Impact of Communication on Teachers' Satisfaction and Productivity: Case of a Private School in Dubai

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ABSTRACT--- *The performance of every organization could be impacted by job satisfaction which is considered one of the most important issues. Dissatisfaction at work is considered a direct cause for excessive turnover which in turn affects the organization's direct costs. One of the major determinants of job satisfaction is the lack of communication within the organization. This project highlights the importance of improving the communication between the management and the team members in order to increase teachers' satisfaction and productivity. The project is conducted in a private international school in Dubai. Data is collected and analyzed qualitatively through semi-structured interviews, quantitatively through financial analysis and the socio-economic strategic implementation are constructing the whole process. The results of this study are communicated with the upper management team. Therefore, strategic and political decision are structured and socio-economic training tools are suggested to be implemented.*

Keywords--- Intervention- Research, Management practices, Internal Consulting, Communication, Satisfaction
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1. INTRODUCTION

Job satisfaction is one of the topics that is widely investigated. [1] Research studies have shown that *job satisfaction* is associated with *high performance and productivity* within the organization, *high commitment* but *lower absenteeism* and *turnover*. Studies have revealed that employees have more tendency to develop a positive attitude if they built a high level of job satisfaction. [2]

In every organization, outcomes that benefit both the organization and the people working on board ensure a successful environment. In order to boost the obtained outcomes, employees' expectations should be met in practice. This can be evident from the expression of employees, mainly the new comers, of their feelings, attitudes and beliefs of the organization they work in [3] If the expectation of human resources is entirely satisfied, the survival of any organization is guaranteed as the formal is considered the basic technological component for survival. [4] On the other side, if expectation is unmet, outcomes are revealed such as high turnover, lower commitment and involvement in the organization, decreased job satisfaction, elevated distress and reduced interpersonal trust. [3] Therefore, an employee failing to meet his own expectation of his workplace is most likely to be dissatisfied about his job and develop negative attitudes. [2]

From education point of view, teachers' levels of satisfaction change according to many factors that play a major role in steering their decisions to leave their profession and increase their turnover rates. [5] Hence, understanding the challenges facing the education sector in MENA regions in comparison to the context of schools in the United Arab Emirates help to investigate the means of improving teachers' satisfaction and dropping their turnover rates in private schools. [6] states that communication among the different parts of the organization is the key to achieving the main goals of the organization. The author has expressed Sefan's opinion in 2003 who claimed that schools are facing a problem of existing communication

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[1] Manalel, J., & Joy, M., M., (2016).

[2] Ciarniene R., Kumpikaite V., & Vienazindiene M. (2010).

[3] Taris W., T., Feij A., J., & Capel S. (2006).

[4] Moghadam, M. N. (2012-01-01).

[5] Thomas J. Kuieck (1980).

[6] AI Hajar, Rim Kamal, (2016).

gap between the principals and other teachers. Lkorch reported to Khaleej Times "A teacher is a role model, and spends more time with the student than his parents. If the teacher is unhappy, then trust, learning and communication are negatively affected. It becomes a toxic relationship, not one of nurture, development, and positive regards." Therefore, they will not be able to identify students' needs. [7]

More precisely, many teachers in private schools in Dubai claimed that they are unaware of their school's intentions behind assigning some of the tasks due to the absence of communication with them, unclear and incomplete explanation of the given assignments and organization's goals. [8] In the intervened school in Dubai, where our field research was conducted, the school is operating in a highly competitive environment where it strives to reserve its position among other arising and existing schools for a purpose of attracting new potential students and retaining existing ones. However, due to the structure and operation of the management team and the lack of coordination and communication between the management and the teaching staff, teachers developed a high tendency of leaving their jobs and expressing their reduced loyalty towards the school. As a result, turnover rate increased hugely to reach 48 % by the end of 2017 thus affecting the school's productivity efficiency and performance. Hence, this was accompanied by a huge drop of students within a year and a reduced reputation.

Therefore, the major objective of this study is to explore how communication within a school impacts the teachers' level of satisfaction, commitment and loyalty towards the school. Maslow's theory will be used as a solid reference to emphasize on communication as a major determinant of job satisfaction. As a result, the school's productivity, profitability and its attractiveness for potential stakeholders would be possibly analyzed, and solutions to elevated teachers' satisfaction and productivity will be elaborated through the aid of SEAM managerial tools and the Qualimetrics approach. Would value be created from this investment? Does the improvement of communication levels within a school affect the level of satisfaction and productivity of teachers?

First, we present the dominating theories of job satisfaction, stressing on Maslow's theory of needs and SEAM theory and methodology used. Second, we express the challenges facing the intervened school, the implementation of the methodology and the analysis of the outcomes. Third, we evaluate the generated outcomes and the contribution of the methodology.

2. DOMINATING THEORIES OF JOB SATISFACTION

Job satisfaction was explained by many theories throughout the history. However, the theory of motivation, known as Maslow's theory, and the Two-factor model theory, known as Herzberg theory, are the most dominating theories in job satisfaction.

2.1. Maslow's Theory

Maslow's theory is commonly known as the five-dimensional hierarchy of needs that constituted the foundation of job satisfaction. However, this theory was criticized by many other researchers, including Vroom, who concentrated more on the outcomes rather than the needs in gaining satisfaction. Vroom believed that effort, performance and outcomes are not connected, claiming that motivation stimulates effort, but performance is stimulated by the employees' experiences, abilities, personalities and skills. [9]

The five dimensions of Maslow's theory include: [10]

1. **The physiological needs:** These include the basic drives and requirements of a work. These are the initiators of the theory of motivation and include adequate salary, flexible and relaxing work conditions, efficient workplace and convenient facility layout. It is agreed on that the basic needs and the corresponding ***consummatory behavior***** constitute a channel for all other needs. In other words, if a human being has lost everything in life, the only motivation he will get if he's able to satisfy his physiological needs such as food, safety, love and esteem, over the others. All other unsatisfied needs will become non-existent if the person's physiological needs are satisfied.

2. **The safety needs:** These are the second most dominating needs after the basic (physiologic) ones. It is concentrated mainly on seeking tenure, protection and stability. Safety-security needs cover the areas of employees' protection and the avoidance of any unexpected physical harm.

3. **Love needs:** These needs are also known according to Maslow (1943) as affection and belongingness needs. This is highlighted by the social needs that are considered the third level in the hierarchy theory and include the importance of an employee to be accepted by others and feel that he belongs to the family at work. The person will start to search

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[7] Clarke, (2016)

[8] Kaabi, (2005)
[9] Ciarniene, Kumpikaite, *et al.,* (2010)
[10] Maslow, (1943)

keenly for affectionate relations in his job that will allow him to search for a place in his group in which will become attained more than any other place in the world.

4. **Self-esteem needs:** These needs reflect the employee's desire to be respected, recognized and appreciated; the desire for reputation or prestige. In other words, self-esteem needs include the desire of feeling a sense of accomplishment and achievement or sensing validation or appreciation of their efforts.

5. **Self-actualization needs:** the idea of fulfilling everything through personal growth. It includes the sense of developing an individual's potentials to the fullest capacity possible.

2.2. Herzberg Theory

It is commonly known as the "Two-factor Model" theory as it is concentrated around two major factors: Motivation factors, or intrinsic factors, related to the employee's attitude and core emotion in his work. These motivator factors help provide a positive feeling towards the job and a sense of self-actualization; "Motivation factors are achievement, recognition, the work itself, responsibility, and advancement". [11] The motivator factors since they are the primary source that can help in increasing employees' satisfaction. Herzberg and his colleagues also found out that employee's attitude at work can influence the way the work is performed and the outcome since positive and satisfactory attitudes can lead to higher degrees of loyalty, and as a result, higher performance than does the unsatisfactory attitude. [11] In addition to that, Herzberg also stressed on the importance of hygiene factors such as "company policy and administration, technical supervision, working conditions, salary and interpersonal supervision" (p.441). [12]

3. SOCIO-ECONOMIC APPROACH TO MANAGEMENT

Socio-economic approach to management (SEAM) is characterized by its powerful epistemological foundations and the tendency to impose a positive change on management. [13] SEAM is an intervention research that aims to identifying the dysfunctions occurring in an organization and targets their conversion to an added value in which it involves all actors in the organization in the process of change (formulation, implementation and evaluation) and develops the human potential. [14] Therefore, SEAM intervention research is considered a pragmatic action research in its concept of improving the human potential for considering it a solid determinant of sustainable development and productivity. [15] According to Cappelletti & Baker (2009), new skills and solutions are developed in a negotiating process under the involvement of all participants and taking into consideration the ethos of action research, and the synchronization with the involved business leaders' expectations.

People and finances are both factored in SEAM which believes that a poor management is responsible for unproductive employees and hence, the latter should be treated with trust and security for best productivity and effectiveness. Therefore, SEAM is considered a transformative intervention research rather than a traditional action research. [16]

In SEAM intervention research, the organization and the scholars are under the win-win umbrella. In addition to that, the intervener acts as a researcher, practitioner and consultant and communicates with all participants at all stages of the process of change. [17]

SEAM intervention research is conducted in two directions: Top – down direction where the process of change starts with the leaders, and down – top direction where all participants are involved in finding the hidden costs and designing solutions assuming that all actors are knowledgeable and have the ability to change the organization for a better effectiveness. This intervention treats people as valuable persons with unused potential rather than *human capital** and aims on tapping on these potentials to retain the employees and increase their productivity and effectiveness. This act is considered more ethical and people oriented. [16]

4. CHALLENGES FACING PRIVATE SCHOOLS BORDERED BY THE EMIRATI CONTEXT

Understanding the Emirati and Islamic context will provide a clear idea about some of the challenges that face the private international schools in UAE and Dubai specifically. The traditional culture is shaped by two main orientations: small oasis located mainly in the desert and sea-oriented culture whose economy is based mainly on sea trading. In 1961,

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[11] Stello, (2011, p.6)
[12] Maidani, (1991)
[13] Savall, (2003)
[14] Savall, Zardet, & Bonnet, (2000-2008)
[15] Cappelletti & Baker, (2009)
[16] Conbere & Heorhiadi, (2011)
[17] Coghlan & Brannick, (2005)

the population of UAE was small and estimated to reach 86, 000 thus lacking the technical skills for composing the modern society. However, in 1997 and due to the production of oil, living standards, diet and health care have flourished driving the population to increase to 2,624,000 driven by the importation of expatriate labor, mainly males and has become a multiethnic society. As a result, an imbalanced population was created with Emirati nationals constituting only about 20 % of the overall population. This growth was described as unparalleled growth and was driven by urbanization.

Adding to that, schools in UAE, have passed through a series of developmental processes through re-structuring the classrooms to become technology based and enhance the process of learning. In order to meet the needs of a highly competitive job market, schools have evolved since the late 70's thus focusing on the child's health and safety, the introduction of new courses and curriculum, concentrating on including technologies within classrooms. [18]

His Highness Sheikh Mohammed bin Rashid Al Maktoum focused and insisted on the importance of providing quality education. In his speech to the World Government Summit, he said: "Providing high-quality education in science and math to all Arab students is integral to rebooting our civilizational development; E-learning is the fastest way to bridge the educational gap in the Arab world."

Although the government of United Arab Emirates has taken many initiatives to improve the education sector in UAE and in Dubai in specific, many challenges are still facing the international private schools in the Emirati Context:

1. High enrollment costs in schools and higher education

2. The enforcement of the Arabic education in private schools

3. Reduced expenditure on infrastructure [19]

4. Increased competition and pressure on revenue

5. The necessity of raising teachers' salaries to attract the best teachers

6. Lack of teachers' training and development

7. Culture differences affect expatriate teachers

8. Difficulty of finding skilled teachers

5.   CONTEXT OF THE INTERVENED SCHOOL IN DUBAI

The Emirati context under which the intervened school is operating highlights the major features of the school such as its identity and image, state, its organizational structure, the stakeholders related to it and its performance.
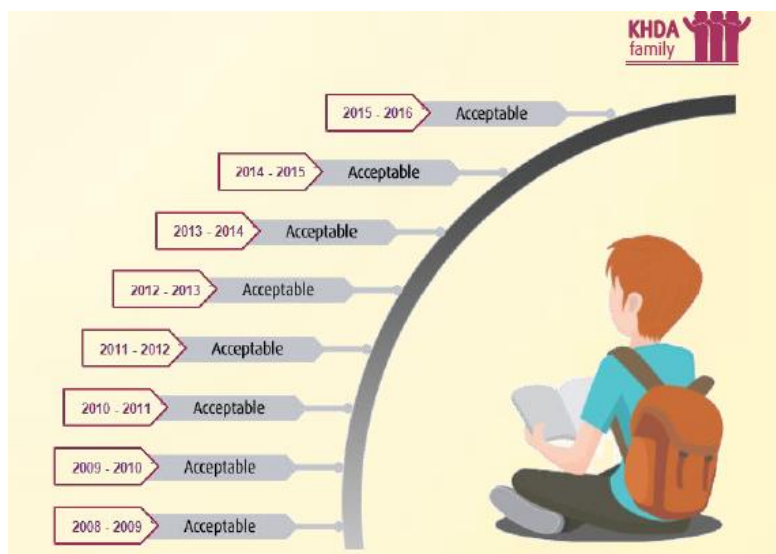
5.1. Identity and Image of the School

The intervened school is a multicultural school hosting on board students from around 80 nationalities. This has given the chance for students and parents to socialize with people from different regions and cultures. It is well known for providing education equally for all students regardless of their origin, race or religion. It is located in Dubai Investment Park 2 (DIP 2) which is considered to be a superb area found outside the city. This has given the school an advantage of being outside the traffic zone of the city which played a role in the attraction of many of the stakeholders. Adding to that, DIP is the site of EXPO 2020 which played a prestigious role in attracting quality students. Adding to that, the school's architecture is built in a beautiful way where greenness is spread all around the school and green fields of large areas exist for giving the students a chance to practice some sports and play freely. However, since its foundation in 2005, the school has been striving in a competitive environment to build a good reputation and image that will serve as a tool for attracting new potential students. However, no committee or marketing department was seen to follow-up and advertise the school to enhance its expansion in the region.

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[18] Gokulan, (2018)

[19] Hanif, (2016)

According to the Knowledge and Human Development Authority "KHDA", the school was rated "Acceptable" since 2005. No improvement was seen to this rate since the school's opening. KHDA has always rated the quality of learning in School A as "acceptable.

Figure 1 KHDA Rating of the Intervened School over the Years

According to KHDA ranking of schools, the table below presents its ranking in the academic years 2015 -2016 and 2017 – 2018 respectively:

Table 1 Ranking of School A among Other Schools

Academic Year	School A Ranking out of 146 schools
2015 -2016	92
2016 -2017	98

This shows the decrease in the performance of the school within one year. [20]
Due to this drop in the school' performance, the school set out a strategic plan to improve the school's identity and performance and attract back the lost stakeholders within one year. For that reason, and in reference to the recommendation proposed by inspectors in the academic year 2015 – 2016, the school board and management team were re-structured twice and the school's vision was adjusted in order to meet the stakeholders' requirements.
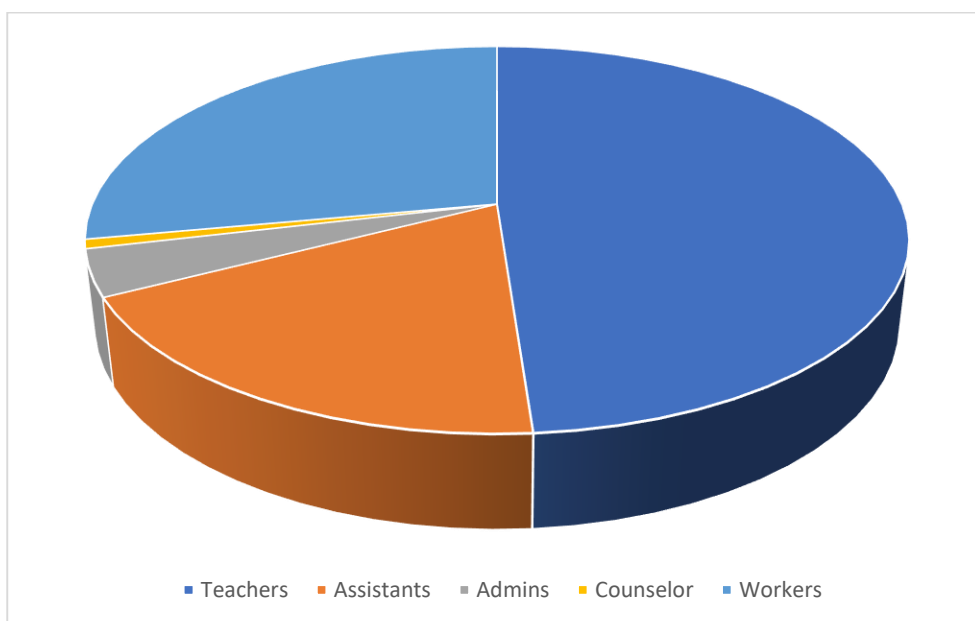
5.2. State of the School

The intervened school is an international school that was established in 2005 and was the first of its kind to open in Dubai Investment Park. Its capacity was claimed to be 1400 students. However, the school has published plans to increase the capacity to 2400 students through the opening of new buildings. The school continued to grow since its opening in 2005 and was operating in a highly competitive environment in which many other American International Schools strive for the same pool of students.

The school is a private for-profit international school providing education for K-12 classes. It provides a co-education for mixed gender students although the school is operating in an Arabic-Islamic and Emirati culture that usually recommends a segregation of students by gender at schools. The school includes three educational cycles and eight departments.

In the academic year 2016 – 2017 during which the intervention was negotiated for implementation, the school hosted on board around 756 students belonging to mostly Arab nationalities. The school employed 63 teachers with the majority belonging to Irish nationality and 24 teaching assistants. The teacher – student ratio was 1:12.

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[20] yellow pages, (2016); school advisors, (2018).

Therefore, the figure below represents the different entities included within the school:

Figure 2 State of School A

- 63 teachers including the 9 Heads of Departments.
- 24 teacher assistants.
- 5 administrative staff.
- 1 guiding counselor.
- 36 workers

The school has started the process of accreditation through accrediting bodies in the United States (NEASC) and has ensured to gain its accreditation early in the beginning of the academic year 2017 – 2018.
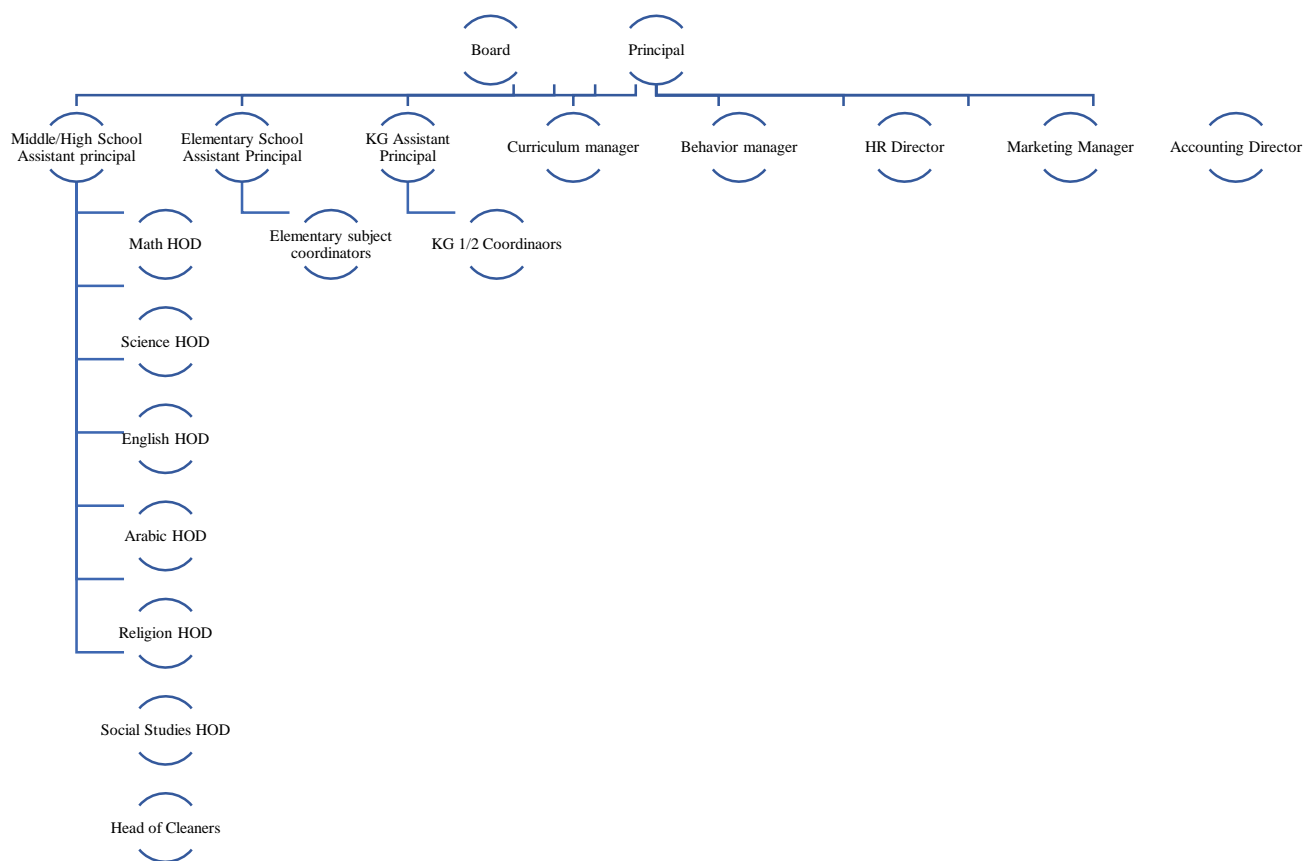
5.3. Organization Structure of the School

The following actors of the school manage and lead different academic and non-academic operations. However, different issues are associated along with the following operating models:

- Board of Trustees: It was represented by the owner of the school and his local partner. The owner was responsible for setting the budgets of all operations of the school. All other decisions were the principal's responsibility. The major issue incorporated at this level was the inappropriate and insufficient funds allocated to most of the operations.

The principal and the assistant board are the only two members who report to the board of trustees. The board of trustees was subjected to restructuring by the end of the academic year 2015 – 2016. The International Schools Partnership (ISP) took over School A by the end of 2016 and became the board of trustees of the school. ISP operates 34 schools with 8 different curricula in UAE and around the world. However, the decision is centralized originating from the owners of ISP to all the schools operating under ISP. The issue here is highlighted by the miscommunication between the school's management and leadership team and the board of trustees (ISP).

- The tasks in the schools are distributed unfairly across all departments of the school. It is unclear and not all departments show the same level of satisfaction across the school. Officials in the school perform multi-tasks and some departments are understaffed.
- There is no proper evaluation system in the school that evaluates accurately the performance of teachers. Also, the current system is not used accurately where some teachers are evaluated as exceeding standard teachers but are noticed to be unappreciated and terminated by the end of the year. Therefore, there is no strategy to retain good quality teachers.
- In order to provide good student services, a guiding counselor and behavior manager cooperate to assist the students to solve the conflicts arising from their actions on a daily basis.

The diagram below represents the school structure under which the operations are taken place**:**

Figure 3 Organizational Structure of the School

The two major issues that face the school are related to IT services and the recruitment process. In reference to IT, technology is still limited in the school and teachers are facing a huge internet disconnection that reduces their productivity. Adding to that, recruitment is also another branch of the school that is not operating in the best way possible. Unqualified and uncommitted teachers are still recruited with no consideration to quality of teaching and students' outcomes achieved.

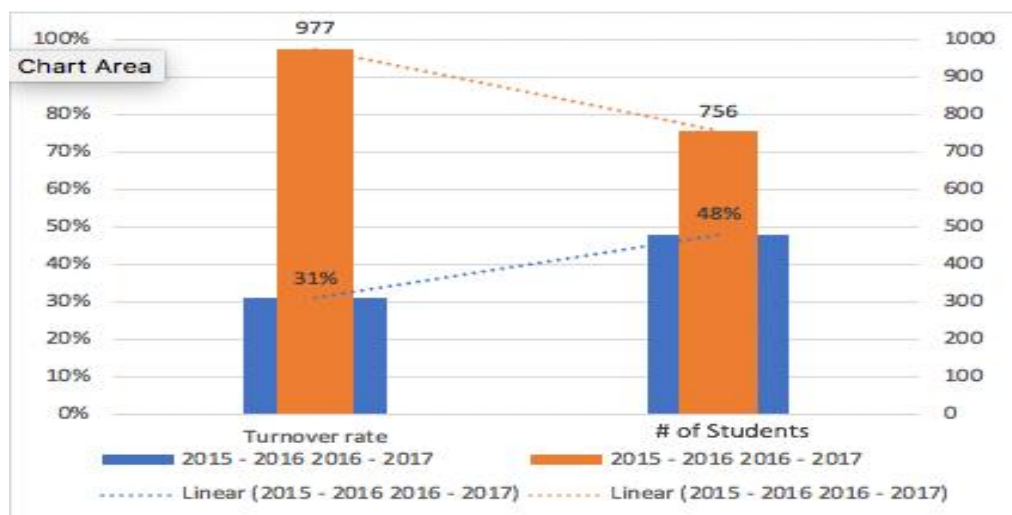### 5.4. The School's Stakeholders

Holding all actors of the school accountable is a huge responsibility to maintain an interconnected well-coordinated system of stakeholders which measure accountability each according to his own perspective. The following stakeholders include:

- **KHDA inspectors ensure a good quality of teaching and learning** is occurring in the school and highlight the weak areas that need to be improved for a better rating.

- **Board of trustees** request a good quality education, attraction of potential students and gaining of good money.

- **Principal** leads and manages the processes for operating the school to its best and ensures an increase in the number of students for the new academic year. As a result, more trust and income are acquired in return.

- **Administrators** request a clear delivery of instructions to maintain a good management of operations.

- **Students** request the institutional responsibility to quality teaching.

- **Parents** request a safe, affordable and worthy environment for the best acquired educational process.

The school has to take into consideration its stakeholders' needs and concerns and tries to adopt any strategy that will meet their requirements and satisfaction. The school has to meet their expectations and tries to engage and motivate all of its stakeholders for a purpose of creating potential advocates to its identity.

5.5. The School's Performance

The school has faced a high turnover rate of teachers between the academic years 2015 -2016 and 2017 – 2018 respectively. The diagram below represents the school performance in terms of turnover rate and the number of students in the academic years mentioned above:

Figure 4 The School's Performance between 2015 and 2018

As a result of the drop in the number of students and the increase in turnover rates shown in figure 2.4, the school has undergone a considerable restructuring and reorganization for a purpose of reducing the drop-in performance that started to occur since 2015.

Therefore, the latest principal in the school claimed: *"Amazing learning is central to everything we do".* In reference to that, the school's principal emphasized on the growth and development of every student through providing them with quality learning, unlocking their passions to find their talents and teaching them that success needs hard work to be achieved.

As it is mentioned earlier, the school is operating in a highly competitive environment where it strives to reserve its position among other arising and existing schools for a purpose of attracting new potential students and retaining existing ones. However, due to the structure and operation of the management team and the lack of coordination and communication between the management and the teaching staff, teachers developed a high tendency of leaving their jobs and expressing their reduced loyalty towards the school. As a result, turnover rate increased hugely to reach 48 % by the end of 2017 thus affecting the school's productivity efficiency and performance. Hence, this was accompanied by a huge drop of students within a year and a reduced reputation.

6. SOCIO-ECONOMIC APPROACH TO MANAGEMENT PROCESS

6.1. The Intervention Process Methodology

The Socio-Economic Approach to Management (SEAM) is a methodology that requires an intervention – research for a purpose of shifting the organization into the change mode to reduce the dysfunctions and convert the hidden costs into value added and human potential. SEAM intervention process rotates around three dynamic forces' axes that guide the process of change as it is shown in the figure below: [21]

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[21] Savall, Zardet & Bonnet, (2000, 2008)

Figure 5 Trihedral Axes of SEAM Process (ISEOR)

Axis A: The Cyclical Improvement Process: It is the stage during which the intervention-research starts soon after the negotiation phase. It is the process of starting the diagnosis to collect data about the current dysfunctions occurring in the organization followed by the estimation of the hidden costs responsible for the reduced performance of the company.

Axis B: Permanent Management Tools: This axis illustrates SEAM Tools that aid the management team to shift the overall thinking to be concentrated on creating new potentials, improving the current competencies, reducing the dysfunctions and converting the hidden costs into a value added.

Axis C: Periodical Political and Strategic Decisions: This is the axis that expresses the necessity of having a proactive strategy to avoid any possible dysfunctions and hidden costs in the future. It represents the decisions and the will of the company to create a change on the general policy of the organization, on the collective actions and on the individual.

6.2. Stages of SEAM Intervention

The Entry Phase: Negotiation Phase: The intervener – researcher attempts to receive an approval for conducting an intervention-research investigation in the school. This is done through a series of interviews with the school board or principal. The intervener spends a considerable time of preparation to set-up the objectives of the first interview and the strategies that will be used to attract and convince the principal to accept doing the intervention research project on board of the school.

The Diagnosis Phase: After receiving the approval, the intervener conducts two sets of diagnosis: The horizontal diagnosis (at the level of the management) includes a series of semi-structured and objective interviews that are conducted with the leaders of the school that facilitate the extraction of key ideas responsible for teachers' satisfaction and productivity.

The intervention consists of the following stages as shown in the figure below:

Figure 6 Stages of SEAM Intervention

Table 2 Statistical Overview of the Horizontal Interviews

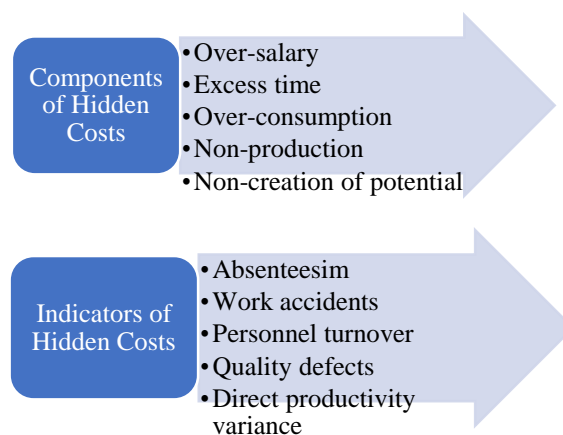| Number of interviews	Average Time	Total Number of Field-note Quotes	Number of Key Ideas
5	40 -75 min/interview	177	41

The vertical diagnosis (down across the hierarch of the organizational chart). The intervention across the vertical level was not performed in the whole school. The focus was on the high school where the majority of issues is concentrated. The aim behind the vertical intervention was to collect information that help in highlighting the major dysfunctions in the section that are responsible for the hidden costs in the company, be able to emphasize on the causes of teachers' dissatisfaction and their corresponding turnover rates and convert these dysfunctions into a value added and create human potential.

Table 3 Statistical Overview of the Vertical Interviews

Number of interviews	Average Time	Total Number of Field-note Quotes	Number of Key Ideas
7	40 -75 min/interview	141	38

Hidden Costs: The hidden costs are generated from dysfunctions occurring in the organization and are not listed in the accounts and the information system, but they should be reduced and converted to value added. Therefore, in order to calculate the hidden costs of the high school department, Savall and the ISEOR team have created a coherent method for the evaluation of the hidden costs and the estimation of the impact of human potential on the outcomes

of the company. This method of computation is specific to the Qualimetrics and requires the calculation of the hourly contribution to value added on variable costs (HCVAVC) regarding overtime and non-production (missed production). However, hidden costs are also estimated for dysfunctions related to other components such as over-salary, over consumption and non-creation of potential. All of these components are linked to five basic dysfunctions which are grouped into five families commonly known as indicators and include: Absenteeism, work accidents, personnel turnover, quality defects and direct productivity variance according to the following diagram: [22]

| Components of Hidden Costs | • Over-salary
• Excess time
• Over-consumption
• Non-production
• Non-creation of potential |

| Indicators of Hidden Costs | • Absenteesim
• Work accidents
• Personnel turnover
• Quality defects
• Direct productivity variance |

Figure 7 Components and Indicators of Hidden Cost

In School A, the hidden costs were calculated for the secondary school, which is the focus of this intervention, in reference to several dysfunctions already existing in the company.

- **The Mirror Effect and the Expert Opinion:** The *"mirror effect"* aims at providing the leader in the company with an initial analysis to the information obtained from the interviews and hidden cost calculation. This information is synthetically condensed into an expert report that aids in informing the management in the organization about the current risks and to initiate their will to start fixing and finding solutions.

- **The Project Phase:** Following the "Mirror Effect and the Expert Opinion" meeting and after agreeing and deciding on the pivotal ideas that need to be fixed in the school, another meeting was scheduled to start the project phase during which baskets of solutions are proposed and focus groups are assigned for each basket to prepare a plan for driving a change in the intervened section and to create a value added. [23]

- **The Implementation Phase:** The project phase ends up creating teams and establishing solutions for driving a change within the organization. However, the concrete actions required for implementing the solutions are only prepared during the implementation phase which is divided into two steps:

  1. **Preparation for Action**: It is the first required step for preparing specific actions to implement the actions proposed during the project phase.

  2. **The Action**: It is the stage of implementing the actions.

7. RESULTS AND PROCESS CONTRIBUTION

Among all the results obtained from the intervention process using the Socio-Economic Approach to Management methodology, the focus will be on the impact of communication on teachers' satisfaction and productivity.

On the vertical level, 11 % of the key ideas responsible for teachers' dissatisfaction is due to communication-coordination and cooperation (3C). However, 19.5 % of the key ideas generated on the horizontal level considered

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[22] Savall, & Zardet, (2008)
[23] Savall H., & Zardet V., (2008).

communication as a serious problem of satisfaction. These percentages represent the major dysfunctions expressed by managers and teachers as shown in the table below:

Table 4 Major Dysfunctions Expressed by Managers and Teachers

Dysfunctions Expressed by Managers		Dysfunctions Expressed by Teachers		
Keeping the envirnoment positive and the employees motivated due to the excessive workload and routines leading to high turnover of staff and periods of non-productivity	Multi-tasking and accumulation of tasks due to the absence of fair distribution of job roles and responsibilities. As a result , managers are spending more over time to finish the accumulated tasks.	Rapid unexplained change of rules and policies, as well as, the change in roles and responsibilities especially during the inspection period to fulfill the resulting gap.	Periods of non-productivity due to the lack of resources and poor technology. As a result, they attempt to spend some unpaid extra hours to compensate the unproductive periods of time occurred.	lack of a proper communication, cooperation and coordination among the management team and with the employees. This leads to unplanned tasks and activities.

Therefore, the limited cooperation and communication among the management team and across the hierarchical order of the school is restricting the flow of information leading to a stressful and unmotivating environment. Adding to that, inappropriate management and planning of activities are leading to excessive workload where teachers are spending overtime to compensate the time lost.

More precisely, these dysfunctions are categorized according to following hypotheses:

Hypothesis 1: Impact of a stressful and negative environment due to lack of communication

Table 5 Hypothesis 1

Descriptive Hypothesis	Explicative Hypothesis
1. Instability in keeping the environment positive and motivating leading to a stressful and un-encouraging atmosphere	1.1. The management team failed to keep the teachers motivated. 1.2. Appreciation of teachers' work and efforts is not noticed. 1.3. The management does not embed a coherent rewarding system to recognize the good work.
The first hypothesis states that teachers are working in a stressful environment that is not motivating and does not encourage them to work productively. This is because of the lack of communication where the management team neither appreciates or rewards the teachers' work nor recognizes it.	

The hidden costs generated from the absence of positive environment in the school are shown below:

Table 6 Hidden Costs Related to Hypothesis 1

Cited Cause of Dysfunction	Indicators	Components	Hidden Costs
Insufficient interest of work, office routine (Work organization)	Absenteeism	Non-production	136,000 €
Atmosphere is stressful and un-encouraging (work conditions)	Staff Turnover	Non-production	12,000 €
Instability in keeping the environment positive and motivating (work organization)	Staff Turnover	Over-time	1800 €
Total			149, 800 €

Hypothesis 2: Impact of Inappropriate communication on the flow of information and teachers' productivity and satisfaction

Table 7 Hypothesis 2

Descriptive Hypothesis	Explicative Hypothesis
2.1. Insufficient flow of information and inaccurate delivery of instructions from the main office to the branches and the top management level, leaving the personnel in a complete loss and driving them to lose trust in the management team. 2.2. Inaccurate delivery of information is forcing teachers to repeat the job several times and to work overtime to accomplish it.	2.1. The lack of transparency and professionalism between the main office and the branches and insufficient communication, cooperation and coordination at the horizontal and vertical levels create an overall atmosphere of loss, no trust to management and demotivation of teachers. 2.2. Poorly assuming tasks and inefficiency in planning and scheduling activities lead to loss of time. 2.3. Management usually delays critical tasks to the last minute and adds pressure on employees to finish them.
This hypothesis expresses the impact of communication issues in the organization on teachers' trust in the management team and the corresponding motivation and satisfaction resulting from it.	

The hidden costs generated from the lack of communication in the school are represented in the table below:

Table 8 Hidden Cost Related to Hypothesis 2

Cited Cause of Dysfunction	Indicators	Components	Hidden Costs
Spending more hours of work after time to fix mislead jobs due to inefficiency in planning and scheduling activities	Quality Defects	Over-time	38, 200 €
Loss of time due to poorly assumed tasks	Direct Productivity Gaps	Over-time	3400€
Total			41, 600 €

Hypothesis 3: Progressive change of rules and policies and imposing the change lead to insecurity and teachers' resistance due to the lack of communication

Table 9 Hypothesis 3

Descriptive Hypothesis	Explicative Hypothesis
3.1. Teachers are sometimes feeling unsecured in the work environment. 3.2. Teachers are mostly resisting any change occurring in the school. 3.2. Teachers are threatened by sudden changes in the employment procedures, policies and requirements.	3.1. Insecurity feeling originates from the high unexplained changes of rules and policies in the country and the school itself. 3.2. Teachers are not included in the decision making and their suggestions are not taken into consideration.
This hypothesis expresses teachers' concerns of the work environment. They feel unsecured and threatened by the rapid changes of school rules and policies which are imposed on them rather than being included in the decision making.	

The hidden costs generated from insecurity feeling of the work environment is reflected in the table below:

Table 10 Hidden Costs Related to Hypothesis 3

Cited Cause of Dysfunction	Indicators	Components	Hidden Costs
Many teachers go through many un-explained absences without being warned. (work organization)	Absenteeism	Over-time	3400 €
Students stay untaught for some period of time due to turnover caused by insecurity feeling concerning employment (work conditions)	Staff Turnover	Non-production	900€
Total			4300 €

Hypothesis 4: Teachers' turnover increases due to unfulfilled needs, skills and expectations that were not considered by the management team.

Table 11 Hypothesis 4

Descriptive Hypothesis	Explicative Hypothesis
Teachers' skills are not fulfilled internally or externally during their employment period. As a result. The unmet expectations lead to an increased turnover rate which impacts students' achievement and school's performance.	4.1 Management has failed to incorporate appropriate training programs 4.2 Many teachers are spending hours undertaking professional development programs that do not enhance or improve their skills and needs.

The hidden costs generated from the lack of effective and needs-targeted professional development are**:**

Table 12 Hidden Costs Related to Hypothesis 4

Cited Cause of Dysfunction	Indicators	Components	Hidden Costs
Teachers expectation and skills are not fulfilled inside (strategic implementation	Staff Turnover	Non-production	5800 €
Training integrated to the real needs of work are insufficient (integrated training	Quality Defects	Non-production	44, 900 €
Spending more hours of work after time to fix mislead jobs by inefficient and unknowledgeable leaders (work organization)	Quality Defects	Over-time	2,400 €
Total			53,100€

Hence, the overall hidden costs generated as a result of lack of communication, coordination and cooperation between the management team and the teachers are estimated to be equal to 213, 000 € out of the total hidden costs generated from all dysfunctions that are estimated to be equal to 638, 000 € or equivalent to 33.38 % of the total cost.

7.1. Implementation of Concrete Actions to Improve Communication

Three baskets of solutions were proposed by the actors of the project phase to improve communication at the school:

Basket 1: Spreading of a positive environment through the preparation of occasional celebrations and rewarding to reflect appreciation.

Basket 2: Distribution of fair and time-managed tasks.

Basket 3: Incorporation of needs' targeted trainings to improve teachers' skills and competency.

Basket 1 was generated in response to some pivotal dysfunctions which clearly state that the school is lacking a positive and motivating environment and is not providing the legal rights for the teachers (Hypothesis 1). The teachers are also feeling unsecured which originates from the high unexplained changes of rules and policies in the country and the school itself. As a result, the teachers are mostly resisting any change occurring at school since they are not included in the decision making and their suggestions are not taken into consideration (Hypothesis 3).

Hence, it is highly important to spread a positive environment through the celebration of achievements, preparation for gathering, authorization of legal rights, and taking into consideration teachers' opinions and suggestions that will make them feel involved and help to reduce the unexplained absences and turnover. In order to achieve this result, the project group has proposed that the management team needs to: Re-structure the management system to meet the satisfaction of employees in high school. So, it is highly important to control and reduce the amount of complaints received over the year and to develop a coherent rewarding system that monitors teachers' achievement, reflects their appreciation and improves their loyalty to the school. This can be achieved through the implementation of the following necessary concrete and priority actions that aid in serving the purpose:

- Prepare for gathering / dinner once per term to celebrate achievements and enforce the relation between management team and employees.

- Celebrate achievements acquired by teachers.

- Reward high achievers and recognize them.

- Prepare an online system to monitor complaints and treat serious problems as fast as possible.

- Set-up weekly meetings to highlight serious complaints and involve employees in preparing solutions.

- Give the teachers their right to have 6 days off per year without salary deduction.

- Hire part time teachers to cover for absent teachers. (at least 3 part time teachers)

- Improve the living conditions of teachers. (Move to a new housing in a different location or give an appropriate house allowance)

On the other hand, the management team was authorized to implement some of the fast and noticeable actions that can help to induce a positive change. For example, they have started to prepare gatherings and dinners once per term, reward the highly productive teachers through providing them some increments and certificates of appreciation to celebrate their achievements. Adding to that, the school has started the process of creating a complaint system that helps to monitor teachers' complaints but it is still ineffective. Instead, the team is meeting once per month (instead of weekly) to handle some of the serious complaints but as well, the procedure is still limited. Regarding the necessity of providing teachers with some of the missing legal rights, this action requires some modifications in the HR department to include new knowledgeable HR managers and new HR policies. Despite the fact of hiring a new HR director in addition to the currently existing HR manager, the department is still missing the policies required to provide teachers with more specific contracts that guarantee some of their legal rights. In addition to that, teachers were promised to be moved to a new housing for a purpose of providing them with better living conditions. This is still under action with a possibility of moving teachers in the new academic year 2018 -2019. Other teachers who require a better housing allowance are still receiving a very humble amount which does not allow the teachers to rent a simple apartment in the superb of Dubai. Still others that are not receiving any allowances taking into consideration that their residence visa is issued on their spouses' responsibility.

Basket 2 is generated in response to the problem of communication within the management team and between the management and the rest of the teachers across the department. The occurring mis-communication is restricting the accurate flow of information across the departments which forces the teachers to repeat their work due to mislead information and stay for unpaid overtime. As a result, teachers end up doing jobs not related to their profession, some of them end up doing more work than others thus struggling with the long working hours associated with this situation and are left in states of loss which is affecting their trust in the leadership team (Hypothesis 2).

Therefore, the leadership team has met to organize a set of new strategic corrective actions to recycle the dysfunctions and hidden costs and convert them to a value added. They agreed on Improving productivity and quality of service through Distributing fair and well time-managed tasks and dropping the long working hours. So, in order to achieve this goal, the leader ship team have realized the necessity of developing strategies and coherent systems to address teachers' issues and enhance the communication, coordination and feedback from teachers specially to deal with factors affecting their

decisions to leave their current job. Adding to that, they insisted on implementing a modified organizational and procedural policies to improve productivity and quality of service through distributing fair and well time-managed tasks and dropping the long working hours. For pursuing this goal, the members of the project group have listed several concrete actions to be implemented such as:

- Improve the communication among the management leaders through fixed and

frequent weekly meetings.

- Hire specialized and experienced leaders with an incentive to pay them a good and suitable salary.

- Set up a clear job description and assign tasks ahead of time. Use time management tool as a guide.

- Set due dates that are flexible and do not stress the employees. (use time management and logbook tool as a guide).

- Cancel the extra unproductive hour after students leave. Working hours: 7:30 – 2:30.

- Monitor overtime periods spent by teachers and ensure they are completely paid.

- Re-structure the organization's employment chart.

- Set up job descriptions for every employee.

The above concrete actions were proposed by the management team in the presence of the intervener for a purpose of filtering the dysfunctions and recycling the hidden costs. Among all of the above, the team has started to monitor teachers' complaints through listening to their opinions and setting up a box to drop in any request they might have. Some of the complaints were dealt with by the leadership team while others are left with no considerable change. Adding to that, no complaint management system was formed to handle complaints more efficiently and easily, but it is still under process. Adding to that, leaders have started to meet with the departments frequently on a weekly basis to update the staff with all new and to listen to their requests for a purpose of improving the communication among all. This is in addition to the gatherings and dinners that were conducted to break down the wall between leadership team and teachers.

Moreover, the school board has hired a new experienced HR team which was responsible to hire new experienced leaders and teachers to fill the missing positions and set-up a clear and concise job description for every member in the school. However, the process of developing new job descriptions is still under preparation and is not issued yet. Therefore, the new organization's chart is not launched yet since it is related to the job roles and description's policy.

Regarding overtime, long working hours and overload due to mislead information delivered by leaders and due to unfair distribution of tasks and time mis-management, the newly hired leaders are trained by the intervener to use time management tool in association with the priority action plan as a guide to control and monitor the time for accomplishing tasks. They were also trained to use the logbook tool to prioritize tasks and precisely monitor the due dates for each task. Hence, the unproductive working hour which was located after the students leave the school was cancelled to shorten the long working hours and enhance teachers' positivity, efficiency, productivity and quality of service.

Basket 3 is generated in response to many dysfunctions that expressed the lack of internal and external needs'-targeted training and professional development to meet teachers' and leaders' expectations and improve their skills and competencies. As a result, the unmet expectations lead to an increased turnover rate which impacts students' achievement and school's performance (Hypothesis 4).

Therefore, the school management has seen that the incorporation of needs-targeted trainings and professional development at school increases the teachers and leaders' skills, motivation and productivity and drops their intention to quit their jobs or leave the school. Hence, the leadership team has decided on a strategic plan to ensure a strategic development of the HR and the accounting department through updating its policies to set-up a legal plan that subjects the teachers to appropriate training and professional development that improves their skills and needs. This strategic plan was fortified by several concrete actions to facilitate its implementation:

- Define the skills and possible potentials through the construction of Competency Grids.

- Provide skills-targeted training.

- Increase the participation in internal and external professional development workshops.

- Allow the chance for peer observation.

- Register teachers in online webinars (Free or paid).

The management team has fully agreed on the importance of involving teachers in professional development to improve their skills and fulfill their needs. Therefore, they have tried to incorporate first internal professional developments provided by leaders of the school. However, since some leaders are not trained enough and do not have the competency to conduct effective workshops, these internal PDs are still foreseen by teachers as ineffective and unbeneficial or it is a waste of time. On the other hand, the leaders have tried to replace some internal PDs with webinars. Mostly, these online webinars were available either during working hours where teachers do not have the time to attend it or late afternoon where the teachers are exhausted and do not have the will to waste their free time to attend them. Adding to that, very few external professional developments were chosen for teachers to participate. However, only selected teachers were allowed to attend. All in all, it is noticeable that the strategy of implementation of effective PDs at school was not working properly although the leaders have defined already all the skills of the teachers and the areas that require improvement using the Competency Grid and the Priority Action Plan tools. However, the teachers have noticed that the management is trying to implement a strategy for increasing the level of trainings at school but it is the budget allocated to school which is restricting the process. Consequently, the level of turnover rate was only dropped by 5 % in reference to this issue.

7.2. The Added Value

The value added to the company, after the implementation of the strategic actions and using SEAM Tools, is noticeable through the analysis of the impact of SEAM intervention process socially and economically. The economic balance generated supports the school through identifying its social and economic benefits in response to the implementation of the project and its cost.
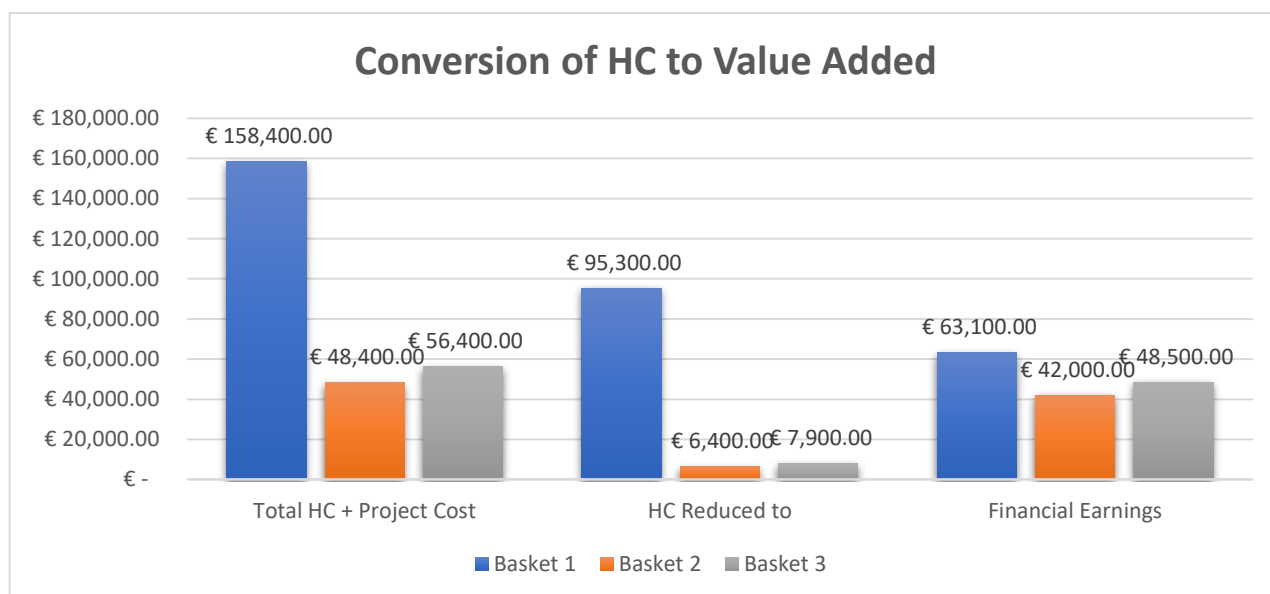
- Initially, it was stated that the school has faced a turnover rate of 48 % during the initial state of the intervention process (academic year 2016 – 2017) and the number of students was dropped from 977 students in the academic year 2015 to 756 students in the academic year 2016. However, the intervention has identified the following major determinants of job satisfaction and turnover of teachers and has provided the guidance to improve the results. One of the major determinants of job satisfaction and turnover of teachers is: The limited cooperation and communication among the management team and across the hierarchical order of the school is restricting the flow of information leading to a stressful and unmotivating environment.

This major dysfunction has resulted in a hidden cost of € 248, 800. In order to reduce this issue, the project group has evaluated the cost of project needed to be implemented as per the developed strategic operations required for converting this cost into a value added and for creating human potential. Therefore, an economic balance was created to present the cost of the developed project in terms of every action performed or proposed. The following section of the economic balance serves as an example:

Table 13 Summarized Economic Balance of Basket 1

Basket 1: Spreading of a positive environment through the preparation of occasional celebrations and rewarding to reflect appreciation.					
Dysfunctions	**Total Hidden Cost**	**Applied Concrete Actions**	**Earnings**	**Project cost**	**Financial Benefits**
-Insufficient interest of work, office routine (Work organization) -Atmosphere is stressful and un-encouraging (work conditions) -Instability in keeping the environment positive and motivating (work organization)	149, 800 €	Prepare for gathering/dinner once per term Celebrate achievements acquired by teachers. Give the teachers their right to have 6 days off per year without salary deduction. Hire part time teachers to cover for absent teachers. (at least 3 part time teachers) Improve the living conditions of teachers. (Move to a new housing in a different location or give an appropriate house allowance)	**Qualitative:** Improved communication among teachers and the top management team. Increase of teachers' morale. **Quantitative:** Lack of production is minimized due to reduced number of unexplained absences (2 employees, 2days/week). Hidden cost is reduced from 40, 900 € to 27, 200€ Reduced number of covering to 5 employees/ 2days per week Hidden cost is reduced from 95,400 € to 68,100 € Therefore, hidden costs were reduced to **95,300 €**	4300 €	58,800 €

The above example illustrates the conversion of hidden costs in the first basket of solutions. The table shows that applying part of the concrete actions proposed by project 1 resulted in the reduction of hidden costs and generation of financial benefit. This situation has happened in response to all the projects proposed by the project team and summarized in the figure below.

Figure 8 Conversion of HC to Value Added in All Baskets

The intervention was able to answer the main core hypothesis of this study. The major determinants of job satisfaction and turnover rate were determined through the Qualimetrics approach. The major issues were put under corrective actions by the designed project group in the company. The team has implemented the managerial tools provided by the methodology used (Socio-Economic Approach to Management). As a result, the hidden cost correlated with communication issues in the organization was dropped by around 58.35 % (according to a recent evaluation after almost 2 years of start).

Adding to that, the inspection done by KHDA in the academic year 2017 - 2018 showed that the turnover rate of teachers was dropped and the number of students has slightly increased.

Therefore, the intervention, through its Socio-Economic Approach methodology and the Qualimetrics approach, has impacted the organization in many ways. Initially, the intervention has provided the school with a chance to highlight the major issues circulating on board that are affecting its teachers' performance, limiting their productivity and reducing the benefits of the human potential enrolled in the school. Through the concept of Mirror Effect and the Expert Opinion, the school management team were introduced to the major dysfunctions existing across the school's phases. These issues were quantified through the process of hidden cost calculation to reflect the severity of the occurring issues and to highlight the areas that are reducing the school's profitability but were neglected or not clearly understood by the school's financial department. As a result, the intervention, through its intervener-researcher, has provided the chance for the school's management team to act effectively as a whole team, involving all actors of the school, to drive a change and filter many of the dominating dysfunctions. Therefore, the change was driven through breaking the gap of communication between the management team and the lower departmental members of the school. The lack of communication that was initially occurring has been fortified by the group effort to find and implement solutions. As a result, the school was able to recycle around half of the existing dysfunctions through focusing on building the disconnected thread that connects the management to the hired teachers thus serving the purpose of SEAM methodology which emphasizes on the importance of involving all actors and building strong relationships in the school.

Moreover, the teachers have gained a kind of empowerment through involving them in the decision making, listening to their complaints and trying to find solutions. Adding to that, the management team was able to highlight some of the existing competencies among their teachers and make use of them in the process of decision making. Hence, teachers' productivity was increased through affording them with the required resources, and workload was reduced through monitoring accurately the time allocated for achieving each required task and assuming precisely the distribution of tasks among teachers. This was enhanced through the use of some managerial tools provided by the intervention process such as the priority action plan and the logbook which allowed the leadership team to prioritize the tasks, distribute them fairly and specify each with a reasonable due date.

More importantly, the intervention has allowed the school to regain the trust, commitment and satisfaction of current teachers whose turnover rate was dropped significantly within around two years from starting the intervention (around 15 %). However, other stakeholders such as parents and students were slightly impacted and the regain of lost students from previous years was almost low. This goes back, probably, to the trends of previous years that show a low performance.

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