



Teachers' Job Satisfaction in Instructional Delivery Modalities, and the Role of School Leaders: A Study among Selected Private Schools in the UAE

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ABSTRACT

The purpose of this paper is twofold. Firstly, to analyse the impact of the newly applied instructional delivery modalities on teachers' job satisfaction. Secondly, to navigate the role of school leaders to help teachers to cope with these models. The teaching modalities that are of research interest are the face-to-face, online, and hybrid models. The study adopted the mixed-methods approach. Around 151 teachers from three private schools in Abu Dhabi shared their response in a quantitative survey. To compare the teachers' job satisfaction, the following mediating variables were considered: job security, workload, in-class effort, work-life balance, remuneration, leadership support, students' behaviour, and relationship with co-workers. On the other hand, semi-structured interviews were conducted with twenty staff from the three schools to explore the best practices that school leaders can apply to meet the teachers' job satisfaction. The findings of the study confirmed that there is a significant association between teaching modality and teachers' job satisfaction. The traditional teaching modality meets the highest level of satisfaction, then the distance learning, and lastly is the hybrid one. Whereas the interviews recommended that school leaders are asked to build active communication channels with their teachers, share the decision-making process, decrease the workload, raise the teachers' autonomy, and establish a remuneration system. The study concludes that teachers' job satisfaction in all instructional delivery models should be a priority for every successful school leader.

Keywords: teaching modality; job satisfaction; hybrid learning; distance learning; face-to-face learning

INTRODUCTION

Teachers are the backbone and most valuable asset to any educational organisation. Their job satisfaction directs the institution's performance in general and leaves clear prints on countless aspects like the teacher's productivity (Caprara et al. 2003; Senyamentor et al. 2019), job behaviour (Klassen et al. 2012), intention to leave (Bhatnagar 2014), burnout (Gursel et al. 2016; Smith & Holloway 2020), absenteeism (Maghrabi 1999), turnover rate (Alarcon &

Edwards 2011; Yaghi 2016; Ahmad 2018), classroom control (Tillman and Tillman 2008), student achievement (Patrick 2007; Dutta & Sahney 2016), student engagement (Kengatharan 2020), and numerous other factors that impact the overall school effectiveness.

This satisfaction has always been a motive for teachers to sustain acceptable effort to perform their required duties and undertake assigned responsibilities (Waston 1991). Such duties and responsibilities include planning lessons, monitoring, and stimulating students' progress, marking assignments, analysing data, developing curriculum, correcting misbehaviour, and motivating students (Shonje 2016a). So, if a teacher experiences low satisfaction, all these responsibilities might be affected. Furthermore, he might plan to leave not only his current workplace but the teaching profession as a whole (Diaz 2018). Therefore, teacher's job satisfaction has always been a significant research area in the academic and organisational field throughout history (Backenstoe 2018).

Researchers relate this satisfaction to different variables and various factors. Some of these variables are student discipline (Barnes, Crowe & Schaefer 2007; Pittman 2020; Buckman & Pittman 2021), administrative support (Lewis, Roache & Romi 2011), work conditions (Shonje 2016b), salaries and benefits (Perie, Marianne; Baker 1997), leadership styles (Dampier & Banks 2017), and autonomy (Schall 2019). Yet, unfortunately, most of these studies are made in a western context (Kengatharan 2020), and the findings cannot be directly adopted in the MENA context. Moreover, none of these studies has examined the impact of the new teaching modalities on the level of teachers' job satisfaction. So that, this study is designed to detect the impact of this new element on teachers' job satisfaction, especially during pandemics and crisis times. Its findings help us make sound instructional decisions regarding the best mode of teaching delivery that a leader can develop for his school in catastrophic times. It tested the validation of three models in accordance with teachers' job satisfaction and reached school leaders and teachers to find out the best practices to help teachers keep their satisfaction at its optimum even through tough times. To achieve this goal, the study developed the following research questions:

RQ1. What is the impact of teaching modality on teachers' job satisfaction?

RQ2. What can policymakers do to achieve a higher level of satisfaction for their teachers in different modalities?

The study therefore attempts to unpack the impacts of teacher's job satisfaction in different teaching modalities such as face to face, online, hybrid. And it further aims to explore the role of leaders to support teacher's job satisfaction in different modalities. Brief contextual detail is relevant to the study. The study was carried out in selected private schools in Abu Dhabi, the UAE. Educational sector has been expanding in the UAE (David, 2017a) addressing the quality enhancement relatively (David, 2017b), resulting in UAE to emerge as an educational hub for learning mobility (David, et.al, 2017). Necessary attention is given in curriculum innovation (David & Hill, 2020) and instruction (David & Hill, 2021). Curriculum is a key factor to influence predominant teaching strategies (Eltanahy & David, 2018) and the role of instructional leadership is pivotal for effective curriculum implementation for optimal teaching and learning in the UAE (Al Hussein & David, 2017). Technology integration is supportive for effective curriculum and instruction (Daraghme & David, 2017). Leaders must support professional development of teachers (Mahdy & David, 2016) and ensure the contextualize curriculum and instruction (David & Abukari, 2019) and supporting teachers to engage in curriculum and instruction is essential (Albasha & David, 2019). Teacher's organizational commitment a key for effective teaching and learning (Mansour & David, 2021) and professional development of teachers to optimize curriculum and instruction (Abbasi & David, 2021). In addition to this contextual analysis, an exploration to related recent research through a systematic literature review might be supportive to build this research further.

Literature Review

Although job satisfaction is one of the most explored areas in the academic field (Buckner 2017), researchers did not formulate a standard definition of the concept (Nyagaya 2015). Back in history, Schneider & Snyder (1975) defined it simply as a “personalistic evaluation” of the general job climate and the “outcomes” related to it. In a similar sense, Locke (1976) considers it as the extent of positive feeling an employee enjoys in his work and Spector (1997) described it as the degree that an employee likes or dislikes his job. While in a more profound concept, it is a “multifaceted construct that has its roots in the work” (Herzberg, Mausner & Snyderman 2017). It is a response to a multidimensional atmosphere that the employee’s job (Rich et al. 2010) and an attitude that results from environmental, physiological, and psychological conditions an employee experience (Hoppock & Odom 1974).

Instructional modalities are the learning environments where a teacher meets his students to deliver his lessons. The most common modality is the traditional face-to-face classroom method (Paul & Jefferson 2019a). But during the last three years, different modalities were made accessible to various educational institutions in different countries. As the new normal of the COVID-19 pandemic accelerated the technological revolution in education, it put the distance and hybrid learning modes in action (Tanhueco 2021). It was the blessing in disguise of the critical health threat. Moreover, it raised the need for educators to equip themselves with professional digital competencies (Bervell, Nyagorme & Arkorful 2020).

Traditional teaching is the face-to-face model of delivery. It is teacher-led and requires students to attend their lessons physically by sitting in a classroom on campus where you find desks, chairs, and textbooks (Nober 2014). It is the chalk and talks teaching model that is textbook-based and instructor-led (Chan 2007). No classes are designed for distance learning experiences (Salman, Alkathiri & Khaled Bawaneh 2021). The content depends on active reading and writing, oral instruction, discussion, and slideshow presentation, but zero per cent for remote instructions (Allen et al. 2016). Only students with their teacher attend lectures and take notes in a particular place at a specific time (Johns, Moeeni & Ruby 2005).

The general face-to-face model has been occupying the dominant position of knowledge transfer for at least three millenniums. Its universal technology tool in education, "the printed textbook", is over five centuries old (Rooney, 2003). Till a brief time ago, about 80% of delivery modality was the traditional one that is conducted in the classroom. At the same time, new teaching technology started to become more present in the last ten years; over ten dominant modern technologies for collaboration have been introduced (Nsofor et al. 2014).

Distance learning is a way of delivering lessons where the learners and their teacher are not meeting in a classroom, alternatively using telecommunication technology (Moore & Kearsley 2012; Kireev, Zhundibayeva & Aktanova 2019; Vlachopoulos & Makri 2019; Rapanta et al. 2020). A similar yet accurate definition (Allen et al. 2016) defines it as a learning experience where “at least 80% of the content is delivered online”. It expanded to a great extent in the past five years (Song et al. 2004) that it has become dramatically overwhelming due to the urgent call of COVID-19 pandemic “keep distance” and encouraged by the increasing use of the internet in every human activity (Peterson et al. 2020). During the pandemic, different terms were used by parents and students to indicate distance learning. Online learning, virtual learning, e-learning, and remote learning are only some of them (Al Salman, Alkathiri & Khaled Bawaneh 2021). Moreover, terminologies like web-based learning, tele-learning, networked learning, and even internet learning are all found in the literature to imply that the educator is using the technology as a medium of delivering instruction to reach a distant learner and to help him access the learning materials (Ally 2008).

Hybrid learning in its current format is a new phenomenon of educational planning (Halverson et al. 2012). It is sometimes referred to as blended learning, and both words are often used interchangeably (Nortvig, Petersen & Balle 2018). The simplest definition is the combination of the previously mentioned two learning formats, the face-to-face and distance learning models (Graham 2006; Halverson et al. 2012; Margulieux, Mccracken & Catrambone 2016). A similar broad definition is that it is an instructional modality that integrates the benefits of educational technology along with the traditional format (Joseph-Charles 2019). A limited specification of the term was given by Allen et al. (2016) as he specified between 30% to 80% for the online delivery of the course, and the rest of the content delivery is for the face-to-face model, while Bernard et al. (2014) find it 50% either direction. In recent years, hybrid learning grasps much more attention than ever (Wang, Quek & Hu 2017). Moreover, in some cases, it is seen as a better choice than using the other two models separately. It combined the benefits of face-to-face interaction along with the flexibility of the distance format to produce a third one where students interact together in a new mixed format (Adams, Randall & Traustadóttir 2015; Lakhali, Bateman & Bédard 2017).

Before COVID-19 pandemic, the structure of a hybrid learning course was understood as all students of a single class attending face-to-face sessions gathering at the same place. They use the internet technology to watch videos, respond to assignments or set an exam. In this format, all students receive the same delivery format simultaneously (Brashear 2020). This format is restructured after the pandemic. A new stream is added and commonly practised by different schools. In the new scenario, schools kept online and face-to-face students attending the same class in real-time during the same shared synchronous session. In accordance with this new instructional delivery modality, the teacher has to plan different activities for every group for the same lesson. Many researchers see this new format as a “bridge to the future” (Bervell, Nyagorome & Arkorful 2020). It simplified the understanding of the blended learning model. Hence, it means that teaching and learning are running where at-home students are engaged in an actual face-to-face session by means of telecommunication applications like MS Teams, Zoom, Meet or any other video conferencing tool. For research purposes, the terms hybrid learning, and blended learning would be used interchangeably to mean the same thing.

Motivation and satisfaction theories are usually classified into two major categories: content theories and process theories. The content category answers the question of “what” (Downing 2016); what are the intrinsic and extrinsic reasons for the behaviour that lead to job satisfaction? The theory of this approach is expected to list the factors that initiate, stimulate, guide, or maintain the employee’s satisfaction (Xia, Izumi & Gao 2015; Muholi 2017). For example, Abraham Maslow’s Hierarchy of Needs (1954, 1970) states five levels of needs to meet the employer’s job satisfaction. These levels are physiological, safety, love and belonging, esteem, and self-actualisation. Other theories of the same category are ERG theory, and motivator-hygiene theory.

On the other side, the process category of theories answers the question of “how” (Downing 2016). How is the employee motivated? It focuses on the individual’s behaviour and examines motivation within him. For instance, Locke’s goal-setting theory does not suggest what motivates an employee; it explains how goal setting can guide to better motivation and satisfaction (Xia, Izumi & Gao 2015). Other examples of the process theories include McGregor’s theory X and theory Y, expectancy theory, and Ouchi’s theory. This study follows the content theory. It tries to detect the changes in teachers’ needs for every type of instructional modality. So that, the researcher uses Maslow’s Hierarchy of Needs and Herzberg’s Two-factor theory as the theoretical reference for the study. Abraham Maslow’s needs-based theory, Hierarchy of Needs, has been exceptionally influential among all the content theories (Downing 2016). It is the most cited theory of motivation and is credited with the first framework of

satisfaction (Wells 2020). Ibid (2003), (cited in Muholi 2017) states that the hierarchy of needs theory introduced motivation and job satisfaction concepts more than sixty years ago. His early studies in 1954 were considered a guide to satisfaction dimensions. Later, different researchers added extra factors that served the same dimension or contributed to different ones as more profound studies were conducted (Wells 2020).

Maslow claims that people generally have needs, desires, motives, and wants (Muholi 2017). Those needs are classified into five different categories to form a pyramid of five layers, starting with the most fundamental layer representing the essential needs to the highest one, which introduces the most sophisticated desire. He points out that humans have to fulfil the most basic layer of needs before they move on to the higher level (Sanders 2019). They cannot move to a further stage unless the first one is complete (Robbins and Judge 2008). The fundamental assumption of Maslow's model is that any employee is directed by having multiple unsatisfied needs that influence his behaviour. When these needs are met, they are dropped from the motivators list for this person. Then higher-order needs take place to motivate him. Generally, the highest level of needs is less likely to be met than those in the lower layers (Bushiri 2014). For Maslow, the starting point sits at the bottom of the pyramid. It is the physiological need. This need includes water, adequate food, shelter, air, adequate salary, working conditions, etc.... When the physiological needs are satisfied, the employee seeks to meet the next level of needs: safety needs. This category includes physical safety, economic security, medical care, and job security (Law & Glover 2000). The third layer of the pyramid is the need for love and belonging. He suggests that human beings search for a positive association with the community (Wells 2020). This category includes social interaction with co-workers, friendship, and giving and receiving love. As the individual is connected with his society, he moves to the fourth layer, seeking recognition. This is the esteem or ego need (Sanders 2019). He likes to acquire personal reputation, recognition, and approval from others in his local community. Meeting the previous needs pushes the employee to the highest level of the hierarchy: self-actualisation. It involves the desire to reach one's full potential. This potential varies from one person to another but generally takes the individual to the highest step of accomplishment (Maslow 1954).

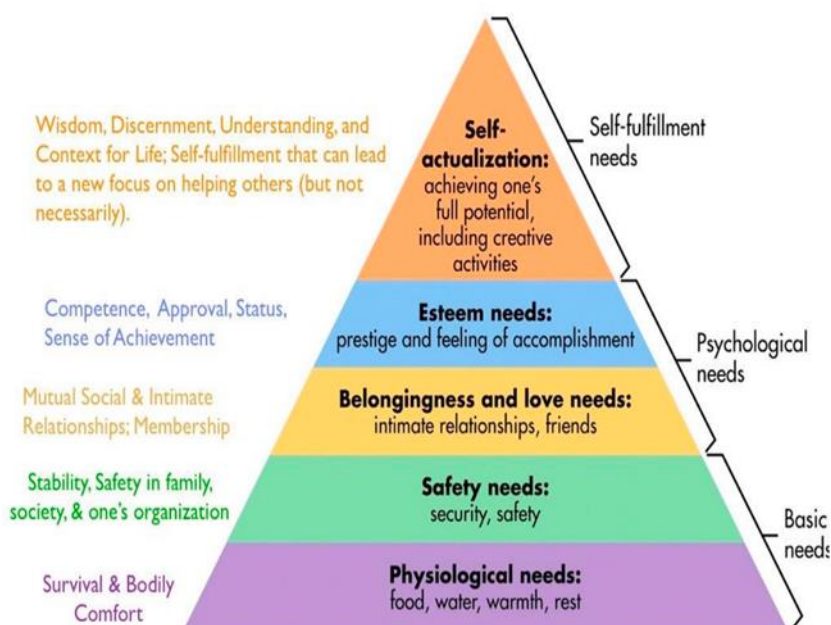


Figure 1. Maslow's Hierarchy of Needs (Pendleton-Brown 2020)

Though there are a lot of theories to deal with motivation and satisfaction, Maslow's theory of hierarchal needs is still relevant and highly regarded to date (Law & Glover 2000). Moreover, it has a stunning potential appeal in the human psychology and business fields (Bushiri 2014). Its purpose is: if a leader determines the level his employee arrived in the hierarchy, he can choose the suitable rewards for him (Ramlall 2004). Two-factor theory is also called the motivation-hygiene theory or Herzberg's dual-factor theory (Bhatnagar 2014; Alshmemri, Shahwan-Akl & Maude 2017). It was first introduced by a psychologist called Frederick Herzberg when he, along with Mausner and Snyderman, published the two-factor model of motivation in 1959 (Lumadi 2014).

The developed model was influenced by Maslow's hierarchy of needs, yet it was supported by actual research with a population of accountants and engineers (Law & Glover 2000). He suggested a two-dimensional framework. This framework claims that there are some factors that motivate the human being while there are other factors that raise his feeling of dissatisfaction. It has two parallel continua, unlike the old paradigm of Maslow, which was a single-direction hierarchy (Boeve 2007). Herzberg claims that specific factors in life motivate or satisfy people. He called these factors "motivation" factors. The second category of factors is essential to maintain an only "OK" or "fine" state (Timmreck 2016). These maintenance factors are called "hygiene" factors. In other words, Herzberg considered two continua: satisfaction and dissatisfaction (Grant 2006). Unlike Maslow, he confirmed that a particular set of factors is linked to job satisfaction, while a different set is responsible for the dissatisfaction feeling (Lam & Yan 2011). He points out that satisfaction is not the opposite of dissatisfaction; no dissatisfaction is the opposite of satisfaction; similarly, no dissatisfaction is the opposite of dissatisfaction (Fong 2015).

Herzberg called the first set of factors, the satisfier factors, as motivators. These motivators are considered as intrinsic values that are related to the job itself (Lumadi 2014). Though the presence of these factors leads to satisfaction, their absence does not lead to dissatisfaction. Instead, they are closely linked to the person's need for professional growth and self-actualisation (Alfayad & Arif 2017). These factors include "achievement, recognition, the work itself, responsibility, advancement, and the possibility for growth" (Herzberg 1966). The second category of factors in Herzberg's theory is the hygiene or maintenance factors (Cunningham 2015). These factors are related to extrinsic aspects of work like supervision, relations with co-workers, work conditions, benefits, company policies and administrative practices, and job security (Herzberg, Mausner, & Snyderman 1959). They describe the work environment rather than the job itself. They are crucial to prevent dissatisfaction, but their presence does not have any motivational value (Lumadi 2014; Timmreck 2016). It is just connected with the need to avoid unpleasantness (Boeve 2007; Alshmemri, Shahwan-Akl & Maude 2017)

Table 1. Comparison between the Two Factors of Herzberg's Theory

	Motivation Factors	Hygiene Factors
Absent	There is no satisfaction	There is dissatisfaction
Present	There is satisfaction	There is no dissatisfaction
Herzberg described	Intrinsic to the job	Extrinsic to the job
Importance to job satisfaction	Strong	Poor

The current study selects eight factors to decide the teachers' job satisfaction level. These factors were suggested by the literature review and supported the study's theoretical framework advocated by Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene theory. Here is a list of these factors and their position in the supporting theories.

Table 2. The Variables Correspondence to the Study Theories

Variables	Maslow's Hierarchy of Needs	Herzberg's two-factor theory
Workload	Safety need	Hygiene factor
Job security	Security need	Hygiene factor
Work-life balance	Physiological need	Hygiene factor
Remuneration	Physiological need	Hygiene factor
Leadership support	Esteem need	Hygiene factor
Student behaviour	Love/belonging need	Hygiene factor
In-class effort	Love/belonging need	Hygiene factor
Co-workers' relation	Love/belonging need	Hygiene factor

Through this table, we can figure out that the selected values are included in both theories that the study refers to. It reflects how important these factors are for the teachers' job satisfaction. These factors are located in different layers of Maslow's Hierarchy of needs, while these are all located in the hygiene factor of Herzberg's two-factor theory.

METHOD

The study follows the mixed methods research design. This approach is mainly chosen because the study investigates two interconnected yet different areas; thereby, a single type of data collection is not enough to capture the detailed answer to their questions. The first area of the study aims to detect the change, if any, to the teacher's job satisfaction level experienced by changing the teaching environment in the target context, and the factors that led to this change. This area of study is best navigated through the quantitative data collected from a survey. The second area aims to find out the best practices that leaders can develop to keep the teachers' job satisfaction to its momentum, which is answered through interviewing teachers, as well as middle and senior leaders. This qualitative aspect of the mixed methods approach is chosen to explore this area as we need to meet different parties and interpret their reflections. Through semi-structured interviews, we can understand how personal experiences develop ideas that can help policy and decision-makers raise the level of harmony in their institutions. Moreover, it gives us a deep understanding of the previously collected result through the survey for a better vision of the data analysis.

The target geographical context of this study is Abu Dhabi emirate, UAE. It targets the schoolteachers as well as middle and senior leaders in three private schools. The total number of teachers in all three schools is 242 teachers of different specialisations, age groups, genders, and

nationalities. The total number of middle and senior leadership members is 39. Therefore, the target sample of this study would be categorised as follows:

Category 1: the survey sample target only teachers of the three schools. As the total number of teachers is 242, the minimum expected number of respondents was 149 considering 95% confidence level, 5% margin of error, and 0.5 sample proportion.

Category 2: the quantitative part of the study is represented in two different groups. The first one targets ten schoolteachers for further clarifications about the leadership role to raise the teacher's job satisfaction level from the teachers' point of view, whereas the second group of interviews targets ten of middle and senior leaders to focus more on their role to help their teachers in different teaching modalities.

The quantitative data was gathered at first phase using survey questionnaire. The survey is made up of a total of 34 statements that are organised in four sections other than the consent one. The consent section introduces the researcher and describes the research area, purpose, and expected benefits to the field. Moreover, it confirms the confidentiality of data and anonymity of respondents. It also informs the participant that he can withdraw at any time for no reason and assures that there are no foreseeable risks or discomfort to his participation. If he chooses not to take the initiative, their responses will not be analysed for the study. In a different response, when a participant accepts to play a part in the study, an additional window opens to guide him through the various sections of the survey.

Every section in the survey is arranged to address one of the significant areas of the study. The first section consists of six questions and collects respondents' demographic information: age, gender, level of education, years of experience, teaching subjects, and teaching cycles. These data are crucial to the study as it determines if there is a correlation between these variables and the level of teachers' job satisfaction. In addition, it reflects how strong is the relationship between these variables and whether this relationship is positive or negative.

The second section consists of seven questions and is meant to find out the instructional delivery modality currently in use in the target context. Only three teaching delivery modalities are considered: face-to-face model, distance synchronous model and hybrid teaching modality. The asynchronous distance model is not of interest to this study as it is not being practised in the study geographical context of Abu Dhabi, UAE. Next is the third section of the survey, which consists of 13 questions and measures teachers' job satisfaction levels in every teaching model. While the last section is the leadership support section which comprises seven questions and collects data about the support teachers receive from the school's middle and senior leadership team regarding every modality. To collect data about participants' attitudes and beliefs, the most reliable quantitative research method to use is survey research (Muijs 2004).

The qualitative data was gathered at the second phase using semi-structured interview questionnaire. The study's qualitative approach is represented in interviews with teachers and schools' leadership members. The qualitative phase of the study aims to discuss the best ways leaders can help their teachers in different modalities from the teachers' and leaders' perspectives. Thirteen semi-structured questions were present for the teachers' interviews. The second batch of interviews targeted the school head of departments as well as principals and vice-principals. There are thirteen questions formed for this purpose. These questions focused mainly on exploring the impact of teaching mode on teachers' job satisfaction from leaders' viewpoint. It also navigated through the best practices that leaders initiated to help their teachers cope with different delivering modalities.

RESULT AND DISCUSSION

The study aims to identify the relation between teachers' job satisfaction and teaching modalities in three private schools in Abu Dhabi. A descriptive analysis of the modalities proved that the majority of teachers (72.2%) are following the hybrid teaching model, while (20.5%) are using the traditional face-to-face model, and only (7.3%) are using the distance learning modality. Then, the relations between these modalities and teachers' job satisfaction were tested. Pearson's correlation analysis indicates that the level of job satisfaction is significantly correlated to the practised type of teaching modality. The teachers who practice the face-to-face model enjoy the highest level of job satisfaction, while online teachers come next, and thirdly are the teachers who practice the hybrid model.

To investigate the relationship between the demographic data and teachers' job satisfaction, a t-test is conducted between teachers' gender and their level of job satisfaction. The test returned a significant relation between both, meaning that female teachers enjoy a higher level of job satisfaction than male teachers in general, regardless of any other variable. In addition, a correlation test between job satisfaction and other demographic information found a significant positive relation between job satisfaction and age groups, years of experience, and, surprisingly, the teaching cycle. At the same time, there is no relation between job satisfaction and any other demographic factor.

The study investigates the relationship between job satisfaction and eight factors that the theoretical background claimed. These factors are workload, job security, in-class efforts, work-life balance, remuneration, leadership support, co-workers' interconnected relationships, and students' behaviour. The correlation analysis proved that all these factors significantly correlate to job satisfaction. Workload and in-class effort correlate negatively to job satisfaction, whereas the other factors positively correlate to teachers' job satisfaction. In other words, it is found that a higher level of workload and in-class effort leads to a low expected level of job satisfaction. At the same time, a higher level of job security, work-life balance, remuneration, leadership support, co-workers' interconnected relationships, and students' behaviour leads to a higher level of teachers' job satisfaction. Here is a list of the study hypotheses and the findings of the results.

Table 3. Hypotheses Testing Result

	Hypotheses	Result	Correlation
H1 ₀	There is no statistically significant difference between teachers practising different teaching modes regarding job satisfaction.	Rejected	
H1 _A	Teachers who practice direct delivery enjoy a higher degree of job satisfaction than those who experience hybrid or online teaching modes.	Supported	.288**
H2 _A	There is a significant positive relationship between teachers' pay and job satisfaction	Supported	.792**
H3 _A	There is a significant negative relationship between teachers' workload and satisfaction	Supported	-.443**
H4 _A	There is a significant positive relationship between job security and JS	Supported	.967**
H5 _A	There is a significant positive relationship between teachers' work-life balance and JS	Supported	.450**

	Hypotheses	Result	Correlation
H6 _A	There is a significant positive relationship between leadership support and JS	Supported	.809**
H7 _A	There is a significant positive relationship between co-workers' relationship and JS	Supported	.920**
H8 _A	There is a significant positive relationship between students' behaviour and JS	Supported	.470**

** . Correlation is significant at the 0.01 level (2-tailed).

At this level of the research, we can confirm that there is a correlation between the eight suggested factors with job satisfaction. On the other hand, the data shows that there is a significant relationship between job satisfaction and teaching modalities.

Table 4. Correlation

	Face-to-face			Online			Hybrid Model		
	High%	Avg.%	Low%	High%	Avg.%	Low%	High%	Avg.%	Low%
1 How satisfied are you with your remuneration	74.2	16.6	9.3	18.5	57.0	24.5	19.2	33.8	47.0
2 How satisfied are you with your workload	58.9	25.8	15.2	57.6	28.5	13.9	5.3	23.8	70.9
3 How satisfied are you with your job security	61.6	27.8	10.6	15.2	37.1	47.7	15.2	51.0	33.8
4 How satisfied are you with your in-class effort	60.9	20.5	18.5	61.6	35.1	3.3	4.6	27.2	68.2
5 How satisfied are you with the work-life balance	57.0	26.5	16.6	55.6	32.5	11.9	10.6	25.8	63.6
6 How satisfied are you with your leadership support	63.6	28.5	7.9	23.8	51.0	25.2	23.2	35.1	41.7
7 How satisfied are you with your co-workers' relations	66.9	21.2	11.9	12.6	45.0	42.4	21.2	41.7	37.1
8 How satisfied are you with students' behaviour	56.3	24.5	19.2	35.1	29.1	35.8	17.9	35.1	47.0

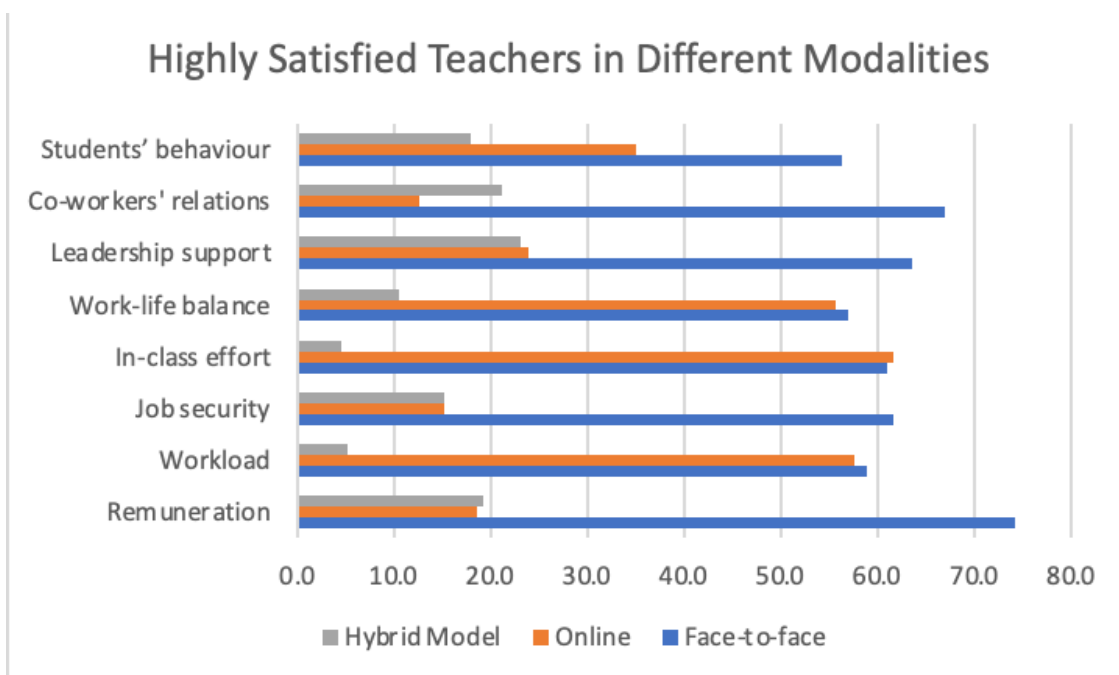


Figure 2 Highly Satisfied Teachers in Different Modalities

The traditional face-to-face modality has the highest level of teachers' satisfaction in seven factors out of seven. These factors are the teacher's satisfaction about his remuneration, workload, job security, work-life balance, leadership support, co-workers' relations, and students' behavior. It comes in the second place in the in-class effort factor.

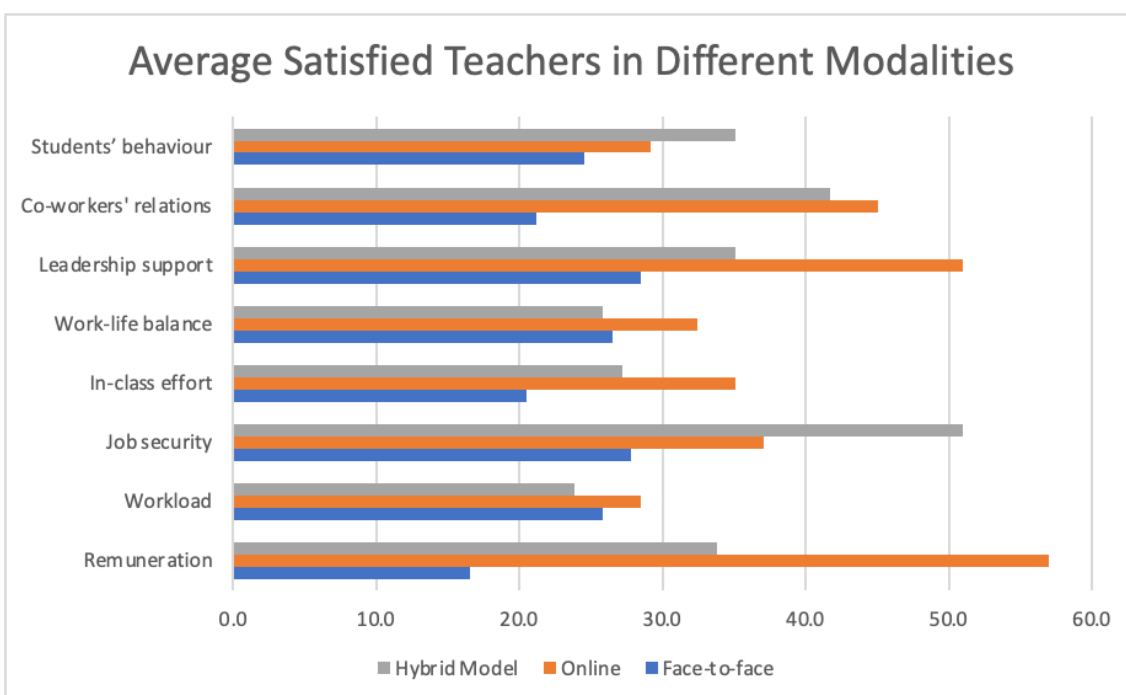


Figure 3 Average Satisfied Teachers in Different Modalities

The online distance delivery model comes in the first favourable place to teachers in one factor, in-class effort, while it comes in the second place in six factors. These factors are remuneration, workload, in-class effort, work-life balance, leadership support, and co-workers' relation. It comes as the least favourable delivery method in two factors: job security and students' behavior.

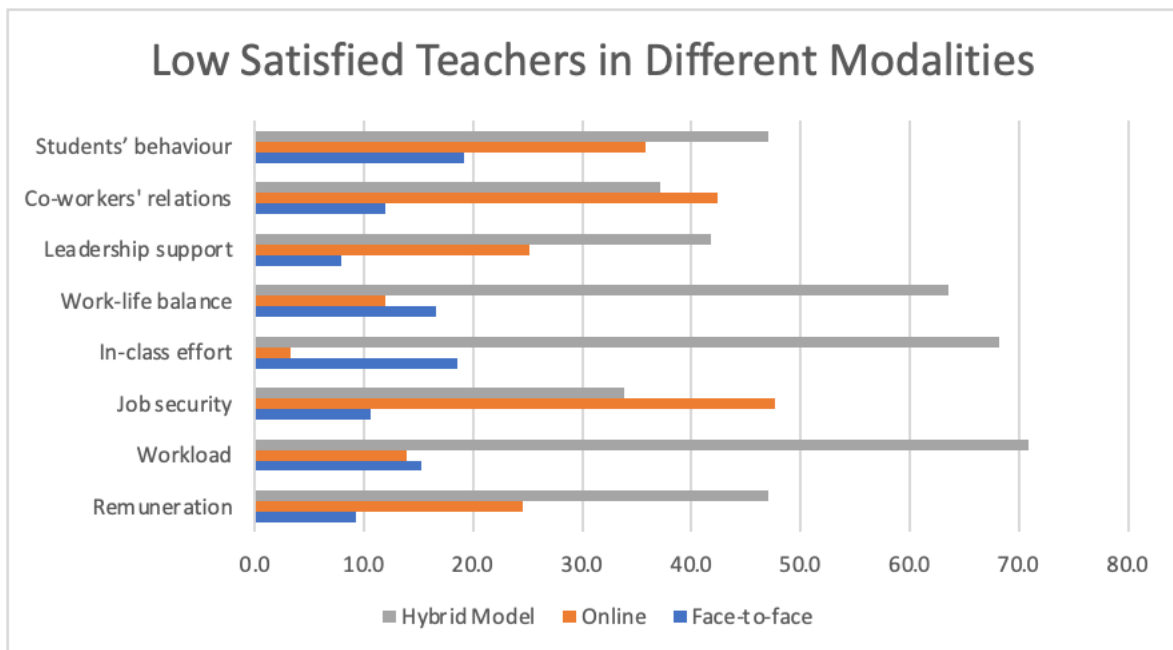


Figure 4. Low Satisfied Teachers in Different Modalities

The hybrid learning model occupies the place of the least favourable teaching model in six factors. These factors are remuneration, workload, in-class effort, work-life balance, leadership support, and student behaviour. At the same time, it comes in the second favourable model in the rest of factors.

The qualitative aspect of the study focuses on exploring the leaders' attitudes towards teachers' satisfaction and ways leaders can help teachers obtain and maintain a high level of job satisfaction. In this phase of the study, 20 different interviews with staff in 3 schools in AD were conducted. Ten teachers were interviewed to know more about their concerns about job satisfaction and how it relates to school leaders. The other ten participants are members of school leadership teams. Three represented the senior leadership teams (principals and vice-principals), and seven were from middle leaders' teams (heads of sections and heads of subjects). According to the findings from the interviews, the data analysis is divided into two themes. 1) Teaching modalities and job satisfaction 2) Leadership support from leaders and teachers' perspectives. Each of them will be discussed in the next part of the study.

Theme1: Teaching Modalities and Job Satisfaction: Most of the interviewees reported that they are following the hybrid learning model, yet only one teacher and two leaders (3/20) chose this modality as their preferred model. Six of the participating teachers preferred the face-to-face model to deliver their lessons, and three others considered online teaching their first preference. While as all the participants confirmed that the teaching model is closely related to teachers' job satisfaction. Teachers stated that many challenges are connected to the currently used hybrid modality. Some of their reflections were that it creates a workload and class

management difficulty as you address two different groups simultaneously; one is learning on-site while the other is receiving remote learning. Each of these groups requires different teaching skills and different lesson planning. A high school teacher described it as “mentally demanding,” while a KG teacher described it as an “exhausting” teaching model. She adds that isolating a 4-year-old kid from home distractions is challenging. In a different camp, few teachers reported that they like the hybrid learning as it raises the students’ digital competencies. Moreover, they think it answers the educational question during the pandemic. It maintains the balance between the health and safety requirements on one side and the academic need on the other one. From the interviewed teacher’s viewpoint, hybrid learning does not meet the teachers’ job satisfaction. It has the highest workload and in-class effort level, while it has the lowest level of work-life balance, leadership support, students’ behaviour, and job security. They agree that the face-to-face model meets the highest teacher’s job satisfaction level. It satisfies their needs of work-life balance, job security, co-workers’ relations and leadership support and decreases workload and in-class effort. The online modality comes as the second preference for most teachers. Though it does not satisfy the teacher’s needs for job security and does not secure his salaries and benefits, it keeps the work-life balance, workload, and in-class efforts in an acceptable range.

Theme 2: Leadership Support from Leaders’ and Teachers’ Perspectives: Teachers think there are many possible ways leaders can raise their job satisfaction levels. For example, they are asked to promote an active channel of communication with teachers so they can listen to their concerns. Moreover, sharing the decision-making process with them helps reach the most effective decisions. Last minutes requests and impossible-to-reach deadlines should come to an end. Leaders should respect the teachers’ time and praise their efforts to encourage them to do better. Decreasing the work overload helps build an effective relationship with direct supervisors. Furthermore, building a stable timetable help teachers arrange their ideas and plans to deal with their classes. Being fair to all and building rules that neutralise personal feelings are crucial to building a harmonious atmosphere. Raising the teachers’ autonomy and declaring the promotion rules for staff let teachers interact responsibly.

Furthermore, they consider decreasing their salaries as a meaningless action plan to deal with the financial impact of the pandemic. Taken together, these results suggest that there is an association between teachers’ current needs and the eight factors that the literature suggested being essential for teachers’ job satisfaction. Furthermore, through the qualitative phase of the study, the teachers confirmed the importance of leaders having an adequate degree of digital competencies, crisis management and a holistic action plan ready to apply when needed to avoid sudden decisions.

The respondents to the survey of this study comprised 53.6% female participants and 46.4% male teachers. Most of them (50.3%) were aged 31 to 40 years, while 21.9% were 30 or below, 21.2% were aged 41 to 50, and 6.6% were above fifty of their age. Most of these respondents (74.8%) were found to have a bachelor’s degree. Regarding the participants teaching experience, the responses read that 44.4% of the participants spent from 8 to 14 years in the educational field, while 29.8% spent from zero to seven years, 18.5% spent from 15 to 21 years, and lastly, 7.3% spent more than 21 years in the instructional environment. To test if there is a relation between this demographic information and teachers’ job satisfaction, a t-test was conducted for gender that indicates a significant relation. In addition, a correlation test is conducted between job satisfaction and other demographic information. It found a significant positive relationship between job satisfaction and age group, years of experience, and teaching cycle. At the same time, there is no relation between job satisfaction and any other demographic information. The analysis of the responses found that the face-to-face teaching modality has the highest percentage of teachers’ job satisfaction. In contrast, the online modality comes second,

and the hybrid learning is the third one to satisfy the teachers. To test the hypotheses, Pearson's correlation analysis was conducted. It illustrates a significant positive correlation between teachers' job satisfaction and job security, work-life balance, remuneration, leadership support, co-workers' relations, and students' behaviour. On the other hand, the respondent who reported a low level of job satisfaction reported significantly high levels of workload and in-class efforts. The qualitative aspect of the study is used to answer the last research question. It explored the ways leaders can raise the teachers' job satisfaction from the teachers' and leaders' perceptions. The interviews recommended that some of the practical tools leaders can follow are building an active channel of communication, sharing the decision-making process with teachers, decreasing the workload, raising the teachers' autonomy, and establishing a remuneration system. The study's overall findings suggest that there is a significant association between the new variable, teaching modality, and teachers' job satisfaction. First, it is found that the traditional teaching model meets the highest level of teachers' job satisfaction, then distance learning, and lastly is the hybrid modality. This result is derived from the change in the outcomes of the satisfaction factors: job security, workload, in-class effort, work-life balance, remuneration, leadership support, students' behaviour, and relationship with co-workers. Nevertheless, there are many ways for leaders to drive their teachers through higher job satisfaction and, therefore, a higher level of harmony and productivity.

CONCLUSION

The study concludes that an educational institute is not only meant to bring up the future generation or inspire the little kids. It should also take into consideration the current in-field generations and help them hit their optimum development and satisfaction. School leaders are encouraged to make sure that teachers perform worry-free, whether inside or outside the school building. It is overly complex to do that, yet achievable if well exists. It is complicated because every teacher has his own psychological needs. His satisfaction might depend on a long list of mediators, including remuneration, job security, work-family balance, workload, relationships with colleagues or superiors, and students' academic or behavioural achievement. This satisfaction is crucial to all parties and stakeholders in the instructional field. It is a multidimensional phenomenon that has different prints on different outcomes like teachers' turnover rate, absenteeism rate, productivity, teachers' burnout, retention, student performance, classroom control, teacher's job behaviour, level of positive attitude towards work, work engagement, and the level of work stress. The study concludes that teachers' job satisfaction in all instructional delivery models should be a priority for every successful school leader.

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