my salary would be deducted. And in cases of tardiness (even if for just five minutes), SAR 1 is deducted for every minute that you are late. Could you imagine that during all the years of my employment I was never paid a full monthly salary? Sometimes I'm late for just a minute or two. The management should be more cooperative, because sometimes the roads are congested and there's a lot of traffic and so we don't arrive on time. (Teacher 6)

Teacher 10 on the other hand explained that:

> The salaries are very low, and there's a feeling that they're always out there to get you, always waiting for you to make a mistake to deduct your salary, even for the most trivial reasons, like being only two minutes late. Salary deductions could reach up to SAR 1000 each month for being late or absent, and sometimes deductions are made for no reason at all. I would go to the management to inquire, and they would give me vague answers. Also, the deductions enforced by the management were

unfair and disproportionate with what we had done. They would do weird things, like gathering the teachers in a room without air-conditioning during the summer heat so that they get exhausted and fatigued and not attend anymore, and so their salaries get deducted. (Teacher 10)

Teacher 12 had a similar experience at her previous school where salaries were not paid on time and were often paid after deductions. She said:

I used to consider quitting every single day in the first school. They would delay paying our salaries, and they were never paid in full. We didn't dare to file complaints out of fear that our salary would be deducted and, unfortunately, we wouldn't be given an experience or reference letter. Deductions would be made for very trivial reasons, and salary payments would get delayed. (Teacher 12)

Teacher 1's experience related to deductions for reporting late for duty. She explained:

if you're late to attend, even if it's just five minutes, your salary is deducted. And if I don't bring the necessary educational supplies or forget to bring any of them, my salary would be deducted immediately. (Teacher 1)

**Theme 2: Job Security.**

Another significant theme that emerged was job security. This has also been one of the frequently coded extrinsic factors of the study. Fifteen of the 16 teachers said they live and work in constant fear of losing their jobs. The media channels have agreed; for example, a Makkah newspaper reported on "The suffering of female employees in private schools," stating that women working in private schools lack job security (Al-Ghamdi, 2017).

Another newspaper called Al Yaum published an article on International Teachers' Day, which was headlined "Day of hard-working teachers in Saudi private schools" it discussed the lack of job security and claimed that the only security for women teachers in Saudi Arabia's private schools is "God alone" (Hnitm, 2020).

Confirming the newspaper reports, the participants revealed that the teachers had no job security and that the school management could find many excuses to fire or replace them. Teacher 1 said:

Another factor is the lack of job security. We always felt threatened and pressured that if the parents don't approve of you, if you don't perform well in the activities at the end of school year party, you will be subject to being fired. We're always told that if you don't want to work here, there are thousands of teachers waiting in line for this opportunity. (Teacher 1)

Teachers 2 and 3 expressed more or less the same feelings. Teacher 2 talked about the possibility of a contract being terminated prematurely without reason. She stated:

The contracts are renewed at the beginning of the school year. A teacher doesn't have any job security. I feel like my contract could be cancelled any day without prior notice. Despite performing my duties to the fullest and putting up with increasing work burdens and a low salary, I could still be fired, and my contract is ended. So, I always feel pressured and anxious that I could lose my job any time throughout the school year. (Teacher 2)

Commenting on absence of job security, Teacher 3 stated:

We lack any job security. In the contract which we only get to see at the beginning of the school year, there's a clause stating that the school retains the right to annul the contract at any time without prior notice. This phrase destroys any sense of job security. Therefore, the teachers merely consider the school as a transit stop to another school or a better place. (Teacher 3)

Related to job security issues, some teachers felt frustrated and were annoyed because it caused them stress and anxiety. Teacher 5 said:

At first, I used to feel threatened and insecure about my job, to the extent of getting grey hair at such a young age, because of all of the stress. In the private sector, if they found a better teacher, they would easily let you go home. It has happened before: the management cancelled the teacher's contract because of a trivial mistake. The termination of her contract occurred on that same day. And the opposite is true, with the management always threatening that if you resign, you would be replaced on the same day. (Teacher 5)

Teacher 7 shared similar feelings and expressed them by saying:

There is no job security in private schools. For example, a colleague of mine got pregnant and was expecting to give birth during the summer vacation. The management didn't know that she was pregnant. They immediately terminated her contract as soon as they found out. We have a constant anxiety that we could get fired for any small error. There is no job security, and we're always told this phrase, if you don't like it here, and then submit your resignations, and we will immediately accept them. Job security is non-existent. (Teacher 7)

Teacher 9 had experienced job insecurity at her school, which was a major factor affecting her job dissatisfaction. She said:

I believe that job security is the main factor affecting satisfaction. For example, if one of my colleagues' contracts gets terminated, I become anxious and worried throughout that week, even if I don't know her personally. I always feel that it could be me next. This affects my state of mind for a long time. (Teacher 9)

Teacher 14's response illustrated that the teachers were also not interested in staying at one school for a long time due to such insecurities presented to them by the school management. She expressed that she continued to work in her school only for the sake of experience. She said:

Private schools don't provide job security. If, for example, the number of students registering isn't enough, the class gets cancelled, and I will be dismissed. And if a parent files a complaint against a teacher, she could easily get fired. Teachers are always under pressure and always have this feeling that their jobs are temporary. I always feel like I'm in this place temporarily and will be moving on to a new place, that this is just a phase in my life. I can't imagine that this is the dream job I've always hoped for. I'm here only to gain some experience, and then move on. (Teacher 14)

**Theme 3: Relationships within the School.**

Another extrinsic theme that emerged was regarding relationships within the school. This covered relationships among teachers, and between teachers and students. Thirteen of the 16 participants believe that having good relationships with co-workers and students plays a major role in job satisfaction/dissatisfaction. The relationships were noted to be among the major factors that kept teachers motivated to work regardless of the workload and pressure they felt at their job. Teacher 4 elabourated on the topic:

One of the main motivations is having a good relationship with the management and other teachers. I believe that good personal relations help you to keep going and to like the atmosphere at work. And that applies to the students as well. The teachers' and students' levels of achievement are high when they have sound personal relations. But when you don't like the place that you're working at, then the quality of your work is not as high. Having good relationships with the other teachers was an important motive that kept me going despite the work pressures. (Teacher 4)

Teacher 11 also expressed similar views regarding her relationships with the school:

> Another area of satisfaction is my work colleagues. Based on my personal experience, one of the factors which made me hold on to my job was the work environment, meaning my colleagues, because they're also my friends. We graduated together and worked at the same school. We have an amicable relationship and share the same concerns. (Teacher 11)

Teacher 15 shared her views in relation to her relationships within the private schools where she worked said:

> Your relationship with your colleagues depends on the school. In my last school, the general atmosphere was cooperative, and that gives you some reassurance. The work environment and pleasant interactions are very important factors leading either to satisfaction or dissatisfaction. (Teacher 15)

When asked for a description of the kind of relationship that they shared with colleagues, seven of the 16 described their relationships as really good. Teachers seemed to like their work environment because of their relationships with their colleagues and students. For example, Teacher 13 expressed:

> I have good relationships with my colleagues and always wish the best for them all. That is one of my causes of job satisfaction. The school is like a home to me. I have a sense of belonging. Changing routines is important too, as well as building good relations with your colleagues and administrative staff. (Teacher 13)

These relationships gave the teachers a sense of belonging, and they were also a source of gaining respect and admiration for them. Teacher 12 relayed similar thoughts:

> My relationship with my colleagues is based on respect and appreciation. They are all very cooperative. It's a familial atmosphere. (Teacher 12)

Teacher 5 described her relationship with her colleagues:

> The teachers are very cooperative and always smiling. I have good relations with
>
> them within the limits of the job. (Teacher 5)

On the other hand, eight participants believed they didn't have good relationships with colleagues; in fact, there were conflicts and strained relationships. According to the responses recorded during these interviews, there was evidence of a sense of competition among the work colleagues. For example, Teacher 10 shared:

> I don't have good relations with the other teachers. Some teachers only care about
>
> being in the spotlight at the expense of the others and to gain the management's
>
> approval in any way possible. The management creates an atmosphere of competition
>
> among the teachers to get high levels of performance or high productivity. (Teacher
>
> 10)

Such competition was also a cause of stress for the teachers because they were always expected to be over productive in order to be known as the best at their job. Teacher 16 confirmed this view by stating:

> Competition in the private sector is constant and exhausting. Work competitiveness,
>
> in general, is a good thing, but in private schools, it becomes stressful because you're
>
> constantly competing on all fronts, those that concern you and those that don't, just to
>
> prove that you are the best in everything. The management used to provoke
>
> competition between teachers, and their policy was that if teachers are competing,
>
> then the productivity will be higher, but unfortunately, when productivity is at the
>
> expense of the teachers' well-being then the output is not very good. (Teacher 16)

Such unfair expectations and competition among colleagues was perceived to have brought unfair rewards to the ones who secretly had contracts with the school management.

Due to this situation, there was also a sense of envy recorded among the colleagues. Teacher 1 said about her experience:

> It upset me a lot because the teachers would resort to unfair competition, such as gossiping to suck up to the management, with the main goal of keeping their jobs. So, there were conspiracies being secretly waged, and there was a lot of envy. Teachers are willing to lose their colleagues' friendship for the sake of keeping their jobs. (Teacher 1)

**Theme 4: Supervision and Management.**

This study's fourth extrinsic theme was related to supervision and management. Overall, the participants were dissatisfied with aspects of their school's management. The emphasis on having good management was seen among the respondents. In this matter, Teacher 13 expressed that:

> If the management is good, then accordingly everything else will automatically be good because the management is the number one factor affecting a teacher's level of satisfaction. (Teacher 13)

Teacher 9, in agreement, said:

> I believe that the main factor differentiating schools is their management. The main problem facing my friends working in other schools is not having considerate management. (Teacher 9)

Accordingly, participants stated that the main reason for being dissatisfied and leaving their jobs in one private school, or searching for another school, was the school management. The interviewees also seemed to think that the school's management was the prime source of job dissatisfaction for them, which resulted in their resignation. Teacher 7 said:

The management's mistreatment forces you to leave the school, not providing any

means of comfort or job security for the teachers, giving the teachers too much work

to do, and also the unfair and unjustifiable deductions from your salary. (Teacher 7)

The views of Teachers 1, 2, 3, and 4 strongly corresponded with what Teacher 7 had

to say, with Teacher 4 reporting that:

Teachers in the private sector are always searching for two main points, good

management, and a good salary. For example, a colleague used to tell me that she

couldn't find any place to have her coffee peacefully. There is no privacy. I spend a

lot of time in school. A quarter of my day is spent there. It's only natural that I try to

find a better alternative. Speaking out of my own experience and the experience of

those surrounding me, the main reason for leaving the job would be the pressures

exerted by the management. Therefore, teachers aren't satisfied and search for better

alternatives. The teachers search for other jobs (Teacher 4)

The study was also informed that the management is centralized in private schools,

and they lacked support. Teacher 1 added:

The school management is centralization. The management controls our work and

doesn't give us any authorities or freedom in our jobs and that puts pressure on the

teacher, along with the lack of sufficient support. The management only gives orders

without taking into consideration the teacher's time and her circumstances and ability

to get the job done during that short time. Even if the teacher wanted to discuss it, it

would be extremely exhausting to fight the routine. We always receive instructions

from above all the way down. (Teacher 1)

Teacher 2 elabourated on the teachers' problems with the principal of her school:

> In most private schools, including mine, the principal is always very anxious. She spreads her anxiety among everyone. I expect the same happens in other private schools. Having good management and an understanding principal is extremely important to lower the turnover rate. (Teacher 2)

> Teacher 7 provided evidence that being overworked and unfair work distribution on

the part of the management is also contributing factor to distress and dissatisfaction:

> One of the causes of my dissatisfaction with the management is that if the management noticed that you're special and worked hard, they would take advantage of you and assign you many other extra chores, even if they're not within your duties as a teacher. (Teacher 7)

Teacher 10 expressed her view related to her school management and illustrated that:

> The school management doesn't have any transparency. (Teacher 10)

> Ten of the 16 teachers believe that the management's primary objective is to hold on

to money and their public image, which goes hand-in-hand with what newspapers have to say. The Al Eqtesadiah newspaper has hinted that it is the "first and last goal" of private school management to gain monetary profit and what they give out to their teachers and students in terms of education and pay is not close to being equivalent to the amount of tuition fees they acquire. The profitable goal neglects the quality of education (Baqais, 2009). In this regard, Teacher 8 mentioned:

> Most private schools' management only care for profit at the expense of quality and at the expense of the students and teachers. Some schools seek reputation and fame at the expense of the students and teachers. (Teacher 8)

Teacher 6, in agreement, said:

> The truth is that the past and current managements' goals are purely maximizing
>
> profits. We always hear empty words from the school owners claiming that the
>
> students are their main concern, but in my opinion, all they care about are the profits.
>
> (Teacher 6)

Teacher 4 discussed how teacher complaints were handled based on whether they
affected management's major objectives. She stated:

> This shows the difference between administrative styles, whether a complaint gets
>
> resolved or filed away. If the problem has to do with the school's reputation or
>
> outputs, then it gets resolved quickly, but if it was something that just personally
>
> influenced a teacher and not the school, then it gets disregarded, and no attention is
>
> paid to it. (Teacher 4)

Teachers 11, 12, 14, and 16 expressed similar experiences on the functioning of
private school management, stating that their concern is primarily limited to profit and only
secondarily to the school's public image.

**Theme 5: Policy and Regulations.**

The fifth extrinsic theme relates to the organisational policies and regulations of
private schools. It was coded 16 times for 13 interviewees. Many participants reported
dissatisfaction with certain aspects of private schools' policies and their employment
contracts.

Moreover, reports in the Al Madinah newspaper state that the bylaws implemented for
private schooling in Saudi Arabia are over 45 years old. It is also said that such outdated
bylaws must be re-evaluated and improved to serve their purpose better; this could also
tremendously enhance the private education sector of the country and contribute towards the
'Vision 2030' movement (Areef, 2019). Also, it has been illustrated that some private schools

are breaking the existing laws that prohibit deductions of teachers' salary and that some women might not know their legal rights. Teacher 6 stated that:

> There should be a law that forbids these excessive salary deductions. There must be a decree issued by the ministry to be literally and mandatorily applied in all schools in terms of attendance and departure and teacher workload, to be circulated across all schools and enforced by the Ministries of Education and Ministry of Labour. Sometimes teachers get confused by the inconsistency between the laws and regulations of the ministries and the school's and its owner's rules. (Teacher 6)

Teacher 1, in agreement, said:

> The management also never tells us what our rights are, just our duties. I'm not aware of the education regulations set by the Ministry of Education or the Ministry of Labour and Social Affairs. Even our contracts don't mention any rights for the teacher, only for the school. (Teacher 1)

Teacher 7 said:

> In the beginning, every teacher must have clear duties which have been agreed upon in the contract. (Teacher 7)

> In this context, several participants shared issues about their employment contracts.

On the matter of satisfaction with their contracts, seven of the 16 interviewees revealed that the contracts were unclear, lacked detail, and they were not even allowed to hold a copy of their own contracts. Commenting on contracts, Teacher 8 shared:

> Contracts aren't clear in general. Some schools made me sign two contracts, one for the ministry and one for the school, and I couldn't keep a copy of the contract. (Teacher 8)

Teacher 4 said, with the same view:

> We can only see our contracts at the beginning of the school year and can't keep a
>
> copy. (Teacher 4)

> It was evident that the school management's agenda to keep their hold on the

contracts could be to avoid any inconvenience when the teachers were forced to perform

work not covered by the actual contracts. Teacher 15 said:

> When I signed the contract at my first school, the terms were all great and very clear,
>
> but when the school year started, everything, in reality, was totally different."
>
> (Teacher 15)

In some cases, teachers were also tricked into signing a different contract from the one they

would have read. Teacher 12 shared her first-hand experience in her last school;

> At the first school, I read the contract carefully, then the principal left and came back
>
> with another contract with different terms, and I signed it without noticing that it had
>
> been switched. My colleagues then told me that that had happened to them as well.
>
> (Teacher 12)

Other than that, the teachers reported that their contracts were vague in terms of their salaries

and duties, i.e., when they had to work over-time or during vacation. Teacher 11 observed:

> When signing the contract, there isn't any provision covering working on weekends
>
> or receiving a salary during summer vacations. (Teacher 11)

> Conversely, four of the 16 teachers related positive accounts of their experience with

the management in this regard. Teacher 13 noted:

> The contract signed at the beginning of the school year is very clear and lists all our
>
> rights and obligations. I kept a copy of my own. They allowed me to. (Teacher 13)

Teachers 2, 7, and 9 held similar views to Teacher 13. However, Teacher 9 also said:

> The management was good when it came to signing the contract. I read all the terms, and my rights and duties were explained to me. I was given a copy of the contract. (Teacher 9)

**Theme 6: Work Conditions.**

The sixth and final theme analysed as an extrinsic factor contributing to job satisfaction/dissatisfaction is the teachers' working conditions. It has been coded 135 times, making it the highest-coded extrinsic theme. It has been divided into three sub-themes for better detailing.

**Figure 10**

*Three Sub-Themes of Work Conditions*
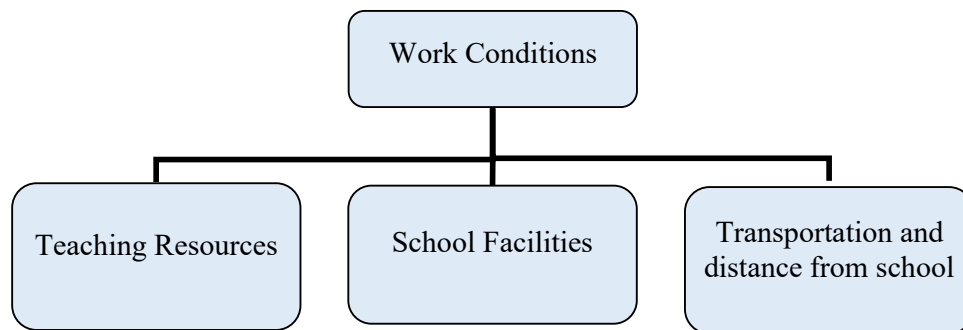


As shown in Figure 10, three sub-themes emerged from this part of the interview: (1) teaching resources, (2) school facilities, and (3) transportation and the distance between home and workplace.

***Sub-Theme (2): Teaching Resources.***

This sub-theme considers resources for teaching. It was spoken about by all 16 participants and coded 26 times. Eleven of the 16 interviewees believed that there was a shortage of teaching resources in their schools. Teacher 7 went ahead and said:

My private school does not supply enough teaching resources and supplies to the teacher. Everyone knows that it's difficult to convey information to students without resources, without helping tools. (Teacher 7)

In Teacher 8's school, the tools of education were deemed to be "outdated." Teachers 12 and 15 described similar instances in their own schools.

In this matter, 13 of 16 teachers admitted that these circumstances have made it obligatory for them to buy the required materials from their own pockets, as the management was yet again non-responsive. For example, following are the responses of some of the teachers on this subject:

As a kindergarten teacher, I always use supplies and teaching resources. I do three activities and art projects with the children each day. These supplies are required, so they should be provided by the school. Nonetheless, I have to buy them with my personal money, which costs me a lot. Most of my salary is spent on them. (Teacher 1)

A lot of times, educational supplies weren't provided, so I had to buy them at my personal expense. There is severe competition between the teachers. For a teacher to prove to the management that she's qualified, she would go and buy the supplies with her own money in order to be favoured by them and to have her contract renewed. (Teacher 2)

I get back home, and then I remember that I need to go shopping for educational supplies and work on them all night long. The artwork must be creative and innovative, despite the low budget given to us by the school, which doesn't cover the costs, so I am forced to pay for the rest from my own pocket. (Teacher 3)

Many times, supervisors would require you to buy educational supplies using your own personal money. This happens a lot. The management simply tells you to go buy

them, as if we're obligated to. I always wonder about this. They're supposed to be a big school with very high fees. So why don't they provide the teacher with the tools and supplies she needs? (Teacher 10)

On the other hand, 2 of the teachers were fortunate enough to work in schools with adequate resources and did not have to pay with their own money for them. For example, Teacher 13 commented:

Most of the supplies needed are available at the school's workshop or warehouse. (Teacher 13)

Teacher 12 added:

The school is always trying to develop itself depending on its capabilities. They try as much as possible to provide us with educational tools. (Teacher 12)

***Sub-Theme (3): School Facilities.***

School facilities are the second sub-theme that has been derived from this topic. It was mentioned as a factor by 15 of the 16 subjects and 22 times coded. An assessment by the Ministry of Education of Saudi's private schools revealed that 51% of the buildings are in good shape, 38% need attention and 12% are not eligible to be used as a part of the school campus (Alsaleh, 2019). This analysis went hand-in-hand with the interviewees' points of views.

Ten out of 16 interviewees said their schools' facilities were sufficient and felt that they were necessary for school. Teacher 1 elaborated by saying:

The school facilities and buildings, in my opinion, are a very important factor. They are much better than those in the public schools I have seen. They are fully equipped. Every student has his own computer. The place is very spacious. There are stages available. Every classroom has someone responsible for its cleanliness. So, you feel that the place is well-prepared. Cleanliness is very important. You inhale clean air.

There's central air-conditioning. There are beautiful gardens, great views from the

classrooms. It makes you feel good and motivates you to work. (Teacher 1)

Teacher 4 felt the same about her school facilities and showed her satisfaction with

the school buildings. She said:

The school buildings are well-suited regarding all aspects. Teachers have their own

desk, a break room, clean bathrooms, privacy, fully equipped labs, focusing on

educational outputs, because there is fierce competition among private schools so

having a good reputation is of extreme importance to the school's owners. (Teacher 4)

Teacher 9 also was in agreement, saying:

The building is very nice, and all safety precautions are provided. When I first began

working there, I noticed how beautiful the building was. The classrooms were

spacious. Those made me feel comfortable and happy and gave me positive energy.

(Teacher 9)

On the other hand, five of the 16 interviewees mentioned that the facilities are bad in

their schools and far from sufficient. Teacher 12 elucidated in details:

The classrooms are tiny. There are 20 students per class. The playground is very

small, considering the number of students. The school is insured against fire, but there

aren't any fire extinguishers. There is no waiting room for the children. There is no

staff room for teachers and no clinic. The ventilation is good. The bathrooms aren't

always clean. We have water outages sometimes. It happened more than once during

the semester, and this is a very big problem. I've noticed that both this school and the

previous one have many violations. (Teacher 12)

Teacher 6 also expressed her dissatisfaction with the school building in general and

especially the classrooms sizes:

The school building is inappropriate. The classrooms are tiny. The ventilation is poor. We don't get any sunlight. These are things I'm definitely not satisfied with. The quality of the building affects my state of mind because I can only be creative if I'm comfortable in the place I'm working at. (Teacher 6)

Teacher 11 also shared her opinion about her school building. She also discussed an important issue related to classroom ventilation:

We don't have a teachers' room, and therefore, we don't have any privacy. And to be honest, my classroom is very tiny, considering the large number of students, and has no ventilation. Regarding the work environment, the classrooms are not properly ventilated. They expanded and added more classes to the school's building. There are design flaws. For example, if it rains, the classrooms get flooded, and we cannot complete the school day. (Teacher 11)

### Sub-Theme (4): Transportation and the Distance between Home and Workplace.

Transport issues were the final sub-theme that was considered as an extrinsic factor relating to the distance between schools and homes. It was discussed by 14 interviewees and coded 19 times. Twelve of the 16 interviewees said they live remotely from their schools, which is one of the most costly, time, and energy-consuming job dissatisfaction factors. For example, Teacher 10 expressed her opinion on this topic:

The biggest challenge I face is transportation. It's an obstacle for me. I quit my job at the previous school because it was too far away from my home, and no public transport was available, and I don't have my own car. You always wonder, is there any salary left behind after deducting transportation costs? Is it worth all this effort? I would get back home very late because no transport was available. I believe that the main obstacles facing teachers are traffic congestion and the drivers' fees. Teachers don't benefit from their salaries. They only struggle. (Teacher 10)

This topic was further elaborated on by Teacher 16 who said:

> The availability of transportation and a school's proximity to the teacher's home are also very important factors. Teachers sometimes quit even if they are comfortable in their jobs because of the long route, in order to save time. (Teacher 16)

In Teacher 14's opinion:

> One of the main causes of changing schools is transportation. It's a major factor. If I work at a school that's far away from my home, I could lose three to four hours of my time each day. (Teacher 14)

> Two of the 16 interviewees said that they live close to their schools, which is one of the reasons why they work there, hence a job satisfaction factor. Teacher 11 shared her experience in this matter by saying:

> By the end of each semester, I consider quitting and searching for another opportunity and a better school, but what makes me put up with the situation is the school's proximity to my home. The journey takes only five minutes. I believe that's one of the main reasons I'm still working there. (Teacher 11)

## 6.3 Main Factors for Leaving the Job

This section reviews the main reasons for leaving the job as discussed by women teachers' during the interviews. The analysis of the 16 interviews showed the factors the participants would consider when deciding whether to resign from their teaching positions. Using Herzberg's (1959) two-factor theory as a lens for analysing the factors, the findings indicate that the factors were a combination of the extrinsic which included salary; school's distance from home; poor management and an unrealistic workload, and intrinsic in the form of psychological pressure and anxiety. The factors are summarised in Table 4. The following section explains in detail these factors, and the utilization of verbatim research participant dialogues.

**Table 4**

*Main factors for Leaving the Job in Private Schools that were Classified using Herzberg's Theory (Extrinsic/Intrinsic)*

| Main factors for leaving the job | Extrinsic/Intrinsic |
|---|---|
| Low salary | Extrinsic |
| Living too far from the school | Extrinsic |
| Poor Management | Extrinsic |
| Unrealistic Workload | Extrinsic |
| Psychological pressure and anxiety | Intrinsic |

In addition to the above discussion of challenges that female teachers face in private schools in Saudi Arabia, which, in themselves, may indicate what factors may contribute to the decision of whether to remain in their current jobs or leave them, the participants also directly reflected on why they left their previous jobs and moved to their current schools. Also, when I asked participants about their intention of leaving their current job at their current school, all the 16 participants mentioned that they intended to leave. Among the main reasons discussed for leaving their jobs (coded 79 times across 16 interviews), the most discussed reason was low salary (coded 20 times across 15 interviews). This reflects on the previously discussed challenges that the participants' face, where low salary was also one of the most discussed challenges.

Specifically, "searching for a higher salary" (Teacher 16) was said to be the main reason why teachers decide to leave their job "especially for teachers who have to spend their own money on art supplies or educational tools and on transportation too" (Teacher 9). Teacher 6 also believed that:

> if you feel somewhat comfortable in a place then hold on to it to avoid burdening yourself, unless a higher salary or better alternative becomes available. (Teacher 6)

Similarly, Teacher 13 explained that even though she feels "secure" and "wanted" in her current workplace, "I might search for another job hoping for a better salary".

The second most discussed reason for leaving the job was teachers living too far from their schools (coded 16 times across 12 interviews).

One of the factors that make teachers quit is working at a school that's far away from their homes (Teacher 11).

Teachers sometimes quit even if they were comfortable in their jobs because of the long journey, in order to save their time and money (Teacher 16).

Teacher 10 explained that she quit her previous job because of the distance between her school and where she lived:

No means of transportation were available, and I don't have my own car (Teacher 10)

Not surprisingly, amongst the previous discussion of challenges that the teachers face, poor management (coded 11 times across 9 interviews) was also commented on, and some believed it to be "the first and foremost reason" (Teacher 3). Poor management may often be what seems to be an "indirect" reason, with the "direct" reasons such as low salaries, stress or lack of job security. As Teacher 7 explained, the management's mistreatment; not providing any means of comfort or job security for the teachers, giving the teachers too much work to do, and also the unfair and unjustifiable deductions from the salary, etc., forces you to leave the school.

This leads to psychological pressures and anxiety (coded 8 times across 5 interviews) which, essentially, is also related to the problem of a management that encourages certain practices in the school. The teachers described such issues as the "lack of comfort" (Teacher 13), "not feeling appreciated and respected" (Teacher 11), and "pressures from both the parents and the management" (Teacher 14).

Finally, also reflecting on some of the previous discussion of challenges, unrealistic workload (coded 7 times across 6 interviews) was also believed to"[force] teachers to quit and change schools" (Teacher 16).

**6.4     Chapter Summary**

This chapter outlined the study findings and analysis related to job satisfaction/dissatisfaction of Saudi women teachers working in Saudi private Schools. This was followed by a review of what the female teachers in private schools presented as the main reasons that could make the participants want to leave their jobs. The main reasons were identified as largely extrinsic although an intrinsic factor (psychological pressure and anxiety), was also included. This chapter detailed the study findings related to this project research Question 1. The next chapter presents the findings related to the second primary question of this study.

### Chapter 7.    Ways of Improving Private Sector Schools, and Teachers' Retention

**7.1    Introduction**

This chapter present findings for answering the study's second primary question and its sub-questions which are:

- ❖ How do the insights from Saudi Women teachers' experience in the private school sector align with the Saud' government's aspirational 2030 vision?
    - How do women teachers working in Saudi private schools perceive differences between private and public school working conditions?
    - How might the Saudi government improve the situation for women teaching staff in Saudi private schools based on the findings of this research?

This chapter starts by presenting the participants' insights on key issues of women teachers working in Saudi private schools and their alignment with Saudi 'Vision 2030'. This is followed by an outline of differences between private and public school working conditions perceived by women teachers working in Saudi private schools. Next is a presentation of the study participants' perceptions of the strategies that can be pursued to increase job satisfaction and retention of women teachers working in the Saudi private education sector.

**7.2    Private Sector Schools' Contribution to the Saudi 'Vision 2030'**

It is well known that economic growth is linked to education. Therefore, governments worldwide are working hard to enhance their educational systems as the foundation for solving social, economic, and environmental challenges. Education occupies a central role in the delivery of 'Vision 2030' in Saudi Arabia. One of the aims of 'Vision 2030' is to move the country toward a knowledge-based economy where education plays an integral role in the Kingdom's economic growth. Through the Human Capability Development Programme,

education is responsible for capacitating citizens with knowledge and skills that will enable them to compete globally (Government of Saudi Arabia, 2022c). Also, 'Vision 2030' aims to increase private players' participation in Saudi Arabia's education sector and establish partnerships between the public and private education sectors (Saudi 'Vision 2030', 2016). The approach implies that thousands of students will be educated in Saudi private schools. The education system involves various aspects, such as the quality of facilities, curriculum, teaching resources, and teachers. Teachers are among the most important components in delivering high-quality education as they are on the coal face of providing educational excellence. In that regard, a call for several Saudi government agencies to enhance the private schools sector is at the core of realising 'Vision 2030'. The following section presents the participants' insights on key issues of women teachers working in Saudi private schools and their alignment with Saudi 'Vision 2030'.

## 7.3 Key Insights of Women Teachers Working in Saudi Private Schools

This section summarises critical issues highlighted by participants during the interviews and their alignment with Saudi 'Vision 2030'. It adds further insights into the factors that may influence female teachers' job satisfaction/dissatisfaction and, ultimately, the decision to either remain in their current jobs or leave the school in the hope of finding a better school. Although there are many challenges facing women teachers working in Saudi private schools (see Chapter 6), this section focuses on the main issues and how they align with 'Vision 2030'. The following areas are discussed: salaries and benefits, job security and employment policies; psychological pressures; job opportunities for women; continuous professional development for the teachers; recognition, advancement, and growth; transportation challenges; women leaders in the labour market; diversity of routines and activities; the power of cultural norms; and overall alignment with 'Vision 2030'.

### 7.3.1   *Better Salary Better Teachers*

As discussed in Chapter 6, there is evident general dissatisfaction with the overall remuneration package ranging from the salary level to the absence of vacation and sick leave. The participants believed this to be "the main challenge facing teachers in private schools" (Teacher 2) and "one of the main factors that cause job dissatisfaction for me and many other Saudi teachers" (Teacher 1). The dissatisfaction was exacerbated by the lack of a link between an individual's performance level and salary. They were concerned that the wage was "a fixed amount regardless of your performance" (Teacher 1). There were, therefore, perceptions of a lack of equity in how salaries were administered as the salary was not commensurate with one's level of performance. The salary was also perceived to be not commensurate with the work overload.

Moreover, a negative picture was also painted regarding other forms of remuneration, specifically vacation and sick leave. The absence of paid sick leave was highlighted as causing dissatisfaction among the teachers. The situation was aggravated by the fact that the teachers were not entitled to any paid vacation leave. The absence of both forms of paid leave implies that female teachers in private schools may have problems achieving a work-life balance which would negatively impact their performance. This situation was observed in the experiences of some other employees in Saudi Arabia (Al-Alawi et al., 2021).

In addition, better salaries and benefits have been associated with having better teachers long-term because of the enhanced ability to attract stronger candidates to the profession (Crawfurd& Le Nestour, 2022). Further, teachers' job satisfaction has been associated with perceptions of fairness of remuneration (Sahito & Vaisanen, 2020). The overall remuneration position of female teachers in Saudi Arabia private schools is one of an overworked, underpaid, and dissatisfied group and not likely to be found attractive by the

kind of teachers envisaged for realising 'Vision 2030's education-related theme of 'a thriving economy.'

The experiences of women in private schools in Saudi Arabia have shown that the practices of private sector players in the education sector, in terms of salary and benefits for women teachers, are not aligned with 'Vision 2030' objectives. Thus, among the aims of 'Vision 2030' is achieving a better standard of living for all the people of the KSA (Kingdom of Saudi Arabia, 2023b). However, the salary for most women teachers working in private schools is below the minimum wage set by the Saudi government (Saudi Gazette, 2021). Teachers as professionals deserve more than minimum wages for this essential career. Furthermore, the Ministry of Labour must closely monitor the private schools' adherence to minimum remuneration regulations or guidelines.

### 7.3.2    *Teacher Job Satisfaction: The Importance of Job Security and Employment Policies*

Aside from the remuneration package, another factor contributing to female teachers' dissatisfaction with their jobs was the threat of being made redundant. As the teachers' contracts are renewed yearly, "the teacher is always in fear that it might not get renewed" (Teacher 16). Because of this, the teachers are also afraid to raise concerns about their working conditions. All 15 teachers who commented on the matter agreed that there is no sense of job security and that they are constantly stressed about being made redundant as the contracts are unclear.

The teachers reported that "the management doesn't have any transparency (Teacher 10) and "the management also never tells us what our rights are" (Teacher 1). Hence, teachers' needs for job security, including having secured contractual rights, are not satisfied. According to Badubi (2017), employees who enjoy job satisfaction are motivated, while job satisfaction is also a driver of performance and is associated with other positive outcomes

such as increased productivity and organisational effectiveness. Security, pay, and benefits are among the factors identified by Herzberg et al. (1959) as leading to dissatisfaction when absent from a job. Teachers' having a sense of job security is, therefore, a key ingredient for achieving 'Vision 2030'. The national vision of having a vibrant society where people lead fulfilling lives with household spending on cultural and entertainment activities inside the Kingdom increasing from 2.9% to 6% ('Vision 2030') depends on people having secure jobs and abundant job opportunities. Furthermore, 'Vision 2030' aims to enhance the labour policies by updating the labour system and improving the contractual relationship between the private sector and employees to increase the private sector's attractiveness as the preferred employer for Saudi citizens (Kingdom of Saudi Arabia 'Vision 2030', 2023). Women teachers' needs related to job security and employment policies are aligned with 'Vision 2030' goals. However, the private sector practice regarding these needs is not the same.

### 7.3.3   *More Job Opportunities for Women: The Implications of 'Vision 2030'*

Perceptions of job security are linked to the availability of opportunities for women in the education labour market. There is a gap between women needing jobs and the availability of employment in the labour market. Till recent years, the scarcity of jobs for women teachers in both the public and private sectors has left women with perceptions of job insecurity. They are "always told that if you don't want to work here, there are thousands of teachers waiting in line for this opportunity" (Teacher 1), and teachers "are always under pressure and always have this feeling that their jobs are temporary" (Teacher 14).

Such sentiments of vulnerability go against 'Vision 2030's strategic objective of "a fulfilling and happy life" and the goal of increasing women's participation in the labour market. Female teachers constitute a big part of the labour market as more female teachers than male teachers are produced by teacher training institutions. The situation revealed in the results where qualified women struggle to secure decent employment in their field (teaching)

is at variance with 'Vision 2030's idea of enhancing women's participation in the labour market and reducing their levels of unemployment. 'Vision 2030' goal of increasing women's participation in the labour market to 30% has already been exceeded (General Authority of Statistics Kingdom of Saudi Arabia, 2021). However, women's empowerment in terms of access to jobs, especially women teachers, would need more attention due to the high unemployment rate among them for many years. The position confirms Jawhar et al.'s (2022) observation that although the number of women in employment has increased, the situation does not hold for women holding higher qualifications. The sentiments from the study participants revealed that women teachers in private schools remain disadvantaged when trying to access jobs that are consistent with their qualifications. Further, where they have jobs, they are subjected to conditions that do not give them opportunities to participate in leadership roles, such as being involved in decisions that affect their work. In summary, women teachers' views of the urgent need for more job opportunities for women align with 'Vision 2030's goal of increasing women's participation in the job market.

### 7.3.4 *Continuous Professional Development for the Teachers*

The importance of continuous professional development for teachers has been associated with teaching quality and enhancing chances of taking senior positions. Starkey et al. (2009) emphasised the importance of teachers' continuing professional development programs for new and experienced teachers for a better quality of teaching. Most interviewees indicated that they believe there is a huge shortage of professional development programmes. Teacher 1 indicated that there are no chances to grow or develop because:

> There are no workshops or training courses provided to us whether within the school or outside. (Teacher 1)

Female teachers' failure to access continuous professional training threatens the realisation of 'Vision 2030's "Irtiqaa" program. The program aims to improve the quality of

education through, among other activities, teachers participating in training to increase their awareness of the need to communicate and partner with parents in their children's education. It has been suggested that attending specialised professional development training for experienced teachers enables them to improve their leadership skills which would eventually help them learn different aspects of teaching practice (Taylor et al., 2011). Further, not attending continuous professional training also compromises the teachers' chances of accessing senior positions that may arise in the future. Not accessing training and development programs automatically limits the number of capable female teachers to take up leadership positions.

### 7.3.5    *More Women Leaders in the Private Education Sector are Needed*

Appointing more women into leadership positions within the teaching sector comes from recognising their contribution as worth rewarding. Recognition includes being promoted into positions of authority. Interviewees highlighted an absence of chances of getting promoted, a lack of information on how promotions are decided, and the unknown basis of getting a promotion. Therefore, the private schools' working environment does not expose the teachers to opportunities for growth and development and stifles opportunities to develop their leadership capabilities. This also refers to women not having their voices heard or considered and none of their views being taken into consideration as "nothing ever gets done" (Teacher 11). Teachers are not welcomed when they make requests or suggestions (Teacher 7). Rejection of new ideas from teachers makes them feel frustrated by being trapped in a regular cycle. Innovation and changes are sometimes resisted out of frustration when they are introduced.

Another similar issue was the lack of teacher autonomy, as the teachers did not get the chance to introduce their ideas, adjust the curriculum or make any other decisions regarding how they teach. Management controls all the work and does not give teachers authority or

freedom relating to their jobs, yet pressurising teachers by making demands that are not backed by sufficient resources.

'Vision 2030's education goals include enhancing curricula, teaching methodologies, and learning environments to foster creativity and innovation (Government of Saudi Arabia, 2022c). Creativity and innovation hinge on teachers being fully engaged in their work, including contributing their views on possible improvements and having the autonomy to respond to classroom situations. Not being in a position to contribute towards improvements hinders women's ability to be exposed to leadership responsibilities and to develop their skills.

Thus, the absence of promotion prospects, exclusion from decision-making, and lack of autonomy militate against women developing leadership skills and gaining requisite experience. Increasing the proportion of women leaders in the labour market is one of the main goals of 'Vision 2030'. For example, training was completed for 260 leaders and 246 managers, aiming to increase women leaders' proportion in the labour market (Kingdom of Saudi Arabia, 2023b). For this to be realised in the teaching profession, mechanisms need to be in place to ensure that private schools invest in developing women leaders in the sector, and increasing women's representation in positions of authority and leadership. Also, data related to gender representation among school leaders in the private education sector are needed.

### 7.3.6   *Teacher Job Satisfaction: Psychological Pressures*

Teachers indicated that they experience psychological pressures that prevent them from experiencing job satisfaction. The psychological pressures emanated from pressure by parents and the school management, feeling a need to choose between the job and family, and feeling unappreciated. The schools generally have inadequate teaching resources, yet there is immense pressure from the high expectations on the part of parents and management that

expects teachers to deliver at a high level while failing to provide adequate resources. Further, pressure also comes from parents who do not cooperate in handling problems faced by their children, making the teacher feel alone, unsupported, unappreciated, and frustrated. Teacher 11 explained that such situations "affect the teachers' mental and psychological health" because, in most cases, the teacher carries the blame since private schools care excessively about parents' satisfaction.

Therefore, the approach adopted by private schools is not aligned with 'Vision 2030' at two levels. First 'Vision 2030' envisages people leading healthy and balanced lifestyles. Secondly, it calls for parents' involvement in their children's education. Under the theme of a vibrant society with strong foundations, it intends to deepen parents' participation in the education process and to assist in developing their children's talents and characters to enable them to contribute to society (Kingdom of Saudi Arabia, 2023b). What seems to be the practice of dumping children on teachers and demanding results is not consistent with building strong foundations.

### 7.3.7   *Women Can Drive in Saudi Arabia!*

Other than not having a chance to have a say in their work, another aspect that affects women's ability to accrue leadership experience is the transportation problem. Participants discussed the issue of transportation and living too far away from their schools, elaborating that this resulted in them having to spend considerable time getting to school. In addition, as "there is no means of public transport in Saudi Arabia, there are no trains or buses" (Teacher 1), some teachers have to spend a considerable amount of money to pay for a driver, which is a huge minus on salaries that are already low. The inordinate time some women spend to and from work, combined with family responsibilities, do not enable them to engage in any activities that would enhance their professional development, especially not enough to qualify for leadership positions.

Part of the 'Vision 2030'-related changes has made it possible for women to drive, a situation that should shorten their commuting time. However, in practice, long-standing social norms preventing women from driving persist. The right to drive does not sufficiently address women's transportation woes. The transport challenges highlighted by the teachers working in Riyadh city have pointed out the need to enhance the public transportation system for easy access to workplaces. One aim of 'Vision 2030' is to reinforce the public transportation system to facilitate access and help residents commute conveniently (Kingdom of Saudi Arabia, 2023a). For example, the government is working on mega public transportation metro projects in main Saudi cities (Kingdom of Saudi Arabia, 2023b).

### 7.3.8   *Diversity of Routines and Activities: The Implications of 'Vision 2030'*

Although women teachers were not satisfied by working in private schools, they continued working because it added diversity to their daily routine, which they would not get if they remained homebound. Those who spoke on this mental strategy explained that even if the job is not satisfying, "it's better than staying at home and living a deadly routine. At least I have a social life and keep myself mentally active". Teacher 12 shared this thought and said that despite her low salary, "the reason I continue working as a private school teacher is that I don't want to stay at home and become someone without a mission". When reflecting on other teachers' motivations to remain in the job, she further shared that "the main reasons they don't quit their jobs are to avoid the boredom of staying at home". The sentiments expressed by the teachers are consistent with 'Vision 2030's recognition of the importance of quality of life. 'Vision 2030' has established several programs and initiatives to enhance the lifestyle of the Saudi people. The Vision aims to make a vibrant society by engaging every individual in various social, sports, cultural, and recreational activities. Additionally, 'Vision 2030' aims to open educational and recreational neighbourhood clubs to develop sports, social, and volunteering services. For example, cultural days have been doubled to 235 days

in 2020. Also, the number of recreational clubs is more than 1,000(Kingdom of Saudi Arabia 'Vision 2030', 2022). Women teachers' views of the need for more social, sports, and recreational activities agree with 'Vision 2030' objectives and strategic analysis of such needs.

### 7.3.9    The Power of Cultural Norms

The findings indicate that women teachers in private schools struggle to balance their jobs' heavy demands and cultural responsibilities. Teacher 1 explained that she was struggling between her school and home responsibilities. In the same regard, one observed that "working mothers don't last long in private schools," and another reported an incident of a friend that had to quit her job as they had failed to balance family and job demands. Working conditions in private schools do not seem conducive for female teachers with family responsibilities. Women, therefore, have to choose between the job and the family. Working conditions for female teachers in private schools are not aligned with 'Vision 2030's objective of a vibrant society where families, as society's key building block, are protected from breaking down.

### 7.3.10   Overall Alignment to 'Vision 2030'

The experiences of women in private schools in Saudi Arabia have shown that the practices of private sector players in the education sector are not entirely aligned with 'Vision 2030' objectives. Where there is some form of alignment, for example, employment of women, there are no backup mechanisms to ensure that this is done in a manner that aligns the practices to all the pillars of 'Vision 2030', namely an ambitious nation, a thriving economy, and a vibrant society. For example, while creating jobs for women addresses the need to increase employment and the importance of a vibrant society, paying low salaries and benefits are not aligned with the objectives of Vision 2030 (Kingdom of Saudi Arabia 'Vision 2030', 2022). It may be in that regard that the participants viewed their teaching in private

schools as a route for eventually joining the public service, which is perceived as offering better conditions. Such aspirations stand in the way of 'Vision 2030's plans to increase private sector participation in education, with a capacity for 980 private schools by 2025 (Strategic Gears Management Consultancy, 2018).

With the anticipated increase in private sector involvement, perceived differences between public and private schools are material for realising the education sector 'Vision 2030' objectives. Thus, the next section outlines the perceived differences between private and public school working conditions for women teachers in Saudi private schools.

**7.4    Differences between Public and Private Schools (Comparative Perceptions)**

Participants highlighted many perceived differences between private and public schools (Table 5) and discussed these differences during the interview. Even though participants had never worked in public schools, it is essential to consider these comparative perceptions when reporting the results. The differences discussed closely reflect the experiences and challenges they reported. This further strengthens the points about the impact of these challenges on their job satisfaction, as it was clear that the interviewed teachers would prefer to work in a public school rather than a private school.

**Table 5**

*Perceived differences between Private and Public Schools*

| Theme | Differences |
|---|---|
| Salary | Public school teachers have, on average, 3 times more monthly salaries than private school teachers. |
| Sense of job security | Public school teachers enjoy job security for life, while private school teachers have no job security. |
| Workload | The workload in private schools is higher than in public schools. |
| Teaching resources | Public schools provide more teaching resources than the private schools. |
| School buildings and facilities | Private schools have better buildings and facilities than public schools. |
| Teachers' motivation | Public school teachers are more motivated than private school teachers |
| Number of students | The total number of students per class in private schools is usually less than in public schools. |
| Parents' expectations | Parents' expectations and pressure from them are higher in private schools than in public schools. |

Reflecting on both, the key issues of women teachers working in Saudi private schools (see Section 7.3) and what they believed to be the most common reason for teachers to leave their jobs (see Section 6.4), the key difference between public and private schools, according to the participants, is teacher salary (coded 16 times across 14 interviews). "There's a huge difference between the salaries" (Teacher 4) and "public schools pay much higher than private schools do" (Teacher 1); this was a common view expressed by 14 out of 16 participants.

Another difference was having a sense of job security (coded 13 times across 13 interviews). Considering that, as evident in Chapter 6, constant fear of losing the job was the second most discussed challenge that the teachers currently face. It was not a surprise that 13 participants commented on this difference between public and private schools and that private school teacher feel no job security. Conversely, "there is 100% job security" (Teacher 16) in

public schools, and "no one could force a teacher to quit her job there" (Teacher 14), which does not seem to be the case in private schools.

Workload (coded 14 times across 12 interviews) was another key difference. As discussed in more detail in Chapter 6, "working days in private schools are very long, unlike [in] public schools, and the break time is only 30 minutes long. You're extremely busy all day long" (Teacher 14). By contrast, "the school day in public schools is shorter" (Teacher 10), "the teacher's workload is less" (Teacher 11), and "the break time is longer" (Teacher 14). However, the total number of students per class in private schools is usually less than in public schools (coded 2 times across 2 interviews).

School buildings and facilities (coded 4 times across 4 interviews) were also discussed. Private schools are believed to have:

Better buildings, furniture, and equipment. (Teacher 1)

Because there is fierce competition among private schools, so having a good reputation is of extreme importance to the school's owners. (Teacher 4)

Moreover, two participants commented on teachers' motivation (coded 3 times). They noted that public school teachers are more motivated and engaged in teaching. Also, two indicated that although the number of students per class was higher in public schools, private school parents' expectations were higher and, therefore, more demanding.

With the anticipated increase in private sector involvement, the differences mentioned above between public and private schools, as perceived by the women teachers, would provide educational administrators with important information related to the Saudi private education sector. Such input from women teachers will assist the government in achieving 'Vision 2030' objectives related to the education sector. The following section presents the strategies that can be pursued to increase job satisfaction and retention among female teachers in the private education sector of Saudi Arabia.

**7.5    Strategies to Increase Job Satisfaction and Retention**

This section discusses participants' suggested strategies for increasing job satisfaction and retention of Saudi women working in Saudi private schools. The analysis of the 16 interviews led to the development of strategies to increase job satisfaction and retention of women teachers, shown in Table 6 below. The suggested strategies were classified into macro-level strategies and micro-level strategies. The following section defines and explains these strategies and the use of verbatim research from participant dialogues.

**Table 6**

*Strategies to Increase Job Satisfaction and Retention*

| Theme | Strategies |
|---|---|
| Macro-level strategies | Supportive and respectful management |
| | Increasing teachers' wages |
| | Offering incentives and rewards |
| | Considering the teachers' voices |
| | Reducing the workload |
| | Improving teaching resources and school facilities |
| | A high need for clear policies and rules outlining the teachers' rights and responsibilities |
| | Providing more opportunities for self-development |
| | Reducing the number of students |
| | Providing a sense of job security |
| | Providing medical insurance and transportation allowances |
| Micro-level strategies | Staying strong mentally |
| | Maintaining good relationships at work |
| | Investing in self-development |
| | Keeping work and personal life separate |

Table 6 demonstrates that two additional themes emerged among the strategies to increase job satisfaction and retention (coded 98 times across 16 interviews). These were

macro-level strategies (coded 80 times across 15 interviews), personal motivations, and micro-level strategies (coded 58 times across 16 interviews). The following two sub-sections explain and discuss each of these themes.

### 7.5.1   Macro-Level Strategies

Macro-level strategies are strategies and policies the participants believed were needed at the "macro" level, i.e., at the institutional level or national educational policies and reforms, to increase private school teachers' job satisfaction.

The most discussed of these was to have supportive and respectful management (coded 17 times across 12 interviews). This is in line with the previously discussed negative experiences, where concerns were frequently raised about poor management, and good and supportive management was praised. In this regard, the participants also shared the view that "teachers must be respected in order to stay in their jobs" (Teacher 12) and that "if the management is good, then accordingly everything else will automatically be good" (Teacher 13).

According to the participants, other strategies that would positively influence teachers' job satisfaction and retention were increasing teachers' wages (coded 14 times across 11 interviews) and offering incentives and rewards (coded 14 times across 7 interviews). Teacher 14 explained:

> First of all, the salaries must be increased. Second, incentives must be given to encourage teachers to give their best. (Teacher 14)

This view was, again, in line with the previously discussed challenges that the participants faced. The teachers also commented on acknowledging the teachers' voices and opinions more (coded 7 times across 5 interviews). They believed that:

> Respecting teachers' opinions and welcoming new ideas" were "the main factors that make teachers stay in their jobs. (Teacher 13)

The teachers also suggested that reducing the workload (coded 7 times across 5 interviews) would help, and:

> Assigning classes and dividing the workload among the teachers must be done fairly to achieve the highest effectiveness. (Teacher 4)

Additionally, improving teaching resources and school facilities (coded 6 times across 5 interviews) was discussed. Teacher 14 believed that:

> Teaching aids must be provided without forcing the teacher to go and buy them from her own money. (Teacher 14)

Clear policies and rules outlining the teachers' rights and responsibilities (coded 4 times across 4 interviews) were also mentioned, reflecting the previously discussed problems that the teachers faced regarding their contracts. Specifically, the teachers explained that "dealing with teachers in a sophisticated, transparent manner, and applying the rules without manipulating them to deduct from salaries" (Teacher 10) is needed and that "every teacher must have clear duties which have been agreed upon in the contract" (Teacher 7).

Finally, the teachers also mentioned ideas about providing more opportunities for self-development (coded 4 times across 3 interviews) and reducing the number of students (coded 3 times across 3 interviews). Moreover, they indicated the provision of a sense of job security (coded twice across 2 interviews) and obtaining medical insurance and transportation allowances (coded twice across 2 interviews).

### 7.5.2 Micro-Level Strategies and Personal Motivations

Personal motivations and micro-level strategies refer to strategies applied, or points of view expressed by individual teachers. These strategies helped them remain motivated and stay in their current job.

Staying mentally strong (coded 7 times) was mentioned by 5 participants and referred to the individual teachers' resilience and capacity to adapt to their challenges. Teacher 15

explained, "try to adapt yourself to any circumstances in order to gain some experience, and don't give up". Teacher 6 also believed that:

> Sometimes it's not entirely the private schools' fault" but rather "it's because of the teacher and her personality, endurance, and adaptability. (Teacher 6)

Maintaining good relationships at work (coded 7 times across 4 interviews) was another micro-level strategy, with the participants explaining that:

> One of the factors which made me hold on to my job was the work environment, meaning my colleagues because they're also my friends. (Teacher 11)

> The work environment and pleasant interactions are important factors leading to either satisfaction or dissatisfaction. (Teacher 15)

> The teachers also commented on investing in self-development (coded 3 times across 3 interviews), explaining that this helps to "avoid spreading negativity and be a positive influence" (Teacher 13). One teacher's strategy was to keep work life and personal life separate.

**7.6    Chapter Summary**

This chapter presented the participants' insights on key issues affecting women teachers working in private schools in Saudi Arabia. An attempt was made to establish the extent to which their experiences aligned with Saudi 'Vision 2030'. It was established that, to a large extent, women's experiences in private schools do not reflect the intentions of 'Vision 2030'. Participants' perceptions of differences between private and public school working conditions were presented. It was established that the female teachers in private schools view their counterparts in public schools as working under better conditions, a situation that makes them have long-term intentions of joining the public sector. Strategies that can be adopted to increase job satisfaction and retention of female teachers in the private education sector of

Saudi Arabia were identified as involving macro and micro-level factors. The next chapter

discusses the research findings reported in Chapters 6 and 7.

**Chapter 8.    Discussion**

**8.1    Introduction**

This research is the first study to explore Saudi women teachers' experiences in the private school sector to establish what influences their job satisfaction/dissatisfaction and factors that prompt the women to consider leaving or remaining in their jobs. The concurrent objective of the study was to discover how the perspectives of Saudi Women teachers in the private school sector align with the Saudi government's 2030 vision and how the Saudi government may improve the situation for women based on the research findings.

The findings are discussed in light of previous studies, in this chapter. The chapter opens by analysing the various experiences of female educators in Saudi Arabian private schools in the light of Herzberg's (1959) two-factor model. The remainder of the discussion is divided into two sections: factors influencing women teachers' satisfaction or dissatisfaction in Saudi private schools, and causes that prompt women teachers to consider quitting or staying in their jobs. In that regard, the experiences and challenges that female educators confront in Saudi private schools are discussed. Another point of emphasis is how the women's experiences align with the Saudi government's ambitious "Vision 2030," as well as potential solutions for increasing job satisfaction and retention of female teachers in the private school sector. Following the discussion are the study's theoretical and practical implications.

Herzberg's (1959) two-factor theory, which is adapted from Maslow's (1943) hierarchy of needs pyramid, was used to analyse the phenomena studied. The theory highlighted the significance of increasing or fulfilling employees' satisfaction levels. The theory introduced two concepts: "Motivators" and "Hygiene" factors. Herzberg argued that motivators make employees satisfied with their jobs and include criteria such as recognition, responsibility, advancement and growth. Herzberg's (1959) also identified Hygiene factors

that, if not present, made workers dissatisfied with their job and included items such as pay and benefits, job security, interpersonal relations at work, supervision and management, organisational policies, and working conditions. Herzberg believed that satisfiers led to job satisfaction while hygiene factors did not necessarily lead employees to being satisfied with their jobs (or motivated) but to the elimination or reduction of job dissatisfaction. Contrary to Herzberg's categorisation of intrinsic factors signalling satisfaction and their absence signalling no satisfaction, and the presence of hygiene factors signalling no dissatisfaction and their absence signalling dissatisfaction, the findings of this study present a more complex relationship.

Overall, the study's findings showed that a mixture of intrinsic and extrinsic factors accounted for women's dissatisfaction and no satisfaction. A sense of satisfaction only arose from intrinsic factors. In particular, the findings indicate that work contributed to interviewees' feelings of job satisfaction as represented by contribution to student development. However, other factors such as lack of recognition, responsibility, job security and others contributed to dissatisfaction. Most interviewees did not fully fulfil intrinsic factors as the more conspicuous extrinsic factors overshadowed them. Thus, it was difficult for the teachers in this study to feel satisfied. This does not imply that merely fulfilling intrinsic factors would result in satisfied female educators. Thus, satisfaction can be obtained only if both intrinsic and extrinsic factors are eventually met. In this instance, a teacher's experience of the two categories of factors (intrinsic and extrinsic) cannot be completely decoupled. In that regard, the study confirms previous research, which found that both extrinsic and intrinsic factors contribute to employee satisfaction and dissatisfaction (Lephalala, 2006; Mitchell, 2009; Malik & Naeem, 2013; Nyamubi, 2017). This implies that job satisfaction factors may vary in workplaces and environments (Lukwago et al., 2014). The inherent complexity born of multiple factors (e.g., culture, environment and

demographics) may cause these inconsistencies as Herzberg's model failed to fully appreciate these contextual variables (Sledge et al., 2008). According to Hines (1973), when testing Herzberg's theory in cross-cultural contexts, data collected are affected by cultural differences. Hines believed that when using the two-factor theory in other cultures, it is vital to consider cultural differences. In this instance, the differences extend beyond cultural differences to include those caused by the state of the labour market. The circumstances of the female teachers in Saudi private schools are that they come from a position where, due to scarcity of jobs, compounded by social norms, the women would have been home-bound.

Further, in an environment where, despite recently enacted legislation, the general expectation is for women to stay at home, having a job goes beyond just being able to receive a salary. It represents a form of self-expression that addresses a basic hygienic need, the need for freedom (Madani, 2011) and an intrinsic need (self-esteem). Herzberg's two-factor theory does not capture this combined or dualistic intrinsic-extrinsic aspect.

In agreement with Herzberg's theory, the study findings show that poor extrinsic factors, such as supervision and management, pay and benefits, job security, work conditions, interpersonal relations, and organisational policies, accounted for women's dissatisfaction. Furthermore, the study found that extrinsic factors have the greatest impact on teachers' levels of satisfaction. This means that extrinsic factors had a substantial role in explaining teachers' dissatisfaction. For example, teachers' feelings of job insecurity, poor working conditions, and low salaries have a more dissatisfying influence than their intrinsic enjoyment of interacting and working with students. Despite the extrinsic factors that contribute to job dissatisfaction, the majority of research participants do not quit their jobs prematurely due to a lack of alternatives that meet their needs for self-expression and self-esteem.

The following section goes into greater detail on the factors that determine job satisfaction and dissatisfaction.

**8.2     Factors that Influence Job Satisfaction/Dissatisfaction**

Factors cited as causing women teachers' dissatisfaction with their jobs are primarily extrinsic, relating to the context of the job – notably work conditions, pay and benefits, and job security. While relationships with the schools' supervision and management staff, along with organisation policies, are cited, these factors are subordinate to the first three (work conditions, pay and benefits, and job security) probably because they are interlinked, as will be illustrated in the following sections. Furthermore, two intrinsic factors (responsibility and recognition) contributed to interviewees' job dissatisfaction. These two factors, however, which were linked to dissatisfaction, are contrary to Herzberg's view that the absence of intrinsic factors does not lead to employee dissatisfaction but to no satisfaction. Moreover, another intrinsic factor (advancement and growth) was absent from the interviewees' experiences and did not cause no satisfaction but dissatisfaction. The factors influencing women teachers' job satisfaction are intrinsic, relating to the dimensions of the work itself.

*8.2.1   Intrinsic Factors that Influence Job Satisfaction/Dissatisfaction*

Work itself was associated with the interviewees' feelings of job satisfaction. Deriving satisfaction from work is consistent with Herzberg et al.'s (1959) argument that motivators are factors that lead employees to be satisfied with their jobs. In this regard, the findings confirm Gahwaji's (2013) research that attributed long service by female teachers in private preschools to their love for working with children. In the case of the current study, satisfaction was also derived from women experiencing a sense of relative freedom and self-expression as per Radkiewicz and Skarżyńska's (2019) definition of freedom as having the opportunity to accomplish one's potential. Coming from a background where women were not free to engage in activities outside the home, the state of having a job to go to brought with it a sense of meaning in the women's lives, and therefore being an intrinsic factor (Herzberg) addressing Maslow's higher order need of self-esteem.

The findings also indicate that lack of recognition, responsibility, advancement and growth contributed to the interviewees' job dissatisfaction. Hertzberg's advancement and intrinsic growth factors were absent from the interviewees' experiences working in Saudi private schools. Although such factors produce job satisfaction (according to Herzberg), their absence does not necessarily equate to dissatisfaction but rather to no job satisfaction. In this instance, though, there were indications of dissatisfaction associated with their absence. Intrinsic factors fall in the realm of Maslow's (1943) higher-order needs: belongingness, esteem and self-actualisation. The missing specific aspect – advancement and growth — falls under Maslow's esteem and self-actualisation needs. Having no job satisfaction due to the absence or lack of opportunities for advancement and growth is associated with Maslow's concept of "growth" or "self-actualisation" and falls within Herzberg's intrinsic needs.

**Work Itself.**

Work itself contributes to teacher job satisfaction. Throughout the interviews, it was evident that the Saudi female instructors enjoyed their jobs and found motivation in work itself. The teachers in this study believed that the greatest satisfaction source was interaction with students and contributing to young children's development. Interacting with students produces results consistent with Herzberg, which may contribute to teachers' job satisfaction.

Additionally, finding comfort in religion was cited as a mechanism women used to derive satisfaction from their work. One teacher stated that it gives her "satisfaction and inner peace" as she looks to God for her reward. Religion can be viewed as an individual coping strategy. Teachers play an important role in Islam as the Prophet Muhammad (SAW) introduced himself as a teacher, and the Quran encourages people to learn and teach others. The teachers' reliance on religion confirms Golbasi et al.'s (2008) study of nurses in Turkey, which concluded that where an individual has positive coping strategies; there are higher levels of job satisfaction. In the case of the Saudi teachers, religious rationalisation of their

role, coupled with staying at home as an unwelcome alternative, seems to assist them in reframing aspects of their job they find unsatisfying or that cause dissatisfaction.

Further, the sense of having the ability to achieve one's potential derived from being employed also makes women reframe the unsatisfying aspects of their jobs. This is an important insight from this study which addresses a weakness in Herzberg's model of the inability to appreciate these contextual variables. It is apparent that while contributors to teacher satisfaction may, in numerical terms, be far less than those for no satisfaction and dissatisfaction, they seem strong enough to make women continue in their seemingly challenging jobs. The results suggest that contrary to the two factors (intrinsic and extrinsic) suggested by Herzberg, some factors are sensitive to contextual reframing to the extent that they produce unexpected behavioural outcomes. In this study, the contextual factors are religion and perceptions of acquiring freedom.

**Recognition, Respect, and Appreciation.**

Recognition, respect and appreciation, particularly by the school management, were not identified as common practices in Saudi private schools. According to Aldridge and Fraser (2015), school administration has a major influence on increasing teacher satisfaction through praise. This study aligns with previous studies suggesting that the perception of employees that employers disrespect them contributes to their job dissatisfaction (Danish, & Usman, 2010; Pfister et al., 2020), especially among teachers in societies where religion values the teaching profession. However, some teachers felt satisfaction from the good feedback and the appreciation they received from some parents. This confirms Baduli's (2017) view that in addition to lower-level extrinsic needs, teachers need to be appreciated by learners, guardians, and parents, aspects that address their intrinsic or higher-order needs.

Linked to recognition is teacher autonomy, which refers to whether an individual has the right to make decisions relating to their work. The teachers participating in the current

study were not satisfied with the curriculum imposed on them and that they could not change anything about it, and when things do not go according to plan, they (the teachers) shoulder the blame. Adhering to a pre-set curriculum is standard practice as it is developed by the Ministry of Education's curricular department, including prescribed textbooks (Alissa, 2009); the implementation process is not standard. Several studies emphasise upon involving teachers in curriculum development to align the curriculum to classroom practices (Alsubaie, 2016; Handelzalts, 2019). Teachers' dissatisfaction arising from not participating in decisions that affect their work is consistent with Aydin et al.'s (2013) research, which highlighted that a gap between authority and teachers might adversely effect job satisfaction. In this instance, when teachers feel they are losing opportunities to make decisions about their work in the classroom, especially where decisions made for them do not produce the desired results, this leads to frustration and dissatisfaction (Pearson & Moomaw, 2005).

Therefore, lack of autonomy was highlighted among the basis of teachers' dissatisfaction. As an intrinsic factor in a Saudi context, autonomy seems not to be part of the national culture, summarised by Hofstede (1991) as high in power distance (centralisation of power). This highlights the dangers of bringing socio–cultural practices into the work environment. Further, it illustrates that in every generalisation of culture, there are exceptions or interpretations of concepts in practice. In this instance, centralisation of power does not automatically amount to the absence of a desire of women teachers for autonomy in a work environment. Nowadays, several Saudi governmental agencies are working towards greater empowerment of women in direct contrast to the socio-cultural milieu where, in practice, women's autonomy is still growing.

The absence of job satisfaction arising from teachers' not being given recognition in decision-making and contributing their ideas confirms other studies showing that school

principals' encouragement of teacher participation in decision-making enhances job satisfaction (Cansoy, 2019).

Moreover, losing autonomy for teachers may be indicative of (or a result of) the absence of alignment of values or priorities. Many of the teachers in the study expressed dissatisfaction with their school management's focus on the parents and students at the expense of teachers as they care "excessively for the parents' satisfaction". Without an alignment of values, sharing the responsibility to make decisions is difficult. Some interviewees claimed that their say did not matter in school despite their professional expertise and competence. Because teachers cannot voice their views, they experience cognitive dissonance-induced dissatisfaction because of finding themselves acting contrary to what they know to be in the student's best interest. Bartell et al. (2019) attribute the exclusion of teachers from decision-making processes to neoliberal reforms that privilege economic well-being and competitiveness.

Overall, teacher dissatisfaction with inadequate or absence of recognition, appreciation, and respect confirms other studies showing that lack of recognition can lead to resentment towards a company, management, and the work itself (Badubi, 2017; Mehboob et al., 2012). That dissatisfaction with the lack of autonomy occurs in a context where women are acculturated not to be autonomous shows that the generalisation may not apply to a certain group or class of women. It supports the findings of Glas et al. (2018) and Glas and Spiering (2019) that educated women interpret religion-based culture in ways that allow them to overcome gender-based barriers to participating in workplace decision-making. The dissatisfaction also shows that women in such cultural contexts may have more than one persona – the home-social persona that is submissive to cultural dictates and the 'at-work' persona that is more assertive.

**Pressure from Work.**

The findings indicate that excessive responsibility contributed to interviewees' feelings of job dissatisfaction because of the pressure of work and a lack of work-life balance. Stress and burnout are real issues for women teachers working in private Saudi schools. Workplace pressure makes it challenging for teachers to strike a work-life balance; as one stated, "success scores at work come at a cost". Teachers experience psychological pressure at private schools on two fronts: first, there is pressure from some uncooperative parents with high expectations; second, from school administrators who expect teachers to deliver value in the absence, for some schools, of adequate financial resources. The psychological pressure exerted on teachers results in dissatisfaction with the job. This is compounded by the perceived inequity between what they put into their jobs, their sacrifices, and their pay. This situation confirms Nyamubi's (2017) Tanzania-based finding that fair pay that reflects a teacher's input is one of the drivers of job satisfaction. Furthermore, it has been demonstrated that work pressure has a detrimental effect on instructors' job satisfaction and their educational interactions with students (Ghavifekr & Pillai, 2016).

**Advancement and Growth.**

This study shows that lack of promotion, opportunities for growth, and clear terms on how one could be promoted were identified as job-specific factors that result in no satisfaction for women teachers in Saudi private schools. Most private schools were found not to expose their teachers to personal advancement. The findings confirm Sims (2018) and Toropova et al. (2021) work that there is a relationship between participation in professional development and job satisfaction. There are exceptions, where some women teachers access professional development classes and workshops while simultaneously continuing to teach. Where teachers are given development opportunities, their view is that the content is narrow, focused on content specific to that school and therefore for the schools' benefit and not

transferable to other related contexts. In that regard, the training, it was argued, does not contribute towards the teachers' general professional development. This seems indicative of the commercial entity of a private school that focuses on staff development that benefits its clients and not on the teachers' personal development. The study highlighted the need for private schools to enhance teacher satisfaction by providing teachers with opportunities for growth and development both in terms of access to training and promotions. Such an approach represents a long-term perspective on a school's relationship with teachers and has been associated with teachers' job satisfaction (Bascia & Rottmann, 2011). Further, such an approach feeds through to the 'Vision 2030' objective of the private sector playing an increased role in the education sector.

### 8.2.2   *Extrinsic Factors*

The findings showed that extrinsic factors influencing teachers' dissatisfaction were pay and benefits, job security, work conditions, interpersonal relations, supervision and management, and organisational policies.

**Pay and Benefits.**

Dissatisfaction over pay and benefits is prevalent. The dissatisfaction arises from low salaries that cannot sustain the teachers, pay structures that do not recognise experience, failure to match pay with effort or levels of performance, failure to pay for extra work performed, paying salaries late, and forcing teachers to take exceptional leave to avoid paying salaries during summer holidays. Such low salaries suggested that those women teachers would need financial support. Traditionally, some Saudi women have depended solely on their parents or spouse for financial support, which may indicate one reason men have more power in Saudi families (Almosaed, 2008). Dissatisfaction with pay and benefits seems to be partly a result of teachers comparing themselves to their counterparts in the public sector regarding the amount of work done and the level of salaries. State schools' salaries are far

higher than private schools (Maash, 2021). Also, private sector earnings are lower than public sector earnings, and there is a wage gap between men and women. Clingan (2020) established a gender wage gap of as much as 49% in favour of men; social biases partly explain that. Not only are teachers in private schools paid less than those in public schools, but they also do not get the annual salary reviews received by those in public schools. Further, the pay system in private schools does not differentiate rewards based on variations in levels of experience and performance, creating perceptions of unfair distribution of pay. Perceptions of being inadequately remunerated among teachers are not peculiar to this specific group of teachers. In a USA-based study, Bartell et al. (2019) attributed the problems to a neoliberal approach to education that emphasises competitiveness and economic well-being.

The study's findings on salary also confirm Al-Moaely's (2006) observation that salary is among the factors related to job dissatisfaction. Previous research observed that issues related to pay and benefits might impact teachers' satisfaction and decision to leave the profession (Bartell et al., 2019; Malik et al., 2012; Singh & Loncar, 2010).

**Job Security.**

Female private school teachers continue working in the face of working conditions, pay, and benefits that cause dissatisfaction among them. This is mainly because the labour market laws of supply and demand are not in their favour due to the scarcity of teaching positions in both the private and public education sectors. There are more women teachers than available jobs. Thus, there is little incentive for the employer to improve working conditions or to continue with a class when the number of students is below what is considered economically viable. Teacher satisfaction is significantly impacted by job security, and according to the data, job insecurity triggered dissatisfaction among the interviewed women teachers working in Saudi private schools. According to Herzberg et al. (1959), a lack of job security will result in employee dissatisfaction. Further, the arbitrary

termination of employment contracts induces a sense of insecurity which affects the remaining teachers psychologically, leading to dissatisfaction. The high turnover between Saudi private schools seems to be a way that women teachers are using to cope with the issues within their schools. Furthermore, Shabbir and Wei (2015) believed that for a teacher to be fully committed to and satisfied with the teaching profession, there must be fair contract conditions and job security.

**Relationships within the School.**

Interpersonal relations are important determinants of teacher satisfaction. The findings showed that relationships among teachers are a mixture of cordial and hostile, illustrating variations across different private schools and depending on the extent to which teachers have a sense of security. The management style of the school administrators plays a role as some conflict is caused by management creating an environment where teachers compete. Where there is a high sense of insecurity, there is dysfunctional competition among teachers as individuals seek to gain the favours of school administrators as part of trying to retain their jobs. Teachers portrayed negatively by their co-workers may experience dissatisfaction with the work (Toropova et al., 2021). Where relations among co-workers are cordial, affected teachers express a sense of satisfaction with their work. The positive influence of good relations on job satisfaction confirms Nyamubi's (2017) study, which found that teachers' friendship and cooperation with co-workers and students enhanced teachers' job satisfaction. The findings confirm Herzberg et al.'s (1959) argument that good interpersonal relations all around result in the employee experiencing a lack of dissatisfaction with their job.

**Supervision and Management.**

The data indicated that leadership styles and practices among school leaders are important determinants of teacher satisfaction. Such findings were consistent with the previous research regarding the effect of supervision and management on teachers'

satisfaction (Bogler, 2001; Cerit, 2009). This study showed that supervision and school management preside over the perceived absence of management support and policies considered as not supportive of teachers leading to dissatisfaction. Where the management is inconsiderate of teachers' interests and concerns and acts in a manner perceived as mistreatment, teachers feel pressured to leave the school due to general dissatisfaction. One participant observed that some faced a problem: "not having considerate management". According to Herzberg et al. (1959), employees' dissatisfaction with their supervisors affects the organisation through reduced productivity, increased absenteeism, and inferior interpersonal relationships. Cerit (2009) suggested that employers with appropriate attitudes toward their employees contributed to job satisfaction.

Although there are exceptions, the findings showed that the school management controls women teachers' work with little room for exercising freedom in their jobs. The governing structure of the participating private schools is highly centralised. Aspects of supervision and management that influence teacher dissatisfaction under those circumstances, are a non-participatory style of leadership, poor communication, lack of transparency, and an absence of mutual understanding. For example, women teachers find themselves forced to engage in activities that are good for the school's reputation and look good to parents without necessarily benefiting the students, which can lead to teachers' dissatisfaction.

The study findings suggested that here is an apparent lack of commonality of purpose or value consonance between the teachers and the private school as represented by their managers. These result in the teachers' lack of belonging and the observed "us versus them"attitude, where teachers believe that the school managers are always out to catch them doing what is wrong to dismiss them. The situation indicates an absence of what Skaalvik and Skaalvik (2015) term value consonance: the extent to which teachers share their schools' values and norms. The resultant lack of job satisfaction confirms Skaalvik and Skaalvik's

(2015) argument that collective culture, as seen through commonly shared goals and values, impacts teacher job satisfaction by promoting a sense of belonging and reducing conflict, generating misunderstandings.

**Organisational Policies.**

Organisational policies are an important factor in teacher satisfaction. According to the findings, many participants were dissatisfied with certain aspects of private schools' policies and employment contracts. During the interviews, women teachers were stressed, especially when discussing issues related to human resources policies they face daily. Supervisors and administrative staff in the private school sector are responsible for formulating internal policies that are not favourable for teachers in some private schools. The complaint from teachers in this aspect is the lack of attention from private schools' leaders as they seek to please the external stakeholder (parents) at the cost of the satisfaction of the internal stakeholder (teachers). Previous studies have argued that employees' satisfaction with organisational policies affects their job satisfaction and commitment to achieving organisational goals (Danish & Usman, 2010). It is also associated with occupational stress and mental health, especially among female teachers (Wu, 2020).

Furthermore, it has been noted that the laws governing private schooling are over 45 years old (Areef, 2019). These bylaws are no longer consistent with Saudi's future vision strategies and the reality of today's Saudi socio-cultural and economic landscape. Regular review of policies of such an important sector is vital to keep private schools up to date with national strategies and regulations, technology, and worldwide best practices. The results confirm recent studies showing that inadequate organisational policies cause teacher job dissatisfaction (Sahito & Vaisanen, 2019). Additionally, reconfiguring policies to create flexible work environments that facilitate employee work-life balance can reduce some of the psychological stress experienced by teachers (Obasi& Adieme, 2021). In this instance,

Herzberg et al.'s (1959) argument that inadequate organisational policies may foster

employees' dissatisfaction with their job is confirmed.

**Work Conditions.**

The study found that a particular school's working conditions are essential for

indicating teachers' satisfaction/dissatisfaction. Interviewed women teachers working in

Saudi private schools stated that they viewed the workload as exploitative because they

performed varied tasks in addition to their teaching responsibilities. This, they argued, made

them work extended hours as they had to take some work home which affected their work-

life balance. Interviewees further suggested that the nature of the work in Saudi private

schools can be overwhelming; it may cause stress and burnout, which foster teachers' job

dissatisfaction. Several studies have concluded that teachers' satisfaction and students'

learning is adversely influenced by heavy workloads (Esteban et al., 2022; Ghavifekr& Pillai,

2016).

Further, the challenges faced by women teachers interviewed in this study confirms

earlier studies that highlighted that the patriarchal nature of Saudi society has meant that, till

recent years, women assume inferior positions compared to those taken by men (Alghofaily,

2019; Alshalawi, 2020). Moreover, Saudi women have a higher unemployment rate than

men, a situation that is changing in recent years. Thus, private schools offer jobs even to the

inexperienced, and women tend to fall into that category. In that context, private schools

exploit women as they are aware of their predicament. The study's findings confirm Maash

(2021) and Gahwaji (2013), who found that difficulties in accessing job opportunities expose

women to economic exploitation. The exploitative nature of the work conditions extends to

working with inadequate resources. In that regard, the specific experiences of the current

study's participants do not fit Herzberg's two-factor approach to understanding job

satisfaction/dissatisfaction. For the women in the study, their historical context is such that

work conditions, ordinarily classified as extrinsic factors by Herzberg, were both extrinsic and intrinsic. Extrinsic factors include low pay and other unfavourable working conditions, while intrinsic factors include a realisation that one has few options, resulting in a more stressful work environment.

Not having adequate resources causes dissatisfaction among women teachers. Sometimes, teachers have to buy teaching aids to satisfy demanding parents. The situation further affects teachers' already low salaries. Dissatisfaction also arises when students of varying needs are put in the same, already physically small classrooms with no capacity to manage their special needs. Being forced to be more creative and innovative in the face of a shortage of resources exerts more pressure on teachers, especially in the face of parents' elevated expectations. Under-resourcing of the education sector while holding high expectations from teachers is not peculiar to the study participants' situation but is an aspect of the commercialisation of the education sector (Burrow et al., 2020). This is another aspect of satisfaction/dissatisfaction that Herzberg's two-factor theory did not envisage. It represents another situation where what may be considered extrinsic factors also have an intrinsic dimension resulting in not just no satisfaction but dissatisfaction.

Included among work conditions are aspects that affect the general well-being of teachers, specifically the physical state of classrooms and the transportation system. Some teachers are dissatisfied with the inappropriate school buildings where classrooms are too small and poorly ventilated. The situation affects some teachers' state of mind and their creative ability. Teachers in schools with appropriate buildings expressed feeling comfortable and happy and getting positive energy from their work environment. Being energised by a school's appropriate buildings disproves Al-Hazmi's (2007) finding that school facilities have a minimum influence on job satisfaction. Another factor was transportation for those teachers living far from work, leading to their spending more on transport and getting home

late while starting early. This situation disrupts the work-life balance. The availability of transportation and a school's proximity to the teacher's home are also important factors. Teachers sometimes quit even if they were comfortable in their jobs because of the long journey. Female teachers' problems with transportation were partly linked to the period prior to 2018 when Saudi Arabian women were banned from driving. Women teachers need to buy their cars and run them, which is quite costly, especially compared to their already meagre salary. Transportation issues mean that teachers remain with an employer despite being dissatisfied with their job; as one stated, "What makes me withstand and endure the situation is the school's proximity to my home."The findings of the study indicated that factors both intrinsic and extrinsic to the job may influence levels of job satisfaction as well as dissatisfaction. Nevertheless, there is a possibility that extrinsic factors, such as transportation in this case, may either work for or against the organisation by influencing an employee's decision regarding whether or not to remain in their current position or seek employment elsewhere, regardless of the employee's satisfaction or dissatisfaction level.

### 8.2.3  *Sense of Achievement*

Notwithstanding the harsh working conditions, the teachers would rather remain in their jobs as it gives them a sense of worth (an intrinsic aspect). This is important to Saudi women given the background that has made participating in the labour market difficult due to guardianship laws prohibiting women's free movement without authorisation from their male guardians (Al Jazeera, 2019). Therefore, women remaining in teaching are not only a result of satisfaction with the job's content but an intrinsic need to escape from being limited to the home, as stated by one teacher: "being in a job regardless of the conditions is an achievement in itself". As defined by Herzberg, the intrinsic factors are largely absent, meaning the absence of job satisfaction, and the extrinsic factors are also absent, implying dissatisfaction. However, an intrinsic factor related to Maslow's esteem and self-actualisation seems to be

keeping the women teachers employed in otherwise unattractive private school jobs. In the face of an unfavourable labour market, till recent years, they would rather be in their current jobs to satisfy their higher-level needs while accumulating experience that would hopefully enable them to join public schools. Therefore, the findings are not entirely consistent with Gahwaji (2013) as they extend to aspects of the women's socio-cultural context, where women's tolerance of poor working conditions is a deliberate strategy to eventually move to better working conditions (Ekabu et al., 2018). In this instance, work itself and recognition, where it exists, do not account for the women remaining teaching in private schools in Saudi Arabia, as the jobs are considered a means to an end. This study's findings echo Maash's (2021) observation that teaching in private schools in Saudi Arabia is used to gain requisite experience before securing a dream job in public schools.

Nevertheless, the intrinsic factors Hertzberg et al. (1959) linked to job satisfaction do not appear to have the same effect on some Saudi female teachers. The absence of most of the intrinsic factors results in dissatisfaction. For example, recognition not backed by financial rewards does not sustain teacher satisfaction as one explained, "That happiness doesn't last long" – implying that an employer cannot use gratitude and moral support as a substitute for paying a living wage. Work can only go so far when existential needs are not addressed. While this aspect seems consistent with Maslow's claim that people aspire to higher-level needs after their lower-level needs have been met, teachers were also found to derive satisfaction from some intrinsic factors (higher-level needs), notwithstanding the non-fulfilment of existential extrinsic (lower level) needs. The findings suggest that contrary to Herzberg's extrinsic–intrinsic demarcation, some factors assume both intrinsic and extrinsic dimensions, resulting in no satisfaction and dissatisfaction or satisfaction and no dissatisfaction.

### 8.2.4   *Summary of Intrinsic and Extrinsic Factors*

The study partly confirmed Herzberg et al.'s (1959)theory that factors that cause employee job satisfaction and those that cause job dissatisfaction are not the same or lie on the same continuum by distinguishing between work itself, which made women teachers feel job satisfaction, and poor salaries, which made them feel dissatisfied. Study participants who seemed mostly dissatisfied with extrinsic job factors were not satisfied with most of the intrinsic factors, specifically the absence of responsibilities and recognition. Extant satisfying factors, such as interaction with students, however, did not seem strong enough for teachers to overlook the dissatisfaction arising from the extrinsic factors. This situation suggests that the existence of satisfaction with some intrinsic factors was not enough to prevent the teachers from being dissatisfied. In that regard, the findings partly confirm Maslow's argument that before people seek satisfaction with higher-level needs (Herzberg's intrinsic factors), their basic needs (most of which fall under extrinsic factors) must be fulfilled. In this case, extrinsic factors incorporating low salaries that are insufficient to guarantee the teacher a decent life, absence of job security, which leaves teachers vulnerable to being dismissed at any time, generally poor relationships among employees resulting from dysfunctional competition, and perceived to be unsupportive school administrators and or administrative practices, meant that aspects falling under Maslow's basic existential needs caused dissatisfaction.

Despite the poor basic needs, some women teachers seemed to find relief in Maslow's higher-order needs of belonging and self-esteem. This seems to result from a situation where women were excluded from the labour market for a long time including the teaching profession. Furthermore, this may result from a situation where women are still in the process of finding themselves. For example, despite the negative state of extrinsic factors, the teachers continue working because it is better than spending time at home, where they do not

experience any growth. The presence of teacher-student interaction as part of the "work itself" results in teachers' satisfaction as the teacher gains satisfaction from understanding student needs. In this instance, intrinsic factors do not always produce job satisfaction. Contrary to Maslow's argument that meeting lower-level needs precedes meeting higher-level needs, for the women in question, the desire to satisfy intrinsic needs (Maslow's higher level needs), especially self-esteem, is making them remain in their jobs. They are only prepared to move if a better alternative presents itself, as going back to being home-bound is not one of the options.

**8.3     Factors that Prompt Women Teachers to Consider Leaving their Job**

Challenging experiences women teachers face make them consider leaving their positions when they identify an alternative position. The experiences of women teachers in private schools in Saudi Arabia are a mixture of negative and a few positive ones. Positive experiences include relationships with students and; for some, good relations with colleagues and with the school managers. Teachers with positive experiences are the exception, as most seem to have negative experiences. Negative experiences arise from most private schools' failure to adhere to the labour law provisions, especially the absence of paid leave, whether vacation, sick, or maternity leave; lack of professional development, promotion, or rewards; unrealistic workloads and working hours; poor work-life balance; lack of respect and appreciation; lack of a sense of belonging; and living under threats of redundancy and job termination. Most challenges faced by teachers arise from negative experiences.

Hence, negative experiences present women teachers with challenges in the following areas: the commercial nature of operations in private schools; the management and administration; the lack of work-life balance; and the teachers' job market.

### 8.3.1 Commercial Nature of Operations

Private schools seem to adopt a commercial approach to education. Education is viewed as a product, and students and their parents are the customers. Teachers are responsible for delivering the product to the satisfaction of the customers and in a manner that promotes the private school's reputation to enable it to continue attracting more students. Maximising profits is the primary motive in private schools, to the detriment of teachers and students.

This approach is based on concepts such as the need for teaching positions to be economically justified by the number of students for a school to benefit from economies of scale; expectations of realising a return on investment; the centrality of the customers; and being competitive in the face of competing private schools. The commercial approach to education is difficult for women and differs from what prevails in public schools. The strong focus on performance and pleasing the client puts the teachers under extreme pressure, exacerbated by inadequate school management support. The participating teachers view themselves as being in transit awaiting the opening of opportunities in the public sector schools where there is less focus on individual teachers' performance.

The interviewees criticise private schools for being strict about teachers' performance and attendance, quality of teaching, and responding to parents' complaints. On the other hand, they accuse private schools of not caring about quality. Such contradictions may imply that some of the dissatisfaction that makes the interviewed teachers want to join the public sector may be based on wrong assumptions or a limited understanding of public schools' conditions of service.

Another challenge relating to the commercialisation of education is the apparent lack of appreciation among teachers of the interconnected factors, such as the school's public image, ability to attract the right number of students, revenue generation and ability to pay

staff competitive salaries. Private schools and teachers have different interests; thus, appreciation is low. Teachers exist within their cultural context and are likely to expect private schools to operate like public schools. The general work ethic in the Saudi Arabia public sector is characterised by high salaries. Public sector salaries are estimated at 59% more than those paid in the private sector (Saudi Gazette, 2019). Although a teacher's salary is meagre, their dissatisfaction over salaries in private schools is partly due to the public sector's paying higher wages that are not linked to productivity. These findings confirm Wong and Heng's (2009) suggestion that employees' reactions to job satisfaction can vary because of differences in cultural background.

### 8.3.2 Management and Administration

Generally, with regard to deductions administered by the private school management for missed work times, the teachers do not seem opposed to the practice but query elements of unfairness and the practices being "disproportionate with what we had done" or without explanation. In some private schools, working conditions and organisational policies are not clear, and contracts of employment lack some essential details. In extreme cases, teachers are not given copies of their contracts. In other instances, there are inconsistencies between the laws and regulations of the Ministry of Education and Ministry of Labour and what is practised at the school level. Teachers believe such practices are resulting in dissatisfaction. Teachers' sentiments are consistent with Badubi's (2017) suggestion that the more employees gain from their job, the more they experience satisfaction. Further, employee perceptions of dissatisfaction have been associated with turnover intentions (Sadaqat et al., 2022; Yuan et al., 2021).

### 8.3.3 Lack of Work-Life Balance

Failure to achieve work-life balance is one of the factors that caused the interviewed women teachers to consider leaving their jobs. This is consistent with Thilagavathi and

Selvani (2020), who found that women teachers in private secondary schools in India worked extremely hard to the point of failing to achieve a balance of work-life demands, leading to stress, job dissatisfaction and considering leaving the job. Failure to maintain a work-life balance exerts psychological pressure on female teachers arising from that in their cultural context; women are responsible for the household, and society perceives working married women as prioritising money ahead of the welfare of their families (Alghofaily, 2019).

The negative experiences and the challenges faced by the women teachers in this study create conditions that prompt them to consider leaving their jobs. Nonetheless, intrinsic factors relating to their higher-level needs to derive satisfaction from being employed make them remain in their jobs only in the short term while waiting for better opportunities. The teachers' intention of remaining in their jobs is, therefore, temporary as they only remain while accumulating experience that would enable them to join the public school system. The practice illustrated that the absence of job satisfaction and dissatisfaction do not immediately lead to staff leaving their jobs. Individuals act intentionally and may tolerate hostile work conditions for as long as their other interests are served, such as the joy derived from being in a job in a situation where it is difficult to get a job. In that regard, the findings are inconsistent with studies that have found that satisfied teachers remain longer in their jobs than those who are dissatisfied (Blömeke et al., 2017; Toropova et al., 2021). In the Saudi context, female teachers remaining in their jobs has less to do with satisfaction levels and more to do with an unfavourable labour market, a situation that is changing rapidly in recent years. The dissatisfaction contributed to the high turnover intentions of Saudi female teachers working in private schools, not actual turnover. On their path to their dream job, female teachers in Saudi private schools are only willing to leave their current job immediately whenever an opportunity for a job arises in the public schools' sector.

Thus, factors that would make female teachers in Saudi private schools consider resigning from their positions are both extrinsic and intrinsic. The factors can be summarised into three categories – factors associated with the commercial nature of private schools' operations, perceived absence of justice and fairness arising from a perceived mismatch between work performance expectations and remuneration, and absence of work-life balance arising from factors ranging from volume of work and poor commuting arrangements. According to the national 'Vision 2030', private schools are meant to play an increasing role in the education sector. In that regard, private schools' teacher management practices need to ensure high levels of satisfaction among teachers to curb high teacher turnover and the attendant compromising of the quality of education experienced by students. Over the years, studies have associated high teacher turnover with lower teaching quality and student performance (Hanushek et al., 2016; Ronfeldt et al., 2013; Sorensen& Ladd, 2020).

## 8.4    Teachers' Experiences' Alignment with 'Vision 2030'

These women teachers' experiences in private schools in Saudi Arabia illustrate that the practices of private players in the education sector are not aligned with the aspirations of 'Vision 2030'. While the sector has taken advantage of the government's thrust to increase the role of private players in the education sector, this has not been backed by adherence to government regulations and alignment with 'Vision 2030's expectations from the sector. Although the private schools' sector is a major employer of women, the working conditions have been portrayed as dominated by factors that cause job dissatisfaction at both an intrinsic and extrinsic level threatening the attainment of 'Vision 2030's ambitious nation, thriving economy, and vibrant society. Among women's experiences not aligned with 'Vision 2030' aspirations are low salaries, absence of benefits such as sick leave and maternity leave, difficulties commuting to and from work, and absence of recognition and exposure to learning and growth opportunities.

The perceived poor remuneration of women teachers in Saudi private schools is a barrier to attaining 'Vision 2030's envisaged living standard, characterised by a safe and secure environment for families and access to the best education and healthcare. Further, the portrayal of women's experiences as being overworked and underpaid is not likely to be found attractive by the kind of teachers envisaged for realising 'Vision 2030's education-related theme of 'a thriving economy.'

Furthermore, one of the education sector aspirations of 'Vision 2030' is to increase the participation of private players. Participants' apparent view of their teaching in private schools as a short-term engagement while they gain experience in the field or wait for better opportunities to emerge from the public school sector contradicts the government's intention of giving private education providers a significant role. With the planned increase in private sector involvement in education, aligning private and public schools' practices in remuneration is critical.

Although the female teachers in private schools in Saudi Arabia may remain in their jobs despite being dissatisfied with their work experience, their performance may be below the level capable of contributing meaningfully towards 'Vision 2030's envisaged thriving economy. The teachers' apparent lack of job security is incompatible with the Kingdom's thriving culture in which household expenditure on cultural and recreational activities rises and individuals live satisfying lives.

So, the experiences of the interviewed women teachers show that the approach adopted by private schools does not align with 'Vision 2030's aspiration of parents being involved in their children's education. Under the theme of "a vibrant society with strong foundations", it plans to increase parents' participation in their children's education and build them to enable them to contribute to society. The focus of private schools is on appeasement over increasing parental participation.

Also, the fact that teachers do not have autonomy over their work and are not involved in making decisions in schools keeps them from getting the experience they need to be more involved in the professional world. The study participants' sentiments that women teachers in private schools remain disadvantaged when trying to access jobs that align with their qualifications is misaligned with 'Vision 2030's intention to increase women in leadership positions. The interviewed women's lack of access to continuous professional training threatens the realisation of 'Vision 2030's "Irtiqaa" program, which aims to improve education quality through training teachers.

'Vision 2030's objective relates to stimulating creativity and innovation through improving the learning environment, curricula, and teaching methods hinge on teachers contributing their views on possible improvements and exercising autonomy in response to classroom situations. That the interviewed teachers are not given a chance to contribute their views prevents them from being exposed to leadership responsibilities.

Overall, the interviewed women teachers' experiences in Saudi private schools do not align with the aspirations of 'Vision 2030'.

## 8.5 Strategies to Improve Job Satisfaction and the Retention of Women Teaching Staff

Strategies to improve job satisfaction and the retention of women teaching staff are multi-dimensional, focusing on the intrinsic aspects of their work experience and the extrinsic factors that account for women's dissatisfaction. These strategies must be viewed within the perspective of national initiatives such as 'Vision 2030'. Some perceived exploitative practices of private schools may work in instances where women teachers need the job and have limited choices. However, the government's focus on utilising women as part of the human capital to realise 'Vision 2030' forces private schools to pay more attention to

employee satisfaction and retention strategies. Nevertheless, the push by the government has resulted in changes in some private school operations.

The findings indicate that the following strategies may improve job satisfaction and retention of women teachers in Saudi private schools: addressing conditions of service associated with dissatisfaction (conditions of service) and introducing or enhancing practices that contribute to job satisfaction.

### 8.5.1   Conditions of Service

Conditions of service, specifically salaries, employment contracts, and leave provisions, are the main sources of dissatisfaction. All three can be traced back to the commercial approach of some private schools or to the financial position of other private schools (with those better resourced seeming to be faring better). The government subsidised the first five years of a teacher's employment contract several years ago. Such policies have reduced the financial pressure on private schools and enable them to improve the quality of education. However, some schools revert to low salaries after the end of the government subsidy or dismiss the teachers to employ new ones who qualify for the subsidy. This practice compromises the quality of teaching as it may mean that private schools use teachers with limited experience.

### 8.5.2   Job Satisfaction

According to the two-factor theory, an employee will experience high job satisfaction when all or the majority of intrinsic factors are present. Herzberg's two-factor theory also suggests that job dissatisfaction is avoided when an employee acquires most or all extrinsic factors. Saudi private schools have not provided either side of Herzberg's theory; thus, women teachers are experiencing dissatisfaction.

Women teachers in Saudi Arabia derive satisfaction from aspects of their work involving interacting with students, but they are not satisfied with aspects relating to

responsibility and recognition. The governance of private schools, as implemented by administrators, must provide an environment where teachers can engage in decisions that impact their job. Women teachers in the study considered that they had no voice in the school. Teachers in private schools must be allowed to voice their views and thus utilise their knowledge, field experiences, and professional skills. One of the primary benefits of this study, according to participants, was the opportunity to share their thoughts and feelings. As it was the first time for the majority of them, they were able to express themselves. I believe that women teachers' voices contribute to improving our educational system. Thus, schools' principals and management must provide them with a platform to voice their views.

## 8.6     Study Implications

This study has implications at both a theoretical and practical level. Theoretical implications relate to the applicability of Herzberg and Maslow's theories to contexts where women have been, for a long time, excluded from the labour market to the extent that having a job is an achievement. At a practical level, the study has implications for government policy, particularly in view of 'Vision 2030', and for the governance of private schools in Saudi Arabia. Educational reform in Saudi Arabia is setting ambitious objectives for students' education. Many aspects contribute to achieving these objectives. However, improving education in classrooms relies mainly on teachers (Fullan, 1992). This section discusses the study's theoretical implications, especially regarding Herzberg's two-factor theory and the practical implications of governance within private schools.

### 8.6.1   Theoretical Implications

This study provides insights into teachers' job satisfaction levels by focusing on women working in Saudi private schools. The study confirms that job satisfaction and dissatisfaction factors vary between workplaces and environments (Andersson, 2017; Hines, 1973; Lukwago et al., 2014). In the case of women teachers in private schools in Saudi

Arabia, Herzberg's theory is mostly applicable. Furthermore, Maslow's hierarchy of needs is not entirely applicable as women were seen to pursue higher-level needs, notwithstanding the non-fulfilment of lower-level needs. This study confirms previous findings that both theories are affected by context (Hines, 1973; Lukwago et al., 2014; Sledge et al., 2008).

In the case of Herzberg's theory, both extrinsic and intrinsic factors were found to influence job satisfaction and job dissatisfaction. The findings confirm Griva et al.'s (2012) proposal that a mix of extrinsic and intrinsic factors predicts teachers' job satisfaction. Table 7 summarises the applicability of Herzberg's motivation-hygiene theory to women teachers' experiences in Saudi Arabia's private schools.

**Table 7**

*Comparison between Herzberg's Motivation-Hygiene Theory and the Saudi Private School Female Teachers' Context*

| Factors | Status (Factor is present or absent based on most interviewees' responses) | Herzberg's motivation-hygiene theory | Study Findings |
|---|---|---|---|
| Intrinsic (motivation) | | | |
| Work itself | Present | Satisfaction | Satisfaction |
| Growth and advancement | Absent | No satisfaction | No satisfaction |
| Responsibility/autonomy | Absent | No satisfaction | Dissatisfaction |
| Recognition | Absent | No satisfaction | Dissatisfaction |
| Extrinsic (Hygiene) | | | |
| Interpersonal relationship | Absent | Dissatisfaction | Dissatisfaction |
| Adequate salary and benefits | Absent | Dissatisfaction | Dissatisfaction |
| Favourable policies and management | Absent | Dissatisfaction | Dissatisfaction |
| Positive Supervision | Absent | Dissatisfaction | Dissatisfaction |
| Good Working conditions | Absent | Dissatisfaction | Dissatisfaction |

In terms of theoretical implications, the study confirms studies such as Lephalala (2006), Mitchell (2009), and Nyamubi (2017), which have shown that satisfaction or

dissatisfaction can arise from both intrinsic and extrinsic factors. Further, the study extends Hertzberg's theory by demonstrating that employee satisfaction/dissatisfaction is a complex phenomenon subject to contextual issues such as culture and the state of the labour market. To that end, factors labelled as intrinsic, which, when present, lead to satisfaction and, when absent, lead to no satisfaction, can, in some contexts, lead to dissatisfaction. Similarly, a state of no satisfaction could be caused by what Herzberg labels as an extrinsic factor and only responsible for dissatisfaction and absence of dissatisfaction.

### 8.6.2   *Practical Implications*

No study has been conducted thus far on Saudi private school teachers' job satisfaction, challenges or teacher turnover. This study's practical implications apply to private schools and the Ministry of Education levels. For private schools, this study has implications for governance, general service conditions, and a long-term perspective focused on teacher development and growth. At the Ministry of Education level, this study has implications for policy formulation and implementation mechanisms. Lastly, this researcher believes that this investigation is especially timely as the country is implementing 'Vision 2030' to help improve the education sector. In that regard, knowing how private school practices align with 'Vision 2030's educational aspirations and women's employment is critical.

**Governance within Private Schools.**

Much of what causes teacher dissatisfaction and satisfaction can be traced to the governance mechanisms of private schools. This study contributes to the governance of private schools as it has shown that supervision and management are the sources of dissatisfaction. The highlighted areas include the need to decentralise decision-making to give teachers more responsibility and autonomy over their work. Moreover, introduce clear policies and mechanisms to ensure alignment of values between the school management and

teachers; and to ensure that teachers have contracts that capture what is expected from them and what they can expect from the employers.

In addition, employment policies should be clear and aligned with the Ministry of Education and Ministry of Labour requirements to improve general working benefits and conditions. For example, job security is vital for a teacher's satisfaction. Thus, conditions for termination or renewal of contracts should be clear and transparent to reduce teachers' stress levels and increase their productivity.

Furthermore, the data indicated that principals' organisational management knowledge and skills have to be enhanced through professional development programmes. Such programmes improve the principals' leadership skills, which impact teachers' teaching and students' learning quality. Fullan (1992) suggested that continued educational improvements will not be achieved without improving school leaders' knowledge and skills.

**General Benefits and Work Conditions.**

The study's findings highlight the need for private schools to revisit their conditions of service and teachers' benefits in the following specific areas: salaries scheme, working hours and workload, and leave provisions. Revisions in this area (especially the pay scheme) are needed as it is a vital factor for teacher satisfaction. A clear national policy related to salary has to be developed. The salary scale should be enhanced, and annual salary increases should be included, especially as the cost of living is increasing worldwide. Such increments in teachers' salaries may be difficult, given Frank's (2021) observation that there has been a decline in private school enrolment in recent years, probably due to COVID-19 pandemic.

Women teachers working in Saudi private schools consider their workload to be exploitative. They perform varied tasks in addition to their teaching responsibilities, making them work long hours as they have to take some work home. The system should ensure a fair

workload for all teachers. Private schools could employ more staff, allowing teachers to focus more on students' teaching.

## 8.7    Chapter Summary

The chapter discussed the findings in the context of relevant literature based on the study questions' focus on Saudi women teachers' experiences in private schools, factors that affect their job satisfaction/dissatisfaction, and those that make them consider leaving or staying. In view of the criticality of the education sector to 'Vision 2030', how Saudi women teachers' experience in the private school sector align with 'Vision 2030' was also discussed, together with how the Saudi Ministry of Education might improve the situation for the women teaching in Saudi private schools based on the findings of this research. The study's theoretical and practical implications were also discussed.

The next chapter concludes the study.

## Chapter 9.    Summary & Conclusion

### 9.1    Introduction

This research aimed to establish the main factors influencing job satisfaction/ dissatisfaction of female teachers working in Saudi Arabia's private schools. The study answered the following questions to achieve its aim:

1. What are Saudi Women teachers' experiences in the private school sector?

    – What influences job satisfaction/dissatisfaction of women teachers working in Saudi private schools?

    – What factors prompt women teachers working in Saudi private schools to consider leaving or remaining in their job?

2. How do the insights from Saudi Women teachers' experience in the private school sector align with the Saud' government's aspirational 2030 vision?

    – How do women teachers working in Saudi private schools perceive differences between private and public school working conditions?

    – How might the Saudi government improve the situation for women teaching staff in Saudi private schools based on the findings of this research?

This chapter concludes by summarising the main findings relating to each question, highlighting the study's contribution and limitations, and identifying opportunities for future research.

### 9.2    Summary of Key Findings

Saudi women teachers' experiences in the private school sector were characterised by the satisfaction derived from having a job that enables them to break away from the traditional routine of staying at home, have a sense of freedom and meaning, and contribute to students' development. In addition, the experiences were characterised by dissatisfaction

and absence of satisfaction arising from poor remuneration, lack of basic benefits such as sick and maternity leave, difficulties commuting to and from work, and absence of recognition and exposure to learning and growth opportunities.

The results from interviewing 16 female teachers indicated that factors that influenced the women were more complex than was suggested by Herzberg's (1991) two-factor model, as they were a mix of extrinsic and intrinsic factors. Further, it was apparent that Maslow's hierarchy of needs (which informed Herzberg's model) was too simplistic to capture the complexities of women's experiences. The results showed that women's experiences and challenges arising from contextual factors such as culture, the socio-economic environment, and demographics rendered Herzberg's pairing of job satisfaction with intrinsic factors and dissatisfaction with extrinsic factors inapplicable to their situation. Instances were identified where intrinsic factors were causing dissatisfaction, and extrinsic factors accounted for the absence of satisfaction. The results showed that the extrinsic-intrinsic divide was blurred in the context of the interviewed women. In this regard, the findings confirmed earlier research indicating that there are no universal predictors of employee job satisfaction and that context-specific conditions might result in variations in the factors or the factors taking on different intrinsic or extrinsic dimensions.

Furthermore, the main factors influencing the job satisfaction of women teachers in the sample extended beyond intrinsic characteristics. They included extrinsic factors and factors outside the work environment, such as not being limited to the home and viewing their teaching roles as a religiously based responsibility. Contrary to Herzberg's positing that factors that bring about employee job satisfaction and those that result in job dissatisfaction could not be described on the same continuum, the findings showed no clear distinction as both intrinsic and extrinsic factors were associated with satisfaction and dissatisfaction. The results show that in contexts with a historical tradition of women not having access to a wide

range of jobs, followed by limited access until recently, factors accounting for job satisfaction and dissatisfaction are entwined to the extent that the boundary between the intrinsic and the extrinsic is blurred. For example, despite the recently legislated changes, culturally, women are still expected to stay at home; being able to have a job outside the home then gives the women a form of freedom that meets both the extrinsic needs (freedom) and intrinsic needs (self-esteem). In the situation experienced by Saudi women in the study, Herzberg's two-factor model failed to capture the possibility of this intrinsic-extrinsic dualistic aspect. The findings confirmed earlier studies, which showed that job satisfaction/dissatisfaction factors vary across countries partly because of differences in people's experiences within non-western cultural contexts (Andersson, 2017; Lukwago et al., 2014).

Moreover, women teachers' challenging experiences in Saudi private schools incorporate factors that prompt them to consider leaving or remaining in their job. The challenges are peculiar as they go beyond the job factors of low remuneration, poor working conditions, and lack of growth opportunities, including external aspects, such as travelling logistics and labour market forces. Where the women have accepted jobs far from their homes, they face transport challenges that sometimes affect their work attendance. In the past, women were denied the right to drive and travel without a male guardian. Even though some prohibitions have been lifted over the years due to the influence of traditions and sociocultural factors, there has been little change in everyday behaviour. For example, most women still do not self-drive, a situation that limits where they work.

Further, the commercial nature of private schools is such that the demand for the teachers' time is high but unmatched by the pay. There is no incentive for the employer to pay more because of high levels of unemployment among women teachers. The experiences of the women in this study's sample showed that they suffered from the consequences of past

laws that limited their mobility and access to jobs to the extent of accepting poor working conditions for fear of the unpalatable alternative of staying at home.

The experiences and challenges of the women in the sample demonstrated that contextual issues made women teachers act contrary to Herzberg's categorisation that job satisfaction is only a result of intrinsic factors and dissatisfaction only associated with extrinsic factors. Secondly, contextual issues made the women's experiences vary from Maslow's position that people seek higher-level needs (intrinsic factors) after attaining lower-level needs (extrinsic factors). The women's experiences showed that higher-level needs could be pursued in some situations despite the non-fulfilment of lower-level needs. The women's practice of using religion to rationalise and reframe their roles shows that they are seeking the satisfaction of high-level needs. Finally, the women's experiences demonstrated the failure of both Hertzberg and Maslow's models to accommodate the dynamics of socio-cultural contexts dominated for a long time by strong traditions of excluding women from public engagements.

Given the women's experiences and challenges, factors that prompted them to consider leaving or remaining in their jobs had less to do with satisfaction or dissatisfaction and more with the hostile realities of their environment. In this regard, although the women felt they were being exploited (an aspect that caused them dissatisfaction), this did not necessarily make them consider leaving their jobs. Factors external to the job and work environment were more influential than Herzberg's intrinsic and extrinsic factors.

Similarly, dissatisfaction with extrinsic factors was also not identified as a primary reason for considering resigning. Instead, they identified factors external to the job, namely reluctance to stay at home in an unfavourable labour market, religious rationalisation of their teaching roles, and easy accessibility of the workplace as what kept them in their jobs. Further, remaining on the job was not a result of satisfaction or absence of dissatisfaction but

rather a strategy to gain experience while awaiting an opportunity to join the public school system. The findings contradict Gahwaji's (2013) attribution of long service by female teachers to their love for working with children. Instead, they are more consistent with Maash's (2021) view that women used private schools to gain experience that would facilitate access to better-paying public school jobs.

Thus, the complexity of the explanatory factors for teacher satisfaction and dissatisfaction illustrates the limitations of Herzberg's claim that what causes dissatisfaction is extrinsic while what causes satisfaction is intrinsic. Herzberg's theory may apply to men or, again, to a limited extent, in environments with equal access to jobs regardless of gender. In the Saudi context, where traditional practices that limit women's movement still hold sway despite the recent documented changes, and where a woman has a job is an achievement, the applicability of Herzberg's theory is limited.

The findings from the sample showed that factors influencing job satisfaction or dissatisfaction vary across contexts due to socio-cultural, economic, environmental, and demographic aspects. Therefore, strategies to improve job satisfaction and the retention of women teaching staff should focus beyond intrinsic factors such as opportunities for growth, participation in decisions that affect their work, and a sense of job security. Instead, they should include extrinsic factors such as pay and job security. In addition, the findings indicate a need for more interventions by the Saudi Ministry of Education, such as closer supervision to ensure that private schools comply with policies regulating their operations regarding teachers' service conditions.

## 9.3    Study Contribution

The study's theoretical contribution is illustrated by the limited applicability of Herzberg's two-factor model and Maslow's hierarchy of needs to explicate the job satisfaction/dissatisfaction of the 16 women teachers employed in Saudi private schools

based in Riyadh. The study confirms that job satisfaction and dissatisfaction factors vary in workplaces and different environments (Anderson, 2017; Hines, 1973; Lukwago et al., 2014). In the case of the sample of women teachers from private schools in Saudi Arabia, Herzberg's theory is applicable only insofar as the findings indicated that extrinsic and intrinsic factors influenced job dissatisfaction and job satisfaction. However, contrary to Herzberg's linking extrinsic factors specifically to dissatisfaction and intrinsic factors to satisfaction, the findings did not indicate a clear distinction. Instead, the study confirms studies such as Lephalala (2006), Mitchell (2009) and Nyamubi (2017) that have shown that satisfaction or dissatisfaction can arise from both intrinsic and extrinsic factors. A further finding was that the women drew from their religious beliefs and previous socio-economic experiences of being excluded from the labour market to rationalise and cope with negative aspects of their roles that would ordinarily lead to dissatisfaction and even resignation. In that regard, extrinsic factors that, according to Herzberg, would have resulted in dissatisfaction were reframed and reinterpreted from a spiritual perspective in a manner that made them intrinsic sources of satisfaction. The findings, therefore, showed that teacher job satisfaction is too complex and goes beyond the work environment-based rational explanations. This study implies that Herzberg's model may need to be modified or extended to take into account contextual aspects and factors that defy what is considered rational explanations.

Similarly, Maslow's hierarchy of needs was not entirely applicable. Coming from a background of exclusion from the labour market, till recent years, and holding a job as an achievement, the women in the study were seen to pursue higher-level needs despite the non-fulfilment of their lower-level needs. This study confirms previous findings that both Hertzberg and Maslow's theories are affected by context (Hines, 1973; Lukwago et al., 2014; Sledge et al., 2008). In that regard, the study makes a modest contribution towards building a theory of the satisfaction/dissatisfaction of female private school teachers in contexts

characterised by limited job opportunities for women and culturally embedded gender-based discrimination.

This study has practical implications for private schools and the government. The study contributes to aspects considered by government policy on the governance of private schools in Saudi Arabia regarding policy formulation, implementation, and monitoring mechanisms. For private schools, the study has implications in governance, general service conditions, and a long-term perspective focused on teacher development and growth.

The study has shown that most causes of teacher satisfaction/dissatisfaction can be traced to the inadequacy of the governance mechanisms of private schools. At the level of the relationship between the teachers and their respective employers, there is a need to decentralise decision-making to give teachers more responsibility and autonomy over their work. Sharing decision-making with the teachers implies that the employers must introduce clear policies and mechanisms to ensure that the school management and teachers are aligned with values and intentions. In the absence of alignment, sharing decision-making may expose the schools to risks as they would have to bear the consequences of wrong or poor teacher decisions. Further, employment policies should be clear and aligned with the Ministry of Education and Ministry of Labour's requirements relating to the minimum general working conditions and respecting contractual obligations, including issuing valid contracts. For example, job security is vital for teachers' satisfaction. Thus, conditions for termination or renewal of contracts should be clear, transparent, and follow the country's labour laws to reduce teachers' stress levels and increase their productivity.

Furthermore, the data indicated inadequacy in some principals' organisational management skills. This aspect highlights the need for appropriate professional development programmes to improve the principals' leadership skills. Teacher satisfaction will serve the nation interests as captured in 'Vision 2030' because satisfied teachers are more committed,

stay longer, and are better instructors, and their students perform better (Blömeke et al., 2017; Collie et al., 2012; Toropova et al., 2021).

The study's findings also highlighted the need for private schools to revisit their conditions of service, given the participating women's perceptions that their workload was exploitative. Amending conditions of service may extend to developing a clear national policy related to private schools' salaries. Given the financial challenges seemingly faced by some of the private schools, partly because of a decline in student numbers (Frank, 2021), a policy-driven salary structure may be complex. In view of the government's intention to increase the role of private sector in the education sector and the anticipated importance of education in achieving 'Vision 2030's goals of an ambitious nation, a thriving economy, and a vibrant society, the government may continue its subsidisation of private school teachers' salaries.

Further, in terms of contribution to the Ministry of Education policy on private schools, the study has extended the frontiers of context-specific knowledge on female teacher motivation, satisfaction, and retention in private schools in Saudi Arabia in a manner that can facilitate targeted Ministry of Education intervention. This is important given that the Saudi government is striving to improve the quality of its educational system processes as an integral part of the realisation of 'Vision 2030'. The findings of this study provide the government with the following:

The study highlighted some limitations in the private schools' policy and regulations. The findings indicated a need to update private schools' policy with a clearer and transparent ones aligned with Saudi 'Vision 2030's education-related objectives and capture the realities of the current Saudi socio-cultural and economic landscape. Such policies must dictate more transparent governance mechanisms in private schools to ensure enhanced operational capacity, eventually improving the quality of education in Saudi private schools.

The study revealed that although the private schools are licensed and supervised by the Ministry of Education through the Private and Foreign Education Department, the teachers view the supervision as insufficient and that private schools are more concerned about their reputation than benefiting the students.

By highlighting the above limitations in the supervision of private schools, the study has contributed information that can be incorporated in formulating future policies and mechanisms for enhancing the job satisfaction of women teachers in Saudi private schools.

At the study's participants' level, gave the women an opportunity to express their opinions and feelings on their working conditions in private schools. Unlike predominantly quantitative studies, this research gave the otherwise women teachers a chance to highlight the need for principals and administration to provide them with a way to express their opinions on their working conditions. The women's input could contribute to enhancing the quality of education in private schools.

Lastly, this investigation is especially timely as the country is implementing 'Vision 2030', where the education sector is expected to play a pivotal role. The highlighted implications of this study are consistent with earlier research that has shown the importance of job satisfaction to teacher commitment and long service with an employer (Toropova et al., 2021; Blömeke et al., 2017). Low teacher turnover is critical for maintaining quality and stability in the education sector. Given the role of teachers in developing the necessary human capital to drive a knowledge economy, this study contributes to enhancing knowledge of factors that could be implemented to achieve teacher job satisfaction, an essential precondition for workforce stability in the education sector. The latter is vital given the Saudi government's policy of reducing its expenditure on the education sector while creating a more prominent role for the private sector providers.

**9.4     Limitations of the Study**

As in any study, this research had its limitations. The first limitation related to the handling of the interviews data. All the data was transcribed and translated from Arabic to English by the researcher without any independent check of any proportion of the data. It can therefore be expected that despite the researcher having ensured that the interviews transcription was checked by participants and that translation represented what was said by interviewees, data distortion could still have occurred due to researcher preconceptions. Qualitative research methodology does provide for credibility checks of a proportion of any data set by a third party.  Future studies may use third party to check a proportion of the raw data, English translations and analysis as part of having various stages of checking the data for inconsistencies and unintended bias.

The second limitation of the study was its focus on the experiences of a sample of women teachers working in private schools in one region (Riyadh) of Saudi Arabia, which limits its findings to that specific area. The theoretical insights provided could have been enhanced by including contributions of teachers from other regions.

Another limitation of the study was its treatment of private schools in Riyadh as a homogenous group. The findings showed that the schools in fact differed in terms of financial capacity which had implications for the teachers' conditions of service with regard to, for example, pay and access to continuous professional development. Categorizing the schools according to their sizes and financial capacity was more likely to yield school-type focused explanations of teacher job satisfaction.

Sole dependence on teachers' perspectives was another limitation of the study. In that regard, it lacks a balanced view of the extrinsic factors related to school supervision and governance. Having the perspectives of the school supervisors and managers would have provided a more comprehensive understanding of private school challenges that impact

teacher satisfaction and dissatisfaction. Further, having the views of the Ministry of Education officials would have provided a better understanding of the state of government – private schools governance mechanisms. Future studies may consider incorporating the perspectives of the private school owners, administrators, parents, and government representatives to derive a comprehensive understanding of the main factors influencing job satisfaction female teachers in private schools.

Another limitation of the study was the use of Zoom video conferencing to conduct the interviews due to the global pandemic of Coronavirus disease (COVID-19). Although the video conferencing interview is believed to be similar to the in-person face-to-face interview for qualitative data collection (Saarijarvi & Bratt, 2021), this study would benefits more form further triangulation of the data by visiting the schools and collecting research field notes of teaching situations and/or teaching meetings.

## 9.5     Recommendations for Future Research

Given the current study's focus on a specific region, there is room for future studies that use more extensive samples representative of the 13 regions of Saudi Arabia to address issues specific to a region. While a casual observation may suggest that the regions are similar, contextual factors are likely to present different challenges and therefore implications for female teachers' job satisfaction.

Private schools were noted to be different in terms of their capacity to pay, and general teachers' working conditions. Future studies may draw participants based on different private school categories to understand job satisfaction by type of private school.

This study focused on the experiences of women teachers.  It is therefore not clear whether the identified job satisfaction factors were only relevant for female teachers. Future qualitative studies may need to include male teachers to establish what factors are generic and which ones are specific to women. Such an approach is more likely to enable the private

schools and government to adopt more inclusive and targeted interventions towards improving teacher job satisfaction.

The study's findings are solely based on the perceptions of the interviewed women. Some of the claims may benefit from including the perspective of school head teachers to gain a more balanced view of factors leading to satisfaction or dissatisfaction. Future studies could adopt a more integrative approach that includes the voices of all the parties. Future studies may explore the implications of the MoE – private schools relationship for teacher job satisfaction. This is critical in view of the envisioned role of private sector education towards meeting Vision 2030 objectives.

Finally, there is room for two types of national quantitative studies. The first are descriptive quantitative studies to confirm to what extent what was observed among the private school female teachers in Riyadh applies to private schools in the rest of the country. Also, the suggested study will provide new insights, taking into account that this study interviews were conducted in early 2020, as Saudi Arabia is going through major positive changes related to women's empowerment and employment. Second is the possibility of exploring the relationship between types of private schools (in terms of, for example, form of ownership and financial capacity), and teacher job satisfaction.

## 9.6    Chapter Summary

This chapter summed up the main research findings and reviewed the study's goals and research questions. It highlighted that the satisfaction and dissatisfaction of the sampled female private school teachers in Riyadh, Saudi Arabia, could be explained by a mixture of factors specific to the work environment (both intrinsic and extrinsic) and socio-cultural factors external to the work environment. The study's contribution to theory and practice was presented, showing the inadequacy of Hertzberg's model to account for contextual factors in analysing the causes of job satisfaction and dissatisfaction among the sampled female private

school teachers in the Saudi context. Finally, the study's limitations and possible areas for

further research were identified.

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**Appendices**

**Appendix 1: Ethics Approval for Research form the Waikato Management School**

**Human Research Ethics Committee**

WAIKATO MANAGEMENT SCHOOL
TE RAUPAPA

THE UNIVERSITY OF
WAIKATO
*Te Whare Wānanga o Waikato*

Waikato Management School
The University of Waikato
Private Bag 3105
Hamilton 3240
New Zealand

Amanda Sircombe
Research and Postgraduate Manager
Phone +64 7 8384376
Email amandas@waikato.ac.nz
www.management.ac.nz/research

Hana Alsubaie
5 Melanesia Road
Kohimarama
Auckland, 1071
New Zealand

21 October 2022

Dear Hana

*Ethical Application WMS 20/41*
*Job Satisfaction of Women Teachers in Saudi Private Schools: Examining Perceptions,*
*Understanding Challenges and Intention to Leave the Job*

The above research project, as outlined in your submitted application, has been granted Ethics
Approval for Research by the Waikato Management School Human Research Ethics Committee.

Please note: should you make changes to the project outlined in the approved ethics application,
you may need to reapply for ethics approval.
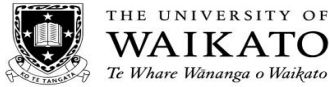
Best wishes for your research.

Kind regards,

*Amanda Sircombe*

Amanda Sircombe
WMS Research and Postgraduate Manager

**Appendix 2 Participant Information Sheet (English/Arabic)**

## *Participant Information Sheet*



Hello! My name is Hana and I am a doctoral student at Waikato Management School. My supervisors are Prof. Chellie Spiller and Dr Suzette Dyer. As a former teacher working in the private sector in Saudi Arabia, I would like to invite you to participate in an exciting research project that will **describe the job satisfaction factors, challenges, and turnover** of teachers working in private schools in Riyadh city.

**Project Title**

" Job Satisfaction of Women Teachers in Saudi Private Schools: Examining Perceptions, Challenges and Teachers turnover''.

**Purpose**

This research is conducted as a partial requirement for a PhD. This project requires the researcher to select and research a topic using an interviews approach.

**What is this research project about?**

As a former teacher in different private schools in Riyadh, I understand the need to investigate job satisfaction and identify the challenges facing women teachers in Saudi private schools. The aims of this study are to assess the factors that have an impact on teachers' job satisfaction, teachers' turnover and the possible challenges faced by women teachers in private schools. Further, it will explore the positive factors that enhance job satisfaction of women teachers working in Saudi private schools.

**What will you have to do and how long will it take?**

I would like to interview you, a teacher working in the private sector, via Zoom video conference at your convenience. The interview should take no longer than 60 minutes. With your permission, I would like to record our interview. You will be asked for consent prior to the interview. Participation is entirely voluntary.

**What will happen to the information collected?**

Your interview will be part of my PhD study. It is possible that the insights gleaned from your interview may also be utilized as the basis for academic journal articles and presentations. Only supervisors and I, the primary researcher, will have access to the notes, documents, recordings and transcripts from your interview. Please be assured, every effort will be made to protect your identity. The school you work at will not be named or identified in any publications arising from my research. Recordings will be erased after transcriptions have been made. I will keep transcriptions of the recordings and a copy of the paper, but will treat these with the strictest confidentiality. kindly be reassured that your employer will not be notified of your participation or lack thereof.

**Declaration to participants:**

If you participate in the study, you have the right to:

- refuse to answer any particular question, and withdraw from the study before 1 July 2020, when data analysis has commenced. This is because data at this stage are de-identified and cannot be retrieved from group data (you can send a withdrawal request through email).

- ask any further questions that occur to you during your participation.

- be given access to a summary of findings from the study upon its conclusion.

**Who's responsible?**

If you have any questions or concerns about the project, either now or in the future, please feel free to contact me or my supervisors.


**Researcher:**

**Hana**

# ورقه معلومات المشاركين

مرحبا! اسمي هناء وأنا طالبة دكتوراه في مدرسة إدارة وايكاتو. المشرفون عليّ هم االبروفيسوره تشيلي سبيلر والدكتورة سوزيت داير. كمدرسه سابقهعملت في المدارس الأهليةفي المملكة العربية السعودية ، أود أن أدعوكم للمشاركة في مشروعنا البحثي المثير الذي يصف عوامل الرضا الوظيفي ، والتحديات ، و دوران المعلمات في المدارس الأهلية في مدينة الرياض.

**عنوان المشروع**

"الرضا الوظيفي لدى المعلمات في المدارس السعودية الأهلية: فحص التصورات ، التحديات و دوران المعلمين".

**هدف الدراسة:**

يتم إجراء هذا البحث كشرط جزئي لدراسة الدكتوراه. يتطلب هذا المشروع من الباحث اختيار موضوع وإجراء بحث حول الموضوع باستخدام نهج المقابلات.

**ما هو هذا المشروع البحثي؟**

كمعلمة سابقة في مدارس أهلية مختلفة في الرياض ، أفهم الحاجة إلى دراسة الرضا الوظيفي وتحديد التحديات التي تواجه المعلمات في المدارس السعودية الأهلية. تتمثل أهداف البحث المقترح في عرض الموقف الحالي حول العوامل التي لها تأثير مباشر على الرضا الوظيفي للمعلمات، ودوران المعلمات ، والتحديات المحتملة التي تواجه المعلمات في المدارس الأهلية. وكذلك تحديد العوامل الإيجابية التي تعزز الرضا الوظيفي للمعلمات العاملات في المدارس السعودية الأهلية.

**ما الذي يجب عليك فعله والوقت الذي ستستغرقه؟**

كمعلمه تعمل في المدارس الأهلية. لن تستغرق المقابلة Zoom videoconferenceأود إجراء مقابلة معك من خلال أكثر من 60 دقيقة. بعد موافقتكم ، أود أن أسجل صوتياً مقابلتنا. سيُطلب منك إعطاء الموافقة قبل المقابلة.المشاركة في هذا البحث تطوعية تماما.

**ماذا سيحدث للمعلومات التي تم جمعها؟**

ستكون المقابلة معكم جزءًا بحثيللدكتوراه. من الممكن أيضًا أن تشكل مقابلتك أساسًا لمقالات علمية وعروض اكاديمية. أنا فقط والمشرفون سيكونون مطلعين على الملاحظات والمستندات والتسجيلات والنصوص الناشئة عن مقابلتك. يرجى التأكد من أنه سيتم بذل كل جهد ممكن لإخفاء هويتك و المدرسة التي تعمل بها لن يتم تسميتها أو تحديدها في أي منشورات ناشئة

عن بحثي. بعد ذلك، سيتم مسح التسجيلات بعد النسخ. سأحتفظ بنسخ مكتوبه من التسجيلات ولكني سأتعامل معها بسرية

تامة. وأيضًا ، يرجى التأكد من انه لن يتم إبلاغ صاحب العمل  في مدرستك بمشاركتك أو عدم مشاركتك.

حقوق للمشاركين:

**إذا شاركت في الدراسة ، يحق لك:**

- رفض الإجابة عن أي سؤال معين ، والانسحاب من الدراسة قبل 1 يوليو 2020 حينما يبدأ التحليل على البيانات.

  حيث لا يمكن استرداد معلومات مقابلتك من بيانات الدراسة كاملة. يمكنك إرسال طلب الانسحاب من الدراسة

  عبر البريد الإلكتروني.

- يمكنك طرح أي أسئلة أخرى حول الدراسة التي ترغب أثناء مشاركتك.

- سيتم تزويدك بملخص لنتائج الدراسة عند الانتهاء منها.

**من المسؤول عن الدراسة؟**

إذا كان لديك أي أسئلة أو مخاوف بشأن الدراسة، سواء الآن أو في المستقبل ، فلا تتردد في الاتصال بالباحثة

Appendix 3 Consent Form (English/Arabic)

## *Consent Form for Participants*

**Waikato Management School**
Te Raupapa

THE UNIVERSITY OF
**WAIKATO**
*Te Whare Wānanga o Waikato*

["Job Satisfaction of Women Teachers in Saudi Private Schools: Examining Perceptions,

Challenges and Intention to Leave the Job"]

Consent Form for Participants

I have read the Information Sheet for Participants for this study and have had the details of

the study explained to me. My questions about the study have been answered to my

satisfaction, and I understand that I may ask further questions at any time.

I also understand that I am free to withdraw from the study before 1 July 2020, or decline to

answer any particular questions in the study. I agree to provide information to the researchers

under the conditions of confidentiality set out in the Information Sheet. I also understand that

my employer will not be informed of my participation or non-participation.

I agree for this interview via Zoom videoconference to be audio-recorded. I also

understand that I can request that the recording be stopped at any time without providing a

reason.

I agree to participate in this study under the conditions set out in the Information Sheet

form.

Signed: _____

Name: _____

Date: _____

**"الرضا الوظيفي لدى المعلمات في المدارس السعودية الأهلية: فحص التصورات ، التحديات و دوران المعلمين"**.

نموذج الموافقة للمشاركين

لقد قرأت ورقة المعلومات للمشاركين في هذه الدراسة ، وقد شرحت لي تفاصيل الدراسة. تمت الإجابة بشكل وافي على أسئلتي حول الدراسة، و يمكنني ان أطرح المزيد من الأسئلة في أي وقت.

أفهم أيضًا أن لدي كامل الحرية في الانسحاب من الدراسة قبل الأول من يوليو 2020 ، كما يمكنني رفض الإجابة عن أي أسئلة في الدراسة. أوافق على تقديم المعلومات للباحثين بموجب شروط السرية الواردة في ورقة المعلومات. أفهم أيضًا أن صاحب العمل الخاص بي لن يتم اطلاعه على مشاركتي أو عدم مشاركتي.

•أوافق على أن تكون هذه المقابلة من خلال Zoom videoconference مسجلة صوتياً. أفهم أيضًا أنه يمكنني طلب إيقاف التسجيل في أي وقت دون إبداء سبب.

• أوافق على المشاركة في هذه الدراسة وفقًا للشروط المنصوص عليها في نموذج ورقة المعلومات.

التوقيع: _____

الاسم: _____

التاريخ: _____