# Teacher Motivation: A Case Study on What Motivates Expatriate Teachers at an English Medium Private School in Sharjah, United Arab Emirates.

دافع المعلم: دراسة حالة على ما يحفز المعلمين المغتربين في مدرسة انجليزيه خاصة في الشارقة ، الإمارات العربية المتحدة

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# Abstract

While there have been many studies on what motivates students, research regarding motivating factors for teachers, particularly those that are expatriates, is limited. The lack of research in this area gave rise to this case study completed in a private English medium school in Sharjah, United Arab Emirates, a country whose education system lies almost entirely in the hands of foreign teachers. What motivates the expatriate staff as teachers, which groups of teachers are the most satisfied, and what factors motivate staff to remain teachers are explored.

This study found several reasons expatriates come to the UAE:  salaries without taxes, unemployment in their home countries, or spouses employed in the UAE. Others trained in other professions initially came to the UAE for different jobs, and then later became hired as teachers.

Teachers participating in this study reported their main motivations for teaching as being primarily intrinsic, with more women than men stating their satisfaction with teaching. Also reporting greater satisfaction with teaching were those who initially wanted to be teachers and those with 5 or more years of professional teaching experience.

بينما كانت هناك العديد من الدراسات حول ما يحفز الطلاب, كانت البحوث المتعلقة بالعوامل المحفزة للمعلمين، وبخاصة تلك التي هم من المغتربين، محدودة. أثار عدم وجود البحوث في هذا المجال ادت إلى ظهور هذه الدراسة في مدرسة إنكليزية متوسطة خاصة في الشارقة،في دولة الإمارات العربية المتحدة، البلد الذي يقع نظام التعليم بالكامل تقريبا في أيدي المدرسين الاجانب. ماالذي يحفز الموظفين المغتربين كمعلمين، ما هي المجموعه الأكثر رضا بين المعلمين، وما هي العوامل تحفيز الموظفين على البقاء.

وجدت هذه الدراسة ان هناك عدة أسباب المغتربين للقدوم إلى دولة الإمارات العربية المتحدة:لان الرواتب معفاة من الضرائب، او لأنهم كانوا عاطلين عن العمل في بلدانهم الأصلية أو جاءوا مرافقين مع الزوج او الزوجه الذين يعملون في دولة الإمارات العربية المتحدة. الآخرين الذين تدربوا في في بلادهم علي المهن الأخرى جاءوا في البداية إلى دولة الإمارات العربية المتحدة للبحث عن وظيفة تناسب تدريبهم ثم تم التعاقد معهم بعد ذلك كمعلمين.

ذكر المعلمين المشاركين في هذه الدراسة ان الدوافع الرئيسية للتدريس بأنها جوهرية في المقام الأول، وافادت نسبه كبيره من النساء ارتياحهم التدريس أكثر من الرجال. كما وجد ان الذين كانو علي قدر أكبر من الارتياح مع التدريس وأولئك الذين أرادوا في البداية أن يكون معلمين وذوي 5 سنوات أو أكثر من الخبرة في مجال التدريس.

## Dedication

I lovingly dedicate this dissertation to all of my family, friends, and colleagues who supported me throughout my time pursuing an MEd. Special thanks goes to a very exceptional and dear friend for helping me to review and edit my writing. She showed me immense patience and support with my never-ending phone calls, emails, questions, and complaints. As Marlene Dietrich said, "It's the friends you can call up at 4 a.m. that matter."

I also want to thank the school administrators where this study was conducted for allowing me to complete this study in their school. Further, I offer a very heart-felt thank you to all of the teachers who agreed to participate in this study. Without their patience, effort, time, cooperation, and personal insights, I would not have been able to complete this work.

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# Chapter 1.0

## Introduction

Both individual schools and ministries of education in countries all over the world recruit and hire expatriate teachers in large numbers every year. These expatriate teachers are given the trust and responsibility of shaping the generations of tomorrow. It is therefore vital that these teachers remain satisfied with their jobs and have the motivation to do their best. Several researchers have put forth many theories of motivation throughout the years. Studies of motivation historically began in the 1930s with educational psychologists focusing on drive theory as the prime motivator as this focused on such basic concepts and needs such as arousal, instinct, drive and energization (Graham and Weiner 1996). Drive theory was the center of most motivational theories during the Mechanistic Period between the 1930s and 1960s. One major drawback and criticism of drive theory, however, was the obvious fact that people frequently do and say things that are not directly related to their internal needs. Some examples of this would be someone who eats between meals although they are not hungry or someone who continually purchases clothing although they already have an overflowing closet full of appropriate clothing items.

Due to the perceived flaws of drive theory, several different researchers expounded numerous other theories on motivation, many of these stemming from a more cognitive and humanistic basis with a number of theorists adhering to the idea that people are motivated by an assortment of dependent variables and rewards, seeking a certain positive outcome to what they do.
One of the most famous and enduring theorists in motivational theory was Maslow. According to Chapman (2012), beginning in the 1940s and continuing in the 1950s, Maslow put forth his Hierarchy of Needs theory to explain factors that motivate people in their daily lives as well as with their long-term goals. Maslow suggested that people's actions and behaviors were driven by a myriad of inborn, internal needs. He organized these instinctive needs into five categories and published his model in a 1943 issue of the journal *Psychological Review*. These five categories are: biological and physiological needs, safety needs, the need to belong and both love and be loved needs, esteem needs, and self-actualization needs. Maslow believed that these categories were ranked in order of natural importance and represented them in a pyramid shaped model

with the base of the pyramid containing the most vital needs and decreasing in importance until the tip of the pyramid. He believed that once people obtained their needs from the lower level base of the pyramid, they would then progress to fulfilling their needs on the next level, continuing in this way level-by-level until they had reached the top of the pyramid thereby fulfilling all of their needs (Chapman 2012; Jacobs 2012).



Figure 1:  Maslow's original hierarchy with five categories of needs

Many years after Maslow's death, a group of psychologists seeking to adjust Maslow's hierarchy to reflect the latest contemporary research adjusted the hierarchy by adding two more levels to the original pyramid formation. They also proposed that people sought to fulfill their needs from different levels of the pyramid simultaneously, rather than working upwards one level at a time as Maslow originally proposed. These two added categories were named cognitive needs and aesthetic needs (Chapman 2012). Maslow's pyramid of needs has continued to go through adjustments throughout the years, also gaining a transcendental category representing people's needs for helping others to improve and develop. The most recent adaptations to Maslow's hierarchy came from a team of evolutionary psychologists at Arizona State University who even added such categories as parenting, mate acquisition, and mate retention to the upper layers of the pyramid (Jacobs 2012). Despite the fact that there are numerous theories on motivation and changes to the original hierarchy, Maslow's work remains both relevant today and held in high

regard. Proof of this is the fact that psychologists continually use it as a framework for continuing modern research on motivation. Maslow is also credited with helping found the humanistic approach in modern psychology. His theories are especially relevant to this study as he understood and professed as early as the 1950s that employees in all professions, teachers included, have a fundamental and instinctive need to strive for fulfillment and self-actualization through their chosen professions.

Although student motivation was traditionally focused on by educational psychologists through the years, teacher motivation has also become a topic of great interest in the recent past due to the alarmingly high number of teachers who permanently leave the teaching profession each year. According to the National Teacher Association (NEA) almost 50% of teachers leave the teaching profession during their first five years on the job as teachers. Although this is a statistic that first appeared decades ago, it still remains true that annually nearly half of all teachers leave the teaching profession permanently within their first five years of teaching (Lambert 2006, p.1 of 1). This data, coupled with the fact that teacher turnover is usually between 17%-20% annually, has startled parents, administrators, and educational lawmakers alike (Kopkowski 2008, p. 1 of 1). Disturbing as well is the fact that the cost of continually replacing teachers can cost hundreds of thousands and in some school districts and areas, millions each year. In lieu of these facts and seeking to find a solution to this ongoing problem, both psychologists and educational researchers in many nations around the world rushed to discover what motivates teachers to teach and to thereby determine what causes them to become so demotivated that they quit the teaching profession completely. NEA President Reg Weaver said in a statement on attrition:

> We must face the fact that although our current teachers are the most educated and most
> experienced ever, there are still too many teachers leaving the profession too early, not enough
> people becoming teachers, and not enough diversity in the profession (Lambert 2006, p. 1 of 1).

Kopkowski (2008) mentions such things as lack of parental and administrative support, unrealistically high demands and expectations, and low salaries and benefits as main reasons teachers cited for wanting to leave teaching. Many teachers also complain of a lack of student discipline and little respect from the community as a whole for their time and effort as teachers.

Lambert (2006) notes that many teachers state that they entered the teaching field because they wanted to help build and shape tomorrow's future, because they wanted to help children develop to their full potential, and because they felt an inward need to contribute to society in positive ways. Unfortunately, despite these intrinsic motivators to teach, too many teachers become so discontented with teaching that they eventually decide to quit teaching altogether. Teachers frequently complain of feeling disrespected, powerless, isolated from colleagues and support systems, and generally not treated like professionals. Instead, they are often treated like children by administrators and sometimes even by parents and other teachers (Lambert 2006; Kopkowski 2008; Edgerton 2012).

Although there has been much recent research done on teacher motivation, few researchers have tried to take into account what it is that motivates expatriate teachers that have made the choice to leave their own countries to work in a foreign country. The writer has become increasingly interested in what motivates expatriate teachers through the years. She herself is an expatriate teacher who has taught English in the United Arab Emirates (UAE) for several years. Watching expatriate teachers from so many different countries continually come and go has made her want to further investigate what causes teachers to come to UAE schools seemingly full of energy and drive, then appear to wear down and quit teaching after some time. She has watched this cycle repeat so often that it has sparked a desire in her to try to determine what the expatriate teachers' motivating factors are when first arriving in the UAE, and consequently what causes them to lose motivation and either return to their home countries or begin looking for other employment opportunities in the UAE.

Having taught for many years in the same private school as the study, the writer has frequently witnessed the negative effects of this continuous cycle of teacher turnover on students, other teachers, and school administration. After a popular or well-loved teacher leaves, many students often become disturbed emotionally, continuing to ask when their original teacher will return even long after the teacher's departure. In turn, this consequently causes the new, incoming teacher to receive less than a warm welcome by students emotionally attached to the previous teacher. Some students will then continue to compare the new teacher to the previous one and

sometimes even act out or misbehave in class as a way to express their discomfort with having a new teacher or out of the student's perceived loyalty to the old teacher. Sometimes students also take the view that there is no benefit in establishing a relationship with a teacher or following a teacher's rules and assignments since any given teacher may leave abruptly anyway. As students do not have access to all the variables and factors that go into a teacher's personal decision to leave a teaching job either during or after the academic year, students do not typically understand why it is that they continue to lose teachers they know and why they are faced with a steady stream of new teachers. To them, they simply understand that the teacher quit his or her teaching job, and sometimes feel that having them as students was not important enough to the teacher to convince him or her to stay.

This sense of insecurity and discontinuity felt by the students as a result of so many teachers leaving unexpectedly adds to low student morale and negatively encourages some of them to take a disinterested, apathetic approach to school. Teachers that stay also suffer a decrease in morale whenever a fellow teacher leaves. Staying teachers are usually tapped by administrators to pick up the leaving teacher's duties and classes, adding extra responsibilities to already overworked teachers. Due to the extra workloads, teachers that stay often feel resentful of the teacher that left and sometimes even jealous when they hear of a more lucrative offer the other teacher took when quitting. Administrators also carry the burden of recruiting, interviewing, and hiring new teachers coming in to the school at any point during the school year. These tasks of finding and hiring a replacement teacher take time away from administrators who would otherwise be able to focus on other issues within the school. Instead of tackling more pressing matters, administrators are forced to forever focus their energy and attention on teacher recruitment. Money that could have alternatively gone towards school improvement often times gets redirected, being used instead for new teacher recruitment costs.

This paper presents the results of a case study on what motivates expatriate teachers working in a private English medium school in Sharjah, UAE, and attempts to determine what it is that makes teachers motivated to teach. It also seeks to better understand which groups of teachers - male or female or newer or more experienced teachers - are the most motivated and what makes some

teachers satisfied enough to continue teaching, while others quit. Whether or not teaching was the teachers' first preferred career will also be considered. This case study was completed in a private school with an exceptional reputation for its teaching and educational environment. It should be noted that private schools in the UAE mostly employ expatriates, as teaching jobs in government schools are reserved for UAE citizens. It is also worth mentioning that the school administrators generally try to keep teacher morale up by having many events throughout the year for teachers only. These events are intended to bring teachers together socially outside school times and include such things as lighthearted competitions and parties with games, prizes and plays, etc. Some sports events are also organized with the intention of bringing students and teachers together in a friendly context, thereby allowing students to see their teachers as "people" with strengths and weaknesses just like them. The school also employs expatriate teachers from many different countries and different educational and social backgrounds which add a very multi-cultural atmosphere to the school itself.

# Chapter 2.0

## Review of the Literature

One notable educator, teacher-trainer, and writer is Harmer, who defined motivation as an "essential element for success" and as "some kind of internal drive which pushes someone to do things in order to achieve something" (2001, p. 51). Pritchard and Ashwood offer another definition of motivation. They describe motivation as "how we choose to allocate our energy to different actions to achieve the greatest satisfaction of our needs" (2008, pp. 4-6). Pritchard and Ashwood believe that an individual's level of motivation is what ultimately determines how much effort he or she will put into any given task, and how long the person will stay on task. The more motivation a person has, the harder he or she will work and will continue to work. Equally, the less motivation a person has, the less hard he or she will work, and there is a very good chance that the person may eventually give up on or quit the task altogether more readily and quickly than someone who started the same task with a higher level of motivation.

In regards to what drives teachers, McKeachie (1997) believes that the key to teacher motivation in the classroom is based on the cognitive expectancy-value theory. He postulates that teachers set personal goals and expect certain rewards from their teaching, and that there are several factors such as recognition, positive relationships with peers, an expectation of success in the classroom, and both intrinsic and extrinsic motivators that ultimately encourage teachers to continue teaching and to remain teachers in the future. Writing for the National Association of Independent Schools, Robert Evans writes in the *Independent School* magazine that:

> Teachers differ from those who select corporate careers. Education attracts people with both a strong service ethic and a desire for job security, not entrepreneurs with a thirst for risk and competition (2000 spring edition, p. 1 of 1).

Evans also describes the teachers' feelings of autonomy, self-value, and overall supportiveness to learners and contributors to society when he says that teachers, "cherish their freedom and tend to see themselves—and to behave–as artisans in their separate studios, practicing their craft as they see fit" and that they are people who "tend to accentuate the positive" (2000 spring edition, p. 1 of 1).

The importance of teachers feeling valued, having positive relationships with their colleagues, and being recognized for their work and effort was also mentioned in 2001 by Kassabgy, Boraie, and Schmidt who conducted a study using a questionnaire on job satisfaction of those teachers teaching English to speakers of other languages (TESOL). Participating in their study were seventy Egyptian and thirty-seven North American TESOL teachers. This study found that the teachers placed a great deal of emphasis on positive inter-personal relationships, collegiality, team-work, and mutual support. This finding is also supported by Nias who explained how teachers need to feel by saying:

> We found that teachers wanted their colleagues to be sensitive to their emotional needs, to respond with empathy, sympathy, and, occasionally, wise counseling. They were deeply appreciative of opportunities to talk, to share the sense of worthlessness and failure, to relax, and above all to laugh (1998, p.1260).

Positive relationships and collegiality among teachers, as well as a sense and bond of trust, helpfulness, caring and inter-dependence between them, all have a positive impact on students and student achievement. Nias also poignantly highlights the link between the relationships teachers have with each other and the corresponding effects on students when he says:

> The welfare of children is intimately bound up with the well-being of the adults who worked with them. If the latter did not feel accepted as people in the staffroom, they would not be fully at ease in the classroom. Besides, it is philosophically inconsistent to treat children as 'whole' and 'individual' but to ignore the personhood of their teachers (1998, p. 1262).

Unfortunately, many teachers usually do not have or are unable to develop caring and supportive relationships with their colleagues. This, in turn, adds to a sense of isolation and job dissatisfaction which is then often picked up on and sensed by students (Hall and Langton 2006). Other sources of teachers' discontent include additional administrative workloads, low salaries, large classes, not enough planning time, pupils' behavioral problems, standardized testing pressures, lack of adequate school funding, and lack of positive parental involvement and support (Hall and Langton 2006). Teachers also have little hope for professional and personal advancement and genuinely suffer from a serious and ongoing lack of respect from students, parents, administrators, and the society at large (Hall and Langton 2006).

Society's continually decreasing amount of respect for teachers is also a major factor causing teachers to be dissatisfied with teaching. It has currently reached a level so low that disrespecting and debasing teachers is now even considered entertaining. Society's generally negative opinion of teachers has become so normal that even Hollywood reflects this attitude towards teachers in its films and has begun portraying teachers negatively in the last few years. For example, the multiple award-winning movies *Bad Teacher* (Kasdan 2011) and *Won't Back Down* (Barnz 2012) both disparaged teachers and represented them as corrupt, amoral, lazy, careless, unskilled, and for the most part, ignorant. The movie *Bad Teacher* even went so far as to show the main character as a teacher that smoked marijuana, drank alcohol, and slept in class in front of her students. This low opinion of teachers as portrayed by Hollywood films can also be found to be the general opinion held in other countries as well. A series of studies conducted in 2006 by the New Zealand Ministry of Education in conjunction with the New Zealand Teachers' Council entitled the Teacher Status Project sought to determine the general public's opinion on teachers and on the teaching profession as a whole (Hall and Langton 2006). The study also sought to determine how society's opinion of teaching affected the ability of the profession to both attract and retain good teachers. A total of twelve focus groups filled in questionnaires and were interviewed regarding their opinions of teachers and the teaching profession as compared to other professions. In order to gauge the opinion of New Zealand's youth concerning their teachers, the study also encouraged the participation of school age children as young as twelve years old and up.

The study's results showed that teachers are often not respected as a group by society as a whole, especially disrespected by youth, and that teaching is considered to be a profession and career of very low status. Hall and Langton both noted that society gives less and less respect to teachers through time and that sadly enough, it is not only society that has a low opinion of teachers, but that the teachers themselves have such low morale that they admit that they are often not proud to be teachers and sometimes do not feel they deserve respect for what they do.
The New Zealand study also mentioned the media's lack of positive portrayal of teachers in general, stating, "The lack of even fictional positive teacher role models in our media (particularly television) seemed to the researchers to be a barrier to attracting more people into

the role" (Hall and Langton 2006, p.13). Society's growing disparagement of teachers has even moved into popular fiction aimed at children and young adults. In *Eighth Grade Bites #1: The Chronicles of Vladimir Tod,* the first book of a popular series directed at young teens, the main character and hero of the series states, "because teachers, no matter how kind, no matter how friendly, are sadistic and evil to the core" (Brewer 2008, p. 53). The New York Times Best Selling author, Heather Brewer, continually has her fictional hero, Vladimir Tod, disrespect and scorn teachers specifically and school in general throughout the series.

This finding that teachers themselves do not have pride in being teachers or feel they do not deserve society's respect is sadly also mirrored and even promoted, too, by educationally related institutions and organizations. Both the Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), and the School Learning Journal (SLJ) are organizations dedicated to encouraging children to read, promoting literacy, and assisting school librarians and teachers in their efforts to help children love reading. The SLJ website states that they are, "the world's largest and most authoritative reviewer of children's and young adult content" (slj.com 2013, page 1 of 1). Yet despite the fact that Brewer's books repeatedly disrespect teachers and education, both the SLJ and YALSA have placed Brewer's books on their lists of suggested reading for children and teens, with the ALA and YALSA even putting her books on their 2008 "Quick Picks for Reluctant Readers List" (Ala.org 2008). Another educational organization promoting these books is the Missouri Association of School Librarians (MASL) which annually nominates a list of books written for children and teens for their Truman Readers Award which seeks to honor "authors writing for young teens" (Thelibrary.org 2011, page 1 of 1). Brewer's *Eighth Grade Bites* was awarded the 2010 Truman Readers Award after school children in Missouri voted for the book as their favorite from the nominated list (Thelibrary.org 2011).

According to Rosenbaum and Deluca (2001), the popular disparagement of teachers in both the media and society as well as low teacher morale have also been shown to have a negative impact on student morale and even student drop-out rates. Students affected by popular beliefs think teachers deserve to be looked down upon by society and that teachers deserve only minimal

respect and tolerance. These feelings of disrespect cause students in general, and teenage students specifically, to then disobey teachers more and more in the classroom as they do not see teachers as either role models or figures of authority. Some students also believe they should not be forced by society to spend too much time with teachers in classes and schools, which leads some students to feel so negatively about being in school that they prefer to drop-out as soon as they legally can.

The negative opinion held around the world about teachers and the teaching profession, the challenges teachers face while on the job, and the reports of so many teachers voicing their dissatisfaction with teaching, all come together to deter those interested in teaching from becoming future teachers. According to Hoy (2008) many pre-service teachers reported that when they announced their intentions of becoming teachers to family and friends, they faced heavy pressure to become something else. Their families and friends made arguments that teaching was not a good choice as it was a very low status profession filled with problems and drawbacks. They also tried to dissuade others from becoming teachers by reminding potential future teachers that teachers often receive very low salaries and little benefits overall. The research conducted by Hall and Langton (2006, p. 9) also showed that only 6% of participating adults and 5% of participating youth stated they would consider teaching as a career, but preferably as a "fallback" career if their first choice of a career did not work out for them.

Low salaries and lack of professional growth opportunities also discourage many men from entering the teaching profession. Male teachers already on the job frequently report lower levels of job satisfaction than do their female counterparts. In several studies conducted in the United States, Europe, the Middle East, Africa, and Asia, researchers consistently found that male teachers continually admitted to feeling a lower amount of job satisfaction than did female teachers. Male teachers also reported feeling that teaching was a dead end for them and that they did not have enough opportunities for self-improvement (Menlo and Poppleton 1999; Al Kaabi 2005; Akiri and Ugborugbo 2009; Mahmood et al. 2011; Talebi et al. 2012). It should be mentioned that Bennell (2004) also found that the local culture in some countries dictates that teaching is primarily a job for females, causing men to feel that being a teacher is inappropriate

or not masculine. A Danish studied that also reached similar results, postulated that women might feel more satisfied being teachers since they are more inclined than men to be naturally sympathetic, empathetic, altruistic, and patient with younger children (Anderson n.d.).

Dickson and Le Roux (2012) found similar perceived gender roles in the UAE as well. However, other studies put forth another primary reason for dissatisfaction among male teachers that causes many male teachers to leave teaching altogether. Al Kaabi (2005) and Mahmoud et al. (2011) concluded that more men than women report dissatisfaction with teaching due to financial reasons, extrinsic motivators, and opportunities for promotion. Bennell (2004) also concluded that men are often more motivated by extrinsic rewards than are women, causing fewer men to enter the teaching profession initially and then more men to eventually leave it. He also noted that male teachers often report being less motivated than female teachers with schools in lower income and developing countries, routinely noticing that male teachers have a much higher rate of absenteeism than female teachers.

According to recent research, a correlation also exists between the number of years of professional teaching experience an individual teacher has and their level of satisfaction with teaching. Pennington and Riley (1991) also state that newer teachers with less than five years of teaching experience reported deriving the least amount of satisfaction from their jobs, while teachers with more than five years of experience reported at least moderate levels of satisfaction with teaching. Newer teachers also continue to report a large number of persistent problems understanding the most basic components of the teaching process, especially lesson planning, writing objectives, giving out homework assignments, classroom management, discipline, teacher-student rapport, and socialization within the school. Both the lack of mastery of these instructional components and lack of confidence in these areas also contribute to causing newer teachers to experience and report less job satisfaction overall (Hicks, Glasgow & McNary 2005). Sadly, many administrators still believe that a college or university-trained teacher, or anyone for that matter with a degree or certification in teaching, should be wholly prepared to teach successfully in any assigned classroom, subject, or grade level. Administrators like these often fail to see the newer teachers' and sometimes even more experienced teachers' needs for ongoing

professional development programs and support. They prefer to place the blame for new teachers' inadequacies, confusion, short-comings, and lack of confidence on formal teacher-training programs and do not feel they are required to assist teachers in any way in their development and success in the classroom (Manuel 2003). These administrators tend to treat teachers more like manufactured products or factory-made tools ready to be used rather than as human beings with both strengths and weaknesses seeking to develop themselves while on-the-job and simply in need of guidance, mentoring, and support - both moral and professional (McCormack and Thomas 2003).

The opinions of these administrators is countered by a study conducted by Guarino et al. which found that, "schools that provided mentoring and induction programs, particularly those related to collegial support, had lower rates of turnover among beginning teachers" (2004, p. 6). On the importance of induction for new teachers and mentoring, Dr. Tirozzi, Executive Director for the National Association of Secondary School Principals, states:

> The induction of new teachers is arguably the most important component of a long-term comprehensive model of teacher growth and development. Regardless of the quality of the preparation of a first-year teacher, it is ultimately that initial day, week, month, and year that often predicts success or failure in the classroom. Quality mentorship by experienced teachers can provide much needed support, assistance, and guidance in the formative years of teaching (Portner 2008, p. x).

Concerning new teachers, Hoy describes "the tensions between serving and surviving, between caring and control, and between deep investment and protective distance" (2008, p. 497). Also, the common lack of adequate mentoring in their first positions as teachers further encourages them to leave the profession.

Understanding what motivates teachers, what teachers seek from the teaching profession, and the needs of teachers in the classroom can help to prevent so many teachers from permanently leaving the teaching profession. This is important because teacher attrition is becoming a seriously alarming problem in schools of all kinds and levels, both public and private, around the world. The NEA reports as many as 50% of teachers in the United States leave the profession

within the first five years of teaching (Lambert 2006, p.1 of 1). Another report by Kyriacou and Kunc (2007) in the United Kingdom cites 40% of British teachers leave the profession within their first five years on the job (cited in Mullock 2009, p. 5). Further, a 2010-2011 report published by the Dubai School Inspection Bureau (DSIB), in the UAE, stated that as many as 60% of all expatriate teachers in just the emirate of Dubai alone leave teaching each year (Al Hashemi and Collins 2011, p. 1 of 3). The facts presented by the DSIB are substantiated by Al Kaabi (2005) who states that despite the UAE's wealth and ability to offer attractive packages to teachers, high annual teacher attrition rates are continually harming student advancement and achievement while simultaneously preventing the country from fulfilling its rigorous plans for developing its educational system long term.

Crossing international borders as well as cultural, lingual, political, and religious differences, traditional teacher complaints of low salary, little respect, poor student behavior, heavy workloads, etc., result in high teacher attrition rates across the globe. It is also estimated that a minimum of 20% of all teachers leave teaching jobs throughout the Middle East each year (Al Hashemi and Collins 2011, p. 3 of 3). Teacher attrition is also a huge problem on the African continent as well. In a report published by the Knowledge and Skills for Development group, Bennell (2004, pp. 20-21) postulates that teacher attrition rates are between 20% - 80% each year in African countries due to a combination of the traditional factors that demotivate teachers globally as well as such regional problems and epidemics like wars, political instability and upheaval, and the high numbers of people affected by the HIV virus. Additionally, Australia faces teacher attrition issues. Watt and Richardson (2008, cited in Mullock 2009, p. 5) reported that around 56% of soon-to-be teacher graduates in Australia planned to teach for only a very short time, if at all. These continually high and frequently rising attrition rates cause the problems of teacher turnover and teacher complaints to remain forever on many governments' educational policy agendas (Al Hashemi and Collins 2011).

Although few empirical studies currently exist directly linking high teacher turnover rates to low student achievement, the obvious effects of teachers continually leaving the classroom can be both seen and felt (Ronfeldt et. al 2012). Studies show that schools that suffer from high teacher

attrition rates also frequently have a problem with chronically low student achievement. Due to these high teacher attrition rates, students around the world continually face new teachers every year as they go through the traditional first through twelfth grades. In some Middle Eastern and African countries, parents complain that their children must adapt to as many as 2-3 new teachers in each subject during the course of one academic year (Al Hashemi and Collins 2011; Bennell 2004). Students suffer from a discontinuity in the classroom as they must continually adapt to a new teacher's techniques, routines, teaching methods, practices, and skills. Besides the new teachers' need to acclimate to the new school, students must also take time to develop a positive rapport and sense of trust and respect with new teachers coming into the students' lives either at the beginning of each academic year or during the course of a school year. If students perceive a "revolving classroom door" as teachers continually come and go, quieter or more introverted students may also eventually give up trying to establish any kind of positive relationships with new teachers at all.

Trying to fill the gaps left by outgoing teachers has caused several American states to implement a controversial new plan to attract people to the profession. A recent *USA Today* article discusses the adoption of a program to attract new teachers to the teaching profession by several states willing to give teaching certifications and full-time teaching positions to people who hold a college degree of any kind, including degrees outside the field of education. These new teacher recruits are not required to have any teaching experience whatsoever and are immediately signed to two and three year teaching contracts. Some states, like Arkansas and Mississippi, will also give the new teacher recruits a $5000 annual stipend and pay for the full cost of a master's degree in education. The ease and casualness in which these states recruit people into the teaching profession is even literally expressed in the article's title of *No Experience Needed for This Teaching Gig* (Pieper 2013).

Seeing lawmakers and school administrators treat inexperienced people without any form of official teacher training, equal to educated, experienced teachers can also be very demoralizing for many teachers. This is something many TESOL teachers frequently mention since there is no one, single standard international TESOL qualification currently in existence (Tefl.net n.d.).

Many native English speaking TESOL teachers complain that they frequently find themselves teaching side-by-side in English-medium schools, language institutes, and university English language preparatory programs with colleagues who not only have no teaching experience whatsoever, but who also can barely speak standard English themselves. Another factor that frequently demotivates TESOL practitioners is the ease with which individuals with no TESOL and/or education background can complete a four-week training course in TESOL methods and then find a job as a TESOL teacher, many times in universities and colleges alongside native English speaker teachers who hold advanced degrees in the English as a second language (ESL) or English as a foreign language (EFL) educational fields (Tefl.net n.d.). The lack of established professional and educational standards for ESL/EFL teachers adds to the generally common and popular belief that anyone at all can be a teacher, regardless of a lack of training, education, or experience. Bennell also discusses this belief that formal education and training is not needed to be a teacher. He refers to this as the "de-professionalization" (2004, p. 5) of teaching and mentions that younger and younger teachers with little or no teaching experience are often quickly hired by administrators and then not given any type of on-the-job training or induction. He also states that in many countries, including the Middle East, the Far East and Africa, these low educational and professional standards for teachers often cause teachers not to be considered as "professionals" or only considered to be "semi-professionals" at best (Bennell 2004, pp. iii-5). Edgerton agrees that this misconception is in fact held by many when he reports that numerous teachers complain about the belittling popular opinion that "teaching is the work of housewives that can be done by anyone" (2012, p. 1 of 1).

# Chapter 3.0 Methodology

## Purpose of the Study

The main purpose of this study is to explore and identify the factors that motivate expatriate teachers in the United Arab Emirates (UAE). It also seeks to better understand why people initially choose to be teachers, the reasons they remain teachers, and their future ambitions regarding the teaching profession. Some sub-questions that the study also seeks to address are the following:

1. How satisfied with their jobs are newer teachers having fewer than five years of experience?

2. How satisfied are teachers with more than five years of experience?

3. Which group of teachers is more satisfied being teachers? Male or female teachers?

4. Which group of teachers is more satisfied being teachers? Newer teachers, with less than five years teaching experience, or more experienced teachers with five or more years of professional teaching experience?

This case study was conducted at an English-medium, private school in Sharjah, UAE.  The school opened in 2002, and currently serves around 3,000 students in grades kindergarten through grade twelve. The student body is made up of both male and female students, representing over twenty different nationalities. It should be noted that the school has a reputation for being very good and received a high ranking for a private school by the Sharjah Ministry of Education for the 2011-2012 school year. The teaching staff numbers approximately 280 and is made up of around 90% Western expatriate teachers and 10% expatriates from Middle Eastern countries.

## 3.1 Participant Sample

Although over thirty expatriate teachers were invited to participate in this case study, only seventeen teachers actually participated, with the others politely declining, citing heavy workloads and lack of time as the reasons for their inability to take part in the study. It should be noted, too, that although anonymity was guaranteed, many teachers also voiced their concerns that their responses would eventually be known to their colleagues and more importantly, to school administration. Of the seventeen participants in this case study, fourteen of them were female and three were male.

These participants represented a purposive sample of expatriate teachers of grades 4-8 from varying departments within the same private school. Only teachers in grades 4-8 were invited to participate in the research as these teachers all work in the school building together along with the writer responsible for this study. Teachers of other grade levels work in the primary building and high school buildings respectively which are both situated some distance away from the researcher. In order to save time and effort tracking teachers down and to conduct the study in a natural setting, the researcher focused on teachers who work within her own building. The purpose of the study was made clear to all participants and they gave their informed, signed consent agreeing to participate in the research (see Appendix A).

The majority of them, eleven teachers, were Western expatriates representing three nationalities, and the other 6 expatriate teachers represented 4 different Middle Eastern nationalities. A total of seven different nationalities were represented in all by the participants. There was also a wide range in the participants' professional qualifications as two of the teachers hold only high school diplomas and the rest hold either a Bachelor degree and/or Master degrees. A large difference also exists in the years of their professional teaching experience with some of them having no prior experience working as a teacher whatsoever, to others who have 25 years of teaching experience, as well as in the range of their ages, which ranged from $18 - 50$ years old. It should also be noted that although these teachers all work in grades 4-8, five of the teachers are classroom teachers who teach the same group of students several subjects throughout the day. The other twelve teachers are subject teachers who move from classroom to classroom during the course of the school day.

Table 1:  Summary of participants' biographical data

| | |
|---|---|
| Gender | 14 Females, 3 Males |
| Age Range | 18 – 50 Years Old |
| Educational Background | High School Diploma only – Master's Degree |
| 0-5 Years of Teaching Experience | 10 Teachers |
| More than 5 Years of Teaching Experience | 7 Teachers |
| Number Who Always Wanted to Be Teachers | 6 |
| Number Who Became Teachers after Initially Working in Another Profession or Being Unemployed | 11 |
| Kind of Teacher | 5 Classroom Teachers, 12 Subject Teachers |
| Nationality | 11  Westerners (UK, US, Canada), 6 Arab Nationals (Jordan, Egypt, Syria, Palestine) |
| Years in UAE | 1 – 25 years |

In all, they individually teach several different subjects including English, Math, Science, Information Communication Technology (ICT), Art, Physical Education, and Arabic for non-native speakers. Altogether, the time spent by participants in the study totaled approximately 30 minutes over a period of one month.  Although teachers involved in the study were able to withdraw voluntarily at any time during the study, all teachers participating remained in the study from the beginning until the end.  Anonymity of the teachers participating was respected, and at no time was any form of identifying information, survey responses, or journal entries given out to anyone (see Appendix A). This guarantee of anonymity enabled those participating to feel secure enough to delve deeper into their personal thoughts and reflections and answer candidly about their experiences and feelings regarding teaching. Several of their journal entries show that the teachers became quite introspective concerning their feelings and thoughts on teaching during the course of the study.

## 3.2 Ethics

In qualitative research, ethics play a significant role. As noted by Stake (1995), confidential places of the world are areas where qualitative researchers are just visitors. Thus, researchers should display good conduct and have a strict code of ethics and moral principles all throughout their researching. When information is gathered, analyzed, and circulated, there may be ethical issues. While this research was ongoing, it became clear that some information presented in confidence could have substantial implications. Due to this, great care was taken to assure participants of anonymity, and names or other identifying information were not assigned to any individual. Still, some comments made by participants in their journals may prove some data more distinct than other data, thus rendering absolute anonymity impossible.

## 3.3 Study Design & Data Collection Methods

Quantitative research, traditionally called the Positivist Paradigm, is defined as research in which the researcher attempts to analyze a situation through designed and controlled empirical data collection and analysis (Fraenkel and Wallen 2009). Quantitative research is based on the desire to understand the why of situations and on the belief that social situations can be measured and clearly expressed in numbers. An important benefit of quantitative research is that it allows researchers to rank and categorize variables used to explain behavior. It also allows easy comparison and measuring of variables.

Qualitative research was first known as the Naturalist Paradigm. It focuses on answering the how of situations and people and understanding the given phenomenon. It seeks to collect evidence, find previously unknown answers to outstanding questions, and make sense of a social situation within its natural context. It takes into account individuals' otherwise immeasurable experiences, thoughts, feelings, opinions, impressions, values, attitudes, and beliefs on a specific subject. For this type of study, a researcher should conduct the study in the participants' natural, day-to-day setting. Qualitative data is often gathered using tools such as interviews, open-ended questions, journals and diary writing, and observations. Unlike data produced by quantitative research, qualitative research often focuses on and mainly uses words as opposed to measurable units.

Hence, Creswell (1994) makes the point that unlike quantitative data, there is not a solo agreed upon method of analyzing qualitative data. Qualitative data must be organized into a clear, understandable structure for interpretation and may also be quantized whenever needed (Fraenkel and Wallen 2009).

De Vaus states in his book *Research Design in Social Research* that, "the function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible" (2004, p. 134). In order to discover unambiguous answers to the questions of teacher motivation and factors that motivate teachers to remain in the field of teaching, the writer wanted to do a mixed methods case study that combined both qualitative and quantitative elements. Hence, she decided to use a quantitative survey and open-ended questions as well as qualitative journal entries as research tools. In their book, *Designing and Conducting Mixed Methods Research,* Creswell and Plano Clark define the mixed methods research design approach as:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (2007, p.5).

While having a few disadvantages such as being time consuming and possibly costly, the mixed methods research design has many advantages which enable a researcher to research a topic more fully, making use of the strengths of both qualitative and quantitative methods jointly while simultaneously bypassing the traditional qualitative versus quantitative research design arguments (Fraenkel and Wallen 2009). In this way, the two methods enrich and complement each other, and enable the study to be more comprehensive and in-depth. Using both qualitative and quantitative methods together also allows multiple kinds of data to be collected, thereby reducing the limitations on data collection methods and allowing a working partnership or productive discussion between the two methods. Using quantitative data with qualitative data allows researchers to measure variables and at the same time to give importance to the social

context in which the study takes place. Combining the two sets of data that result from both quantitative and qualitative methods can also have several other benefits including enabling a researcher to explore and analyze the relationships between variables and allowing a researcher to confirm and cross-validate relationship findings between the variables to see if the data converges at a single point or on a single interpretation. This allows the researcher to thereby draw a reasonable interpretation of all the data together. As it becomes more widely understood and its potential benefits attract more and more researchers, researchers are increasingly choosing to do mixed methods research (Fraenkel and Wallen 2009).

In order to collect quantitative data, a Likert-scale survey (Fraenkel and Wallen 2009) was used to gauge the teachers' agreement with statements related to teaching and factors that motivate teachers. In addition to the Likert-scale survey that teachers filled in, they also answered four open-ended questions asking them what motivated them to come to the UAE, why they became teachers, if teaching was their first preference for a profession, and if they were satisfied being teachers and planned to remain teachers (see Appendix B, Part 3). Participant teachers were also asked to keep a reflective journal in which they were to write down a few sentences each week for a period of one month describing factors that motivate them and contribute to their enjoyment of teaching. They were also asked to write down a few sentences on how much they enjoyed or did not enjoy teaching during that week, things or situations they encountered that discouraged or demotivated them, and any other thoughts they had about how their week had gone. This journal was designed to be written only once a week, for a total of 4 entries (see Appendix C).

Brevity of the paperwork involved with the research encouraged the teachers to participate. To obtain quantitative data, a cross-sectional survey was first given to participants to complete. As teachers often do not have a lot of free time, it was designed to be completed quickly and easily. Participants were asked to rate their level of agreement on a Likert-scale with fourteen statements about what motivates them to teach (see Appendix B, Part 2). Teachers could choose between agree, strongly agree, disagree, and strongly disagree. If teachers felt the question did not apply to them, they could then choose neutral. While choosing the amount of their agreement with these fourteen statements, teachers identified which factors motivated them to become and

remain teachers. Among the statements on motivation were also statements that discussed teachers' overall happiness and sense of satisfaction gained from teaching. Table 2 below, shows the outline of the processes of research and methods used in this study (Fraenkel and Wallen 2009; Creswell 2009).

Table 2: Outline of mixed methods used in this study

| Process of Research | Method Used | Quantitative / Qualitative |
|---|---|---|
| Participant Sample | Purposive | Qualitative |
| Type of Study | Case Study | Quantitative & Qualitative |
| Research Setting | Natural setting; On site at actual private school | Quantitative & Qualitative |
| Data Collection | Open-ended questionnaire and journals to gather narratives, personal comments, thoughts, feelings, explanations, and participants' perspectives and experiences | Qualitative |
| | Biographical data and Likert-scale survey to collect numerical data | Quantitative |
| Data Analysis and Interpretation | Integrated and concurrent | Quantitative + Qualitative |
| Validity and Triangulation | Some qualitative data quantized, both sets of data complement each other and encourage generalizability | Quantitative + Qualitative |

## 3.4 Case Studies

Fraenkel and Wallen define a case study as a research approach in which an individual or group is "studied extensively and varied data are collected and used to formulate interpretations applicable to the specific case or to provide useful generalizations" (2009, p.13). The primary purpose of such a study is to allow the researcher to develop a theory and make insights based upon the resulting data and to take into account several different factors including the situational context, culture, and other social phenomenon occurring with the selected group of participants. Case studies are usually holistic in nature as they accumulate numerous details as they focus on the individual or group being studied in a real-life context. They can be based on either quantitative or qualitative research or both, and collect data through numerous methods during the same study. As case studies usually continue over time, the duration of this study was four weeks. During this time, participants wrote weekly entries into their journals. Advantages of using case studies in research are that by intensely focusing on a specific individual or group over a set period of time, a researcher can learn large amounts of information, including details and information otherwise not expected. This, in turn, can allow the researcher to better understand all the factors involved with and affecting the participants, including those factors that may have been previously unexpected by the researcher.

## 3.5 Reflective Journals

Participant teachers were asked to keep reflective journals during the course of the study (see Appendix C). This was done in an effort to stimulate reflective, critical thinking in the teachers about their deeply held feelings on teaching. Reflection in teaching is something that has gained both popularity and importance throughout the years since its first introduction in the 1930s by Dewey. Dewey believed that reflective teachers would be better able to view different situations in their classrooms from diverse perspectives, hence enabling them to better develop their skills as teachers. A strong advocate for educational reform, Dewey defined reflection as:

> Active, persistent, and careful consideration of any belief or supposed form of knowledge in the
> light of the grounds that support it and the further conclusions to which it tends [that] includes a
> conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality
> (1933, p. 9).

One of the most notable researchers in reflective teaching to come after Dewey is Schön, who advanced and expanded Dewey's ideas on reflection and went on to promote his own two distinct forms of reflection. He respectively called these reflection-on-action and reflection-in-action and believed both to be vital skills for all professional teachers (Schön 1983). He defined reflection-on-action as reflecting on an incident or occurrence after the fact; that is, after it has already taken place. Reflection-in-action takes place when a teacher actively and consciously reflects on something while it is happening in real time. Teachers "think what they are doing while they are doing it" (Schön 1987, p. xi). Competently practicing both forms of reflections as described by Schön enables teachers to learn about themselves, their strengths and weaknesses, and the areas in which they need development. These reflective practices also benefit teachers in the classroom in different ways, including helping them to evaluate how their lessons went, how well the students understood, and how they could modify and/or improve upon their lessons and overall teaching practices in the future.

Teachers were also asked to write down whatever motivated or discouraged them during the week. The teachers were additionally asked to write down anything else they could about how their teaching experiences had been during the week and about anything else they felt was worth mentioning, either positive or negative. Teachers were instructed not to write their names in the journals, and the idea that the contents of their journals would be kept anonymous appealed to the teachers. They were pleased that someone would be interested in their thoughts and feelings on how their days in the classroom went. This interest in their individual experiences, thoughts, feelings, and often-changing attitudes towards teaching seemed to be received by the teachers themselves as recognition of their hard work and daily challenges and experiences, as well as validation of their concerns. Although they were very open to the idea of keeping reflective journals and were openly positive about it, the writer continued to remind them to update their journals at the end of each week. Teachers were told to write on the back of Appendix C or on another sheet of paper if they needed more space. They were told to make sure to staple any additional papers used to Appendix C as the researcher needed to collect all of their writings by the end of the study.

As they were to fill in their journals once a week, it was suggested to them by the writer that they might find it easy to write in them at the end of each week, following Schön's reflection-on-action approach, describing what it was that made them feel motivated or dissatisfied teaching during the week. Some teachers liked this suggestion and followed it which helped to calm their initial concerns that writing in the journal would add to their workloads. They reported they found it easier to sit down after their last period for the week and write down all the thoughts and feelings that came to them. Other teachers, however, found it easier to keep writing down a few thoughts at a time as they went through the week and as things occurred, following Schön's reflection-in-action approach. They then accumulated their writings into organized ideas in their journals once the week finished. Although some teachers stated their happiness to the researcher at the time of the collection of their journals that the journal writing was finished, other teachers told the researcher that they enjoyed the journal writing more than they initially thought they would.

Teachers reported that at first they looked at the journals as just "added work", but then realized how cathartic it became for them to write down their inner most feelings and thoughts on teaching. Their initial fear of having added work by writing a journal may be due to the fact that writing a reflective journal was not an idea well-known to most of them. This is confirmed by Tairab who states, "in the context of the UAE, and as far as research studies dealing with teachers' reflection is concerned, no such research studies have been reported" (2003, p.5). They also mentioned that it was very interesting and insightful for them to go back and read through what they had written. Several of them stated that they did not realize how much something bothered them or demotivated them until they had read what they had written. Some of them were even able to personally identify reasons for their previously vague feelings of malaise and distress when it came to teaching. Likewise, other teachers, too, stated how good it made them feel to later read small anecdotes they had written about students showing affection or appreciation to them and when students made improvement or progress in class. Overall, participating teachers found they enjoyed the journal writing and several of them said they would continue to keep a reflective journal of their own after the study ended for their personal benefit and satisfaction.

## 3.6 Reliability, Validity, and Triangulation

Both reliability and validity are of utmost importance and are the foundation to any study being considered credible. According to Fraenkel and Wallen, reliability refers to the "consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another, and from one set of items to another" (2009, p. 147). In other words, for results to be considered reliable, the different instruments used should consistently produce the same results over time. A participating individual's results should also be able to be confirmed using the test-re-test method at a later time (Golafshani 2003). This is described by Joppe (n.d.) who defined reliability as:

> The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as *reliability*. In other words, if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (n.d., p.1).

Validity refers to the ability of a test to measure what it was designed and intended to measure. It can also be described as the degree to which appropriate inferences can be made based on an instrument's produced results ( Flick 2007; Fraenkel and Wallen 2009). Validity depends on more than just the research instrument alone. It also depends on the instrumentation process as well as the characteristics of the group used as the participant sample. Aware of the different kind of threats to validity and trying to prevent these, the writer planned in advance the design and details of the study, including sample selection, setting, research design, and data collection methods. She also learned as much as possible about the participants from the questionnaire they were given and took care to standardize the data collection methods. Triangulation refers to the use of different research methods, methods of data collection, and/or the use of different types of data to study the same research question and then converge on a single understanding and interpretation (Flick 2007; Fraenkel and Wallen 2009).Triangulation in mixed methods research is successfully achieved when both the quantitative and qualitative data are integrated and both validate and confirm each other. Some qualitative data in this study was quantized, so that both sets of data could be interpreted concurrently and promote generalizability.

# Chapter 4.0

# Evaluation/Analysis

One of the primary points of interest of this study was to find out what factors motivated expatriates to leave their home countries and come to the UAE to teach in private schools. Since the writer realized that there may be several different possible answers to this question as the answers are both personal and specific to every participant, she presented this question to the study participants in an open-ended format so they could write in their own answers as fully and with as much detail as they wanted to explain (see Appendix B, question #11). While the seventeen participants' answers to the question, "What motivated you to come to the UAE and work as a teacher in a private school?" varied in length and detail, their answers basically fell into five main categories and are shown below in Figure 2.

The primary reason shown below as stated by the majority of the participants, 29.41%, was that they came to the UAE to work as teachers for the opportunity to earn a tax-free salary offered by private schools in the UAE, as well as for the high standard of living offered in the country. Some of these responders mentioned that they are in fact trained teachers, while others mentioned they were actually trained in other professions. The second major reason shown below as stated by 23.53% of the participating teachers was that they did not have a job or any form of full-time employment in their home countries and came to the UAE specifically with the goal of finding a job. These participants stated they found it very easy to get a job as a teacher in a private school despite their previous training and backgrounds in their own countries.

The third and fourth reasons shown below were stated equally by participating teachers for coming to the UAE and working as teachers. A total of 17.65% responded that they came to the UAE with their spouse who is employed in the country. Some said they were "bored at home" or wanted to meet people or work and earn an extra salary. These participants also found it fairly easy to get hired in a private school as a teacher. Another 17.65% of participants responded saying that they were in fact trained teachers in their own countries who wanted to experience teaching in a foreign culture. The chance for a "bit of adventure", "new challenges" and to "see

the world" prompted this group of formally trained teachers to apply for jobs outside their home countries and eventually be given teaching positions in private schools in the UAE. The last response to this question shown below was given by 11.76% of the participating teachers who stated they were not actually trained or experienced teachers, but came to the UAE when they were initially hired to work in a job in their own respective fields, but then eventually needed to find a different job sometime after arriving in the country. These participants stated that they hold formal degrees in different professions other than education, yet despite this still found it very easy to get a job as a teacher in private schools after getting laid off or fired from their initial job or after deciding to find a different employer for various personal reasons.
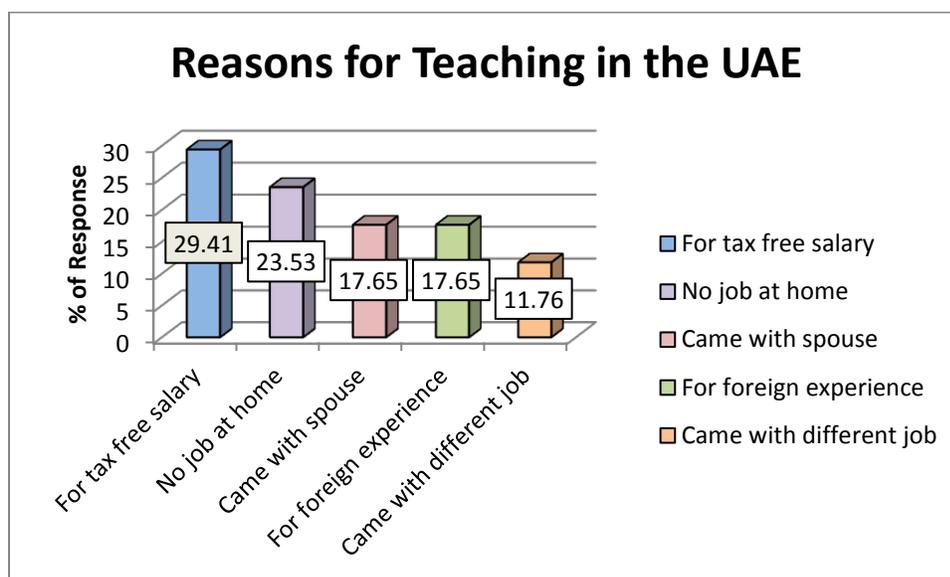


Figure 2: Participants' reasons for coming to the UAE to work as teachers

Teachers were given a Likert-scale questionnaire (see Appendix B) with fourteen statements about satisfaction with teaching and about factors that may either serve to motivate or demotivate them to remain teachers. Teachers were to choose between disagree, strongly disagree, agree, or strongly agree, thereby indicating how they felt about each statement. If a teacher neither agreed nor disagreed with a statement, then he or she had the option of selecting neutral for an answer. Of the fourteen possible motivators for teaching, teachers chose only four statements with which they "strongly agreed". These four motivators that teachers felt most strongly about are shown

below in Figure 3.  For a total of 70.59%, twelve of the seventeen teachers chose "strongly agree" to statement #5 on the questionnaire, which states, "I am a teacher because I hope to contribute to society".

The statement that received the next highest ranking by teachers was # 4 which stated "I teach because I feel a duty to help educate the next generation". A total of eleven teachers, equaling 64.71%, felt educating the next generation was an innate duty they need to fulfill. The next two highest-ranking statements which teachers ranked equally important to their motivation in teaching were statements #2 and #6. Statement #2 stated, "I teach because it brings me happiness and fulfillment" and statement #6 stated, "I am a teacher because I value the opportunity to grow as a person". Both of these statements had six teachers, totaling 35.29%, rank them as equally important.
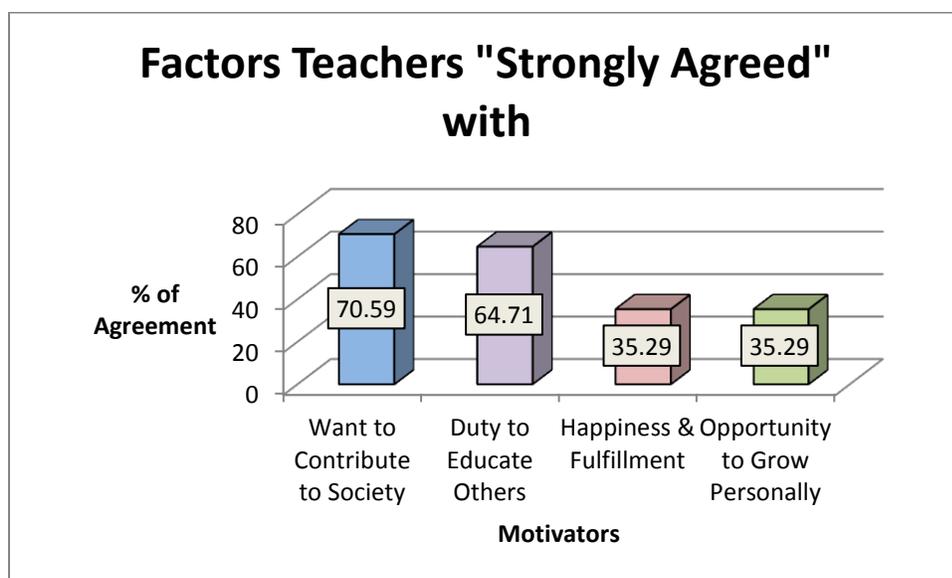


Figure 3:  Factors teachers "strongly agreed" as those that most motivate them


Of the fourteen statements on the questionnaire, there were also only four statements that the participating teachers chose to "agree" with. These statements are shown below in Figure 4. The statement which received the highest number of teachers' agreement was statement #11 which stated, "I am recognized by my peers for a job well done". Ten teachers, for a total of 58.82%, agreed that they enjoy receiving the positive recognition of their peers, ranking this as one of

their main motivators to teach. The next highest-ranking statement with which the teachers agreed was statement #10. This statement, "I am a teacher because I enjoy friendly and supportive relationships with colleagues", earned a total of 52.94% of the teachers' agreement, having been selected by nine of the seventeen teachers.
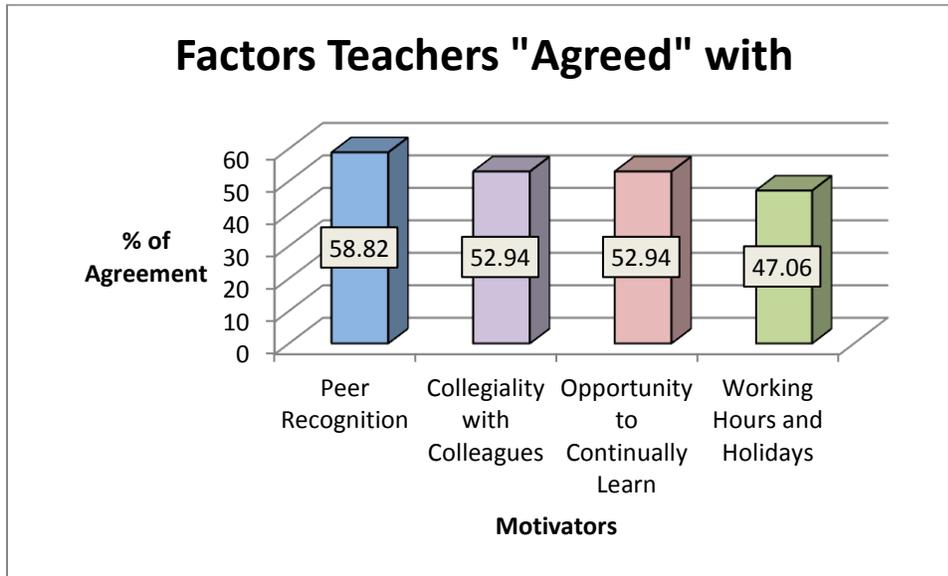


Figure 4:  Factors teachers "agreed" as those that motivate them to teach.

The next highest-ranking statement was statement #8 which was, "I teach because it is an opportunity to be a lifelong learner". This statement had nine teachers, or 52.94%, agree with it. The final statement on the questionnaire which received a rank of "agree" from the teachers was the one that the teachers ranked the lowest of the four statements that the teachers "agreed" with. This was statement # 7, which stated, "I am a teacher because the working hours and frequent holidays are pleasant". Only eight of the teachers, or 47.06%, agreed with this.

## Overall Level of Teachers' Satisfaction
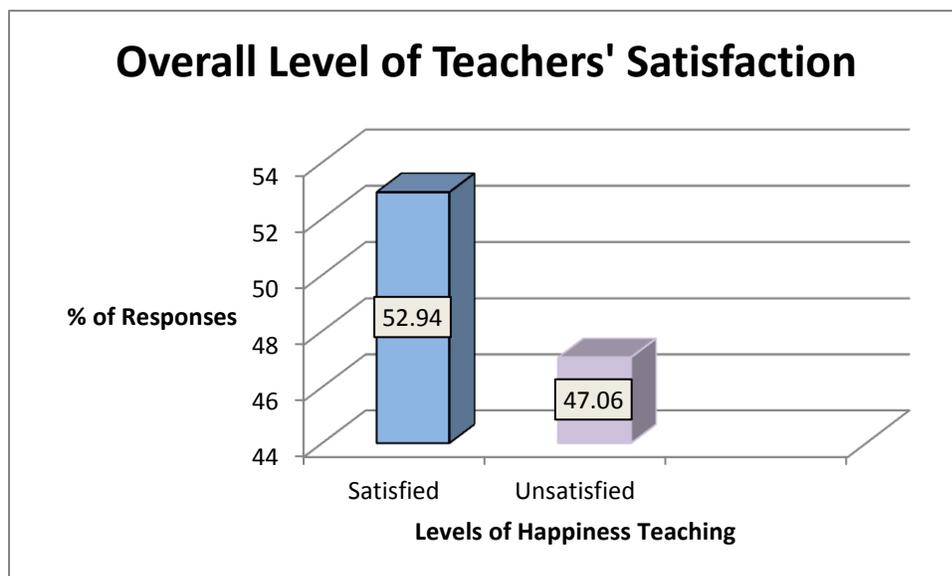
Figure 5:  Percentages of teachers' satisfaction and dissatisfaction with being teachers

In the open-ended section of the questionnaire (see Appendix B, Question #13), teachers were asked to answer the question, "Do you feel satisfied being a teacher? Why or why not?" A total of 52.94%, equaling nine of the participating teachers, answered positively, saying that they felt satisfied overall being a teacher. A total of eight participating teachers, or 47.06%, answered this question saying they were unsatisfied with being teachers. These results can be seen above in Figure 5. The second part of this question asked teachers to explain what factors made them satisfied to be teachers and, likewise, what factors made them unsatisfied with teaching as a profession. These reasons and factors as stated by the teachers are organized and shown later in a force field analysis which is Figure 10 and in a fishbone diagram which is Figure 11.

Since some previous research suggests that those who always wanted to become teachers remained the most satisfied with teaching, while those who chose teaching as a "fallback" career only after initially wanting to do something else tended to be less satisfied being teachers, the participating teachers were also asked in an open-ended question (see Appendix B, Question #12) if they had always wanted to become teachers or not. Figure 6 below, shows that the teachers who stated that had always wanted to become teachers did in fact report greater job satisfaction than those who initially wanted to do another job or be in another career other than

teaching. The first bar below shows the percentage of teachers reporting they are satisfied with teaching. This total of 52.94% is then broken down into two categories. One category shows that from the 52.94% of satisfied teachers, 35.29% of them had always wanted to become teachers, with the remaining 17.65% reporting that they only became teachers after initially wanting to do or actually doing something else. Teachers were also asked to explain why they did or did not want to initially become teachers. These reasons are later presented in Figures 10 and Figure 11.
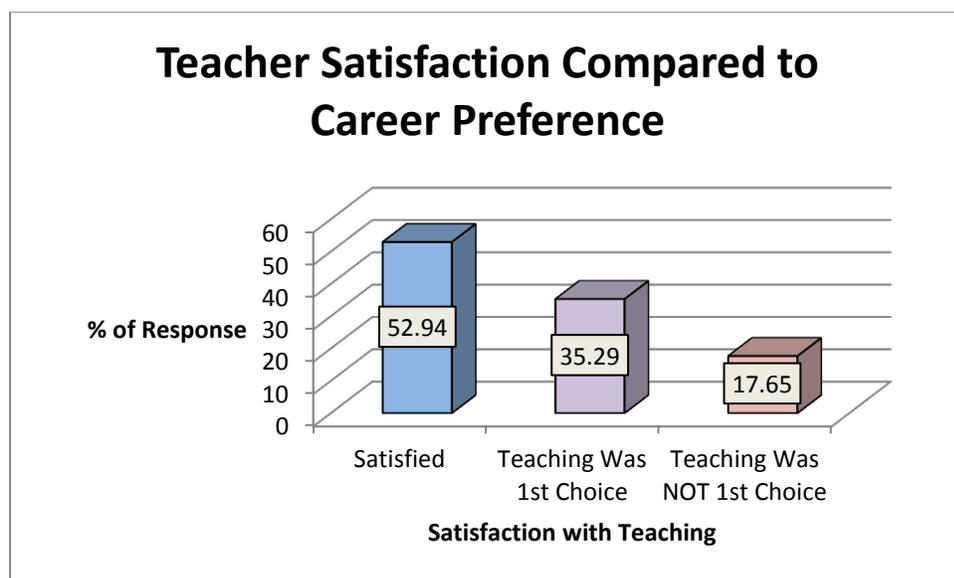


Figure 6: Percentage of satisfied teachers broken down by initial career choice

Of the teachers who did not initially want to go into the teaching profession, it is interesting to note their backgrounds. One of them was trained to work in the insurance industry, and had previously worked as an insurance claim adjuster in his own country. He came to the UAE to find a better paying job, but failed to do so. He took a teaching position while continuing to look for a job in his own field. Another one stated that he was both "uneducated" and "unskilled". He too, came to the UAE to find an opportunity to work. He was offered numerous jobs in the construction industry but took a teaching position because it was "easier work". The last teacher was a housewife with no formal education after high school. She married in her country and moved as a new bride to the UAE to be with her husband. She stated that she eventually became bored staying home alone all day and started looking for work. She felt teaching in a school was

a "good" place for a woman and her husband agreed to let her work in a school as a teacher as she would be around "mostly women and children".

As some research suggests that male and female teachers report different levels of satisfaction being teachers, the data showing the total percentage of satisfied teachers was broken down by gender and shown below in Figure 7. A large difference in the amounts of satisfaction was in fact reported by male and female teachers. Of the total of 52.94% of teachers who stated they are satisfied with teaching as a profession, an overwhelming 41.18% were female teachers, and only 11.76% were male teachers. Figure 7 below, clearly shows that a greater number of female than male teachers acknowledge the satisfaction they experience working as teachers.
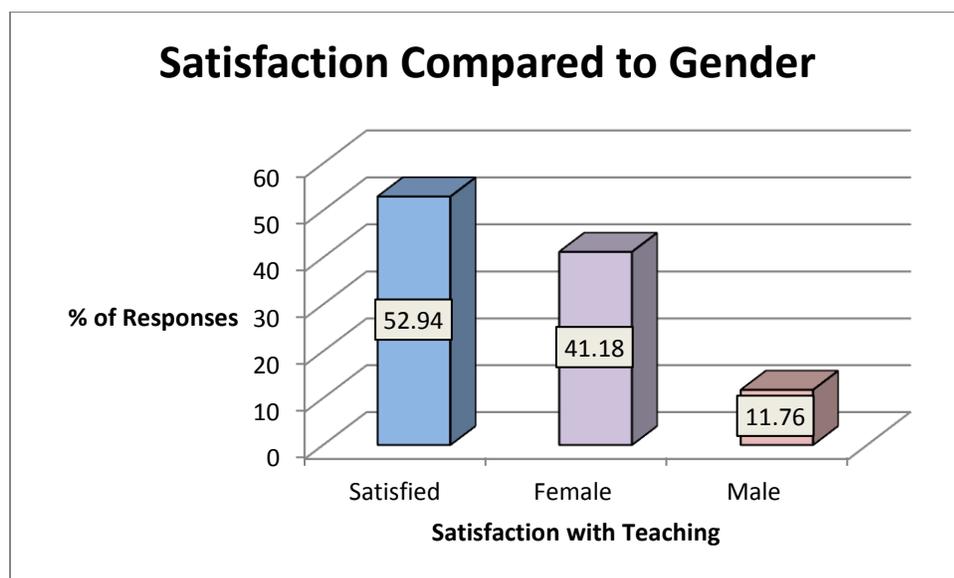


Figure 7:  Percentage of satisfied teachers broken down by gender

Much research also exists stating that newer teachers with fewer than five years of professional teaching experience report less satisfaction being teachers than those with more teaching experience. Figure 8 below, shows the total percentage of satisfied teachers, 52.94%, broken down into two categories based on number of years of professional teaching experience. Of the 52.94% of satisfied teachers, 35.29% had more than five years of experience teaching. The group

that showed less satisfaction with teaching was in fact the teachers who had less than five years of professional teaching experience, which totaled 17.65% of the participants.
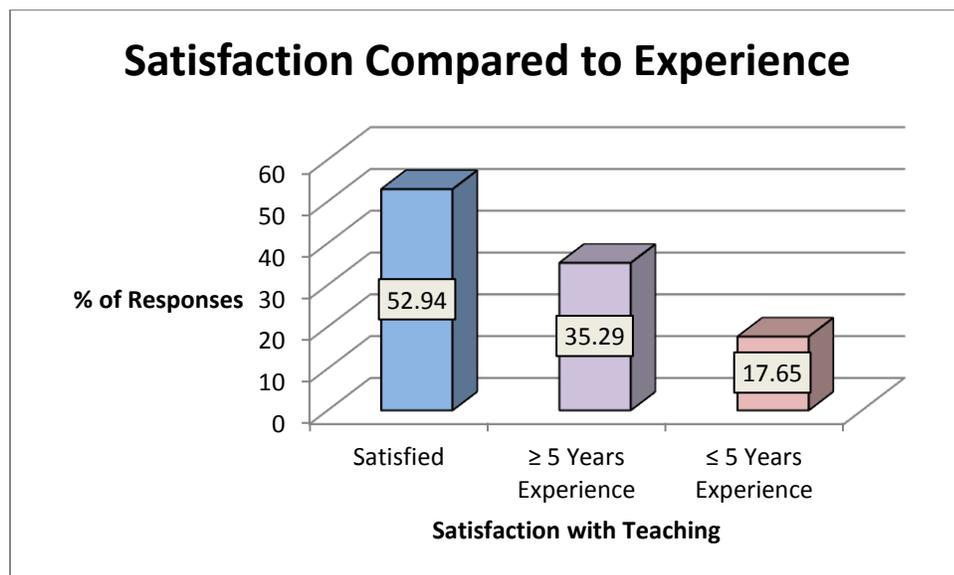


Figure 8:  Percentage of satisfied teachers by years of professional experience

Below, figure 9 displays the initial choice of career for teachers who participated in the study. Eleven of the participants, 64.71%, did not initially want to be teachers, had actually worked in another field, or had been unemployed before becoming teachers. Only 35.29% of the teachers who participated in the study had always wanted to become teachers. These six also stated freely that none of them had ever worked as anything other than a teacher. From the total of seventeen teachers, only nine of them, or 52.94%, stated that they planned to continue teaching. The remaining eight teachers in the study, or 47.06%, stated that they did not plan on continuing teaching. Some of them stated they planned to leave the profession either by the end of the 2012-2013 academic year or as soon as they found a better opportunity.

Many also stated that they hoped to be out of the profession within the next year or two. Among the teachers that stated they did not want to be teachers originally, many said they had become teachers when they could not find jobs in their own fields. These participants had been trained and even worked in another field, sometimes in their own countries and in the UAE, but then had

lost their jobs and became teachers rather than remain unemployed. These teachers stated they would remain in the teaching profession only until they could find something more suitable and satisfying to them. This group includes a computer scientist, a scientific researcher, an engineer, an insurance claims adjuster, and a consultant in the energy industry. Two other teachers participating in the study said they had never been formally trained or educated after high school and became teachers because it was "easy work", a "respectable job", or because they wanted to get to meet and know different people. One of these two was a housewife and the other described himself as an "unskilled laborer". Reasons cited by the teachers who stated they planned to quit teaching included a desire to work in their original fields, a desire to open businesses for themselves, looking for more lucrative opportunities, and looking for a position that garnered "more respect". Two others also stated a desire to quit working altogether and stay at home. Figure 9 below, shows a summary of participating teachers' initial desire to be teachers and the percentage of teachers who plan to continue teaching or quit the teaching profession.
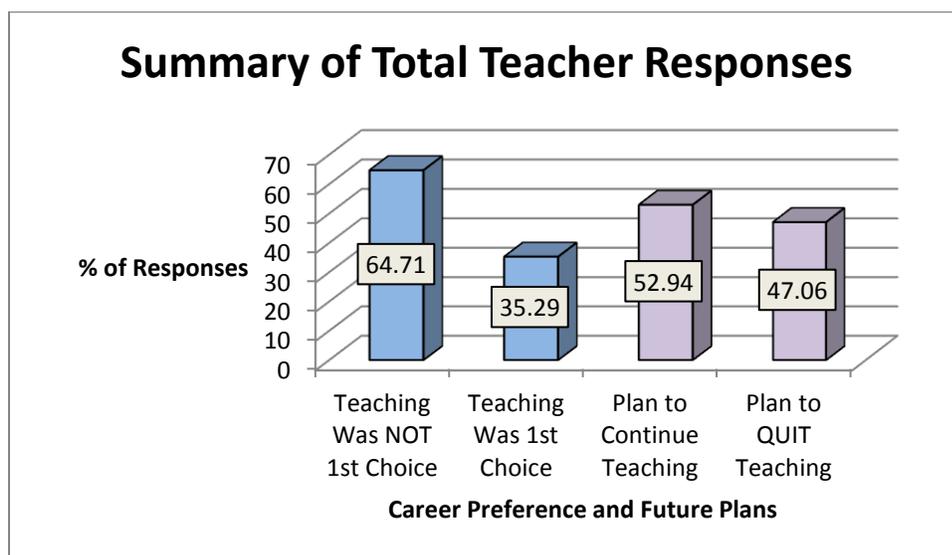


Figure 9: Percentage of initial career choice and future intentions toward teaching

On the open-ended questions, teachers were asked if they had always wanted to become teachers and why or why not. They were asked to explain what factors had either encouraged or discouraged them to initially want to become teachers. They were also asked if they were satisfied being teachers and if they planned to remain in the teaching profession in the future.

They were further asked to explain factors they found that added to either their satisfaction or dissatisfaction with teaching and what motivated them to either remain teachers or leave the field of teaching altogether (see Appendix B, Questions # 12-14). Since many of these explanations offered by the teachers were the same or similar for all three questions, teachers' answers have been combined in Figure 10 and Figure 11 below. Figure 10 below is a Force Field Analysis (Latta and Downey 1994) which shows the combined positive and negative factors which initially encouraged or discouraged participants to become teachers, as well as factors teachers stated either motivate or demotivate them while on the job.

**Encouraging/Motivating**                              **Discouraging/Demotivating**

Factors that either encouraged or discouraged participants to originally become teachers. Also, factors that motivate or demotivate teachers while on the job.

**Benefit/add to society, "respectable job"**

**Little to no appreciation or respect. Treated like "low-class" worker**

**Seeing students progress & achieve**

**Being overworked, poor pay and benefits, exhausting**

**Summer holidays off, "better than being jobless"**

**Little to no room for advancement, "boredom", feels "stuck in a rut"**

**Ease of finding a job despite experience & qualifications**

**Lack of student motivation or parental support and trust**

**Camaraderie with colleagues, meeting new people**

**Administrators aren't transparent or professional, contracts aren't honored**

Figure 10: Positive and negative factors influencing teachers

**Administration**

**Students & Parents**

Broken or only partially
fulfilled contracts

Large
classes

Heavy
workloads

Unclear and unfair evaluation
& promotion procedures

Unmotivated
students

Lack of
Transparency

Students who do not
take responsibility for
their own learning

Unnecessary & frequent
changing of books,
curriculum, etc.

Arrogant and harsh attitudes

Parents who prefer to "blame"
instead of communicate

**Factors
That
Lead
to
Teacher
Attrition**

UAE constantly changes
standards and policies

Idea that "anyone"
can be a teacher

Low salary

Overall lack of respect

Hard to save
money for future

Looked down upon
by other professions

Poor benefits

Treated like "low
class" worker

Little chance for
promotion or advancement

Unrealistically
high expectations

**Societal**

**(Global & Local)**

**Economic**

Figure 11:  Factors that negatively affect teachers and that may lead to attrition

Figure 11 above, a cause and effect diagram, is also sometimes called a fishbone diagram (Latta
and Downey 1994) which shows the factors that teachers stated as adding to their dissatisfaction
with teaching. Since the writer was interested in which factors motivated teachers, she felt it was

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only necessary and fair to present an easy to understand graph of the factors which the teachers stated demotivate them while on the job as well. These factors were taken from the teachers' answers to the open-ended questions and from their journal entries. All of the teachers' responses noting factors, situations, and issues that caused them to be demotivated and disillusioned with teaching as a long term profession were organized by the writer into four main categories. These categories are Administration - for all matters dealing with administration and administrators, Students and Parents, Economic, and Societal, which includes popular global and local attitudes towards teaching. This last category seeks to combine societal factors found both around the world and in the UAE.  A few of these factors are also presented above in Figure 10. A sample of the teachers' statements regarding teaching is presented below in Table 3. These statements have been taken from both the open-ended questions and the teachers' journals, and for ease of viewing, have been categorized as either being positive, negative, or neutral.

Table 3: A sample of statements from the open-ended questions and journal responses

| Positive | Neutral | Negative |
|---|---|---|
| "I love knowing I've made a difference in the lives of my students." | "I know that no matter what happens, I'll always find a job as a teacher." | "Teachers aren't special. Anyone can be a teacher." |
| "I believe we each have to make a contribution to the next generation. That's why I'm a teacher." | "Teaching feeds my family and is a steady career." | "I sometimes feel embarrassed around my friends that I am a teacher." |
| "As a child, I admired my second grade teacher and wanted to make a difference like she did." | "It is a job like any other. It has its good and bad." | "I never thought being a teacher would make me feel so frustrated and hopeless." |
| "I love seeing my students' faces light up when they learn something new." | "At least being a teacher pays the rent." | "I'm tired of being threatened by administrators who act as if I'm a machine and not even human." |
| "Being a teacher is a good job for women. It is respectable." | "It's always easy to get a job in a school here." | "I don't enjoy teaching, but it's easier than being an engineer. That's what I really am." |

Chapter 5.0

Discussion and Implications of the Data

The researcher has worked in an English-medium school in the UAE for the last several years and has continually seen expatriate teachers suffer from low morale and low motivation. Both the low morale and low motivation coupled with other common factors that frequently discourage teachers lead to so many teachers quitting their jobs and even leaving the teaching profession altogether. Being an expatriate teacher herself and watching teachers come and go throughout the years made the researcher interested in learning more about what motivates expatriate teachers to come to the UAE and teach, how satisfied they are teaching, which groups of teachers are the most satisfied, and what influences their future intentions towards teaching.

Through the open-ended questions that the teachers answered, five main reasons emerged as to why expatriates leave their home countries to work as teachers in the UAE. One was for the tax free salaries offered by private schools and the high standard of living found in the UAE. Other expatriates were unemployed in their own countries and came to the UAE to find employment opportunities. Some expatriates came with a spouse who got a job in the UAE. Others were teachers formally trained in their home countries who stated they wanted to experience teaching in a foreign country and seek "a bit of adventure" and "new challenges" as well as to "see the world". It should be noted that only six of the seventeen teacher participants in this study, or 35.29%, were formally trained in teaching and hold various degrees in education. Lastly were expatriates working as teachers who had no formal teacher training but were formally trained in their own countries in fields other than education who stated they came to the UAE on employment contracts to work in jobs in their own fields and then needed to find another job after already living in the country. These expatriates viewed teaching as a "fallback" career, with some stating they planned to leave the teaching profession as soon as they could to find another job in their respective fields. Among these trained professionals was an engineer, an insurance claims adjuster, and a research scientist.

The fact that the majority of the teachers participating in this study were not professionally trained teachers reflects the educational backgrounds of many teachers in private schools throughout the UAE. Private schools in the UAE mainly hire expatriates to work as teachers since government school teaching positions are reserved for UAE citizens, with UAE citizens generally preferring to work for the higher salaries and generous benefits package given to them by the government. Many private schools do not have the financial means to recruit and legally sponsor professional teachers from abroad since the law would require the school to legally sponsor the teachers and pay for many of the teachers' expenses. Numerous expatriate teachers directly hired and sponsored by private schools receive such benefits as airline tickets, housing, medical insurance, visa costs, etc. To avoid spending so much money for every professional teacher recruited from outside the UAE, most private schools want to avoid sponsoring teachers and resort to hiring expatriates already present in the country (Ridge 2010, May). Also, school administrators must continually be able to replace a teacher at any point during the year on a moment's notice, since teachers frequently quit their jobs abruptly during the school year, sometimes giving either very little or even no notice at all. Administrators will also fire teachers at any point during the year, thereby once again causing a new teacher to be recruited and hired both quickly and cheaply.

Both the time and financial constraints put on schools to have a year-round, never ending supply of fresh teachers, instantly ready to walk into any assigned classroom and pick up where the outgoing teacher left off, causes private school administrators throughout the Emirates to disregard the educational, professional, and legal requirements for a teacher as specified by both the Ministry of Labor and Ministry of Education. Administrators routinely hire those that they know do not have the legal documents and work permits and/or educational certificates and qualifications needed to legally work as teachers in schools in the UAE. While appearing to be a necessarily quick solution to filling vacant teaching positions, hiring expatriates who are unqualified and also possibly ineligible to work legally to instantly and cheaply fill classrooms often has its negative effects on the immediate quality of education the students receive and on teacher attrition rates. Many times these teachers who are so easily and quickly hired find the teaching position they are given to be too demanding and frustrating and end up just as easily

quitting. According to Hicks, Glasgow, and McNary (2005) teachers hired to begin a teaching job any time after the start of the school year face more problems than do other teachers and are more likely to quit before the end of the school year, once again leaving a teaching position open and in need of immediate filling. The problems late hires face include difficulties acclimating to the school, problems with classroom management, problems establishing good rapport with students, colleagues, and administrators, and problems continuing and completing the curriculum.

Although new teacher induction, mentoring, and professional development are always important for the continued growth of teachers of all backgrounds and years of experience, these types of on-the-job training and support programs take on special significance for expatriates of varying educational and professional backgrounds hired to work as teachers in private schools in the UAE. Schools must take on the responsibility of making sure teachers hired after the year begins have all the support and training they need to be successful and help prevent them from being so overwhelmed and frustrated that they end up quitting. Dufour and Eaker point out the relationship between the success of any organization and its view of its employees stating, "Effective organizations recognize that their greatest assets are the individuals within them, and so they make human resource development the linchpin for all improvement efforts" (1992, p. 11).

Another main question this researcher sought to answer was what factors motivated people to become teachers. As the previously mentioned research suggests and as this study also found, most people stated that they wanted to become teachers mainly due to intrinsic motivators. This was certainly true for the participants in this study that stated they had always wanted to become teachers so that they could make a positive difference in the lives of children and constructively contribute to society. Many of them mentioned in their journals and in their answers to the open-ended questions that they believe each person has a responsibility to touch the lives of children in a positive way and to help shape and educate the next generation. One teacher wrote, "I wanted to do something with my life that would forever leave a positive mark on the world, so I became a teacher". Another teacher stated she always wanted to become a teacher so she could "make a

difference" and work with young children. Several of the teachers also said they were initially inspired to become teachers because they remembered a particular teacher who had made a positive impression on them when they were students. One teacher said:

> I still remember how much my fourth grade teacher believed in me. I always knew I wanted to be like her and become a teacher, too, believing in and encouraging my students the way she believed in and encouraged me. (extract 1)

Another teacher recalled her own experiences as a student and the lasting, positive impact her own childhood teachers made on her when she wrote in her journal:

> Being a teacher was my first choice as a profession. While growing up, I always valued and admired my teachers and wanted to be like them. Teaching has given me the opportunity to experience so many wonderful things and help children learn and grow. (extract 2)

Some teachers also said they had mothers, sisters, or other relatives who were teachers that they grew up admiring for their hard work, dedication, and positive influence on so many children. On this, one teacher wrote:

> I have always wanted to be a teacher. My mother was a teacher and I believe that she was amazing. She taught me almost all I know and it's worth sharing it with the world.  (extract 3)

A childhood teacher that had truly turned another teacher around as a young student was also remembered. The teacher surveyed mentioned that as a child she was very bored and disinterested in school and only put in as little effort as she could into her school work, resulting in very low grades. The lazier she became, the harder she found her classes. Both her teachers and parents were very frustrated with her and her lack of effort and progress. Then in seventh grade, she had a new English teacher that showed genuine interest in her improvement and taught in ways that made learning fun. She started paying more attention in class and studying for exams. Her unexpected success in that class gave her the encouragement to try harder in all classes, causing her to eventually make a dramatic improvement. About her English teacher she wrote:

> I would be very proud to make a difference in the life of even one child and to give support and inspiration like I was shown. My teacher believed in me when everyone else had given up. (extract 4)

Remembering a favorite teacher from childhood or a relative's influence as a teacher and wanting to emulate this agrees with Jung's statement that:

> One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child
> (1954, para. 249).

Despite the fact that many of this study's participants did not intentionally set out to become teachers, the participants stated they "strongly agreed" with four of the fourteen statements that described possible motivators for teaching. The strongest of these four motivators for teachers was the ability to contribute to society, followed by the next strongest motivator which was the feeling of having a duty to help educate others. The next two motivating factors were indicated equally by teachers. These were the happiness and fulfillment gained from teaching, and an opportunity to personally grow. The participants also "agreed" with another of the fourteen statements as also being factors which motivated them to teach. The highest ranking of these motivators was receiving recognition from their peers. The next two highest ranking motivators were ranked equally by teachers. These two were having a collegial relationship with their colleagues and an opportunity to be a lifelong learner. The lowest ranking motivator according to the teachers was the set working hours and frequent school holidays. These eight factors identified by the teachers as what motivates them to teach are all strong intrinsic motivators which directly correspond to Maslow's upper level needs of "esteem" and "self-actualization". Howard Gardner also discussed feeling the intrinsic need to make a positive contribution to society as a strong motivator for becoming a teacher. In a recent roundtable discussion during an educational leadership conference focused on teacher incentives, Gardner stated, "professionals deserve to live comfortably, but they do not enter the ranks of a profession in order obtain wealth or power; they do it out of a calling to serve" (2011, p. 1 of 1).

A total of 41.18% of female teachers reported experiencing greater than triple the job satisfaction male teachers experienced. Only 11.76% of participating male teachers stated they were satisfied being teachers. Also, 35.29% of those that initially wanted to become teachers reported more job satisfaction than the 17.65% who did not initially want to be teachers. Besides gender and initial career choice, the number of years of professional teaching experience a person had was also

shown to have an effect on job satisfaction. A total of 35.29% of teachers with five or more years of professional teaching experience reported more satisfaction with teaching than 17.65% of the teachers with five years or less of experience. Overall, a total of 52.94% of the teachers surveyed reported being satisfied, with the same total reporting they planned to remain teachers in the future. This percentage of satisfied teachers is compared to a total of 47.06% who both stated they were dissatisfied with teaching and planned to leave the teaching profession.

Several satisfied teachers wrote in their journals of their feelings of happiness and fulfillment with teaching when they see their students improving, or when they reflect on the lasting and positive contribution to society that they make as teachers.  On this topic, one teacher wrote:

> The experience of teaching a child something new and when he responds and applies it
> practically is very satisfying and rewarding. I feel we need more teachers who can contribute
> to the lives of children and that is what I would like everyone to do in even the smallest forms
> or easiest ways available to them. (extract 5)

Another teacher also described the internal joy she felt when seeing her students make progress. This teacher wrote:

> Today was a particularly tough day; the students weren't behaving or paying attention in my
> classes after lunch. Then the Math coordinator came in for a surprise observation during last
> period. I truly imagined quitting teaching for good and finding another job. Then, one of the
> girls who really has a hard time in Math came up to me after class and said, "Thank you,
> teacher, for making me understand". That brought a smile to my face that never left the rest of
> the day. (extract 6)

One teacher who had worked as an engineer before becoming a teacher wrote, "I never thought I'd wind up being a teacher. I never knew how wonderful it is to see kids learn. I am happy I had this experience." Another teacher, who had been a housewife before teaching, wrote:

> I only started teaching to get out of the house. Some days I like teaching and some days I don't,
> but I really like feeling that I'm doing something important for the kids. (extract 7)

It is important to note that teachers agreed that receiving recognition from their peers and having a collegial relationship with their colleagues were two important factors that motivated them. This shows how important a positive relationship with colleagues really is to teachers.

Collegiality is even more important to expatriates as positive relationships with colleagues in the workplace helps expatriates feel a sense of belonging to the country and a sense that they are valued for their contributions to the local society. Glasgow and Hicks (2009) confirm that teachers want to be recognized and valued for a job well done and that having open communication with colleagues is vital to them as well. Senge et al. (2012) describes teacher collegiality and an environment of teacher collaboration within schools as two of the most important factors that contribute to the success of an individual teacher and to the school as a whole.

Another goal of this research was to discover how satisfied the teachers were with teaching as a profession, including which groups of teachers reported the most satisfaction. Rates of reported satisfaction were compared between those who initially chose to be teachers and those who did not, between teachers with different amounts in teaching experience, and between male and female teachers. Of the 52.94% of teachers stating they were satisfied teaching, the majority, or 35.29%, of them had always intended to become teachers. In addition, teachers with five or more years of teaching experience reported more satisfaction with teaching than did teachers with five years of experience or less. These more experienced teachers also reported feeling the most confident in their skills and abilities as teachers, recognizing that these directly came from their years of experience and formal training.

In their journals they also made comments describing their reflections on their own education and training. One of them wrote:

> I know that some things, like classroom management and lesson planning, are easier for me than
> for others. Seeing some of my colleagues struggle with these makes me appreciate my college
> professors more than ever before. (extract 8)

Another teacher also remembered her training to become a teacher and mentioned the importance of teachers being properly trained when she wrote, "I feel so sorry for some people who really have such a hard time with teaching. They are smart people who just did not get the right university education". Another teacher also wrote of her sympathy for teachers who have no formal training as teachers and the little understanding they receive. She wrote:

> I felt so bad for the Math teacher today when the coordinator criticized her in front of everyone in the teachers' room. She didn't deserve to be talked to that way. She always works so hard and tries her best. She just needs help learning the correct way to do things. It wouldn't hurt the coordinator to give her a little support instead of always picking on her. (extract 9)

Female teachers reported more than triple the satisfaction than did male teachers, but also made up more than 82% of the participants. This imbalance in the number of male and female teachers reflects a growing global trend of the small number of male teachers that some researchers call the "feminization" of teaching (Flynn 2010, page 1 of 1). The fact that fewer men are becoming teachers has led many to believe that having only women as teachers causes male students to feel so uncomfortable in classrooms that many boys do not go on to college (Ridge 2010, May). Dickson and Le Roux (2012) believe that having only few male teachers in the formative years and lack of male role models in schools discourage Arab male students from valuing education. They make the point that in Arabic culture and societies, men play a huge role in both private family life as heads of households as well as authority figures and natural role models for boys and young male teens in society at large. Dickson and Le Roux believe the lack of male teachers as stable role models in the classrooms may be the reason that in the UAE, over 70% of all tertiary students are female (pp. 2-4). Global statistics show that only 8% - 16% of students entering teacher training programs worldwide are male, with less than 10% of UAE men becoming new teachers each year (Dickson and Le Roux 2012, pp. 2-4).

Teachers recorded in their journals and in their answers to the open-ended questions factors that motivated them to remain teachers and those that made them want to leave the teaching profession. The most powerful motivators were intrinsic; teachers who planned to remain in the field of teaching also stated they do so because of the desire to see children develop, succeed, improve, and achieve. While some teachers mentioned they planned to quit and look for other jobs that promised more pay, benefits, and societal respect, one teacher who was not initially trained as a teacher stated, "Surprisingly, I'm enjoying being a teacher". Reasons for teachers becoming frustrated with teaching and factors that demotivated teachers enough to leave the profession included the same reasons stated by teachers around the world:  low pay, lack of administrative transparency and support, students' attitudes, lack of respect, large classes, and problems with classroom management, etc.

Private school administrators in the UAE who make the decision to hire expatriates of varied professional backgrounds and educational levels need to recognize that no matter what reason initially brought the expatriates to the UAE, most teachers stay on the job primarily for altruistic reasons. Recognizing teachers for a job well done, giving them professional and moral support, providing professional development opportunities, and maintaining administrative transparency can all help to validate teachers' feelings and intrinsic ambitions to contribute to society, while also simultaneously retaining and cutting down on attrition. Administrators must avoid perpetuating the revolving door culture currently present in the UAE of teachers continually moving from school to school throughout the academic year. Environments of safety, collaboration, and collegiality must be fostered within schools, and Ministries of Education should offer teacher training classes to expatriate teachers as well as to citizen teachers, giving incentives to private schools to take advantage of these training opportunities for their staff. Also, more male teachers must be recruited, trained, and retained in the teaching profession, with more effort being made to help them understand how very vital their role is to the education and development of boys. All teachers need to have better salaries, clear and fair chances for promotions, and the respect they deserve for their contributions to the future.

## 5.1 Limitations to the Study

Reflecting on the study both while it was ongoing and after it was completed, the writer was able to identify five main limitations to her research study. The first was the fact that the researcher herself is an expatriate teacher working in a private school in the UAE and was also a colleague to the teachers participating in this study. Allowing her own bias and beliefs as a teacher to guide her would have been a major threat to internal validity. It was vital for the researcher to remain objective when interpreting and analyzing the data collected, especially when interpreting the qualitative data. She minimized researcher bias by quantizing the qualitative data and triangulating it with the quantitative data from the Likert-scale. Another limitation to this study was the fact that only three male teachers agreed to participate in the study. Also, due to the time and logistical constraints on the writer, this study was conducted in only one private school in the UAE. Although the research results from this study verify other research on teacher motivation and appear to be generalizable, it would be interesting to see this study completed on a larger

scale, with expatriate teachers from different private schools in the UAE participating. Again due to the physical constraints on the researcher herself, only middle school teachers were invited to participate. The researcher would have liked to have been able to allow teachers of all levels to participate in the study and to be able to complete a follow-up questionnaire or interview as a test-re-test method with the teachers that participated in this study after a year or so had passed from the time the original study was completed.

# Chapter 6.0

# Conclusion

The writer wanted to explore the reasons expatriates come to the UAE to work as teachers and then very frequently end up quitting their teaching jobs to find jobs in different professions and industries. She was also interested to know more about what factors motivated teachers, how many teachers were satisfied with teaching as a profession, which groups were often more satisfied than others, and what future plans teachers had towards teaching. Her desire to conduct this study and learn more about the topic of expatriate teacher motivation was born from her own experiences being an expatriate teacher herself working in private schools in the UAE. Through her experience, she was able to see teachers continually affected by low morale and feelings of being underappreciated and overworked enough to cause them to leave teaching altogether.

She conducted this study in the same school where she worked, with her colleagues consenting to take part in the research. She decided to conduct a mixed methods study, as using mixed methods would allow her to obtain not only quantitative data but also qualitative data as well. She realized that in order to achieve the goals of her research it was vital to record the teachers' personal thoughts, experiences, and feelings about teaching. Participating teachers understood the goals of the research, gave their consent, and followed the researcher's directions in completing the questionnaire and journals. Anonymity was guaranteed to the participants. The researcher designed the data collection instruments to collect both kinds of data and to be easy for the teachers to use without being too time consuming.

These instruments included a Likert-scale, an open-ended questionnaire, and individual reflective journals which the teachers filled in recording their thoughts on what motivated them to teach as well as on factors that discouraged them from teaching. Some teachers also recorded their reflections on things that had happened throughout the course of the school day that had either motivated or demotivated them. This study was conducted in the teachers' natural environment, a private school where they worked, with participating teachers representing a wide range in age, ethnic backgrounds, and educational and professional experience. The data collection tools used

allowed the writer to successfully collect data pertinent to her stated research questions and allowed her to make inferences concerning the data which had been collected over the period of one month. Some of the qualitative data was quantized for graphing and comparison purposes. All of the data from this study is displayed in figures and tables as it correlates to the main questions of the research as well as to the sub-questions the study sought to answer.

Study findings indicated that expatriates come to the UAE for primarily five reasons. These expatriates include professionally trained teachers as well as those trained in other fields and even untrained workers. Teachers trained professionally in their own countries stated they came to the UAE to take advantage of the tax free salaries and high standard of living offered. Other teachers in this group indicated that they wanted to experience teaching in a foreign country. Those expatriates who were not formally trained teachers indicated they came to the UAE for different reasons. Some of them said they had accompanied their spouses who had been given employment in the country. Others had themselves come to the UAE to work in another field, but then wanted to find a different job after they arrived. These stated they found it easy to get hired as a teacher in a school. The last group of expatriates reported being unemployed in their own countries and coming to the UAE to look for jobs and then being offered jobs as teachers.

This study found that regardless of their reasons for coming to the country initially, the participating teachers reported mainly intrinsic motivators for working as teachers. Several of them said that they believed that each person has a responsibility to help children and contribute to society and especially to the next generation. Others stated that teaching was a "good job for women" and some others mentioned that while it was not their original choice of a career, they knew they could "always" find a job as a teacher. Some teachers mentioned that they had always wanted to become teachers because they admired one of their own childhood teachers and wanted to follow in their footsteps. Other teachers mentioned that they had mothers or other relatives that were teachers and they had always wanted to make a positive contribution to society as their mothers and relatives did.

The study findings are consistent with current available research on teacher satisfaction and on what motivates, and consequently, demotivates teachers. As this research was conducted in a

private school in the UAE and used a participant sample made up exclusively of expatriates working as teachers, the results of this study may extend research and information available on the topics of expatriates teaching in the UAE, teacher satisfaction, and teacher motivators in the UAE. It may additionally be generalized to other countries in the Arab Gulf region that also rely heavily on expatriates working as teachers in private schools.

**Chapter 7.0 - Appendix A - Research Project Information and Consent Form**

**<u>Research Project Consent</u>**

This project is the final requirement for a Master of Education in TESOL degree from the British University in Dubai.

**<u>Project Title:</u>**  Teacher Motivation:  A Case Study on What Motivates Teachers at an English Medium Private School in Sharjah, United Arab Emirates.

**<u>Purpose of the Study:</u>**  The purpose of this research is to explore the factors that motivate teachers. The reasons why teachers choose this profession, the reasons they remain in this field, and the ambitions teachers hold for their futures will all be investigated in this study. Data will be collected via a questionnaire and also by personal reflective journals kept by participants in the study.

The relevance of this study is that it will be completed in a unique environment. Whilst there have been many studies on teacher motivation, they have been done in relatively homogenous conditions. This study will be done from a new angle, as data will be gathered in a private school setting that has the advantage of having teachers from all over the world since the ever-growing population of expatriates in the UAE brings new perspectives to education.

**<u>Research Questions:</u>**  Amongst expatriate teachers working at a private school in its tenth year in Sharjah, UAE, this study intends to answer the following questions:

**1.**  What motivates teachers working at the school?

*<u>Sub-questions to address:</u>*
**A.**  Which groups of teachers seem most satisfied/dissatisfied with their jobs?

- Males/Females?

- Newer Teachers (under 5 years)/Experienced Teachers (5 years or more)?

**B.**  What motivates teachers to become teachers?

**C.**  What motivates teachers to remain teachers?

**<u>Research Tools:</u>**  This research will be completed with the use of a questionnaire including both open and closed-ended questions as well as journal entries written once a week over a period of a

month by the participants.  Teachers will be asked to tick the appropriate boxes of the closed-ended questions as per their own experiences and feelings.  The open-ended questions will require teachers to delve deeper into their thoughts and answer candidly.  As the questionnaire and reflective journals will be anonymous, this should lead to less hesitation for participants to be honest and open in their responses.

**Participants:**  Between 15-30 expatriate teachers of varying departments will be invited to participate. They will be surveyed at the school and be from at least 7 nationalities.  The age ranges of the teachers range from 18-50, and the years of experience of the teachers range from zero to twenty years. The questionnaire is expected to take about 10 minutes to complete, whilst the journal entries are expected to take about 5 minutes for each entry with a total of 4 entries.  Altogether, the time spent by participants in the study is expected to be around 30 minutes over a period of a month.  Teachers involved in the study will do so voluntarily and may withdraw at any time.  Anonymity will be respected at all times.

**Enquiries:**  If any participating teacher desires to see the results of the research later on or has any questions at any time, he/she may be in contact through the following:

*Researcher's Contact Details:*

*Name:*  Lori Carson

*Email Address:*  110094@student.buid.ac.ae

### Survey of Teacher Motivation Consent

Dear Colleague,

This survey is part of the research into what motivates expatriate teachers.  Please do not hesitate to respond candidly, as all data obtained by the research will be presented without revealing names or any other identifying information of participants.  The data from this survey and its analysis are expected to be available by December 2012 for those interested in seeing the results of the research. Signing below acknowledges your acceptance of the study and your permission for the analysis and anonymous publication of any data obtained. Thank you in advance for your assistance.

*Signature:_____*

**Appendix B - Survey Form**

**Part 1 - Demographic Information**

*Please complete the following information.*

**PLEASE <u>DO NOT</u> WRITE YOUR NAME IN ORDER TO MAINTAIN ANONYMITY.**

**Gender:**

| *MALE* | *FEMALE* |
|---|---|
|  |  |

**How many years have you been a teacher?**

| *0-5 years* | *6-11 years* | *12-17 years* | *18-23 years* | *24 years +* |
|---|---|---|---|---|
|  |  |  |  |  |

**How many years have you been teaching in the UAE?**

| *0-5 years* | *6-11 years* | *12-17 years* | *18-23 years* | *24 years +* |
|---|---|---|---|---|
|  |  |  |  |  |

**How many years have you been at this school?**

| *A few months* | *1-3 years* | *4-6 years* | *7-9 years* | *10+ years* |
|---|---|---|---|---|
|  |  |  |  |  |

**Is anyone else in your family a teacher?**

| *YES* *(if yes,  specify what your relation is to this teacher)* | *NO* |
|---|---|
|  |  |

**What is your highest qualification?**

| *High School Diploma* | *Bachelors Degree* | *Masters Degree* | *PhD* |
|---|---|---|---|
|  |  |  |  |

**What subject(s) do you teach?**_____

**What is your nationality?**_____

**Marital status:**

| *Married* | *Single* | *Divorced* | *Widowed* |
|---|---|---|---|
|  |  |  |  |

**What is your age?**

| **18-25 Years** | **26-33 Years** | **34-41 Years** | **42-49 Years** | **50-57 Years** | **58-65 Years** |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

**Part 2 - Teacher Motivation Statements**

*Please read the following statements and tick the box that best applies to you.*

| **\*\*\*\*\*\*\*\*\*\*STATEMENTS\*\*\*\*\*\*\*\*\*\*** | **Strongly Disagree 1** | **Disagree 2** | **Neutral 3** | **Agree 4** | **Strongly Agree 5** |
|---|---|---|---|---|---|
| **1 I teach for the prestige of being a teacher.** | | | | | |
| **2 I teach because it brings me happiness and fulfillment.** | | | | | |
| **3 I am a teacher because the salary/benefits are excellent.** | | | | | |
| **4 I teach because I feel a duty to help educate the next generation.** | | | | | |
| **5 I am a teacher because I hope to contribute to society.** | | | | | |
| **6 I am a teacher because I value the opportunity to grow as a person.** | | | | | |
| **7 I am a teacher because the working hours and frequent holidays are pleasant.** | | | | | |
| **8 I teach because it is an opportunity to be a lifelong learner.** | | | | | |
| **9 I teach because it is an easy job to teach children.** | | | | | |
| **10 I am a teacher because I enjoy friendly and supportive relationships with colleagues.** | | | | | |
| **11  I am recognized by my peers for a job well done.** | | | | | |
| **12 My salary reflects my performance as a teacher.** | | | | | |
| **13 My job offers me opportunities for advancement.** | | | | | |
| **14 My supervisors and administrators are transparent and supportive.** | | | | | |

*COMMENTS:*_____

_____

## Part 3 - Open-ended Questions

**11) What motivated you to come to the UAE and work as a teacher in a private school?**

_____

_____

_____

_____

**12) Was being a teacher your first choice as a profession? Why or why not?**

_____

_____

_____

_____

**13)  Do you feel satisfied being a teacher? Why or why not?**

_____

_____

_____

_____

**14)  Do you plan on continuing teaching permanently? What motivates you to do so? If you do _not_ plan on continuing as a teacher, what factors lead to this decision?**

_____

_____

_____

**Appendix C - Journal Entry Form**

**Journal Entries - Once a Week for May 2012**

*Please write a few sentences each week describing factors that either motivate you or discourage you from wanting to teach.*

PLEASE USE THE BACK OF THIS PAPER OR ADDITIONAL PAPER IF YOU NEED MORE SPACE. Please attach any additional papers used to this one. Thank you!

**May (      ) - Week 1**
_____

_____

_____

**May (      ) - Week 2**
_____

_____

_____

**May  (      ) - Week 3**
_____

_____

_____

**May  (      ) - Week 4**
_____

_____

_____

*Thank you very much for your participation.*

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