

The Educational Role of the Ministry of Education in Achieving Job Satisfaction from the Perspective of Secondary School Teachers in the Al-Baha Region of the Kingdom of Saudi Arabia

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ABSTRACT:

This research aimed to identify the educational role of the Ministry of Education in achieving job satisfaction from the perspective of secondary school teachers in the Al-Baha region of the Kingdom of Saudi Arabia. Based on these research variables, the theoretical literature was reviewed, and a descriptive methodology was employed on a sample of 100 male and female secondary school teachers in the Al-Baha region. The research instruments were administered to the sample, and the results showed that the study sample's assessment of the Ministry of Education's educational role, specifically educational planning, in achieving job satisfaction was above average, both overall and across the sub-aspects. The sub-aspects were ranked according to the importance of the educational role, particularly educational planning. Statistically significant differences were found between the average responses of the study sample regarding the Ministry of Education's educational role. The research recommends supporting the Ministry of Education's educational role, specifically its planning function, in achieving job satisfaction for secondary school teachers through school administrations and those responsible for education in the regions.

Keywords: Educational Role of the Ministry of Education, Educational Planning, Job Satisfaction.

Chapter One: Introduction

1.1 Background of the Study

Job satisfaction in schools, especially with the dawn of the twenty-first century, is a core element of organizational behavior within its framework. It represents an indicator that reflects the extent to which the human element is compatible with the work environment and its sustainability and changes. In this context, job satisfaction comes to express the positive emotional state that results from the human

element's evaluation of its real experience in the contemporary institution. (Essam El-Din Breir Adam, 2012).

Although modern planning began in the economic sphere, it is of paramount importance in the educational field. This importance is most clearly and specifically evident at the school level, as schools are specialized institutions established by society to intentionally contribute to the upbringing of its children.

From the above came the idea of the current research, which is the educational role of the Ministry of Education in achieving job satisfaction for secondary school teachers in the Al-Baha region of the Kingdom of Saudi Arabia.

Chapter Two: Theoretical Framework

2.1 The Concept of Educational Planning

Achieving expansion and renewal in the economic and social development of education depends on sound planning that transcends quantity and focuses on quality. Therefore, good educational planning is any planning that goes beyond the quantitative aspect of education to its qualitative aspect, making this quality its central focus and primary objective. (Abu al-Wafa and Hussein, 2000, p. 12).

2.2 The Importance of Educational Planning

1. Diagnosing the current educational and pedagogical conditions and evaluating the existing educational structure, and studying the extent of consistency of its parts and branches and the extent of the connection between the parts of these stages and branches and the needs of society.

2. Formulating educational policy in its entirety and in detail to respond to the requirements of the country's comprehensive development.

(Al-Buhay, 2001, p. 102).

2.3 Objectives of Educational Planning

1. To provide the workforce necessary for its social and economic growth.

2. Maintaining the democratic nature of education and equal educational opportunities for all members of society. (Abdul Khaliq and Ali, 2009, p. 215).

2.4 Principles of Educational Planning

1. **Realism:** Planning starts from reality and aims to transform and develop reality in light of society's demands and needs by providing the necessary resources for individuals' lives. Therefore, it must begin by assessing the current

situation and what is possible according to the available resources (Salama, 2006, p. 58).

2. **Comprehensiveness:** The planning should include the levels of work in its various sectors, knowledge of its available human and material capabilities (Al-Jabr, 2002, p. 95).

3. **Flexibility:** Therefore, the plan must be flexible, allowing for modification or change if it becomes impossible to implement the plan literally for any reason, so that it is able to cope with all unexpected variables in order to adapt to these variables (Ibrahim, 2012, p. 54).

4. **Continuity:** This means that planning should keep pace with the changes, developments, and progress that occur in society. Hence, it is necessary for planning to be continuous and have interconnected stages and phases so that the processes of achievement continue (Hassan and Al-Ajami, 2007, p. 108).

2.5 Areas of Educational Planning

First: Educational Administration: Educational administration represents an important element of the educational process, and the importance of educational planning stems from its close relationship with educational administration.

Second: Curricula: Educational curricula and their planning are among the top priorities of educational planning, from the preparation and construction stage to development and change for the better, as we find that the process of planning and organizing the curriculum is one of the most important educational processes.

Third: Teacher Preparation: Teacher preparation is one of the most important areas of educational planning, because the success of the educational process depends primarily on the teacher, his training and preparation.

(Adam, 2000).

2.6 Motives for Planning

There are several motivations for planning in the educational process, as mentioned (Rabat, 2015, p. 228). These are:

1. **Scientific Progress and the Explosion of Knowledge:** and the accompanying qualitative shift to make science general in production, which requires continuous planning and monitoring of changes occurring in the field of technology.

2. **Internal Motives:** There is an internal motive that drives institutions of all specializations to plan and develop out of a desire to progress and keep pace with global civilizations.

3. **External Motives:** Seeing developed countries that have made great progress and development in their curricula is a strong motive that drives institutions to desire.

Chapter Three: Research Methodology and Procedures

3.1 Research Design

This study employed the descriptive analytical approach to describe the phenomenon as it exists in reality, both qualitatively and quantitatively, and to clarify its characteristics and relationships, enabling the researcher to draw conclusions that contribute to understanding and developing this reality."

3.2 Population and Sample

The study population comprised 2,000 secondary school staff; 110 questionnaires were distributed, yielding 100 valid responses after excluding incomplete ones. **Table (1) shows the total number of questionnaires and the number of valid ones**

Number Distributed	Number Obtained	Number of Inappropriate Questionnaires	Number of Valid Questionnaires	Percentage of Correct Questionnaires
110	106	6	100	90.90%

3.3 Research Instruments

The current research relied on the following tools:

1. A report on the reality of educational planning in secondary schools in the Al-Baha region of the Kingdom of Saudi Arabia.
2. Job satisfaction questionnaire for male and female teachers in secondary schools in the Al-Baha region of the Kingdom of Saudi Arabia.

3.4 Validity of the Instruments

3.4.1 Questionnaire on the Educational Role of the Ministry of Education (Educational Planning)

Internal Consistency Validity

The internal consistency validity of the Ministry of Education's educational role questionnaire (planning and development) was calculated using Pearson's correlation coefficient by calculating the correlation coefficient of the score of each item with the total score of the questionnaire. Table (2) shows this.

Table (2) Internal consistency validity of the items in the Ministry of Education's (Planning and Development) educational role questionnaire: Correlation coefficients between the item score and the total questionnaire score

Item	Overall Correlation	Item	Overall Correlation	Item	Overall Correlation	Item	Overall Correlation
1	0.744**	9	0.672**	17	0.698**	25	0.684**
2	0.727**	10	0.708**	18	0.730**	26	0.717**
3	0.654**	11	0.831**	19	0.829**	27	0.784**
4	0.889**	12	0.772**	20	0.772**	28	0.834**
5	0.676**	13	0.624**	21	0.676**	29	0.871**
6	0.824**	14	0.730**	22	0.727**	30	0.511**

Item	Overall Correlation	Item	Overall Correlation	Item	Overall Correlation	Item	Overall Correlation
7	0.828**	15	0.807**	23	0.724**	31	0.713**
8	0.828**	16	0.772**	24	0.669**	32	0.889**

**Statistically significant at the 0.01 level, * significant at the 0.05 level

The results in the table above show that all items in the Ministry of Education's (Planning and Development) Educational Role Questionnaire have a statistically significant correlation with the total questionnaire score, with correlation coefficients ranging from 0.511 to 0.889, which are high and statistically significant. This indicates a high degree of internal consistency in the questionnaire, meaning that the items collectively measure the

educational role of the Ministry of Education (Planning and Development).

3.4.2 Reliability of the Educational Role Questionnaire

Reliability was calculated in two ways:

A) Calculating Cronbach's Alpha Coefficient

Table (3) Reliability using Cronbach's Alpha method for the educational role questionnaire of the Ministry of Education (Planning and Development)

Survey	Number of Phrases	Cronbach's Alpha Coefficient
Survey	32 phrases	0.848

Table (3) shows that Cronbach's alpha coefficient = 0.848, which is a high reliability coefficient.

B) The Split-Half and Spearman-Brown Survey Methods

Table No. (4) Reliability coefficients for the educational role questionnaire of the Ministry of Education (Planning and Development) (The half-dismemberment of the body -- Spearman and Brown)

Survey	Number of Phrases	Half-Division Correlation Coefficient of a Body	Spearman-Brown Correlation Coefficient
Survey	32 phrases	0.801	0.799

Table (4) shows that the Ministry of Education's educational role questionnaire (planning and development) achieved high reliability coefficients.

3.4.3 Adjusting the Job Satisfaction Scale for Employees and Teachers

Internal Consistency Validity

The internal consistency validity of the job satisfaction scale for employees and teachers was calculated using Pearson's correlation coefficient by calculating the correlation coefficient of each item's score with the score of the dimension to which it belongs, as well as the correlation coefficient of each item's scores with the total score of the scale.

The results in Table (5) show that all items on the employee and teacher job satisfaction scale have a statistically significant correlation with the score of the dimension to which they belong and with the total score of the scale. The correlation coefficients ranged between 0.399 and 0.932, which are high and statistically significant. This indicates that the scale has a high degree of internal consistency, meaning that the items collectively measure employee and teacher job satisfaction.

Table (6) Relationship of dimensions to the total score of the job satisfaction scale among employees and teachers

Dimensions	Satisfaction with the School Work Environment	Satisfaction with School Management	Satisfaction with the Incentive Policy	Satisfaction with Professional Relationships	Satisfaction with Professional Growth	Satisfaction with Nature of Work	Satisfaction with Social Recognition
Correlation to the scale as a whole	0.734**	0.805**	0.798*	0.773**	0.812**	0.781*	0.810**

**Statistically significant at the 0.01 level

It is clear from the previous table that the correlation coefficients between the scores of each dimension and the total score of the scale are significant at the level of (0.01), which indicates that the scale in general has a high

degree of validity and is true for what it was designed to measure.

3.4.4 Reliability of the Job Satisfaction Scale

Reliability was calculated in two ways:

A) Calculating Cronbach's Alpha Coefficient

Table (7) Reliability using Cronbach's Alpha Method for the Axes of the Job Satisfaction Scale for Employees and Teachers

Axis	Number of Phrases	Cronbach's Alpha Coefficient
Satisfaction with the school work environment	15 phrases	0.841
Satisfaction with school management	15 phrases	0.843
Satisfaction with the incentive policy	15 phrases	0.829
Satisfaction with professional relationships	15 phrases	0.838
Satisfaction with professional growth	15 phrases	0.840
Satisfaction with nature of work	15 phrases	0.842
Satisfaction with social recognition	15 phrases	0.839
The scale as a whole	105 phrases	0.846

Table (7) shows that the scores of Cronbach's alpha coefficient are high reliability coefficients.

B) The Split-Half Method and Spearman-Brown Scale

Table No. (8) Reliability coefficients for the job satisfaction scale among employees and teachers (The half-dismemberment of the body -- Spearman and Brown)

Item	Axis	Number of Phrases	Half-Division Correlation Coefficient of a Body	Spearman-Brown Correlation Coefficient
	The scale as a whole	105 phrases	0.869	0.873**

Table (8) shows that the job satisfaction scale for employees and teachers achieved high reliability coefficients.

3.5 Data Analysis Procedures

To analyze the data, the researcher used:

1. **Descriptive statistics:** Arithmetic means, standard deviations, and percentages to describe the responses of the sample.
2. **Pearson correlation coefficients:** To measure the internal consistency validity of the instruments.

3. **Cronbach's Alpha and Spearman-Brown coefficients:** To measure the reliability of the instruments.

4. **Simple regression analysis:** Using the ENTER method to predict job satisfaction through the educational role variable.

Table (9) Weighted Average Significance Scale

Weighted Average	Degree
From 1 to 1.79	Very Few / Very Weak
From 1.80 to 2.59	Few / Weak
From 2.60 to 3.39	Medium
From 3.40 to 4.19	Above Average
From 4.20 to 5	Large / High

Chapter Four: Results and Discussion

4.1 Answer to Research Question One: What is the reality of the educational role of the Ministry of Education (planning and development) from the point of view of employees and teachers in the secondary stage?

To answer this question and to understand the reality of the educational role of the Ministry of Education (planning and development) among secondary school staff and teachers, the arithmetic mean and standard deviation of the research sample's responses were calculated.

Table (10) Statistics indicating the level of the educational role of the Ministry of Education (Planning and Development) among employees and teachers in the secondary stage

Item	Indicators	Average Weight	Standard Deviation	Degree
1	Directing the Ministry towards planning	3.31	1.12	Medium
2	Directing administrative units towards planning	3.31	1.12	Medium
3	Creating a planning team	3.32	1.13	Medium
4	Organizational readiness for planning in schools	3.32	1.13	Medium
5	Commitment to planning processes	3.29	1.10	Medium

Item	Indicators	Average Weight	Standard Deviation	Degree
6	Defining the goals expected to be achieved through the planning process	3.30	1.11	Medium
7	Organizing the necessary planning meetings	3.30	1.11	Medium
8	Training teachers in communication skills	3.31	1.13	Medium
9	Encouraging participation in training	3.34	1.15	Medium
10	Educating teachers about future requirements in education	3.33	1.14	Medium
11	Selection of teachers in training	3.36	1.16	Medium
12	Seeking the assistance of specialized consultants	3.41	1.17	Above Average
13	Prioritize teacher training	3.44	1.17	Above Average
14	Conduct regular training planning	3.44	1.17	Above Average
15	Providing the necessary resources for implementing the plan	3.39	1.12	Above Average
16	Following specific procedures in the planning process for developing communication skills	3.34	1.10	Above Average
17	Linking educational planning with financial planning	3.36	1.13	Above Average
18	Participation of heads of educational districts in planning	3.40	1.10	Above Average
19	Establish a clear, written message for planning the development of communication skills	3.62	1.04	Above Average
20	Publishing a message on planning to develop communication skills	3.60	1.02	Above Average
21	Defining a written ideal vision	3.58	1.03	Above Average
22	Having written general objectives	3.57	1.02	Above Average
23	Setting development goals that include success metrics	3.59	1.03	Above Average
24	Set measurable behavioral goals	3.59	1.03	Above Average
25	General and behavioral goals should include a timeframe for achieving them	3.66	1.04	Above Average
26	Identifying teachers' development needs	3.61	1.01	Above Average
27	Assessing teachers' development needs	3.61	1.03	Above Average
28	Identifying key weaknesses or strengths	3.58	1.04	Above Average
29	Diagnosis of influencing external factors	3.64	1.04	Above Average
30	Allocate sufficient financial resources for planning	3.60	1.02	Above Average

Item	Indicators	Average Weight	Standard Deviation	Degree
31	Using monitoring systems between planning and implementation	3.64	1.05	Above Average
32	Identifying evaluation mechanisms to assess the success of planning in developing teachers' communication skills	3.67	1.04	Above Average
	The reality of the educational role of the Ministry of Education (planning and development) among secondary school staff and teachers	3.46	0.44	Above Average

It is clear from the previous table that the level of reality of the educational role of the Ministry of Education (planning and development) among employees and teachers in the secondary stage is above average in light of the opinions of employees and teachers in the secondary stage, as the degree of satisfaction is moderate for 11 indicators and above average for 21 indicators, and as for the questionnaire as a whole, the level is above average.

Thus, the question regarding the level of the educational role of the Ministry of Education (planning and development) among secondary

school employees and teachers was answered, and the result was that the level was (above average).

4.2 Answer to Research Question Two: What is the reality of job satisfaction among secondary school employees and teachers from the point of view of secondary school employees and teachers?

To answer this question and to understand the reality of job satisfaction among secondary school employees and teachers, the arithmetic mean and standard deviation of the research sample's responses were calculated.

Table (11) The reality of job satisfaction among secondary school employees and teachers

Dimension	Number of Indicators	Weighted Average	Standard Deviation	Percentage	Satisfaction Level	Dimensional Arrangement
Satisfaction with the school work environment	15 phrases	3.68	0.46	73.60%	Above Average	3
Satisfaction with school management	15 phrases	3.63	0.48	72.60%	Above Average	5
Satisfaction with the incentive policy	15 phrases	3.73	0.57	74.60%	Above Average	2
Satisfaction with	15	3.68	0.54	73.60%	Above	4

Dimension s	Number of Indicator s	Weighte d Average	Standard Deviation	Percentag e	Satisfactio n Level	Dimensiona l Arrangeme nt
professiona l relationships	phrases				Average	
Satisfaction with professiona l growth	15 phrases	3.31	0.72	66.20%	Medium	7
Satisfaction with nature of work	15 phrases	3.75	0.59	75%	Above Average	1
Satisfaction with social recognition	15 phrases	3.35	0.68	67%	Medium	6
Overall job satisfactio n	105 phrases	3.59	0.39	71.80%	Above Average	

The table above shows the level of job satisfaction among secondary school employees and teachers from the perspective of secondary school employees and teachers (above average) and needs development. This is in relation to

the questionnaire as a whole, as well as to the sub-dimensions of the questionnaire, where the degree of satisfaction is average for 2 skills and above average for 5 skills.

4.2.1 Level of Satisfaction with the School Work Environment

Table (12) Statistics indicating the level of satisfaction with the school work environment

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The school administration is committed to providing a safe and clean learning environment	3.67	1.04	Above Average
2	The administration of the public high school is concerned with providing educational and technical resources for the educational process	3.77	0.99	Above Average
3	The high school administration is keen to achieve job security for its employees and teachers	3.70	1.03	Above Average
4	The high school administration provides administrative and technical support to all its employees	3.81	1.00	Above Average

Item	Indicators	Average Weight	Standard Deviation	Degree
5	The school administration is committed to the ongoing maintenance of its facilities	3.77	0.97	Above Average
6	The high school administration urges staff and teachers to attend all school events	3.65	1.05	Above Average
7	The high school administration is keen to spread a culture of cleanliness among all its employees and teachers	3.64	1.04	Above Average
8	The high school administration urges staff and teachers to complete their work according to the principle of priorities	3.63	1.04	Above Average
9	The high school administration encourages staff and teachers to participate in various educational activities	3.62	1.03	Above Average
10	The high school administration provides rest areas for staff and teachers during their free time	3.62	1.04	Above Average
11	The high school administration takes into account the principle of individual differences when distributing work among its employees and teachers	3.63	1.02	Above Average
12	The high school administration is keen to provide alternative halls to deal with emergency situations	3.63	1.02	Above Average
13	The high school administration addresses conflicts between employees with a clear and specific scientific methodology	3.66	1.04	Above Average
14	The high school administration is committed to providing technological means to help accomplish the work	3.64	1.03	Above Average
15	The high school administration encourages staff and teachers to be creative in their work	3.69	1.03	Above Average
	The reality of satisfaction with the school work environment	3.68	0.46	Above Average

It is clear from the previous table that the level of satisfaction with the school work environment is above average in light of the opinions of employees and teachers in the secondary stage, as the degree of satisfaction is above average for 15 of the indicators, and for the axis as a whole, the level is above average.

Thus, the question regarding the level of satisfaction with the school work environment was answered, and the result concluded that the level of satisfaction was above average.

4.2.2 Level of Satisfaction with School Administration

Table (13) Statistics indicating the level of satisfaction with school management

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration deals with all its teaching staff in light of the principle of culture	3.61	1.03	Above Average
2	The high school administration is keen to apply the principle of fairness to all its teaching staff	3.64	1.05	Above Average
3	The high school administration is concerned with achieving a balance in all its decisions	3.63	1.04	Above Average
4	The high school administration addresses the problems of its teachers as they arise	3.65	1.05	Above Average
5	Under the management of the high school, teachers are involved in making decisions related to their work	3.62	1.04	Above Average
6	The high school administration listens to the opinions and suggestions of its teaching staff	3.63	1.04	Above Average
7	The high school administration is keen to involve working teachers in developing its areas of work	3.62	1.04	Above Average
8	The high school administration fosters self-confidence among its teachers	3.60	1.03	Above Average
9	The high school administration is concerned with the professional development of working teachers in light of modern developments	3.66	1.04	Above Average
10	The high school administration uses objective criteria when evaluating the performance of its teachers	3.62	1.02	Above Average
11	Under the management of the high school, teachers work to make good use of work time	3.65	1.04	Above Average
12	The high school administration promotes a culture of mutual respect among all its teaching staff	3.59	1.03	Above Average
13	The high school administration monitors the progress of all working teachers in light of a pre-established plan	3.63	1.01	Above Average
14	The high school administration is concerned with clarifying the roles of each teacher and administrator in its various units	3.63	1.04	Above Average

Item	Indicators	Average Weight	Standard Deviation	Degree
15	Under the management of the high school, the teachers are working to implement a democratic approach to school work	3.66	1.03	Above Average
	The reality of satisfaction with school management	3.63	0.48	Above Average

It is clear from the previous table that the level of satisfaction with the school administration is above average in light of the opinions of employees and teachers in the secondary stage, as the satisfaction level is above average for 15 of the indicators, and for the axis as a whole, the level is above average.

Thus, the question regarding the level of satisfaction with the school administration was answered, and the result concluded that the level of satisfaction was above average.

4.2.3 Level of Actual Satisfaction with the Incentive Policy

Table (14) Statistics indicating the level of satisfaction with the incentive policy

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration values and appreciates the efforts made by the teaching staff	3.67	1.04	Above Average
2	The high school administration is keen to allocate an annual award to every outstanding teacher and administrator	3.66	1.04	Above Average
3	The high school administration urges teachers to engage in fair competition in the workplace	3.69	1.05	Above Average
4	The high school administration provides a fair system for the continuous promotion of the administrative teacher	3.69	1.05	Above Average
5	The high school administration encourages teachers to be technically proficient in their work	3.73	1.05	Above Average
6	The high school administration urges staff and teachers to comply with labor laws	3.69	1.05	Above Average
7	The high school administration links the bonuses allocated to employees and teachers to annual performance results	3.76	1.04	Above Average
8	The high school administration encouraged staff and teachers to come up with new ideas in all school work	3.73	1.02	Above Average
9	The high school administration encourages teachers to consistently treat the trustworthiness	3.75	1.03	Above

Item	Indicators	Average Weight	Standard Deviation	Degree
	well			Average
10	The high school administration urges working teachers to enter competitions with rival schools	3.75	1.03	Above Average
11	The high school administration encourages teachers to share experiences in their teaching work	3.69	1.04	Above Average
12	The high school administration promotes a culture of teamwork among its staff	3.76	0.98	Above Average
13	The high school administration is keen to ensure that the incentive policy for teachers and general staff is comprehensive in its various units, positive, negative, material, and moral	3.69	1.01	Above Average
14	The high school administration is interested in developing an incentive policy for its teachers and staff in light of modern developments	3.77	0.99	Above Average
15	The high school administration employs elements of its organizational environment to motivate its staff and teachers	3.85	0.96	Above Average
	Satisfaction with the incentive policy	3.72	0.57	Above Average

It is clear from the previous table that the level of satisfaction with the incentive policy is above average in light of the opinions of employees and teachers in the secondary stage, as the degree of satisfaction is above average for 15 of the indicators, and for the axis as a whole, the level is above average.

Thus, the question regarding the level of satisfaction with the incentive policy was answered, and the result concluded that the level of satisfaction was above average.

4.2.4 Level of Satisfaction with Professional Relationships

Table (15) Statistics indicating the level of satisfaction with professional relationships

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration urges staff teachers to attend training courses that benefit school work	3.71	1.04	Above Average
2	The high school administration shares in the special occasions of the two science employees	3.70	1.04	Above Average
3	The high school administration encourages a network of human relations between all its	3.78	0.96	Above Average

Item	Indicators	Average Weight	Standard Deviation	Degree
	students and teachers			
4	The high school administration urges the two working publics to reconcile Arab interests with personal interests	3.64	1.03	Above Average
5	The high school administration is concerned with the fair distribution of workloads among its teachers and staff	3.72	1.02	Above Average
6	The high school administration is interested in developing the relationship between the working teachers and their students	3.82	0.99	Above Average
7	The high school administration encourages teachers to share professional experiences with each other	3.66	1.06	Above Average
8	The high school administration is keen to involve working teachers in solving its problems continuously	3.61	1.04	Above Average
9	The high school administration discusses disagreements between teachers working in a professional manner	3.68	0.98	Above Average
10	The high school administration urges teachers to continuously improve their performance	3.62	1.01	Above Average
11	The high school administration is committed to spreading a culture of mutual trust among the teachers working in all its units	3.66	1.01	Above Average
12	High school administration fosters loyalty among staff and teachers towards school work	3.74	1.03	Above Average
13	The high school administration is keen to spread a win-win culture among all the teachers working in its various units	3.64	1.05	Above Average
14	The high school administration is concerned with raising the morale of teachers working during all school breaks	3.66	1.01	Above Average
15	The high school administration is committed to fostering a culture of happiness among teachers working in various school settings	3.60	1.08	Above Average
	The reality of satisfaction with professional relationships	3.68	0.54	Above Average

It is clear from the previous table that the level of satisfaction with professional relationships is above average in light of the opinions of

workers and teachers in the secondary stage, as the degree of satisfaction is above average for 15

of the indicators, and for the axis as a whole, the level is above average.

answered, and the result concluded that the level of satisfaction was above average.

Thus, the question regarding the level of satisfaction with professional relationships was

4.2.5 Level of Satisfaction with Professional Growth

Table (16) Statistics indicating the level of satisfaction with professional growth

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration provides professional learning opportunities for all its teachers	3.44	1.08	Above Average
2	The high school administration is directing teachers to incorporate the latest developments in school work	3.32	1.09	Medium
3	The high school administration encourages its teachers to engage in self-education	3.20	1.17	Medium
4	The high school encourages working teachers to participate in professional societies	3.30	1.14	Medium
5	The high school administration encourages public defenders to participate in various educational networks	3.30	1.09	Medium
6	The high school administration encourages teachers to apply field methods in the school work environment	3.31	1.13	Medium
7	The high school administration is keen to receive feedback from relevant authorities regarding the teachers working there	3.45	1.10	Above Average
8	The high school administration is keen to develop a secondary investigation plan for the Egyptian teachers working there	3.33	1.12	Medium
9	The high school administration is keen to delegate authority to form the second tier of future school leaders	3.31	1.06	Medium
10	The high school administration encourages staff teachers to attend conferences and seminars that benefit school work	3.26	1.19	Medium
11	The high school administration is keen to develop the professional ambition of all employees in all its units	3.14	1.10	Medium

Item	Indicators	Average Weight	Standard Deviation	Degree
12	The high school administration encourages working teachers to participate in improving the quality of school work	3.19	1.13	Medium
13	The high school administration determines the career path for all teachers working there	3.41	1.06	Above Average
14	The high school administration sets the promotion policy for each of the teachers working there	3.34	1.14	Medium
15	The high school administration regularly holds workshops as part of the professional development of its teachers	3.34	1.07	Medium
	Satisfaction with professional growth	3.31	0.72	Medium

It is clear from the previous table that the level of satisfaction with professional growth is low in light of the opinions of workers and teachers in the secondary stage, where the degree of satisfaction is average for 12 indicators and above average for 3 indicators, and for the axis as a whole the level is average.

Thus, the question regarding the level of satisfaction with professional growth was answered, and the result concluded that the level of satisfaction was average.

4.2.6 The Actual Level of Satisfaction with the Nature of Work

Table (17) Statistics indicating the level of satisfaction with the nature of work

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration distributes daily tasks among its teachers for the benefit of the community	3.71	1.03	Above Average
2	The high school administration is keen to ensure that the job descriptions for all teachers in its various units are clear	3.52	1.06	Above Average
3	The high school administration urges its teaching staff to respect the status of the profession	3.50	1.11	Above Average
4	The high school administration urges teachers to participate in the various activities of the local community	3.64	1.01	Above Average
5	The high school administration urges its teaching staff to turn work pressures into successes for the benefit of the school	3.55	1.08	Above Average

Item	Indicators	Average Weight	Standard Deviation	Degree
6	The high school administration urges its teaching staff to turn adversity into an opportunity for the benefit of the school	3.54	1.03	Above Average
7	The high school administration struggled to create a balance between the work and rest of the teachers during the school day	3.67	1.04	Above Average
8	The high school administration takes into account the health condition of each of the teaching staff in its various units	3.88	1.07	Above Average
9	The high school administration urges its students and employees to apply the principle of specialization in their field of work	3.85	1.10	Above Average
10	The high school administration urges staff and teachers to separate their personal and school lives	3.93	1.06	Above Average
11	The high school administration urges staff and teachers to simplify school work procedures	3.81	1.10	Above Average
12	The high school administration is keen to grant sufficient authority to each of the teachers working there in order to expedite the completion of the work	3.91	1.06	Above Average
13	The high school administration consults with experts when dealing with its various issues	3.89	1.05	Above Average
14	The high school administration is keen to strike a balance between quantity and quality when evaluating the performance of teachers who work continuously	3.90	1.12	Above Average
15	The high school administration directs the efforts of the teaching staff towards maintaining the school's reputation and continuously improving its standing	3.94	1.07	Above Average
	Satisfaction with nature of work	3.75	0.59	Above Average

It is clear from the previous table that the level of satisfaction with the nature of work is above average in light of the opinions of employees and teachers in the secondary stage, as the degree of satisfaction is above average for 15 of the indicators, and for the axis as a whole, the level is above average.

Thus, the question regarding the level of satisfaction with the work was answered, and the result concluded that the level of satisfaction was above average.

4.2.7 The Actual Level of Satisfaction with Social Recognition

Table (18) Statistics indicating the level of satisfaction with social recognition

Item	Indicators	Average Weight	Standard Deviation	Degree
1	The high school administration is keen to continuously change society's view of the teaching profession	3.71	1.25	Above Average
2	The high school administration urges students and parents to appreciate its teachers and administrators	3.74	1.21	Above Average
3	The high school administration urges relevant community organizations to provide psychological and moral support to its teachers and administrators	3.80	1.19	Above Average
4	The high school administration urges general teachers to be a source of strength for the students	3.37	1.14	Above Average
5	The high school administration urges the two general public to gain the trust of local community institutions	3.29	1.15	Medium
6	The high school administration is keen to highlight the work of the teachers and staff to all officials at all administrative levels within the same directorate	3.29	1.17	Medium
7	The high school administration is keen to showcase the achievements of its two public school students to neighboring schools	3.23	1.11	Medium
8	The high school administration is concerned with improving the image of the teacher administrator in Lebanon and various community institutions	3.26	1.11	Medium
9	The high school administration is keen to involve local community organizations in solving its problems	3.26	1.11	Medium
10	The high school administration is committed to continuously promoting the emotional satisfaction of all teachers across its various units	3.20	1.12	Medium
11	The high school administration is committed to ensuring the psychological, social, and professional well-being of all its teaching staff on an ongoing basis	3.13	1.14	Medium

Item	Indicators	Average Weight	Standard Deviation	Degree
12	The high school administration directs its teaching staff towards how to deal with societal pressures in all school situations	3.19	1.08	Medium
13	The high school administration studies the changing community needs of each of its teachers in light of its available resources	3.27	1.10	Medium
14	The high school administration urges its teaching staff to take seriously concerns about community issues in a sober, scientific manner	3.24	1.09	Medium
15	The high school administration consistently rejects all phenomena that provoke feelings of distress or hopelessness among its teaching staff	3.26	1.11	Medium
	Satisfaction with social recognition	3.35	0.68	Medium

It is clear from the previous table that the level of satisfaction with social appreciation is moderate in light of the opinions of workers and teachers in the secondary stage, as the degree of satisfaction is moderate for 11 indicators and above average for 4 indicators. As for the axis as a whole, the level is moderate.

Thus, the question regarding the level of satisfaction with social recognition was answered, and the result concluded that the level of satisfaction was average.

Chapter Five: Recommendations

5.1 Recommendations

In light of the study's findings, the following recommendations can be made:

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1. The Ministry of Education's educational role is supported through educational planning aimed at achieving job satisfaction for male and female teachers in secondary schools, in collaboration with school administrations and staff within the educational district. This is accomplished by developing strategic guidance plans for education professionals to enhance the dimensions of teacher job satisfaction.

2. Participation from all employees in the school, school administration and educational districts to make administrative and educational decisions of an educational planning nature to achieve dimensions of job satisfaction.

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