

**Toward Professionalising Teaching in the UAE:
An Investigation of Emirati Public Secondary School
Teachers' Understanding of Their Profession in Dubai**

نحو الارتقاء بمهنة التعليم في دولة الإمارات العربية المتحدة:
دراسة حول مدى فهم المعلمات الإماراتيات في المدارس الثانوية الحكومية
لطبيعة مهنة التعليم في إمارة دبي

by

Asma Almarzouqi, M.Ed.

**A thesis submitted in partial fulfilment
of the requirements for the degree of
DOCTOR OF EDUCATION**

at

The British University in Dubai

January 2015

الجامعة
البريطانية في
دبي



The
British University
in Dubai

**Toward Professionalising Teaching in the UAE:
An Investigation of Emirati Public Secondary School Teachers'
Understanding of Their Profession in Dubai**

نحو الارتقاء بمهنة التعليم في دولة الإمارات العربية المتحدة:
دراسة حول مدى فهم المعلمات الإماراتيات في المدارس الثانوية الحكومية لطبيعة
مهنة التعليم في إمارة دبي

by

Asma Almarzouqi, M.Ed.

**A thesis submitted in partial fulfilment
of the requirements for the degree of
DOCTOR OF EDUCATION**

at

The British University in Dubai

January 2015

Thesis Supervisors

Prof. Eman Gaad

Dr. Yasemin Yildiz

Approved for award:

Prof. Barb
External Examiner

Dr. Sufian Forawi
Internal Examiner

Dr. Hasim Altan
Chair of Examiners

Prof. Abdullah Alshamsi
Chair of Research Degree Committee

Date: 12/2/2015

DECLARATION

I warrant that the content of this thesis is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that one copy of my dissertation will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make that copy available in digital format if appropriate.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend the thesis to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean of Education only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

ACKNOWLEDGEMENTS

First and foremost, all praise is for Allah, The Exalted, on whom we seek His guidance. I express my greatest gratitude to Allah, The Almighty, for giving me the opportunity, patience, determination and strength to complete my doctoral thesis. His continuous blessings, grace and mercy throughout my life make me stand in humility before Him; no words can describe my appreciation, “I cannot praise You enough, You are as You have praised Yourself”.

Thanks to my supervisors, Professor Eman Gaad and Dr. Yasemin Yildiz, for their guidance, continuous encouragement and understanding. I appreciate all their contributions of time, feedback and support.

A special thanks goes to Dr. Eugenie Samier who supervised a great part of the thesis before she had to leave the university. I thank her for her sincere effort and dedication. She was a role model in her strong passion for education and research.

Thanks to my colleagues for their discussions, suggestions, criticism and encouragement.

Thanks to every teacher who accepted to participate in this study and gave their valuable time and contribution. Without you, it would not have been possible to conduct this study.

Thanks to the Dubai Education Zone and the girls’ public secondary schools in Dubai for facilitating my access to the sites and the participants.

Thanks to every person and institution that helped me to conduct this study, directly or indirectly. Everyone’s contribution is counted and appreciated.

My sincere appreciation and heartfelt thanks go to my parents, siblings, family and friends who have encouraged me in the toughest times of this journey. Every one of them had their own way of advising and guiding me. Thank you for being there to support me.

ABSTRACT

Research has proven that among the major factors that influence student learning is the quality of teachers. The high teacher attrition rate and the low rate of Emirati secondary school students pursuing a career in teaching indicate a serious problem with teaching as a career. To address such an issue, this research aims to investigate the main research question: how do Emirati public secondary school teachers understand professions and professionalisation, and what changes do they want to see brought in to enhance teaching as a profession in Dubai? The study framework depended heavily on the five criteria of profession adapted from Broman's (1995) and Cruess, Johnston and Cruess's (2003) models: body of knowledge, teacher autonomy, high social status, teacher licence, and code of ethics. Data was collected using a mixed methods approach which consisted of three main instruments. A quantitative questionnaire was distributed to 95 teachers, a qualitative, semi-structured, open-ended interview was conducted with ten teachers, and three types of documents related to education and teachers were analysed within a content analysis approach.

The findings show that teachers were mostly aware of the current status of teaching; that it is not yet considered a full profession in the UAE. Even though participants were mostly not very familiar with the concept of profession, they generally demonstrated a good understanding of the criteria of profession. One of the important criteria of profession that appears to be lacking is autonomy, as the focus of major education reform is currently based on a top-down approach. The complexity and scope of the body of knowledge for teachers were found to be a controversial issue, which is similar to the international literature. Even though participants valued the role of licensing in professionalisation, they questioned the implementation process, and providing alternative routes was suggested. Improving the social status of teaching was associated with improving the working conditions, teacher autonomy, teacher licence, code of ethics, and parents' positive involvement. The thesis presented implications related to the role of teachers in the professionalisation process. It also presented implications related to the student-teacher preparation. These findings can be an important source of information for policymakers, as such research is among the first in the field in the UAE context.

موجز البحث

أثبتت الدراسات أنه من بين أهم العوامل الرئيسة التي تؤثر على مخرجات التعلم لدى الطلاب هو مستوى كفاءة المعلمين، إن انخفاض نسبة الطلاب الإماراتيين الذين يرغبون في الالتحاق بمجال التعليم، وارتفاع معدل استقالات المعلمين من الميدان التربوي، يشير إلى وجود مشكلة جوهرية في وظيفة التعليم، ولعلاج هذه القضية، فإن هذا البحث يهدف للإجابة على السؤال الأساسي لرسالة الدكتوراه: كيف تنظر المعلمات الإماراتيات في المدارس الثانوية الحكومية في دبي إلى مفهوم المهنة وعملية الارتقاء بوظيفة التعليم إلى مهنة، وما هي التغيرات التي يرغبن بها لتعزيز وضع التعليم كمهنة؟ اعتمد الإطار النظري للدراسة على خمسة معايير للمهنة تم تعديلها من نماذج برومان (1995) وكرويس (2003)، وهي: المعرفة التخصصية، استقلالية المعلم والحكم الذاتي، المكانة الاجتماعية العالية، رخصة مزاولة المهنة، ومدونة قواعد السلوك، وقد تم تجميع البيانات عن طريق استخدام منهج متعدد الطرق يتكون من ثلاث وسائل أساسية حيث تم توزيع الاستبيان الكمي على 95 معلمة، وإجراء مقابلات نوعية مع عشر معلمات، وتم تحليل ثلاثة أنواع من المستندات المرتبطة بالتعليم والمعلمين داخل إطار منهج تحليل المحتوى.

أظهرت النتائج أن معظم المعلمات لديهن وعي كبير بالوضع الراهن للتعليم وبأن التعليم لا يُعد إلى الآن مهنة بالمفهوم الصحيح في دولة الإمارات العربية المتحدة، وعلى الرغم من أن غالبية المشاركات في البحث لم يكن لديهن معرفة بمفهوم المهنة، إلا أنه كان لديهن فهم جيد لمعايير المهنة بوجه عام، ويُعد معيار الاستقلالية أحد المعايير المهمة للمهنة التي يبدو أنها غير متوفرة حالياً في وظيفة التعليم، حيث أن معظم عمليات الإصلاح الرئيسة للتعليم تعتمد حالياً على منهج القمة إلى القاع، كما تبين أن تحديد نطاق وعمق المعرفة التخصصية للمعلمين يعد مسألة مثيرة للجدل، كما ثبت ذلك في الدراسات العالمية، وعلى الرغم من أن المشاركات ثمنن دور رخصة مزاولة المهنة في عملية الارتقاء بوظيفة التعليم إلى مهنة، إلا أنهن تساءلن حول عملية التطبيق؛ ولذلك تم اقتراح طرق بديلة لعملية الترخيص، وقد تبين أيضاً أن الارتقاء بالوضع الاجتماعي لمهنة التدريس يرتبط بتحسين ظروف العمل، واستقلالية المعلم، وترخيص المعلم، ومدونة سلوكيات المعلم، والمشاركة الإيجابية من الآباء، كما عرضت هذه الرسالة تطبيقات مرتبطة بدور المعلم في عملية الارتقاء بوظيفة التعليم إلى مهنة، وهذه النتائج التي خلص إليها البحث قد تشكل مصدراً هاماً للمعلومات لأصحاب القرارات، حيث أن هذا البحث يعتبر من أوائل البحوث في هذا المجال في دولة الإمارات العربية المتحدة.

TABLE OF CONTENTS

1	Chapter One: Introduction.....	1
1.1	Significance of the Study.....	3
1.2	Research Question.....	6
1.3	Theoretical Framework.....	8
1.4	Organisation of the Chapters.....	9
2	Chapter Two: Literature Review.....	11
2.1	Social Theories of Profession.....	11
2.2	Teacher Profession and Professionalisation.....	14
2.3	The Profession Model.....	16
2.4	Professionalisation of Teaching.....	19
2.4.1	Criteria of Profession.....	21
2.4.1.1	Body of Knowledge and Training.....	21
2.4.1.2	Teacher Autonomy.....	25
2.4.1.3	Teacher Social Status.....	28
2.4.1.4	Teacher Licence.....	30
2.4.1.5	Ethics and Professionalisation.....	32
2.5	Organisational Culture and Professionalisation.....	36
2.5.1	Teacher Leadership.....	38
2.5.2	Teacher Commitment.....	40
2.6	Emirati Values and Customs.....	40
3	Chapter Three: Research Approach and Methodology.....	44
3.1	Research Approach.....	44
3.2	Research Methodology.....	49
3.2.1	Site and Subject Selection.....	49
3.2.2	Data Collection Methods.....	52
3.2.2.1	Questionnaire.....	52
3.2.2.2	Interviews.....	56
3.2.2.3	Document Collection and Analysis.....	59
3.2.3	Quality of Data.....	62
3.2.4	Translation.....	64
3.2.5	Data Analysis.....	66
3.2.5.1	Quantitative Data Analysis.....	66
3.2.5.2	Qualitative Data Analysis.....	68

3.3	Methodological Limitations and Challenges	69
3.4	Ethical Considerations	72
3.5	Summary	73
4	Chapter Four: Findings	74
4.1	Questionnaire Findings	74
4.1.1	Research Question One	81
4.1.2	Research Question Two	83
4.1.3	Research Question Three	88
4.1.4	Ancillary Analysis	90
4.2	Interview Findings	92
4.2.1	Participants' Background	92
4.2.2	Body of knowledge and training	94
4.2.2.1	Type of Knowledge	94
4.2.2.2	Complexity of Knowledge	95
4.2.2.3	Professional Development and Training	99
4.2.2.4	Degree in Education	100
4.2.3	Social Status	103
4.2.3.1	Indications of Negative Social Status	104
4.2.3.2	Factors of Lower Social Status of Teaching	105
4.2.4	Autonomy and Leadership	108
4.2.4.1	Teacher Autonomy	108
4.2.4.2	Teacher Leadership	111
4.2.5	Code of Ethics	114
4.2.6	Teacher Licence	117
4.2.7	Profession and Professionalisation	121
4.2.7.1	Profession	122
4.2.7.2	Teaching Status in the UAE	123
4.2.7.3	Factors that Influence Teaching as a Profession	123
4.2.7.4	How to Professionalise Teaching in the UAE?	128
5	Chapter Five: Discussion, Recommendations and Conclusion	135
5.1	Discussion	135
5.2	Recommendations	147
5.3	Further Research	149
5.4	Conclusions	150
	References	153
	Appendices	177
	Appendix 1: Questionnaire (English)	177
	Appendix 2: Questionnaire Item 9 with Negative Statements	181

Appendix 3: Questionnaire (Arabic) 183

Appendix 4: Interview Guide (English) 188

Appendix 5: Interview Guide (Arabic)..... 191

Appendix 6: Consent Forms (English)..... 194

Appendix 7: Consent Forms (Arabic) 197

Appendix 8: Research Ethics Form..... 201

Appendix 9: MAXQA Snapshots Sample 205

Appendix 10: Employment Contract..... 208

Appendix 11: Original Interview Excerpts in Arabic..... 213

INDEX OF TABLES

Table 1. The Number of Participating Teachers in the Questionnaire	50
Table 2. Teachers' Demographic Information	51
Table 3. The Interview Time for the Participating Teachers.....	59
Table 4. Categorical Demographic Information for the Sampled Teachers	75
Table 5. Participants' Reasons for Joining the Teaching Career.....	77
Table 6. Participants' Frustrations with the Teaching Career	79
Table 7. Reasons to Recommend Teaching to Others.....	80
Table 8. Reasons to Not Recommend Teaching to Others	81
Table 9. Reasons Teaching is Considered a Profession	82
Table 10. Reasons Teaching is Not Considered a Profession	83
Table 11. Means and Standard Deviations for Professionalism Characteristics of Teaching in UAE.....	85
Table 12. Frequencies and Percentages for Responses to Items 9-1 through 9-14	86
Table 13. Themes for Participant Suggestions to Professionalise Teaching	89
Table 14. Reasons Professionalism Allows Teachers to Assume Stronger Leadership Roles	90
Table 15. Correlation between Perceptions of Teaching in the UAE and a Teaching Degree	91

INDEX OF FIGURES

Figure 1. Summary of Theoretical Framework	9
Figure 2. The Profession Continuum.....	12
Figure 3. Aspects to be Considered for Designing a Mixed Methods Approach based on Creswell's (2009) Framework.....	48
Figure 4. Proportions of Different Academic Qualifications	76
Figure 5. Proportions of Sampled Teachers with an Academic Degree in Education.....	76
Figure 6. Levels of Agreement (as means) with each Characteristic as it Pertains to Teaching the UAE.....	85
Figure 7. Frequencies for each Response to Survey Items 9-1 through 9-14.....	86
Figure 8. Teachers' opinion on the Requirement of a Master's Degree.....	98
Figure 9. Degree in Education as a Recruitment Criterion.....	101
Figure 10. Factors Associated with Lower Social Status of Teaching	105
Figure 11. Teacher Autonomy.....	111
Figure 12. Code of Ethics Influence on Professionalisation	117
Figure 13. Teachers' Perceptions of Teacher Licence	118
Figure 14. Teachers' Understanding of Profession.....	122
Figure 15. Factors that Influence Teaching as a Profession	124
Figure 16. Ways to Professionalise Teaching in the UAE	129

1 Chapter One: Introduction

It is commonly known that education is considered necessary to the development of any nation (Arnotta & Ozga 2010; Madsen & Cook 2010). Many international efforts, studies and educational reforms have been taking place to ensure that students receive the best education possible (Pini & Gorostiaga 2008). In most countries, these practices are shaped by education policies enforced by the governments, as Arnotta and Ozga (2010) and Jasman (2009) point out that many national governments place education at the centre of their policies. The United Arab Emirates (UAE) has also considered education to be one of its priorities. To discuss this country's interest and efforts in education, a brief introduction of the Emirates and its education system is presented.

The United Arab Emirates, often simply called the Emirates or the UAE, is a flourishing country that lies in the Arabian Peninsula in the Middle East. Being proud of its past and its Arabic and Islamic origins, it is a very modern and dynamic country. It consists of seven emirates that were united into one country in 1971 by its late founder and President of the country Sheikh Zayed Bin Sultan Al-Nahyan. Sheikh Zayed seized the potential of oil boom in 1970s in the development of the Emirates and put a lot of efforts and investments into healthcare, education and national infrastructure. As Sheikh Zayed said, "The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education", he decided that educating his people was a priority that would eventually lead to the success of the newly established country. He was a wise man who aspired for gradual improvement of the education system in the country. He built schools and universities and offered opportunities for studying abroad in more advanced countries.

The education system of the UAE consists of primary and secondary levels, which is available to all Emiratis with free provision, as a public service. This system of primary and secondary education operates in three phases for a total of 12 years of compulsory education: cycle one consists of five years of elementary education, cycle two consists of grades six to nine and cycle three (also known as secondary) includes grades 10, 11 and 12 (NQA 2013). The Ministry of Education (MoE) is considered the federal government body that oversees education in public schools in all the Emirates. Each emirate has its own local institution called the education zone that supervise education

in its emirate in coordination with the Ministry. The only exception is Abu Dhabi, which has its education council, established on 2005, that works independent from the Ministry called the Abu Dhabi Education Council (ADEC).

Since then, the UAE has been developing and changing so rapidly that it now more than ever before requires a high quality of education. The labour market also needs people with more developed cognitive skills and expert knowledge in a variety of fields (Murnane & Steele 2007) to thrive in the fast-changing society and economy of the country. The majority of Emiratis realise it is through education that they can prepare and equip their young people to develop the country.

To reach such a goal, the UAE Ministry of Education has been through many reforms and policy changes. Those efforts were aimed at improving school leadership, the curriculum, school buildings, teaching and learning resources, and other aspects that influence learning. All of these factors are important in improving learning, but, as Rockoff (2004) has found in his studies, teaching quality has a very direct impact on students' learning outcomes and is the greatest of all factors. In some countries like the US, improving teaching quality has become the highest priority in order to reach its educational goals (Baratz-Snowden 1999). Okoye et al. (2008, p. 204) also argue that the quality of education is primarily determined by the quality of teachers: "Professional teachers in particular are crucial to the formulation and successful implementation of education policies in any country."

Teachers are indeed in a very critical position in society because they interact with children and influence their personalities and thinking in order to prepare them to face their futures. Emiratis used to highly appreciate teaching and teachers for religious as well as sociocultural, political and economic reasons. They consider teaching to be the mission of the Prophets as they have a message to carry to their students. They follow in the steps of how the Prophets, specifically the last Prophet Mohamed (Blessings and peace of Allah be upon him), taught their people about religion specifically and life in general. This has changed over the years, and now the social status of teaching has become low as one can observe and see from talking to teachers as well as from newspaper articles, as presented in more detail below. Teachers now struggle to have

the higher social status, prestige, respect, autonomy and compensation that other professions such as medicine and law have attained (Murnane et al., 1991).

1.1 Significance of the Study

Teaching is the mother of all other professions. Without a workforce of committed and qualified teachers, no value can be gained from investing in constructing the finest school buildings, providing the latest technologies, and establishing the highest educational standards and curricula. Teaching must become a more attractive profession to maintain a supply of devoted and proficient teachers. Investigating the issue of teacher professionalisation is important for a variety of reasons. It addresses a current and ongoing problem and challenge that face the education system in the UAE. In a recent study, Forawi (2014) found that out of 5320 of Emirati students (boys and girls), only 3.30% would consider a teaching career in primary and secondary levels. In addition, according to an investigation by *Al Emarat Alyoum* (Byoumi 2012), a local newspaper in the UAE, teachers who left teaching and now work in different careers assure that teaching is not an attractive career for locals. They believe that other jobs and careers can provide them with better social status and higher income. As an example, the investigation shows that a young teacher left teaching after four years. Another young Emirati man regretted joining teaching and considered the three years he spent as a teacher to be the most difficult in his career life. The article explains that teachers left teaching mainly because of the workload, low social status, and low salary. This indicates that immediate action needs to be taken in order to attract and retain qualified teachers, especially Emiratis. This is one of goals for professionalising teaching: to attract, recruit and retain qualified teachers to establish an effective education system (Matulic-Keller 2011). Inability to do so will cause the education system to produce students who do not have sufficient knowledge and skills to carry on the prosperity and innovative status of the country.

Furthermore, many of the teachers in the field do not encourage their students to become teachers. They even demotivate student teachers who train in their schools. My own experience, as an Emirati, is a good example of this. Starting in the spring of 2006, I joined a public secondary school in Dubai as a student teacher. I was full of ambition with a very positive attitude toward teaching as an occupation. However, many

teachers, both locals and non-locals, in that school kept telling me that I had made the wrong decision when I decided to become a teacher and that in the following years I would regret it. They claimed that there is almost no or rare professional development opportunities, while the workload is too heavy and society does not respect this career. This was disappointing to hear as a student teacher. Several years have passed, and in the spring of 2012, my younger sister has joined a public primary school as a student teacher. Similar to my situation a few years ago, my sister and her colleagues hear exactly the same things from the teachers in their schools and are being discouraged to pursue teaching as a career, giving similar reasons of how the students and society no longer respect teachers. This demonstrates how the status of teaching has not improved for at least the last six years, and teachers' dissatisfaction is apparent.

At the same time, there has been a growing attention internationally to the issue of teacher attrition and retention (Gorard et. al. 2007; Hong 2010). According to Hakanen, Bakker and Schaufeli (2006), attrition is especially high in the teaching profession. This matter is critical as it has been affecting education reform in many countries. For example, in China between the years 1979 and 1985, more than 50% of teachers left the profession (Changying 2007). In the US, around 47% of teachers leave the field by their fifth year of teaching (Clayton & Schoonmaker 2007). In the UK, there have been problems in teacher recruitment and a steady increase in teacher shortage (Gorard et, al. 2007), and in Switzerland, the Department of Education considers it a serious concern requiring new "human resources planning" to address this issue (Muller, Alliaata & Benninghoff 2009, p. 574).

These numbers indicate the seriousness of such a problem internationally. In order to ensure effective teaching and learning, it is vital for the education system to have a stable workforce. The situation is similar in the UAE. Even though it seems there are no published studies or statistics on the teacher attrition rate, this does not mean that there is no teacher dropout and attrition locally. I am myself an example of an Emirati beginning teacher who left the profession after four years of teaching. I have also observed and talked informally to teachers in the school I used to work in and in other schools, as well as with some who have left the profession, and found that teacher attrition is a critical issue that influences learning and education reform in the UAE. Studies also indicate that around 40% of the teachers who leave the profession in the

first five years of teaching might be the most competent teachers (English & Steffy 2001). It is essential to note that the consequence of such a high rate of teacher attrition leads schools to lower their standards by accepting less qualified teachers in order to fill in the vacancies, which, as anticipated, lowers the performance of the school (Ingersoll 2002). Therefore, there is a pressing need for survey research to be done in the UAE to determine how big the problem is.

The issues of teacher quality and teacher retention are closely related. Researching the status of teaching as a profession and seeking to professionalise teaching in the UAE can be a foundational step in addressing such problems. In order to increase the quality of teaching, as Wise (2005) argues, it should be further integrated into the domain of professions. The current situation in the UAE seems to make teaching restricted by more regulations and policies from the government or the Ministry of Education. This leads to the creation of teaching that does not emanate from the beliefs and values of the profession which limits teachers' autonomy.

The question is then: why the interest in professionalisation of teaching? The foundation that this study is laid on is that teachers are personally responsible for meeting the standards of the profession. Although policymakers and educators will take their role in this process, it is considered a regular procedure. Teachers' role and responsibility in implementing the change should be given more weight.

The severe lack of male Emirati teachers gave this study no choice but to target female teachers. This issue seems to be especially evident in the UAE where men pursuing a career in teaching compare themselves with their peers who earn more and have higher prestige: as one of the Emirati male teachers said, "I face this problem every time I meet friends. They ask me why I am still pursuing this and say my career will go nowhere. Not one of them has ever encouraged me to continue" (Ahmed 2012). This seems to be a national issue. According to a statistic published on the Ministry of Education website (Ministry of Education), in 2010-2011, the percentage of male Emirati teachers among all-male teachers in the UAE was 10%, while the percentage of female Emirati teachers among all-female teachers in the UAE was 68%. This percentage dropped slightly by 2013-2014, as the percentage for male Emirati teachers became 9%, while it became 60% for female Emirati teachers. This drop could possibly indicate that more Emirati

teachers are leaving the profession or that less Emirati teachers are joining the teaching profession. As Forawi (2014) explains, role models affects students' choice of career, and therefore if Emirati boys mostly see expatriate workers in the position of teaching, it is less likely that they would consider a teaching career for themselves.

Narrowing the picture to the emirate of Dubai, statistics of the separate emirates are only available up to the year 2010-2011, which shows that the number of male teachers in the secondary stage in Dubai was 276, of which only 9 were Emiratis. The distribution of female Emirati teachers was much higher: 242 out of 359 were Emirati teachers. In short, out of the total Emirati teachers in Dubai, 3.7% are male. Where this low percentage provides a potential and significant area of research, for the purpose and focus of this study, it allowed the sample to target only female teachers and still be representative of the population. Even though the nine male teachers could have been included in the sample, this would have necessitated a discussion of gender issues. This research, however, is among the first in the UAE, and thus it was important to focus on teachers' perspectives without drifting to gender issues when the male teachers are only 3.7%.

1.2 Research Question

The main research question of the thesis is: *how can teaching for Emirati public secondary school teachers be professionalised in Dubai?* According to Broman (1995), there are certain criteria that distinguish a profession from other occupations, such as specialised knowledge and training, ethics or code of conduct, high social prestige, licensing, and autonomy. The study will examine the conceptions of professions and professionalisation of these teachers and what changes they want to see brought in to enhance teaching as a profession in Dubai. This will be pursued through the following sub-questions:

1. How do Emirati secondary school teachers define 'profession' generally?
2. What are the characteristics that Emirati secondary school teachers think apply to teaching as a profession?

3. What changes would they like to see introduced in Dubai to further professionalise school teaching?

Investigating teachers' understanding of profession is an essential first step in the process of professionalisation. If teachers fail to define professionalism and the main characteristics that distinguish a profession from other occupations, it means that there is a serious problem with teachers' preparation which will hinder any professionalisation efforts. This will be valuable and informative data for the policy implementation and action plan. If no investigation is done to explore teachers' understanding of professionalism, policies and action plans can be made to establish teaching as a profession, but implementation in the field will struggle greatly. Teachers' perceptions were the focus of this study as they are considered one of the main methods to understand the meaning that teachers associate with their work (Cooney 1999), as they reflect 'teacher voice' which can help in understanding teachers and their practice (Carter 1993).

In addition, a number of studies have demonstrated that teachers' quality is the most critical factor that influences students' learning. Sanders and Rivers (1996, p. 8) point out that "differences in teacher effectiveness are the single largest factor affecting academic growth of populations of students". Similarly, Darling-Hammond and Berry (1995) and Stronge and Tucker (2000) argue that the major variable that affects students' achievement is teacher expertise. Therefore, to achieve a high-quality education, it becomes very essential to professionalise teaching. This is generally associated with higher status, well-developed knowledge bases, higher financial compensation, and autonomy (Crues, Johnston and Crues 2003; Kerchner & Cauffman 1995).

Besides looking at Western theories and models of professions and teacher professionalisation, the study will intentionally explore relevant Islamic and Arabic perspectives. For an Islamic Arabic country like the UAE, looking at Islamic and Arabic perspectives will be more informative and applicable to the context as it is consistent with Emirati teachers' familiar culture. In addition, in a country like the UAE, which is rapidly modernising and taking part in international activities, synthesising the appropriate Western theories and models with Islamic and Arabic models will provide

a professional model that fulfils the vision and strategic goals of the country as a modern Arab and Islamic society.

1.3 Theoretical Framework

The study will take a sociocultural approach, drawing mostly from sociology but also including organisation culture based on cultural anthropology. From sociology, it will use Weber's status group theory as it applies to teaching professionalisation, as Ritzer (1975) claims that Weber had contemporary ideas about professions and professionalisation as a status group. It will also use Marx and Engels's (1998) concept of social classes. Additionally, Durkheim's (1979) social facts of moral obligations theory will be used to analyse the social moral aspects of professions. These sources have been chosen because their concepts best reflect aspects of professionalism that the study is examining.

The discussion will be further enriched by organisation culture theory from Ozga (1988) and Jonathon (1995), as well as educational leadership theories that relate to professions and professionalisation espoused by Burns (1978), Sergiovanni (2000), George (2003) and Lieberman, Saxl and Miles (2000). Burns has been chosen because he deals with leadership in the societal context. Sergiovanni and George have been chosen because they look at leadership in ways that are compatible with teacher leadership: stewardship and authenticity, respectively. Lieberman, Saxl and Miles (2000) have been chosen for their teacher leadership model which is suitable for the Emirate context. These are important in investigating the role of values, customs and styles of social interaction. It will also be based on several concepts related to professions and professionalisation, such as Etzioni's (1969) theories of semi-professions, Darling-Hammond and Sykes's (1999) and Abbott's (1988) notions of professions and teaching professionalism. In addition, teaching professional ethics will be discussed based on the concepts introduced by Arends et al. (1998), Davis (1999), Haynes (1998) and Lovat (1998). Moreover, Emirati values that stem from the country's culture and religion and their role in education and professionalisation will be highlighted as discussed by Darraj and Puller (2009), Lawson and Al-Naboodah (2008) and Ismail (2014).

The following diagram summarises the theoretical framework of this study, which shows the relationship of how the concepts in the four squares contribute to the main concept in the central circle:

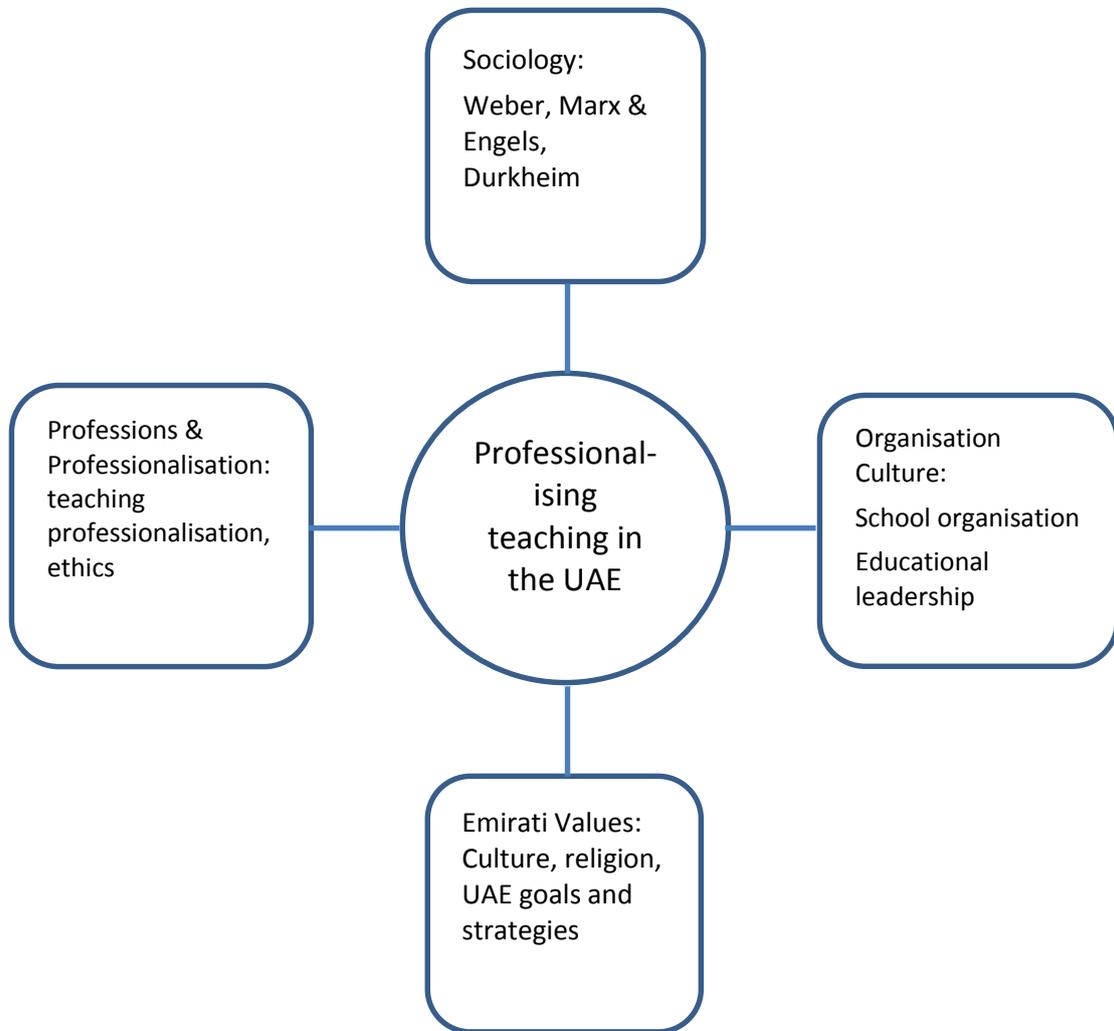


Figure 1. Summary of Theoretical Framework

1.4 Organisation of the Chapters

This thesis is organised into five chapters. The introduction chapter introduces the background and context of the issue under study, the significance of the study, the research question, and the theoretical framework. The literature review chapter surveys relevant literature and studies that have been conducted regarding professions and

professionalisation, and presents the criteria of the profession model. The research approach and methodology chapter explains the research approach adopted and the methodology design of the study. It presents the site and subject selection, data collection methods, quality of data, data analysis, methodological limitations and challenges, and the ethical considerations that govern the study. The findings chapter presents the quantitative findings of the questionnaire, the qualitative interview findings, and the findings of the document analysis. Finally, the discussion, recommendations and conclusion chapter first discusses the main findings of the study in relation to the literature by addressing the three research sub-questions independently, and then suggests a number of recommendations to improve the teaching career in the UAE. Finally, the chapter ends with conclusions drawn from the research study.

2 Chapter Two: Literature Review

This chapter provides an overview of selected literature that is relevant to the main purpose and objectives of the thesis pertaining to teaching and professionalisation. It surveys relevant literature and studies that have been conducted regarding professions and professionalisation. This chapter is divided into five main sections. Section 1 begins with the social theories of profession. Section 2 discusses the concepts of the teacher profession and professionalization. Section 3 presents the criteria of profession which is heavily used in this study. Section 4 relates the organisation culture to professionalisation. Finally, section 5 provides a summary of Emirati values and customs.

2.1 Social Theories of Profession

This section will examine teacher profession from a sociological perspective that is based on as Durkheim's social facts of moral obligations, Marx and Engels's (1998) social classes as well as Weber's status group. From surveying the literature, it is hard to find a study that uses a similar theoretical framework. Other scholars have used a variety of theories to investigate profession. For instance, Gray and Whitty (2010) examine the development of professional roles within teaching using Bourdieu's (1977, 1992) concept of habitus and Bernstein's (2000) theories of knowledge and identity. Many others have used Bourdieu in a similar way (e.g. Beck 2002; Nash 1999; Reay 2004; Stronach et al., 2002). Cohen (2008) uses Fuchs Ebaugh's (1988) and Zurcher's (1983) sociological notion of role identity grounded in an ethnographic study to examine teachers' experiences as professionals through the discourse analysis method of teacher identities that is developed in teachers' conversations with each other (see also Gee 2005; Guilbert, Vacc & Pasley 2000; Moen, Erickson & Dempster-McClain 2000; Spencer 1987; Widdicombe & Woffitt 1990). Others, such as Becker et al. (1961), adopt the symbolic-interactionist perspective which produced important insights into how professional behaviours arise.

Still, there is ambiguity in the sociological theories to explain the profession phenomena. As Kultgen (1988, p. 58) explains:

Sociologists have not found a scheme of classification that results in generalizations with any significant predictive power. Instead statements in the various theories take the form of deductions from ideal-typical models that match real occupations only approximately, on the one hand, and statistical generalizations and tendency statements taken haphazardly from the data, on the other.

The ideal-typical models represent real professions in which their distinctive features are categorised to a number of criteria. However, there is no profession that displays all of them, or more precisely, no profession that displays all of them to the maximum, but rather some occupations show each of the criteria to a high degree in which they are called professions (Kultgen 1988). It is worth noting that all of the occupations display most or all of the criteria but in a varying degree. In the case of non-professions, it is displayed in a very low degree. Figure 2 illustrates examples of a number of professions and careers (Kultgen's 1988) on a continuum.

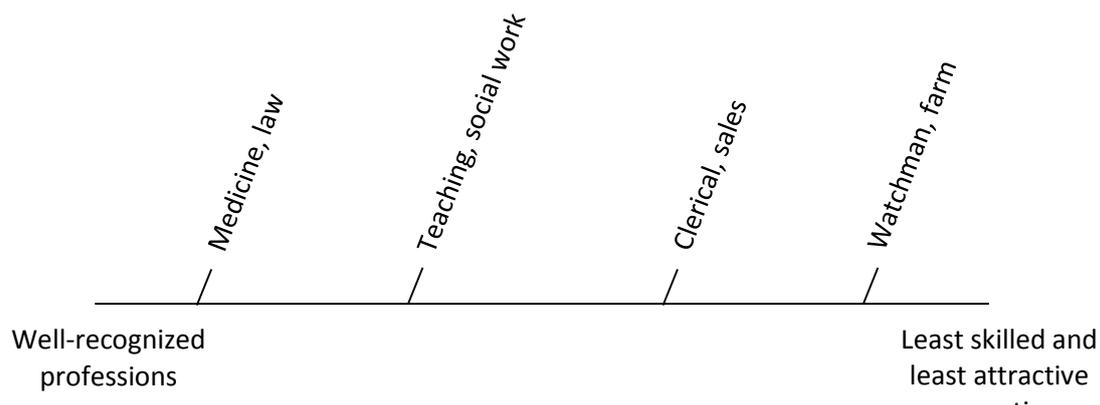


Figure 2. The Profession Continuum

One of the main theories this study uses is Durkheim's social facts of moral obligations theory. According to Durkheim (1979), society significantly shapes the individuals by the social conditions and moral obligations (Dodd 1999). He argues that society has its own reality and is made up of social facts. These are derived from a synthesis of actions of a number of people. Therefore, society should not be viewed as the totality of individuals within it, but rather as the combination of the actions. Thus, the specific forms of social actions and judgments actually occur outside of the individual level. Professions are made up of their own social facts and actions which are bound together through moral obligations. The series of moral obligations in a modern society that

functions based on living principles are mostly adhered to by individuals because they recognise and admit that these particular values and norms are reasonable and legitimate (Dodd 1999). A few studies have used Durkheim in this way (e.g. Etzioni 1969; Wolf 1970).

Marx and Engels's (1998) concept of social classes in history also applies to the concept of professions. Social classes are social relationships that bond together the material, political, ideological and economical sides of a society (Collins 1994). A number of scholars in educational leadership have used Marxist theory in analysing professionals in education (e.g. Bates 2002; Codd 2002; Smyth 2002). Professions can also be defined under Weber's (1978, p. 306) concept of "status group", which he defines as "a plurality of persons who, within a larger group, successfully claim a) a special social esteem, and possibly also b) status monopolies." Weber (1978) points out that the class's position might be influenced or determined by the status of a certain group, even if it is not the same as the class. He explains that classes and status groups can show the distribution of power within a community. A few studies have used Weber in this way (e.g. Greenfield 1973; Samier 2002). Collins (1994, p. 88) also believes that there is a connection between social class and status group:

Classes are groups that share a particular degree of monopolization on some market. They do this by becoming organized, by forming a community, acquiring a consciousness through some legal or cultural barriers around themselves - in short by becoming status groups.

Applying this definition to professions, we know that each profession has its own position and culture. The ideas and beliefs of each profession are determined by the characteristics of its social class. In addition, in the 1940s and 1950s, much empirical research was conducted that showed that, among occupations, there is a continuum ranked by prestige which focused more on the individual, subjective or cultural differences (Collins 1994). The social class positions, as Collins (1994) claims, apply an influential impact on the people who belong to a certain social class and on the way they think and act. Weber (1958) also believes that the structure of the status group influences the distribution of power in its community, and that power can entail social honour or prestige. Depending on the power of the status group, its members might

have special prestige. Weber (1958) explains that, even though the status group can lead to power and prestige, it is not considered to be their primary source and does not always secure them. However, it is an additional element that increases the chance to hold power or prestige.

Utilising Weber's concept of status group, Collins (1979, p. 134) argues that:

Professions are occupational communities; they are thus a type of class-based status group except that the community is organized explicitly within the realm of work itself rather than in the sphere of consumption.

On the other hand, Marx and Engels argue that human ideas and consciousness are based on material conditions. This goes through a process of conflict, social classes and level of autonomy. At the end, "the ruling ideas of any epoch are the ideas of the ruling class because they control the means of mental production" (Collins 1994, p. 66). Generally, Marx and Engels claim that the social class has its unique culture which gives it a distinctive outlook on the world. However, they do not explain further why there are different moral and intellectual circumstances in the different classes, as their concerns were more toward the politics. This was further elaborated in Weber's status groups and the Durkheimian tradition as presented earlier.

2.2 Teacher Profession and Professionalisation

Profession in general, and teacher professionalisation specifically, have been investigated frequently in the literature, but through different methods and focusing on different areas. Professions have been mainly researched in medicine (Cruess, Johnston & Cruess 2003; Dempsey 1997; Kasar & Muscari 2000; Wynd 2003) with the purpose of identifying professional behaviours that are profession-specific in order to evaluate professionalism. Different methods were used to investigate this issue. For example, Bulger (1972) mainly traces the development of education as a profession in the US, and presents common criteria for determining a profession and the issues that face teaching professionalisation. Wear and Kuczewski (2004) study professionalism by analysing the professionalism discourse in medicine, and argue that theoretical and practical discourse can affect learning professionalism in the academic environment of

the students. Flores (2003) also examines teacher professionalisation through discourse analysis, but mainly uses policy documents related to teacher education. Elliott et al. (2009) propose in their study the development of a professionalism curriculum for medical education in order to inculcate the professional values and attributes in the students' education. Wise (2005) explores teaching professionalisation through accreditation as he argues that, to form a profession, there should be a set of standards for teachers' training and preparation which leads to a collective organisation that enforces collegial discipline. Phelan (2010) examines teacher professionalisation through teachers' identity and recognition.

Others, focusing on a similar area to this study but using different methods, have investigated the views of teachers themselves, or the medical students, of profession. Goodson and Choi (2008) studied teacher profession through the life history method and collective memory method to highlight teachers' experiences in institutional contexts, drawing from Becker's (1970) social psychology (personal life experience) and Cole and Knowles's (1995) sociological analysis of the collective contexts. Tichenor and Tichenor (2010) explored in a qualitative study, using focus group interviews, teachers' perspectives on professionalism and the aspects that ideal teachers display of professionalism. Swann et al. (2010) studied, through two large-scale national surveys, the conceptions of primary and secondary school teachers about professionalism and what it means to them, as well as the role of the government in changing teachers' views of professionalism. Finn, Garner and Sawdon (2010) used a grounded theory approach to analyse medical students' perceptions of professionalism through semi-structured focus group interviews.

The term "profession" initially referred to a vow made to the public (Bullough 1970), or to a religious vow (Dyer 1985), which later in the European medieval period expanded to include occupations and businesses that were a public declaration (Bullough 1970). In the 16th century, the term 'profession' was already narrowed to a similar meaning to the modern concept, and was used to refer to higher occupations of medicine and law (Bullough 1970). Since then, medicine remains the profession whose standards are used to measure the degree of professionalisation in other professions. Employees in different occupations usually view professionalism as a virtue that includes certain traits such as punctuality, appearance and courtesy. However,

professionalism as a quality represents traits of autonomy, accountability and expertise, and embodies an ideal of service (Evetts 1999).

2.3 The Profession Model

From the sociological investigation of the more established professions of medicine and law, a number of sociologists have identified attributes that are associated with professions (Abbott 1991; Esland 1980; Etzioni 1969; Legatt 1970; Pickle 1990). Even though there are other attempts to define professions based on attitudinal power profile (Forsyth and Danisiewicz 1985), considering it as a formal association (Cogan 1953), or based on dominance in some division of labour (Friedson 1994), the trait approach seems to be the favoured one when judging an occupation to be a profession or not (Monroe 2001). Several scholars came up with differing sets of attributes or criteria (see Legatt 1970; Shulman 1998; Stinnett & Huggett 1963). This study will heavily use the criteria of the profession model, discussed below, since investigating teacher profession in the UAE is still new, and applying these criteria will help to develop a basic working framework, as discussed below in more detail.

In the literature, there is a lack of agreement on the definition of a profession (Hall 1968). Sociologists have developed a series of organisational characteristics that are associated with professions to distinguish a profession from other occupations known as the profession model (Evans 2002). Different scholars have presented different sets of characteristics or criteria of the profession model. For instance, Greenwood's model (in Etzioni 1969, p. 144) consisted of five criteria:

1. A basis of systematic theory.
2. Authority recognized by the clientele of the professional group.
3. Broader community sanction and approval of this authority.
4. A code of ethics regulating relationships of professionals with clients and colleagues.
5. A professional culture sustained by formal professional association.

Broman (1995, p. 835) presented six criteria which include:

- (1) specialized and advanced education,
- (2) a code of conduct or ethics,
- (3) competency tests leading to licensing,
- (4) high social prestige in comparison to manual labor,
- (5) monopolization of the market in services, and
- (6) considerable autonomy in conduct of professional affairs.

Cruess, Johnston and Cruess's (2003) model consisted of three main criteria: specialised complex knowledge, code of ethics, and autonomy and self-regulation, while Legatt (1970) presented five characteristics, which include theoretical knowledge base, extensive training, altruistic service ideal, certification and standards of practice, control over recruitment and organised colleague group that has the power to enforce a code of ethics. When applying the characteristics of the profession model to teaching, Ingersoll et al. (1997 in Haney 2005) presented five characteristics of the teacher profession which include induction, credentials, professional development, compensation, and authority, while Tanck (1994) identified knowledge-based competence, collaboration, accountability, ethics and service orientation as the main characteristics of teacher profession.

Even though there are differences in the characteristics of each model, there is still a set of commonalities in the literature review on profession (Abbott 1991; Hall 1968). According to Toren (1969, p. 142), most scholars agree that the main characteristics that are essential to a profession are a specialised body of knowledge and a code of ethics with the aim to service the clients.

From the review of the profession literature, and for the purposes of this study, five criteria adapted from Broman's (1995) and Cruess, Johnston and Cruess's (2003) models were selected to serve as a framework for analysing teaching as a profession in the UAE. This criterion of profession includes a complex body of knowledge and training, teacher autonomy, high social status, teacher licence, and code of ethics.

When compared to other recognised professions such as medicine and law, educators and sociologists have found that teaching does not qualify as a profession, but is usually referred to as a semi-profession (Etzioni 1969; Ingersoll & Perda 2008), and in some countries in Africa it is considered one of the most deprofessionalised professions (Morgan 1965). According to Biklen (1995), teachers lack autonomy and self-regulation. Even their autonomy within the classroom is restricted to what the administration allow. As Sarason (1993) explains, teachers lack great control over their decisions, as they view themselves at the bottom of the decision-making hierarchy.

Since teaching is yet to be a recognised profession, many scholars have been referring to established criteria of recognised helping professions such as medicine and law, as they share similar characteristics (Evetts 1999; Monroe 2001; Ryan 2005). At the same time, the unique features of teaching should be considered, such as the obstacles that face teachers and their efforts to act as professionals, as well as the policies that lead teaching to be even less professionalised (Darling-Hammond 1988).

The need to refocus on the context of teaching is essential. As Dempsey (1997) claims, an analysis of the history of professions in general and an examination of the history of medicine profession in particular can contextually contribute deeply to the professionalisation of teaching. However, these models should be adapted, rather than adopted, to the teaching context as a unique profession. Dempsey (1997, p. 12) stresses the importance of establishing different understandings of the professionalisation of teaching:

Professionalization is not about oft-cited characteristics of collegial control, client centeredness, and scientific knowledge, but about shared experiences between those who are to fulfill professional roles and those for whom professional roles are filled (...). The professionalization of teaching is not about recruitment and retention, improvement in entrance requirements, and improvements in a body of knowledge (...). Teacher professionalism is born in and exists in the drama of teaching. It is an artifact of teaching, not a status applied to it. And it is an artifact broadly created and defined by teachers, students, administrators, policymakers, and anyone who participates in the construction of what we call a “teacher”.

Among the factors that make education unique and so different from the full professions of medicine and law is the familiarity of the public with schooling. Generally, everyone in society attends schools to a certain extent. This experience with schools and teachers gives the public the confidence to speak their views and interfere in education as they form a belief that their experience is all there is to schooling (Dempsey 1997). Thus, the public places great pressure as regards what is expected of teaching.

Sykes (1989) also discusses the body of knowledge and how it should be unique to teaching. He thinks that the focus on technical and scientific knowledge could compromise certain values that are related to the human services aspect of teaching, such as caring and compassion. This is so unique to teaching, as the relationships and experiences established between teachers and students are fundamental and influential, and not like any other occupation. Hargreaves (1988) adds that the quality of teaching

is more than competence, but rather involves how teachers actively interpret and adjust to the dynamic requirements and demands of the conditions of their work. In agreement, Lieberman and Miller (1990, p. 153) stress that teaching is “highly personal” and is shaped by daily practices. This is mostly ignored in the literature, as most discussions of teacher professionalisation and reforms are distant from the culture and daily life of teaching (Dempsey 1997).

2.4 Professionalisation of Teaching

Teachers aspire to make teaching a profession. They seek social recognition and to have a more influential role in the school organisation (Labrana 2007). A few decades ago, teachers used to be respected in their societies and enjoyed a cultural and social status. This has become more negative because of the economic, political and social changes (Apple 1995; Esteve 2000). Teaching as an occupation, as Hargreaves (1994) describes, involves human interactions and a set of tasks that occur in a workplace like a school that is structured in a particular way through relationships and resources. In short, teaching is a type of work in which the teachers are the workers whose work is organised and controlled by the structure of the workplace, rather than self-organised (Dreeben 1970; Smyth 2000).

Teaching is complex and crucial in any education system, as many researchers (e.g. Goodlad 2004; Haselkom & Harris 2001; Schlechty 2002) have pointed out that teachers constitute the most influential element over students’ learning. Ozga (1988) explains that teaching as an occupation, both the micro and macro aspects, is located within a complex of influences. In the last twenty years, teaching has become more intensified, with increasing pressure on teachers’ work and responsibilities to comply with all the occupation’s conditions (Hargreaves 1994; Wasley 2004). When comparing teaching to the traits of well-established professions, teaching, as Etzioni (1969) and Abbott (1988) argue, is considered a semi-profession. Attempts to professionalise teaching took place in different countries. For example, there have been efforts to professionalise teaching in Canada (Filson 1988), Mexico (Torres 1991), Japan and England (Ginsburg 1996). Other efforts to professionalise teaching are mentioned in the literature (see McLaughlin 1997; Ornstein 1988; Sykes 1990; Wise 1990). Yet, teachers still lack sufficient autonomy, and their work is mostly viewed to be deskilled

and routinised (Collins 1979; Ginsburg 1996; Hargreaves 1994). Ginsburg (1996) argues that teachers' work in areas of pedagogy, curriculum and evaluation is usually controlled by bureaucratic and technical regulations. Apple (1995) also claims that teachers are being restricted by very specific methods of instruction, prearranged programmes and mandated curricula. Therefore, continued efforts to improve the status of teaching as a profession is needed (Sykes 1999), which is translated through the movement of professionalising teaching.

Teacher professionalisation has been defined by several scholars (e.g. Darling-Hammond & Sykes 1999; Evetts 1999; Hansen 2001; Monroe 2001; Wise 2005). For the purpose of this thesis, professionalisation is the process of adopting the criteria and attributes associated with professions (Ginsburg 1996) with the aim of upgrading an occupation to a profession (Bledstein 1978; Emener & Cotton 1989). Bledstein (1978) and Goode (1969) have examined professionalisation and described the steps taken by occupation groups, and claim that it is a trend that will extend in the future. Friedson (1994) questions such an assumption, as he argues that the efforts to professionalisation might actually lead to specialisation. However, the inconsistency of defining professions makes it difficult to determine if specialisation leads to upgrading the status of an occupation to a profession.

One of the concerns of the political implications that arise with the professionalisation of teaching is the democratic control of schools as a result of emphasising the specialised expertise of teachers. According to Labaree (1992, p. 149):

[T]he source of teachers' professional authority is a technical rationality that denies that education is a legitimate matter for political debate. The roots of the professionalization movement suggest that education will be considered a technical matter that must be left in the hands of certified experts, and that efforts by the laity to set the direction or shape the content of education will not be seen as an appropriate democratic action, but as an unacceptable form of interference.

Applying this kind of autonomy can create serious issues in the education system of the UAE. First of all, this is based on medical analogies: physicians and surgeons have total autonomy on how they treat patients or conduct operations. However, as discussed earlier, professionalism should be contextualised to the unique characteristics of teaching. Even though both cases of teaching and medicine look like a technical matter

of professional competence, there are many more complexities involved in teaching than technical problems, such as issues related to instilling values, shaping minds and preparing citizens (Labaree 1992). These issues definitely have a political character to them, since teachers' influence on ideas and values will affect students' choices in life. The political component therefore is found to be accessible to the public, and thus efforts to create professional barriers over classroom practices might be rejected by the policymakers and the public. Therefore, the type of autonomy teachers should be given is totally different from that of, for example, physicians or lawyers. Teachers' autonomy should be guided or even restricted within certain rules and morals, which are translated into the professional code of ethics of teachers.

Even though this thesis refers to the five criteria of profession to reflect on the current status of teacher profession in the UAE, the researcher agrees with more recent sociological perspectives to consider the unique characteristics of teaching as a profession, and what people think of it at the present (Whitty 2006). However, exploring the criteria of profession is essential for this particular study, as it provides some sort of guiding framework that suits the current status of teaching in the UAE, in which the concepts of profession and professionalisation are new, and the concepts of a professional code of ethics and licence are unfamiliar to most teachers. At the same time, the unique characteristics of teaching as a profession are considered. The following section discusses the five criteria of a profession in relation to teaching.

2.4.1 Criteria of Profession

The five criteria of a profession, adapted from Broman (1995) and Cruess, Johnston and Cruess (2003), serve as a working framework for analysing teaching as a profession in the UAE. This criteria of profession includes a complex body of knowledge and training, teacher autonomy, high social status, teacher licence, and code of ethics.

2.4.1.1 Body of Knowledge and Training

One of the concepts identified in the literature review that is essential to a profession is specialised knowledge and intense applicable academic preparation (Cruess, Johnston and Cruess 2003; Hall 1968). Ball, Thames and Phelps (2008, p. 389) even argue that

knowledge should be “sophisticated professional knowledge” rather than general teacher knowledge.

All professions have control over the type of knowledge that is considered distinct to them, which allows its members to gain monopoly over the profession as it separates them from the general public (Robb 2008). As Ornstein et al. (2014, p. 29) explain:

Members of the profession establish their expertise by mastering this defined body of knowledge, and they protect the public from untrained amateurs by denying membership to those who have not mastered it.

However, teaching has never had an agreed-upon and defined specialised body of knowledge. As a result, the public and policymakers, because they have been to school, interfere and discuss issues related to education with confidence as if they were specialists, which leads to conflicts (Dempsey 1997; Gideonse 1989; Rowan 1994).

Due to the undefined body of knowledge, the content of the teacher preparation programmes varies from one institution to another. Even though there is an agreement on three main components, general education, specialised subject matter, and core professional education courses, the scope and emphasis of each component seem to be an issue of disagreement, as well as the extent of practical experience of practising teaching in school settings (Robb 2008). Another issue of concern, as Boyd (1994) argues, is how the requirement of more education courses could produce teachers who are competent with pedagogy, but at the cost of academic content.

Well-established professions have high-standard entrance requirements of their undergraduate programmes, and high expectations. When compared to teaching, it is found that teaching is highly accessible, as individuals are self-selected and not usually associated with outstanding academic performance or intellectual strength (Lortie 1975; Johnson 1990). Consequently, as Murnane et al. (1991) argue, the chance is higher to have less achieving people become teachers. To improve the status of teaching, the educational preparation programmes should have higher status with higher standards (Leithwood 2006). In other words, the educational preparation in universities should be more professional. As a result, a more specified expert knowledge base will be defined, which is necessary when recognising teaching as a

profession, in order to attract and retain higher-achieving individuals to the teaching force.

Darling-Hammond (2005) discusses how research showed that schools which have established academic relationships with neighbouring universities are associated with improved student achievement, enhanced teacher practice, and the development of a professional knowledge base. In their study of how to improve the professional status of teaching, Shen and Hsieh (1999) pointed out two main approaches to professionalise teaching. First, the significant improvement of teacher educational programmes and certification, such as raising the standards and increasing the length of learning and internship. Second, the creation of differentiated opportunities for teacher career pathways that encourage leadership experiences. This differentiated organisational structure will require that teachers have a different preparation in order to allow teachers to participate in significant leadership roles that go beyond the individual classroom level to the organisation policy and decision-making level (Matulic-Keller 2011). However, teacher education programmes often lack the high standards of effective knowledge base for teaching, which is considered a very complex career with many unpredictable situations (Liston & Zeichner 1990).

Wasley (2004) argues that one of the problems that might have hindered the progress of teachers' work is the unsettled nature of teaching and how responsibilities during the past decades have intensified and changed significantly. To counter the difficulty of this situation, meaningful teacher preparation, during both graduate education and continuous career-embedded professional development, should include professional skills rather than being restricted to technical skills, in order to equip teachers with the skills of decision-making to effectively interact with the individualised situations of students' differentiated needs in new and changing situations. There is much uncertainty about what constitutes teachers' work, which is correlated to the absence of specific, ambitious and clearly articulated standards of training and the educational preparation of teachers.

Professional competence can be gained and maintained by continuous learning in a certain field (Futrell 1994). Professionalised workplaces realise the importance of professional development of its employees to expand on their professional stature. This

continuous learning allows practitioners to widen their knowledge and abilities, stay up to date with techniques and technologies, maintain skill levels and improve personal and professional attitudes (Evans 2002; Fullan & Miles 1992). As a result, job efficacy will increase, task routinisation and burnout will decrease, and satisfaction and commitment will be higher (Evans 2002). Therefore, professional development is an essential factor of the teacher professionalisation process (Fullan & Miles 1992). For teachers to teach effectively and keep professional expertise, they must update their knowledge base and skills (Ingersoll et al., 1997; Marks & Louis 1999). According to Darling-Hammond and Sykes (1999, p. 129), “One of the most persistent findings from research on school improvement is . . . the symbiotic relation between professional development and school improvement efforts”.

In 1976, Daniel Bell (cited in Matulic-Keller 2011) introduced the concept of “knowledge society” to describe a culture that is influenced by information and communication technologies to produce knowledge in science, technology, research and development. Knowledge societies, as Hargreaves (2003) defines them, are learning entities that are built on thinking, learning and innovation. Knowledge society requires schools that promote opportunities for students to be creative, critical and generative thinkers with commitment to the public good. This necessitates having teachers with highly defined and developed skills. As Hargreaves (2003, p. 24) argues:

Teachers who are catalysts of the knowledge society must build a new professionalism where they: promote deep cognitive learning, learn to teach in ways they were not taught, commit to professional learning, work and learn in collegial teams, treat parents as partners in learning, develop and draw on collective intelligence, build a capacity for change and risk, and foster trust in the process.

The responsibilities of teachers have recently increased in order to run in parallel with the fast pace of development in societies. Teachers are now, more than anytime, required to ensure that all students should learn, not a few of their students. The standards for learning have changed, but the conditions and constraints of work have not. One of the constraints to consider is the limited attention to professional development. As mentioned previously, one of the key factors of professionalism is continuous learning and professional development, which ensures the maintenance of a high degree of competence among the members of the profession. However, Johnson (1990) argues that this is usually pursued based on intrinsic motivation, not an

organisational focus. Thus, it is important to establish a community of learners among the teaching profession, as Shulman and Shulman's (2004) research showed that "an accomplished teacher is a member of a professional community who is ready, willing, and able to teach and learn from his or her teaching experience" (p. 259).

The above discussed issues of a high level of requisite preparation and continuous development and learning pour into the view of a well-defined, expert knowledge base that is associated with professionalism, which also implies strong connection to the organisation.

2.4.1.2 Teacher Autonomy

To claim the right of autonomy means to grant the right to execute the work as professionals see appropriate (Abbott 1988). This autonomy is secondary to an obligation to perform and accomplish the work (Abbott 1988). Ingersoll (2003) defines autonomy as how much influence and power teachers possess against the administrators, which is determined by the centralised or decentralised approach in public schools. Members of a profession who possess significant autonomy possess significant control over their daily responsibilities and decision-making. The tension between teachers and administrators is influenced, as Ingersoll (2003) claims, by the organisation's purpose and the difficulty in regulating teachers' work. This difficulty comes from the nature of teaching being a human service occupation that is abstract and philosophical, and that necessitates flexibility. This is due to the nature of those served: children and adolescents. Thus, the issue of top-down and bottom-up approach surrounds teacher autonomy (Veugelers 2004).

The right and benefit to authentic autonomy and self-regulatory practice are acknowledged by society and expected practices by a profession's practitioners as approved criteria in a profession (Cruess, Johnston & Cruess 2003). According to Franklin-Panek (2001), teaching is still practised as an isolated and separate activity without liability for student performance. This cannot be established alone but it is complemented by the aforementioned devotion to service and commitment to continuous development and learning of high standards. This is combined with an underlying pledge of accountability to those served and to the community. Dedication

to such responsibility is necessary in order to gain the public's confidence and trust. This will establish a positive contract between the professionals and society.

Teacher's autonomy can also be explored through organisational theory, as analysing the structure of the school functions can disclose who controls teachers' work (Ingersoll 2003). As such, two views come to the surface: decentralised approach versus centralised structure. The decentralised approach of the school organisation grants teachers more control and autonomy regarding their work and responsibilities, which is the opposite of the centralised approach that grants more control to the school administrators (Ingersoll 2003). According to Goode (in Etzioni 1969), professional autonomy is a subordinate trait that is acquired with the mastery of a body of knowledge and commitment to service. However, members cannot be granted autonomy without society's trust. Members of a profession will not be trusted unless society is persuaded that the profession is doing the proper work in the interests of those served.

According to Abbott (1988), there are three possible areas to establish autonomy in a profession. The most common is public opinion. The other two, equally important, but less mentioned in the literature, are the legal system, as in formal control of work, and the workplace, as it can alter and misrepresent the autonomy established by the legal system and public opinion. Most commonly, professions establish the power of autonomy that grants them legal protection through public opinion. Thus, public and legal systems run together (Abbott 1988).

There are two forms of autonomy for teachers: micro, which refers to autonomy within the classroom and the school, and macro, which refers to the influence teachers exert over policymaking (Darling-Hammond 1997; Marks & Louis 1997). The influence and autonomy teachers practise within their classroom are unquestionable, as it has long been known that teachers control their classroom (Evans 2002). However, Henig (1999) argues that student performance seems to improve when their teachers have an extended influence within the school community. This includes teachers' participation in school-wide decision-making, such as participating in the school curriculum, discipline policy, staff development plan, peer evaluation, and scheduling. In 1990, Chubb and Moe (cited in Haney 2005) studied the relationship between allowing teachers more influence and student performance based on student outcomes. They reported a positive

relationship between student outcomes and teacher autonomy at the school level. As Evans (2002) believes, one important aspect of the professionalisation of teaching is to allow teachers the room to influence decision-making over school policy, as it reveals how much autonomy teachers exert in their working environments and the organisation. Similarly, teachers' participation in influencing decision-making at the policy level, the macro level, will encourage ownership and collegiality among faculty, which increases professionalisation (Owens 1987).

The argument about who controls teachers' work continues. Society recognises the importance of education: that it is too important to be under the control of educators. They all think they have the right and are fit to intervene in addressing the schools' problems. They all believe in the critical role teachers play in influencing education, and intervene through more requirements and regulations and thus exert more control over teachers' work (Ingersoll 2003).

Even though professionalism calls for more autonomy of teachers on their work, the recent education policies yield concerns about its implications for teachers, such as centralisation and standardisation. These kinds of reforms were criticised by some scholars as an unacceptable movement to transform teachers into technicians more than professionals (see e.g. Adams & Tulasiewicz 1995; Tomlinson 2001; Hall & Schulz 2003). Others (e.g. Sachs 2003; Furlong 2005) consider this to be another form of professionalism which accepts that decisions are made at school and national level. Whitty (2006) agrees that the contemporary approaches may provide an attempt at reprofessionalisation rather than deprofessionalisation.

According to a study conducted by Ingersoll et al. (1997), the level of teacher commitment, as one of the most important indicators of teachers' quality and performance, in association with teacher professionalisation, was examined. The results showed that teachers had a higher commitment in relation to four different aspects of professionalism which included higher end-of-career salaries, increase in the collective influence of the school faculty, increase in teachers' autonomy in classrooms, and effective assistance to new teachers.

This debate between centralisation and decentralisation can be seen practically in the UAE. In 2010, the Minister of Education announced a restructuring plan that indicated a shift towards centralisation by taking more federal control of schools in Dubai and the Northern Emirates (excluding the Abu Dhabi education system, which was decentralised in 2006 to be under the Abu Dhabi Education Council (ADEC)). This came after the previous Minister of Education, who took over the Ministry in 2006, attempted to push for a decentralisation approach by giving the education councils and zones more authority and power in order to encourage school administrations to have more power in certain decision-making (Ahmed 2010).

2.4.1.3 Teacher Social Status

Teacher status is one of the main criteria of profession as it contributes to teachers' decision to remain or leave the field (Whitehead 2007). Teacher status is defined as:

Having the respect of clients and the public at large, being trusted to act in clients' best interests within a framework of accountability, (and) experiencing appropriate reward for a complex and demanding role (Adams 2002, cited in Hargreaves et al. 2007, p. 3).

In addition, an examination of Hoyle's (2001) model of teacher status provides a useful framework. According to Hoyle, status consists of three aspects: status, prestige and esteem. Occupational status is defined as the class (as a profession or not) in which knowledgeable groups are assigned to a certain occupation. These knowledgeable groups can include politicians, civil servants and social scientists. Occupational prestige is the corresponding position of an occupation placed by public opinion and impression in a hierarchy of occupations. Occupational esteem is the general public regard of an occupation based on personal virtues, rather than technical, that practitioners bring to their work, such as competence and faithfulness.

Using this conceptual framework, Hoyle evaluates the status of the teacher by reflecting on the three aspects of status. He concludes that, even though teaching has attained a professional status in the 2001 census classification of occupations, it is still obstructed behind by the perception people hold of teachers due to the nature of their work. As for teachers' prestige, it seems to be parallel to semi-professions like social work. It does not compare to the major professions of medicine or law. Finally, teachers'

occupational esteem is the only element that teachers can actually influence themselves through their daily interaction and practice in the school, as the public shape teachers' esteem based on their own experiences.

Hall and Langdon (2006, cited in Hargreaves 2009) present a model of the determinants of status that include three main factors - power, money and fame - and claim that an occupation will not have status at all in the community without at least one of these factors. In addition, Hall and Langdon say that there are two secondary influences that support the three factors which consist of the impact on people's lives and training, skills and expertise.

Teacher status is influenced by different factors such as working conditions, financial factors, and community factors. For instance, the school organisation can affect the status of teachers (Whitehead 2007), as a poor working environment and support lead to lowering the opportunities for professional development, collegial interaction and participation in school decision-making (Weiss 1999). This is related to teacher autonomy because, if professional development and decision-making are lowered, autonomy will also become less. Moreover, to some teachers, a positive working environment could cover up a lower salary (Buckley, Schneider & Shang 2005). As Boyer (1983, in Engvall 1997, p. 7) argues:

[I]mproving working conditions is ... at the center of our effort to improve teaching. We cannot expect teachers to exhibit a high degree of professional competence when they are accorded such a low degree of professional treatment in their workaday world.

More than two decades ago, Apple (1986) explained how a teacher's job has intensified. The workload on teachers has increased with less time and resources. Teachers mostly execute other people's decisions which leads to deprofessionalisation and a decrease in professional skills such as curriculum content selection and planning. Another source of the increase in teacher workload is related to teachers' belief in good education in which they become the source of the added pressure by working hard to meet self-expectations (Hargreaves 2002).

Another factor that affects teacher status is character. Teachers used to be viewed as role models in the community, which boosted their social prestige (Emah 2001 in

Whitehead 2007). Teachers used to have a higher regard in the past, which is related to public opinion and government recognition, but, as this diminished over the years, teacher status declined (Whitehead 2007). This creates a serious issue with teacher attrition which Buckley, Schneider and Shang (2005) believe closely relates to the social status in the community. Teacher workload and the perception that teaching is easy work and that anyone can enter the profession contributed to lowering the social status (Bartlett 2004).

Hargreaves (2009, p. 227) relates the factors that contribute to increasing teacher status to the attributes of professionalism:

Teachers' prestige could be improved by freedom from excessive government control, recognition of their professional autonomy, professional self-regulation, and involvement in research and the provision of continuing professional development. Such developments might raise teachers' status while sustaining the 'psychic rewards' and vocational principles that characterise their professionalism.

Compensation is another aspect that influences the status of teaching and the professionalisation process. Compensation offered in professionalised occupations usually corresponds to the training and time involved to learn the skill and the complexity of knowledge required for recruitment (Ingersoll 2001). Additionally, the income of the professionals is usually linked to performance. However, it is noticed that teachers have been generally paid equally, irrespective of performance. In a study conducted by Hirsch et al. (1998, cited in Haney 2005), it was found that teachers earn less than 25 other occupations studied. Therefore, compensation is essential to teacher professionalisation (Evans 2002). However, Hargreaves (2009) argues that, even though salary is considered one of the most common elements of status, it does not necessarily ensure high status, but a more determinant factor seems to be academic quality.

2.4.1.4 Teacher Licence

One of the criteria that contributes to the professionalisation of teaching is licensing and certification. Licensing is a means to verify if a person has the essential skills at an acceptable level that qualify them to be practitioners of a profession (Etzioni 1969; Evans 2002). The main concept behind the teacher licence is teacher quality: to attract

and maintain quality teachers in the education system. It is agreed upon that teachers' quality and competence have a fundamental and direct correlation to students' achievements (Grossman, Wineburg & Woolworth 2001). To ensure such quality, the standards and criteria of entrance and recruitment should be high, and thus the argument to have a teacher licence.

In order to obtain certification or licensure, teachers should complete an accredited training programme and pass examinations. The purpose of the licensure is to reassure the public of the high standard of knowledge and skill that practitioners hold. This standard will in turn increase teachers' commitment to the profession. It will screen out competent practitioners from those who do not qualify for the position of teaching to ensure that the teachers in the field are experts, not amateurs or generalists (Wise et al. 1987).

Teacher licence is one of the indications of professionalisation (Agarao-Fernandez & de Guzman 2006). Darling-Hammond (2000) and Goldhaber and Brewer (1991) found a strong correlation between student outcomes and teacher licence. Licensure ensures that the occupation maintains its professional status. As Wilensky (1964) explains, lack of licensing standards can result in weakening the professional status and shaking the public trust, as these standards help in protecting the profession from unqualified practitioners. The licensing of teaching will provide standards for recruitment to allow only the qualified to assume such a complex and challenging position of facilitating learning of the students. The accountability teachers hold for their own practices and their students' performance requires that teachers pass certain examinations.

Other scholars argue that the licensure might become an obstacle for outstanding experienced teacher candidates. For instance, Finn Jr. and Madigan (2001) provided an example of a retired businessman who volunteered to aid in computer and maths classes and ended up with a full-time job to be rewarded as the teacher of the year. They argue that there should be alternative certification or an approach that creates multiple pathways into the field. Otherwise, capable, motivated and non-traditional teacher candidates might not have the opportunity to prove their abilities in front of the licensure barriers. In a study conducted by Goldhaber and Brewer (1999), they found

no significant difference in effectiveness between teachers with standard certification and teachers with alternative certification.

2.4.1.5 Ethics and Professionalisation

Ethics play a critical role in the process of professionalisation. As Talcott Parsons has pointed out, “meshing of individuals to their social context occurs partly because people feel the need to fulfil the expectations associated with various roles” (in Layder 2006, p. 23). This relates to Durkheim’s (1979) social facts of moral obligations theory, in which he argues that individuals in a social group are shaped by social conditions and moral obligations. One of the most important expectations is to adhere to the ethics of certain roles. Ethics, for the purpose of this thesis, is the “special standards of conduct governing members of a group simply because they are moral agents belonging to that group” (Davis 1999, p. 26). Every group has its own ethics. People who are in business have business ethics, and in religion there are religious ethics. Similarly, professional ethics are the guiding principles of conduct of a given profession. Davis (1999) believes that professional ethics are the standards of conduct that direct a group of people who share cooperative practice. He also stresses the importance of a ‘moral ideal’ in a profession’s ethics which binds the members of a profession and defines their profession’s ethics as they share the benefits voluntarily. In addition, the profession’s obligations are considered part of morality as they are ultimately moral obligations. They are different from ordinary morality as they assume certain practices of the given profession (Davis 1999). Of course, these cannot be forced on teachers, as some of these morals, such as being patient and attentive, are part of teachers’ personality. But the conduct of ethics hinges on teachers’ willingness to adoptive such qualities in themselves (Hansen 2001), as it underlines the way teachers think and act. In addition, since people usually behave passively according to the rules and roles they have been associated with in established cultural guidelines, the importance of a written code of ethics can thus be stressed (Layder 2006).

Writing the profession’s ethics as a code of ethics was for most professions an important step of professionalisation. The necessity of writing a code of ethics, as Davis (1999, p. 28) explains, is:

...in the tension between the definitional requirement of a moral ideal and the practical requirement that professionals do reasonably well for themselves...For this reason, organizing a profession requires formulating conventions of cooperation.

Therefore, the profession's ethics leads to the creation of some sort of social contract that explains what the members of the profession should do individually and how to work together to achieve the aim of their profession. Layder (2006, p. 23) stresses the importance of ethics and following rules as he argues, that "adhering to the standards and rules of behaviours associated with roles, the person gains the support and trust of others and this in itself reinforces the conforming response".

Recently, there has been more focus on the ethical and moral dimensions of teaching (see Campbell 2008; Colnerud 2006; O'Neill & Bourke 2010; Taubman 2010) which calls for an effective code of ethics for teaching, since codes "do provide guidelines to the implementation of ethical values" (Haynes 1998, p. 42), and at the same time they do represent the expectations that a profession has for itself (Arends, Winitzky & Tannenbaum 1998). Lovat (1998, p. 4) argues that a code of ethics can increase professionalism:

Endorsement of such a code of conduct would signal a new maturity for the profession and bring it into line with other high status professions, both in terms of its inner conduct and in terms of its responsiveness to new ethico-legal parameters in public service.

However, this commendation may not develop professional behaviour. The code of ethics for teaching should enhance both the professionalism status of teaching among other professions and improved practice. This can be achieved, as Campbell (2000) argues, through increased awareness of the responsibilities and moral dimensions of teaching by establishing an effective code of ethics.

There are many Western theories and models that tackle professions' ethics and morality; however, little has been presented on Islamic Arabic theories and models of professionalism and ethics specifically in the teaching field. In fact, at present, Arabs and Muslims have relied so heavily on Western models and theories, forgetting that there are Islamic models that can lead to successful and effective professions. As Ali (2005) argues, globalisation, internationalisation of technology and market pressures among other factors have had a significant impact on Islamic Arabic societies.

Therefore, Muslims' understanding and practice of Islam and its morals have shifted greatly from the original teachings of Islam.

Religion plays a critical role in teachers' decisions as it has 'the authority of law' since it shapes people's general ethical framework (Broidy & Jones 1998). Islamic professional ethics are very similar to the international professional ethics, as they all stem from humanity's morals. The purpose of focusing on the Islamic perspective is to contextualise the professionalisation process more to the culture of the UAE and to demonstrate that abiding by the teachings of Islam can lead to desirable outcomes.

2.4.1.5.1 The Importance of Ethics in Islam

Islam has emphasised the importance of ethics and morals in the life of Muslims. This emphasis was repeated in the verses of Qur'an and *Hadiths*. It is given a high status in Islam. The biography of the Prophet Mohamed (Blessings and peace of Allah be upon him) provides a rich source of moral values and professional ethics. In this section, examples of these ethical situations will be referenced to provide a contextual source of ethics that Emirati teachers will be able to relate to. This is deemed to be positively influential, as Muslims consider the Prophet to be their role model. Allah (The Exalted) has said: "Indeed in the Messenger of Allah (Mohamed) you have a good example to follow" (Qur'an 33:21).

The Prophet was a role model in all aspects of life. He was a teacher. He always encouraged people to behave in a good manner as he said: "the closed one to me is the one with the best manners". According to Al-Mubarakpuri (2002), the Prophet (Blessings and peace of Allah be upon him) had the best morals and ethics that a human could have: a perfection of manners. This is stated clearly in the Qur'an. Allah has said: "And verily, you (O Mohamed) are on an exalted standard of character" (Qur'an 68:4). The impression of that was clearly seen on people and how it overwhelmed their hearts and filled them with dignity. He was the most honest, the most merciful, the most just, the most modest, the most decent, the most gentle and the most truthful at speech. Al-Mubarakpuri (2002, pp. 577-578) describes some of the Prophet's (Blessings and peace of Allah be upon him) characteristics:

His stamina, endurance and forgiveness, while he was in a commanding position; his patience and firmness in unfavorable conditions, were all talents, attributes and qualities Allah Himself had given him (Blessings and peace of Allah be upon him).

As a model educator, the Prophet has set many general rules that would create a community with high ethics, as can be seen in the following *Hadith*:

“Let a man come to the people how he likes the people to come to him” (Ibn Majah: 3956),

This Hadith means that one should treat people in the way he wants to be treated by them. (p. 187). Such a brief and concise statement has summarised how one should treat others.

In teaching his companions, teachers can learn valuable lessons of how to interact with their students. For instance, in criticising the wrong actions, the Prophet (blessings and peace of Allah be upon him) would use vague expressions without directly referring to the person by name, but rather he would say, “what is wrong with the people, who do such-and-such?”. In one of the occasions, the Prophet wanted to advise some of the people who raised their eyes to the sky when they pray instead of looking at the place of prostration. He said, “what is wrong with the people that they raise their eyes up to the sky in their prayers?”. 212

The following story illustrates how the Prophet would guide people to solve their problems instead of giving them the answer directly. The story of the Bedouin man whose wife gave birth to a black child when they were both fair-skinned. He became very worried that the child might not be his and decided to approach the Prophet (Blessings and peace of Allah be upon him) for advice (as cited from Al-‘Areefi 2012, p. 218-219):

He said, “O Messenger of Allah! My wife gave birth to a black child! We have never had any black person in our family!”

The Prophet looked at him. Although, he was well able to lecture him about having good thoughts about others, and that he should not have accused his wife (...) he decided to give him examples with which he could easily discover the answer to his problem.

The Prophet said, “Do you have any camels?”

“Yes”, said the man.

The Prophet said, “What is their colour?”

He said, “Red.”

The Prophet said, “Is there any black amongst them?”

“No”, he replied.

The Prophet said, “Is there any grey amongst them?”

“Yes”, the man replied.

The Prophet said, “From where did that come?”

The man thought for a while and said, “Perhaps is it due to heredity”.

Then the Prophet said, “Perhaps, your son has also inherited this colour because of heredity.” (Muslim and Ibn Majah).

The man thought about it for a while and realised that he came to the conclusion himself. He left to his wife feeling satisfied and certain of the response. There are many incidents and stories in the biography of the Prophet that can be a rich source of real examples of how to be a good teacher and be guided by ethics.

2.5 Organisational Culture and Professionalisation

The organisational culture of a profession plays an important role in determining its status, since it is an integrated part of it. Culture creates the organisation’s social reality, as it refers to “the pattern of development reflected in a society’s system of knowledge, ideology, values, laws and day-to-day ritual” (Morgan 2006, p. 116). Or, more generally, it refers to the unique ways of life that a group of people share. Organisational culture develops through a social process of interaction. Basically, culture is about constructing a reality through shared beliefs, ideas and values which lead to meaningful behaviour. These common beliefs, norms and ideas create a cohesive culture that guides organised action and builds a focus for success. Morgan argues that in order for an organisation to be considered legitimate to the public, it should be able to show rationality and objectivity in action. Similarly, Jonathon (1995) discusses the professionalisation process of teaching through internal change in which the school takes part and acts to advance professionalisation. He also argues that the structure and culture of the school as an organisation should be one that symbolises professional workplace conditions. A few studies have used organisational culture in this way (e.g. Erickson 1987; Hargreaves 1995; Harman 1989; Smircich 1983).

To relate the organisational culture theory to teaching professionalisation, Ozga (1988) claims that examining the organisational factors of teaching allows for a critical understanding of teaching as a profession, which includes teachers' workplace context, job design, and the role of supervision and management. This is also supported by Darling-Hammond's (1997) and Marks and Louis's (1997) arguments that when examining the autonomy attribute of teaching, it should be examined within the school and the classroom (micro), and within the policymaking level (macro). Therefore, to improve the status of teaching and to professionalise it, it will be mainly through an organisational improvement in which all the members of a defined group agree on meaningful goals and shared commitment (Fullan 2001). Tyack and Cuban (1995) also assert that the organisation theory is closely related to professionalising teaching and the criteria used for such a process. Other scholars (e.g. Evans 2002; Legatt 1970; Weber 1958) have also discussed the relationship between organisational characteristics with professionalisation.

In addition, some scholars have even regarded collaboration in the school organisation as one of the main variables to the characteristics of professionalised workplaces. Professional collaboration has only been a characteristic in the education field in recent decades, and is considered a symbol of professional culture (Louis & Marks 1998). In such a professional community, frequent interaction among teachers in the form of reflective dialogue, observing teaching practices, collaborative problem-solving and peer evaluation occurs (Bryk, Camburn & Louis 1999). This collaboration, as Guiney (2001) describes, can take the form of mentoring or coaching. Collaborative practices have become essential in creating a professional community and achieving educational goals Thomas (1993). Fullan (1993) and Sergiovanni (1992) found that a professional community adds to teachers' abilities and schools' capacity for learning. In agreement, Marks and Louis (1999) argue that there is a strong association between creating a professional community and high-quality teaching. It also enhances students' sense of inclusion in the school community.

The nature of teaching and the complexity of variables that affects teachers' pedagogical approaches and decisions demand professional autonomy and the obligation of continuous professional development and collaboration (Shulman & Shulman 2004; Hargreaves 2003). Collegial collaboration encourages teachers for

continuous learning and professional development within a professional culture (English & Steffy 2001). Through sharing experiences and intellectual discussions, teachers increase their accountability to student performance and achievement. As Johnson (1990) claims, professional collaboration creates a more effective working environment with more job satisfaction. However, in reality, teachers mostly work in isolation and think of their classrooms as their personal domain. According to Johnson (1990), the success of collegial collaboration depends heavily on teachers' attitudes and willingness.

2.5.1 Teacher Leadership

Teacher leadership is considered an important factor that can have a powerful influence on the professionalisation of teaching (Troen and Boles 1994; Lieberman, Saxl and Miles 2000). Teacher leaders such as department heads, master teachers and mentors can share their expertise and lead to positive changes in the school (Barth 2001). Teacher leaders are expected to be sensitive to the school, as Lieberman, Saxl and Miles (2000, p. 349) suggest that this term does not refer to a set of skills that are teacher-like only, but “a way of thinking and acting that is sensitive to teachers, to teaching and to the school culture”.

Teacher leadership can be a driving agent in the professionalisation of teaching (Troen & Boles 1994). The role of teacher leaders is mainly to promote high-quality teaching in order to improve the standards of learning and students' achievement (Field, Holden & Lawlor 2011). They are team leaders whose contributions go beyond the particular subject or area of work to whole-school policies. Field, Holden and Lawlor (2011, p. 4) describe some of the characteristics of subject leaders:

[Subject leaders] motivate and support all those involved in teaching and learning in their subject or area of work. This will include recognizing and acknowledging the contributions of others, building and maintaining a team with clear aims, direction and targets, and helping others and self to set and meet appropriate professional development targets.

Effective subject leaders are therefore expected to have leadership styles that enhance their efficiency in their role as subject leaders. These include transformational leadership and situational leadership. Transformational leadership is about the ability

to bring major, positive change in followers and the organisation, which does not depend on rules and directions, but rather on visions, shared values and building relationships so that followers are engaged in the change process (DuBrin 2004; Daft 2005). According to Daft (2005), transformational leaders give more freedom to their followers with accountability in mind. They help followers to improve and develop into leaders. They address followers' needs, whether they are physical, such as safety, or psychological, such as self-esteem, in order to ensure their growth. In addition, transformational leaders are inspirational, as they motivate the followers to go beyond their personal interest for the sake of the organisation. They inspire them to exceed their own expectations. They create the vision and share it with followers so they understand the change and are willing to work hard to achieve it. Transformational leaders consider humanitarianism, equality and justice of great significance in their leadership; in other words, it is based on morals (Burns 1978).

There is a concern that transformational leaders might be too soft and mystical (DuBrin 2004). However, several studies have been conducted on the impact of transformational leadership in work settings and performance. According to a study conducted by Jane M. Howell and Bruce J. Avolio (in DuBrin 2004), behaviours associated with transformational leadership led to a more effective contribution and performance in the organisation. Moreover, followers are found to be more satisfied, motivated and committed, and thus their self-esteem and performance rating is higher (Shamir, House & Arthur 1993; Yukl 1989).

The other leadership style is the situational leadership style which is very useful to leaders in the position of subject leaders whose main role is to direct, support and coach their team members. Hersey and Blanchard (1969 in Northouse 2010) introduced a model of situational leadership in which the focus is on the situation and the leader's flexibility. The model consists of two key behaviours: directing and supporting. Based on those two behaviours, there are four types of leadership in the situational model (Graeff 1983; Northouse 2010): (1) directing, in which the leader uses his/her authority to make decisions and define tasks and roles with keeping close supervision, (2) coaching, in which the leader consults his/her team for ideas as more two-sided communication occurs, but the final decision is taken by the leader, (3) supporting, in which the leader trusts his/her team to do certain tasks by themselves, and he/she

facilitates decision-making, and (4) delegating, in which the leader delegate tasks to his/her team members and trusts them to make decisions without referring to him/her unless they want to.

2.5.2 Teacher Commitment

Teacher commitment is another important and critical factor in the success of teachers and education (Crowell & Elliott 2004). Since teaching is very demanding and can easily overwhelm teachers with workload and continuous changes and reforms, Day (2008) argues that the commitment will help teachers to maintain their enthusiasm. He also adds that commitment is one of the factors that could be an indicator of teacher absenteeism, attrition and turnover. Less committed teachers put less effort into improving the quality of their teaching (Firestone 1996), and vice versa, teachers who demonstrate greater commitment to their work tend to ignore external discouraging factors and focus more on searching for better teaching (Hopkins & Stern 1996). Collie, Shapka and Perry (2011) found that a positive school environment is significantly correlated with higher teacher professional commitment and organisational commitment.

2.6 Emirati Values and Customs

The UAE Government places a very high-priority emphasis on, and has invested to a high degree, the education system. There are certain values, elements and goals of the country that inform teaching professionalisation. This section looks at the Emirati cultural practices and values as inseparable of Emiratis' society. According to Heard-Bey (2004), even though the country's culture is changing, much of what happens in the Emirati society is actually from Islamic culture.

The UAE was affected by the oil boom, and local components of popular culture gradually diminished (Lawson & Al-Naboodah 2008). Two factors mainly contributed to this, as discussed by Lawson and Al-Naboodah (2008): some citizens, the richer ones, started to abandon their lifestyle and embraced more features of the industrial world. The other factor was the influence of the exported values and practices of the large numbers of expatriate labourers who found job opportunities and settled down in

the UAE after the oil boom. By the 1990s, many cultural practices consisted of imported symbols and practices (Lawson & Al-Naboodah 2008).

To preserve the country's culture, a number of projects took place to raise the awareness and appreciation of some of the original cultural practices (Lawson & Al-Naboodah 2008). One of these efforts is 'Emiratisation', which is a government policy of the UAE to encourage the employment of its nationals in the public and private sectors (Al-Ali 2008; Bristol-Rhys 2008; Gonzalez et al., 2008; Low 2012). In the education sector, the aim is to Emiratised 90% of the teaching staff by 2020. This movement to localise the teaching force is considered important in order to preserve the Islamic cultural principles and traditions of the UAE (Watt 2012). In addition, according to Darraj and Puller (2009), the Islamic tradition governs the country's laws in relation to the citizens' daily activities. At the same time, the United Arab Emirates is considered by many people to be a model for other countries that wish to promote a tolerant atmosphere among citizens of diverse faiths (Darraj & Puller 2009, p. 50).

Religious faith and cultural norms are characteristics of the UAE. To understand such an Arab Muslim country, it is necessary to grasp a brief understanding, at least, of Islam, as it is an inseparable component of a Muslim's life (Ismail 2014). Islam is the last religion of God. The message, commandments and obligations of this religious were conveyed through the last Messenger and Prophet, Mohamed (Blessings and peace of Allah be upon him), to guide humankind to the divine path. Islam covers all the aspects of human life in terms of worshipping Allah, organising relationships in the family and society, caring for spiritual and ethical matters, science, and other aspects. All of this is included in Islam in a genuine, comprehensive, synergetic manner. The two imperative and fundamental sources of Islam are the Qur'an and the *Sunna*. The first source and basis of the Islamic religion is the Holy Qur'an, which is literally the Word of God: the revelation of His divinity and His command to men. It has persisted unaltered during the course of history as Allah has guaranteed to protect the Qur'an from any distortion or corruption. Allah has said: "Indeed, We have sent down the Qur'an, and surely We will guard it (from corruption)" (Qur'an, 15:9).

The second source is the *Sunna* (traditions of the Prophet and his Companions). It consists of *Hadiths*, which are reliable reports of what the Prophet Mohamed (Blessings

and peace of Allah be upon him) said, did or approved of that were transmitted by his Companions (Ibrahim 1997). Therefore, the sources of Islam, different from other religions, do not belong to any religious school or religious head, no matter his status of knowledge and piety. It is important to clarify that the principles of Islam “are not determined by any kind of religious fraternity whose followers blindly follow the doctrine of the order” (Qaradawi, p. 359). Therefore, the varying groups that appeared across history and called themselves by Islamic names do not represent Islam, as they have strayed from the original sources of Islam.

There are many positive virtues in Islam - countless. The more you learn about Islam and its rulings, the more you will become assured in the beauty of Islam; for it is the religion of wisdom, mind, easiness, tolerance and mercy. It permits the lawful (i.e. all good and pure things) and prohibits the unlawful (i.e. all evil and harmful). It is indeed a comprehensive religion from Allah, the Creator, to mankind based on what best benefits and suits them as He is The Most-Merciful, The All-Wise, The All-Knowing, The Exalted.

Emirati people and society are highly influenced by their Islamic beliefs. To Muslims, Islam is part of their daily life at home, work, mosque, social gatherings ... etc. It is integrated into the details of the everyday life of a Muslim, as Ismail (2014, p. 30) describes:

Islam is a holistic religion that embraces all different aspects of life. It organises the human’s relationship with his/her Lord through dignified worships that restore confidence and tranquillity in the heart.

It also organises human relationships with people that are based on being good to them. For instance, there are rulings and ethics in dealing with parents, married couples, children, housemaids, relatives, neighbours, teachers, the elderly, the needy and the sick. There are rulings about inheritance, financial transactions, loans, judgments and punishments. You can even find rulings about animal welfare. Islam also urges Muslims to deal with non-Muslims ethically with kindness (Ismail 2014).

The Emirati cultural and Islamic values should be therefore taken into consideration when planning educational reforms or when adapting educational initiatives from

countries with more advanced education system. This will help teachers to embrace those changes and initiatives more openly.

3 Chapter Three: Research Approach and Methodology

This study employed a mixed methods approach to investigate the main research question: how can teaching for Emirati public secondary school teachers be professionalised in Dubai? The focus of the study was guided through the following sub-questions:

1. How do Emirati secondary school teachers define ‘profession’ generally?
2. What are the characteristics that Emirati secondary school teachers think apply to teaching as a profession?
3. What changes would they like to see introduced in Dubai to further professionalise school teaching?

This chapter presents the research approach adopted and the methodology design of the study. It explains the rationale behind selecting the mixed methods paradigm, and presents the detailed research design of the study. It will describe and discuss the site and subject selection, data collection methods, quality of data, data analysis, methodological limitations and challenges and the ethical considerations that governed the study.

3.1 Research Approach

In order to investigate the issue of teaching professionalisation in the UAE through a social theory perspective, the study follows a mixed methods approach. Due to the nature of the study, both breadth and depth of data are needed to answer the research question. Using mixed methods will allow for the collection of meaningful data in regard to the main research purpose: how teaching for Emirati public secondary school teachers can be professionalised in the UAE. This is in line with Gillham (2000) who explains that the mixed methods approach combines both a representative range of people and in-depth information that gives insights into individuals’ understanding. The quantitative statistical data will provide important data about teachers’ perspectives and attitude towards the professionalisation of teaching, while the qualitative data will

target the understanding and interpretation of how teachers view the nature and practices of professionalisation of teaching in the UAE.

The mixed methods approach stems from the belief that the opposition of quantitative versus qualitative is inadequate to address the complexity of the research process (Creswell 2009; Garrett 2008; Johnson & Onwuegbuzie 2004). There are certainly strengths and limitations for both quantitative and qualitative methods. It is therefore not a surprise to see that lately more scholars in education and other fields are advocating the use of mixed methods (e.g. Creswell 2003; Doyle, Brady & Byrne 2009; Garrett 2008; Johnson & Onwuegbuzie 2004; McEvoy & Richards 2006; Mertens 2003; Morgan 2007; Sherman & Strang 2004; Tashakkori & Teddie 1998), since one of its greatest advantages is how the quantitative and qualitative approaches can work in a complementary manner (Firestone 1987; Gherardi & Turner 2002), as well as provide an effective means of triangulation (McEvoy & Richards 2006; Sherman & Strang 2004).

According to Creswell (2008, p. 62), mixed–method designs are “procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies”. The aim of combining the two forms is to increase the overall strength of the research more than to use either the quantitative or qualitative approach by itself so that it has complementary strength (Creswell 2009; Johnson & Turner 2003). Castellan (2010), Howe and Eisenhart (1990) and Krathwohl (1998) argue that the appropriateness of using mixed methods design over either the quantitative or the qualitative is primarily determined by the study’s purpose and research questions. The idea of mixing more than one approach in a single study has developed since 1959, when Campbell and Fiske introduced the term ‘multiple operationalism’ (in Johnson, Onwuegbuzie & Turner 2007). However, the approach became more formalised during the last 30 years as more prominent researchers (e.g. Brewer & Hunter 1989; Bryman 1988; Greene, Caracelli & Graham 1989; Creswell 1994) called for an approach to research that combines both quantitative and qualitative modes of inquiry. Tashakkori and Teddie (2003) explain that one of the advantages of using mixed methods is that they enable the study to ask confirmatory and exploratory questions simultaneously. Similarly, in this study, the integration of quantitative and

qualitative methods allows the topic to be investigated from different angles and to be verified in the same context.

More recently, as Onwuegbuzie, Johnson and Collins (2009) point out, there has been a substantial increase in the number of studies conducted using mixed methods approaches, and marked by the publication of several books, textbooks, research articles and journals devoted to mixed methods research, such as the *International Journal of Multiple Research Approaches* and the *Journal of Mixed Methods Research*. Johnson and Turner (2003) argue that using mixed methods is important because it expands the research when the findings are integrated, reduces the possibility of other explanations to be made from the data, and reveals different aspects of the phenomenon under study.

On the other hand, there has been some criticism of this approach. Denzin and Lincoln (2005) and Howe (2004) claim that most of the mixed methods studies use qualitative research and its interpretive nature for the sake of quantitative data. However, this perspective seems to be stereotypical of mixed methods approaches, as Creswell et al. (2006) and Mason (2006) argue that qualitative research can be prominent and drive the mixed methods study. Creswell (2009) presents a more holistic and comprehensive view, which will be discussed in more detail later in this chapter, of how quantitative and qualitative modes can be integrated equally in a study, or how to prioritise one over the other, depending on the researcher's purpose. Therefore, researchers should clearly determine the design of the mixed methods approach that will best benefit the study's questions and purpose.

The philosophical assumptions or paradigm of this research approach is pragmatic and interpretive. According to Creswell (2009) and Onwuegbuzie, Johnson and Collins (2009), pragmatism is usually connected to mixed methods research, as the philosophy and method are similar in not being committed to one reality. It is also concerned, as Patton (1990) explains, with the application and finding of solutions to problems. This is the aim of the study: to find applicable solutions and recommendations for professionalising teaching in the UAE. At the same time, the study is based on the interpretive paradigm which mainly seeks to explore and understand a phenomenon and then interpret it (Erickson 1986; Holliday 2002). This can be effectively incorporated

within the mixed methods pragmatism paradigm, as Creswell et al. (2006, p. 5) argue that “an interpretive qualitative approach is evident in writings about mixed methods and in empirical mixed methods studies”.

Creswell (2009) presents a framework that explains how quantitative and qualitative data can be integrated in one study that will be used for this project (see Miles & Huberman (1994) or Patton (2002) for similar suggestions of designs for integrating quantitative and qualitative approaches in a single study). This framework presents a variety of options and strategies for mixing the two kinds of data which allows the researcher the flexibility of choosing the most relevant and effective mixed methods strategy that fits the study’s purpose and interest. According to Creswell (2009), there are different possibilities to design the procedures of a mixed methods study. For the purpose of this thesis, I consider three aspects that Creswell presents in his discussion of designing mixed methods approaches, which are the timing, weighing, and mixing of the quantitative and qualitative methods in the study as summarised in Figure 1.

Based on the research questions and rationale, the researcher should determine the *timing* of data collection of quantitative data and qualitative data. This can occur in a sequential way, in two stages: either the quantitative data or the qualitative data can come first, depending on the initial aim of the study. Data collection can also occur concurrently, with the collection of both quantitative and qualitative data taking place around the same time. The second aspect that should be considered is the *weight* of quantitative and qualitative data which mainly depends on what the investigator is interested in and what the study intends to emphasise. Therefore, it could be that the use of quantitative and qualitative data is equally balanced or it might focus on one over the other.

The third element involves *mixing* the data, as in when and how to mix the two different kinds of data. Mixing can occur at different stages such as data collection, data analysis and data interpretation, or it can occur at all these stages. Creswell identifies three ways to do this. First, it can be *connected*, which mainly occurs in a sequential mixed methods study by linking the analysis of data and results in one of the phases to the second phase’s data collection, which is primarily determined by the data analysis of the first phase. Second, it can be *integrated* when both quantitative and qualitative data

collection is concurrent and combined by converting the qualitative themes into counts that are compared and merged with the descriptive quantitative data. Third, it can be *embedded*. In this case, the aim of the study is to collect one type of data, quantitative, and use the other type, qualitative, to provide supportive information.

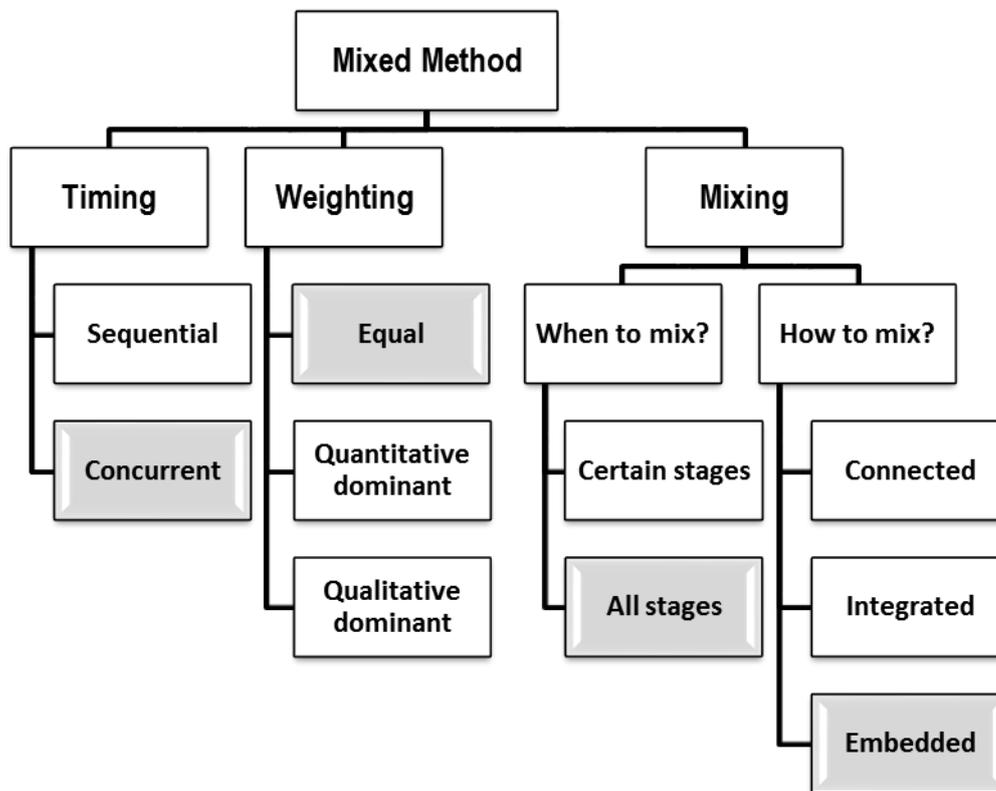


Figure 3. Aspects to be Considered for Designing a Mixed Methods Approach based on Creswell’s (2009) Framework (the grey boxes indicate the aspects selected for this thesis’s research approach).

The mixed methods strategy of this thesis is, according to Creswell’s (2009) classification, the ‘concurrent embedded strategy’. This means that the quantitative and qualitative methods will be conducted concurrently around the same time. The mixing of both approaches will be equal and embedded since the qualitative data is used to provide supportive information and to triangulate the quantitative data. This strategy seems to be the most effective to answer the study’s main question and sub-questions.

3.2 Research Methodology

This section presents the methodology of the thesis. It explains the site and subject selection, methods and instruments used for data collection, quality of data and data analysis, as well as the methodological limitations and challenges, and the ethical considerations of the study.

3.2.1 Site and Subject Selection

Generally, when deciding the sampling of any study, two things must be considered: the number of participants, and how to select them. Deciding these two elements can be difficult and tricky in any research, but even more complex, as Onwuegbuzie and Collins (2007, p. 281) claim, in mixed methods research “because sampling schemes must be designed for both the qualitative and quantitative research components of these studies”.

For the quantitative part of the study, from a total population of 190 female public secondary school teachers in the city of Dubai, the aim was to get as large a sample as possible (Gorard 2013) with an estimated size of 60% of the total population, or 114 or more respondents participating in completing a questionnaire about their definition and attitude to teaching as a profession. To determine the sample size, there is a general rule in quantitative research: the larger the sample, the more accurate the results (Dawson 2009). But in reality we are often restricted by many factors such as time, resources and accessibility. In short, it should be as large as possible and manageable. Some scholars have created tables based on certain formulas that suggest what a sample size should be for a certain population size (see Krejcie and Morgan 1970). Keeping the general rule in mind, researchers can use these tables as guidelines to help them determine the sample size. To determine the sample size of this study, according to Krejcie and Morgan (1970), when the total population is 190, the sample size should be around 127 to be representative of the population. Keeping this in mind, the researcher tried to administer as many questionnaires as possible. However, getting such a large sample depended solely on teachers’ availability and accessibility. The total surveyed teachers in the end were 95 teachers, which equals 50% of the participants. Considering the manageability issue, this can be regarded as acceptable and representative of the

population. As Gorard (2013, p. 78) explains, most studies are affected by the “law of diminishing returns”. This means that after a certain number of participants complete the questionnaire, the successive participants are not likely to add much or change any emerging patterns. This was evident in the questionnaires collected.

The sampling technique is a stratified random sampling, which enables control over representativeness of the sample (Asthana & Bhushan 2007). This control ensures that all schools will be represented in the sample. According to the Ministry of Education’s website, there are nine public secondary schools for girls in the city of Dubai that follow its curriculum. One of them is part of the Madares Al Ghad (Schools of Future) project. To have a consistent sample, this school was excluded from the population, as they have a different system of leadership and mentoring teachers. The questionnaire was conducted in the participants’ natural settings in their schools.

The population is distributed over eight girls’ secondary schools in Dubai. The sample targets a number of teachers from each school to allow for a more holistic coverage of the entire population. The number of teachers surveyed from each school depended on their willingness to participate. Even though the researcher aimed at the beginning for at least 50% of teachers from each school, the participating teachers from some schools were less and others were more, as shown in Table 1. The selection of the sample in each school was random.

Table 1. The Number of Participating Teachers in the Questionnaire

School	Teaching staff total	Teaching staff sample
School 1	29	14
School 2	16	11
School 3	30	15
School 4	12	7
School 5	26	6
School 6	29	17
School 7	30	13
School 8	18	8

For the qualitative part, the interview subjects were chosen purposely as they were recommended by their schools' vice-principal as more qualified teachers in their schools. These subjects were therefore thought to be information-rich participants. When selecting the subjects for the interview, attention was not given to the coverage of all eight schools. Different from the survey, interviewing is more concerned with in-depth detailed responses rather than generalisation issues. The other issue that affected the selection of participants was accessibility. For the purpose of this study, informed purposeful sampling was considered more appropriate to be able to conduct more effective follow-up questioning of the questionnaire results. The interviewees were 10 teachers from four different schools who teach different subjects including Arabic, English, Islamic Studies, Biology, Maths and Geology, and the years of experience range from two years to nineteen years, as illustrated in Table 2. The researcher tried to get a variation of subjects, as this study focuses on teaching as a 'profession' which incorporates all subjects. All interviews took place in schools, as it was found to be the most convenient place for the participants. They were conducted in an empty office for the researcher and the interviewee only. The door was closed during the interview to offer a private space for the participants.

Table 2. Teachers' Demographic Information

Teacher name	Subject	Years of experience
Sara	Biology	8
Hessa	Geology	11
Hamda	Arabic	15
Amal	Biology	19
Reem	English	2
Mona	Geology	9
Alia	Arabic	15
Dana	Arabic	13
Salma	Maths	13
Mariam	Islamic Studies	11

3.2.2 Data Collection Methods

Three different data collection methods were used to explore the research questions under examination: a semi-structured quantitative questionnaire, semi-structured open-ended interviews, and document analysis. Each one of these instruments independently can tackle certain situations and gather certain types of data, as quantitative data provides breadth while qualitative data provides depth, but together, as Denscombe (2003) argues, they can provide supplementary information that complements and supports each other.

3.2.2.1 Questionnaire

A questionnaire is a research tool that consists of a written list of questions that seeks to discover what the respondents think and feel about certain topics (Denscombe 2003). It has been considered, for more than 75 years, a significantly useful tool to learn about people's opinions and behaviours (Dillman, Smyth & Christian 2009). According to Denscombe (2003), a questionnaire as a data collection method is recommended when it aims to collect straightforward information from large numbers of participants. This is in line with the purpose of the questionnaire for this project as it aims to collect direct information from a large number of teachers which will support and complement the qualitative data. It is more effective in demonstrating a full range of views, how many different views there are, and what their proportions are. It also aims to generalise the findings from the sample to the population in order to make inferences about certain issues of the targeted population (Babbie 1990; Rubin & Babbie 2011).

The questionnaire designed for this study (see Appendix 1) aims mainly at investigating teachers' definition of and attitudes toward teaching and professionalisation. Data were collected at one point in time and the questionnaire was directly administered by the researcher face-to-face with participants writing their responses by themselves. The researcher chose to directly administer the questionnaire this way because of the major advantage of having a higher response rate (Fricker & Schonlau 2002). Even though such a method takes more time and effort, it was important to get as high a response rate as possible, especially since the population is limited. The questionnaire is divided into two parts. The logical order of the questions is important to diminish the effects

that earlier questions might have on later questions (Dillman, Smyth and Christian 2009). Participants were asked to first complete the first part (Part A) of the questionnaire, and were not given the second part (Part B) until they submitted the first part to the researcher. This division is important, as it ensures that teachers provide their own perceptions and understanding of teaching as a profession without the researcher introducing the concept or explaining it first. This allows the participants to answer more truthfully and without the researcher leading or influencing their responses. In addition, the complete title was not given to the teachers for the same reason, not to prompt participants with the word 'profession'. A shorter, more general title was used that included the term 'career' instead (e.g. Your perspective about the teaching career).

The total number of items in the questionnaire is thirteen. Part A consists of five questions on demographic information, one semi-open question, two open-ended questions, and a Likert-scale question with fourteen sub-items. The demographic profile focused on teachers' qualifications, university subject major, teaching subject, years of experience, and whether they taught the same subject they studied in college. The semi-open question was actually a dichotomous question with yes/no answers, to check if teachers distinguish between the concepts of 'career' and 'profession'. To ensure that the answers were not randomly selected, the question was made semi-open by asking the teachers who answer 'yes' to explain the difference. The two open-ended questions tackled participants' reasons for becoming teachers and the frustrations of teaching.

The Likert-scale items were designed to cover the five core aspects of profession identified by a number of scholars (e.g. Abbott 1991; Broman 1995; Denzin & Mettlin 1968; Dyer 1985; Etzioni 1969): specialised knowledge, code of conduct, autonomy, high social prestige and licence, as well as teacher commitment. Four items targeted specialised knowledge, two on code of conduct, four on autonomy, one on high social prestige, and one on the teaching licence. In addition, there were two items that targeted the issue of commitment. The scale was divided into four categories: strongly disagree, disagree, agree, strongly agree. The researcher intentionally did not include a neutral category like 'not sure' in order to encourage the participants to give a decisive response. According to Peterson (2000), determining the number of rating scales depends on deciding if the number should be odd or even. An odd number category is

normally used if the researcher believes there is a possibility of neutral scale response. In case, however, the researcher believes there is no neutral response or if the researcher wants to “force” a response, then an even number of rating scales should be used.

The second part (Part B) consists of four semi-open questions. It starts with a short paragraph that explains the concepts of ‘profession’ and ‘professionalisation’, followed by questions based on that paragraph. The use of semi-open questions in this survey was adopted mainly for two reasons. First, the researcher did not want to influence the participants or bias their answers, which is the case when providing them with predetermined answer alternatives (Peterson 2000). Second, they were used as follow-up questions to the closed-ended questions or semi-open questions to determine respondents’ knowledge or understanding of the issue or topic and allow them to provide a rationale and expand on their previous answers (Peterson 2000). Even though the semi-open questions are difficult to analyse statistically, they give a diversity of answers that enriches the data (Jackson 2009).

The clarity and wording of the questions were taken into consideration. As Denscombe (2003) argues, careful wording of the questions and statements that allows for precision and consistency is important, as all the participants will receive an identical set of questions. The clarity of the questions and wording was checked by two colleagues in the BUiD doctoral programme, who were asked to read the questions and give their comments and feedback. Piloting the instrument is also a critical stage in the development of questionnaires as it allows the researcher to correct and modify any errors or ambiguities before it is mass-produced to gather real data for the study (Litwin 1995). First, to check if the questionnaire was comprehensive for the targeted population and could extract effective data for the study, two secondary school teachers were asked to fill out the questionnaire for initial piloting purposes. The feedback from piloting this instrument was used to review the questions. The questionnaire was then piloted on 12 teachers. Based on that, the first question about the degree was modified to four choices instead of five, the Diploma was removed since all 12 participants ticked Bachelor’s degree, and it was expected that all teachers would have at least a higher diploma degree. The question about the age group they belong to was removed, as all the participants were female teachers who were reluctant to circle the age group. Instead, the question about years of experience was considered sufficient to do

correlations when needed. All the Likert-scale items were positively phrased. However, after piloting the instrument, four of the items were rephrased negatively (see Appendix 2) to get better results and to avoid a response set, as Likert (1967) explained. The negative statements are items 1, 3, 5 and 9.

Some statements that included two elements were changed into two different statements to give respondents a better chance to express their views explicitly for each point. For example:

F. Teachers should devote as much of their effort and time to meet their students' needs as possible.

The above statement was changed to two statements as the following:

F. Teachers should devote as much of their effort to meet their students' needs as possible.

G. Teachers should devote as much of their time to meet their students' needs as possible.

Interestingly, most participants chose different responses for those two statements. The questions were then randomised to reduce the overlapping tendency in certain statements (e.g. statements 4 and 9, statements 5 and 8, statements 6 and 12).

As for the response rate, which is the proportion of the sample that actually completes the questionnaire, out of 95 teachers only four did not complete the questionnaire. The response rate was high at 96%. As for the interview, selected teachers were willing to give one to two hours of their time to answer all the interview questions. To ensure such a high response rate, the researcher chose to distribute the questionnaire personally as mail distribution usually has a lower response rate (Punch 2003). Because of the researcher's background and experience in teaching in a public secondary school in Dubai, it was anticipated that mail or online survey distribution would have had a very low response rate. Choosing the right time influenced teachers' participation, such as avoiding going to school when they had school-wide activities going on, and the weeks that schools had inspections.

To maximise the respondents' positive attitude and cooperation, and to answer consciously and honestly, the researcher should make careful preparation and planning. This was accomplished, as Punch (2003) suggested, by carefully considering all the ethical issues that might be of concern to the teachers, and approaching the teachers in a professional and inviting manner. Again, the researcher's background and experience were valuable as she was able to think of appropriate ways to introduce the study, questionnaire and interviews that encouraged the participants to more willingly take part in the study. Considering also the nature of Emirati people, who are very cooperative and willing to help others whenever they can, and being teachers themselves who appreciate learning and education, participants' attitudes were observed to be positive and cooperative as they were willing to answer honestly, and looked forward to a possible positive influence of this study.

3.2.2.2 Interviews

If the quantitative data provide a more structured view of teachers' attitudes and understanding of teacher profession, the qualitative data balance the structural approach through acquiring more personalised and subjective data. Interviews provide teachers with the opportunity to express their voices more openly and deeply, which offers a richness in the in-depth data that is typically not captured by surveys. As Glesne (2006, p. 81) states, "[t]he opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry".

The interview constructed for this study is a formal, semi-structured interview. The essence of interviewing is mainly found within the qualitative interpretive paradigm. Morrison (2002) argues that the qualitative approach is broadly concerned with interpretations and meanings of the participants' subjective perceptions, which is the main purpose of the interview. Interviewing is generally defined as "a conversation, the art of asking questions and listening" (Denzin & Lincoln 1998, p. 36). As a mode of inquiry, it is more effective to comprehend others' experiences, as it is used to understand "the lived experience of other people and the meaning they make of that experience" (Seidman 2006, p. 9). This is one of the objectives of the research, to understand teaching as a profession and how those who live that experience make

meaning of it. In addition, it is widely used in qualitative research and it is a favoured data collection tool in such research (Denzin & Lincoln 1998). It provides a chance to look at what is in the respondents' minds, which might be difficult to accomplish through other methods (Hatch 2002). Therefore, the interviewer must be prepared through planning and writing the interview protocol so that it works as a guide when conducting the interviews.

Another point to consider is the interview type. In this study, the interview instrument used is the formal type. According to Hatch (2002), it has predetermined questions allowing the researcher to lead and be in charge of the interview. At the same time, it is a semi-structured, open-ended interview, as it is open for the interviewees to take the interview in different directions. It is structured but allows for flexibility that depends on what emerges (Gillham 2000) for both the interviewer and the interviewee (Schwandt 2001). In this type of interview, as Creswell (2008) and Glesne (2006) explain, the researcher uses follow-up questions to adjust to their responses, get more information, and make any necessary clarifications. This will trigger in-depth information, as Hatch (2002, p. 95) argues that "the best interviews come from a comment, a story, an artefact, or a phrase you couldn't have anticipated".

The interview guide (see Appendix 4) is divided into five sections: background information; defining and understanding teaching professionalism; body of knowledge; autonomy and leadership; and morals and ethics. The first section collects general background information about the participants. The second aims at information about teachers' understanding of professions, and professionalisation as a concept and a process, which reflects Etzioni (1969) and Abbott's (1988) notions. The questions in the other three sections are influenced by the attributes and characteristics that a number of researchers, such as Apple (1995), Broman (1995), Burns (1978), Darling-Hammond and Sykes (1999), Ginsburg (1996), Labrana (2007), Lieberman, Saxl and Miles (2000) and Sergiovanni (2000) have presented in their discussions of teaching professionalisation. Designing the interview guide based on the main criteria that determine a profession ensured the correspondence between the study's objectives and the data collected.

When writing the interview protocol for this study, the following were considered: the key themes/categories, the questions, space for follow-up questions, margins for the interviewer's reflexive notes, and space for writing the interviewees' comments in case the voice recorder stopped working since a voice recorder was used to record the interviewees' answers. Similar to the questionnaire, the interview was first piloted to ensure the questions were clear and relevant. The questions were first checked by the researcher's academic supervisor and a colleague in the doctoral programme. It was then piloted with one of the teachers of the selected sample. Necessary modifications were made based on the pilot and the comments. For example, after piloting the interview, a question was added regarding means of communication between teachers and MoE.

The total number of interviewees were 10 teachers. Teachers were selected from four different schools. Covering all eight schools was not an issue with the interview, as it does not focus on generalisation. The four schools were chosen for accessibility reasons and to minimise as much as possible one of the interview drawbacks, as explained later in the chapter, which is how time-consuming it is. To avoid an unnecessary waste of time, the four closest schools were chosen, since the interviews require visiting the schools many times. The average time for the interviews was 79 minutes. The timings for each teacher is shown in Table 3.

Table 3. The Interview Time for the Participating Teachers

Teacher		Minutes
School 1	Teacher A	80
	Teacher B	97
	Teacher C	85
	Teacher D	45
School 2	Teacher A	100
	Teacher B	120
	Teacher C	40
School 3	Teacher A	80
	Teacher B	64
School 4	Teacher A	75

All interviews were voice-recorded. According to Alvesson (2011), recording the interviews helps to document the full responses exactly as they are, which proves to be more effective for data analysis and make interpretation easier and more precise. At the same time, it allows the interviewer to think freely, comment and ask the appropriate questions without being distracted by writing down the answers. On the other hand, recording can lower the degree of openness as the interviewee might feel reluctant to share personal or sensitive information (Alvesson 2011). To reduce such reluctance, the researcher explained the purpose of the research and the interview, and the reason for recording the interview and got participants' approval. The issue of confidentiality was stressed to reassure the teachers. Teachers' names were not recorded on documents or transcripts, but were coded using fictitious common names.

3.2.2.3 Document Collection and Analysis

According to Onwuegbuzie and Leech (2007, p. 238) document analysis is “a systematic procedure for reviewing or evaluating documents - both printed and electronic.” It examines and interprets the data to gain understanding and establish

empirical knowledge and insights relevant to the research objectives (Corbin & Strauss 2008). Document analysis is mostly used in combination with other methods. Bowen (2009) also claims that document analysis can be used with mixed methods studies (see Rossman & Wilson 1985).

For the purpose of this thesis, document analysis is used as a qualitative instrument that examines the text to elicit understanding as a mean of triangulation (Bowen 2009) as it aims to complement the data gathered from the other instruments by adding credibility to a few of the claims made by the participants in the empirical findings. The documents were mainly analysed through content analysis. According to Krippendorff (2004), content analysis is used to make valid inferences from texts that can provide the researcher with better understanding of a particular phenomenon and inform practical solutions. Even though content analysis cannot answer the question ‘why’ (Fiske 2002), it can be used to describe specific content (Ahuvia 2000). Since the aim of document analysis in this study is to uncover how certain aspects of the teaching profession are portrayed in the Ministry’s documents and newspaper headlines that are related to teaching, content analysis is considered appropriate method for this thesis purpose.

Three types of documents were collected and analysed:

- Code of Ethics and Professional Conduct for Civil Service (Federal Authority for Government Human Resources 2014)
- Employment Contract (see Appendix 10)
- UAE Vision 2021 (Ministry of Cabinet Affairs 2014)
- Online Gulf News articles

Code of Ethics and Professional Conduct for Civil Service is a document that guides employees of the Federal Government in their professional conduct and provision. Some of the participants referred to this document as the teacher code of ethics. However, an analysis of the document reveals that it is, as the title implies, a general code of ethics for all the employees in the federal government; not specific for teachers. It does include general guidelines for the teachers, as any other employee in the government sector, but it does not cover up for the teacher code of ethics which focuses more on teaching and schooling issues.

The second document that was examined is the Full-time Employment Contract for teachers. The analysis of the document aimed to explore statements that relate to the teacher job description. The fourth clause in the contract referred to the job description as the following:

Teachers are obliged to carry out all the duties and obligations related to their work efficiently and honestly according to the job description.

However, the job description that was indicated in the fourth clause was not part of this document, nor was it attached to it. Interviewed teachers also did not come across any document of the teacher job description.

The third document that was explored as part of the document analysis process was the UAE Vision 2021. In 2010, His Highness Sheikh Mohamed Bin Rashid Al Maktoum, UAE Vice-President, Prime Minister and Ruler of Dubai, presented the UAE Vision 2021. This vision is a national charter that aims for the country to be placed among the best countries in the world by the year 2021, which is the year the UAE will celebrate the golden jubilee of the union. The analysis of the UAE Vision 2021 targeted the vision's main education aim. In Standard 4.2: First-Rate Education section of the Vision 2021 document is the following goal:

All Emiratis will have equal opportunity and access to first-rate education that allows them to develop into well-rounded individuals, enhance their educational attainment, and achieve their true potential, contributing positively to society (p. 23).

The 'first-rate education' statement is such an ambitious goal, but it only shows how dedicated the country is towards achieving high-quality education.

As for the related newspaper headlines, they were reviewed to get a general idea of the role of media in promoting positive or negative image of teachers and teaching as well as to address if the media's image is similar or contradicts the participants' claim. A Gulf News online search of the articles' headlines related to 'teacher' from the last four years from 1 September 2010 to 30 August 2014 reveals that the most prominent concern is teachers in civil or criminal cases. The positive image of teachers was very minor in those headlines.

The following are examples of positive headlines:

- Teacher goes bald to end pupil's public speaking fears: Helps 10-year-old speak up as part of challenge
- Dubai teacher completes 24-hour bike ride to raise funds for Nairobi slum

The following are examples of negative headlines:

- Authority to investigate claim teacher hit boy's head against the wall
- Dubai's Indian High School to investigate reports of student humiliation
- Teacher fired amid claims he cut boy's hair
- Dubai teacher suspended for allegedly flogging boy
- Abu Dhabi teacher cut pupil's hair, father claims
- Parents claim Sharjah teacher left bruise on their son

3.2.3 Quality of Data

The issue of the quality of data is important as it determines how reliable and effective the findings and conclusions of a study are. This is affected by many factors such as sample size and selection, as explained earlier in this chapter. The focus here, however, is on the quality of data in terms of the instrument: what makes good data. This is usually determined, as Punch (2003) demonstrates, from a technical view through reliability and validity.

Validity is generally how well an instrument measures what it aims to measure. To assess the validity of the questionnaire, the researcher measured face, content, and construct validity. As for face validity, the questionnaire was reviewed by the researcher's sister and two friends, who are considered untrained individuals, to see if they thought the items were clear in terms of wording of questions, text composition and organisation. Even though this face validity is the least scientific measurement of validity, it provides the researcher with an initial sense of the appropriateness of the items (Litwin 1995). The feedback was mainly positive, but some suggestions and minor drafting changes were made to clarify the wording of certain questions. The

second step was to check the content validity by experts in the field. The questionnaire was sent by e-mail to five instructors in the colleges of education from two different universities, who have a solid background and experience in education and in teacher professional development. The questionnaire was sent with an introductory paragraph that explains the purpose of the study and the research questions to ensure that the reviewers could evaluate the content validity based on the study's aim and relevance. The reviewers' feedback was positive in terms of content and relevance, with some comments regarding the order, wording and clarity of questions.

In terms of construct validity, a triangulation of methods in using quantitative and qualitative approaches to obtain information about the same concept is used to compare the results of both instruments and how similar and different they are. According to Flick (2007) and Janesick (1998), triangulation is important to check the validity of such research. As for external validity, the generalisability of the quantitative findings to the population is considered high in this study. Since the population is targeted, focused and measurable (female public secondary school teachers in Dubai), the sample at 50% is representative of the population. On the other hand, qualitative findings might not be generalised due to the small number of interviewed teachers. However, qualitative interviews usually do not care for generalisation as they focus on understanding and interpreting (Stake 1995).

In terms of measuring reliability of the questionnaire, Cronbach's Alpha test was used to check internal consistency. Alpha value on the piloted questionnaire that included only 12 teachers was 0.67. The value was considered acceptable for such a small number of participants. After the questionnaire was administered to all 95 teachers, alpha was tested again and the value decreased to 0.51. Even though the alpha coefficient was not as high, it does not necessarily mean the degree of internal consistency was low. According to Tavakol and Dennick (2011) and Streiner (2003), the length of the instrument can affect alpha: the value of alpha is reduced if the instrument's length is short, which is the case in this study.

Another element that affects the value of alpha is participants. Therefore, alpha should be tested each time the instrument is administered (Streiner 2003; Tavakol & Dennick 2011). It is difficult to measure the reliability of this instrument as it was first created

for the purpose of this research, and was not yet repeated in other studies. In addition, the length of the items is considered short, which resulted in a lower value of alpha. However, since the construct of the instrument is theoretically stable in which items are based on the theoretical criteria of profession, the internal consistency was addressed and the interrelatedness of the items was evaluated against the criteria of professions.

As for the trustworthiness of the interview, triangulation and reflexivity were employed. In this study, triangulation involved the use of different quantitative and qualitative approaches, as well as the use of multiple data collection instruments which included questionnaire, interview, and document analysis. According to Creswell (2009), the use of different methods exploits each method's benefits, and compensates for the limitations of the individual methods. Another form of triangulation is triangulating data sources through involving a wide range of participants (Shenton 2004) which provided a good opportunity to verify individual viewpoints against each other. Reflexivity was also incorporated within data collection and analysis, which Lincoln and Guba (1985) consider one of the means to establish trustworthiness. The researcher tried to always be conscious of the subjectivity she could bring to the data by being critical and aware of her own assumptions and beliefs. She would challenge the participants' answers regardless of her agreement or disagreement of those statements, which contributed to minimising researcher bias.

3.2.4 Translation

Conducting the translation process carefully was important to ensure the validity of the instruments and thus the findings of the study. Translation was conducted in two phases of the study, employing two different techniques. The back-translation was used to translate the questionnaire and interview guide from English into Arabic (see Appendix 3, Appendix 5), while the collaborative translation was employed to translate the excerpts of the interview findings from Arabic into English. In both cases, as Temple (1997) argues, the aim was to translate the meaning of the text; not to translate word-for-word, especially since those two languages (Arabic and English) have a different sentence structure and word order.

The data collection instruments of the questionnaire and interview were developed in English, the writing language of the study. However, since the mother tongue of the participants is Arabic, the instruments had to be translated and administered in Arabic. Back-translation, which is considered the most common procedure for translating in cross-culture research (Brislin 1980 in Douglas & Craig 2007), was employed to translate the instruments from Arabic back to the source language (English) to evaluate the equivalence of the translated version to the source. First, the researcher herself translated the instruments into Arabic. It was important that the first draft of the translation was done by the researcher, as she best knows the purpose and meaning of each question. The researcher's bilingualism and competence in Arabic (first language) and English (second language), as well as her background in teaching English as a second language, were advantageous in this process. Then the Arabic drafts of the instruments were sent to an independent translator, who is certified and accredited by the UAE's Ministry of Justice and has a master's degree in translation, to translate them back into English. This version was then compared with the original documents. Overall, the original instruments and translated versions were very close, and only a few minor changes were made. In addition, the researcher met with the translator to agree on the term in Arabic for 'profession' that works best for the purpose of the research, as there are many synonyms in Arabic. Finally, piloting the instruments eliminated any confusing words due to translation.

As for the findings' raw data, the whole body of the transcript text remained in Arabic. Only direct quotes that were used to support some of the findings were translated into English. The researcher depended on being bilingual and on her background and experience in English as a second language to work directly with the Arabic text for coding and categorisation. The codes and findings were produced in English. Translating the direct quotes from the qualitative interviews provided a challenge, as it was necessary to present reliably translated interview extracts, and thus literal translation of the meaning, rather than words, had to be validated. Collaborative translation was conducted to translate the interview extracts, as such a team-based approach exploits multiple skills (Douglas & Craig 2007) to produce highly valid translated interview extracts. The selected extracts were first translated from Arabic to English by two independent individuals; one holds a master's degree in translation, and the other one is an English secondary school teacher who holds a qualification in

translation. The researcher then compared the two versions and discussed any ambiguities with the translators to ensure that they reflected the meaning of the direct quotes. Based on the discussion and feedback, the researcher revised the final refined version of the English translated interview extracts, as Douglas and Craig (2007) argue that the final version could be revised and adjudicated by the researcher who is acquainted with the appropriate language.

3.2.5 Data Analysis

Data analysis consists of organising, synthesising, analysing the collected data throughout the study, and then reporting it. The data analysis in this research was done through a variety of strategies. Some of them, as identified by Merriam (1998), are constructing categories and creating a summary of the findings and reflecting on them. Another strategy is the use of coding in order to put data into themes or patterns (Patton 2002).

3.2.5.1 Quantitative Data Analysis

To analyse the quantitative data collected from the questionnaire, descriptive data was presented for the entire population. The Likert scale and the closed-ended items data were entered into SPSS version 19 for Windows. Descriptive data was presented for the entire population in tabular form. Frequencies and percentages were reported for levels of qualification, major (i.e. whether the participant has a teaching degree), years of experience, and whether participants felt that teaching was a career or not. In addition, descriptive statistics were conducted on questionnaire items 6, 7, 8, 12, and 13. Item 6 questioned participants on whether they considered the concept of a profession different from that of a career. Item 7 asked participants why they chose the teaching career, while item 8 asked participants about the top three frustrations of teaching as a career. Item 13 asked participants if they would recommend teaching to others. As for the responses to the open-ended questions, responses were thematised, and frequencies were presented for all five aforementioned questionnaire items.

Percentages were calculated where applicable.

To address research objective one (to determine how Emirati secondary school teachers define “profession” generally), descriptive statistics were conducted on open-ended responses to items 10 and 12. Item ten asked participants to provide reasons for why they did or did not consider teaching a profession in the UAE. Item 12 asked participants if they thought the professionalism of teaching would allow teachers to take on more and stronger leadership roles. Responses were assessed for any overarching themes. Any group of responses with a similar idea were coded as a theme and the frequency of each theme as a response was reported and tabulated for ease of interpretation.

To address research objective two (to identify the characteristics that Emirati secondary school teachers think apply to teaching as a profession), descriptive statistics were conducted on responses to questionnaire item 9. Item 9 includes 14 sub-items which assess participants’ agreement with several aspects of teaching as it pertains to professionalism. Means and standard deviations were calculated for each characteristic in item 9. This will determine the extent to which participants felt teaching in the UAE was a profession in terms of a specialised body of knowledge, a code of ethics, social prestige, autonomy, and licensing. Following the report of each individual questionnaire item, means and standard deviations were calculated for the five attributes, as represented by mean scores of each sub-scale.

Items 1, 2, 13, and 14 pertain to a specialised body of knowledge. As scores approach four, participants will be interpreted as feeling that a specialised body of knowledge is an important aspect of teaching. Items 4 and 9 pertain to code of ethics. As scores approach four, participants will be interpreted as feeling that it is important that teachers should sign and adhere to a code of ethics. Item 7 pertains to high social prestige. As scores approach four, participants will be interpreted as feeling that teachers are respected in society. Item 3 pertains to licensing. As scores approach four, participants will be interpreted as feeling that teachers should be required to obtain a licence as a prerequisite for joining the career. Items 5, 6, 8, 10, 11, and 12 pertain to autonomy and self-regulation. As scores approach four, participants will be interpreted as feeling that

it is important that teachers have the ability to self-regulate their responsibilities and participate in decision-making.

To address research objective three (to identify the changes they would like to see introduced in Dubai to further professionalise school teaching), descriptive statistics were conducted on questionnaire item 11. Item 11 asked participants “what would have to change so that teaching can become a profession?” if they responded that they did not consider teaching a profession as it currently exists in the UAE. Responses were assessed for any overarching themes. Any group of responses with a similar essence were coded as a theme, and the frequency of each theme as a response was reported.

3.2.5.2 Qualitative Data Analysis

To analyse the qualitative information collected from the interviews, data went through a number of steps in order to organise, synthesise and analyse the collected data and then report it. Data was first prepared by transcribing the recordings since the interviews were audio-recorded. Even though this process is time-consuming, it proves to be very helpful when analysing the data, especially for coding and categorisation of the data (Kvale & Brinkmann 2009). For the purpose of this study, the data transcription did not focus on linguistic or discourse aspects, as the main aim was to capture the content, since the researcher is interested in the ideas and meanings respondents provide in the interview.

The transcribed data then went through a number of steps for analysis. One of them was the use of coding in order to put data into themes (Patton 2002). According to Kvale and Brinkmann (2009), there are two types of coding: concept-driven and data-driven. The coding used in this study is concept-driven. The system of analysis began with coding the data by applying the existing outline of organisation with openness to add more categories and subcategories as the data require (Ely et al. 1991). The interview design followed a framework of the main themes, based on the literature review, of the profession criteria. These themes included background information, body of knowledge, profession and professionalisation, social status, autonomy and leadership, code of ethics and teacher licence. In addition, sub-themes emerged during data analysis. Under social status, two sub-themes emerged: indications of negative social

status and factors of the lower social status of teaching. Under body of knowledge and training, three sub-themes developed: type of knowledge, complexity of knowledge, and degree in education. Under profession and professionalisation, four sub-themes were developed: profession, teaching status in the UAE, factors that influence teaching as a profession, and how to professionalise teaching in the UAE. Under autonomy and leadership, two sub-themes emerged: teacher autonomy and teacher leadership. The information was read thoroughly to code the data into the broad themes and sub-themes that were established during this process.

A computer-aided analysis was employed as data was entered into MAXQDA 11 software, which provides the researcher with the aid to structure the interview materials for further analysis. The programme mainly provides a codification and categorisation system that allows for easy retrieval of data segments, writing memos, searching the data for keywords, and providing a more comprehensive presentation of the different categories (see Appendix 9 for snapshot samples). Even though the software does not analyse the data, it is useful in terms of saving time and data management (Kvale & Brinkmann 2009). The transcript was read thoroughly a couple of times and relevant texts were coded based on the existing themes and emerging sub-themes, as mentioned above. Using the retrieve option, the coded segments were retrieved and put together in one document (see Appendix 9).

After that, focused coding was applied to read the data that was put under the same theme to compare and contrast the data in order to clarify the meaning of the categories, recognise subcategories, and identify the relations between the categories. During this process, it is important that the researcher keeps in mind that certain categories may be developed while others may be reassigned (Boulton & Hammersley 2006). Finally, data was presented following the main themes and sub-themes. In addition, a table was developed under each section to summarise the main points with frequencies.

3.3 Methodological Limitations and Challenges

There is no doubt that both quantitative and qualitative approaches, and other design features of the study, have limitations. For example, Brady and Collier find qualitative data to suffer from “a lack of quantification and small numbers of observations”, while

quantitative data might sometimes be focused on “quantification and a jumble of dissimilar cases” (2004, p. 5). Since both approaches have limitations, an integration of the two to learn and complement each other will reduce the limitations of each by itself.

On the one hand, a questionnaire can be advantageous in terms of representativeness of data, but, as Denscombe (2003) argues, it is difficult to check the truthfulness of the answers, since knowing the accuracy and honesty of the responses is limited. The questions might also be misinterpreted by the respondents rendering some irrelevant answers they have given. This makes piloting a questionnaire essential. Moreover, the data collected might not provide enough depth and detail about the topic or certain aspects of the topic (Denscombe 2003) which the interview can provide. At the same time, there are some limitations with interviews. One of the disadvantages of interviews is the fact that they are time-consuming. Leaving aside the time spent to prepare the interview and the actual time spent when conducting an interview, transcribing can consume time immensely, as a one-hour interview can take up to ten hours to transcribe (Gillham 2000). Travelling to the different interview sites once or twice can consume more time than the actual interview.

Since this study takes place in only one of the seven emirates, Dubai, it will cause a limitation of generalisation of the results to the other emirates. Moreover, it is very difficult to reproduce the same interview, especially semi-structured interviews, as the questions depend on the respondents’ answers. The subjectivity of both the researcher and the respondents is usually questioned in interviews, and most importantly the results cannot be generalised (Kvale & Brinkmann 2009). However, interviews can be considered very powerful data collection instruments as they allow for the collection of in-depth and detailed information, and at the same time give respondents enough space to talk for themselves and explain actions, behaviours, and attitudes. This gives a great validity to the information. It also gives the researcher the chance to ask questions and clarify certain points.

Personalising the methodological challenges to the researcher, the researcher faced a couple of obstacles in the data collection process and in writing the thesis. One of the challenges was time-management. The researcher was restricted to finish her doctoral degree within four years, due to an agreement with her employer. This put pressure on

planning the data collection and the thesis writing within a strict timeline. However, since teachers' free time in school is limited, the conducting of the questionnaire and interviews took more time than expected. It was impossible to conduct the questionnaire with all of the participants in one time slot. Therefore, the researcher had to stay in school for the whole schoolday for two to three days to conduct a 15-20-minute questionnaire in each school. The researcher also faced some challenges to access some schools, due to the schools' disorganisation of arranging meeting time. Even though the researcher contacted the schools, gave them the consent letter, and agreed on a time for the meetings, in some cases, when the researcher arrived at the specified time, the school would apologise and ask to reschedule the meeting. This wasted a couple of days or sometimes a week to reschedule the meeting.

Another challenge that the researcher anticipated with conducting the interview was that some respondents might be hesitant to open their minds to the researcher, which could cause them to say what they expect the researcher wants to hear. To reduce such reluctance, the researcher introduced herself in a friendly way and showed appreciation of teachers' time constraints and workload. Comfort was observed when participants knew that the researcher used to be a teacher who would be able to relate to their concerns. The issue of confidentiality was stressed to reassure the teachers, as fictitious common names were used. In fact, after the interviews, some of the participants indicated that they put their hopes in the researcher to convey their message to policymakers and make a change. At the beginning, this put an added pressure on the researcher as she became more aware of the importance of her research. However, this changed to become a motivational driver and gave the researcher more confidence in her work.

Researcher bias was another challenge that the researcher tried to minimise. Acknowledging that bias is inevitable, the researcher's awareness to recognise bias can control or reduce it. There are many reasons that make the researcher biased, as the researcher herself is a female Emirati who had had experience in teaching in a public secondary school. As the researcher collects the data during the interviews, she might introduce bias through facial expressions, and tone and style of language. Acknowledging that some of these influences are unavoidable, the researcher tried to control it as much as possible by controlling tone and body language, or by avoiding

giving opinions. One of the techniques used was to play the devil's advocate. Regardless of the researcher's opinion, the interviewees' statements were challenged: they were asked to justify their answers, provide examples where applicable, and were reassured that there was no right or wrong answer.

To avoid biased questions, the questionnaire and the interview guide were reviewed by independent parties and then piloted, as explained in detail earlier in this chapter. To avoid biased answers, the researcher designed the questionnaire in two parts and provided only a general short title to avoid influencing participants with preconceptions. Moreover, to avoid sampling bias, a large number of samples were targeted with a variety of teaching subjects that were representative of all the schools within the population.

This, however, does not deny the fact that "perspectival subjectivity" appeared in the interpretation of the interview findings (Kvale & Brinkmann 2009, p. 213). This type of bias, as Kvale and Brinkmann (2009) explain, is not considered a weakness, but adds to the richness of the interview findings. The researcher implemented different perspectives to the same text in order to come up with different possible interpretations of the meaning. This was facilitated by the use of triangulation as the various data collection instruments allowed the researcher to incorporate different perspectives into the analysis of the findings. According to Patton (1990) and Yin (2003), converging and corroborating data from multiple methods and sources can reduce potential bias and increase credibility of data.

3.4 Ethical Considerations

There are several ethical issues that were taken into consideration during the process of conducting this study (see Glesne 2006; Kvale & Brinkmann 2009). The researcher submitted an ethical approval form that explained the study's plan and methodology (see Appendix 8) for the British University in Dubai ethical committee to assess for any human rights violations or potential risks to participants. After receiving the formal approval from the British University in Dubai and the Ministry of Education to conduct this study in Dubai schools, the researcher contacted the administration of the schools and was permitted to survey the teachers. All available Emirati teachers, regardless of

the subject they teach, were contacted and given the chance to accept or refuse to take part in the study. Participation in the study was absolutely voluntary and anonymity was ensured by the researcher to protect their confidentiality. Participants were given an informed consent form (see Appendix 6) that was translated into Arabic (see Appendix 7) which explained the purpose of this study and its data collection methods. It asked them whether they agree to participate in the study and gave them the right to withdraw at any time without penalty. The consent forms were then signed by the participants.

The researcher is aware that one of the issues of ethical consideration for this study is the fact that it asks participants for their opinions about employment matters. Therefore, a high level of confidentiality is guaranteed as the participants' privacy and identities are anonymised. For the questionnaire, the participants did not write their names and it was not necessary to differentiate between them, as the purpose is to gather quantitative descriptive data. As for the interviews, no identities were recorded on documents or transcripts, as they were coded using fictitious common names. The raw data was only accessible by the researcher and the supervisors, but the supervisors also do not have access to identities.

3.5 Summary

To summarise, this study followed the mixed methods approach. It employed quantitative statistical data to explore teachers' perspectives and attitudes towards the professionalism of teaching, whereas the qualitative interviews and document analysis were employed to understand and interpret those perspectives. Findings from both the quantitative and qualitative methods complemented each other to address the research objectives. The following Chapter 4 presents those findings in detail.

4 Chapter Four: Findings

The purpose of this mixed methods study was to explore how teaching for Emirati public secondary school teachers can be professionalised in Dubai by examining teachers' understanding of professions and the changes they want to see brought in to enhance teaching as a profession in Dubai. The research methodology presented in the previous chapter allowed for the gathering of rich data. This chapter presents first the findings of the quantitative phase of data collection in which the researcher conducted a questionnaire of 95 female teachers in eight public secondary schools in Dubai. Then it presents the findings of the qualitative phase of data collection in which the researcher interviewed 10 female secondary school teachers in Dubai.

4.1 Questionnaire Findings

This section will first present the findings of the demographic information. Then it will present the findings in relation to the three research sub-questions. Data was collected from 95 secondary school teachers in the UAE using a questionnaire with categorised and open-ended responses. Participants were asked several questions concerning their teaching career, and various aspects pertaining to why they define teaching as a career versus a profession. Survey item 1 inquired about the participant's highest academic qualification attained. 90 participants had a Bachelor's degree at highest (95%) and the remaining five held a Master's degree (5%). Item 2 questioned participants on whether they had a degree in education, and the majority did not (78, 82%). Only 17 participants (18%) had an education degree. A majority of the sampled secondary school teachers taught Arabic (30, 32%), followed by 12 who taught Islamic Studies (13%), and 11 who taught geography (12%). The remaining teachers taught either English (8, 8%), maths (3, 3%), biology (7, 7%), chemistry (2, 2%), geology (2, 2%), history (2, 2%), physics (2, 2%), IT (9, 10%), psychology (4, 4%), or sociology (3, 3%). Participants ranged in the amount of time they had spent teaching, from 1 to 5 years to 21+ years. Many of the teachers had taught between 16 and 20 years (34, 36%) or 11-15 years (30, 32%). Lesser amount had taught between 1 and 5 years (15, 16%) or 6-10 years (11, 12%). The smallest group had 21+ years of experience with teaching (5, 5%). This demographic information is presented in Table 4, followed by Figure 4 and Figure 5.

Table 4. Categorical Demographic Information for the Sampled Teachers

Demographic	<i>n</i>	%
Academic qualification		
Bachelor	90	95
Master's	5	5
Degree in education		
Yes	17	18
No	78	82
Teaching subject		
Islamic Studies	12	13
Arabic	30	32
English	8	8
Maths	3	3
Biology	7	7
Chemistry	2	2
Geography	11	12
Geology	2	2
History	2	2
Physics	2	2
IT	9	10
Psychology	4	4
Sociology	3	3
Years of teaching experience		
1-5	15	16
6-10	11	12
11-15	30	32
16-20	34	36
21+	5	5

Note. Due to rounding errors, some percentages may not add up to 100%.

Academic Qualification

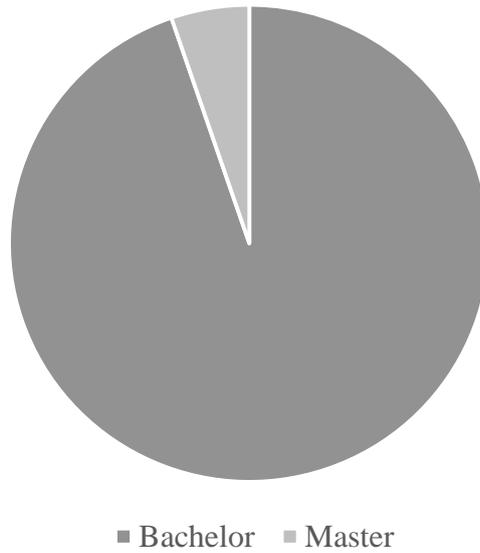


Figure 4. Proportions of Different Academic Qualifications

Degree in Education

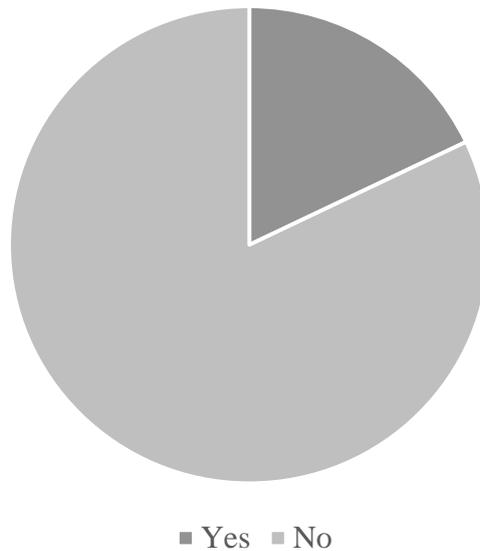


Figure 5. Proportions of Sampled Teachers with an Academic Degree in Education

Survey item 7 asked participants why they chose a teaching career. Participants could list more than one response, and these responses were thematised. The resulting themes indicated convenience, religion, professional reasons, social reasons, or political reasons as reasons for choosing a teaching career. In total, 82 participants indicated that the reason they joined the career was convenience, which makes it the most major

reason. These included responses for gender specificity, such as “suitable for women” ($n = 11$) or “segregated environment (women only)” ($n = 46$). Others enjoyed the nature of the holidays ($n = 8$) or convenient hours ($n = 3$). Few stated that it was an easy job to find and join ($n = 4$).

The second major reason for joining the career, as stated by 73 participants, was professional reasons. Professional reasons were defined as a desire to teach for the sake either of a simple affinity for the career, or to advance in the education career itself. Some simply responded that they like teaching ($n = 25$), while others were more specific and indicated that they were passionate about their subject matter ($n = 19$). Other responses ranged from admiration for teachers to professional development.

The third major reason, as indicated by 35 participants, was religion reasons. 12 of these suggested that they joined the career to gain rewards for good deeds. Nine indicated that teaching is a message, and six stated that it is the profession of the messengers and prophets. Others still said that teaching is a good field for teaching people good things ($n = 3$), or reinforcing religious or moral values ($n = 4$).

The theme of social reasons, ranked as the fourth reason, was indicated by 27 participants. Most of these responded that their families wanted them to become a teacher ($n = 12$). Smaller numbers stated that they enjoyed working with other people rather than in an office ($n = 5$), or that teaching allowed them to deal with an important category of society ($n = 3$).

The least reason for joining the teaching career, as indicated by 17 participants, was the political reasons. Most of them joined teaching to take part in nurturing a good generation ($n = 9$), while five joined so that they could serve their society. One participant was excluded because she did not answer the question. These responses are presented in Table 5.

Table 5. Participants’ Reasons for Joining the Teaching Career

Reason for joining (themes)	n
Convenience	82
Religious	35

Professional	73
Social	27
Political	17
Other	1

Note. Participants could respond with up to three reasons, and, as such, 235 total responses were collected.

Item 8 inquired about the top three frustrations of teaching as a career. Participants could list more than one response, and these responses were thematised. The resulting themes included social reasons, professional reasons, administrative reasons, the nature of the job, the students, the curriculum, or teacher grievances. Most responses fell into the theme of teacher grievances ($n = 116$). Within this theme, many indicated that the workload was excessive ($n = 33$), and that the increased workload was not related to teaching ($n = 27$). Others indicated that teachers are not appreciated ($n = 14$), or that the school day is too long ($n = 10$). Additional responses ranged from too much pressure to a lack of cooperation between teachers.

Thirty-eight teachers indicated that one of their largest frustrations was the nature of the job. Many stated that there was no motivation to complete tasks ($n = 12$), and no clear system of promotion ($n = 8$). Others indicated that the salary was not commensurate with the efforts ($n = 6$). Still others observed that the job lacks allowances, such as health insurance or travel allowance ($n = 5$).

Thirty-eight responses also fell into the category of student-related issues. Many were frustrated with the students' attitude towards learning ($n = 16$). Other frustrations included a lack of appreciation from learners towards teachers and their efforts ($n = 10$). More still related to student competence being low ($n = 5$) or being disappointed with student results ($n = 4$). Two indicated that there were too many students per classroom.

Thirteen participants indicated that the curriculum is a reason for frustration. These responses detailed an ineffective curriculum ($n = 5$), or a curriculum that is too dense ($n = 7$). One indicated a lack of effective programmes to motivate students.

Twelve respondents indicated administrative reasons for frustration. Equal amounts cited no communication between MoE and teachers ($n = 3$), an ineffective way of

organisation ($n = 3$), or management's lack of awareness of the teaching profession and its difficulties ($n = 3$). Other responses included continually changing rules ($n = 1$), ineffective management ($n = 1$), or that management's visits to the field were very limited.

Eleven responses were related to social frustrations. Five indicated that society did not appreciate them. Another five cited no communication between parents and the school.

Ten responses indicated professional frustrations. Of these, three stated that teachers do not take part in decisions that are related to the field. Two cited the randomness of decisions, and others cited a lack of clear goals ($n = 1$), descriptions of teacher responsibilities ($n = 1$), code of ethics ($n = 1$), workshops or training ($n = 1$), and also a lack of some place to state suggestions, needs, and ambitions ($n = 1$). Two participants did not indicate any frustrations with the profession. These frustrations are presented by theme in Table 6.

Table 6. Participants' Frustrations with the Teaching Career

Frustration with teaching (themes)	<i>n</i>
Teachers	116
Nature of job	38
Students	38
Curriculum	13
Administrative	12
Social	11
Professional	10
Other	2

Note. Participants could respond with up to three reasons, and, as such, 240 total responses were collected.

Item 13 asked teachers if they would recommend teaching to others. Fifty-eight indicated that they would recommend teaching to others (58, 61%). Participants were then asked why they would recommend teaching, and from these reasons several themes emerged. Participants could indicate more than one reason, and these reasons included the nobility of teaching, the importance of teaching, the need for more teachers

in society, and convenience. Of the twenty-two responses regarding nobility, teaching was noted as one of the noblest professions and regarded as the Prophet’s profession. Of the twenty who cited importance, several indicated that teachers take care of future generations, as these generations will be the future leaders in different fields. Twelve responded that there was a need for more teachers, and stated that the addition of new blood in the profession encourages the development of new styles and methods between different generations of teachers. Others stated that society needs more local teachers as teaching is a message and locals should carry it. Another seven cited the convenience of teaching, saying that it was a suitable job for women and a woman-dominated field. Four others were less direct, one said yes, but only if the system changed. She stated that if teachers were given their rights, she would suggest the career to others. Three responded yes and no, citing both positives and negatives. Frequencies for each theme are presented in Table 7.

Table 7. Reasons to Recommend Teaching to Others

Theme	<i>n</i>
Nobility	22
Importance	20
Need for more teachers	12
Convenience	7
Yes, if...	1
Yes and no	3

On the other side, forty (42%) indicated that they would not recommend teaching to others. Their reasons included the unattainable requirements, continuous work at home, lack of motivation, and lack of appreciation. Thirteen responded that what schools require of teachers is unattainable. Their responses cited the difficulty of the job and that it requires great effort to keep in line with what is requested. Another thirteen noted the continuous work as too much work continues into home and that the job requires that teachers do tasks that are not related to teaching. Nine responded that there is a lack of appreciation for teachers and because of what is happening in the field, with teachers being “put on the margin”, they would not recommend the career to others. Eight cited

a lack of motivation and did not provide any further details. Themes for these responses are presented in Table 8.

Table 8. Reasons to Not Recommend Teaching to Others

Theme	<i>n</i>
Unattainable requirements	13
Continuous work	13
Lack of motivation	8
Lack of appreciation	9

4.1.1 Research Question One

How do Emirate secondary school teachers define ‘profession’ generally?

To assess research question one, survey items 6, 10, 11 and 12 were examined. Survey item 6 asked participants whether they considered the concept of a “profession” different from the concept of a “career”. 51 (54%) stated they considered the concept of a “profession” as different from that of a “career”. However, to ensure the answer to this question is not random but based on understanding, participants who answered that they did consider the two concepts different were asked a follow-up question to explain their response. When these explanations were considered, it was found that several who did consider the two different did so incorrectly. Even if the definition was general and included at least one of the attributes that defines a profession, it was considered acceptable. For example, teachers who said, “a profession means there should be more specialised training and knowledge, while a career can be a job in which you do certain tasks and get a salary without specialised training” was considered acceptable. When responses were recoded to account for these incorrect answers, only 14 (15%) had indicated that they did consider there was a difference between the two concepts. This indicates a lack of understanding of the difference between a career and a profession for 37 individuals out of those who claimed that they distinguish between profession and career.

As for item 10, participants were asked about their opinion regarding the current position of teaching in the UAE; whether it is considered a profession or not. 55 (58%) felt that teaching in the UAE is considered a profession. Questionnaire items 11 and 12 allowed participants to provide open-ended responses to why they do or do not consider teaching a profession in the UAE. These responses were assessed for overarching themes pertaining to the provided definition of professiona. Participants felt that teaching was a profession due to either a specialised body of knowledge, social status, job requirements, assessments/licensure, autonomy, ethics, or all criteria. Seventeen responses were based on the specialised body of knowledge, and cited the continuous training. Twelve indicated social status, and felt that teachers are respected for their dedication towards society, and ongoing improvement. Six cited job requirements, and said that teaching in the UAE requires teachers to be of high quality, proficient and ethical. Three cited assessments and licensure, and stated that teachers are assessed regularly based upon specific international and national criteria. One participant each cited autonomy and ethics, but did not provide additional detail. Five participants felt that all the aforementioned criteria attributable to a profession applied to teachers. Frequencies of each theme are presented in Table 9.

Table 9. Reasons Teaching is Considered a Profession

Theme	<i>n</i>
Specialised knowledge	17
Social status	12
Job requirements	6
Assessments / licensure	3
Autonomy	1
Ethics	1
All criteria apply	5

Forty (42%) felt that teaching in the UAE could not currently be considered a profession. They cited social status, job requirements, specialised knowledge, ethics or morals, autonomy, or simply that the criteria do not all apply. Of the twelve who cited social status, responses indicated that teachers do not have a high social standing from students or parents. Eleven responded that the job requirements for teachers cause an

overload and that teachers are now doing more things that are unrelated to teaching. They also cited too much pressure on teachers due to the changes in the Ministry’s criteria, stating that the Ministry “does not stick with their rules”. For the seven who cited specialised knowledge, participants felt that there was no continuous training, and that teachers lacked specialised knowledge. Another seven indicated a lack of morals. These participants suggested that teachers lack morals or self-discipline, and that some are not committed to a code of ethics. Four participants regarded autonomy as a reason that teaching could not be considered a profession, and stated that teaching is very restricted. In total, eleven simply stated that one or more of the criteria do not apply to teachers, and thus, by the definition provided, they could not consider teaching a profession. Themes for these responses are presented in Table 10.

Table 10. Reasons Teaching is Not Considered a Profession

Theme	<i>n</i>
Social status	12
Job requirements	11
Specialised knowledge	7
Ethics / morals	7
Autonomy	4
Criteria do not apply	11

4.1.2 Research Question Two

What are the characteristics that Emirati secondary school teachers think apply to teaching as a profession?

To address research question two, descriptive statistics were conducted on survey item 9. Questionnaire item 9 consists of 14 sub-statements which assess participant agreement with several characteristics of teaching as it pertains to profession. Means and standard deviations were calculated for each characteristic in item 9. These characteristics included a specialised body of knowledge (represented by items 1, 2, 13, and 14), a code of conduct (represented by items 4 and 9), autonomy (represented by items 5, 8, 10, and 11), high social prestige (represented by item 7), licensure (represented by item 3), and commitment (represented by items 6 and 12). These

categories, as well as an overall score, were calculated as the mean of the corresponding responses where the total score included the total of items 1 through 14.

Higher values (those closer to 4) indicated a general agreement that the corresponding aspect of profession was important as it applied to teaching. Participants agreed most that teachers should have a specialised body of knowledge ($M = 3.51$, $SD = 0.36$). This mean corresponded with an average response between “agree” and “strongly agree” and the standard deviation indicated that responses were somewhat tightly clustered around this average. Participants also tended to strongly agree that teachers should have autonomy, or the ability to self-regulate ($M = 3.26$, $SD = 0.40$), and should adhere to a code of ethics ($M = 3.11$, $SD = 0.68$). These responses were also somewhat tightly clustered around these averages. However, average responses indicated that participants tended to slightly disagree that teachers should be required to obtain a licence as a prerequisite for joining the career ($M = 2.74$, $SD = 0.93$). This response indicated that although participants disagreed on average, they were trending towards agreement, and the standard deviation indicated that responses were not as tightly clustered around this average. Participants also tended to disagree that teachers are respected in society ($M = 2.46$, $SD = 0.92$). The average response corresponded with an attitude halfway between disagreement and agreement that teachers are respected in society, and responses were not tightly clustered around this response. In regard to commitment, participants tended to agree that teachers should exhibit commitment ($M = 3.20$, $SD = 0.27$). This corresponded with a response slightly above agreement overall, with responses tightly clustered around this response.

Overall, total responses on survey item nine indicated an average score of $M = 3.20$ ($SD = 0.27$). This indicated that, overall, participants tended to agree that these aspects of professionalism applied to teachers in the UAE, and all participants had scores highly clustered around this average. These means and standard deviations are presented in Table 11.

Table 11. Means and Standard Deviations for Characteristics of Teacher Profession in UAE

Characteristic	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Body of knowledge	2.75	4.00	3.51	0.36
Code of conduct / ethics	1.00	4.00	3.11	0.68
Licensure	1.00	4.00	2.74	0.93
Autonomy	2.25	4.00	3.26	0.40
Social prestige	1.00	4.00	2.46	0.92
Commitment	1.50	4.00	3.10	0.57
Total perception of teaching as a profession	2.50	3.93	3.20	0.27

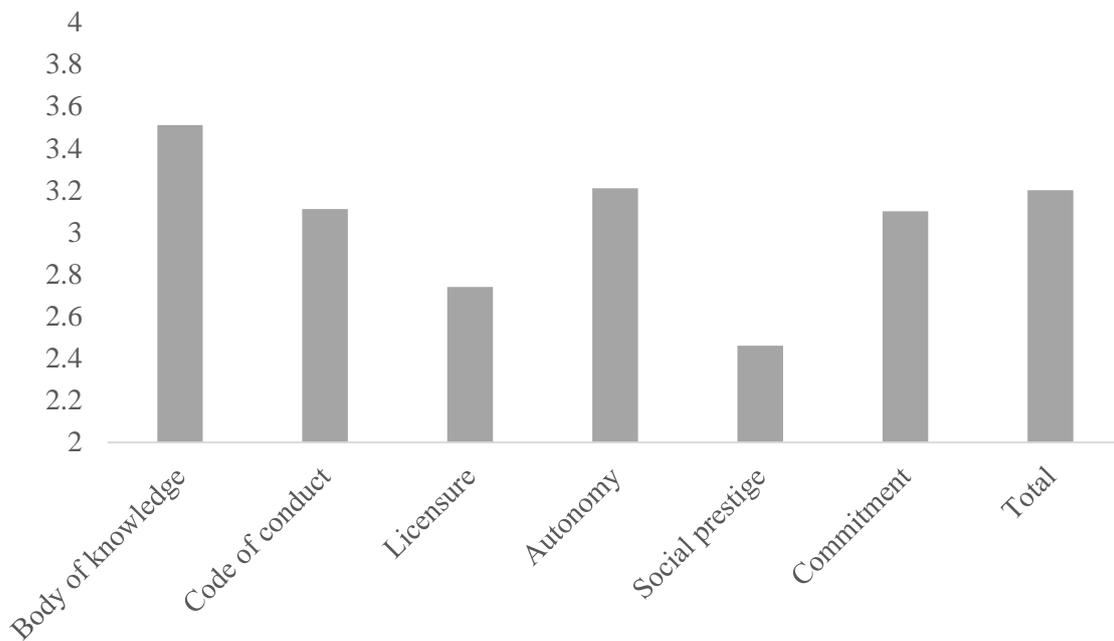


Figure 6. Levels of Agreement (as means) with each Characteristic as it Pertains to Teaching the UAE

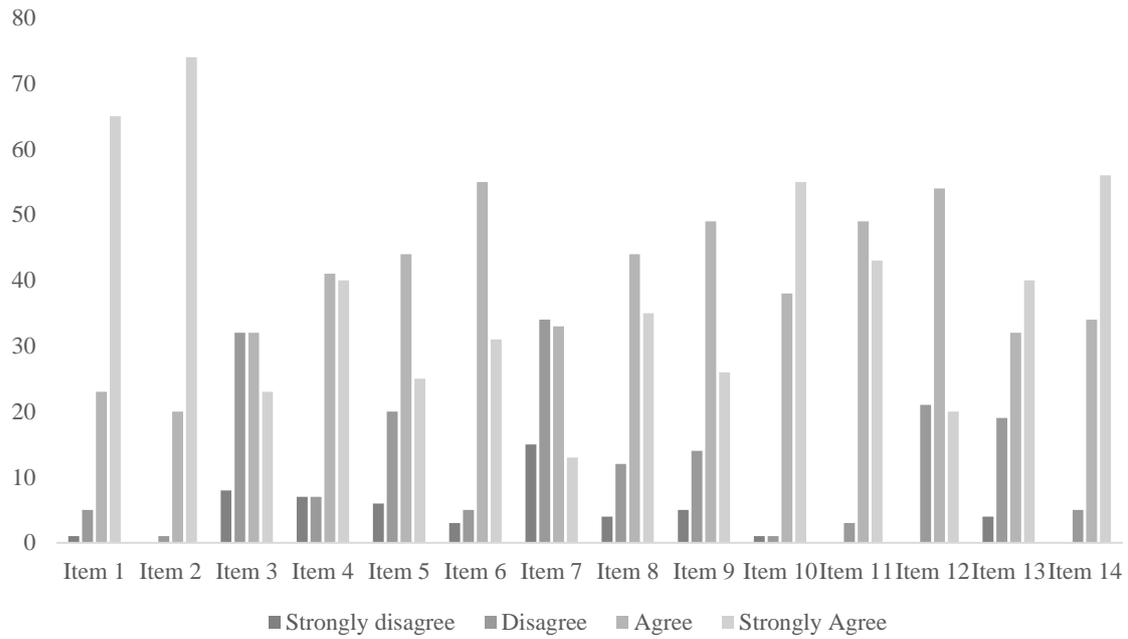


Figure 7. Frequencies for each Response to Survey Items 9-1 through 9-14

Table 12. Frequencies and Percentages for Responses to Items 9-1 through 9-14

Survey item	<i>n</i>	%
Item 1		
Strongly disagree	1	1
Disagree	5	5
Agree	23	24
Strongly agree	65	68
Item 2		
Strongly disagree	0	0
Disagree	1	1
Agree	20	21
Strongly agree	74	78
Item 3		
Strongly disagree	8	9
Disagree	32	33
Agree	32	33
Strongly agree	23	24
Item 4		
Strongly disagree	7	8

Disagree	7	8
Agree	41	43
Strongly agree	40	42
Item 5		
Strongly disagree	6	7
Disagree	20	21
Agree	44	46
Strongly agree	25	26
Item 6		
Strongly disagree	3	3
Disagree	5	5
Agree	55	58
Strongly agree	31	33
Item 7		
Strongly disagree	15	16
Disagree	34	36
Agree	33	35
Strongly agree	13	13
Item 8		
Strongly disagree	4	4
Disagree	12	13
Agree	44	46
Strongly agree	35	37
Item 9		
Strongly disagree	5	5
Disagree	14	15
Agree	49	52
Strongly agree	26	28
Item 10		
Strongly disagree	1	1
Disagree	1	1
Agree	38	40
Strongly agree	55	58

Item 11		
Strongly disagree	0	0
Disagree	3	3
Agree	49	52
Strongly agree	43	45
Item 12		
Strongly disagree	0	0
Disagree	21	22
Agree	54	57
Strongly agree	20	21
Item 13		
Strongly disagree	4	4
Disagree	19	20
Agree	32	34
Strongly agree	40	42
Item 14		
Strongly disagree	0	0
Disagree	5	5
Agree	34	36
Strongly agree	56	59

4.1.3 Research Question Three

What are the changes they would like to see introduced in Dubai to further professionalise school teaching?

To address research question three, descriptive statistics were conducted on questionnaire items 11 and 12. Questionnaire item 11 asked participants “what would have to change so that teaching can become a profession?” if they responded that they did not consider teaching a profession as it currently exists in the UAE. Responses were assessed for overarching themes; any group of responses with a similar essence were coded as a theme. Participants either responded that autonomy, social status, a code of ethics, licensure requirements, or knowledge could be improved upon – but also indicated that a better work environment would be helpful in further professionalising

school teaching. More participants cited better working conditions than any of the previously mentioned characteristics of professionalism ($n = 17$). This included providing needed resources, providing teachers with different motivations, and adjusting teaching hours.

Autonomy was cited second most frequently ($n = 15$). Those who cited autonomy indicated that teachers should be given more leadership roles, should be allowed to take part in the development of the curriculum and teachers' opinions and recommendations should be taken into consideration. Third most frequently cited was an elevation of social status ($n = 13$). Those who cited the necessity of an elevated social status reported not only that society should be made aware of the role and impact of teachers, but also that suggestions from the teachers should be addressed so that they are more able to garner the appreciation of their students. Ten ($n = 10$) participants cited an increase in the body of knowledge. Those who cited a body of knowledge indicated that more training should be both provided and required. Seven cited a need for a code of conduct. They suggested that teachers should be given job descriptions, and strengthen their morale. Three indicated the need for assessments or licensure. These individuals suggested regular assessments for teachers in order to monitor their efficiency. They felt that teachers would be more efficient if they had a teacher licence. Frequencies for these responses are presented in Table 13.

Table 13. Themes for Participant Suggestions to Professionalise Teaching

Theme	<i>n</i>
Better work environment / morale	17
Autonomy	15
Licensure / assessments	3
Social status	13
Body of knowledge	10
Ethics / code of conduct	7

Item 12 asked participants if they thought that professionalisation of teaching would allow teachers to take on more and stronger leadership roles. Eight indicated that the social status aspect of professionalism would allow teachers' decisions to be more

respected in society. Others stated that it would give teachers reliability and trust, and increase their role in society. 31 simply stated that teachers would take leadership roles if allowed the opportunity. Some cited the need for more freedom, and once teachers had more freedom, these roles would be available. One stated that the professionalism of teaching would create a psychological, social, and professional productive atmosphere where teachers could take on leadership roles. Twenty cited the responsibility of leadership roles. They suggested that the role would allow teachers more responsibility, which would encourage them to work toward higher standards. Four felt that whether or not teachers would be able to take on more or stronger roles depended on other factors. These included the teacher’s personality, or how autonomous they could be and how they employ this autonomy. Counts for each theme are presented in Table 14.

Table 14. Reasons Professionalism Allows Teachers to Assume Stronger Leadership Roles

Theme	<i>n</i>
Social status	8
Opportunity	31
Responsibility	20
Depends / not sure	4
Other	2

4.1.4 Ancillary Analysis

To further assess relationships between the variables of interest, an analysis was conducted to explore correlation between teachers’ response to item ten: “Do you consider teaching in the UAE currently as a profession?” and a degree in education. Because both variables were categorical, a chi-square analysis was conducted. Results of the chi-square analysis indicated that there was no difference in perceptions of teaching in the UAE as a profession and those with a teaching degree and those without ($p > .05$). Thus, no further interpretations could be made. Results of the chi-square are presented in Table 15.

Table 15. Correlation between Perceptions of Teaching in the UAE and a Teaching Degree

	Do you consider teaching in the UAE as a profession?		$\chi^2(1)$	<i>p</i>
	Yes	No		
Teaching degree	8	9	0.84	.360
No teaching degree	45	31		

Note. Missing N = 2

4.2 Interview Findings

The interviews with the participating teachers led to interesting findings that revealed more information about Emirati public secondary school teachers' understanding and perspectives of the teaching profession and the changes they want to see brought in to enhance teaching as a profession in Dubai. This section presents the findings of the interviews by grouping and summarising the statements according to five themes that were predesigned, based on the profession's criteria: body of knowledge and training, social status, autonomy and leadership, code of ethics, and teacher licence. A sixth theme, profession and professionalisation, was added to target teachers' opinions on the current status of teaching and the professionalisation process. In addition, sub-themes emerged during data analysis. Under social status, two sub-themes emerged: indications of negative social status and factors of lower social status of teaching. Under body of knowledge and training, three sub-themes developed: type of knowledge, complexity of knowledge, and degree in education. Under autonomy and leadership, two sub-themes emerged: teacher autonomy and teacher leadership. Under profession and professionalisation, sub-themes developed: profession, teaching status in the UAE, factors that influence teaching as a profession, and how to professionalise teaching in the UAE. Each subsection presents the findings by reviewing and synthesising all the interviewees' answers regarding each theme. This will provide the best opportunity to understand teachers' perspectives on each theme.

4.2.1 Participants' Background

A total of ten Emirati teachers were interviewed regarding their opinion about teaching as a profession and professionalisation. All of the teachers work in public secondary schools for girls in Dubai. They teach different subjects (Arabic, Islamic Studies, English, Biology, Geology, Maths), and their experience in teaching ranges from two years to nineteen years, as illustrated in Table 2 in the Methodology chapter. All of them except one did not have a degree in education, but hold a Bachelor's degree in the subject they teach. Only Reem had a degree in education.

Teachers were asked about the reason they decided to be teachers and whether they have regretted such a decision. All of them except for Hamda and Reem mentioned that

one of the reasons for joining teaching is the segregated environment (female only). Alia, Dana and Mariam added that they like to teach people. Hamda joined teaching because it is an honourable profession, as it is the message of the Prophets, while Reem joined teaching because she found her marks in the education courses better than other courses.

As for whether the participants regretted becoming a teacher or not, all of them denied such a regret but in fact honoured the profession:

Sara:

Researcher: Now, after years of teaching, do you regret this decision?

Sara: No, on the contrary, every year I feel that my decision was right.

Researcher: Why? What makes you say that?

Sara: I don't know, I see how my students respect me and how they appreciate my role as a teacher. And in spite of being a tiring job, it is enough that it is the mission of the Prophets. Wherever you are, whether you are at work or not; you feel that you are paid, gaining all the good deeds. Plus, other jobs are mixed, I feel it's a bit difficult. (...) During the first year I could have said I'd quit the field after two years, but after eight years have passed, I have become more attached to my job and how my students get affected with what I say. Especially when I met one of my students who has graduated from school and say "I've learned a lot from you". To me this is more than enough.

Researcher: This is the best feeling. The best reward for teaching. Do you like teaching?

Sara: Now I like it, I like to teach the way I want, not to be pressed or someone could impose his teaching style or that I'm being imposed on the place because of social circumstances. When I started to love teaching, I could give more and more.

(For original Arabic extract, see Appendix 11, Interview excerpt 1)

Hessa:

Researcher: Do you regret your decision?

Hessa: No I didn't *Wa Allah* (I swear to God)

Researcher: Why?

Hessa: Even if I had the chance to choose again, I'd choose teaching.

Researcher: Why? Do you like teaching?

Hessa: First, I like teaching; second, I believe it is the noblest profession in my life.

(For original Arabic extract, see Appendix 11, Interview excerpt 2)

Hamda:

Researcher: Do you regret your decision?

Hamda: No. No, not at all.

Researcher: *Alhamdu li Allah* (Good)... Why? Do you like teaching?

Hamda: Yes, because of the positive impact. Every teacher... as you find the effect of your teaching, even if you face some difficulties, but *subhan Allah* (Exalted is Allah) if you see there is a slight impact, a real impact even if it's a little impact, it is worth a lot.

Researcher: This impact, do you mean it's on students?

Hamda: On my students, a practical, psychological or educational impact.

(For original Arabic extract, see Appendix 11, Interview excerpt 3)

Other teachers (Amal, Reem and Dana) do not regret becoming teachers, but they find the circumstances that surround teaching to affect them negatively:

Amal:

Researcher: Do you regret your decision?

Amal: I didn't regret being a teacher, but I'm upset because of some external affairs, but teaching itself: no.

(For original Arabic extract, see Appendix 11, Interview excerpt 4)

Reem:

Reem: My ambition has decreased a lot.

Researcher: What made it decrease?

Reem: The load is too big, and there is no appreciation of the efforts made and no cooperation.

(For original Arabic extract, see Appendix 11, Interview excerpt 5)

Dana:

Researcher: Do you regret your decision?

Dana: No, I didn't. I love to give. Look, I like teaching and the atmosphere, except for some burdens that make me think to change my job, like portfolio, lessons preparation, documentation, these are the things that overload the teacher's job and make us bored, otherwise I like, I like my profession.

(For original Arabic extract, see Appendix 11, Interview excerpt 6)

4.2.2 Body of knowledge and training

This section presents the findings from the interview in regard to the body of knowledge and training. It will be presented through the following sub-themes: type of knowledge, complexity of knowledge, professional development, and degree in education.

4.2.2.1 Type of Knowledge

When teachers were asked about the type of knowledge, skills and attitude teachers should have, all of them pointed to the basic main requirements such as knowledge in the subject area, pedagogical approaches, learning styles, technology skills, communication, building mutual trust, being a role model, and professional development. For example, Salma explains:

Salma:

The first thing for them is to know the subject, the subject you are specialized in. The second thing is to have educational skills; in the way to deal with the students and the different situations that happen, methods of teaching and conveying information, and those educational things. And I wish if the teacher has general information, frankly it is very useful.

(For original Arabic extract, see Appendix 11, Interview excerpt 7)

All of teachers also pointed to the main attitudes that teachers should have like honesty, respect, patience, tolerance, passion, leniency, commitment, cooperation, justice, subjectivity and ethics. Sara, Salma and Mariam stressed the importance of technology skills and how integral they are in students' daily life. According to Sara, if teachers are not updated with the latest technology, they will create a gap between them and their students which will affect teaching and learning. Mona recommends that teachers should also be updated with the social networks' technologies such as Twitter. She believes this is important, since students use these technologies as part of their everyday life. She argues that if teachers were up to date with these tools, students would be able to connect and relate better to their teachers.

4.2.2.2 Complexity of Knowledge

Teachers were asked about the complexity of knowledge and training that teachers should go through. All of the respondents believe that teachers should have a more specialised knowledge and training, but they had different ideas about what this consisted of or the level. For instance, Reem, who has a degree in education, thinks she received sufficient training in education, but not enough training in the subject matter. Therefore, she recommends a more specialised knowledge in both education and the subject matter:

Reem:

Researcher: Are you satisfied with the courses you studied in the university?

Reem: To some extent, better than others, but they are not the best.

Researcher: Did you want to study more information related to the field that you didn't know?

Reem: Definitely, the courses that I felt were really good are those related to education.

Researcher: You... Do you mean the courses related to English [the subject area] were less?

Reem: English courses were less, the English was much less.

(For original Arabic extract, see Appendix 11, Interview excerpt 8)

Mona, who does not have a degree in education, stressed specialised knowledge in the subject matter more than education. For instance, when she was asked, if she was to recruit teachers, would she require a degree in education or a degree in the subject matter. She replied:

Mona:

Researcher: Do you think a teacher should have specialised knowledge or it is enough to have general knowledge? Or should the knowledge be specialised in the subject area...?

Mona: The most important is specialisation in the subject area because the student evaluates what you know in the subject area.

Researcher: This means that you believe specialisation should be in the subject area, but as for pedagogy or education general knowledge may be enough?

Mona: It may be important but I have not tried it.

Researcher: If you are responsible for recruitment, do you want teachers to be specialised in education, or, as long as they have high marks in science or the subject they are teaching, a degree in education doesn't matter?

Mona: This doesn't matter to me. There are teachers who are science graduates and do much better in teaching science than education graduates. This means teaching comes from inside the person, not a matter of what one wants.

Researcher: Sure... Do you think that studying education needs as long as medicine does?

Mona: After graduation even when we teach, we are still reading and learning. The curriculum changed and some information we didn't learn in college: we can learn about it, we surf the internet, read books. We are still learning.

(For original Arabic extract, see Appendix 11, Interview excerpt 9)

Sara, Hessa, Amal, Salma and Mariam explained that some complexity of knowledge is required but only to a certain extent, because the level of learning in schools does not require a very complex body of knowledge. Yet, they all reported that it is important that teachers have specialised knowledge to be able to deliver their teaching to a high standard and to broaden their thinking. Sara and Hessa explain that this will show students how teachers have a solid knowledge and extend it beyond the curriculum requirements to challenge students' thinking and to provide a good role model. Alia, on the other hand, voted for a more specialised knowledge:

Alia:

Researcher: The profession of medicine requires a wide scope of specialised knowledge. Do you think that teaching should require this type of knowledge or ...?

Alia: It depends on the major, or if the teacher is bound to a certain curriculum, so he does not, for example, need to be updated. Specialised knowledge is required, but of course not like medicine.

Researcher: But the current knowledge, do you think it is suitable or should it be more specialised?

Alia: Yes we really need it to be more specialised, especially, generally speaking, the standard of teachers at present is not satisfactory.

Researcher: Do you mean academically?

Alia: Yes, academically.

(For original Arabic extract, see Appendix 11, Interview excerpt 10)

Teachers were also asked about opinions regarding the importance of a master's degree for teachers, as summarised in Figure 8. Sara, Hessa, Amal, Reem, Dana and Mariam believe that a master's degree is too much for school teachers, as it will not be used in the classroom; it will only be a waste at school level. Instead, as Hessa recommends, teachers should keep themselves updated and take responsibility for their own professional development, but not to the extent that makes a master's qualification a requirement:

Mariam:

Researcher: Do we need to say that a teacher should get a master's degree in the subject she teaches?

Mariam: No, no, no.

Researcher: Is it too much?

Mariam: Honestly, too much.

Researcher: Why don't we need it?

Mariam: Because a teacher only needs to know what she will teach the student.

Researcher: So, a master's degree is extra.

Mariam: Yes, extra. Except if someone wants to develop herself, this is something else.

Researcher: Not as an optional professional development, but as an obligation. If you want to teach, you need to get specialised information in the subject area, so you have to take a master's degree.

Mariam: No, no, not needed.

Researcher: Why?

Mariam: Because the subject which I teach and the information I need the student to know don't require me to get a master's degree, so why do I have to overload myself!! So why does everyone overload themselves with something that won't be needed in their career?

(For original Arabic extract, see Appendix 11, Interview excerpt 11)

Similarly, Mona and Salma did not see it necessary to oblige teachers with a master's degree. They recommend that teachers acquire more in-depth knowledge in college and then, as they work in the field, they are supposed to continue their professional development by reading, researching and attending training and workshops. This should be enough to leave a master's degree optional, rather than a requirement:

Salma:

If the teacher studied the material which is sufficient for her to be a secondary school teacher and has the information to meet a secondary school student's needs, she could develop by different methods, like the skills she gains from training courses and so on. I don't know, I feel this could cover up for studying [a master's degree].

(For original Arabic extract, see Appendix 11, Interview excerpt 12)

In disagreement, Hamda and Alia were thinking about the critical role teachers play in influencing students. They, therefore, believe that the knowledge should be more specialised, and they argued for having a master's degree as a requirement. As Hamda describes:

Hamda:

Hamda: *Wa Allah* (actually), I don't know, I always think about it from all aspects. Regarding a master's degree when I think of a teacher who has to teach and educate and so on, I feel that she should know more. If a master's degree can help her, I welcome it, but if it adds nothing...

(For original Arabic extract, see Appendix 11, Interview excerpt 13)

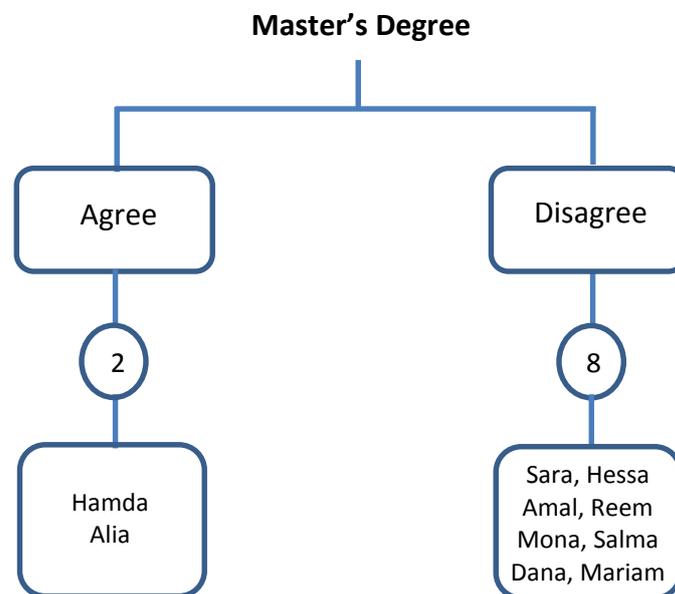


Figure 8. Teachers' opinion on the Requirement of a Master's Degree

4.2.2.3 Professional Development and Training

All of the respondents mentioned the importance of professional development to deliver learning at a professional level. As Amal explains, “teachers shouldn’t stay in one place, to teach in the same manner every year”. Salma found the new standard that obliges teachers with professional development and makes it one of the criteria in their assessment to be very useful. She found this standard to have helped in improving her teaching skills and keeping her acquainted with current trends in education. Contrastingly, Mariam argued that the willingness to continue professional development even after years of teaching should come from the teacher’s inner motivation. In agreement with Mariam, Alia provided more details about this point as she found that teachers now are less interested in developing their own knowledge. She explained that they usually know enough to teach the subject matter, but do not extend their knowledge beyond that:

Alia:

Alia: ...the teacher’s ability to develop himself has become weak.

Researcher: Do you mean in teaching styles or in subject matter?

Alia: in the subject matter generally. The teacher feels it’s enough to know about the curricula that he will teach and doesn’t feel the need to develop himself in wider branches.

Researcher: Some teachers say that we don’t need more because the level of the students is low.

Alia: and this is a big mistake (...) and when the teacher owns a large amount of knowledge, the student will feel that (...) he will feel who is in front of him is standing on solid ground: the students know and realise this.

(For original Arabic extract, see Appendix 11, Interview excerpt 14)

She also recommended that teachers should not only rely on what was acquired during college or university, but should also keep reading, researching and refining their general information.

Hessa, Dana and Salma also stressed the importance of having general knowledge outside their specialised field, as this provides a good role model when students see their teachers are not only educated in their subject matter, but also have general knowledge in other fields. Salma expresses this view:

Salma:

Salma: For example, I teach Maths and it is abstract. Before marriage, I was the type of a person who read, who got updated and so on: I had time. Honestly, I felt that my classes were more interesting because I could move my students to another topic when I felt they are bored and aren't paying attention. But now I'm busy, I have no time to do this like I did before, I don't have time to read a book. When I'm home, time is completely devoted to my kids. So I really felt how important it is for us to be educated and knowledgeable in different fields and stay updated, to benefit the students in a different way.

(For original Arabic extract, see Appendix 11, Interview excerpt 15)

In terms of the type of training teachers should receive before starting their career, all of the respondents pointed to the importance of having training in the subject area and in pedagogy. Mona and Alia added the importance of having training in human development psychology to learn about dealing with students according to their age and grade level. Mona gave an example of a teacher who was trained and taught primary level students. Then, when she was transferred to a secondary school, she had a very hard time dealing with teenagers. Alia stressed the importance of practical training for student teachers, to go to the field and experiment teaching in reality.

4.2.2.4 Degree in Education

As for their opinions about the importance of having a degree in education as a recruitment criterion, the respondents were divided into two groups, but with variations of views in each. Sara, Hessa, Reem, Alia and Salma believe that teachers need a degree in education, while Hamda, Amal, Mona, Dana and Mariam disagreed, as illustrated in Figure 9.

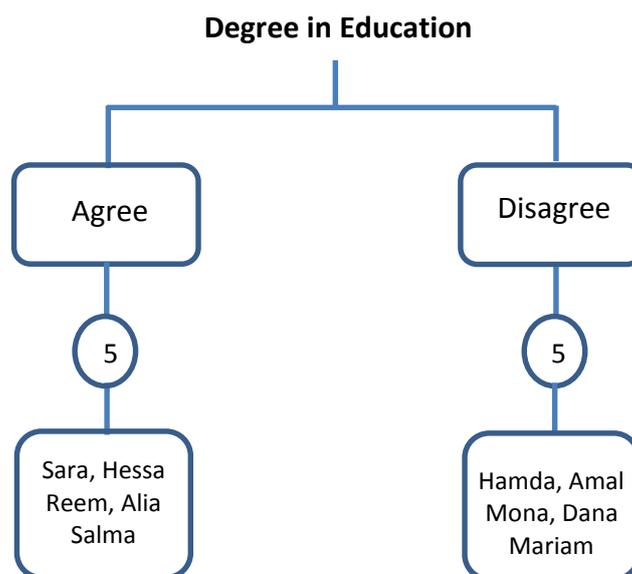


Figure 9. Degree in Education as a Recruitment Criterion

Among those who agreed with the need for a degree in education, Sara thought that teachers who do not have a degree in education miss basic and important knowledge that all teachers should know, such as teaching and learning strategies, classroom management, lesson planning, and human development psychology. According to Sara's personal experience, lacking a degree in education caused her to struggle in her first years, as she had to learn these things through workshops, reading, and from colleagues. Hessa, similar to Sara, describes her experience:

Hessa:

My problem is that I studied at the college of science geology department, and I never thought of teaching. Then I graduated from the faculty of science and then became a teacher. Unfortunately I didn't study educational courses.

She further explains:

The first time, for the first time I stood in front of the students, I was so nervous that I left the classroom and told my principal I was going to resign, that I am not qualified.

(For original Arabic extract, see Appendix 11, Interview excerpt 16)

Her school encouraged her and supported her to observe teachers in her school and other schools, and that is how she started to develop her teaching skills. Consequently, she thinks a degree in education should be one of the main criteria for the recruitment of teachers. Reem also believes that it is important to have a degree in education or a

certificate or diploma in education. She notices that, even though some teachers have many years of experience, they lack some of the educational techniques that she learned when she was a student teacher. Still, she thinks not only that teaching is about a degree in education, but also that a person's personality affects how successful a teacher can become.

Alia also agrees with having a degree in education, but she also thinks that there are some teachers who do not have a degree in education, but have real and strong qualification in the subject matter. In this case, it will be a great loss not to recruit them because they do not have an educational background, but rather, she thinks they could be required to go through training courses in education before they start teaching. Salma recommends making a degree in education a requirement if the type of outcomes they receive from this degree is effective in real life, and if they have practical training. She explains the reason for not joining the college of education:

Salma:

Researcher: So, when you decided to major in mathematics, were you planning to be a teacher of mathematics?

Salma: Yes. I was.

Researcher: Ok. Then why didn't you join the faculty of education maths department?

Salma: Because, you know, studying in the college of science is of a much stronger standard.

(For original Arabic extract, see Appendix 11, Interview excerpt 17)

Mariam was more confident than the others about her teaching skills, even though she does not have a degree in education. "I didn't face any difficulty since my first year in teaching". She believes that teaching is more about personality. Nevertheless, she agrees with how important it is for teachers to have a degree in education to be more knowledgeable and updated with the latest teaching and learning approaches.

Hamda, on the other hand, was hesitant to provide her opinion about the requirement of a degree in education. She found the two weeks of training in education, which she had in her first month of teaching, very enriching, but she was reluctant to make a degree in education a criterion for recruitment. She is afraid it might be too hard to ask, since many of the teachers in the field do not have a degree in education. Therefore, she thinks the professional development sessions after employment should be enough.

Amal was clearer about being against obliging teachers with a degree in education, as she said, “I wouldn’t have become a teacher”. She thinks a strong knowledge in the subject matter is more important than having a degree in education, since all teachers employed by the Ministry are obliged to attend training sessions in education after they are employed. In addition, teachers learn many pedagogical skills as they teach: from experience, reading, and personal and professional development. She argues that to become a teacher is a personal desire and a talent that one either has or does not have. Thus, a degree in education does not necessarily make one a successful teacher. Mona and Dana did not see the importance of an education degree, as teachers will best learn through experience and it is enough to go through workshops in the first month of teaching. They support this with examples of teachers without a degree in education but who received outstanding evaluation in their annual reports.

4.2.3 Social Status

Social status as one of the criteria of the profession was discussed in the interview. All of the respondents believe that the current status of teaching is low. This section will first present the indications for implying a negative social status. It will then present the factors that are associated with the lower social status of teaching.

All of the respondents believe that the social status of teaching is yet to be developed, as some teachers describe it as ‘ok’ or ‘not high nor low, but in the middle’ or ‘the status of teaching is similar to any other career’. Dana thinks that most people find it an unattractive career as it does not have a high social status:

Dana:

Researcher: How does the UAE’s society view you as a teacher?

Dana: *Wa Allah* (Actually) I don’t think it is good. In fact, for the social status, it doesn’t have a high social status like other careers. We don’t even have health insurance or other compensations that other employees have. We, the teachers, who overwork ourselves and work even after working hours, we don’t have bonuses.

(For original Arabic extract, see Appendix 11, Interview excerpt 18)

In agreement, Mona describes the teaching career as one that has become less attractive to the newer generation because the status of teachers in society is not high enough. For

that reason, a very small percentage of her students would think of becoming teachers: it might be only three out of more than a hundred students.

Even though all the interviewed teachers think that the social status of teaching is yet to be developed, all of them had an overall positive view about the personal respect they feel in their immediate community in the school. According to Amal, people who know her personally and have seen her work as a teacher in the school usually appreciate her, but those who do not know her show disrespect toward teachers in general as she heard some disrespectful comments about teachers.

4.2.3.1 Indications of Negative Social Status

There are a few indications of the low social status of teaching discussed by the participants. One that can be observed from teachers' workplace, meetings, workshops and training is resources and settings. As Sara describes with disappointment, "teachers' offices are not suitable, teachers buy the desks by themselves". According to Sara and Reem, in meetings and training sessions held by the Ministry or the educational zone, the settings are also not appropriate, as they are usually held in a building that used to be a school in which they use students' chairs and desks. Sara compares their situation to other workplaces and notes that the difference is so large not only in the setting, but also in the way officials interact with the employees with respect. Amal also describes how the social status of teaching is low in the way teachers are sometimes asked to do tasks that are not related to their work:

Amal:

Sometimes at the beginning of the academic year, we are asked to open the boxes of textbooks and distribute them to students, which is not part of my duties, is it? I feel this lowers the appreciation of a teacher.

(For original Arabic extract, see Appendix 11, Interview excerpt 19)

Six of the teachers (Hessa, Hamda, Alia, Reem, Salma and Mariam) compare the current social status of teaching to how it used to be in previous decades. They think teachers were better respected in the past than today. Mariam reports that teachers used to be sacred in the past. Moral value of respect towards older people and towards teachers was more reinforced in the past by parents who were close to their cultural

values. Reem also notices that elderly people respect teachers more than the new generations. Hamda explains that, even though salaries have increased recently, which is supposed to increase the social status of teachers and attract people to join this career, in reality it did not. Only one, Hessa, compared the social status of teaching in the UAE to other countries, such as Finland and Japan, arguing that the social status of teaching in the UAE, in comparison to those countries, is yet to be developed.

4.2.3.2 Factors of Lower Social Status of Teaching

There are a number of factors, as summarised in Figure 10, that the respondents associated with the lower social status of teaching, which includes: respect from parents and family, negative influence of parents on students, respect from the Ministry, and role of the media.

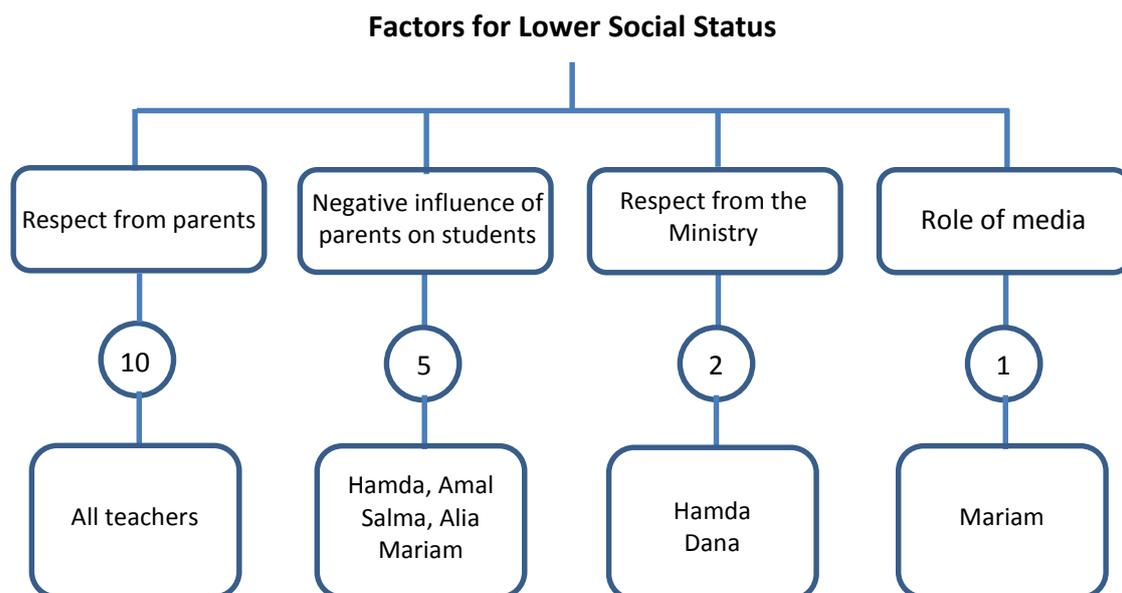


Figure 10. Factors Associated with Lower Social Status of Teaching

4.2.3.2.1 Respect from Parents and Family

All of the teachers observed that parents' appreciation for teachers has dropped, in terms of form of address and tone, as the title of 'teacher' no longer brings the appreciation and respect that it used to do a couple of decades ago. Salma's observation of how parents' attitude towards teachers has changed today from what it used to be in

the past introduced a different perspective to that of the other teachers. She has noticed that when dealing with parents with less education they tend to talk to teachers with more respect, appreciation and trust, while the more educated parents, especially if they were working in the education field, tend to show less respect and trust. They do not trust teachers and question everything they do. According to her, teachers in the past were more appreciated, as parents were mostly less educated.

4.2.3.2.2 Parents' Negative Influence on Students

Five teachers (Hamda, Amal, Salma, Mariam and Alia) blamed parents for students' disrespect toward teaching and teachers. This is reflected in students' actions that include rudeness with teachers because parents became impolite with teachers. Respondents believe that parents influence the children's views of teachers when they speak negatively about their teachers. For instance, in some social gatherings, where people did not know she was a teacher, Amal heard parents talk about teachers in a rude way, and sometimes in front of their children, which makes her wonder how these children will view their teachers after they see how their parents, as role models, ridicule their teachers. She also thinks that parents today are teaching their children, consciously or unconsciously, values of less respect for teachers. For example, one of the parents came to the school to file a complaint about a teacher because her daughter did not like the way the teacher talked to her firmly when she did not attend a class. According to Hamda, parents' views of teachers have transferred to the children who translate these into actions of disrespect and insolence toward teachers. This is observed in students' behaviours in the school or in social networks such as Twitter, as teachers have seen some of their students' Twitter postings. This, at the very least, lowers the social status within the student community. In general, teachers are not respected for who they are anymore. "The problem definitely comes from the family", explains Alia.

Mariam provided a clear example of how parents influence their children negatively. According to her, one of the students did not follow the rules for attending an event organised by the school. When one of the teachers told her she would not participate in the event as long as she was breaking the rule, she dared to say to the teacher 'How dare you say that? We do what we want to do. I will file a complaint...' Mariam believed that this response was due to the way her family talked about teachers. This

was clearly seen when the teacher called the mother who said similar things as her daughter, such as ‘Who are you to tell my daughter what to do?’ Through this attitude the mother reinforces disrespect. This and other similar situations made Mariam and some of her colleagues become more passive when they see students do something wrong or misbehave, because they do not want to put themselves in an embarrassing situation in front of other students. As a mother, Salma feels sympathy for parents and understands why they side with their children, but she still tries to implant values of respect and appreciation of teachers in her children “because the teacher is a symbol in society”, she confirms. Salma thinks that parents play a critical role in improving the status of teaching in society, but at the same time, teachers should also try to reinforce their role and respect.

4.2.3.2.3 Respect from the Ministry

Hamda presented a different angle of this issue as she talked about the role of the Ministry. She explained that the Ministry still tries to reinforce teachers’ appreciation and she is thankful for their efforts, but the rules are currently constructed in a way that seems to hinder the improvement of teacher status. She further explains that students are usually supported by students’ rights, which have positive implications for students, but teachers, on the other hand, do not have enough autonomy to respond to situations or make the appropriate decisions regarding their behaviour, such as actions that relate to students’ impoliteness, whether inside or outside the classroom. This puts teachers in a disadvantageous position. Therefore, teachers are being pitied by some people: ‘you are a teacher, poor you’. Similarly, Dana stated that students are given more authority and rights over teachers, while teachers seem to lack autonomy and are not very aware of their rights. This leads to a more inferior position of teachers.

4.2.3.2.4 Role of the Media

Another distinct perspective of the social status of teaching that was less reported and introduced by Mariam is about the role of the media. She reported that even the media is playing a negative role in promoting a higher social status of teaching. In newspapers, they usually report stories with a negative example of teachers, and shed less light on the positive examples or on promoting teaching.

4.2.4 Autonomy and Leadership

Autonomy and leadership as parts of professional roles were discussed with the interviewees. This section will first present the findings related to teacher autonomy, specifically in regard to the decision of what to teach and how to teach. Then it will present the findings related to leadership roles.

4.2.4.1 Teacher Autonomy

As for teacher autonomy, teachers were asked about how much autonomy they have to determine the content, to determine the order of content, and to determine how to teach, as summarised in Figure 11. All of the respondents explained that the decision of what to teach is made by the Ministry, as teachers do not have any involvement in designing the curriculum. The supplementary content that teachers can add is also limited because they are restricted by the time-frame to finish the whole textbook, which students are tested on. In addition, Alia would like to have more freedom in determining the skills that her students need. If her students need to focus on certain writing skills, she should have the choice to do that, but now she does not. She has to stick to the textbook. Nine of the respondents felt they should be involved in designing the curriculum. Sara argued that “teachers have valuable information of what is more effective and relevant to students...from their experience in teaching their subject for many years, teachers can also judge what needs more in-depth information.” Currently, according to Sara, Alia, Dana, Amal and Mariam, teachers’ opinions are only taken in regard to the typos in the textbooks, but not in regard to the content. For instance, Dana and Mariam explained that she conveyed her comments about the some of the lessons in the textbook to the subject advisor, who told them that she will try to convey the message, but she cannot do anything about it. Thus, teachers felt their independence in work to be limited:

Alia:

Researcher: To what extent do you feel independence in your work?

Alia: Independence, as I have told you, there are things that the administration does not allow us to choose. However, the teaching methods, for example, are left to us. They trust the teachers with the teaching methods even if there are some conditions like employing modern techniques, but the teacher is not obliged with a particular teaching method. The teacher has to choose from the modern methods a way that suits her and suits the content and the lesson she will present to her students.

Researcher: Do you wish there was more autonomy in your work, or is what you have now satisfactory?

Alia: No I want more autonomy.

Researcher: Do you have examples of what or how?

Alia: For example, in determining the syllabi or the skills my students need. For instance, my students might need to concentrate on a particular writing skill. Here I should be able to choose, but now I have to stick to the curriculum of the Ministry of Education.

(For original Arabic extract, see Appendix 11, Interview excerpt 20)

Reem:

Reem: Frankly, I didn't feel any kind of independence or appreciation of the new ideas. Even if you have ideas they say: 'go ahead and apply them'. You apply them, but they will soon deny them. A parent or the principal might have no idea about what you did. There is no communication. So, I say no need to risk.

(For original Arabic extract, see Appendix 11, Interview excerpt 21)

Hamda was the only one who was against the idea of allowing teachers to take part in choosing the content. She thinks the curriculum should have a uniform core content to be used as the basic reference for all the teachers, but then they can add external recourses to support learning those skills. This will allow unifying the content. Otherwise, every teacher will have a hidden curriculum and manipulations can occur.

Hamda:

Researcher: But are you obliged to stick to the curriculum?

Hamda: I'm obliged to, on the contrary, I'm with this obligation (...) for unity of thought, unity of identity, and unity of outcomes, and everything. Not for everyone to give what he likes (...) There is the main curriculum, but there is the hidden curriculum. Now, you have the curriculum for students and it is not always bad.

(For original Arabic extract, see Appendix 11, Interview excerpt 22)

Six of the teachers were even restricted in determining the order of what to teach. Sara gave an example of how some teachers decided to teach the lessons in a different order than described by the Ministry, but then a decision from the Ministry came to eliminate certain lessons from the textbook. The Ministry usually does not provide clear expectations for the whole year at the beginning of the academic year. Because of this, the principal now does not allow teachers to change the order of the lessons.

Sara:

Researcher: Can you determine what to teach? Do you have the freedom...?

Sara: No. If I want to change the order of the units, I have to get the permission of the Ministry.

Researcher: Who said so? The subject supervisor?

Sara: The principal.

Researcher: The principal?

Sara: Because one year I wanted to move a very important portion of the syllabus forward and give it at the beginning of the year.

Researcher: Why?

Sara: Because once a teacher presented her material and she was surprised when she knew that the unit she had finished with the Ministry had deleted. They don't have a clear vision from the beginning of the year. You're working, then the Ministry says this is deleted.

(For original Arabic extract, see Appendix 11, Interview excerpt 23)

Salma also described a similar situation. In a previous year, she and her colleagues decided to teach unit 2 before unit 1, but one of the parents called the advisor complaining about that, and thus they called the teachers and did not allow the change in the order. The subject advisor called and told her "who gave you the authority? This order was determined by the Ministry so it is the most suitable". They do not give teachers much autonomy. Most of the time they have to go back to the administration for approval of their decisions and school-wide initiatives. Other teachers believe they have more freedom in determining the order of the lessons per semester, such as Amal, Alia, Mariam and Hamda.

On the other hand, the decision of how to teach is made by teachers, as they have the freedom to teach every lesson with any approach they think works best for that lesson. Some teachers like Reem and Mona think there is some restriction by the administration because they want to see the use of technology in every lesson, when sometimes they do not see it to be necessary for certain lessons.

Similarly, Amal feels she has autonomy on how to teach and has freedom in the classroom. However, the Ministry does not ask for their opinions about anything. As Amal explains, decisions are forced on teachers, which makes teachers feel they are burdens. They are mostly assigned to do tasks in which they are not involved in the decision-making process, which could make teachers take ownership of what they do. Most of these things are unrelated to teaching, but for school show-off. These activities and events have taken much of teachers' time and effort.

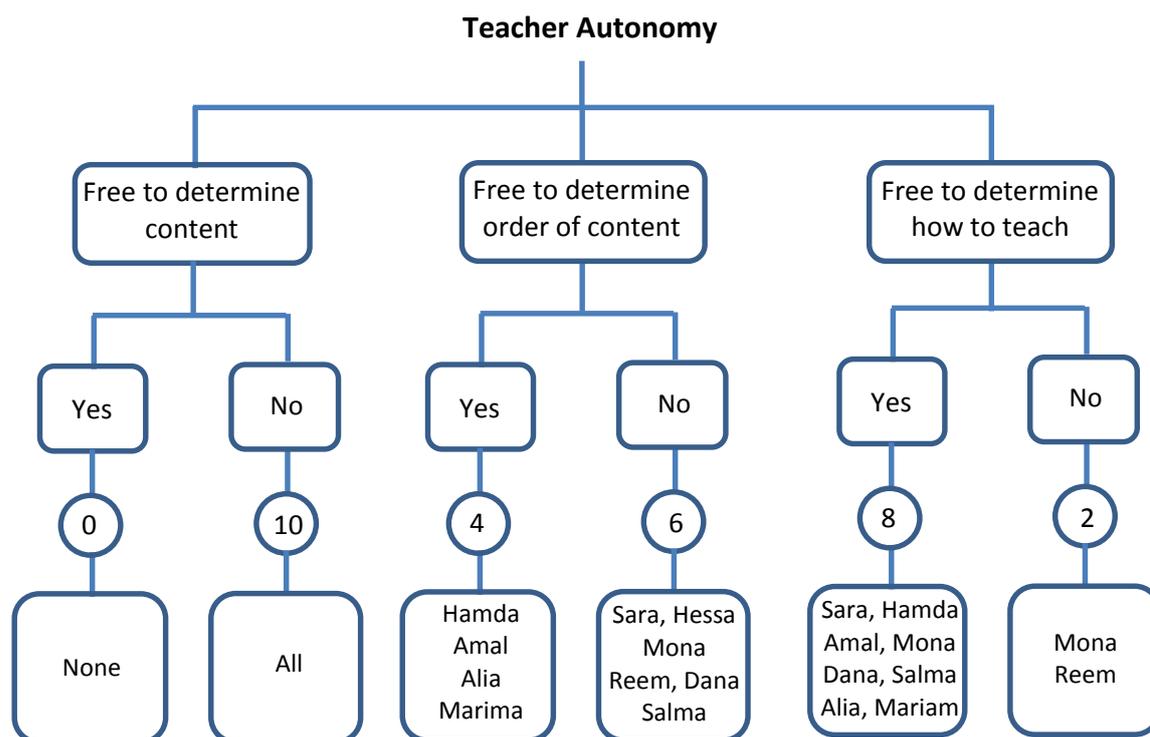


Figure 11. Teacher Autonomy

4.2.4.2 Teacher Leadership

In response to the question about leadership, teachers were asked about the leadership roles they take in the school: six of the ten interviewees are subject coordinators, which is considered a leadership role by school regulations. However, four of the teachers (Sara, Amal, Salma and Alia) did not consider it a leadership role, but rather a coordination role. They viewed their role to act as a liaison between the administration and their departments, which does not require leadership competencies. They do not have any role in developing teaching or learning, as they do not have any authority, nor were they trained as to what is to be expected from them as subject coordinators, nor do they have a different employee status. This makes the other teachers reluctant to accept the coordinator's feedback and comments on their teaching. Salma was even requested to evaluate teachers in case the principal is absent, but she refused as she was not trained to assess teachers and lacked the required skills. Alia was more positive about her role in improving teaching, since Alia meets with the teachers in her department on a weekly basis in which they share their expertise and knowledge. However, because of the absence of the precise description of coordination, as they do not have clear tasks or clear authority, she feels the leadership roles she is taking are

limited. The other four teachers (Hessa, Reem, Dana and Mona), who were not subject coordinators, also agreed that their coordinators only took the role of a liaison:

Salma:

Salma: In fact, they are currently a liaison, just a coordinator.

Researcher: Do you feel you are a leader in this role? They call him a leader: do you feel you are playing a leadership role?

Salma: I feel we lack some skills which would qualify us to be leaders. For example, currently we are asked to evaluate teachers in the absence of the school principal, but we don't have qualifications by which we can evaluate a colleague.

Researcher: You are a teacher. You didn't undergo any training courses to qualify you to evaluate other teachers?

Salma: Exactly, that's the point, but in the past we had the senior teacher who had to undergo training courses or apply for examination which they have to pass in order to be qualified.

Researcher: But as a coordinator do you have a work team with whom you feel you are a leader to able to take decisions or initiatives?

Salma: Frankly, it depends on the nature of the teachers. Look, some teachers are difficult to deal with; and not every work team is really a work team.

Researcher: Yes, but as a leader, can you take the initiative with them? Or interfere in a smart way without obliging them?

Salma: They often are responsive.

Researcher: But do you feel you are being a leader or merely a coordinator?

Salma: Not up to the level of leadership.

(For original Arabic extract, see Appendix 11, Interview excerpt 24)

Alia:

Researcher: How do coordinators develop teaching?

Alia: For example, we the Arabic language teachers team, hold a session on Monday each week, in which we all have a free period, and meet to develop some of our skills. For example, if I read about a modern approach of teaching or a skill for using a certain computer programme which we may exploit, we exchange such knowledge, me and my colleagues, whoever has something new to share. This is the development area available to us.

Researcher: Do you feel as a coordinator that you play a leadership role?

Alia: There are leadership roles but they are limited, such as participating in preparing the school plan, and sometimes in some opinions.

Researcher: But a leadership role in which you take the initiative, or have a team whom you lead to a certain goal?

Alia: This is possible, but on a limited scale, not in the broad meaning of leadership.

Researcher: Limited scale like what?

Alia: For example, we might agree as the Arabic staff on a certain thing, a certain idea or activity, or selecting something.

(For original Arabic extract, see Appendix 11, Interview excerpt 25)

Reem:

Reem: I didn't deal with many coordinators. Currently, I don't think they have such a role (...) The coordinator only gives orders and you have to execute them.

(For original Arabic extract, see Appendix 11, Interview excerpt 26)

On the other hand, Mariam and Hamda were more positive as they think they are actually leaders in their coordination position. They make initiatives with their team instead of only following orders. They discuss how to improve teaching and observe each other's lessons. "Depending on the personality, a coordinator can become a leader," said Mariam.

Sometimes teachers get other leadership roles as in organising school-wide events in which they act more as organisers and have a limited leadership role. All of the teachers think the greatest leadership role they take is in the classroom with their students. As Hessa clarifies, she is a leader in the classroom with her students as she shares with them her goals and encourages them to take some leadership roles.

Reem and Hessa have taken simple leadership roles, such as homeroom teacher and being a leader in their classroom, but nothing outside the classroom. When they were asked if they took any other leadership roles, Hessa was hesitant to ask for more leadership roles as she thinks it might just add to the pressure and workload they already suffer from. Similar to Hessa, Reem would like to have more leadership roles but without it becoming a burden. Mona was not given leadership roles, but was assigned to do tasks which are considered burdens. She is a homeroom teacher, but her authority is also restricted, as she needs the administration's prior permission for most of the activities. Dana's leadership role was limited to organising events, but still she has to refer to the administration to get approval: "they give orders and we execute them."

Teachers think that if teaching was professionalised, and teachers were given autonomy and social respect, they would be encouraged to take more leadership roles, as this would encourage them to work toward those expectations. If teachers are appreciated by society and their organisation, there will be a competition among teachers to improve their performance and to develop professionally. They will be more motivated to improve the quality of their work. Mariam thinks that teachers are currently taking leadership roles. The only hindrance is the workload and pressure.

Mariam: *Wa Allah* (actually) let me tell you something, even in the absence of all such things, the teacher is taking his full role the way he likes and no one hinders him.

Researcher: Isn't he hindered by, for example, not having authority? Isn't he hindered by certain policies by the school and management?

Mariam: What hinders a teacher is only the heavy workload.

Researcher: Only that?

Mariam: Only that, nothing else hinders him. Only the heavy workload hinders the teacher. Otherwise, the door is open. And it is quite the contrary, the school administration actually wants this to happen.

(For original Arabic extract, see Appendix 11, Interview excerpt 27)

4.2.5 Code of Ethics

This section presents the findings related to code of ethics as a profession criterion. It presents teachers' understanding of code of ethics and whether they consider it important in the professionalisation process.

The morals that guide all of the teachers are religious and cultural, in which they view teaching as a very noble profession, the mission of the Messengers of God. They therefore find that the most important moral principle that guides their teaching ethics is religious faith. They relate being ethical and moral to the teachings of Islam. They all consider the Prophet Mohamed (Blessings and peace of Allah be upon him) a role model in his teachings to his Companions specifically and humanity in general:

Sara:

I feel number one is the presence of Allah (...) It is enough that it is the Prophets' mission.

(For original Arabic extract, see Appendix 11, Interview excerpt 28)

Hamda:

Wa Allah (Actually) it is the view that we follow the same path our prophets and messengers did, this motivates you to act like... we have to try, we must be like them, that's why we should be guided by their morals, the previous teachers and scholars and how they dealt with their students who seek learning and how the Prophet (Blessings and peace of Allah be upon him) dealt with his Companions.

(For original Arabic extract, see Appendix 11, Interview excerpt 29)

Amal:

My religion is before anything. We fear Allah in everything we do, because what I give to the students in the classroom, no one will hold me accountable for, except Allah the Exalted. Even my work at school, if the administration praised or criticised me, this doesn't affect me. The salary is the same, we all get the same salary, those who work

hard, and those who don't. Eventually, it is the faith and fear of Allah the Exalted. And at the same time, my self-satisfaction.

(For original Arabic extract, see Appendix 11, Interview excerpt 30)

Alia:

Islamic values and the teaching profession force these ethics on teachers or they will not be reliable in their work [...] when I'm a teacher and my students trust me, I can't betray their trust, and this is integrity.

(For original Arabic extract, see Appendix 11, Interview excerpt 31)

Dana:

You, for example, perform a specific job, you have a student whom you are responsible for before Allah. You think of Allah's observation before the administration or even supervisors.

(For original Arabic extract, see Appendix 11, Interview excerpt 32)

When teachers were asked about the code of ethics of teaching, seven of the respondents did not know what a professional code of ethics looks like. They therefore thought the newly established contract they signed, that specifies the relationship between the employer and employee by the Ministry, as the code of ethics. Additionally, the general code of ethics for employees, that includes general values of commitment and belonging, was not directed to teachers specifically, but was directed to all the employees in the federal level. Only Reem, Alia and Mariam seemed to be more knowledgeable, as they realised that the contract they signed was a general contract for all the employees in the federal sector. According to Alia, "I have never seen a code of ethics for teaching."

Since there is currently no code of ethics for teaching, all of the respondents believe that a code of ethics for the teaching occupation should be established. They all think it should be based on the Islamic and cultural values that are taken from the Holy Qur'an and the Sunna.

Teachers believe that a written code of ethics will ensure that teachers act in an ethical and professional manner. Teachers will know what is expected from them and what lines not to cross in their daily interaction with students, colleagues, parents and others. According to Sara, "right now there is no teacher who feels everything is clear to her". It is important to have a written code of ethics as some teachers follow morals, practices

and values in their teaching unconsciously. They also unconsciously do not implement other important morals. According to Mona, even though Islam teaches people how to deal with others in accordance with Islamic morals, but unfortunately not all people keep religion in front of their eyes. Therefore, even for those who are moral, they still need a code of ethics that specifies how the principles are to be applied in a professional context. Reem also explains the importance of having a code of ethics for teachers:

Reem:

Researcher: Do you believe in the importance of a teacher code of ethics?

Reem: Yes.

Researcher: What makes it important?

Reem: It is important because it helps the employee to be committed and obliged, and it protects students from certain behaviour which a student may be exposed to. It will be clear for the teacher herself: the things she should stick to and be required to do, and it benefits the student, too.

(For original Arabic extract, see Appendix 11, Interview excerpt 33)

Yet, she would still recommend a written professional code of ethics due to the immoral violations, in which teachers do not even realise they are violations, that can be seen in the field, such as the violent acts of so many teachers in the primary level. It would also work as guidelines to apply general ethical principles in various settings and professional roles.

All of the teachers except Amal and Mona believe that establishing a code of ethics for teaching will increase the status of teaching, as in Figure 12. Hessa even considers ethics to be the foundation for professionalisation. Teachers believe that if teachers adhere to the code of ethics, which will provide teachers with obligations, protect students from certain behaviour that teachers have, and provide teachers with clear expectations, it will improve the status of teaching, as society will trust teachers more and thus their social status will improve.

Amal, who had a different opinion, did not think a code of ethics would help in improving the status of teaching much. She thinks it will act as a document to sign unless there are implementation procedures. Mona, similar to Amal, thinks that it will not influence the status of teaching much. It will oblige some teachers, but not all. It depends on the person. Contrary to Amal, though, Mona thinks that if there were implementation procedures and teachers are punished for breaking one of the ethical

provisions, it might lower the status of teachers because the public might generalise the unethical action to apply to all teachers.

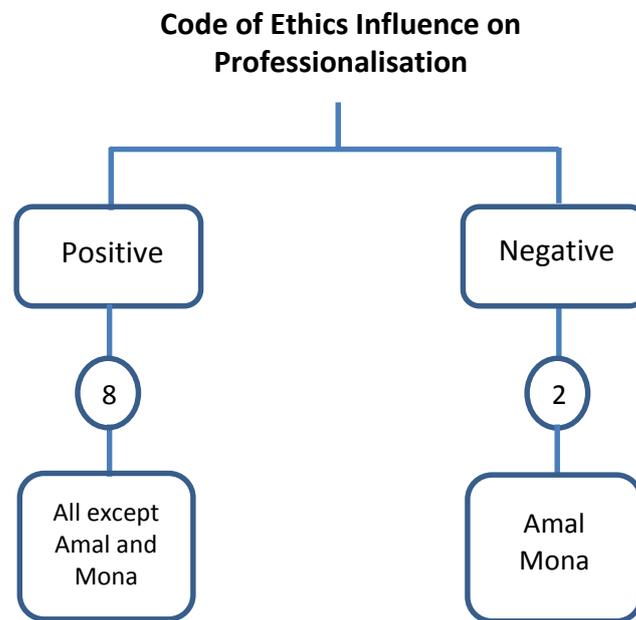


Figure 12. Code of Ethics Influence on Professionalisation

4.2.6 Teacher Licence

The interviewees were asked about their opinion regarding a teacher licence. Different perspectives emerged. As illustrated in Figure 13, four agreed with licensing teaching, three were reluctant and hesitant but leaned towards conditional agreement, while three disagreed.

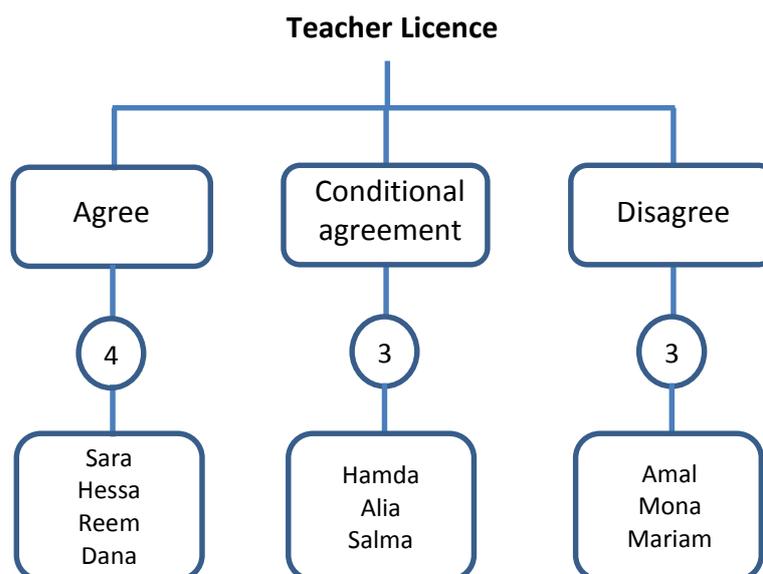


Figure 13. Teachers' Perceptions of Teacher Licence

Hessa, Reem, Sara and Dana agreed strongly with the teacher licence. According to Hessa, parents will be more reassured that their children are under the care of trusted teachers. This will increase society's confidence in teachers, and thus improve the status of teaching. It will also make teachers more confident of themselves. This will also prove that teachers deserved becoming teachers, rather than just filling in a vacancy. Similarly, Reem and Sara think that the licence will help in improving the status of teaching positively, as only the qualified will teach, which will in turn influence students' outcomes positively. Reem and Dana also observed few unqualified teachers who remained teaching for many years, which must have had a negative impact on the students.

Hessa:

Hessa: You see, parents will entrust a teacher with their kids, they trust her. If the teacher is trusted, this will increase social status.

Researcher: Do you support teacher licence?

Hessa: Sure, I do. Frankly, it is a dream. It shows that I'm worth being a teacher not because they want to fill in a vacancy.

Researcher: And if we ask why you agree?

Hessa: It will first increase educational standards; it will increase parents' trust in teachers, and it will improve social status and society's view of teachers. It will also increase teachers' self-confidence: that a teacher got the licence because he was qualified.

(For original Arabic extract, see Appendix 11, Interview excerpt 34)

Sara:

Sara: Frankly, I believe we need it. I feel after five years that I need to renew my knowledge, because if I'm still at the same level when I first started as a teacher, then ... May God help.

Researcher: Do you mean we need the licence to be renewed every five years by passing an examination that makes the teacher revise....?

Sara: No, no, no, a test to revise. It's not a matter of an exam. No ... only I feel that the teacher should develop herself. I don't know the mechanism of implementation, but the teacher should develop herself.

Researcher: In your opinion what is the benefit of the licence if it is applied?

Sara: To develop the teachers more and thus enhance teaching more

Researcher: Do you mean it will upgrade the status?

Sara: The status! No it is difficult.

Researcher: Is it difficult to upgrade the social status?

Sara: We, the teachers, did this to ourselves... we always view ourselves with the lowest [status].

Researcher: In what way?

Sara: In all ways.

(For original Arabic extract, see Appendix 11, Interview excerpt 35)

Reem:

Reem: To achieve public welfare, the welfare of students themselves. So that it will not be merely a job, and to enhance the level of teaching.

Researcher: In your opinion, if there is a licence, what will it do?

Reem: It will pick up the qualified people, and the outcome will be back on the students who are the base...

(For original Arabic extract, see Appendix 11, Interview excerpt 36)

Hamda, Alia and Salma leaned towards conditional agreement. Hamda was reluctant about the implementation procedures. She suggested that the criteria for the licence should be realistic, accomplishable and related to one's specialisation. It should target Emirati teachers so that we do not end up having more foreign teachers over locals. She also suggested some of the criteria to be supplementary that teachers can work on as they teach, and relate accomplishment of the supplementary criteria to a rise in salary, for example. Salma was also hesitant as she could not give a clear opinion. At the end she said, "I agree with the licence, but on the condition that it will not become a reason for making teaching a more unattractive career than it is."

Alia felt it was acceptable to have a licence but she does not find it to be a necessity, because the tests might not be fair to all teachers or it might be a barrier to qualified teacher candidates. She was also worried about the implementation of the licence.

Alia:

Researcher: In your opinion, should teachers be obliged to get a licence (the teacher licence)?

Alia: This is what we've been hearing lately. I think it is ok, but it isn't necessary.

Researcher: Why?

Alia: The examinations might not be fair to all, but if he has a degree from a credible university, this will be enough: that he is skilled in his subject area. The other thing that the Ministry of Education should ensure is the educational aspect, if he doesn't have a degree in education, they should make the job applicant undergo training courses.

Researcher: Ok. If this licence is about certain criteria that show the candidate's readiness in both practical and educational aspects, for example, whether he is ready or not...?

Alia: But if someone wants to teach and she is not a graduate of the faculty of education and she has excellent qualifications in the subject matter...

Researcher: He should also get a licence.

Alia: No, here it'll deprive the students of academic efficiency if a licence is required.

Researcher: Well, she might have such a qualification but doesn't have pedagogical skills.

Alia: No problem, here they will undergo training courses to be successful in pedagogy to get benefit from such academic competence. After getting such training courses, they should get the licence. Yes, this is acceptable.

Researcher: So, you don't think the licence is important?

Alia: I think it is important if its conditions and implementations are right. The problem is there is no trust in the "Ministry of Education"!

Researcher: If it was implemented in a certain way, is it possible...?

Alia: It is possible...but absolute trust in the Ministry, I can't. Impossible.

(For original Arabic extract, see Appendix 11, Interview excerpt 37)

Amal thinks that a teacher licence is not appropriate as she assumes it would mostly be based on theoretical testing when teaching is actually more about practice. Thus, she agrees with licensing teachers, but with the condition of making it based on theory and practicality because the licence will sift the unqualified teachers from the field. She has seen unqualified teachers in the school she works in and in her children's school who should not be allowed to teach.

Mona disagreed with the licence. She thinks teaching is different from other careers. For a licence to be effective, it should test teachers' ability to teach in the classroom, which is not measurable in theoretical tests. She also thinks that teachers are learning and developing continuously so they cannot be judged at the beginning of their career. Mariam also disagreed with the licensing of teaching. She thinks most of the teachers in the field are qualified and are trying to develop themselves. She is also worried about the difficulty of the licensing process and how it might lead to expelling teachers only because they cannot pass some tests that are not even needed in teaching.

Mariam:

Mariam: *Wa Allah* (Actually) I'm now against [the teacher licence].

Researcher: But for the teachers who are currently in the field considering that they are not worthy to teach our children, for example, and they don't give... or they might even have a negative impact on the students due to the way they teach.

Mariam: Ok, if there were such teachers, they are very few.

Researcher: Few?

Mariam: Very few, very, *haram* (what a pity), very few. Especially the teachers now try to develop themselves, but there remain a few teachers who couldn't. I mean, if I take our school as an example, we are 60 teachers, maybe three or four teachers who are not qualified. But then when such a decision is applied to all teachers, *haram* (not fair).

Researcher: But why are you against the licence?

Mariam: Why!? Because I'm qualified and the teachers are qualified.

Researcher: If you are qualified then you'll get the licence.

Mariam: If it will cause a problem, there will be difficult questions (...) I have to study, I have to comprehend, this is too much for me.

Researcher: Ok, but this studying could help you. I'm just trying to play the devil's advocate.

Mariam: I know, I know.

Researcher: I mean, when you study, you will study certain content and things that will give you professional development... Ooh these things I didn't consider, these things I didn't know about, these things I know. Ok. So, it might not be negative.

Mariam: In the end, I will only teach the subject area they want me to teach, the subject area they want me to teach.

Researcher: Do you mean the licence is higher than the standard of what you teach?

Mariam: Yes.

Researcher: But the teacher should always be higher in standard!

Mariam: Yes, now I'm higher. And the things that they request from us: for example, I'm currently teaching things not in the textbook. The things they request from me are very simple. Then I study books and am tested on a lot of things that I actually do not use in teaching!

(For original Arabic extract, see Appendix 11, Interview excerpt 38)

4.2.7 Profession and Professionalisation

This section deals with teachers' understanding of profession and the changes they want to see brought in to improve the status of teaching. First, it will ask teachers about their definition of a profession and whether they consider teaching in the UAE to be a profession. It will then present some of the factors that influence teaching as a profession. This includes job description, compensation, teacher union, and professional interaction. Finally, it will present teachers' views on how to professionalise teaching in the UAE.

4.2.7.1 Profession

Teachers' understanding of what defines or constitutes a profession varied. This was elicited from teachers' responses to differentiate between the concepts of profession and career. Some of the teachers (Amal, Alia, Reem, Salma and Mariam) showed that they only had a general understanding. For instance, Amal thinks that what differentiates a career from a profession is ethics and specialised knowledge. Alia, Salma and Reem think a profession is related to efficiency to have more knowledge, experience and passion, which is contrary to a career. Mariam believes a profession has a high status as opposed to a career.

Other teachers (Hessa, Hamda, Sara, Mona and Dana) did not seem to be able to distinguish between the two concepts clearly. For example, Hamda thinks a career is when an employee has certain tasks to do with the aim of getting a salary, while a profession is more about having a career for life and the motivation is inner, not for a salary to begin with. Sara and Mona define a profession as the job that you like and have passion toward, but a career is a job you do for a living. Hessa thinks a profession is more general: anyone can practice it. Dana did not see a significant difference between career and profession, but thinks a profession is deeper.

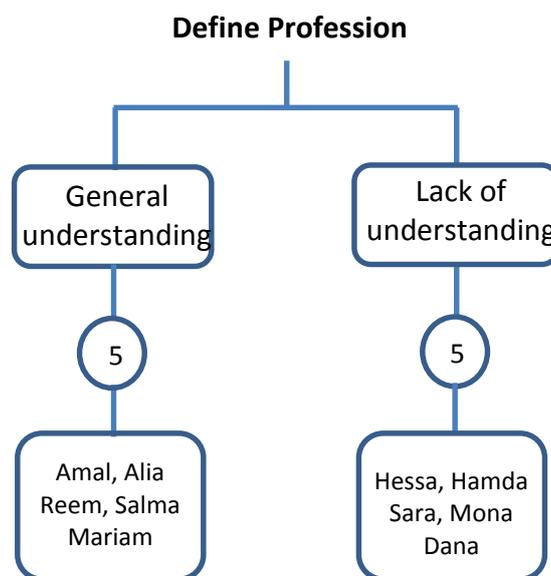


Figure 14. Teachers' Understanding of Profession

4.2.7.2 Teaching Status in the UAE

In regard to their views on whether teaching currently in the UAE is a profession or not, all the interviewees but Dana did not think it is considered a profession, because the criteria of a profession, provided from international literature, do not apply to teaching in the UAE. Dana, different from the others, thinks that teaching is currently a profession, as it is in the process of professionalisation. She thinks teachers started to have more autonomy, and there is the general code of conduct that they signed which, according to her, works as the licence and code of ethics.

4.2.7.3 Factors that Influence Teaching as a Profession

There are a number of factors that influence teaching as a profession. This, as illustrated in Figure 15, includes job description, salary, teacher union, and professional interaction.

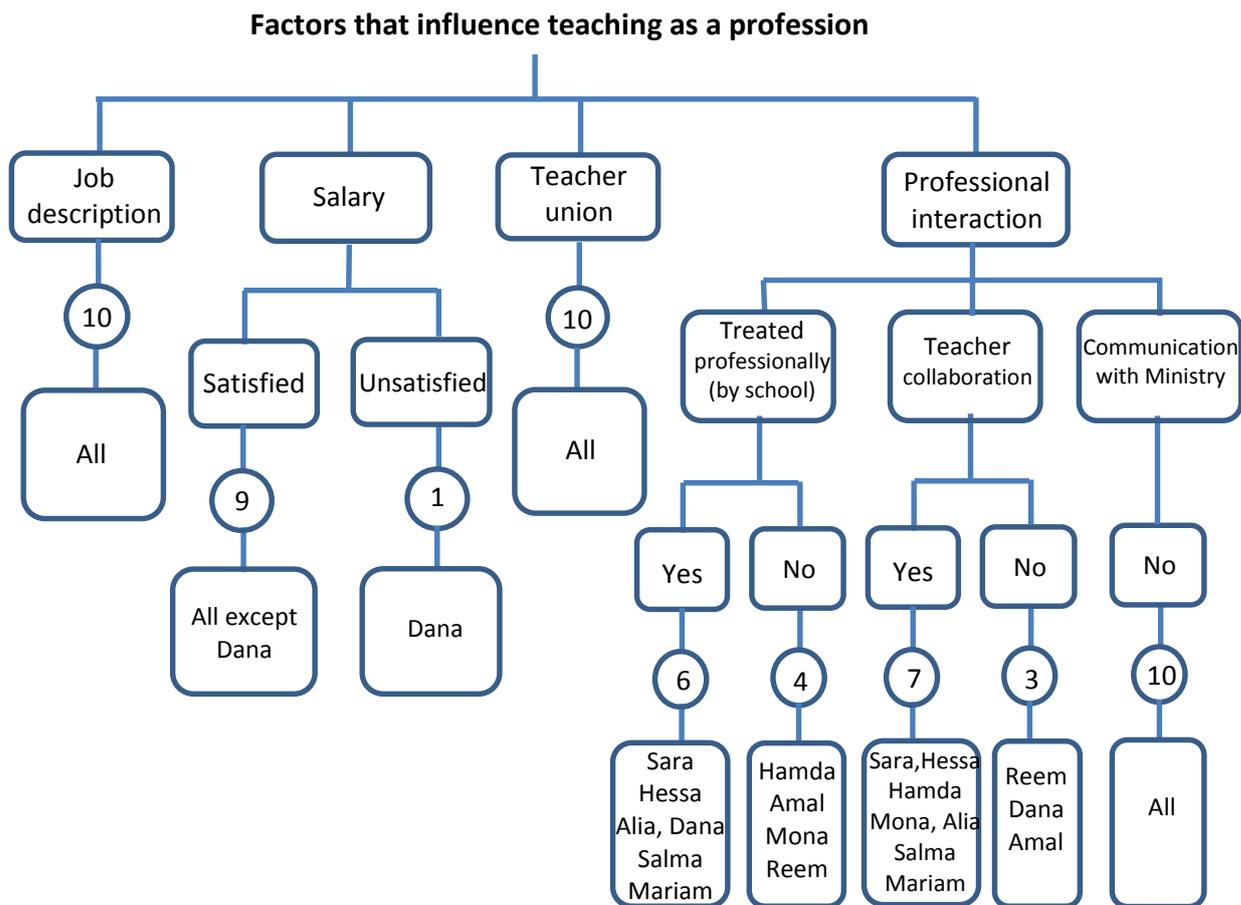


Figure 15. Factors that Influence Teaching as a Profession

Regarding job description, all of the teachers complained about not having one. Mariam wanted to know what is expected from them as teachers, and what their rights and roles are. This will help to protect their rights. Reem wished to know more clearly what is expected from them as teachers so that they are not obliged to do everything in the school, which is the current situation. Moreover, Reem discussed how teaching currently lacks clear goals and simple organisational issues. For example, she was supposed to attend an obligatory training course, but she received the notification too late. She showed up a couple of days later and was blamed for missing the sessions. She also thinks that the training centre is unsuitable for teachers in terms of the setting. Additionally, as a first-year teacher, things were not clear to her. She did the lesson plan as she was trained in the college of education, only to discover later that she was supposed to do it according to another form, which no one informed her about.

Another example of how teachers are doing tasks that are not related to teaching is presented by Mona, who explained that she had to pay personally last year to furnish her classroom with curtains and paint the walls, which made her come to the school on her weekends to supervise the installation and painting. This year, her classroom was changed and she was supposed to do the same thing again with the new classroom, but she did not, as she realised that this was not her job:

Mona:

Even though I heard some comments coming from the administration about me not taking care of the classroom, I pretended not to hear the comments because it's not my job.

(For original Arabic extract, see Appendix 11, Interview excerpt 39)

In regard to salary, nine of the teachers were satisfied with their current salary, and it became a motivation for teachers to remain in the field. However, they complained about the lack of other benefits such as health insurance. They also claimed that the promotion system is not clear since, even though teachers who are being promoted are announced in the newspaper, teachers do not know the process and criteria for selection. Only Dana was not satisfied with the salary, as she compares it to other careers and thinks teachers deserve more for all the great effort they make.

Teachers were also asked about their opinion regarding a teacher union. All of the respondents think that the current teacher union is ineffective. They all suggested establishing a more effective teacher union as it will create a communication channel between teachers and the Ministry of Education, and among teachers themselves. It could provide teachers with support and opportunity to exchange expertise. Reem added that it can provide special support for first-year teachers. Salma also suggested that the ones who run the association should be educational and qualified people.

When teachers were asked if they felt they were treated as professionals, all of them did not think they were treated as professionals by the Ministry, as there is no communication between teachers and the Ministry. In addition, Sara described the way the Ministry personnel treats them as not professional. The Ministry does not take teachers' opinions into consideration, and that makes teachers reluctant to communicate their opinions or concerns. Teachers do not even know the best way of communication,

except through the subject advisor who visits the school around two to three times a year. In addition, Reem gave an example of how she was treated unprofessionally when she was first recruited for the teaching position:

Reem:

I stood in front of the employee [not knowing yet if had passed the interview], he asked about my name (...) He gave me papers to sign here and here and here - what am I signing?!! I asked: Did I get accepted? He said: yes. I asked: where will I work? He said: I don't know, didn't I tell you where, wait let me look into the papers (...) I left without even knowing the salary (...) It is like you should feel grateful to be recruited.

(For original Arabic extract, see Appendix 11, Interview excerpt 40)

At the school level, some teachers felt their schools treated them as professionals. As Sara explained, her school administration deals with her with appreciation and knows where to employ teachers according to their abilities. Hessa, Mariam and Alia felt the same, as their school administration trusts them and believes in them. Dana seemed to be confused: when asked if she was being treated as a professional, she said, "yes, we are given more than enough tasks". After she was introduced to the definition of profession, and was asked again, she still thought she was being treated professionally, as they started now to give teachers more roles, as teachers now deliver workshops to parents.

Hamda, Amal, Mona and Reem did not feel they were treated professionally at all. Mona argued that most of the school decisions are forced on them. Teachers are doing many things that are not related to their responsibilities as teachers. Sometimes, they would talk to teachers in a rude way in front of students, which is not appropriate, nor is it professional. Hamda and Reem felt they were being treated as employees more than professionals: they have to do what they are told to do. They do not listen to teachers and what they need. Salma thought she was not given enough autonomy and that she was not treated professionally.

Teachers were also asked about professional interaction and cooperation among teachers. Seven of the respondents (Sara, Hessa, Hamda, Mona, Alia, Salma and Mariam) found that teachers cooperate among each other by discussing teaching and learning ideas and issues, and exchange teaching materials and resources. For instance, Hessa learned from a teacher in another school about the implementation of the iPad in

the classroom as a teaching aid. She then shared this with colleagues in her school. Their working as a team affects their teaching positively. This interaction, as Alia explains, is mostly among the teachers of the same subject. They reported, however, that the interaction among other subjects is limited.

Reem had a negative experience of teacher collaboration. As a first-year teacher, she did not find enough cooperation between teachers. There was not enough exchange of expertise among teachers. Dana and Amal said the collaboration among teachers is limited, even though she would like to have discussions with the other teachers, but time restricts them. They do not find enough time to share and exchange their expertise.

Regarding communication with the Ministry, Sara explained that teachers can usually communicate their ideas and comments regarding the curriculum to the subject advisor, who conveys it to the staff in charge at the Ministry. However, they did not see any action taken based on their suggestions. Similarly, Hessa tried to submit her comments about the curriculum, but never heard any reply after that. She did not ask because she did not know whom to contact. She claims there are no clear procedures for communicating with the Ministry. For example, they sent a form for those interested in applying for study leave with only two days remaining from the deadline because the form arrived late. When she tried to contact the employee in charge to explain this, she did not find a solution and had to give up because of miscommunication and the lack of support and guidance. Hamda trusts that if she needs to reach the Minister himself, she can reach him, as they have an open-door policy. However, usually the issues that teachers want to communicate relate to the curriculum and school: they need to convey it to the administrators in charge, not to the Minister. In this case, they are confused about whom to contact or how to convey their messages. According to her, communication channels need to be more organised and clearer.

Amal, Reem, Mona, Dana and Salma feel there are no clear communication procedures. Reem and Mona are very negative about it, as they don't think the Ministry would listen to any of their opinions. Reem thought the school should have a clearer role in acting as the connection between the Ministry and the teachers. Mona observed other teachers try, but to no avail. Similarly, Mariam does not try to communicate with the Ministry because she thinks that, if a decision was made, it is no use for teachers to talk. This is

based on other situations they have been through, so now they no longer try to communicate their comments or concerns.

Alia also illustrated the lack of communication between teachers and the Ministry. For instance, most of the teachers were against the three-semester new system. She and her colleagues sent comments to the Ministry's website a couple of times, but they did not receive any feedback. In the media they say that the Ministry reported a survey that asked for teachers' opinions, but she claims that she and none of colleagues in her school or other schools were surveyed. In a similar situation, she was attending a meeting with other teachers about curriculum issues in which the manager of the curriculum department was present. The manager said in confidence that they send people on a weekly basis into the field to collect teachers' opinions. When she asked the teachers, who were from five different schools, if they had met them, she was surprised to hear that they had not seen anyone for years.

4.2.7.4 How to Professionalise Teaching in the UAE?

This section about how teaching in the UAE can be professionalised elicited points to be considered in the professionalisation process. This includes, as Figure 16 summarises: applying a teacher licence, increasing autonomy, improving social status, professional development, improving working conditions (workload, work environment and compensation), and the role of the media.

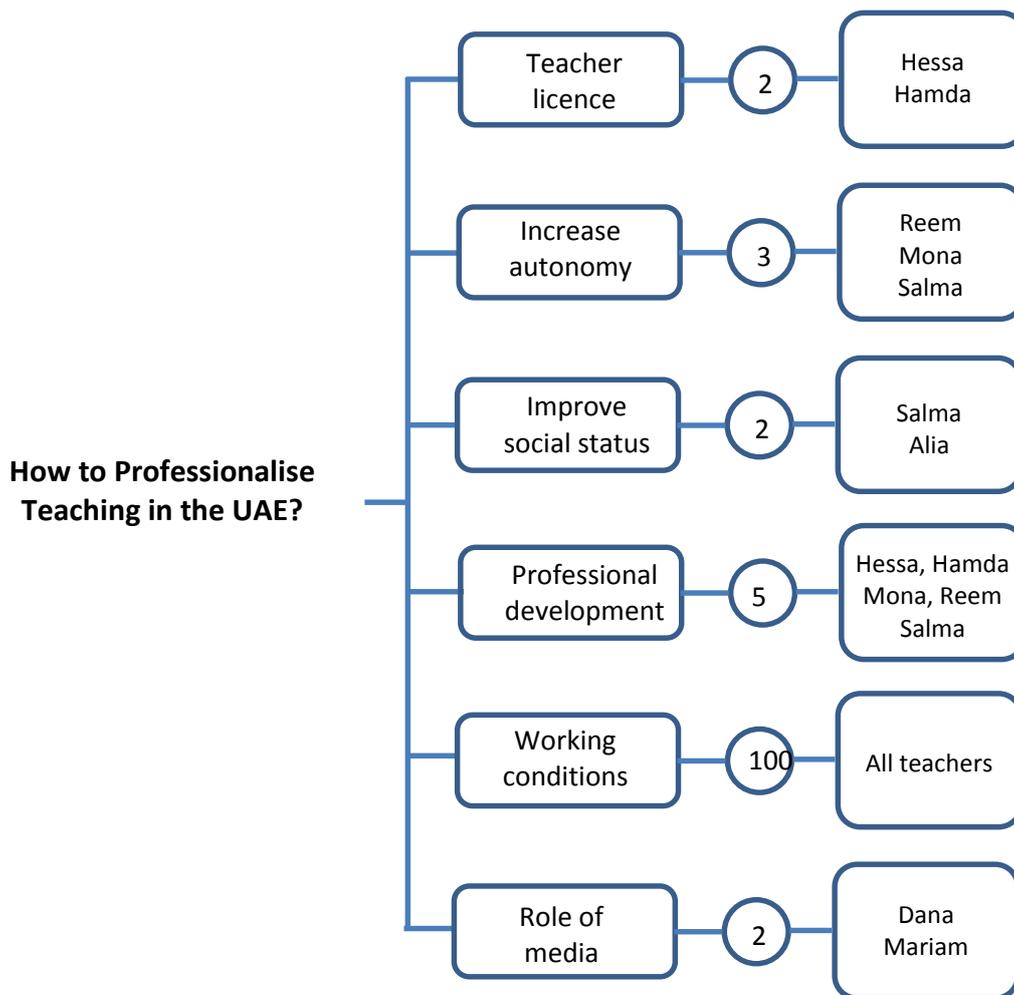


Figure 16. Ways to Professionalise Teaching in the UAE

One of the main issues that was raised in teachers' discussions is the working conditions, which tackled three points: workload, working environment, and compensation. All of the teachers argued that one of things that hinders professionalising teaching is how much workload teachers have in their jobs. They feel they are not focused on their teaching practices, as they are asked to do everything in the school such as organising events and activities. Sara claims that goals are not clear. Everyone, whether at school or Ministry level, comes with a new idea, but it does not look very clear. There are too many things going on at the same time that teachers feel confused among all the changes. Teachers wish to be more focused on teaching and learning. The current situation puts lots of pressure on teachers because of the overwhelming loads they have. This eventually affects students' learning outcomes.

Sara:

Sara: I didn't become a teacher only.

Researcher: What do you mean?

Sara: It means I'm not a teacher only. Sometimes I feel like I'm an octopus at school.

Researcher: How is that?

Sara: We are engaged in all the areas. I mean I think if they honestly want to develop the strategies and I should be present, they should leave me only to my job: to teach. But if I have to take part in activities, these are not part of my job. Personally, due to my nature I cannot perform two tasks at the same time. I prefer to be through first with what I am doing and then move to the second task. But in the school, no, you have to distribute your efforts to do many things.

Researcher: Is it only related to your subject or to everything?

Sara: In all areas. I am a teacher but I might enter the media area or possibly other areas. I could be a teacher only and be accountable for students' achievement, students' performance, students' behaviour, where I could help them.

Sara: This will be a great burden at the account of the students. My time is to be available for the students at certain times. It takes from my energy, my energy as a teacher is wasted in such aspects.

Researcher: Do you feel that you are stressed?

Sara: Too much.

(For original Arabic extract, see Appendix 11, Interview excerpt 41)

Hamda, Amal, Mona and Mariam suggested that overload on teachers should be reduced since it affects their ability in the classroom and thus student outcomes. Teachers should focus on teaching and on their professional development, instead of on some of the unrelated tasks. They also suggested that other employees should be responsible for coordinating and organising school activities and events so that teachers can have more time to put their efforts into professionalisation. Thus, the importance of having teacher assistants was highlighted by Mona and Mariam.

Hamda:

The overload affects the learning outcomes, even in following up the students. They ask what we do for the weak students, but with all these extra activities, we don't have the time (...) As a teacher I have to go home to prepare lesson plans, to mark students' homework and even to keep thinking. If you have a situation with a girl in the class, what will I do? And why did she say that?

(For original Arabic extract, see Appendix 11, Interview excerpt 42)

Amal:

Amal: Reduce burdens that are not related to teaching. I mean burdens other than those related to teaching.

Researcher: Do you mean administrative duties?

Amal: The administrative ones, those related to extra-curricular activities that are irrelevant to the subject. They have to recruit someone to be responsible for such activities so teachers can concentrate only on teaching and themselves.

(For original Arabic extract, see Appendix 11, Interview excerpt 43)

Moreover, Reem and Mona talked about the importance of providing teachers with resources and developing the working environment. Currently teachers suffer from a lack of resources and thus they have to cover for that by paying for that by themselves. As Reem explained, “How can I say this? It is the development of the employee, the development of the environment, the place where they work.” She adds that the Ministry should address teachers’ needs to make it an attractive career and provide the schools with all the required resources so that teachers do not have to provide them from their own money.

Sara suggested clarifying the responsibilities of teachers and making it more focused on teaching and learning. Teachers should not be involved in administrative tasks. For example, for safety issues, teachers take shifts to stay after school with the students until the last student leaves. Sara thinks this task should not be done by teachers, who have other school-related tasks to be done after school hours. Instead, there should be an employee who is responsible for these kinds of tasks. Similarly, Hamda reported that the role of teachers is not clear:

Hamda:

Give me my place in the Ministry’s decisions, in the Ministry’s vision, in developing curriculum, in lots of things, in training and development (...) we are in the field, we should be involved.

(For original Arabic extract, see Appendix 11, Interview excerpt 44)

In addition, Reem stressed the role of the Ministry in sharing clear annual goals and strategies, and involving teachers in the planning process. She suggested that the Ministry should provide teachers with a clear description of their rights and what is expected of them.

The other point is to reconsider the benefits that teachers should get with the salary, as eight of the teachers wished it would include health insurance and annual tickets, as in other careers, so that teachers would have more value in society. Salma added that the rules of retirement and maternity leave should be reconsidered to encourage Emirati teachers to join teaching.

One of the issues two of the respondents consider important in professionalising teaching is a teacher licence. According to Hessa and Hamda, a teacher licence would distinguish the qualified teachers from those who are not. As Hamda said, “not everyone can become a teacher”. Similarly, Hessa stated:

Hessa:

We have to get a teacher licence. I mean not anyone should be appointed as a teacher. Not everybody is eligible to undertake this profession because teachers are responsible for all the new generations.

(For original Arabic extract, see Appendix 11, Interview excerpt 45)

Moreover, three respondents (Reem, Mona and Salma) recommend giving teachers more autonomy and credibility. As Reem explains, “teaching is a career because they make teachers very restricted. The [school] administration doesn’t give us authority.” She also suggested that the school leadership should involve teachers in decision-making.

Alia presented a different perspective. She claimed that the main point that can help in professionalising teaching in terms of improving the social status is that family or parents should take responsibility for their children. This, as she claims, is the only way to improve the status of teaching. As she explains:

Alia:

What I think after years of teaching: I think that the family should realise that it’s responsible for their children. This is, in my opinion, the only solution that will improve the status of teaching. In the past, teaching in the UAE was appreciated... why were families used to...? The percentage of literacy was high, parents were illiterate or semi-illiterate. Why did they use to appreciate teachers? Because they were responsible for their children. Now parents no longer take any responsibility toward their children.

(For original Arabic extract, see Appendix 11, Interview excerpt 46)

Alia adds:

Alia: I consider the case of Finland as an example which only accepts students with high averages into colleges of education. Then, to remain in the field as a teacher, a master's degree is a minimum requirement. This way, the country feels reassured, since education is in the hands of the elite. They are trustworthy so they develop the curriculum. Every teacher has the autonomy to select the syllabus which he teaches, and this is the best leadership role a teacher might play.

Researcher: Regarding the master's degree, when we talked about the knowledge a teacher should have, should it be general or specialised? Do you think a teacher should get a master's degree to upgrade the qualification for teachers, as in the case of Finland as you have mentioned?

Alia: Yes, this is right. Of course, the teacher's circumstances should be taken into consideration, but unfortunately when the Ministry of Education decides to undertake development, the teacher must do everything under his current circumstances. Definitely, there are appropriate circumstances where there is no pressure on the teacher and he is not assigned extra burdens.

Researcher: Regarding the master's degree, do you agree that we should recruit only those who hold this degree?

Alia: Yes, the teacher will be joining the field strongly.

Researcher: So you agree that knowledge should be specialised?

Alia: Yes, I agree.

(For original Arabic extract, see Appendix 11, Interview excerpt 47)

Salma raised a similar point, that family plays a large role in improving social status. According to her, if parents had the awareness of the importance of teaching their children the concepts and values of respecting teachers and ownership of their learning, this would improve the status of teaching.

Another point that Hessa, Hamda, Mona, Reem and Salma emphasise is ongoing training and professional development. Salma wished that training centres by the Ministry are active more, as she thinks they are not being employed well.

Mona:

Mona: We need ongoing training courses, not traditional training, but real training in the core.

Researcher: What do you mean 'in the core'?

Mona: We need things to be based on research and findings.

(For original Arabic extract, see Appendix 11, Interview excerpt 48)

The role of the media in improving the status of teaching was also raised by Dana and Mariam. For example, Mariam noticed that one can find in newspapers stories of negative examples of teachers, but on the other hand there are no positive stories highlighted as much or as frequently, as she argues: "The media have lowered the status

of the teacher. On the contrary... it affects us a lot. Everything presented in the media should reinforce the value of the teacher in society.”

5 Chapter Five: Discussion, Recommendations and Conclusion

This study aims to investigate teachers' understanding of profession and what changes they want to see brought in to enhance teaching as a profession in Dubai. The aim is to improve teaching in the UAE and to attract qualified Emirati people to join teaching, which will eventually affect learning outcomes. The main research question (How can teaching for Emirati public secondary school teachers be professionalised in Dubai?) is investigated and explored by answering the following sub-questions:

1. How do Emirati secondary school teachers define 'profession' generally?
2. What are the characteristics that Emirati secondary school teachers think apply to teaching as a profession?
3. What changes would they like to see introduced in Dubai to further professionalise school teaching?

As the research aims to understand and interpret the profession of teaching in Dubai through teachers' perspectives, the study followed a mixed methods design which used both quantitative and qualitative approaches. Three different data collection methods were employed for the data collection: structured quantitative questionnaire, semi-structured, open-ended interviews, and document analysis. The aim was to collect information from different sources that complement and support each other. The findings, presented in the previous chapter, will be discussed in this chapter and will be linked to the literature. Based on that, a set of recommendations will be presented. This chapter is divided into three sections: discussion, recommendations, and conclusion.

5.1 Discussion

This section draws on the data collected from the different instruments to foreground the critical findings of the study. It discusses aspects of the findings of the research in relation to the literature, and offers possible interpretations. The presentation of the discussion will be divided into three sections based on the three research questions and incorporates the five criteria of profession adapted from Broman's (1995) and Cruess,

Johnston and Cruess's (2003) models: body of knowledge, teacher autonomy, high social status, teacher licence, and code of ethics.

Research Question 1

How do Emirati secondary school teachers define 'profession' generally?

Overall, teachers did not seem to be very familiar with the term 'profession'. Findings obtained from the questionnaire indicated that only 14 teachers (15%) presented a general understanding of this term, while the interview findings indicated that 5 out of 10 participants (50%) presented a general understanding of the term 'profession'. An explanation could be provided by looking at the number of teachers with a qualification in education. Out of the 95 surveyed teachers, only 17 (18%) had a degree in education. As for the interview, out of the 10 teachers, only one (1%) had a degree in education. This could be justified, according to Ingersoll's (2002) argument, due to the lack of qualified teachers and high teacher attrition rate, schools are forced to lower their standards and employ less qualified teachers in order to fill the vacancies. This could be one of the reasons why the majority of teachers in the field do not hold a qualification in education. Therefore, a follow-up study of the correlation between a qualification in education and teachers' understanding of profession might reveal more details about this issue.

Another indication of teachers' lack of understanding of the teacher profession was obtained by asking the teachers to provide their opinion about the current position of teaching in the UAE: whether they consider it a profession or not based on the criteria of profession (Broman 1995; Cruess, Johnston & Cruess 2003). It was found from the questionnaire that more than half of the sample (58%) considered teaching in the UAE to be a profession when compared to the five main criteria of profession. Their justification was because they thought all or some of the criteria of profession applies to teaching in the UAE. This was an unexpected outcome, seeing how participants responded to item 9, in which most of the participants leaned towards agreeing or strongly agreeing with the criteria of profession. This contradicted their claim that some or all of the criteria of profession apply to teaching in the UAE. The high percentage of participants who considered teaching in the UAE to be a profession could be interpreted

as the lack of understanding of the concept of profession. It might also be due to personal opinion, as they might perceive themselves as professionals.

Opposite to the questionnaire finding, the interview data showed that all of the teachers but one did not consider teaching to be a profession in the UAE. This is in line with Abbott (1988), Etzioni (1969) and Ingersoll and Perda (2008), who claim that teaching is not recognised as one of the full professions, but at best as a semi-profession. The reasons teachers provided are in line with the international literature which include low social status (Apple 1995; Esteve 2000), lack of autonomy (Biklen 1995; Sarason 1993), absence of code of ethics (Ornstein et al. 2014), and absence of teacher licence (Ornstein et al. 2014). Other reasons the interviewed teachers discussed for why they did not consider teaching to be a profession are related to working conditions. They all complained about not having a clear job description, not knowing their rights and not knowing what is expected from them as teachers. A couple of teachers even connected protecting their rights with having clear roles and expectations. According to Wasley (2004), there is great uncertainty about what constitutes teachers' work, and this unsettled nature of teaching is one of the problems that might have hindered the progress of teachers' work. Moreover, it is interesting to find from the document analysis of the *Employee Contract* that, even though in the fourth clause there is an indication of the existence of 'job description' in the contract, all of the participants in the interview have claimed that they have never seen the teacher job description.

Research Question 2

What are the characteristics that Emirati secondary school teachers think apply to teaching as a profession?

Data gathered in question 9 of the questionnaire and the interview discussion helped to provide an insight into the teachers' understanding of the characteristics that apply to teaching as a profession.

Participants articulated the importance for teachers to have a mastery of a complex body of knowledge. This finding was supported by both the quantitative and qualitative data. The responses from the four Likert-scale items that targeted a body of knowledge

averaged to 86 out of 95 participants to either agree or strongly agree with a mastery of a complex body of knowledge. Such a high average was echoed in the interviews, as all of the 10 interviewed teachers believed in the importance of mastery of a specialised body of knowledge. This is in line with Robb (2008), who stresses the importance for teachers to have a specialised body of knowledge in order to improve the status of teaching.

Participants were asked about the knowledge, skills and attitudes teachers should exhibit. All of the participants shared similar views, with few differences, of the basic main requirements. All of the respondents expected teachers to demonstrate a mastery of the content knowledge of the subject area, pedagogical approaches and general knowledge (Robb 2008). It was also found that some teachers identified technology skills as important skills in today's education, and how staying up to date with latest trends can affect the teacher-student relationship or even learning outcomes. As Evans (2002) explains, to be updated with techniques and technologies can result in job efficacy, satisfaction and an increase in commitment.

Even though the participants' views corresponded with the current research, they were not able to define specifically what this body of knowledge consisted of or to what scope and level of complexity this knowledge should be, as some of the participants referred to the complexity "to a certain extent". Others even claimed that knowledge should not be very specialised, as the level of learning in schools does not require a very complex body of knowledge.

Teachers' support for having a complex body of knowledge shows how they appreciate the importance of knowledge in teaching and learning. However, the uncertainty of how complex and specialised this knowledge should be corresponds with Ornstein's et al. (2014) argument, that teaching does not have an agreed-upon specialised body of knowledge.

There was also a high disagreement (8 out of 10) about making a master's degree a requirement. Participants' rational for such a disagreement was due to their belief that a master's qualification is considered too much for the school level. This perception of having a knowledge base that is sufficient for the school level could be due to the

routinised environment and low expectations. At the same time, it could also be due to the lack of a high standard of training. One may compare this perspective to some other countries with higher teaching standards: in Finland, for example, a master's degree is considered an entry requirement for teachers of permanent employment in all basic and high schools (Sahlberg 2010).

All of the participants also stressed the importance of continuous learning and professional development due to their impact on students' learning outcomes. Ingersoll et al. (1997) and Marks and Louis (1999) consented that professional development is an important factor in the teacher profession as teachers who update their knowledge base and skills will be able to teach effectively and retain professional expertise. However, one of the factors that determines the effectiveness of professional development is, as stated by a couple of teachers, the intrinsic motivation and interest of teachers. Similarly, Johnson (1990) argues that intrinsic motivation can influence teachers' willingness to pursue professional development more than organisational factors. This is supported by Shulman and Shulman's (2004) research, in which an accomplished teacher was considered to be "a member of a professional community who is ready, willing, and able to teach and learn from his or her teaching experience" (p. 259).

Participants had different opinions with regard to whether a degree in education should be a recruitment criterion or not. It was observed from the questionnaire that around a quarter of the population did not think that a degree in education should be a requirement. This percentage was higher with the interview, as 50% of the participants disagreed. It was noticed that all of those participants did not have a degree in education. Therefore, their refusal to make a degree in education a requirement could be due to a lack of understanding of what kind of training and preparation such a degree could provide the teachers with. The other interpretation is that those teachers might have thought if they agreed with such a requirement, they might indicate that they are not qualified to be teachers since they do not hold a degree in education.

Teachers did not feel they were treated professionally by the Ministry, which is in line with Robb's (2008) claim that those with political power seem to have less respect for the teaching profession. Participants explained that mostly there is no communication

with the Ministry (Darling-Hammond 1997). The Ministry does not take teachers' opinions into consideration which causes teachers to be reluctant to share their comments or ideas with the people in charge. At the school level, some teachers felt they were being treated professionally. They felt they were appreciated and trusted. Other teachers disagreed, as they felt decisions were forced on them, which is related to the lack of autonomy (Ornstein et al. 2014).

Macro-level communication was found to be limited (Darling-Hammond 1997; Marks & Louis 1997). Teachers seemed to be confused about the communication procedures and they mostly had a negative impression about interaction with the Ministry personnel. Teachers communicate their comments regarding the curriculum to the subject advisor, who promises to convey the message but does not promise to take any action. All of the teachers interviewed denied that they were surveyed for their opinion regarding any decision related to schooling or teaching. Teachers do not even try to communicate their comments or ideas due to personal or colleagues' unsuccessful experiences. Teachers wished to have a more active and effective teacher union that works as a communication channel among teachers themselves, and between teachers and the Ministry, as they all claimed that the existing teaching union is not effective. Some teachers rarely hear of any activity by the union, while others did not even know of the existence of the union.

Teacher collaboration is considered a symbol of professional culture (Louis & Marks 1998). In such a professional community, frequent interaction among teachers in the form of reflective dialogue, observing teaching practices, collaborative problem-solving, and peer evaluation all take place (Bryk, Camburn & Louis 1999). Professional collaboration creates a more effective working environment which is associated with increasing teaching quality (Marks and Louis 1999; Johnson 1990). However, in this study, teachers reported a low level of collaboration among teachers, which is mostly about sharing ideas and concerns about teaching and learning, in addition to some exchange of resources. While Amal and Dana considered this cooperation to be 'limited', Reem, as a second-year teacher, did not find enough collaboration and support between teachers. According to Johnson (1990), the success of collegial collaboration depends heavily on teachers' attitude and willingness.

As for social status, from the data gathered in the questionnaire, it was found that 49 participants did not think that teachers are respected in society, while 46 believed they were respected. These two groups are almost equal. However, when compared to the interview data, all of the participants agreed that the current social status of teaching is low, which is in agreement with Esteve (2000). The details extracted from the interview dialogue could provide a good explanation for such a difference between the quantitative and qualitative data. When teachers were asked in the interview if they felt social respect, all of them were positive. As they explained this and more follow-up questions were asked, it was found that they felt they were personally being respected specially from those who knew them personally, which might be due to the gratitude people generally have for the nobility of those who work with the youngsters (Robb 2008). Another justification is made by Hargreaves et al. (2007), who claim that teachers' sense of deep commitment to teaching helps their students cover up for their sense of status.

Yet, all of the participants thought that the social status of teachers is low, as this gratitude does not grant the prestige and high social status that other full professions exhibit (Robb 2008). Some of the participants have even considered the low social status as one of the main factors that makes teaching an unattractive career. Therefore, the high number of 46 participants who considered teachers to be respected in society might have been a general response regarding the general respect teachers personally feel. For example, one of the interviewed teachers insisted that teachers have a good social status:

I personally find the social view is they respect teachers, it is an appropriate view. I feel I'm being respected and appreciated.
How do you see your position in society as a teacher?
I find it appropriate, too. It is an exaggeration to claim that teacher status is low.

Later in the dialogue, she contradicted that statement:

The appreciation towards teaching has decreased. There is less appreciation of the role of the school.
So, there is respected and appreciation, but did it become less?
But... or in some families, there is unfortunately no respect at all, and this is transferred from the family to the children. Then, the child comes to the school without any appreciation of the teacher or the school administration, he will be rude... it will be normal for the child to be rude with the teacher or administration.

In addition, similar to Whitehead (2007), teachers pointed out working conditions as one of the indications of low social status, which includes teachers' offices, lack of resources, and assigning teachers with unrelated tasks. Two of the participants also referred to how the moral value of respect towards the older people and towards the teachers was more reinforced in the past by the parents who abided by their cultural values more closely. This could be because people in the UAE have been affected by the oil boom in which local components of popular culture gradually diminished (Lawson & Al-Naboodah 2008).

Teachers (9 out of 10) were generally satisfied with their current salary. Still, some of the participants wished to add other benefits to the salary, such as health insurance. However, they complained about the unclear promotion system. Even though teachers were mostly satisfied with their salary after the recent increase, the social status of teaching is still to be improved. According to Hargreaves (2009), salary is considered one of the most common essentials of status; nevertheless, it does not necessarily guarantee high status. Similarly, Sahlberg (2010) argues that, even though the average salary earned in Finland is similar to that in OECD countries, people join teaching in Finland because of the high social prestige and professional autonomy in schools.

Teachers provided many reasons for such a low social status: dropped parents' respect and appreciation towards teachers (10), parents as role models were blamed for students' disrespect toward teachers (5), lack of respect from the Ministry (2), and the negative role of the media (1). It was noticed that the main factor raised by all of the teachers in the interview related to parents. Only one teacher referred to the media's negative effect in relation to social status. This is similar to the findings of Hargreaves et al. (2007, p. 16) in which teachers felt disrespect from the media and press, and this perspective was also mentioned by "relatively few people".

Teacher autonomy was found to be limited. Teachers seemed to be restricted, as some felt that decisions are forced on them. Teachers are not involved in designing the curriculum. Six of the teachers indicated that they were even restricted in terms of the order of what to teach. Teachers have more freedom in terms of how to teach the lessons, yet they still have to use specific methods of instruction. Similarly, Collins (1979), Ginsburg (1996) and Hargreaves (1994) argue that teachers lack sufficient

autonomy and their work is mostly viewed to be routinised. Teachers' work in areas of pedagogy, curriculum and evaluation is usually controlled by bureaucratic and technical controls (Ginsburg 1996). Apple (1995) also claims that teachers are being controlled by very specific methods of instruction, prearranged programmes, and mandated curricula.

In response to the question about the leadership roles teachers take in the school, it was found that six of the ten interviewees were subject coordinators, which is considered a leadership role by school regulations. However, four of the teachers did not consider it a leadership role, but rather to act as a liaison between the administration and their departments, which does not require leadership competencies. They do not have any role in developing teaching or learning, they do not have authority, nor were they trained as to what is to be expected from them as subject coordinators, nor do they have a different employee status. The other four teachers who were not subject coordinators agreed with this view. Teacher leaders are expected to share their expertise and lead positive changes to the school (Barth 2001) that influences teachers, teaching and the school culture (Lieberman, Saxl and Miles 2000) in order to improve the standards of learning and students' achievement (Field, Holden & Lawlor 2011).

Regarding a teacher licence, there does not seem to be strong agreement or disagreement, but participants leaned more towards agreeing with a teacher licence. For example, 42 of the surveyed teachers disagreed with a teacher licence, while 55 agreed. As for the interviewed teachers, four agreed with licensing teaching, three were reluctant and hesitant but leaned towards conditional agreement, while three disagreed. Teachers who agreed and those with conditional agreement believed that the licensure will help in improving the status of teaching. One of the participants argued that parents' trust and society's confidence in teachers will increase. This goes in line with Wise et al. (1987), who argue that the licence will guarantee to the public that the teachers who have joined the profession have mastered adequate knowledge and skills. Other teachers claimed that licensure will ensure that only the qualified will teach. As Wilensky (1964) explains, licensing standards can help in protecting the profession from unqualified practitioners.

Teachers' ethics and morals that guide their work are based on religious and cultural values. This is anticipated, as to Muslims Islam is an inseparable component of their life (Ismail 2014). They are all influenced by Islamic values, as they consider teaching a very noble profession since it is considered the profession of the Prophets and Messengers of God. The Islamic faith and teachings guide their work, behaviour and morals (Ismail 2014). In addition, all of the participants considered the Prophet Mohamed (Blessings and peace of Allah be upon him) a role model in his teachings to his Companions specifically and humanity in general. The fact that Muslims consider the Prophet to be their role model is indicated in the Holy Qur'an, as Allah has said: "Indeed in the Messenger of Allah (Mohamed) you have a good example to follow" (Qur'an 33:21).

The integration of Islamic values was evident in the interviewees' dialogue as in the following examples of interview excerpts:

Wa Allah (Actually) it is the view that we follow the same path our prophets and messengers did

even if you face some difficulties, but *subhan Allah* (Exalted is Allah) if you see there is a slight impact

My religion is before anything. We fear Allah in everything we do

The responses from two Likert-scale items that covered code of ethics averaged to 78 participants to either agree or strongly agree with establishing and adhering to a code of ethics. As for the interview findings, when asked about a teacher code of ethics, seven of the participants did not have enough knowledge about what constitutes a teacher code of ethics, and therefore assumed the newly established Code of Ethics and Professional Conduct for Civil Service as the teacher code of ethics. An examination of the 'Code of Ethics and Professional Conduct for Civil Service' document confirms that what teachers thought to be the teacher code of ethics turned out to be a general code of ethics for the employees in the Civil Service. This indicates that those teachers lacked understanding of what constitutes a teacher code of ethics. More importantly, it proves that currently there is no code of ethics designed for teachers.

After the researcher briefly defined the teacher code of ethics, teachers were asked about their opinion regarding the importance of a code of ethics for teaching. All of the

participants seemed to have appreciated the role of establishing a code of ethics, but they believed it should be based on Islamic and cultural values that are taken from the Holy Qur'an and the Sunna. They argued that, even if teachers followed moral values, they still need a code of ethics that specifies how the principles are to be applied in a professional context. Similarly, Davis (1999) argues that a code of ethics is different from ordinary morality as they assume certain practices of the given profession.

Teachers also believed that a written code of ethics will provide them with guidelines and expectations. Codes “do provide guidelines to the implementation of ethical values” (Haynes 1998, p. 42), and at the same time they do represent the expectations that a profession has for itself (Arends, Winitzky & Tannenbaum 1998). On the other hand, two of the teachers did not think teachers will adhere to the code of ethics. However, as Hansen (2001) argues, codes hinge on teachers' willingness to adopt such qualities in themselves (Hansen 2001). It provides a guideline of the way teachers think and act.

Research Question 3

What changes would they like to see introduced in Dubai to further professionalise school teaching?

Teachers were asked about the changes to improve teaching as a profession to be considered in the professionalisation process. The qualitative findings supported and expanded on the quantitative findings. The number one element that was cited both by 17 of the surveyed participants and all of the interviewed teachers is better working conditions. This included workload, resources and motivations, and compensations. This was discussed in the literature as Ozga (1988) believes that the organisational factors of teaching allows for a critical understanding of teaching as a profession. It also relates, as Whitehead (2007) claims, to the social status of teaching. Weiss (1999) also argues that a poor working environment lowers autonomy and professional development opportunities. Boyer (1983, in Engvall 1997, p. 7) stressed that “we cannot expect teachers to exhibit a high degree of professional competence when they are accorded such a low degree of professional treatment in their workaday world”.

Teachers complained about the increase in workload. This increase means different things to different participants. However, they all agreed that there is too much for them to do. In teachers' dialogue, two sources of the workload were highlighted: external (MoE) and internal from the school organisation. This is similar to the findings of Ballet and Kelchtermans's study (2008) on teachers' workload, but they added a third source: self-imposed. Even though participants did not explicitly talk about the self-imposed sources, that they themselves can be one of the sources of increasing the workload by being committed to providing the students with the best practices, it is expected, as Hargreaves (2002) argues, that teachers strive to meet self-formulated expectations, and standards of teaching and learning could become other sources of workload increase. Moreover, eleven of the surveyed teachers and four of the interviewed teachers complained about the time put into unrelated tasks such as administrative tasks, which takes away time for working with the students. Consequently, it was suggested that the responsibilities of teachers need to be clarified and more focused on teaching and learning in which teachers' involvement in administrative tasks should be minimised. In addition, two of the participants talked about the importance of providing teachers with resources and developing the working environment. Currently, teachers suffer from lack of resources and thus they have to cover for that by paying for any missing resources by themselves. Similarly, Jonathon (1995) argues that the culture of the school as an organisation should symbolise professional workplace conditions.

Continuous professional development and training were also mentioned by teachers as a means to professionalise teaching (Evans 2002; Fullan & Miles 1992; Futrell 1994). It is of interest to note that one of the strongest indicators of teacher professionalisation, a specialised body of knowledge and training, was not emphasised as much as the working conditions. This might be consistent with Evans's (2002) argument, that the longer teachers remain in the field, the less likely they are to keep going for professional development opportunities.

Another point that participants found important in the professionalisation process was increasing teacher autonomy. Participants discussed how teachers should be given more leadership roles, should be allowed to take part in the development of the curriculum, and teachers' opinions and recommendations should be taken into consideration. It was noticed that participants focused mostly on macro-level autonomy. This corresponds

with Owens's (1987) argument that teachers' participation in influencing decision-making at the macro level will increase professionalisation, as it encourages ownership and collegiality among practitioners. Evans (2002) adds that to allow teachers the opportunity to influence decision-making over school policy reveals how much autonomy teachers exert in their working environments and the organisation, which is one of the important aspects of professionalisation. In a study conducted by Chubb and Moe (1990, cited in Haney 2005), the association between allowing teachers more autonomy at the school level and students' performance was found to be positive. Henig (1999) supports this finding as he claims that students' performance improves when their teachers have an extended influence within the school community.

In addition, most of the participants believe that if teachers adhere to the code of ethics, it will improve the status of teaching, as society will trust teachers more and thus their social status will improve. The association between codes and people's trust was raised by Layder (2006). A couple of participants also recommended applying a teacher licence. They believed that licensing will help to distinguish the qualified teachers from those who are not. Moreover, two participants talked about the role that the media could play in improving the image of teachers to the public. However, as Hargreaves et al. (2007) found in their study, the media image of teaching seems mostly to be associated with a negative image. Compensation is an essential element to teacher professionalisation (Evans 2002). Even though teachers were generally satisfied with the current salary, they still wanted to have benefits added to the salary, such as health insurance and annual tickets, as in other careers, so that teachers will have more value in society. The interview data also indicated that one of the elements that can improve the social status of teachers is related to parents' attitudes and awareness. Parents can convey to their children the concepts and values of respecting teachers and ownership of their learning.

5.2 Recommendations

This section suggests a number of implications and recommendations based on what was found from teachers' perspectives and understanding of profession and professionalisation in order to improve the status of teaching in the UAE:

- Teachers should be given more voice in policy decisions, in particular those decisions that have immediate impact on their teaching. Officials from the Ministry or the Education Zone should truly listen to teachers to make sound decisions and plans based on such an important source of data.
- School administration should provide teachers with stronger support and trust. They should involve teachers more closely in school-wide decisions.
- Teachers should be given professional advancement opportunities that allow them to remain in the classroom; this includes differentiated salary schedules.
- Policymakers should put improving the image of the teacher and social status as one of the policy objective priorities.
- The media should raise public awareness of the role of schools and teachers, and focus more on the successful teachers.
- Teachers should inspire and motivate their students to consider teaching as their future profession.
- Teachers should be encouraged to eliminate negative discussions about the profession.
- Teachers with family obligations should be given the choice of a part-time or full-time position, and thus attract those who left their work due to family obligations to return to teaching in a part-time position.
- Teacher licence or certification should be established. It should go through stages that suit the current situation of teachers in the UAE. Alternative certification options should be provided at the first stage of implementation to avoid a crisis of teacher shortage.
- Teachers should sign and adhere to the teacher code of ethics that is specifically designed for teachers and based on Islamic values. It could include ethical conduct toward students, practices and performance, professional colleagues, parents and community.
- Teachers should be encouraged to work more collaboratively in which they share clear goals on student learning and success and build trust and relationship among each other to produce a collaborative culture.
- The role of subject leaders (coordinators) should be redefined and responsibilities should be clearly stated. Generic leadership standards should be

developed by teachers, subject coordinators, advisors, and representatives from the Ministry.

- Student teacher preparation should be developed by ensuring the length of the teacher internship experience is adequate, as well as developing the exit outcomes to measure readiness to work in the field.
- Schools should establish a partnership with local universities in order to provide teachers with professional development. In addition, this partnership should be used to support first-year teachers.

5.3 Further Research

Since this research seems to be a first in the UAE in terms of investigating teachers' understanding of profession and the changes they want to see to professionalise teaching, it focused on the five main criteria of profession. Further research on the professional aspects of teaching and a consideration of different perspectives such as decision-makers at the Ministry level, school principals and parents is required and would surely add to the findings of this study. In addition, secondary school students should be surveyed for what could attract them to join a career in education. An investigation should be also done on male secondary school students to focus closely on the reasons for such a high reluctance to join teaching.

Teachers stated that one of the critical factors that influence teacher social status is related to parents' attitudes. Since parents have a direct influence on their children's attitudes, it is suggested that a follow-up study should be conducted to investigate parents' attitudes and perceptions of teaching, as well as whether or not they encourage their children to seek an education career.

One of the important and relevant areas that was not tackled much in this study is the role of the school administration in the professionalisation process. This would provide insight into the professional culture of the school and its impact on teachers' professional work.

5.4 Conclusions

The findings from this study reiterate that teaching in the UAE is not considered a full profession. The participants in this study agreed that teachers should acquire specialised knowledge, but the extent was not defined. Considering the nature of school teaching, most of them did not think it should be as complex as the other full professions, like medicine. They emphasised the importance of meaningful professional development, and considered it essential in the professionalisation process. With regard to the school organisation, collaborative work does not seem to be successfully established among teachers. Reasons could be related to lack of time, motivation, knowledge or support.

Participants struggled with defining the concept of profession. However, they demonstrated a good understanding of the criteria of profession. It was evident in their responses when discussing the necessity of a code of ethics that they believed that teachers should be required to possess ethical principles and adhere to the code of ethics. The importance of contextualising the ethics to Emirati culture and basing it on Islamic morals was emphasised by the participants.

The data revealed that teachers lack autonomy in their work, at both the micro and the macro level. They identified bureaucratic authority as the main source of control. Teachers desired to have more voice in decision-making, particularly those related to curriculum design, claiming that they are working in the field, and thus they could provide a valuable source of information. The findings also indicated that the role of subject coordinator, which is supposed to be a leadership role, did not provide the teachers with the opportunity to exercise leadership responsibilities. It was found that the role of teacher leader was not clearly identified by the teachers due to the lack of authority and autonomy they have as subject coordinators.

Perceptions provided regarding teacher licence reveal that participants have questions about the process of implementation. Even though participants leaned towards agreeing with a teacher licence, arguing that it will screen the qualified teachers from those who are not, and taking into consideration that the majority of the participants do have a degree in education, some were reluctant about the implementation of the licensure. Some even stated explicitly that they did not want to go through examinations after

years of teaching in which they had gained enough experience that could compensate for not having a qualification in education. The licensure, if not implemented carefully, could also become a barrier to potentially qualified teacher candidates.

One of the main issues that was of great significance to the participants that obstructs teachers' professional work and might contribute to a lower social status is related to working conditions. Teachers are not aware of the existence of a defined job description, as they are not aware of the expectations of being a teacher in a public school. They do everything, whether related or unrelated to their work. Data also revealed a lack of resources and motivations. Teachers usually spend their own money to cover up for the shortage of resources. Teachers also complained about the unclear system of promotion or career advancement. Some teachers were upgraded in their career grades, while others were not, with no clear reasons or criteria of selection. Even though teachers were generally satisfied with the last increase in salary, they still wished that they had other complementary benefits with the salary, similar to other employees who work in the government sector. They claim the lack of those benefits in comparison to other employees could provide a negative image of teaching.

Teachers were generally proud to be teachers and stated that they like their work; still, they feel overwhelmed with the workload and the constant changes in policies. Teachers find the workload to be so heavy, and at the same time are underappreciated and under-respected.

The use of mixed methods approach was found to be useful in this particular study. In some cases, the interview findings provided a good opportunity to better understand teachers' perceptions of some of the quantitative findings and vice versa.

Finally, it is a commonly known fact that educational reform and change are "uncontrollably complex" (Fullan 1993, p. 19). The professionalisation of teaching is certainly a complex process, but it is also important in order to improve the quality of teaching and learning. This study does not indicate or assume that it can turn over the teaching profession in the UAE, but it is a humble attempt to shed light on such a sophisticated issue, that was not given enough attention, by highlighting 'teachers'

voices' in order to provide policymakers with valuable data to be taken into consideration in regard to improving the status of teaching in the UAE.

References

- Abbott, A. (1988). *The system of professions: An essay on the division of expert labor*. Chicago: The University of Chicago Press.
- Abbott, A. (1991). The order of professionalization: An empirical analysis. *Work and Occupations*, vol. 18 (4), pp. 355-384.
- Adams, A. & Tulasiewicz, W. (1995). *The crisis in teacher education: a European concern?* London: Falmer Press
- Agarao-Fernandez, E. and de Guzman, A.B. (2006). Exploring the dimensionality of teacher professionalization. *Educational Research for Policy Practice*, vol. 5 (1) pp. 211-224.
- Ahmed, A. (2010) October 26). Minister hails ‘major’ reform of education. *The National: UAE* [online]. 26 October. [Accessed 4 June 2014] Available at: <http://www.thenational.ae/news/uae-news/education/minister-hails-major-reform-of-education>
- Ahmed, A. (2012). ‘Missing’ Emirati men return to teaching profession in Abu Dhabi. *The National* [online] 07 July. [Accessed 25 September 2014]. Available at: <http://www.thenational.ae/news/uae-news/missing-emirati-men-return-to-teaching-profession-in-abu-dhabi>
- Ahuvia, A. (2000). Traditional, interpretive, and reception based content analyses: improving the ability of content analysis to address issues of pragmatic and theoretical concern. *Social Indicators Research*, vol. 54 (2), pp. 139-172.
- Al-‘Areefi, M. (2012). *The art of interaction with people-Enjoy your life: deduced from a study of the Prophet’s life*. 2nd ed. Translated from Arabic. Riyadh: Darussalam.
- Al-Ali, J. (2008). Emiratisation: drawing UAE nationals into their surging economy. *International Journal of Sociology and Social Policy*, vol. 28 (9), pp.365-379.
- Ali, A.J. (2005). *Islamic Perspectives on Management and Organization*. Cheltenham: Edward Elgar Publishing.
- Al-Mubarakpuri, S. (2002). *The sealed nectar: biography of the noble Prophet (PBUH)*. Translated from Arabic. Riyadh: Darussalam.
- Alvesson, M. (2011). *Interpreting interviews*. London: SAGE Publications.

- Apple, M.W. (1986) *Teachers and texts: a political economy of class and gender relations in education*. London: Routledge.
- Apple, M.W. (1995). *Education and power*. 2nd ed. New York, NY: Routledge.
- Arends, R.I., Winitzky, N.E. & Tannenbaum, M.D. (1998) *Exploring Teaching*. 1st ed. Boston: McGraw Hill.
- Arnotta, M. & Ozga, J. (2010). Education and nationalism: the discourse of education policy in Scotland. *Discourse: Studies in the Cultural Politics of Education*, vol. 31 (3), pp. 335-350.
- Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences*. New Delhi: Prentice-Hall.
- Babbie, E. (1990). *Survey research methods*. 2nd ed. Belmont, CA: Wadsworth.
- Ball, D.L., Thames, M.H. & Phelps, G. (2008). Content knowledge for teaching: what makes it special? *Journal of Knowledge for Teaching*, vol. 59 (5), pp. 389-407.
- Ballet, K. & Kelchtermans, G. (2008). Workload and willingness to change: disentangling the experience of intensification. *Curriculum Studies*, vol. 40 (1), pp. 7-67.
- Baratz-Snowden, J. (1999). Support for Teacher Quality: An AFT Priority. *Journal of Negro Education*, vol. 68 (3), pp. 433-441.
- Barth, R. (2001). Teacher leader. *Phi Delta Kappan*, vol. 82 (6), pp. 443-449.
- Bartlett, L. (2004). Expanding teacher work roles: a resource for retention or a recipe for overwork? *Journal of Education Policy*, 19 (5), pp. 565-582.
- Bates, R. (2002). 'Leadership and the rationalization of society', in J. Smyth (ed). *Critical perspectives on educational leadership*. London: RoutledgeFlamer. pp. 131-156.
- Beck, J. (2002). The sacred and the profane in recent struggles to promote official pedagogic identities. *British Journal of Sociology of Education*, vol. 23 (4), pp. 617-626.
- Becker, H.S. (1970). 'The relevance of life histories', in N.K. Denzin (ed). *Sociological Methods: A Sourcebook*. London: Butterworths. pp. 381-397.
- Becker, H.S., Geer, B, Hughes, E.C. & Strauss, A.L. (1961). *Boys in White: Student Culture in Medical School*. Chicago, IL: University of Chicago Press.

- Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique*. London: Rowan and Littlefield.
- Biklen, S.K. (1995). *School work: gender and the cultural construction of teaching*. New York, NY: Teachers College Press.
- Bledstein, B.J. (1978). *The culture of professionalism: The middle class and the development of higher education in America*. New York: W. W. Norton & Company.
- Boulton, D. & Hammersley, M. (2006). 'Analysis of unstructured data', in R. Sapsford & V. Judd (eds). *Data collection and analysis*. 2nd ed. London: SAGE Publications. pp. 243-259.
- Bourdieu, P. (1977). *Outline of a theory of practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. (1992). *The logic of practice*. Cambridge: Polity Press.
- Bowen, G.A. (2009) Document analysis as a qualitative research method, *Qualitative Research Journal*, vol. 9 (2), pp.27-40.
- Boyd, P.C. (1994). Professional school reform and public school renewal: portrait of a partnership. *The Journal of Teacher Education*, vol. 45 (2), pp. 132-139.
- Brady, H.E. & Collier, D. (eds.). (2004). *Rethinking social inquiry: Diverse tools, shared standards*. Lanham, MD: Rowman & Littlefield.
- Brewer, J. & Hunter, A. (1989) *Multimethod research*. Thousand Oaks CA: SAGE Publications.
- Bristol-Rhys, J. (2008). 'The dilemma of gender-separated higher education in the United Arab Emirates', in C. Davidson & P. Mackenzie-Smith (eds). *Higher Education in the Gulf States: shaping economies, politics and culture*. London: The London Middle East Institute. pp. 98-109.
- Broidy, S. & Jones, S. (1998). Sources of professional ethics. *Educational Studies*, vol. 29 (1), pp. 3-13.
- Broman, T. (1995), Rethinking Professionalization: Theory, practice, and professional ideology in eighteenth-century German medicine. *The Journal of Modern History*, vol. 67 (4), pp. 835-872.
- Bryk, A., Camburn, E. & Louis, K.S. (1999). Professional community in Chicago elementary schools: facilitating factors and organizational consequences. *Educational Administration Quarterly*, vol. 35 (5), pp. 751-781.

- Bryman, A. (1988) *Quantity and quality in social research*. London: Urwin Hyman.
- Buckley, J., Schneider, M., & Shang, Y. (2005). Fix it and they might stay: school facility quality and teacher retention in Washington, D.C. *Teachers College Record*, vol. 107 (5), pp. 1107-1123.
- Bulger, P.G. (1972). Education as a profession. *ERIC Clearinghouse on Teacher Education*, pp. 1-25.
- Bullough, V.L (1970). Education and Professionalization: A Historical Example. *History of Education Quarterly*, vol. 10 (2), pp. 160-169.
- Burns, J.M. (1978). *Leadership*. New York: Harper & Row
- Byoumi, O. (2012). *Ex-teachers: teaching career expels the local competences*. Al Emarat Alyoum. 16 June, p. 2.
- Campbell, E. (2000). Professional Ethics in Teaching: towards the development of a code of practice. *Cambridge Journal of Education*, vol. 30 (2), pp. 203-221.
- Campbell, E. (2008). The Ethics of Teaching as a Moral Profession. *Curriculum Inquiry*, vol. 38 (4). pp. 357-385.
- Carter, K. (1993). The place of story in the study of teaching and teacher education. *Educational Researcher*, vol. 22 (1), pp. 5-18.
- Castellan, C.M. (2010). Quantitative and qualitative research: A view for clarity. *International Journal of Education*, vol. 2 (2), pp. 1-14.
- Changying, W. (2007). Analysis of Teacher Attrition. *Chinese Education and Society*, vol. 40 (5), pp. 6-10.
- Clayton, C. & Schoonmaker, F. (2007). What Holds Academically Able Teachers in the Profession? A Study of Three Teachers. *Teachers and Teaching: Theory and Practice*, vol. 13 (3), pp. 247-267.
- Codd, J. (2002). 'Educational leadership as reflective action', in J. Smyth (ed). *Critical perspectives on educational leadership*. London: RoutledgeFalmer. pp. 157-178.
- Cogan, J.L. (1953). Toward a definition of profession. *Harvard Educational Review*, vol. 23 (1), pp. 33-50.
- Cohen, J.L. (2008). 'That's not treating you as a professional': teachers constructing complex professional identities through talk. *Teachers and Teaching: theory and practice*, vol. 14 (2), pp. 79-93.

- Cole, A. & Knowles, J.G. (1995). 'Methods and issues in a life history approach to selfstudy', in T. Russell & F. Korthagen (eds). *Teachers who teach teachers: Reflections on teacher education*. London: Falmer Press. pp. 130-151.
- Collie, R.J., Shapka, J.D. & Perry, N.E. (2011) Predicting teacher commitment: the impact of school climate and social–emotional learning. *Psychology in the Schools*, vol. 48 (10), pp. 1034-1048.
- Collins, R. (1979) *The credential society: an historical sociology of education and stratification*. New York: Academic Press
- Collins, R. (1979). 'The politics of profession', in R. Collins (ed). *The credential society: A historic al sociology of education and stratification*. New York: Academic Press. pp. 131-181.
- Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press.
- Colnerud, G. (2006). Teacher ethics as a research problem: syntheses achieved and new issues. *Teachers and Teaching: theory and practice*, vol. 12 (3), pp. 365-385.
- Cooney, J.M. (1999). *Middle school teachers' perspectives on inclusion: A qualitative study*. (Doctoral dissertation, Florida International University, 1999).
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: techniques and procedures for developing grounded theory*. 3rd ed. Thousand Oaks, CA: SAGE Publications
- Creswell, J.W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks. CA: SAGE Publications.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches*. 2nd ed. Thousand Oaks, CA: SAGE Publications.
- Creswell, J.W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River: Pearson.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. 3rd ed. Los Angeles, CA: SAGE Publications.
- Creswell, J.W., Shope, R., Plano Clark, V. L. & Green, D. O. (2006). How interpretive qualitative research extends mixed methods research. *Research in the Schools*, vol. 13 (1), pp. 1-11.

Croswell, L. & Elliot, B. (2004). *Committed teachers, passionate teachers: the dimension of passion associated with teacher commitment and engagement* [online]. [Accessed 25 October 2014] Available at: <http://eprints.qut.edu.au/968/>

Cruess, S.R., Johnston, S. & Cruess, R. (2003). "Profession": A working definition for medical educators. *Teaching and Learning in Medicine*, vol. 16 (1), pp. 74-76.

Daft, R. (2005). *The leadership experience*. 3rd ed. Ohio: South-Western.

Darling-Hammond, L. (1988). The futures of teaching. *Educational Leadership*, vol. 46 (3), pp. 4-10.

Darling-Hammond, L. (1997). The quality of teaching matters most. *Journal of Staff Development*, vol. 18 (1), pp. 38-41.

Darling-Hammond, L. (2000). Teacher quality and student achievement: a review of state policy evidence. *Education Policy Analysis Archives*, vol. 8 (1), pp. 1-44

Darling-Hammond, L. (2005). Prepping our teachers for the teaching profession. *Phi Delta Kappan*, vol. 87 (3), pp. 237-240.

Darling-Hammond, L., & Berry, B. (1995). 'Teacher professionalism and the commission reports: The prospects for creating a learner-centered profession of teaching', in R. Ginsberg & D. N. Plank (eds), *Commissions, reports, reforms, and educational policy*. Westport: Pleager. pp. 151-169.

Darling-Hammond, L., & Sykes, G. (1999). *Teaching as the learning profession: handbook of policy and practice*. San Francisco: Jossey-Bass Publishers.

Darraj, S.M. & Puller, M. (2009). *Creation of the modern middle east: United Arab Emirates*. New York: Chelsea House.

Davis, M. (1999). *Ethics and the university*. London: Routledge.

Dawson, C. (2009). *Introduction to research methods: a practical guide for anyone undertaking a research project*. 4th ed. Oxford: How To Books.

Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, vol. 9 (3), pp. 243 – 260.

Dempsey, V. (1997). 'The nature of professionalism in the context of school reform', in N.E. Hoffman, W.M. Reed & G.S. Rosenbluth (eds). *Lessons from restructuring experiences: stories of change in professional development schools*. Albany, NY: State University of New York Press. pp. 9-32.

- Denscombe, M. (2003). *The good research guide: for small-scale social research projects*. 2nd ed. Berkshire: Open University Press.
- Denzin, N. & Lincoln, Y. (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: SAGE Publications.
- Denzin, N.K. & Lincoln, Y.S. (2005). 'Introduction: The discipline and practice of qualitative research', in N. K. Denzin and Y. S. Lincoln (eds). *The Sage handbook of qualitative research*. 3rd ed. Thousand Oaks, CA: SAGE Publications. pp. 1-32.
- Denzin, N.K. & Mettlin, C.J. (1968). Incomplete Professionalization: The Case of Pharmacy. *Social Forces*, vol. 46 (3), pp. 375-381.
- Dillman, D.A., Smyth, J.D. & Christian, L.M. (2009). *Internet, mail, and mixed-mode surveys: the tailored design method*. 3rd ed. New Jersey: John Wiley & Sons, Inc.
- Dodd, N. (1999). *Social theory and modernity*. Cambridge: Polity Press.
- Douglas, S.P. & Craig, C.S. (2007). Collaborative and iterative translation: an alternative approach to back translation. *Journal of International Marketing*, vol. 15 (1), pp. 30-43.
- Doyle, L., Brady, A. & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing*, vol. 14 (2), pp. 175-185.
- Dreeben, R. (1970). *The nature of teaching: Schools and the work of teachers*. Glenview, IL: Scott Foresman.
- DuBrin, A. (2004). *Leadership: research findings, practice, and skills*. 4th ed. New York: Houghton Mifflin Company.
- Durkheim, E. (1979) *Essays on Morals and Education*. W. S. F. Pickering (eds). London: Routledge.
- Dyer, A.R. (1985). Ethics, Advertising and the Definition of a Profession. *Journal of Medical Ethics*, vol. 11 (2), pp. 72-78.
- Elliott, D.D., May, W., Schaff, P.B., Nyquist, J.G., Trial, J., Reilly, J. & Lattore, P. (2009). Shaping professionalism in pre-clinical medical students: Professionalism and the practice of medicine. *Medical Teacher*, vol. 31 (1), pp. 295-302.
- Ely, M., Anzul, M., Friedman, T., Garner, D. & Steinmetz, A.M. (1991). *Doing qualitative research: Circles within circles*. New York, NY: Routledge Falmer Taylor and Frances Group.

Emener, W.G. & Cotton, R.R. (1989). Professionalization, deprofessionalization, and reprofessionalization of rehabilitation counseling according to criteria of professions. *Journal of Counseling and Development*, vol. 67 (10), pp 576-581.

English, F. & Steffy, B. (2001). *Deep curriculum alignment: creating a level playing field for all children on high-stakes tests of educational accountability*. Lanham, MD: Scarecrow Press.

Engvall, R.P. (1997). *The professionalization of teaching: is it truly much ado about nothing?* Lanham, MD: University Press of America.

Erickson, F. (1986). 'Qualitative methods in research on teaching', in M. C, Wittrock (ed). *Handbook of research on teaching*. 3rd ed. New York: Macmillan Publishing. pp. 505-526.

Erickson, F. (1987). Conceptions of school culture: an overview. *Educational Administration Quarterly*, vol. 3 (4), pp. 11-24.

Esland, G. (1980). 'Professions and professionalism', in G. Esland and G. Salaman (eds). *The politics of work and occupation* University of Toronto: The Open University Press. pp. 213-250.

Esteve, J.M. (2000). The transformation of the teachers' role at the end of the twentieth century: New challenges for the future. *Educational Review*, vol. 52 (2), pp. 197-217.

Etzioni, A. (1969). *The semi-professions and their organization*. New York: Free Press.

Evans, L. (2002). Teacher attraction: are magnet school teachers more professionalized than traditional school teachers in urban secondary schools? *Education and Urban Society*, vol. 34 (3), pp. 312-333.

Evetts, J. (1999). Professionalisation and professionalism: issue for interprofessional care. *Journal of Interprofessional Care*, vol. 13 (2) pp. 119-128.

Federal Authority for Government Human Resources. (2014). *Code of Ethics and Professional Conduct for Civil Service* [online]. [Accessed 14 June 2014]. Available at:

<http://www.fahr.gov.ae/Portal/en/laws-and-legislations/professional-conduct-document.aspx>

Field, K., Holden, P. & Lawlor, H. (2011). *Effective subject leadership*. London: Routledge.

- Filson, G. (1988). Ontario teachers' deprofessionalization and proletarianization. *Comparative Education Review*, vol. 32 (3), pp. 298-317.
- Finn Jr. & Madigan, K. (2001). Removing the barriers for teacher candidates. *Educational Leadership*, vol. 58 (8), pp. 29-32.
- Firestone, W.A. (1987). Meaning in method: the rhetoric of quantitative and qualitative research. *Educational Researcher*, vol. 16 (7), pp. 16-21.
- Firestone, W.A. (1996). Images of teaching and proposals for reform: a comparison of ideas from cognitive and organizational research. *Educational Administration Quarterly*, vol. 32 (2), pp. 209 – 235.
- Fiske, J. (2002). *Introduction to communication studies*. 2nd ed. London: Routledge.
- Flick U. (2007). *Designing qualitative research*. London: SAGE Publications.
- Flores, M.A. (2003). Teacher Professionalisation and Professionalism in Portugal and Brazil: what do the policy documents tell? *Journal of Education for Teaching*, vol. 29 (1), pp. 5-18.
- Forsyth, P.B. & Danisiewicz, T.J. (1985). Toward a theory of professionalization. *Work and Occupations*, vol. 12, pp. 59-76.
- Franklin-Panek, C.E. (2001). A self-selection process for student teachers: a values clarification approach. *Education*, vol. 109 (1), pp. 108-111.
- Fricker, R.D., Jr. & Schonlau, M. (2002) Advantages and disadvantages of internet research surveys: Evidence from the literature. *Field Methods*, vol. 14 (4), pp. 347-367.
- Friedson, E. (1994). *Professionalism reborn: Theory, prophecy, and policy*. Chicago, IL: University of Chicago Press.
- Forawi, S. (2014). Youth and educational aspirations: perceptions and instrument validation. *The International Journal of Humanities Education*, vol. 11 (1), pp. 11-25
- Fuchs Ebaugh, H.R. (1988). *Becoming an ex: The process of role exit*. Chicago, IL: University of Chicago Press.
- Fullan, M. (1993). Why teachers must become change agents. *Educational Leadership*, vol. 20 (6), pp. 12-17.
- Fullan, M. (2001). *The new meaning of educational change*. New York, NY: Teachers College Press.

- Fullan, M.G. & Miles, M.B. (1992). Getting reform right: what works and what doesn't. *Phi Delta Kappan*, vol. 73 (10), pp. 745-752.
- Furlong, J. (2005). New labour and teacher education: the end of an era. *Oxford Review of Education*, vol. 31 (1) pp. 119-34.
- Futrell, M. (1994). 'Empowering teachers as learners and leaders', in D. Walling (ed). *Teachers as leaders: perspectives on the professional development of teachers*. Bloomington, IN: Phi Delta Kappa Educational Foundation. pp. 119-135.
- Gabrielle Finn, G., Garner, J. & Sawdon, M. (2010). 'You're judged all the time!' Students' views on professionalism: a multicentre study. *Medical Education*, vol. 44 (1), pp. 814-825.
- Garrett, A.L. (2008). 'Methodological issues', in M. Bergman (ed). *Advances in mixed methods research: Theories and applications*. London: SAGE Publications. pp. 66-83.
- Gee, J.P. (2005). *An introduction to discourse analysis: Theory and method*. 2nd ed. New York: Routledge.
- George, W. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey-Bass.
- Gherardi, S. & Turner, B. (2002). 'Real men don't collect soft data', in A.M. Huberman & M.B. Miles (eds). *Qualitative researcher's companion*. London: SAGE Publications. pp. 81-100.
- Gideonse, H.D. (1989). *Relating knowledge to teacher education*. Washington, D.C.: American Association of Colleges for Teacher Education.
- Gillham, B. (2000). *The research interview*. London: Continuum.
- Ginsburg, M.B. (1996). Professionalism or politics as a model for educators' work and lives. *Educational Research Journal*, vol. 11 (2), pp. 133-146.
- Glesne, C. (2006). *Becoming qualitative researchers: an introduction*. 3rd ed. Boston: Pearson Education, Inc.
- Goldhaber, D. D. & Brewer, D. J. (1999). 'Teacher licensing and student achievement', in M. Kanstoroom and C.E. Finn Jr. (eds). *Better teachers, better schools*. Washington, DC: Thomas B. Fordham Foundation, pp. 83-102.
- Goldhaber, D.D. & Brewer, D.J. (1991). Review of research. *Education*, vol. 17 (1), pp. 225-266.

- Gonzalez, G., Karoly, L.A., Constant, L., Salem, H. & Goldman, C.A. (2008). *Facing human capital challenges of the 21st century: education and labor market initiatives in Lebanon, Oman, Qatar, and the United Arab Emirates*. Santa Monica: RAND.
- Goode, W.J. (1969). 'The theoretical limits of professionalization', in A. Etzioni (ed). *The semi-professions and their organization*. New York: Free Press. pp. 266-313.
- Goodlad, J.I. (2004). *A place called school*. New York: McGraw-Hill.
- Goodson, I. & Choi, P.L. (2008). Life history and collective memory as methodological strategies: studying teacher professionalism. *Teacher Education Quarterly*, vol. 35 (2), pp. 5-28.
- Gorard, S. (2013). *Research design: creating robust approaches for the social sciences*. London: SAGE Publications.
- Gorard, S., See, B.H., Smith, E. & White, P. (2007). What Can We Do to Strengthen the Teacher Workforce? *International Journal of Lifelong Education*, vol. 26 (4) pp. 419-437.
- Graeff, C. (1983). The situational leadership theory: a critical view. *The Academy of Management Review*, vol. 8 (2), pp. 285-291.
- Gray, S.L. & Whitty, G. (2010). Social trajectories or disrupted identities? Changing and competing models of teacher professionalism under New Labour. *Cambridge Journal of Education*, vol. 40 (1), pp. 5-23.
- Greene, J.C., Caracelli, V.J., & Graham, W.F. (1989). Toward a conceptual framework for mixed-method evaluation design. *Educational Evaluation and Policy Analysis*, vol. 11 (3), pp. 255-274.
- Greenfield, T. (1973) Organisations as social inventions: rethinking assumptions about change. *Journal of Applied Behavioural Science*, vol. 9 (5), pp. 551-574.
- Grossman, P., Wineburg, S. & Woolworth, S. (2001). Towards the theory of teacher community. *Teachers College Records*, vol. 103 (6), pp. 942-1013.
- Guilbert, D., Vacc, N., & Pasley, K. (2000). The relationship of gender role beliefs, negativity, distancing, and marital instability. *Family Journal*, vol. 8 (2), pp. 124-132.
- Guiney, E. (2001). Coaching isn't just for athletes: the role of teacher leaders. *Phi Delta Kappan*, vol. 82 (10), pp. 740-743.
- Hakanen, J.J., Bakker, A.B. & Schaufeli, W.B. (2006). Burnout and Work Engagement among Teachers. *Journal of School Psychology*, vol. 43 (6), pp. 495-513.

Hall, R.H. (1968). Professionalization and bureaucratization. *American Sociological Review*, vol. 33 (1), pp. 92-104.

Hall, C. & Schulz, R. (2003). Tensions in teaching and teacher education: professionalism and professionalisation in England and Canada. *Compare*, vol. 33 (3), pp. 370-83.

Haney, J.G. (2005). *The influence of professionalization on the recruitment of prospective teachers as perceived by Texas teachers of the year*. Ph.D. Thesis. Texas A&M University.

Hansen, D.T. (2001). *Exploring the moral heart of teaching: toward a teacher's creed*. New York: Teachers College Press.

Hargreaves, A. (1988). Teaching quality: a sociological analysis. *Journal of Curriculum Studies*, vol. 20 (3), pp. 211-231.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers' College Press.

Hargreaves, A. (2002). 'Teaching in a box: Emotional geographies of teaching', in C. Sugrue & C. Day (eds). *Developing teachers and teaching practice: international research perspectives*. London: Routledge/Falmer. pp. 3-25.

Hargreaves, A. (2003). *Teaching in the knowledge society: education in the age of insecurity*. New York, New York: Teachers College Press.

Hargreaves, D.H. (1995). School culture, school effectiveness and school improvement. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, vol. 6 (1), pp. 23-46.

Hargreaves, L. (2009). The status and prestige of teachers and teaching, in L.J. Saha & A.G. Dworkin (eds). *International handbook of research on teachers and teaching*. New York: Springer. pp. 217-229.

Hargreaves, L., Cunningham, M., Everton, T., Hansen, A., Hopper, B., McIntyre, D., Oliver, C., Pell, T., Rouse, M. & Turner, P. (2007). *The status of teachers and the teaching profession in England: views from inside and outside the profession. Final report of the teacher status project*. Research Report 831A. London: University of Cambridge Faculty of Education.

Harman, K. (1989). Culture and conflict in academic organisation: symbolic aspects of university worlds. *Journal of Educational Administration*, vol. 27 (3), pp. 30-54.

Haselkorn, D., & Harris, L. (2001). *The essential profession: American education at the crossroads*. Belmont, MA: Recruiting New Teachers.

- Hatch, J.A. (2002). *Doing qualitative research in education settings*. Albany, NY: SUNY Press.
- Haynes, F. (1998) *The ethical school*. London: Routledge.
- Heard-Bey, F. (2004). *From trucional states to U.A.E. A society in transition*. 2nd ed. Dubai: Motivate Publishing.
- Henig, J. (1999). 'School choice outcomes', in S. Sugarman & F. Kramer (eds). *School choice and social controversy*. Washington, DC: Brookings Institute. pp. 68-107.
- Holliday, A. (2002). *Doing and writing qualitative research*. London: SAGE Publications.
- Hong, J.Y. (2010). Pre-service and Beginning Teachers' Professional Identity and Its Relation to Dropping Out of the Profession. *Teaching and Teacher Education*, vol. 26 (8), pp. 1530-1543.
- Hopkins, D. & Stern, D. (1996). Quality teachers, quality schools: international perspectives and policy implications. *Teaching and Teacher Education*, vol. 12 (1), pp. 501 – 517.
- Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher*, vol. 19 (4), pp. 2-9.
- Howe, K.R. (2004). A critique of experimentalism. *Qualitative Inquiry*, vol. 10 (1), pp. 42-61.
- Hoyle, E. (2001) Teaching prestige, status and esteem. *Educational Management and Administration*, vol. 29 (2), pp. 139-152.
- Ingersoll, R.M. (2001). Teacher turnover, teacher shortages, and the organization of schools. *The Journal of Educational Research*, vol. 38 (3), pp. 499-534.
- Ingersoll, R M. (2002). The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription. *NASSP Bulletin*, 86 (631), pp. 16-31.
- Ingersoll, R.M. (2003). *Who controls teachers' work: power and accountability in America's schools*. Cambridge, MA: Harvard University Press.
- Ingersoll, R.M., Alsalam, N, Quinn, P. & Bobbitt, S. (1997). *Teacher professionalization and teacher commitment: a multilevel analysis*. New Jersey: National Center for Education Statistics.

Ingersoll R.M. & Perda D. (2008). 'The status of teaching as a profession', in J. H. Ballantine and J. Z. Spade (eds). *Schools and society: A sociological approach to education*. 3rd ed. Thousand Oaks, CA: SAGE Publications. pp. 286-297.

Ismail, K. (2014). *A sincere letter*. Translated from Arabic. Dubai: Dar Al Ber Society.

Jackson, S.L. (2009). *Research methods and statistics: a critical thinking approach*. 3rd ed. Belmont, CA: Wadsworth.

Janesick, V. (1998). 'The dance of qualitative research design: metaphor, methodolatry, and meaning', in N. Denzin and Y. Lincoln (eds). *Strategies of qualitative inquiry*. London: SAGE Publications, Inc, pp. 52-72.

Jasman, A.M. (2009). A critical analysis of initial teacher education policy in Australia and England: past, present and possible futures. *Teacher Development*, vol. 13 (4), pp. 321-333.

Johnson, R.B. & Onwuegbuzie, A.J. (2004). Mixed methods research: a research paradigm whose time has come. *Educational Researcher*, vol. 33 (7), pp. 14-26.

Johnson, R.B. & Onwuegbuzie, A.J. & Turner, L.A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, vol. 1 (2), pp. 112-133.

Johnson, R.B. & Turner, L.A. (2003). 'Data collection strategies in mixed methods research', in A. Tashakkori and C. Teddlie (eds). *Sage Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: SAGE Publications. pp. 297-319.

Johnson, S.M. (1990). *Teachers at work: achieving success in our schools*. New York, NY: Basic Books, Inc.

Jonathon, D. (1995). Bonfires and magic bullets. Making teaching a true profession: the step without which other reforms will neither take nor endure. *Research for Better Teaching*, pp. 1-60.

Kasar, J. and Muscari, M.E. (2000). A conceptual model for the development of professional behaviours in occupational therapy. *Canadian Journal of Occupational Therapy*, vol. 67 (1), pp. 42-52.

Kerchner, C.T. & Cauffman, K.D. (1995). Lurching toward professionalism: The saga of teacher unionism. *The Elementary School Journal*, vol. 96 (1), pp. 107-122.

Krathwohl, D.R. (1998). *Methods of educational & social science research: An integrated approach*. 2nd ed. White Plains, NY: Addison Wesley Longman.

- Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, vol. 30 (1), pp. 607-610.
- Krippendorff, K. (2004). *Content analysis: an introduction to its methodology*. 2nd ed. Thousand Oaks: SAGE Publications.
- Kultgen, J. (1988). *Ethics and professionalism*. Philadelphia: University of Pennsylvania Press.
- Kvale, S. & Brinkmann, S. (2009) *Interviews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: SAGE Publications.
- Labaree, D.F. (1992). Power, knowledge, and the rationalization of teaching: A genealogy of the movement to professionalize teaching. *Harvard Educational Review*, vol. 62 (2), pp. 123-154.
- Labrana, C.M. (2007). History and Social Science Teachers' Perceptions of Their Profession: A Phenomenological Study. *Social Studies*, vol. 98 (1), pp. 20-24.
- Lawson, F.H. & Al-Naboodah, H.M. (2008). 'Heritage and cultural nationalism in the United Arab Emirates', in A. Alsharekh and R. Springborg (eds). *Popular culture and political identity in the Arab Gulf States*. London: SAQI. pp. 15-30.
- Layder, D. (2006). *Understanding social theory*. 2nd ed. Los Angeles: SAGE Publications.
- Legatt, T. (1970). 'Teaching as a profession', in J. Jackson (ed), *Profession and professionalization* London: Cambridge University Press. pp. 53-77.
- Leithwood, K. (2006). *Teacher working conditions that matter: evidence for change*. Toronto, ON: Elementary Teachers' Federation of Ontario.
- Lieberman, A. & Miller, L. (1990). 'The social realities of teaching', in A. Lieberman (ed). *Schools as collaborative cultures: creating the future now*. New York, NY: The Falmer Press.
- Lieberman, A., Saxl, E.R. & Miles, M.B. (2000). 'Teacher leadership: Ideology and practice', in M. Fullan (ed). *The Jossey-Bass reader on educational leadership*. San Francisco: Jossey-Bass. pp. 348-365
- Likert, R. 1967. 'The Method of Constructing an attitude Scale' in M. Fishbein (ed). *Attitude Theory and Measurement*. New York: John Wiley and Sons. pp. 90-95.
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: SAGE Publications.

- Liston, D.P., & Zeichner, K.M. (1990). *Teacher education and the social conditions of schooling*. New York, NY: Routledge.
- Litwin, M.S. (1995). *How to measure survey reliability and validity*. Thousand Oaks, CA: SAGE Publications.
- Lortie, D.C. (1975). *Schoolteacher*. Chicago, IL: The University of Chicago Press.
- Louis K., & Marks, H. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, vol. 107 (4), pp. 532-575.
- Lovat, T.J. (1998) Ethics and ethics education: professional and curricular best practice. *Curriculum Perspectives*, vol. 18 (1), pp. 1-7.
- Low, L. (2012). *Abu Dhabi's vision 2030: an ongoing journey of economic development*. London: World Scientific Publishing Co.
- Madsen, S.R. Cook, B.J. (2010) Transformative learning: UAE, women, and higher education. *Journal of Global Responsibility*, vol. 1 (1), pp.127-148.
- Marks, H. & Louis, K. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance. *Educational Evaluation and Policy Analysis*, vol. 19 (3), pp. 235-275.
- Marks, H. & Louis, K. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly*, vol. 35 (5), pp. 707-750.
- Marx, K. & Engels, F. (1998). *The Communist Manifesto: A Modern Edition*. New York: Verso.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative Research*, vol. 6 (1), pp. 9-25.
- Matulic-Keller, M. (2011). *Parent and educator perspectives on issues related to the professionalism of teaching*. Ed.D. Thesis. State University at New York.
- McEvoy, P. & Richards, D. (2006). A critical realist rationale for using a combination of quantitative and qualitative methods. *Journal of Research in Nursing*, vol. 11 (1), pp. 66-78.
- McLaughlin, M.W. (1997). 'Rebuilding teacher professionalism in the United States', in A. Hargreaves and R. Evans (eds). *Beyond educational reform: Bringing teachers back in*. Philadelphia: Open University Press. pp. 77-93.

- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Mertens, D.M. (2003). 'Mixed methods and the politics of human research: the transformative-emancipatory perspective' in A. Tashakkori & C. Teddlie (eds). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: SAGE Publications.
- Miles, & Huberman (1994). *Qualitative data analysis: A sourcebook of new methods*. 2nd ed. Newbury Park: CA: SAGE Publications.
- Ministry of Cabinet Affairs. (2014). *UAE Vision 2020* [online]. [Accessed 8 October 2014]. Available at: http://www.moca.gov.ae/?page_id=620&lang=en
- Ministry of Education. *Open data* [online]. [Accessed 4 February 2012]. Available at: <https://www.moe.gov.ae/English/Pages/opendata.aspx>
- Moen, P., Erickson, M., & Dempster-McClain, D. (2000). Social role identities among older adults in a continuing care retirement community. *Research on Aging*, vol. 22 (5), pp. 559-579.
- Monroe, C. (2001). *Discovering teacher professionalism: how urban public and private elementary teachers reveal aspects of professionalism in conversation*. Ph.D. Thesis. The University of Dayton.
- Morgan, D.G. (1965). De-Professionalization of Teaching in East Africa. *The Journal of Negro Education*, vol. 34 (4), pp. 404-412.
- Morgan, D.L. (2007). Paradigms lost and pragmatism regained: methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, vol. 1 (1), pp. 48-76.
- Morgan, G. (2006). *Images of Organization*. London: SAGE Publications.
- Morrison, M. (2002). 'What do we mean by educational research?', in M. Coleman and A. Briggs (eds). *Research methods in educational leadership and management*. London: SAGE Publications. pp. 3-27.
- Muller, K., Alliata, R., Benninghoff, F. (2009). Attracting and Retaining Teachers: A Question of Motivation. *Educational Management Administration & Leadership*, vol. 37 (5), pp. 574-599.
- Murnane, R.J., & Steele, J.L. (2007). What Is the Problem? The Challenge of Providing Effective Teachers for All Children. *Future of Children*, vol. 17 (1), pp. 15-43.

Murnane, R.J., Singer, J.D., Willett, J.B., Kemple, J.J., & Olsen, R.J. (1991). *Who will teach?: policies that matter*. Cambridge, MA: Harvard University Press.

Nash, R. (1999). Bourdieu, 'Habitus', and educational research: Is it all worth the candle? *British Journal of Sociology of Education*, vol. 20 (2), pp. 175-187.

National Qualifications Authority (NQA). (2013). *The UAE education system*. [online]. [Accessed 18 December 2014]. Available at: <http://www.nqa.gov.ae/En/pages/default.aspx>

Northouse, P.G. (2010). *Leadership: theory and practice*. Thousand Oaks, CA: SAGE Publications.

O'Neill, J. & Bourke, R. (2010). Educating teachers about a code of ethical conduct. *Ethics and Education*, vol. 5 (2), pp. 159-172.

Okoye, N.S., Momoh, S.O., Aigbomian, D.O., & Okecha, R. (2008). Teachers' quality, instructional strategies and students' performance in secondary school science. *Journal of Instructional Psychology*, vol. 35 (2), pp. 204-211.

Onwuegbuzier, A.J. & Collins, K.M. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, vol. 12 (2), pp. 281-316.

Onwuegbuzier, A.J., Johnson, B.R. & Collins, K.M. (2009). Call for mixed analysis: a philosophical framework for combining qualitative and quantitative approaches. *International Journal of Multiple Research Approaches*, vol. 3 (2), pp. 114-139.

Onwuegbuzie, A.J. & Leech, N.L. (2007). Sampling Designs in Qualitative Research: Making the Sampling Process More Public. *The Qualitative Report*, vol. 12 (2), pp. 238-254.

Ornstein, A.C. (1988). The changing status of the teaching profession. *Urban Education*, vol. 23 (3), pp. 261-279.

Ornstein, A.C., Levine, D.U., Gutek, G.L. & Vocke, D.E. (2014). *Foundations of education*. 12th ed. Belmont, CA: Wadsworth.

Owens, R. (1987). *Organizational behavior in education*. Englewood Cliffs, NJ: Prentice Hall.

Ozga, J. (ed). (1988). *Schoolwork: Approaches to the labour process of teaching*. Milton Keynes: Open University Press.

Patton, M. (1990). *Qualitative evaluation and research methods*. 2nd ed. Newbury Park, CA: SAGE Publications.

- Patton, M. (2002). *Qualitative evaluation and research methods*. 3rd ed. London: SAGE Publications.
- Peterson, R.A. (2000). *Constructing effective questionnaires*. London: SAGE Publications.
- Phelan, A. (2010). 'Bound by recognition': some thoughts on professional designation for teachers. *Asia-Pacific Journal of Teacher Education*, vol. 38 (4), pp. 317-329.
- Pickle, J. (1990). Toward a reconstruction of teacher professionalism. *Educational Foundations*, vol. 4 (2), pp. 73-87.
- Pini, M., & Gorostiaga, J. (2008). Teacher education and development policies: critical discourse analysis from a comparative perspective. *International Review of Education*, vol. 54 (3), pp. 427-443.
- Punch, K.F (2003). *Survey research: the basics*. London: SAGE Publications.
- Reay, D. (2004). It's all becoming a habitus: Beyond the habitual use of habitus in educational research. *British Journal of Sociology of Education*, vol. 25 (4), pp. 431-444.
- Ritzer, G. (1975). Professionalization, Bureaucratization and Rationalization: The views of Max Weber. *Social Forces*, vol. 53 (4), pp. 627-634.
- Robb, K.C. (2008) *An uncertain position: examining the status of teaching as a profession* [online]. [Accessed 3 November 2014] Available at: <http://www.usca.edu/essays/vol182006/robb%20revised.pdf>
- Rockoff, J.E. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *American Economic Review*, vol. 94 (2), pp. 247-252.
- Rossmann, G.B., & Wilson, B.L. (1985). Numbers and words: combining quantitative and qualitative methods in a single large-scale evaluation study. *Evaluation Review*, vol. 9 (5), pp. 627-643.
- Rowan, B. (1994). Comparing teachers work with work in other occupations: notes on the professional status of teaching. *Educational Researcher*, vol. 23 (6), pp. 4-17.
- Rubin, A. & Babbie, E. (2011). *Research methods for social work*. 7th ed. Belmont, CA: Brooks/Cole.
- Ryan, B.A. (2005). *Teaching as a profession: casting a clear vision and building strong foundations*. Master Thesis. Pacific Lutheran University.

Sachs, J. (2003). Teacher professional standards: controlling or developing teaching? *Teachers and Teaching*, vol. 9 (2) pp. 175-186.

Sahlberg, P. (2010). *Finnish lessons*. New York: Teachers College Press.

Samier, E. (2002) Weber on education and its administration: prospects for leadership in a rationalized world. *Educational Management & Administration*, vol. 30 (1), pp. 27-45.

Sanders, W.L. & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

Sarason, S. (1993). *You are thinking of becoming a teacher?* San Francisco: Jossey-Bass.

Schlechty, P. (2002). *Working on the work*. San Francisco: Jossey-Bass.

Schwandt, T.A. (2001). *Dictionary of qualitative inquiry*. Thousand Oaks, CA: SAGE Publications.

Seidman, I. (2006). *Interviewing as qualitative research*. 3rd ed. New York: Teachers College Press.

Sergiovanni, T. (1992). Why we should seek substitutes for leadership. *Educational Leadership*, vol. 45 (5), pp. 41-45.

Sergiovanni, T.J. (2000). 'Leadership as stewardship: "Who's serving who?"', in M. Fullan (ed). *The Jossey-Bass reader on educational leadership*. San Francisco: Jossey-Bass. pp. 269-286.

Shamir, B., House, R.J. & Arthur, M.B. (1993). The motivational effects of charismatic leadership: a self-concept based theory. *Organization Science*, vol. 4 (4), pp. 577-594.

Shen, J. & Hsieh, C. (1999). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. *Teaching and Teacher Education*, vol. 15 (3), pp. 315-323.

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, vol. 22 (2), pp. 63-75.

Sherman, L.W. & Strang, H. (2004). Experimental ethnography: the marriage of qualitative and quantitative research. *The ANNALS of the American Academy of Political and Social Science*, vol. 595 (1), pp. 202-222.

- Shulman, L.S. & Shulman, J.H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, vol. 36 (2), pp. 257-271.
- Shulman, L.S. (1998). Theory, practice and the education of professionals. *Elementary School Journal*, vol. 98 (5), pp. 511-526.
- Smircich, L. (1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly*, vol. 28 (1), pp. 339-358.
- Smyth, J. (2000). *Teachers' work in a globalizing economy*. New York: Falmer Press.
- Smyth, J. (2002). 'A 'Pedagogical' and 'Educative' view of leadership', in J. Smyth (ed). *Critical perspectives on educational leadership*. London: RoutledgeFalmer. pp. 179-204.
- Spencer, J.W. (1987). Self-work in social interaction: Negotiating role-identities. *Social Psychology Quarterly*, vol. 50 (2), pp. 131-142.
- Stake, R. (1995). *The art of case study research*. London: SAGE Publications.
- Stinnett, T.M. & Huggett, A.J. (1963). *Professional problems of teachers*. New York: Macmillan.
- Streiner D. (2003). Starting at the beginning: an introduction to coefficient alpha and internal consistency. *Journal of personality assessment*, vol. 80 (1), pp. 99-103.
- Stronach, I., Corbin, B., McNamara, O., Stark, S., & Warne, T. (2002). Towards an uncertain politics of professionalism: Teacher and nurse identities in flux. *Journal of Education Policy*, vol. 17 (1), pp. 109-138.
- Stronge, J., & Tucker, P. (2000). *Teacher evaluation and student achievement*. Washington, DC: National Education Association.
- Swann, M., McIntyre, D., Pell, T., Hargreaves, L. & Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Educational Research Journal*, vol. 36 (4), pp. 549-571.
- Sykes, G. (1989). 'Teaching and professionalism: a cautionary perspective', in L. Weis, P. Althach, G. Kelly & H. Petrie (eds). *Crisis in teaching: perspectives on current reforms*. Albany, NY: State University of New York Press. pp. 253-289.
- Sykes, G. (1990). 'Fostering teacher professionalism in schools', in R. F. Elmore and associates (eds). *Restructuring schools: The next generation of educational reform*. San Francisco: Jossey-Bass. pp. 59-96.

Sykes, G. (1999). 'Introduction: Teaching as the learning profession', in L. Darling-Hammond and G. Sykes (eds). *Teaching and the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass. pp. 3-32.

Tanck, M. (1994). 'Celebrating education as a profession', in D. Walling (ed). *Teachers as leaders: Perspectives on the professional development of teachers*. Bloomington, IN: Phi Delta Kappa Educational Foundation. pp. 83-99.

Tashakkori, A. & Teddlie, C. (1998). *Applied Social Research Methods Series. Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE Publications.

Tashakkori, A. & Teddlie, C. (eds). (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: SAGE Publications.

Taubman, P.M. (2010). Alain Badiou, Jacques Lacan and the ethics of teaching. *Educational Philosophy and theory*, vol. 42 (2), pp. 196-212.

Tavakol, M. & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, vol. 2 (1), pp. 53-55.

Tavakol, M. & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, vol. 2 (1), pp. 53-55.

Temple, B. (1997). Watch your tongue: issues in translation and cross-cultural research. *Sociology*, vol. 31 (3), pp. 607-618.

Thomas, J. (1993). *Teachers of the year speak out: key issues in teacher professionalization* (Policy Brief). Washington, DC: SouthEastern Regional Vision for Education.

Tichenor, M.S. & Tichenor, J.M. (2004). Understanding Teachers' Perspectives on Professionalism. *The Professional Education*, vol. 27 (1), pp. 89-95.

Tomlinson, S. (2001). *Education in a post-welfare society*. Buckingham: Open University Press.

Toren, N. (1969). 'Semi-professionalism and social work: a theoretical perspective', in A. Etzioni (ed). *The semi-professions and their organization*. New York: Free Press. pp. 141-195.

Torres, C.A. (1991). 'State corporatism, educational policies, and students' and teachers' movement in Mexico', in M. B. Ginsburg (ed). *Understanding educational reform in global context: Economy, ideology, and the state*. New York: Garland Publishing. pp. 115-150.

Troen, V. & Boles, K. (1994). 'Two teachers examine the power of teacher leadership', in D. Walling (ed). *Teachers as leaders: Perspectives on the professional development of teachers*. Bloomington, IN: Phi Delta Kappa Educational Foundation. pp. 275-286.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: President and Fellows of Harvard College.

Veugelers, W. (2004). Between control and autonomy: restructuring secondary education in the Netherlands. *Journal of Educational Change*, vol. 5 (2), pp. 141-160.

Wasley, P.A. (2004). 'Responsible accountability and teacher learning', in K.A. Sirotnik (ed). *Holding accountability accountable: what ought to matter in public education*. New York, NY: Teachers College Press. pp. 135-147.

Watt, C. (2012). *Education, ICT and OER in the United Arab Emirates*. [online]. [Accessed 13 August 2014] Available at: http://poerup.referata.com/w/images/OER_in_UAE_edited.pdf

Wear, D. & Kuczewski, M.G. (2004). The professionalism movement: Can we pause? *The American Journal of Bioethics*, vol. 4 (2) pp.1-10.

Weber, M. (1958). *From Max Weber: Essays in sociology*. H.H. Gerth and C.W. Mills (eds). New York: Oxford University Press.

Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (2 Vols). G. Roth and C. Wittich (eds). (Fischhoff, E. et al., Trans.). Berkeley: University of California Press.

Weiss, E.M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis. *Teaching and Teacher Education*, vol. 15 (1), pp. 861-879.

Whitehead, D.M. (2007). *Taking the road less traveled: primary teacher retention in Ghana*. Ph.D. Dissertation. Indiana University.

Whitty, G. (March 2006). *Teacher professionalism in a new era*. Paper presented at the first General Teaching Council for Northern Ireland Annual Lecture, Belfast

Widdicombe, S. & Woffitt, R. (1990). 'Being' versus 'doing' punk: On achieving authenticity as a member. *Journal of Language and Social Psychology*, vol. 9 (4), pp. 257-277.

Wilensky, H. (1964). The professionalization of everyone? *American Journal of Sociology*, vol. 70 (1), pp. 134-158.

Wise, A.E. (1990). Six steps to teacher professionalism. *Educational Leadership*, vol. 47 (7), pp. 57-60.

Wise, A.E. (2005). Establishing teaching as a profession: the essential role of professional accreditation. *Journal of Teacher Education*, vol. 56 (4), pp. 318-331.

Wise, A.E., Darling-Hammond, L., Berry, B. & Klein, S. P. (1987). *Licensing teachers: design for a teaching profession*. Santa Monica, CA: RAND Corporation.

Wolf, C.P. (1970). The Durkheim Thesis: Occupational Groups and Moral Integration. *Journal for the Scientific Study of Religion*, vol. 9 (1), pp. 17-32.

Wynd, C.A. (2003). Current factors contributing to professionalism in nursing *Journal of Professional Nursing*, vol. 14 (3), pp. 251-261.

Yin, R. (2003). *Case study research*. 3rd ed. London: SAGE Publications, Inc.

Yukl, G.A. (1989), *Leadership in Organizations*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall.

Zurher, L.A. (1983). *Social roles: Conformity, conflict, and creativity*. Beverly Hills, CA: SAGE Publications.

Appendices

Appendix 1: Questionnaire (English)

Questionnaire

This questionnaire is designed to collect data for a doctoral thesis for the Doctor of Education programme in the British University in Dubai on your perspective about the teaching career. It aims to provide you with an opportunity to express your opinions regarding teaching as a career. There are no right or wrong responses. Answering the questionnaire should take approximately 10 to 15 minutes. The information you provide will be anonymous. Please read the enclosed consent form for more details about your rights as a participant. Thank you for giving your time to answer these questions, it is indeed appreciated.

Note: the questionnaire is divided into two parts: Part A and Part B. You will be given Part B after you finish Part A.

Part A

1. What is the highest academic qualification you have attained?

Higher Diploma Bachelor Master Others -----

2. What is your academic major? -----

3. Teaching subject(s): -----

4. Are you teaching the subject area that you were trained in?

Yes No

5. By the end of this academic year, how many years of teaching will you have completed?

6. To you, is there a difference between the concept "profession" and "Career"?

Yes No

If your answer is "No", please explain.

7. What were the top three reasons that attracted you to join teaching?

8. From your personal experience, what are the top three frustrations of teaching as a career?

9. Read each statement carefully. Then indicate whether you: Strongly Disagree (SD), Disagree (D), Agree (A) or Strongly Agree (SA). Please select **only one** response for each statement.

1. Mastery of a complex body of subject knowledge should be required of teachers (e.g. general knowledge in the subject area is sufficient)	SD	D	A	SA
---	----	---	---	----

2. Teachers should develop teaching skills at a high level of competence	SD	D	A	SA
3. A license for teaching should be a prerequisite for joining the career	SD	D	A	SA
4. Teachers should sign a teaching code of ethics	SD	D	A	SA
5. Developing the course content is the responsibility of teachers	SD	D	A	SA
6. Teachers should devote as much of their effort as necessary to meet their students' needs	SD	D	A	SA
7. Teachers are respected in society	SD	D	A	SA
8. Teachers should be able to choose and determine appropriate course content	SD	D	A	SA
9. Teachers should be obliged to adhere to the code of ethics document they have signed	SD	D	A	SA
10. Teachers should be able to choose and design their teaching methodology	SD	D	A	SA
11. Teachers should be allowed to exercise leadership responsibilities	SD	D	A	SA
12. Teachers should devote as much of their time as necessary to meet their students' needs	SD	D	A	SA
13. Teachers should have a teaching degree (e.g. B.Ed)	SD	D	A	SA
14. Teachers should have an undergraduate degree in the subject that is taught (e.g. BA or BSC)	SD	D	A	SA

Part B

Please read the following paragraph that explains the concepts of '**profession**' and '**professionalisation**', then answer the following questions.

A profession is a position of employment that is associated with certain criteria and attributes that distinguish it from other occupations. These attributes include:

- specialized body of knowledge and training
- ethics or code of conduct
- high social prestige
- licensing
- autonomy and self-regulation

A profession has a service rather than profit orientation and its members have commitment to competence, altruism, morality and integrity, and the promotion of the public good within their domain. Professionalisation is the process of adopting the criteria and attributes associated with professions with an aim of upgrading an occupation to a profession.

10. Based on the above paragraph, do you consider teaching in the UAE, currently, as a profession? (Take your time answering the question)

- Yes No

Give as many reasons as possible for your answer.

11. If you answer 'No' in Question 9, what would have to change so that teaching can become a profession?

12. Do you think professionalisation of teaching, based on the above criteria, would allow teachers to take on more and stronger leadership roles? Explain.

13. Would you recommend that others join teaching?

- Yes No

Give as many reasons as possible for your answer.

Appendix 2: Questionnaire Item 9 with Negative Statements

9. Read each statement carefully. Then indicate whether you: Strongly Disagree (SD), Disagree (D), Agree (A) or Strongly Agree (SA). Please select **only one** response for each statement.

→	1. Mastery of a complex body of subject knowledge should not be required of teachers (e.g. general knowledge in the subject area is sufficient)	SD	D	A	SA
	2. Teachers should develop teaching skills at a high level of competence	SD	D	A	SA
→	3. A license for teaching should not be a prerequisite for joining the career	SD	D	A	SA
	4. Teachers should sign a teaching code of ethics	SD	D	A	SA
→	5. Developing the course content is not the responsibility of teachers	SD	D	A	SA
	6. Teachers should devote as much of their effort as necessary to meet their students' needs	SD	D	A	SA
	7. Teachers are respected in society	SD	D	A	SA
	8. Teachers should be able to choose and determine appropriate course content	SD	D	A	SA
→	9. Teachers should not be obliged to adhere to the code of ethics document they have signed	SD	D	A	SA
	10. Teachers should be able to choose and design their teaching methodology	SD	D	A	SA
	11. Teachers should be allowed to exercise leadership responsibilities	SD	D	A	SA
	12. Teachers should devote as much of their time as necessary to meet their students' needs	SD	D	A	SA
	13. Teachers should have a teaching degree (e.g. B.Ed)	SD	D	A	SA
	14. Teachers should have an undergraduate degree in the subject that is taught (e.g. BA or BSC)	SD	D	A	SA

Note: arrows (→) indicate the items that were changed to negative statements

Appendix 3: Questionnaire (Arabic)

استبانة

الرجاء الاطلاع على استمارة الموافقة المرفقة وتوقيعها قبل الإجابة على الاستبانة

هذه الاستبانة مقسمة إلى جزأين، ستقومين بالإجابة أولاً على الجزء الأول، ومن ثم ستقوم الباحثة أو من ينوب عنها بإعطائك الجزء الثاني. الإجابة على هذه الاستبانة سيأخذ تقريباً من عشر إلى خمس عشرة دقيقة. إن إجابتك بكل صدق وأمانة على أسئلة الاستبانة مهمة جداً لإثراء البحث، علماً أنه لا توجد إجابات صحيحة أو خاطئة. شاكرة لك تعاونك وإعطاء وقتك للإجابة على أسئلة الاستبانة.

الجزء الأول

١. المؤهل العلمي:
 دبلوم عالي بكالوريوس ماجستير أخرى -----
٢. ما هو تخصصك العلمي؟ -----
٣. المادة/المواد التي تقومين بتدريسها: -----
٤. هل تقومين بتدريس المادة ذاتها التي درستها أو تدريب عليها في الكلية؟
 نعم لا
٥. مع نهاية هذه السنة الدراسية، كم سيكون عدد السنوات التي عملت فيها كمعلمة؟ -----
٦. هل في رأيك هناك فرق بين مصطلح "مهنة" و "وظيفة" ؟
 نعم لا
إذا كان جوابك "نعم" ، يرجى التوضيح والشرح.

٧. ما هي أهم ثلاثة أسباب جعلتك تختارين وظيفة التدريس؟

٨. من تجربتك الشخصية، ما هي أكثر ثلاثة إحباطات لوظيفة التدريس؟

٩. يرجى وضع إشارة (✓) في المربع الذي يتفق مع رأيك أمام كل فقرة من الفقرات الآتية:

أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	الفقرة
				١. لا يجب على المعلم أن يكون لديه كم كبير من المعرفة التخصصية التي تدخل ضمن حيز اختصاصه في مجال التدريس (المعرفة العامة في المادة التي يدرسها تعتبر كافية)
				٢. يجب على المعلم أن يطور مهارات التدريس لديه وفق أعلى مستويات الكفاءة
				٣. حصول المعلم على ترخيص لمزاولة المهنة لا يجب أن يكون شرط أساسي للالتحاق بسلك التدريس
				٤. يجب على المعلم توقيع مدونة أخلاقيات المهنة
				٥. تطوير محتوى المادة الدراسية لا يجب أن تكون من مسؤوليات معلم المادة
				٦. يجب على المعلم أن يكرس أكبر قدر ممكن من <u>الجهد</u> لتلبية احتياجات طلابه
				٧. المجتمع يحترم المعلم
				٨. يجب أن تكون للمعلم حرية اختيار المحتوى الدراسي المناسب للمادة التي يدرسها
				٩. لا يجب إلزام المعلم بالتقيد بمدونة أخلاقيات المهنة التي قام بالتوقيع عليها
				١٠. يجب أن تكون للمعلم حرية اختيار وتصميم طرق التدريس الخاصة به
				١١. يجب السماح للمعلم بممارسة مسؤوليات قيادية
				١٢. يجب على المعلم أن يكرس أكبر قدر ممكن من <u>الوقت</u> لتلبية احتياجات طلابه
				١٣. يجب أن تكون لدى المعلم الدرجة العلمية التي تؤهله للتدريس (مثال: بكالوريوس التربية)
				١٤. يجب أن يحصل المعلم على درجة علمية في التخصص أو المادة التي يقوم بتدريسها (مثال: بكالوريوس الآداب أو بكالوريوس العلوم)

الجزء الثاني

يرجى ملاحظة أن مصطلح "مهنة" في هذه الاستبانة لا تعني "وظيفة" كما هو شائع، إنما لها مفهوم خاص كما هو موضح في الفقرة التالية، يرجى قراءتها جيداً ثم إجابة الأسئلة التي تليها.

المهنة (profession) هي عبارة عن وظيفة ترتبط بعدة معايير وسمات تميزها عن غيرها من الوظائف، وتتضمن هذه المعايير:

- المعرفة التخصصية والتدريب
- أخلاق المهنة أو مدونة لقواعد السلوك
- المكانة الاجتماعية العالية
- رخصة مزاولة المهنة
- الحكم الذاتي والانضباط الذاتي

وتكون المهنة ذات توجه للخدمة بدلاً من الربح حيث أن أعضاء المهنة يلتزمون بالكفاءة العالية، والأخلاق والاستقامة، وتعزيز المصلحة العامة في نطاق عملهم. وتعتبر عملية رفع الوظيفة إلى مهنة (professionalisation) هي عملية اعتماد المعايير والصفات المرتبطة بمفهوم المهنة بهدف تطوير وترقية الوظيفة إلى مهنة.

١٠. بناء على الفقرة السابقة، هل تعتبرين التدريس في دولة الإمارات العربية المتحدة حالياً كمهنة؟ (خذي وقتك بالإجابة على هذا السؤال)

نعم لا

الرجاء ذكر الأسباب والتوضيح.

١١. إذا كانت إجابتك بالنفي، ما هي التغييرات التي يجب أن تطرأ على التدريس لتصبح مهنة؟

١٢. هل تعتقدين أن رفع مستوى التدريس إلى مهنة سيتيح المجال للمعلمين للقيام بأدوار ومسؤوليات قيادية أكثر؟ يرجى الشرح والتوضيح.

١٣. هل تقترحين على الآخرين الانضمام إلى وظيفة التدريس؟

نعم لا

الرجاء ذكر الأسباب.

ولك جزيل الشكر على الإجابة على أسئلة الاستبانة، جزيت خيراً

Appendix 4: Interview Guide (English)

Interview Guide

Background Information

1. What is your academic qualification?
2. What subject do you teach? Are you teaching the same subject that you were trained to teach?
3. By the end of this academic year, how many years of teaching will you have completed?
4. Why did you decide to become a teacher? Have you regretted becoming a teacher?
5. As a teacher, how does Emirati society look at you? What is your status in society? Are you respected as a teacher?

Defining and understanding teaching professionalism

1. What is your definition of “profession”?
2. What is your definition of teaching as a profession? What are the characteristics or attributes that distinguish a profession from other occupations?
3. Medicine is considered a full profession. In your opinion, what makes medicine an established profession with a high social status that is different than teaching?
4. What changes could be made to improve the status of teaching?
5. Do you feel you are treated as a professional? Explain.

Body of Knowledge

1. What kind of knowledge teachers should possess to qualify for teaching?
2. What kind of skills teachers should possess?
3. What kind of attitudes teachers should possess?
4. What kind of training should teachers receive before joining the profession?
5. In your opinion, should teaching be licensed? Why? Would this have an impact on its status? Why?
6. Medicine requires a mastery of a complex body of knowledge. Do you think teaching should require such a high mastery of knowledge? Explain.

Autonomy and Leadership

1. Who influences the decisions of what to teach and how to teach?
2. How much independence do you have over your work? (e.g. can you determine the order of what to teach first?)
3. How do department heads or mentors improve teaching?
4. Are you given leadership roles/responsibilities? Explain.
5. How would professionalising teaching encourage teachers to become leaders? Give examples.
6. How do you collaborate with other teachers?
7. How do you think the culture of the school (e.g. supportive, atmosphere, routines, belief system) affects your teaching?

Morals and Ethics

1. What morals guide your teaching?
2. Is there a code of ethics for the teaching occupation? Do you think it is suitable?

3. Do you think having a code of ethics is important for the teaching occupation?
How?
4. How do you think code of ethics can affect the status of teaching?

Appendix 5: Interview Guide (Arabic)

أسئلة المقابلة

أولاً: المعلومات العامة

- ١- ما هو مؤهلك العلمي؟
- ٢- ما هي المادة التي تقومين بتدريسها؟ هل تقومين بتدريس المادة ذاتها التي درستها أو تدربت عليها؟
- ٣- مع نهاية هذه السنة الدراسية، كم ستكون عدد السنوات التي عملت فيها كمعلمة؟
- ٤- لماذا قررت أن تصبحي معلمة؟ هل ندمت على هذا القرار؟
- ٥- كيف ترى نظرة المجتمع الإماراتي لك كونك معلمة؟ وكيف ترى مركزك ضمن المجتمع؟ وهل تشعرين باحترام الآخرين تجاهك بصفقتك ممارسة لمهنة التدريس.

ثانياً: مفهوم مهنية التدريس

- ١- ما هو تعريفك لـ "المهنة"؟
- ٢- ما هو تعريفك للتدريس كمهنة؟ وما هي السمات أو الصفات التي يمكن من خلالها أن نفرق بين المهنة وغيرها من الوظائف؟
- ٣- تعتبر الطب مهنة مرموقة. في رأيك ما الذي يجعل من الطب مهنة قائمة ذات مركز اجتماعي مرموق مقارنة بالتدريس؟
- ٤- ما هي التغييرات التي يمكن أن نقوم بها لتحسين الوضع العام لمهنة التدريس؟
- ٥- هل تشعرين بأنه يتم التعامل معك كمهنية؟ وضح.

ثالثاً: الكم المعرفي

- ١- ما هو نوع المعرفة الذي يتعين على المدرسين التحلي بها ليكونوا مؤهلين للتدريس؟
- ٢- ما هو السلوك الذي يتعين على المدرسين التحلي بها؟
- ٣- ما هي المهارات التي يتعين على المدرسين التحلي بها؟
- ٤- ما هي نوعية التدريب التي يجب على المعلمين أن يتدربوا عليها قبل الانضمام لوظيفة التدريس؟
- ٥- في رأيك، هل يتعين تقييد العاملين في حقل التدريس بالحصول على ترخيص معين؟
- ٦- تتطلب مهنة الطب الاضطلاع بكم هائل من أسس المعرفة المعقدة. هل تعتقدين أن وظيفة التدريس يجب أن تتطلب هذا النوع من المعرفة؟ وضح.

رابعاً: الاستقلالية والقيادة

- ١- من يؤثر على قراراتك ماذا تدرسين؟ وكيف تدرسين؟
- ٢- ما مدى الاستقلالية التي تشعرين بها في عملك؟ (مثال: هل تستطيع أن تحدد ترتيب ما تدرس أولاً؟)
- ٣- كيف يقوم رؤساء الأقسام أو المنسقين بتطوير التدريس؟
- ٤- هل يتم إسناد مسؤوليات وأدوار قيادية لك؟ وضح.

- ٥- كيف ستساعد عملية التمهين لوظيفة التدريس في تشجيع المعلمين على القيام بأدوار قيادية في وظيفتهم؟
- ٦- كيف تتعاونين عادة مع المعلمات الأخريات؟
- ٧- كيف تؤثر البيئة المدرسية بأنواعها المختلفة (سواء أكانت بيئة داعمة أو متقلبة أو روتينية أو نمطية) على عملك كمعلمة؟

خامسا: القيم والأخلاقيات

- ١- ما هي الآداب التي تسترشدن بها في عملك كمعلمة؟
- ٢- هل توجد حاليا مدونة أخلاقيات مهنة التدريس؟ وضح. هل ترينها مناسبة؟
- ٣- هل تعتقدين بأهمية مدونة أخلاقيات المهنة لوظيفة التدريس؟ وما هي أهميتها؟
- ٤- كيف يمكن لمدونة أخلاقيات المهنة أن تؤثر على وضعية وظيفة التدريس؟

Appendix 6: Consent Forms (English)

Consent Form: Questionnaire

Researcher:

Asma Almarzouqi

Mobile: 050 505 1001

Email: asma.almarzouqi@gmail.com

I am Asma Almarzouqi, a student at the British University in Dubai. I am currently completing my Doctor of Education degree program. As part of my graduation thesis research project, I am conducting a questionnaire to understand Emirati public secondary school teachers' opinions about teaching. The aim is to improve teaching in the UAE and to attract qualified Emirati people to join the teaching, which will affect the learning outcomes.

To collect data, I will be using a mixed methods approach; quantitative and qualitative approaches. Three data collection instruments will be employed: questionnaire, interview and data collection. The questionnaire will target 100 Emirati teachers who work in public secondary schools in Dubai. While the interview will be conducted with ten Emirati public secondary school teachers.

I will use the information from this study to write a doctorate thesis paper. This study will be publishable. You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me; please contact me at any time at the address/phone number listed above.

Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason without penalty and the information collected and records written will be turned over to you. Your confidentiality will be guaranteed as your name will be anonymous. The information gathered for this study would be only used for the purpose of this study. At your discretion, the data recorded will be destroyed.

At your request, you can receive a summary of the research findings.

Thank you for your possible participation in this project.

Please respond to the following:

Do you grant permission to take part in the study and participate in the questionnaire?

Yes _____ No _____

Respondent's name:

Signature

Consent Form: Interview

Researcher:

Asma Almarzouqi

Mobile: 050 505 1001

Email: asma.almarzouqi@gmail.com

I am Asma Almarzouqi, a student at the British University in Dubai. I am currently completing my Doctor of Education degree program. As part of my graduation thesis research project, I am conducting a questionnaire to understand Emirati public secondary school teachers' opinions about teaching. The aim is to improve teaching in the UAE and to attract qualified Emirati people to join the teaching, which will affect the learning outcomes.

To collect data, I will be using a mixed methods approach; quantitative and qualitative approaches. Three data collection instruments will be employed: questionnaire, interview and data collection. The questionnaire will target 100 Emirati teachers who work in public secondary schools in Dubai. While the interview will be conducted with ten Emirati public secondary school teachers.

I will use the information from this study to write a doctorate thesis paper. This study will be publishable. You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me; please contact me at any time at the address/phone number listed above.

Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason without penalty and the information collected and records written will be turned over to you. Your confidentiality will be guaranteed as your name will be anonymous. The information gathered for this study would be only used for the purpose of this study. At your discretion, the data recorded will be destroyed.

At your request, you can receive a summary of the research findings.

Thank you for your possible participation in this project.

Please respond to the following:

Do you grant permission to participated in the study and be interviewed?

Yes _____ No _____

Do you grant permission to be audio recorded as part of the interview process?

Yes _____ No _____

Respondent's name:

Signature

Appendix 7: Consent Forms (Arabic)

استمارة موافقة على المشاركة في بحث (استبانة)

تقوم الباحثة أسماء المرزوقي بدراسة حول وظيفة التدريس في دولة الإمارات العربية المتحدة، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراه في التربية بالجامعة البريطانية في دبي. تهدف هذه الاستبانة للتعرف على آراء المعلمين المواطنين في المرحلة الثانوية في مدارس دبي حول وظيفة التدريس، وذلك لتطوير وظيفة التدريس في الدولة وجذب الكفاءات المواطنة لهذه الوظيفة مما سيؤثر إيجاباً على مخرجات التعليم.

ستقوم الباحثة لتجميع البيانات والمعلومات باتباع منهج البحث المتعدد، والذي يعتمد على المنهج الكمي الإحصائي والمنهج الكيفي النوعي. تشتمل أداة الدراسة على ثلاثة أدوات: الاستبانة، المقابلة، وتحليل الوثائق ذات العلاقة بوظيفة التدريس. وستجرى الدراسة الميدانية على عينة قوامها مئة معلمة إماراتية من المدارس الحكومية الثانوية في إمارة دبي، حيث ستوزع عليهن استبانة عن وظيفة التدريس، بالإضافة إلى عشرة معلمات سيتم اختيارهن لإجراء المقابلة معهن. وسوف يتم التعامل مع معلومات المشاركين في البحث بسرية تامة، ولن يطلع على البيانات الأساسية سوى الباحثة والمشرفين على البحث من الجامعة، علماً بأن المعلومات الواردة من المشاركين ستستخدم لأغراض البحث العلمي فقط، وستكون الرسالة قابلة للنشر.

شاكراً لكم تعاونكم وإعطاء وقتكم للإجابة على أسئلة الاستبانة، ويمكنكم الحصول على ملخص لنتائج البحث بطلبها من الباحثة، وإذا كان لديكم أية استفسارات الرجاء التواصل مع الباحثة، كما يمكنكم كتابة ملاحظتكم في نهاية الاستبانة.

هل توافقين على المشاركة في البحث والإجابة على الاستبانة؟

نعم لا

اسم المشاركة:

التوقيع:

الباحثة: أسماء المرزوقي

الهاتف المتحرك: 050 505 1001

البريد الإلكتروني: asma.almarzouqi@gmail.com

استمارة موافقة على المشاركة في بحث (مقابلة)

تقوم الباحثة أسماء المرزوقي بدراسة حول وظيفة التدريس في دولة الإمارات العربية المتحدة، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراه في التربية بالجامعة البريطانية في دبي. تهدف هذه الرسالة لدراسة مفهوم المهنة لدى المعلمين المواطنين في المرحلة الثانوية في مدارس دبي، والتغيرات التي تحتاجها وظيفة التدريس حتى تصبح أكثر احترافية ويصبح المعلمون أكثر احترافاً في وظيفتهم، وذلك لتطوير وظيفة التدريس في الدولة وجذب الكفاءات المواطنة لهذه المهنة مما سيؤثر إيجاباً على مخرجات التعليم.

ستقوم الباحثة لتجميع البيانات والمعلومات باتباع منهج البحث المتعدد، والذي يعتمد على المنهج الكمي الإحصائي والمنهج الكيفي النوعي. تشتمل أداة الدراسة على ثلاثة أدوات: الاستبانة، المقابلة، وتحليل الوثائق ذات العلاقة بوظيفة التدريس. وستجرى الدراسة الميدانية على عينة قوامها مئة معلمة إماراتية من المدارس الحكومية الثانوية في إمارة دبي، حيث ستوزع عليهن استبانة عن مهنية وظيفة التدريس، بالإضافة إلى عشرة معلمات سيتم اختيارهن لإجراء المقابلة معهن. وسوف يتم التعامل مع معلومات المشاركين في البحث بسرية تامة، ولن يطلع على البيانات الأساسية سوى الباحثة والمشرفين على البحث من الجامعة، وسيتم إتلاف جميع التسجيلات الصوتية بعد الانتهاء من البحث، علماً بأن المعلومات الواردة من المشاركين ستستخدم لأغراض البحث العلمي فقط، وستكون الرسالة قابلة للنشر.

مشاركتك في هذه المقابلة اختياري، ولديك الحق في الانسحاب من الدراسة في أي وقت وبدون أي مبرر، وستقوم الباحثة بإتلاف جميع المعلومات المسجلة والمكتوبة في حالة انسحابك. سوف يتم التعامل مع معلوماتك بسرية تامة، حيث سيبقى اسمك مجهولاً.

شاكراً لك تعاونك وإعطاء وقتك للمشاركة والإجابة على أسئلة المقابلة، ويمكنك الحصول على ملخص لنتائج البحث بطلبها من الباحثة، وإذا كان لديك أية استفسارات أو اقتراحات، الرجاء التواصل مع الباحثة.

هل توافقين على المشاركة في البحث والإجابة على أسئلة المقابلة؟

نعم لا

هل تسمحين بالتسجيل الصوتي للمقابلة؟

نعم لا

اسم المشاركة:

التوقيع:

الباحثة: أسماء المرزوقي

الهاتف المتحرك: 050 505 1001

البريد الإلكتروني: asma.almarzouqi@gmail.com

بسم الله الرحمن الرحيم

إلى مدير منطقة دبي التعليمية المحترم

الدكتور أحمد عيد المنصوري

تحية طيبة وبعد،،

تقوم الباحثة أسماء السيد محمد المرزوقي بدراسة حول مهنية وظيفة التدريس في دولة الإمارات العربية المتحدة، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراه في التربية بالجامعة البريطانية في دبي. تهدف هذه الرسالة لدراسة مفهوم المهنة لدى المعلمين المواطنين في المرحلة الثانوية في مدارس دبي، والتغيرات التي تحتاجها وظيفة التدريس حتى تصبح أكثر احترافية ويصبح المعلمون أكثر احترافاً في وظيفتهم، وذلك لتطوير وظيفة التدريس في الدولة وجذب الكفاءات المواطنة لهذه المهنة مما سيؤثر إيجاباً على مخرجات التعليم.

ستقوم الباحثة لتجميع البيانات والمعلومات باتباع منهج البحث المتعدد، والذي يعتمد على المنهج الكمي الإحصائي والمنهج الكيفي النوعي. تشتمل أداة الدراسة على ثلاثة أدوات: الاستبانة، المقابلة، وتحليل الوثائق ذات العلاقة بوظيفة التدريس. وستجرى الدراسة الميدانية على عينة قوامها مئة معلمة إماراتية من المدارس الحكومية الثانوية في إمارة دبي، حيث ستوزع عليهن استبانة عن مهنية وظيفة التدريس، بالإضافة إلى عشرة معلمات سيتم اختيارهن لإجراء المقابلة معهن. وسوف يتم التعامل مع معلومات المشاركين في البحث بسرية تامة، ولن يطلع على البيانات الأساسية سوى الباحثة والمشرفين على البحث من الجامعة، علماً بأن المعلومات الواردة من المشاركين ستستخدم لأغراض البحث العلمي فقط.

لذلك نرجو منكم التكرم بالموافقة على دخول الباحثة إلى الميدان التربوي لتوزيع الاستبانة وإجراء المقابلات مع المعلمات، حيث تجدون أدوات الدراسة (الاستبانة وأسئلة المقابلة) مرفقة مع الرسالة.

شاكرين لكم اهتمامكم ودعمكم للبحوث التربوية

نائب مدير الجامعة
بروفيسور عبدالله الشامسي

الباحثة
أسماء المرزوقي

Appendix 8: Research Ethics Form

Cover Letter

Date: March 14, 2012

**Dr. Abdulla Alshamsi
Vice Chancellor
British University in Dubai
P.O. Box: 345015
Dubai**

Dear Dr. Abdulla,

Part of my thesis study, entitled: Toward professionalising teaching in the UAE: An investigation of Emirati public secondary schools teachers understanding of professionalism, will be empirical in which I plan to conduct interviews, questionnaire and documents analysis. Kindly find attached the consent letters that I will use to get approval from the involved parties and participants.

The study will follow a mixed method design in which I will distribute a questionnaire to 100 teachers and will conduct semi-structured open-ended interviews with ten teachers. An outline of the research process and relevant details is attached.

Sincerely,

Asma Almarzouqi

Email: asma.almarzouqi@gmail.com

Mobile: 050 505 1001

Research Ethics Form (Low Risk Research)

To be completed by the researcher and submitted to the Vice Chancellor

i. Applicants/Researcher's information:

Name of Researcher /student	Asma Almarzouqi
Contact telephone No.	050 505 1001
Email address	100012@student.buid.ac.ae
Date	4/11/2012

ii. Summary of Proposed Research:

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):	The study will be conducted for the thesis of the Doctor of Education at the British University in Dubai. The research aims to understand and interpret the professionalism of teaching in Dubai. The main research question is: how do Emirati public secondary school teachers understand professions and professionalisation and what changes they want to see brought in to enhance teaching as a profession in Dubai? The study will follow a mixed method design which uses both quantitative and qualitative approaches. Three different data collection methods will be used for the thesis: structured quantitative questionnaire, semi-structured open-ended interviews and document analysis as they can provide different information that complement and support each other.
MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc...):	The main ethical consideration for this study is that participants' opinion about employment matter will be requested. Therefore, a high level of confidentiality will be guaranteed as the participants' privacy and identities will be anonymous. For the questionnaire, the participants will not write their names and it will not be necessary to differentiate between them as the purpose is to gather quantitative descriptive data. As for the interviews, no identities will go on documents or transcripts as I will code them using fictitious common names. The raw data will only be accessible by the researcher and the supervisors.
DURATION OF PROPOSED PROJECT (please provide dates as month/year):	September 2012 – June 2013

Date you wish to start Data Collection:	December, 11th 2012
Date for issue of consent forms:	December, 4th 2012

iii. Declaration by the Researcher:

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with the Faculty of Education Ethical Guidelines, and any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Asma Almarzouqi

Signature:



Date: 4/11/2012

- iv. Endorsed by the Faculty's Research Ethics Sub Committee member (following discussion and clarification of any issues or concerns)*

- v. Approval by the Vice Chancellor or his nominee on behalf of the Research Ethics Sub Committee of the Research Committee.

I confirm that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of BUiD's Ethics Committee.

Print name:

Signature:

Date:

*Note: If it is considered by the Faculty or University Research mentor that there may be medium or high risk, the forms and procedure for that level of risk must be followed.

Appendix 9: MAXQA Snapshots Sample

MAXQDA snapshot: sample of codes in Mariam's interview transcript

The screenshot displays the MAXQDA software interface. On the left, a 'Code System' is visible with a hierarchical structure of codes. The main window shows an interview transcript for 'Mariam' with line numbers 404 to 432. The transcript is in Arabic and shows a conversation between a researcher (س) and Mariam (ع). The researcher asks questions about teaching and learning, and Mariam provides detailed responses. The software interface includes a menu bar at the top with options like Project, Edit, Documents, Codes, Memos, Variables, Analysis, Mixed methods, Visual tools, Windows, Language, and Toolbars. A toolbar with various icons is located below the menu bar. The bottom status bar shows 'OR combination (standard analysis)' and '1 / 1'.

Code System:

- Background 13
- Social status 33
- Profession 55
 - Professional i... 34
 - Environment 9
 - How to profe... 39
- Liscening teaching 12
- Knowledge and tr... 30
 - Degree in Ed... 18
 - Autonomy 30
 - Leadership 20
 - Code of ethics 31
 - Recommend Teaching 6
- Sets 0

Transcript (Mariam):

404 س: أنت ضد الرخصة ليش؟
 405 ع: ليش لأننا مؤهلة والمعلمين مؤهلين..
 406 س: إذا أنت مؤهلة فأنت تأخذين رخصة..
 407 ع: إذا يساونا مشاكل يحطونا أسئلة صعبة، يحطون ... لازم أدرس .. لازم أستوعب زيادة علي.
 408 س: زين ... بس هي الدراسة ممكن تساعدكش، بالعكس أنا بس أخلاقيات..
 409 ع: أدري أدري..
 410 س: يعني أنت لما تدرسين بتدرسين كتب أو مواد أو أشياء معينة بيعطيش تنمية مهنية، أو وه هالأشياء ما كنت أنا
 411 حاطتها ببالي، هالأشياء ما اطلعت عليها، هالأشياء أنا عارفها أوكي... مو شرط يكون سلبي يعني..
 412 ع: في النهاية أنا ما بعطي إلا المادة يلي هم بيعونها، المادة العلمية اللي هم بيعونها.
 413 س: يعني قصدك الرخصة أكبر من المستوى يلي أنا بدرس؟
 414 ع: إي.
 415 س: بس لازم المدرس يكون دائماً أكبر!!
 416 ع: إي .. أنا الحين أكبر، والأشياء يلي أصلاً طالبينها مني، مثلاً أحيان مثلاً أدرس ومن خارج المنهاج، الأشياء يلي
 417 طالبينها مني أشياء جداً بسيطة، عقب صير أدرس كتب، وأمتحن في أشياء وايد كبير أصلاً مو محتاجتها في مادة
 418 التدريس...!!!
 419 س: يعني نحنا ما نحتاج في المعرفة التخصصية في التدريس؟
 420 ع: نحتاجها في حدود يلي..
 421 س: المدرسة..
 422 ع: يعني شوفي؛ نحنا في الجامعة درسنا، ودرسنا وايد، والوايد أشيا درسناها.. اليوم ما في شي نعطيهم يا، وخصاً عقب
 423 غيروا المناهج ما بتنتشر الثقافة، يعني فيلي درسته الحمد لله أنا، لكن مرة ثانية يدرسوني هالأشياء صعب.
 424 س: هو أصلاً ما محتاجينها..
 425 ع: وما أحتاجها، إذا بدرس بدرس أشياء..
 426 س: يعني هل نحتاج من قول لازم مدرس يكون عندو ما جستير في المادة يلي بدرسها؟
 427 ع: لا لا لا..
 428 س: هادا تو ماتش...؟
 429 ع: تو ماتش صراحة..
 430 س: لماذا يعني لا يحتاج؟
 431 ع: لأنني كل حد ما يحتاج يوصل حق الطالب إلا يلي هو محتاجو الطالب.
 432 س: فيها يكون زيادة..
 ع: زيادة، مع تطور شخصي إذا إنسان هو بيغا بطور نفسه فهاد شي ثاني.
 س: مو تطور، أنا ألزم، أنت علشان تدرس محتاج يكون عندك معلومة تخصصية في المادة فلزم الماجستير..
 ع: لا لا ما يحتاج..
 س: لماذا؟

MAXQDA snapshot: sample of coded segments for 'degree of education' for two participants (Sara, Hessa)

Coded segments						
Document	Code	Begin	End	Weight score	Segment	Author
Sara	Knowledge and training\Degree in Education	2	6	0	ع: أخص في أساليبك موجودة في سنوات التربية ثا فتتدها خص في سنوات التعليم. س: مثل شو؟ ع: خاصة خطة التحضير، أول ما بنينا بيت واجه صعوبات مع مدرسات التربية أكثر خبرة في التوثيق الكتابات، بعين بنانا نأخذها. س: يعني في أساليبك بنسونها فهم معلمك التربية، نحن ما نطرقنا نهيقاً. س: وفي لصف طرق التعامل مع الطلبة أو طرق التدريس، فمط الطلبة، الإدارة الصفية، الأتباء كن ولا في؟ ع: حيث أنت تخطيها بدورك مثلاً بكتب مثلاً أخص لا من هلمجالاً، بيت كن عدي أزمة من يلي بسوي من استراتيجيات، بس كان عدي تقلة هي التحضير كيف أقرر أسوي لما بنينا ندرج	Asma
Sara	Knowledge and training\Degree in Education	262	277	0	ع: لازم. س: يعني لو وضعنا في مكان اتخذ قرار ما يكون المدرس إلا يكون عنده باكلوريوس تربية علوم أو درس علوم أحياء أو أي مدة إلا ويلخ ديوم في التربية، توافقين على هالقرار كترطاً؟ ع: لازم. س: لماذا؟ ع: لأو أول سفين كنت أواجه مشكلة. س: لأو فت مو خريجة تربية؟ س: طيب أنت ما أخذت ديوم. ع: ولا ديوم... حتى مصطلحك التربية يلي يتكلمون عنها أتتلي. س: ولا عطوش من طريق الوزارة تريب؟ ع: عطوني حق التحضير، بس تعريفين كن ... سطحي جداً. س: بس تحضير. يعني مافي فمط رقابة تنظيم الوقت، الإدارة الصفية؟ ع: لأ. س: هالأتباء كلها أخذتها عقب؟ ع: دورك. س: وتحسين بأهينها جداً وليد. ع: يعني أنا كمعلمة قادرة أضبط هالأمر كلها ولو كنت عرفة المور من قبل ما ضاعت علي الأيام ما اضطررت مثلاً أقرر الحين الحمد لله أخص فدرت أضبط أموري أكثر يعني... بس لو كنت من قبل أول كم سنة راحوا علي	Asma
Hessa	Knowledge and training\Degree in Education	127	135	0	أول مرة لأول صف وفنت عليها كنت أنتضر، خرجت من الصف طلعت الإدارة فقلون أنا فقدم اسقالي ما عاد درس أنا مش مأهله، قولولي إدارتي هنترقتش... أنت كنت تتكلمي غيل في فانت مش فيك الرياء، فنت سمعتش سيقنتش، فهد الش عطاني دافع فالسمولي أمر علي المدارس أطور من نفسي أخص في مؤهله فكان جزام الله خير في تجون. (19:10) الأستاذة أسامة كت فرس 10 و11 ما ارضيت أخود ثلت فالأنا أسامة طلعت من الإدارة وقت في أجلس معاه فاستدقت مني، يعني أحول أطور نفسي... زين... يعني كنت تحسب بأهمية دراسة تريس التربية... هل تؤيدن الترتيب الأسلي للتعين؟... أكيد... (19:50) تروط أسلي ووياليعيت، يعني وكل ما أعطى حصة ما كون راضية عنها، لأو ليغي الش يعني إذا أنا أخص أنها حصة ممتعة (20:00) أنروح (20:00) وأنا روي متفلة من شي قول، لما أخص جمود فكيف الطلاب حيكونون!... يعني تو أهمية هلتشي؟... هاد بيكسر الروتين... يعني تو أهمية هلتشي، أهمية التربية، دراسة التربية...؟ هي بتطي الحصة ممتعة... أساليب طرق التعليم، أساليب طرق التدريس... أساليب بتتو، وكلما تنوعت الأساليب فتنكر الأتباء الممتعة، وكلما استمتعت... أنت تستمتعين	Asma

Appendix 10: Employment Contract



رقم العقد :

عقد توظيف مواطن بدوام كامل

أنه في يوم الموافق / / م ، أبرم هذا العقد بين كل من:

وزارة التربية والتعليم و يمثلها / معالي حميد محمد القطامي بصفته وزير التربية والتعليم ويفوض عنه بالتوقيع مدير المنطقة بموجب قرار وزاري رقم (292) لسنة 2012

وبين السيد /

رقم جواز السفر :

جنسيته :

رقم بطاقة الهوية :

العنوان :

المنطقة :

الإمارة :

رقم الهاتف المتحرك :

رقم الهاتف :

صندوق البريد :

ويشار إليه فيما بعد بالطرف الثاني

تمهيد

بناء على قرار التعيين الصادر من السلطة المختصة لدى الطرف الأول برقم () لسنة م بتاريخ / / م وبما أن الطرف الثاني قد اجتاز بنجاح جميع المقابلات والاختبارات المهنية والفحوصات الطبية وقد كافة المستندات المطلوبة لتعيينه حسب الأصول ، ووافق على عرض العمل المقدم من الطرف الأول.

وعليه اتفق الطرفان على ما يلي :

البند الأول :

يعتبر التمهيد السابق وأية مستندات أو ملحقات مقدمة من الطرف الثاني والمطلوبة كشرط للتعيين جزء لا يتجزأ من هذا العقد حيث يعتبر العقد باطلاً في حال عدم ثبوتها.

البند الثاني :

التعيين :

وافق الطرف الأول على تعيين الطرف الثاني للعمل لديه بنظام الدوام الكامل وفقاً لأحكام هذا العقد بوظيفة

www.moe.gov.ae



في قطاع / إدارة
على الدرجة الوظيفية () براتب إجمالي قدره () ووفقاً
للمزايا المالية والوظيفية المقررة للمواطن وللدرجة التي يشغلها حسب التفصيل التالي:

- الراتب الأساسي :
- بدل السكن (أعزب - متزوج)
- غلاء معيشة :
- بدل انتقال :
- علاوة اجتماعية :
- علاوة أبناء :
- بدل طبيعة عمل :
- بدلات أخرى :

البند الثالث :

مدة العقد :

مع مراعاة البند الخامس أدناه يسري هذا العقد اعتباراً من تاريخ / / م وحتى انتهاء خدمة الطرف الثاني لأحد الأسباب الآتية :

1. الاستقالة.
2. بلوغ سن الإحالة إلى التقاعد.
3. الوفاة.
4. عدم اللياقة الصحية.
5. عدم الكفاءة الوظيفية.
6. صدور مرسوم اتحادي.
7. الإقالة بقرار من مجلس الوزراء.
8. الفصل من الخدمة بقرار بتعقيل بمخالفة إدارية أو العزل بحكم قضائي.
9. سحب جنسية الدولة أو سقوطها عن الموظف.
10. الانقطاع عن العمل بدون مبرر مقبول لمدة عشرة أيام عمل متصلة أو عشرين يوم منفصلة خلال السنة الواحدة.
11. إعادة الهيكلة.

البند الرابع :

1. يقر الطرف الثاني بأنه قد اطلع على المرسوم بقتون المشار إليه أعلاه ولاحتته التنفيذية ووثيقة مبادئ السلوك المهني وأخلاقيات الوظيفة العامة.
2. يلتزم بالقيام بجميع الواجبات والمهام والمسؤوليات المتعلقة بالوظيفة ، وأن يؤدي مهامه بدقة وأمانة طبقاً للوصف الوظيفي ، وأية مهام أخرى يكلف بها من قبل رؤسائه ذات صلة بعمله.
3. أن يتمتع عن المحظورات الواردة بأي من التشريعات المعمول بها في الدولة.
4. أن يحافظ على الأسرار التي يطلع عليها بحكم وظيفته سواء أثناء استمرار علاقته بالعمل أو بعدها.

www.moe.gov.ae

أبوظبي - هاتفنا : 9971 24089999 - فاكسنا : 9971 24089906 - ص.ب. 295 أبو ظبي - الإمارات العربية المتحدة
دبي - هاتفنا : 9971 42176666 - فاكسنا : 9971 42638178 - ص.ب. 3962 دبي - الإمارات العربية المتحدة
ABU DHABI - TEL : +971 2 4089999 - Fax : +971 2 4089906 - P.O.BOX : 295 ABU DHABI - UNITED ARAB EMIRATES
DUBAI - TEL : +971 4 2176666 - Fax : +971 4 2638178 - P.O.BOX : 3962 DUBAI - UNITED ARAB EMIRATES
مركز الاتصال : 80051115



5. يقر الطرف الثاني بقبوله أداء مهام ومسؤوليات الوظيفة المنوطة به وفقاً لشروط هذا العقد وأحكام المرسوم بقانون المشار إليه ولائحته التنفيذية ، وأية تشريعات ذات علاقة.
6. يقر الطرف الثاني بأن تعاقده وتنفيذه لالتزاماته بموجب أحكام هذا العقد لا يخالف أي نص أو شروط أو التزامات مترتبة عليه بموجب أي عقد أو علاقة وظيفية أخرى.

البند الخامس :

فترة الاختبار:

يخضع " الطرف الثاني " لفترة اختبار مدتها ثلاثة أشهر قابلة للتتمديد لمدة مماثلة ويجوز "للطرف الأول" إنهاء خدمة " الطرف الثاني " خلالها بعد فترة إشعار لمدة خمسة أيام عمل إذا ثبت عدم صلاحيته للعمل ، كما يجوز للطرف الثاني الاستقالة من وظيفته خلال فترة الاختبار بعد تقديمه فترة إشعار مماثلة.

البند السادس :

الإجازة السنوية:

يمنح الطرف الثاني إجازة سنوية مدفوعة الراتب الإجمالي لمدة (حسب نظم التقويم المدرسي المعمول به بالوزارة) ، على ألا تستحق هذه الإجازة إلا بعد إتمام فترة الاختبار بنجاح.

البند السابع :

يستحق الطرف الثاني العلاوة الدورية بناء على مستوى تقييم أدائه السنوي وتضاف إلى الراتب الأساسي.

البند الثامن:

يخضع الطرف الثاني بشأن الترقيات والعلاوات والمكافآت النقدية والسنوية والأخرى للأحكام المنصوص عليها في المرسوم بقانون واللائحة التنفيذية وما يرتبط بهما من أنظمة وقرارات.

البند التاسع:

يجب على الطرف الثاني عند انتهاء خدمته لأي سبب من الأسباب أن يسلم للطرف الأول ما في حوزته من الممتلكات أو الأجهزة أو الوثائق أو المراسلات وتقارير ورسومات ومخططات وملفات وما شابه ذلك ، التي تعود ملكيتها للطرف الأول ، ويتعهد الطرف الثاني بعد الاحتفاظ بأية أصول أو نسخ عنها ، وتسليمها للطرف الأول سواء كانت ورقية أو إلكترونية أو بأي شكل آخر.

www.moe.gov.ae

أبوظبي - هاتف: +971 2 4089999 • فاكس: +971 2 4089906 • ص.ب: 295 أبوظبي - الإمارات العربية المتحدة
دبي - هاتف: +971 4 2176666 • فاكس: +971 4 2638178 • ص.ب: 3962 دبي - الإمارات العربية المتحدة
ABU DHABI • TEL: +971 2 4089999 • Fax: +971 2 4089906 • P.O.BOX: 295 ABU DHABI • UNITED ARAB EMIRATES
DUBAI • TEL: +971 4 2176666 • Fax: +971 4 2638178 • P.O.BOX: 3962 DUBAI • UNITED ARAB EMIRATES
مركز الاتصال : 80051115



البند العاشر:

لطرف الأول الحق في خصم أية مبالغ من مستحقات الطرف الثاني وفقاً لأحكام التشريعات النافذة لسداد ما يكون مستحقاً من ديون والتزامات في نمته للطرف الأول.

البند الحادي عشر:

تسري على الطرف الثاني أحكام القانون الاتحادي رقم (7) لسنة 1999م بشأن قانون المعاشات والتأمينات الاجتماعية وتعديلاته خاصة فيما يتعلق باستقطاعات الاشتراكات الشهرية وذلك طيلة مدة سريان هذا العقد.

البند الثاني عشر:

اتفق الطرفان بأن يكون المرسوم بقانون رقم (11) لسنة 2008م وتعديلاته واللائحة التنفيذية وقرارات مجلس الوزراء والنظم المكملة لها المرجعية في بيان حقوق وواجبات الطرفين أو عند تفسير بنود هذا العقد.

حرر هذا العقد باللغة العربية من نسختين أصليتين بيد كل طرف نسخة للعمل بمقتضاها .

توقيع " الطرف الثاني "

توقيع " الطرف الأول "

Appendix 11: Original Interview Excerpts in Arabic

الباحثة: الحين بعد سنوات التدريس هل ندمت على هذا القرار؟

سارة: لا بالعكس أحس كل سنة أقول لا قراري صح.

الباحثة: ليش شو اللي يجليج تقولين هالكلام؟

سارة: ما أدري أشوف احترام البنات، تقديرهم يحسون أني أنا معلمة شيء وايد كبير، يعني كفاية بعد هذا التعب كله تحسبن أنه رسالة الأنبياء، طول ما أنت بالدوام، برع الدوام تاخذين الأجر كله، غير برع اختلاط ما اختلاط، شوي أحس صعب (...). أول سنة كنت ممكن أقول سنة سنتين ممكن أطلع من التربية، بس الحين ثمان سنوات أحس لا يوم عن يوم أقدر أحس وظيفتي أكثر، وأحس من عيون بناتي أن كيف أي كلمة تعطيهم إياها تحسبن وايد تأثر، خاصة البنات اللي طلوعوا مثلاً يشوفونا برع، أنت وايد قدمتي لي، أنت وايد علمتيني، ممكن أنا أقول بس كفاية.

الباحثة: هذا الشعور أحلى شعور، أحلى مكافئة في التدريس، تحسبن التدريس؟

سارة: الحين أحبه، أحب أني أدرس بحب، مو أكون مضغوطة، حد يفرض علي طريقة أسلوب، أو أني مفروضة على المكان لظروف حياتية اجتماعية... لا، أنا بدبت أحب التدريس أكثر، بدبت أعطي أكثر

(Interview excerpt 1. For English translation, see chapter 5, page 93, Sara)

الباحثة: هل ندمت على هذا القرار؟

حصه: لا والله

الباحثة: لماذا؟

حصه: حتى لو رجعت الأيام بقولج تدريس

الباحثة: لماذا؟ تحسبن التدريس؟

حصه: أولاً: أحب التدريس. رقم اثنين: أشرف مهنة ممكن في حياتي.

(Interview excerpt 2. For English translation, see chapter 5, page 93, Hessa)

الباحثة: هل ندمت على هذا القرار؟

حمدة: لا لا أبداً.

الباحثة: الحمد لله... لماذا؟ تحسبنها يعني؟

حمدة: هي للأثر الإيجابي، كل معلم.. كل ما تجدين أثر تعليم هذا، ممكن البعض صعوبات تواجه، بس سبحان الله لو تجدين شيء أثر بسيط فعلاً أثر حقيقي يعني في عمل حقيقي لو أثر بسيط يسوي عندج الكثير.

الباحثة: هذا الأثر تقصدين على الطالبات؟

حمدة: على الطالبات، أثر عملي، وأثر نفسي، وأثر تربوي

(Interview excerpt 3. For English translation, see chapter 5, page 93, Hamda)

الباحثة: هل ندمت على هذا القرار؟

أمل: ما ندمت، يعني على مهنة التدريس لا، لكن متضايقة من أشياء خارجية استجدت، بس من المهنة نفسها ما ندمت

(Interview excerpt 4. For English translation, see chapter 5, page 94, Amal)

ريم: قل الطموح وايد.

الباحثة: شو اللي قلله؟

ريم: مسؤوليات وايد تكثر عليج، وما في تقدير بعد الجهد، التعاون بعد ما في تعاون يعني

(Interview excerpt 5. For English translation, see chapter 5, page 94, Reem)

الباحثة: هل ندمت على هذا القرار؟

دانة: لا... كندم أي ندمت لا، شوفي أنا أحب العطاء، وأحب التدريس، وأحب مجتمعي؛ اللهم إلا شوية الأعباء اللي تخلي الواحد يرغب أنه يغير عمل إداري، أن زيادة أعباء مثلاً ملفات الإنجاز، التحضير، التوثيق ... الأمور هاي زيادة أعباء على المدرس خلتننا شوي نظفر، ولا الموضوع أنا حابة، أنا أحب مهنتي.

(Interview excerpt 6. For English translation, see chapter 5, page 94, Dana)

سلمى: أول شيء يكون عندهم معرفة في المادة، مادة التخصص، وثاني شيء يكون عندهم مهارات تربوية، في طرق التعامل مع الطلبة ومع المواقف المختلفة التي تمر، وطرق التدريس، وإيصال المعلومة وغيرها، وهالأشياء التربوية. وبعد يا حبنا لو يكون عند المدرس ثقافة عامة، بصراحة وايد تفيد.

(Interview excerpt 7. For English translation, see chapter 5, page 95, Salma)

الباحثة: يعني أنت راضية على المستوى اللي أخذتیه من الجامعة؟

ريم: إلى حد ما أفضل من غيري، لكن ليس الأفضل...

الباحثة: يعني كنت تبغين أشياء ثانية في الفيلايد يعني ما عرفت ولا ما تعرفين...؟

ريم: أكيد... أنا الشيء اللي أحسه توب يعني وأحسه وايد يعني اللي هو من ناحية الإيديوكيشن.

الباحثة: أنت... في الإنجلش أقل؟

ريم: في الإنجلش أقل، الإنجلش كان أقل

(Interview excerpt 8. For English translation, see chapter 5, page 95, Reem)

الباحثة: يعني في رايح عادي معرفة عامة ولا لازم تخصصية؟ هل تخصصية تكون في المادة؟
منى: أهم شيء في المادة لأن في النهاية الطالب يقيس قدراتج أنت في المادة، في النهاية يجي يحكم.
الباحثة: يعني أهم شيء في المادة المعرفة التخصصية، في التدريس أو في التربية ممكن تكون معلومات عامة؟
منى: هي مهمة بس أنا ما جربتيا

الباحثة: أنت في مكان التعيينات تبغين مدرسات يدخلون تبغين في التربية ولا ما يهمش أهم شيء درجاتهم عالية في العلوم ولا في المادة؟
منى: أنا ما يهمني، في مدرسات في العلوم تدريسهم وايد أحسن من التربية، معناته هذا الشيء داخل الإنسان نفسه، مو مثل ما بيغا
الباحثة: أكيد... هل إنتي تشوفين بالنسبة للتدريس هل تشوفين إن دراسته لازم تكون طويلة مثل الطب ولا...؟ ع: الإنسان المدرس حتى الحين لما
ندرس نحنا جالسين نقرأ، في معلومات نتعلمها، المنهج تغير في معلومات نحنا ما أخذناها ما درسناها، كيف نعرفها ندور على النت، من الكتب، الحين
بعد نحنا ندرس..

(Interview excerpt 9. For English translation, see chapter 5, page 96, Mona)

الباحثة: تتطلب مهنة الطب الاطلاع بكم هائل من أسس المعرفة التخصصية، هل تعتقدين أن وظيفة التدريس تتطلب هذا النوع من المعرفة
ولا...؟
علياء: حسب التخصص، أو لأن المدرس ملزم بمنهج معين فلم يكن مثلاً منه أن يواكب التطورات، مطلوب كمعرفة، لكن بالتأكيد ليس مثل الطب.
الباحثة: لكن المعرفة الحالية هل ترين مناسب أم نحتاج إلى أن يكون متعمق أكثر؟
علياء: أكثر تعمقاً، لا سيما بصفة عامة الآن مستوى المعلمين في الميدان غير مرضي.
الباحثة: من الناحية العلمية تقصدين؟
علياء: من الناحية العلمية.

(Interview excerpt 10. For English translation, see chapter 5, page 96, Alia)

الباحثة: يعني هل نحتاج نقول لازم المدرس يكون عنده ماجستير في المادة اللي يدرسها؟

مريم: لا لا لا..

الباحثة: هادا تو ماتش...؟

مريم: تو ماتش صراحة...

الباحثة: لماذا يعني لا يحتاج؟

مريم: لأن كل حد ما يحتاج يوصل حق الطالب إلا اللي هو محتاجه الطالب.

الباحثة: فيها يكون زيادة..

مريم: زيادة، مع تطور شخصي إذا إنسان هو ييغا يطور نفسه فهاد شيء ثاني.

الباحثة: مو تطور، أنا أزم، أنت علشان تدرس محتاج يكون عندك معلومة تخصصية في المادة فلازم الماجستير ..

مريم: لا لا ما يحتاج..

الباحثة: لماذا؟

مريم: لأن أصلاً المادة العلمية اللي بطرحها؛ المعلومة اللي بوصلها حق الطالب ما تطلب أي أدس ماستر، فأنا ليش يعني أرهق نفسي! يعني ليش الكل يرهق نفسه على شيء أصلاً الكل ما يحتاج في مهنته.

(Interview excerpt 11. For English translation, see chapter 5, page 97, Mariam)

سلمى: هو دارس المادة الكافية إنه تؤهله إن يطلع طالب ثانوية عامة عنده كل المعلومات اللي يحتاجها الطالب في الثانوي هي موجوده عنده، صح ممكن بنمينا بطرق ثانية، ممكن حتى المهارات التي يكتسبها من خلال دورات وغيرها وغيرها، يعني ما أدري أحس أنها تغطي على الدراسة

(Interview excerpt 12. For English translation, see chapter 5, page 98, Salma)

حمدة: والله ما أدري... أفكر دائماً في الموضوع من كل النواحي، يعني كما جاستير أنا يوم أريد أفكر ترى هذا المعلم يؤسس ويربي وغيره تحسبن على معرفة أكبر، هذا الماجستير هذا بيعطيه المعرفة الأكبر، أهلاً وسهلاً. أما إذا كان الماجستير هذا ما بضيف لشيء...

(Interview excerpt 13. For English translation, see chapter 5, page 98, Hamda)

علياء: ...قدرة المعلم على تطوير نفسه، أصبحت ضعيفة.

الباحثة: في طرق التدريس، أم في المادة؟

علياء: في المادة بشكل عام، المعلم يكتفي بالمنهج الذي يريد أن يدرس لا يشعر بحاجة إلى تطوير نفسه في فروع أوسع.

الباحثة: في حد يقول: ما نحتاج أكثر لأن مستوى الطالبات أصلاً نازل؟

علياء: وهذا خطأ شنيع (...). وعندما يمتلك المعلم كماً معرفياً كبيراً الطالب يشعر بهذا، حتى وإن لم يتطابق المدرس، يشعر بأن من أمامه يقف على أرضية صلبة، ... يعرف الطالب ويدرك هذا

(Interview excerpt 14. For English translation, see chapter 5, page 99, Alia)

يعني مثلاً أنا بالنسبة لي مادتي رياضيات بالنسبة لي جامدة، في الفترة التي كنت فيها بعد سنوات زواجي وقبل ما أتزوج كنت من النوع اللي أقرأ وأطلع وكذا وعندني مجال يعني عن سعة، فصراحة كنت أحس أي حصصي ممتعة أكثر لأني كنت أحس أي أطلع من موضوع الرياضيات لما أحس إن البنات سرحوا ولا هذا، أدخلهم في مواضيع ثانية، وأدخلهم في ميادين يعني... الحين فترة انشغالي أقل هالشيء لأن ما محصلة وقت أفتح فيه كتاب ولا أقرأ فيه، الوقت كلو مسخر للعيال كلما أرجع. فما صار عندي هالوقت للإطلاع فحسيت بصدق شو أهمية الإنسان إن يكون مثقف ومطلع وهي الساحة يعني على أساس يفيد الطلبة من نوع ثاني.

(Interview excerpt 15. For English translation, see chapter 5, page 100, Salma)

حصّة: أنا مشكلتي كلية العلوم الجيولوجيا، ما كنت حاطة فبالى تدريس أبدأ، بعدين تخرجت من كلية العلوم، وتدرّس، فلأسف ما خدت كورس تربية

حصّة: أول مرة لأول صف وفتت عليها كنت أنتفض، خرجت من الصف طلعت الإدارة قلّتهم أنا أقدم استقالتني ما عاد أدرس أنا مش مؤهلة،

(Interview excerpt 16. For English translation, see chapter 5, page 101, Hessa)

الباحثة: يعني أنت قررت تاخذين رياضيات كنت حاطة في بالج معلمة رياضيات؟

سلمى: إي خلاص.

الباحثة: طيب لبش ما دخلت كلية التربية رياضيات؟!

سلمى: لأن تعرفين كانت كقوة كلية، كلية العلوم كانت أقوى في الدراسة

(Interview excerpt 17. For English translation, see chapter 5, page 102, Salma)

الباحثة: كيف ترين نظرة المجتمع الإماراتي لك كونك معلمة؟

دانة: والله ما أعتقد إنه وايد، أصلاً شوفي ككيان اجتماعي ماله هالكيان مثل غيره من الوظائف، حتى أول شيء لا عندنا يعني تقولي التأمينات الصحية ما عندنا، البدلات التي يعطونها للموظفات ما عندنا، احنا المدرسين يلي نهلك عمرنا والعصر والمغرب ما عدنا بونس.

(Interview excerpt 18. For English translation, see chapter 5, page 103, Dana)

أمل: أحياناً نكلف أول السنة نفتح الكراتين ونوزع الكتب وهي مو من مهنتي أنا صح ولا لاء...هي أحسها تخف من قدر المعلم

(Interview excerpt 19. For English translation, see chapter 5, page 104, Amal)

الباحثة: ما مدى الاستقلالية التي تشعرين بها في عملك؟

علياء: الاستقلالية، هناك أشياء كما قلت لك لا تسمح لنا الإدارة باختيارها مثلاً طرق التدريس متروك، هناك ثقة بالمعلم وإن كانت هناك الاشتراطات الأشياء الحديثة مطلوب من المعلم أن يوظفها، لكن لا يتم إلزامه بطريقة معينة، على المعلم أن يختار من الطرق الحديثة، طريقة تناسبه، وتناسب المادة العلمية، الدرس الذي يشرحه لطلابه.

الباحثة: يعني أنت هل تتمين لو كان هناك استقلالية أكثر في عملك أم هذا الحد مرضي لك؟
علياء: لا أتمنى استقلالية أكثر.

الباحثة: عندك أمثلة في ماذا أو كيف؟

علياء: مثلاً في تحديد المقررات، أو المهارة التي يحتاجها طلابي، مثلاً الطلاب يحتاجون إلى مهارة كتابية التركيز عليها، لا بأس أنا أختار أنا، لكن الآن لا يجب أن ألتزم بمقرر وزارة التربية والتعليم.

(Interview excerpt 20. For English translation, see chapter 5, page 109, Alia)

ريم: أنا بصراحة ما حسيت باستقلالية أو ترحيب بالأفكار، يعني حتى لو يكون عندج أفكار يقلون أوكي طيب طبقها، عادي تطبقها بيون يوم ثاني ينكرون، واي ولي أمر أو المديرية ما تدري بالموضوع، ما في وايد تواصل، فالواحد يقول أحسن أفي ما أغامر.

(Interview excerpt 21. For English translation, see chapter 5, page 109, Reem)

الباحثة: بس أنت عندج حرية أنت ما تستخدمين المنهج؟
حمدة: أنا مطلوبة، أنا بالعكس مع المطالبة (...). للتوحيد وتوحيد الفكر، وتوحيد الهوية... وتوحيد المخرجات... وكل شيء.. أما أن كل حد يجلس يحط (...). ترى على ما يكون في المنهج الأساسي هذا، في مناهج خفية أنت الحين الطالبات عندج منهج على ما يكون منهج مو بالسيء
(Interview excerpt 22. For English translation, see chapter 5, page 109, Hamda)

الباحثة: تستطيعين تحددين ماذا تدرسين؟ يعني في حرية...؟
سارة: لا لازم الوزارة، إذا بغير بقدم وحدة على وحدة لازم موافقة الوزارة.
الباحثة: مين قال هالكلام الموجه؟
سارة: المديرية.
الباحثة: المديرية!!
سارة: لأن بسنة من السنوات كنت أبغا أجدم جزئية وايد محمة وبعطيه بداية السنة.
الباحثة: ليش؟
سارة: لأن معلمة جدمت، تفاجئت بعدين لما جدمت فصل أن الفصل اللي جدمته الوزارة حذفته، لأن ما في تصور واضح من الوزارة لبداية السنة، فأنت قاعدة تشرحين الوزارة تفوّلج هذا محذوف.
(Interview excerpt 23. For English translation, see chapter 5, page 110, Sara)

سلمى: هم حالياً يعني إن اللي صاير أن حلقة وصل منسق فقط
الباحثة: هل تحسين انج قائد في هذا الدور هم يسمونه قيادي بس أنت تحسين انج قائد في هذا الدور؟
سلمى: يعني أحس تنقصنا بعض المهارات التي تؤهلنا أن نصير قواد، يعني مثلاً الحين حالياً يطلبوا منا تقييم المعلمين في حال عدم وجود المديرية، لكن ما عندهم المؤهلات اللي أصلاً تؤهلنا لأن نقيم زميل.
الباحثة: أنت أصلاً معلمة، معلمة ما أخذني دورات أو شيء تؤهلج أن أنت تقييمين؟
سلمى: بالضبط، بس سابقاً كان في نظام المعلم الأول يأخذ دورات أو أن متقدم يتقدم للامتحان نجح فيه أهله..
الباحثة: بس كمنسقة هل لج مثلاً كفريق عمل إن تحسين أنج أنت قائدة معاهم، تقدرين تتخذين قرارات، مبادرات؟
سلمى: صراحة حسب طبيعة المعلمين الموجودين، شوفي بعض المعلمين الموجودين التعامل أنت وياهم صعب، يعني مو بكل فريق عمل يكون فريق عمل.
الباحثة: إي بس كقائدة هل تقدرين يعني تسوين مبادرات معاهم، تدخلين في ممكن... بذكاء مو بشرط تجربين عليهم بشيء؟
ع: هم غالباً يعني يمشو.
الباحثة: يمشو بس تحسين قائد ولا مجرد منسق؟
سلمى: إي مو بدجة القيادة.

(Interview excerpt 24. For English translation, see chapter 5, page 112, Salma)

الباحثة: كيف يقوم المنسقين بتطوير التدريس؟

علياء: عنا نحن مثلاً فريق اللغة العربية هناك حصة تفرغ يوم الاثنين هذه نجمع فيها نحن المعلّات نطور فيها بعض مهاراتنا. مثلاً قرأت أنا عن طريقة تدريس حديثة، أو مهارة استخدام برنامج معين في الحاسوب يمكن أن نوظفه، نتبادل هذه المعرفة، أنا وزميلاتي من لديه شيء، هذا هو مجال التطوير المتاح لنا.

الباحثة: هل تشعرين كونك منسقة تقومين بأدوار قيادية؟

علياء: هناك أدوار قيادية لكن قيادية محدودة، مثلاً مشاركة في إعداد خطة المدرسة، المشاركة أحياناً في عض الآراء.

الباحثة: لكن قيادة يعني في أنك تأخذين المبادرة، وساعات يكون عندك فريق أنت تقودينه لشيء معين؟

علياء: ممكن هذا لكن في نطاق محدود ليس بالمعنى الواسع للقيادة.

الباحثة: نطاق محدود مثل شو؟

علياء: مثلاً بإمكاننا أن نتفق وأسرة اللغة العربية على شيء معين، فكرة معينة، نشاط معين، اختيار شيء.

(Interview excerpt 25. For English translation, see chapter 5, page 112, Alia)

ريم: أنا ما مريت على وايد منسقات، حالياً لا ما أحس أن لهم دور (... المنسقة بس تعطي الأوامر وأنت تنفيذها، ما توصل ...

(Interview excerpt 26. For English translation, see chapter 5, page 113, Reem)

مريم: والله أنا أبغا أقول، في عدم وجود هالأشياء كلها المدرس ماخذ دوره مثل ما هو بيغي، ما حد يفرض عليه شيء.

الباحثة: بس ما تعيقه يعني مثلاً عدم وجود الصلاحيات؟ ما تعيقه سياسات معينة تتبعها المدارس والإدارات؟

مريم: اللي يعيقا بس كثرة الأعباء.

الباحثة: فقط؟

مريم: بس ما في شيء ثاني يعيقه بس كثرة الأعباء هي اللي تعيق المدرس، أما الباب مفتوح يعني بالعكس يعني الإدارات تبغي هالشيء.

(Interview excerpt 27. For English translation, see chapter 5, page 114, Mariam)

سارة: أحس وجود الله هذا رقم واحد (... كفاية أنها رسالة الأنبياء

(Interview excerpt 28. For English translation, see chapter 5, page 114, Sara)

حمدة: والله هي النظرة إن نحن نسير بنفس الطريق اللي مشوا عليه الأنبياء والمرسلين هذا يعطي دافع إن لازم سلوكيات، يعني نحاول ومو بهذا، لازم نكون مثلهم، لذلك نحاول نسترشد بأدابهم.. يعني المعلمين والعلماء السابقين. وكيف يتعاملون مع طلبه العلم، وكيف تعامل الرسول صلى الله عليه وسلم مع الصحابة

(Interview excerpt 29. For English translation, see chapter 5, page 114, Hamda)

أمل: ديني قبل كل شيء، نخاف ربنا في أي شيء، لأن اللي أعطيه في الصف للطالبات ما حد بحاسبني عليه غير الله سبحانه وتعالى، وحتى شغلي في المدرسة مما كانت الإدارة مدحت ولا ذمت ولا سوت شيء ما يؤثر فيني شيء، الراتب مثل ما هو، كلنا متساوين في الراتب اللي يشتغل وما يشتغل... في النهاية مراقبة الله سبحانه وتعالى، وفي نفس الوقت من ناحية رضاي عن نفسي أنا.

(Interview excerpt 30. For English translation, see chapter 5, page 115, Amal)

علياء: قيم إسلامية وايضاً المهنة تفرضها فرضاً على المعلم إلا لن يكون صادقاً في عمله.

الباحثة: كيف المهنة تفرضها؟

علياء: عندما أكون معلمة وتنظر لي الطالبات بثقة أنا لا أستطيع أن أخون ثقتهن، وهذه أمانة.

(Interview excerpt 31. For English translation, see chapter 5, page 115, Alia)

دانة: يعني أنت مثلاً تؤدي وظيفة معينة، عندك طالب مسؤول عندهم جدام الله، تستحضر مراقبة الله قبل ما تستحضر رقابة الإدارة أو موجهين.

(Interview excerpt 32. For English translation, see chapter 5, page 115, Dana)

الباحثة: هل تعتقدين بأهمية مدونة أخلاقيات المهنة لوظيفة التدريس؟

ريم: هيه.

الباحثة: ما أهميتها؟

ريم: أهميتها تساعد الموظف على الالتزام، يعني.. تساعد الموظف على الالتزام، تحمي الطلاب مثلاً من سلوكيات وأشياء ما يتعرض لها الطالب يعني، تكون واضحة للمدرس نفسه، إن الأشياء المطلوبة منه، وتعود على الطالب بعد يعني.

(Interview excerpt 33. For English translation, see chapter 5, page 116, Reem)

يعني الأهالي يحطون عيالهم تحت إيد المعلم خالص واثقين منه، يعني هو أهل، يكون ثقة أكثر، بيرفع مستوى المعلم أو مكانته

الباحثة: بيرفع من وظيفة التدريس؟

حصة: أكيد

الباحثة: يعني أنت تؤيد الرخصة؟

حصة: أكيد أؤيد، حلم صراحة. يعني كهنه أخذت هالمهنة عن جدارة، ما أخذتها كتنقص يجب إن يسدونه.

الباحثة: لو قلنا ليش تؤيدين؟

حصة: بيرفع من مستوى التعليم أولاً، ويرفع من ثقة أولياء الأمور، ويرفع من مكانته الاجتماعية، ونظرة المجتمع للمعلم. حتى ترفع ثقة المعلم بنفسه وتزيد، إني أخذته عن جدارة.

(Interview excerpt 34. For English translation, see chapter 5, page 118, Hessa)

سارة: أحس أنا محتاجين صراحة، أحس أنا إن بعد خمس سنوات لازم يسووني مرة ثانية أجدد، لأني أنا بديت معلم بعدني بنفس النمط فعلى الدنيا السلام.

الباحثة: يعني قصدج الرخصة تجدد كل خمس سنوات في امتحان في امتحان يخلي المدرس يراجع؟

سارة: لا لا لا في امتحان يراجع ما يراجع لا... بس أحس المعلم لازم يتطور، ما أعرف كيف بتكون الآلية، بس لازم المعلم يتطور.

الباحثة: وشو فائدة هالرخصة براجع لو وضعت؟

سارة: تطور المعلّات أكثر، ترفع التدريس أكثر...

الباحثة: بترفع قصدج مكانة؟

سارة: المكانة صعبة، لا.

الباحثة: صعب نرفع المكانة الاجتماعية.

سارة: إحنا المعلّات ساوينا بمعارنا جذي (...). دائماً نخط أعمارنا الأقل.

الباحثة: من أي ناحية؟

سارة: من كل النواحي

(Interview excerpt 35. For English translation, see chapter 5, page 119, Sara)

ريم: تحقيق المصلحة العامة، المصلحة للطلاب أنفسهم، وما تكون مجرد وظيفة يعني، وعلشان يرفعون شوي من مستوى التدريس.

الباحثة: يعني في رايح لو كان في رخصة شو بيسوي؟

ريم: بطلعون الكفاءات، وأكيد بكون المرود على الطلاب أكثر يعني اللي هم أساس...

(Interview excerpt 36. For English translation, see chapter 5, page 119, Reem)

الباحثة: في رأيك هل يتعين تقييد العاملين في حقل التدريس في الحصول على ترخيص معين (رخصة مزاوله المهنة)؟

علياء: هذا سمعنا به كثيرا في الآونة الأخيرة، هذا أنا لا أرى بأسا فيه، لكن لا أعتبره أمراً ضرورياً.

الباحثة: لماذا؟

علياء: الاختبارات قد لا تكون منصفة في حق الجميع، لكن إن كان يحمل مؤهلاً جامعياً من جامعة موثوق بها هذا يكفي، أنه متمكن من مادته العلمية، الشيء الآخر الذي يجب أن نتأكد منه وزارة التربية والتعليم الجانب التربوي "إن لم يحمل مؤهلاً من كلية التربية" أو هي ان تخضع المتقدم العمل في التدريس بدورات.

الباحثة: أوكي لو كانت هذه الرخصة تعني بمعايير معينة بمدى استعداديته في الجانب العملي والتربية مثلاً هل عنده ولا ما عنده؟

علياء: لكن إذا أراد شخص أن يلتحق بالتدريس وهو خريج من غير كليات التربية، والشخص مؤهل علمياً بدرجة ممتازة.

الباحثة: هذا يحتاج إلى رخصة حتى...؟

علياء: لا أنا هنا سأحرم الطلاب من كفاءة علمية إذا اشترطت عليه الرخصة.

الباحثة: قد يكون لديه كفاءة علمية لكن ليس لديه أسلوب؟!

علياء: لا بأس أنا أخضعهم هنا لدورات تدريبية لكي يكون ناجحاً في إيصال المعلومات ليستفيد الطلاب من هذه الكفاءة العلمية، وبعض إخضاعه لدورات التدريبية أخضعه للحصول على رخصة نعم هكذا لا بأس.

الباحثة: بس يعني لا ترين أهمية هذه الرخصة؟

علياء: أرى لها أهمية إذا كانت شروطها وتطبيقاتها صحيحة، المشكلة الثقة معدومة بوزارة التربية والتعليم

الباحثة: إذا ساواها بطريقة معينة ممكن...

علياء: ممكن لكن الثقة المطلقة بالوزارة لا أستطيعها مستحيل.

(Interview excerpt 37. For English translation, see chapter 5, page 120, Alia)

الباحثة: هل أنت مع أو ضد الرخصة؟

مريم: والله الحين أنا ضد

الباحثة: بس بالنسبة للمدرسات حالياً في الميدان هم ما يستحقون من ناحية أنهم يدرسون عيالنا مثلاً، وهم ما يعطون.. أو حتى يضرون بطريقة سلبية بتدريسهم ممكن يؤثر سلبياً على الطلبة.

مريم: زين، إذا كان في شيء وايد قلة.

الباحثة: قلة؟

مريم: وايد قلة، وايد، حرام، وايد قلة خاصة الحين في مدرسات يحاولون يطورون نفسهم لكن تمت قلة ما تقدر. يعني أنا لما أقيس لح على مدرستنا، يعني نحننا ستين مدرسة، يمكن ثلاث أربع اللي مو مؤهلات، لكن عقب يطبق قرار مثل هذا على هالشريحة كلها حرام.

الباحثة: أنت ضد الرخصة، ليش؟

مريم: ليش لأن أنا مؤهلة والمعلمين مؤهلين..

الباحثة: إذا أنت مؤهلة فأنت تاخذين رخصة!

مريم: إذا يسولنا مشاكل يحطونا أسئلة صعبة، يحطون ... لازم أدرس، لازم أستوعب، زيادة علي.

الباحثة: زين، بس هي الدراسة ممكن تساعد، بالعكس أنا بس أخذ وأعطي وياج..

مريم: أدري أدري..

الباحثة: يعني أنت لما تدرسين بتدرين تدرسين كتب أو مواد أو أشياء معينة يعطيج تنمية مهنية، أو ووهه بالأشياء ما كنت أنا حاطتها بيالي، هالأشياء ما اطلعت عليها، هالأشياء أنا عارفها أوكي... مو شرط يكون سلمي يعني..

مريم: في النهاية أنا ما بعطي إلا المادة اللي هم بيغونها، المادة العلمية اللي هم بيغونها.

الباحثة: يعني قصدج الرخصة أكبر من المستوى اللي أنا أدرس؟

مريم: هيه.

الباحثة: بس لازم المدرس يكون دائماً أكبر؟!!

مريم: هيه .. أنا الحين أكبر، والأشياء اللي أصلاً طالبينها مني، مثلاً أحيان مثلاً أدرس ومن خارج المنهاج، الأشياء اللي طالبينها مني أشياء جداً بسيطة، عقب أصير أدرس كتب، وأمتحن في أشياء وايد كبير أصلاً مو محتاجتها في مادة التدريس.

(Interview excerpt 38. For English translation, see chapter 5, page 121, Mariam)

وايد انقلي كلام من الإدارة سمعت بس أنا طنشت، لأن هي مو وظيفتي

(Interview excerpt 39. For English translation, see chapter 5, page 125, Mona)

دخلت على الموظف قلي شو اسمها (... قلي تعالي عطاني أوراق وقعي هنني وهني وهني، على شو أوقع؟!، قلت الحين أنا مقبولة مو مقبولة؟ قال: بنداومين، قلت: زين وين بداوم؟، ما أعرف ما قتلج وين بنداومين، اتريني شوي بدور بالأوراق (... الراتب ما تعرفين كم (... أنت تحمدين ربح إنج متوظفة يعني

(Interview excerpt 40. For English translation, see chapter 5, page 126, Reem)

سارة: بس أنا ما استويت مدرسة فقط.

الباحثة: شو قصدج يعني؟

سارة: يعني أنا مب معلمة، يعني مثلاً أنا أحس أني مرات أخطبوط في المدرسة.

الباحثة: كيف يعني؟

سارة: في كل المجالات موزعين، يعني أنا أحس مثلاً إذا بصدق تطور على الأشياء والاستراتيجيات والحين بيغوني موجود... بفرغوني فقط للتدريس لمهنتي، أما أنا أطلع علشان أسويهم فعاليات أنشطة.. أدخل أشياء أوكي هذا من محامش أصلاً، أنا كطبيعتي ما أقدر أشتغل شئيين في نفس الوقت، شيء أخلصه أنجزه بعدين أدخل عالشيء الثاني، يعني في المدرسة لا، لازم تتشعبين.

الباحثة: يعني هالتشعبات خاصة بمادج ولا في كل شيء؟

سارة: في كل المجالات ممكن أنا معلمة أدخل في مجال الإعلام، ممكن أنا كون معلمة أدخل في مجالات ثانية، ممكن كون انا معلمة فقط أني كون المحاسبة عليه: تحصيل البنات، مستوى الطالبات، سلوك الطالبات، أنا وين قدرت أوصلهم.

هذا وايد ياخذ من حقهم، حق الطالب أني أنا كون موجودة في أوقات معينة إذا عندي طاقة، أنا كل طاقة كمعلم تهدر في هالمجالات. الباحثة: وايد تحسين بضغط؟ ع: وايد

(Interview excerpt 41. For English translation, see chapter 5, page 130, Sara)

حمدة: كثرة الأعباء تراها تؤثر، حتى في المخرجات حتى في متابعة الطالب، الضعيف شو سويتوا بالطالب الضعيف، ما نلحق هل نسوي نشاط ولا نسوي هذا ولا نسوي هذا (... كمعلم تروحين البيت بتحضرين، بتصححين، وإذا بنت قالت كلمة يالله فكيري أنت هي كيف باشر بهالموقف، كيف بردها، ولبش قالت؟

(Interview excerpt 42. For English translation, see chapter 5, page 130, Hamda)

أمل: تخفيف الأعباء الغير يعني تعليمية، يعني الأعباء غير التدريس.

الباحثة: المكتبية يعني الإدارية؟

أمل: الإدارية والأنشطة الخارجية، اللي ما لها علاقة بالمادة نفسها، تخفيفها، أو أنه تعيين في المدرسة في كل مدرسة يعنون لكل مدرسة مادة شخص مختص بالأنشطة يقوم فيها بحيث إن المدرس يركز على التدريس، يركز على نفسه.

(Interview excerpt 43. For English translation, see chapter 5, page 131, Amal)

عطني مكاتي، يعني في قرار الوزارة، في رؤيا الوزارة، في تجديد المناهج، في أمور كثيرة في التدريب والتطوير (... لازم نحنا في الميدان، نشترك معي

(Interview excerpt 44. For English translation, see chapter 5, page 131, Hamda)

إن نخلي رخصة مزاولة المهنة، يعني مش أي حد يتعين معلم، يعني مو كل حد صالح لهاي المهنة، لأن من تحت إيدو يخرج الأجيال كلها.

(Interview excerpt 45. For English translation, see chapter 5, page 132, Hessa)

علياء: أنا ما أراه الآن بعد سنواتي في التدريس أرى أن الأسرة يجب أن تشعر بأنها مسؤولة عن أبنائها، هذا هو في رأيي هو الحل الوحيد الذي سيحسن من مهنة التدريس، قديماً في الإمارات مهنة التدريس كانت تحظى بتقدير، لماذا معظم الأسر كانت... نسبة التعليم معدومة... الآباء والأمهات أميين إذا لم يكونوا أشباه أميين، لماذا كانوا ينظرون للمعلم نظرة تقدير؟ لأنهم يحملون مسؤولية أبنائهم، نحن الآن الآباء والأمهات لا يحملون أي مسؤولية تجاه الأبناء.

(Interview excerpt 46. For English translation, see chapter 5, page 132, Alia)

علياء: تجربة فنلندا أنا أراها مثلاً، هي التي تشترط الالتحاق في التربية معدلات عالية، ثم للعمل والاستمرار في محنة التعليم، وحصول المعلم على درجة الماجستير كحد أدنى... فالهولة اطمأنت إذا كانت النخبة التي تمسك التعليم إذاً نثق بهم هم الذين يضعون المناهج، كل مدرس له الصلاحية في اختيار المنهج الذي يدرس، هذا أفضل دور قيادي سيحصل عليه المعلم.

الباحثة: بالنسبة للماجستير، لما نتكلم عن المعرفة أنها معرفة عامة ولا معرفة تخصصية هل ترين، تؤدين إن المدرس يحصل على الماجستير حتى نرفع المؤهل للمعلم كما يحصل في فنلندا كما ذكرت؟

ع: نعم هذا صحيح... بالتأكيد هناك مراعاة لظروف المعلم، للأسف الشديد نحن وزارة التربية والتعليم عندما تقرر التطوير يجب أن يفعل المعلم كل شيء وهو في ظروفه الحالية، بالتأكيد هناك ظروف مناسبة لا يوجد ضغط على المعلم، لا يوجد تكليف أعباء إضافية.

الباحثة: يعني بالنسبة للماجستير هل تؤدين أنت يعني إن أنا مثلاً مو أتعين بكالوريوس أطالب بماجستير؟

علياء: نعم، هو داخل إلى الميدان بقوة.

الباحثة: يعني أنت تؤدين المعرفة تكون تخصصية؟

علياء: نعم أؤيد التخصص

(Interview excerpt 47. For English translation, see chapter 5, page 133, Alia)

منى: هي تدريبات مستمرة، يعني مو تدريبات تقليدية لا، تدريبات في الصميم.

الباحثة: شو في الصميم؟

منى: يعني أشياء لازم يسوون عليها أبحاث، يسوون عليها أبحاث وفي نتائج..

(Interview excerpt 48. For English translation, see chapter 5, page 133, Mona)