This study aimed to investigate the relationship between school principals' decision making styles, conflict management styles and personal factors, and their impact on teachers' job satisfaction at intermediate public schools in the Kingdom of Bahrain based on teachers' perception. A total of 327 forms out of 2197 teacher population has been returned and considered useable for data analysis. Data for the research were collected through questionnaires and interviews. All the rating scales had been reliability estimated at Cronbach's Coefficient Alpha of above .70. Overall, the degree of job satisfaction as reported by intermediate public school teachers in Bahrain was moderate. The findings highlighted that there was more influence of intrinsic factors than extrinsic factors on job satisfaction. The findings also indicated that most school principals used compromise and collaboration styles of conflict management. In addition, the results showed that the rational decision making style was the favourite style for Principals. Regarding personal factors, the findings of this study indicated that males were more satisfied with fringe benefits and contingent rewards of job satisfaction. Also, gender has predicted the competition style as a better conflict management style. However, the current study indicated that gender has no statistically significant difference on the decision making styles of school principals. Teachers at intermediate public schools in Bahrain have been identified as moderately satisfied with their job. One of the main obstacles faced by the researcher was the absence of neutral studies on dissatisfaction factors of teachers in Bahrain. Generally, teachers were not involved in the decision making process while senior teachers were not empowered enough at intermediate level to solve conflicts. Furthermore, most teachers complained about unnecessary workload, mainly regarding marking, planning and data management in schools. In addition, some teachers in Bahrain complained of losing respect and appreciation in the local society. The study recommended that certain procedures and actions should be taken to improve job satisfaction levels of teachers. Teachers should be involved in the decision making process at schools. Besides empowering senior teachers to help resolve conflicts and support the administrators, a reform of the organisation procedures in schools is much needed to maintain a healthier working environment for teachers. Additionally, the Ministry of Education and the Ministry of Information should help teachers to maintain respect in society by launching a national campaign which enforces value and respect towards teachers.

This study explores polytechnic English Language lecturers' (PELLs) teaching practice in a technical and vocational education and technical (TVET) higher learning institution. It is meant to investigate PELLs' common teaching concerns in order to address their professional development. With regards to this, the combination of selected aspects and procedures from Richards and Lockhart's (1996) Reflective Teaching in Second Language Classrooms, and selected principles and concepts from Larsen-Freeman and Anderson's (2011) Principles in Language Teaching, and Wallace's (1991) Reflective Model has been used to underpin this inquiry. It is a qualitative research. The case study design was employed to investigate the PELLs' teaching practice. Six PELLs from Politeknik Cemerlang who volunteered to be involved in the project were considered as a purposeful sample and were the research participants in this study. Data were collected through informal semi-structured interviews, teaching journal writing and non-participatory classroom observations. The data was manually analysed by relying on content analysis methods. The modified versions of open, axial, and selective coding were applied in obtaining the results. The study found that there are five common teaching concerns shared by the participants: concerns about pedagogical aspects, concerns about self, concerns about institutional matters, concerns about learners, and concerns about teachers' roles. These shared concerns were derived from four sources of teachers' belief which included experience as a second language learner, personality factors, established practice and institutional practice. This study also confirmed that reflective teaching procedures provided a valuable means of gaining insightful information on PELLs' teaching concerns, and it helped the researcher to relate to PELLs' professional development. Generally, PELLs are considered as effective language educators because their responses revealed that their professional knowledge consisted of four components of knowledge base required in language teaching namely: 1) knowledge about pedagogical content, 2) knowledge about learners, 3) knowledge about self, and 4) knowledge about institutional matters. However, it is suggested that specific formal inputs to improve their pedagogical content knowledge in English as Specific Purposes (ESP) teaching and to enhance their reflective teaching skills as a self-monitoring means for their own professional development should be acknowledged and prioritized to avoid low reticence among them. Hence, some suggestions were made to assist the professional development requirement needed by PELLs as language educators in a TVET higher learning institution. The recommendations for future studies were included to anticipate further investigations related to this particular concern.