

# THE EFFECT OF AUTONOMY AND SALARY ON JOB SATISFACTION: A CASE STUDY OF TEACHERS IN INTERNATIONAL SCHOOLS IN KUWAIT

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## ABSTRACT

This study aimed at investigating autonomy and salary influencing job satisfaction of teachers in five-top international schools in the State of Kuwait. The research method used in this study was the quantitative research method because of its relevance to conducting social and humanitarian studies. The primary data has been collected with a questionnaire as the main instrument for data collection, which was distributed online by the schools' management because of (Covid-19) while secondary data has been collected from the most up-to-date articles, Journals, and Books. The study population consisted of male and female teachers from five-top international schools, their number reached (1,890) teachers, while a sample of the study has been determined using the stratified sampling technique the number of the sample reached (370) teachers. Data from the respondents were analyzed using simple regression analysis & ANOVA analysis, and (SPSS) software. The outcomes of the study showed that Autonomy (AUT), Salary (SAL), had significant positive effects on Job Satisfaction (JS). Thus, hypotheses H1, H2, were supported. Results of the analysis revealed that school administration should pay more attention to satisfying both intrinsic and extrinsic factors leading to teacher job satisfaction. The authors recommended that the international school management needs to address the individual's needs and work to satisfy them to achieve Job satisfaction of the teachers, and schools' administration needs to provide teachers with financial and non-financial incentives to promote and encourage the teachers to do their best in performing their tasks and fulfilling their responsibilities toward the student and their parents.

**Keywords:** International Schools, Job Satisfaction, Salary, Autonomy

## I. INTRODUCTION

### 1.1 Background of the study

Teachers perform an important and crucial role in the educational process. Every teacher has his psychological, social, and financial needs and requirements. Furthermore, the teacher has the responsibility for his students and their parents who expect their sons to receive high quality of education. The degree of his satisfaction with his

work is very important, because of the importance of the teacher's role (Cerit, 2020).

Teachers' Job satisfaction is determined and influenced by the school's environment in which he works, and by level of support provided to him by management, moral or financial support, by salaries and promos incentives he is receiving, work hours, work lead, and leaves. Feeling of Job satisfaction will greatly influence the teacher's accomplishment, performance, and competence (Brown & Wynn, 2020).

Teachers are considered one of the most valuable assets to the schools, in order to enhance their productivity and improving the school's performance, accomplishments, and reputation in the community. Determining key factors and incentives that have the potential to motivate the teacher is very important to achieve the desired goals of the educational institution (Chisaka & Gichinga, 2018).

Most researchers and scholars like (Melaku & Hunde, 2020; Brown & Wynn, 2020) agree that the development of human resources is more important than capital or material resources, as a result, Job satisfaction has become a very important concept because of its contribution to increasing productivity, commitment, reducing turnover rates, guaranteeing of physical and psychological health, accelerated acquisition of the new abilities.

The importance of job satisfaction for teachers cannot be overemphasized, as there is a positive association between job satisfaction and teacher successes and capacity to give high-quality educational services to pupils (Nartey et al., 2018). It can be said that job satisfaction can improve quality of education and the services provided to the students, in addition to the quality of the relationships between the teacher and his colleagues.

Job satisfaction and motivation are critical to any institution's long-term growth and development in our globalized world, including the educational sector in schools. The researcher believes that using Herzberg's two-factor theory

to identify factors impacting work satisfaction among teachers at the top five international schools in the state of Kuwait is the best strategy to solve this issue (Toropova et al., 2019).

The researcher has found out that to his knowledge, none of the previous studies have been done in international schools' settings. The gap in the studies can be identified and formulating the statement of the problem of the present study. The main used measures were job satisfaction instrument and the work preference inventory. Results of data analysis showed the presence of a positive correlation between motivation and teachers' job satisfaction.

## 1.2 RESEARCH QUESTIONS

- Is there an influence of teacher's autonomy on job satisfaction among teachers of the top five international schools in State of Kuwait?
- Is there an influence of salary on job satisfaction among teachers in top five international schools in State of Kuwait?

## 1.3 RESEARCH OBJECTIVES

- To ascertain whether there is an effect of teacher's autonomy on job satisfaction among teachers of the top five international schools in State of Kuwait.
- To determine whether there is an effect of salary on job satisfaction among teachers in top five international schools in State of Kuwait.

## 1.4 STUDY FRAMEWORK

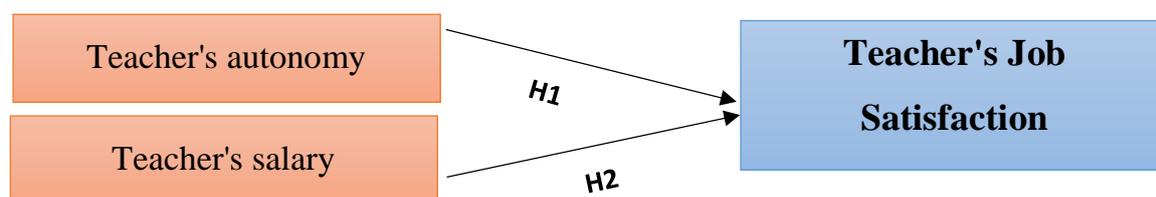


Figure 11 Research Model

## 1.5 HYPOTHESES DEVELOPMENT

- **H1:** Teacher's autonomy significantly affects job satisfaction among teachers of the top five international schools in State of Kuwait.
- **H2:** Salary significantly affects job satisfaction among teachers of the top five international schools in State of Kuwait.

## 1.6 SIGNIFICANCE OF THE STUDY

Significance of the present study stems from addressing one of the most important issues, which is teachers' job satisfaction in international schools in State of Kuwait. There is an agreement between researchers and academics that teachers play the vital role in

preparing and educating the future generation. In order to perform their duties and responsibilities, teachers should be motivated by providing them with both intrinsic and extrinsic rewards to feel that their efforts and hard work in the teacher process are receiving the due recognition and appreciation by the schools' management, parents, and the community as a whole. This can be achieved through schools' management motivating its teachers to work effectively, having more result oriented motivational strategies that will lead to increased organizational productivity in the future. It is expected that results of this study will be beneficial not only to the international schools in State of Kuwait, but also to public schools and universities.

## **1.7 LIMITATIONS OF THE STUDY**

This study will be applied to five top international schools operating in State of Kuwait, with the focus on intrinsic and extrinsic factors; it will be conducted in the academic year 2020-2021.

The current study is restricted to teachers in Top Five International Schools in Kuwait. The respondent covers all the departments in the schools. This study focuses on academic staff at the Schools of Kuwait, it can however be further extended to compare the standards of performance of academic staff in other Schools in Kuwait.

A basic limitation of this study is that only Five International Schools in Kuwait would be studied. This could affect the generalization of the result of the study because the perception of teachers' staff in other schools in Kuwait could differ, like government schools.

## **2. LITERATURE REVIEW**

### **2.1 JOB SATISFACTION**

#### **2.1.1 Reasons for Interest in Job Satisfaction**

There are several reasons to be interested in work satisfaction, including the following: A high level of job satisfaction results in a low incidence of employee absenteeism, and a high level of job satisfaction results in a high level of employee ambition. Individuals who are very content with their jobs have more time to spend

with their families and are more satisfied with the quality of their work-life balance, and there is a strong association between job happiness and employee productivity (Kulikowski, Przytula & Sulkowski, 2021).

Edward (2009) further underlined that those who have a high degree of contentment are more productive at work than those who have a low level of satisfaction, emphasizing the significance of the relationship between a high level of satisfaction and great performance at work.

Job satisfaction is the result of the interaction of a factor of factors related to the internal or external environment, and thus these factors are linked in their entirety to the structure of the individual and the currency environment, the more basic needs are satisfied, the more positive feeling is obtained in the individual.

#### **2.1.2 Factors Influencing Job Satisfaction**

There are numerous factors that influence, in one way or another, the attainment of satisfaction, but there does not have to be a correlation between these factors. A person may be satisfied in one area while unsatisfied in another. As a result, the researcher will attempt to discover the factors influencing job satisfaction achievement, and then the parts of the factors influencing job satisfaction will be recognized. The most essential factors are: Work conditions – relevant lighting and temperature and rest times, doubtless will affect the employee's job satisfaction level, and Individual's relationships with their colleagues and headmaster: if the relationships are good and positive they will have the good influence on the job satisfaction level, and Compensations: compensations and rewards systems should be fair without bias, since the way of compensation will affect the extent of the employee's job satisfaction towards his work and towards his organization (Melaku & Hunde, 2020).

### **2.2 MOTIVATION**

One of the aspects of human conduct. Motivation is crucial in influencing and directing the behavior of a living creature, especially a human being. It was defined by Haig as "an internal process for the individual that leads him to engage in a sort of conduct in response to his demands and needs."

Al-Adili defined it: "It is the internal psychological forces or energies that direct and coordinate the individual's behavior and behavior during his response to the surrounding environment and situations and influences, and represent the motives, desires, needs, expectations and intentions that the person always seeks to satisfy and achieve in order to restore comfort and balance to himself."

It is clear from the preceding that the motive Motivation is an internal driving force that propels a person to work. As a result, we can see that man always responds to internal or external forces, which causes him to raise and drop his level. Knowing the purpose is insufficient if he does not obtain the desired gratification and hence satisfaction through understanding the incentives set by the administration for its personnel. These incentives must be compatible with individual requirements in the sense that they must be positive and achieve the incentives of their development by encouraging individuals to perform well, be productive, and be motivated to work. (Sime and Lee, 2018).

Motivation in career work can be considered as a phased and complex process that travels through numerous steps before reaching the processes of saturation and satisfaction (Sime and Lee, 2018).

### 2.2.1 Work Life Quality

Workplace Life Quality differs from on individual to another and from one organization to another one.

In this regard, Nartey et al. (2018) has stated that environment of quality of work life has several meanings, for the employee it means fair salary, safe working conditions and headmaster treating him with respect, the availability of advancement opportunities and successful future. For the academics, it means extent of their ability to satisfy important personal needs.

Akomolafe et al. (2020) indicate that quality of work life is the features or the positive or negative sides linked with work environment as perceived by the employees, the more management is able to set the programs to control the employees' work during performing their jobs and make available the relevant work conditions for them, treating them with respect and high trust in their capabilities, it will be able to build for itself a good work environment and

generates satisfaction and high motivation in them towards their work.

### 2.2.2 Fairness of Salaries and Incentives

The salaries element is considered a common factor in recruiting and maintaining the employees, fairness also includes how to appreciate the employees in light of a group information without bias and used as the base for distributing those incentives (Brown & Wynn, 2020).

### 2.2.3 Employees Empowerment

Concept of employee's empowerment is considered one of the contemporary administrative concepts that deepens the concept granting the employees greater freedom in performing their work, increasing their capabilities and energies to be able to perform their tasks with greater awareness and higher trust Beam, (2020).

Nartey, Annan, & Nunoo, (2018) identifies the empowerment as the process of giving the individuals greater and wider authorities in practicing the monitoring and holding the responsibility and using their capabilities through encouraging them in decisions making.

Strydom et al. (2019) study reached that employees participation in the decision-making process and holding the responsibility are considered the best applications in the empowerment process, hence organizations should apply employee's empowerment in order to release their latent energies in order to raise their performance level.

### 2.2.4 Compensations

Compensation concept indicates at the total benefits the employee receives in return of his work and efforts in serving his organization, they might be in the form of financial rewards or advantages.

Compensations can be viewed as: Rewards system to motivate the employees in their performance, and as instrument used by the organization to implant the values and culture and encouraging good behavior, and an instrument enables the organization to achieve its goals Beam, (2020).

Human resources compensations are considered as one of the most influencing elements but if

compensation do not perform the role to retain the employees, most of them will not accept remaining at work in the organization waiting for the opportunity to work in other organization provides more compensations.

When determining the employees' salaries, there are several factors should be considered: Equity– equal salaries for the similar jobs and tasks, and internal equity – which indicates at the perceived equity of the salaries structure inside the institution, and external equity – which indicates at the feeling of perceived equity of the paid compensations to the employees in the institution compared to the compensation paid the employees in other institution for the same jobs. Strydom, et al. (2019) indicates at the employees' feeling that they are fairly treated regarding the compensation they are receiving, and sufficiency – salaries should satisfy the employees to live life without the need from the others in order to preserve an acceptable living level and to satisfy the obligations toward their families (Nartey et al., 2018).

### 2.2.5 Incentives

According to Judy (2017), there are two types of rewards: financial and non-financial incentives. Financial incentives: According to the study, financial incentives include direct cash payments, but non-financial incentives might take the shape of employee promotion, flexible time, autonomy, and engagement in decision making, and still, financial incentives have a short-term effect on the degree of motivating the employees. On other hand we have non-financial incentives. According to (Toropova, Myrberg, & Johansson, 2019), considering non-financial incentives are very important because financial incentives have short-term effect.

So, there is the need for a long-term motivational effect, such as engaging the employees in the management, providing them with the career development opportunities, promotion, better work environment and conditions to enhance their sense of belonging to their organizations, because the ego and self-esteem, self-actualization needs can be met through non-financial incentives.

Cerit (2020) states that non-financial incentives are a form of compensation that do not affect employee, cost little or no money to the company, such as prizes, rewards, and flexible

work, respecting the employees. Non-financial incentives include: Promotion, effective communication, employee recognition, job enrichment, providing the training to the employees, and the feedback which is considered an important element for organizational growth and workers value appreciation for a good job (Yildiz & Kilic, 2021).

### 2.2.6 Rewards

In the literature there are available various components and dimensions of reward systems has distinguished two important elements of compensation system: Compensation and allowances. Compensation is the basic salary the organization pays the employee for performing certain job and achieving the specified goals (Fareo & Kamkwis, 2018).

In the current business environment, when people with skills are needed, organizations should provide incentives to them ranging from rewards, benefits compensations (Hee et al., 2019).

Employee compensation or reward is connected to the incentive for the organization to perform better, because remuneration has a good influence on the health and safety of employees, as well as improving their engagement (Chisaka & Gichinga, 2018).

## 2.3 THEORETICAL REVIEW

According to Herzberg's dual-structure hypothesis, different sets of factors lead to satisfaction and dissatisfaction. He argued that intrinsic to the work factors such as achievement and recognition determine satisfaction, whereas dissatisfaction is influenced by extrinsic to the work factors such as job security, pay, and benefits. Low compensation and a lack of security, according to this theory, contribute to dissatisfaction (Yildiz & Kilic, 2021).

Fredrick Herzberg's two-factor theory developed a two-factor model for the satisfaction and dissatisfaction of employees tracking research on sources of job satisfaction.

Herzberg has defined and explained factors that seem to guarantee the productivity of an employee which are related to the work or aspects of his job itself, while factors that seem to be causing employee dissatisfaction are

correlated with hygiene factors (Kulikowski, Przytula & Sulkowski, 2021).

Therefore, based on Herzberg's theory, managers should work to address the employee's higher needs, especially the psychological needs of appreciation and recognition. It can be concluded that people have psychological requirements which are generally met by profits from a job like a wage and certain psychological needs, need to be met to improve and grow.

### **3. METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

Research design is one of the compulsory aspects in conducting study / research, regardless of the field of study, offering the needed way for researchers to collect and analyze the data based on the study's questions. Furthermore, a research design includes the purpose of the study, background of the study and the unit of analysis, it includes hypothesis to be tested to find out certain relationships.

#### **3.2 POPULATION AND SAMPLING**

##### **3.2.1 Population**

The word population refers to the whole community of individuals or objects that have the same foundation and well identified characteristics. Osuala (2005) described population as "the collection of all possible observations of the types with which we are concerned." According to investorswords.com, a sample is a collection of people or things that share one or more characteristics that can be used to collect and interpret data.

Typically, Research trials are conducted on a subset of subjects rather than a whole population. The most difficult part of fieldwork is selecting a random sample from the intended population of which the study's findings can be generalized. In practice, the challenge is so complex that sampling bias exists to varying degrees in nearly all experiments. In the early nineteenth century, researchers attempted to survey whole populations. This work was time-consuming, and the research suffered as a result. Current researchers only work with a particular subset of the entire population (a survey) to draw conclusions about the population from which the

sample was taken. A survey is nothing more than a subset of the population. The definition of sample stems from the researchers' failure to evaluate any of the people in a given population. The survey must be representative of the population from which it was taken and large enough to allow for statistical analysis.

The sample is primarily designed to allow researchers to carry out a population survey so they can draw conclusions which reach the entire population by using the results of their review. It's like a case of giving and taking. The population "gives" the survey and then uses data to "take".

There are many ways of sampling, but this article highlights the ease of sampling. Comfort sampling is the easiest sampling procedure since applicants are selected based on availability and wish to take part. Although the numbers are helpful, they are subject to significant prejudicial conditions when volunteers may differ from volunteers (volunteer prejudice) and other features, such as age or gender, can be found not on the survey. In all non-probability sampling processes, it should be mentioned that voluntary bias is a problem (Ben-Shlomo, 2013).

The purpose of this study is to add better understanding about the teachers' job satisfaction in the top five international school. Therefore, the population of this study is the teachers in top five international schools in State of Kuwait, according to Kuwaiti Ministry of Education website. Study population consist of male and female teachers in international schools in the State of Kuwait. Their number is (1,890) teachers in the academic year 2020-2021.

##### **3.2.2 Sampling Method**

Researchers have a number of research philosophies to use in conducting them researches, selecting the most appropriate research philosophy depends on the nature and scope of the research. Among the research philosophies the use of quantitative descriptive research method, using the questionnaire as the tool for data collection from the respondents. Descriptive correlational research method is another research design method.

Exploratory quantitative philosophy, survey and individual interviews, inferential statistical

method, mixed method, and semi-structured interviews. One of the main philosophies for conducting the research is the use of confirmatory factor analysis and structured equation modeling. A research philosophy is a belief about the way data should be collected concerning the phenomenon under study. Since knowledge of research, philosophy enables the researcher to evaluate different methodologies and method in order to avoid misuse and unnecessary work.

### 3.2.3 Sampling Frame

Sampling is a tool that helps researchers to deduce population knowledge based on the findings of a population subset without having to examine every individual. Table below indicates information needed in the survey, which is received from the respondents (teachers) from the Schools of Kuwait.

Table 3.1  
*Population, Sampling Frame, and Respondent Selection*

Population	Sampling Frame	Respondent's Basis of Selection
1,890 Teacher	370 Teacher	Top 5 International School in Kuwait

### 3.2.4 Sample Size

The number of participants utilized in a sample size is referred to as the sample size in research. We define sample size as a group of people picked from the general population who are

believed to be representative of the real population for that specific investigation.

The sample size for this study is 370 respondents, table 3.2 Show Distribution of the Study Teachers According to School and Gender.

Table 3.2  
*Distribution of the Study Teachers According to School and Gender*

School Name	Males	Females	Total
American International School	20	40	60
American School of Kuwait	30	45	75
Bayan Bilingual School	20	55	75
British School of Kuwait	20	60	80
New English Kuwait	30	50	80
<b>Total</b>	<b>120</b>	<b>250</b>	<b>370</b>

### 3.2.5 Population and Sampling Techniques

Random samples provide the probability for all members of the target population to be selected as a sample. Sampling is of two types: Non-random sampling and genuinely random sampling (Tashakkori & Teddlie, 2003; Teddlie and Yu, 2007). In a truly random sampling, subjects are selected without reference to any factors. In contrast, non-random sampling follows simple rules, given the target

population. This study adopted systematic random sampling technique to randomly select 370 teacher staff of the international schools in Kuwait. And the sample target are the teachers.

### 3.2.6 Data Collection Procedure

In this research, a survey will be used. For this analysis, a standardized questionnaire was developed. The questionnaire was written in simple English with specific responses. Questionnaires are commonly employed in

quantitative marketing research and social research. A questionnaire is a set of questions that are asked to people in order to acquire statistically meaningful information on a specific issue. When properly designed and delivered, questionnaires may be used to draw conclusions about certain classes, individuals, or whole communities.. They are an effective way of gathering a wide variety of facts from a vast number of people, known as respondents. A well-constructed questionnaire is crucial to the performance of a sample. Appropriate questions, proper question ordering, correct scaling, or a reasonable questionnaire format will make the survey worthwhile so it can reliably represent the participants' views and opinions. A pretest among a smaller subset of target respondents is a helpful tool for testing a questionnaire and ensuring that it is correctly collecting the expected information.

The questionnaire is the instrument used and distributed to respondents to gather their opinions regarding each item in the questionnaire. While the scale used for the purpose of this study is Likert scale (5) strongly agree, (4) agree, (3) natural, (2) disagree, (1) strongly disagree, which is characterized by simplicity, requiring from the respondent evaluative judgment.

### 3.3 SCALE DEVELOPMENT

The study applies the 5-point Likert scale questionnaire in a well-organized structured survey as a research tool, which contains closed, multiple-choice questions with the purpose of collecting information. The scale is symbolized in a way of statistical form using numbers '1' as strongly disagree, 2 disagree, 4 agree '5' as strongly agree, while '3' symbolizes a neutral opinion. Therefore, the survey is the data-gathering method applied in this research. All the statements in the survey have been systematized in a structured design in this way, where the researcher can get all the appropriate data and information that is necessary for the research.

This study would include the five-point Likert mental assessment with the amendment to the summarized evaluation approach established by Rensis Likert in 1932. On the basis of its alignment with the released proclamation, the Likert scale requires participants to make their own decision. Since it is most frequent, the five-

point rating scale is related in several studies (Davis, 1989; Moon and Kim, 2001; Venkatesh and Davis, 2000. Cox, 1980). It is advised that scale-based emphasis should be applied between five and nine depending on the circumstances after a review of 80 years of research. Mill operator (1956) underlined in his persuasive essay that the human mind has the fear to recognize approximately five distinct objects. As a result, this research will use a five-point Likert scale for its popularity, high accuracy, and adequacy.

### 3.4 STATISTICAL ANALYSIS AND DATA PROCESSING METHODS

After the data from the questionnaire survey was compiled, it was analyzed using the SPSS statistics (Statistical Package for the Social Sciences) software package. Data was screened, edited, and entered prior to analysis; null or incomplete responses were considered unusable for analysis; and data was coded, classified, and programmed. SPSS is a robust user-friendly framework that can produce tabulated files, maps and graphs of distributions and patterns, descriptive statistics, and complex statistical analysis from almost any kind of file.

Completeness of data and correct data entry were reviewed on collected survey forms. The Statistical Packages for the Social Sciences (SPSS) were used to compute statistics such as means, medians, scales, frequencies, and standard deviations.

Zikmund et al. (2013:459) define raw data analysis phases as formatting, coding, and generating an electronic data file. The process of reviewing data for correctness, consistency, and legibility is referred to as editing. Coding is a technique for representing the nature of data. Codes should be used to make the analysis process easier. Raw data is given symbols, particularly when machine data files are used for analysis, classification, and interpretation. Data analysis in research can be qualitative or quantitative, depending on the objective and how the data will be evaluated. Quantitative research relies on the use of numerical measures to determine significance, number, or scale, while qualitative analysis focuses on the essence of a phenomenon and is expressed by patterns, trends, and stories (Rogers et al., 2011:271). According to Saunders et al. (2009:482), there is

a distinction between quantitative and qualitative data analysis:

1. Quantitative data is based on statistics or the meaning inferred from numbers, while qualitative data is based on language or the meanings conveyed by words.
2. Quantitative data is obtained in uniform numerical format, while qualitative data is not structured but is divided into categories.
3. Diagrams and mathematical outcomes are used in quantitative data analysis, while conceptual approaches are used in qualitative data analysis.

According to Oates (2006:267), qualitative data analysis entails extracting themes and patterns from verbally, visually, and aurally collected data. When coding qualitative data, numbers are rarely used. Words and phrases are commonly used to describe the patterns and trends discovered in qualitative statistics (Zikmund et al., 2013:465). Lazar et al. (2010:282) identify three levels of qualitative data processing. In the first level, data is studied with the aim of

learning more about the main research concept and its components. The existence, properties, and measurements of each part are examined in a subsequent step. The third stage happens where the knowledge obtained is used to help explain the research and draw inferences or deductions about the research substances.

In this study, numerous analyses will be implemented for example (T-test analysis for descriptive statistics plus the correlation reliability test, regression, cross tabulation, validity test, skewness, kurtosis, ANOVA and finally multicollinearity analysis.)

## 4. DATA ANALYSIS

### 4.1 Construct Measures

The main building steps were based on instruments already developed. Table 4.1 states the measurement items of the research variables and the latent constructs.

Table 4.1

*List of Constructs and Measurement Items*

Construct	Number of Items (42)
Autonomy (AUT)	10
Salary (SAL)	10
Job Satisfaction (JS)	10

### 4.2 PROFILE OF RESPONDENTS

The first part of the instrument gathered information concerning the respondents background profile, which included gender, age, Scientific Qualification, and experience level. Following sections represents the frequencies

and percentages of the demographical variables after remove outliers (363 valid questioner)

#### 4.2.1 Gender

Table 4.3 represents the frequencies and percentages of the Gender Profile.

Table 4.2

*Gender Profile*

Group	Frequency	Percentage %
Male	116	32%
Female	247	68%

Table 4.3 shows that the female's percentage equal the male percentage, since the frequencies of the males reached (116) frequency by (32%) of the total respondents, and the females frequencies reach (247) by (68%). Figure 4.1 show that the Gender profile.

#### 4.2.2 Age

Table 4.4 represents the frequencies and percentages of the Age Profile.

Table 4.3  
*Age Profile*

Group	Frequency	Percentage %
22-27 years	58	16%
28-32 years	70	19%
33-37 years	49	14%
38-42 years	98	27%
Older than 43 years	88	24%

Table 4.4 shows that the highest percentage of the sample age was (38-42 years) of the total number of 98 respondents, with a percentage (27%) and the Lowest percentage aged (33-37 years) with a percentage (14%) of the total respondents. Figure 4.2 show that the Age profile.

#### 4.2.3 Scientific Qualification

Table 4.5 represents the frequencies and percentages of the Scientific Qualification Profile.

Table 4.4  
*Scientific Qualification*

Group	Frequency	Percentage %
Bachelor	246	68%
Master	68	19%
Doctorate	49	13%

Table 4.5 shows that the highest percentage was for the Bachelor at a rate of (68%) and the lowest percentage for the Doctorate at (13%). Figure 4.3 show that the Scientific Qualification profile.

#### 4.2.4 Years of Experience

Table 4.6 represents the frequencies and percentages of the Years of Experience Profile.

Table 4.5  
*Years of Experience*

Group	Frequency	Percentage %
1-4 Years	50	14%
5-8 Years	69	19%
9-12 Years	195	54%
More than 12 years	49	13%

Table 4.6 shows that the highest percentage of the sample was (9-12 Years) of the total number of respondents, with a percentage (54%). In addition, the lowest percentage aged (more than 12 years) with a percentage (13%) of the total respondents.

### 4.3 RELIABILITY OF THE SCALES

The above-mentioned element analysis findings highlight all four features. The part that follows.

Each reliability scale score for the study is measured and checked by the reliability test. As a result, the next step is to use the Cronbach alpha to confirm each factor's internal coherence.

Instead, deletions that result in a reduced rise, as indicated by Nunnally and Bernstein (1994), were not carried out, even if the elimination of any items increased the reliability of the scale.

An iterative procedure is used to calculate the scales' reliability. What equation is supposed to be consistent with a variable or combination of variables, according to (Hair et al., 2014).

Because the alpha values for all variables in table 4.8 are more than 0.7, the increasing factor is removed from this analysis.

Table 4.6  
*Reliability Test*

Group	Cronbach's Alpha	No. of items
Autonomy	.878	10
Salary	.827	10

Many successive reliability-testing treatments were performed on the four multiple factors employed in this study.

The statistical data for five variables indicate that the alpha score of Cronbach is at least 0.804 which implies that the whole system is considered reasonably dependable.

#### 4.4 HYPOTHESES TESTING – CORRELATION

This research proposed hypotheses in an attempt to examine the relationships among the factors of the proposed model. Here, the mean values of the variables are determined within the factors or constructs. The values obtained were then evaluated for the correlation. All hypothesis

tests show that there is a positive relationship between structures. A positive correlation ranging from zero and satisfying the above minimum criteria thus supports both the hypothesis and the relationship.

##### 4.4.1 Teacher Autonomy over Job Satisfaction

We seek to test a hypothesis (H1: Teacher's autonomy significantly affects job satisfaction among teachers of the top five international schools in State of Kuwait). To check this hypothesis, linear regression coefficients were extracted and the following table shows these results:

Table 4.7  
*Teacher's autonomy on job satisfaction*

Sample	Non-standard transactions		B	T value	Statistical significance	R	R2	F value	significance
	Reg.	S. E							
Fixed	1.858	.105		17.728	.000	.881	.776	773.270	.000*
	.618	.022	.881	27.808	.000*				

Table 4.21 shows the regression coefficients that showed that the variable (teacher independence) explains (77.6%) of the variance in job satisfaction and this interpretation is statistically significant at the level (0.05), and the table shows that the values of the regression coefficients were positive and statistically significant on the teacher independence variable. ( $\beta = 0.881$ ;  $t = 27.808$ ;  $p = 0.000$ ); The square of the overall correlation coefficient R2 between teacher independence and job satisfaction was (0.776), which means that the

teacher independence variable affects 77.6% of the variance in the job satisfaction variable. Thus, we accept H1 hypothesis.

##### 4.4.2 Teacher Salary over Job Satisfaction

We seek to test a hypothesis (H3: Salary significantly affects job satisfaction among teachers of the top five international schools in State of Kuwait). To check this hypothesis, linear regression coefficients were extracted and the following table shows these results:

Table 4.8  
*Teacher's Salary on job satisfaction*

Sample	Non-standard		B	T value	Statistical significance	R	R2	F value	significance
	Reg.	S. E							
Fixed	2.194	.112		19.654	.000	.840	.705	533.642	.000*
	.547	.024	.840	23.101	.000*				

Table 4.23 shows the regression coefficients that showed that the variable (teacher salary) explains (70.5%) of the variance in job satisfaction and this interpretation is statistically significant at the level (0.05), and the table shows that the values of the regression coefficients were positive and statistically significant on the teacher salary variable ( $\beta = 0.840$ ;  $t = 23.101$ ;  $p = 0.000$ ); The square of the overall correlation coefficient R2 between teacher's salary and job satisfaction is (0.705), which means that the teacher's salary variable affects 70.5% of the variance in the job satisfaction variable. Thus, we accept H3 hypothesis.

## 5. IMPLICATIONS, RECOMMENDATION, AND CONCLUSIONS

### 5.1 IMPLICATIONS OF THE STUDY

The researchers studied, first, the factors that the researcher used as a basis for evaluating teacher satisfaction in the five largest international schools in Kuwait, using a new model for evaluating job satisfaction as an important and effective component, which is considered one of the most important theoretical implications of knowledge. The results of the research will help in creating a new evaluation model for workers in academic professions in general and for teachers working in the educational sector and in private and international schools in particular. The results of the research will contribute to the development of a new model that takes into account the important elements of motivation, which have the most prominent role in showing the job satisfaction of teachers in private and international schools located in Kuwait. Theoretically, this study seeks to determine the effect of motivating factors in contributing to raising the efficiency of teachers in international

private schools in Kuwait, and thus achieving advanced levels of job satisfaction as a basic need for the teacher, through which he seeks to prove himself. This underscores the need to ensure equality between teachers in areas such as gender, race, awards, education and employment. The thesis discussed the factors that researcher's study, as well as their impact on job satisfaction. The main objective of this research is to explore the best ways to ensure the highest levels of job satisfaction for teachers working in private schools in Kuwait.

The results of the current study indicate the role of factors affecting the job satisfaction of teachers in the State of Kuwait. This research study will be important in determining the most important factors affecting teacher satisfaction in international schools in the State of Kuwait, to bridge the literature gap on this subject by confirming that teachers' job satisfaction in schools Globalization in the State of Kuwait is affected by a number of variables, namely Autonomy, Salary, Work Life Balance, School Environment, and the impact of each variable was evaluated independently and it was found according to the results that there is a significant impact of the previous factors combined on the job satisfaction of the teacher, as indicated by the results, and this means the necessity Exerting continuous efforts to search for factors that improve teacher satisfaction in international schools in the State of Kuwait, and this will be referred to in the recommendations.

Although these results cannot be generalized outside international schools in the State of Kuwait, they have many positive consequences for public schools in the State of Kuwait, and this means that schools must adopt many factors that affect teacher satisfaction so that teachers feel comfortable during Work, which increases their loyalty, improves their job performance, motivates them to succeed, and increases

teachers' affiliation with the schools in which they work.

Based on the findings of the research, the school tools should build these factors in order to increase the job satisfaction of teachers and help in achieving the desired goals.

Results of performance evaluation are linked with extent of employee's satisfaction with his work, and with his relations with colleagues and headmasters, hence the more the employee is satisfied with his work and his relations at work, the more this will influence results of his evaluations, employee's performance and attitudes towards his work (Toropova, Myrberg, & Johansson, 2019).

Job satisfaction has gained great importance in HRM literature since it is linked with the human's feelings and his motivation to work, job satisfaction consists of the employee's opinions, feelings and beliefs.

## **5.2 RECOMMENDATION OF THE STUDY**

Job satisfaction is a behavioral term in managerial thought, because it expresses the attitudes, beliefs and opinions of individuals about work, and these tendencies and beliefs are affected by several organizational factors such as fair pay, promotion, internal work environment, wages, incentives, rewards, achievement, and others. It is recommended that the international school management needs to address the individual's need and work to satisfy it to achieve Job satisfaction of the teachers. Since teacher's job satisfaction is considered one of the most important foundations for the success of the international school to distinguishing them from other schools, to enhance their behavior patterns and attitudes toward their work, to provide them with the energy to increase their competencies to behave in a specific direction and for the purpose to achieve the schools' goals to raise productivity. Because job satisfaction leads to success and building positive reputation of the school, creating positive reputation of the school.

The researcher recommends conducting more future research on job satisfaction, by studying new factors and theories, in addition to examining these factors on different societies such as public schools.

## **5.3 FUTURE RESEARCH**

Given limits, some proposals for more research on the job satisfaction, it must be noted that another primary method of collecting information is needed. Researchers should then develop the contents and types of questions according to their research aims. The interviewees' feedback and responses will help represent the reality of the relationship. In future research, longitudinal research may be used to study the relations.

In addition, prospective work could concentrate on cross-border research at the national level. This research is confined to the top five international schools in Kuwait, and the findings may not be appropriate for analysis in other countries. Indeed, each country has its own unique working scenario so the scientific findings will therefore be diverse if future study gathers data from several nations. A dataset that concludes cross-border data may be hard to locate, though.

Future Researches should address policy formulation in the educational field to improve the teacher's quality of life and his satisfaction with the job, characteristics of the teachers' impact, and the level of their satisfaction. Future researches should address recruitment and promotion policies. In addition, future researches should focus on providing training courses to increase job satisfaction among the teachers.

Future researches should address other indicators of teacher's satisfaction that will have the positive impact on students' academic performance. Finally, future researches should conduct more of meta-analysis to discover flexibility between work and family of the teachers.

## **5.4 CONCLUSIONS**

Based on the results of the research and the objectives of the study, it can be inferred that job satisfaction is one of the most important basic elements to motivate employees to perform their work effectively, workers in private schools seek to achieve their need for job satisfaction, progress and satisfaction with the work done, salaries, promotions and other factors. The interest of different departments in the concept of job satisfaction in addition to the concept of motivation is very important.

Most researchers and scholars agree that the development of human resources is more important than capital or material resources, as a result, Job satisfaction has become a very important concept because of its contribution to increasing productivity, commitment, reducing turnover rates, ensuring of physical and psychological health, acceleration learning of the new skills. Research indicates that school teachers experience burnout, decreased Job satisfaction, workload and students' behavior, in addition to parent-teacher relationship and cooperation with colleagues.

In many empirical studies, teacher Job satisfaction has been related to emotional exhaustion, job demands, control over one's work environment, school type, stress, competence, nationality, pay related factors, and organizational culture. Importance of job satisfaction emerges from that job performance and job satisfaction represent basic results that should be achieved through the individuals at their workplace, and in the absence of one them, will lead to the institution's failure to achieve the required standards for the success of the institutional work of the schools.

Teachers' job satisfaction is relating to a number of variables, since it has been noted that there is a positive relationship between job satisfaction and teacher's accomplishments and the ability to provide the high quality of educational services

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