Perceptions of the Change of the School Teacher's Role in the United Arab Emirates (UAE)

An Investigation of Teachers' Views from Eight Schools in Dubai and Sharjah

دراسة لإستطلاع اراء المدرسين حول التغير الحاصل في دورالمعلم في دولة الامارات العربية المتحده

إستكشاف اراء المدرسين من ثمان مدارس في امارتي دبي والشارقة

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Abstract

Teachers used to be perceived in the Arab world almost as divine; their elite position in societies was not challenged by any other profession. In parallel with their original job as knowledge contributors, Teachers used to play various active roles in civil movements demanding change, justice and freedom. With the major socio-economic changes that took place over the last decade, teachers' roles have come into question. Teachers have to prove themselves through complicated procedures based on outcomes and goals. Teachers' identities are now shaped and turned into a subject of continual inspection and evaluation. Accordingly, the teacher's role has started to lose its value and its capacity to influence young people.

The purpose of this study is to investigate the perceptions of teachers with regards to the changes that have affected their roles and to examine if these changes have impacted their applicability to pursue the honourable mission that was assigned for them. The study devises three groups of participants comprising 200 teachers, 262 students and ten experienced educators from eight private and public schools in Dubai and Sharjah. Multiple instruments were utilized in a mixed methods research to collect adequate data. The teachers' perceptions were collected using a questionnaire, while students' perceptions were gathered also by a quantitative questionnaire, and finally, more insight ideas were gauged qualitatively through semi-structured interviews.

The major results of the study revealed that teachers indicated that they see a big change in their roles compared to the traditional role of teachers. The results also showed that teacher satisfaction is obtained by effectively changing student behaviours and attitudes in a positive way, which represents the highest motivation factor for teachers. The results also indicated that students do not perceive teaching as a future career in spite of their deep respect for their teachers.

Key words: teacher identity, teacher role, new education reforms and teacher role change.

الملخص

إن المكانه الرفيعة التي كان يحتلها المعلم والتقدير الذي كان يتمتع به قديماً في مجتمعاتنا من السمو بمكان حتى انه كان يوضع بمنزلة تقارب الأنبياء. لقد دأب المدرسون وبموازاة عملهم الأصلي كحاملي شعلة المعرفة على الانخراط بفاعلية في الحراك المدني الذي كان يميز مجتمعاتهم في ذلك الوقت وكانوا في طليعة المطالبين بالتحرر والمساواة.

ولكن مع التغيرات الاقتصادية والاجتماعية التي حدثت في المنطقة من مطلع السبعينات من القرن الماضي بدأ دور المعلمين بالتراجع والانكماش واصبحوا موضعا للمساءلة الدائمة و مطالبين بإثبات جداراتهم وتقديم الدلائل المتتالية بأهليتهم للقيام بدورهم وذلك من خلال سياسلت جديدة معقدة مبنية على المخرجات التعليمية والأهداف. لقد تم إعادة صياغة هوية المعلم ومصادرة استقلاليته في نظم محكومة بالموجهين والمقيمين.

إن الهدف من هذه الدراسه يتمحور حول استكشاف الكيفية التي ينظر فيها المعلمون لدورهم الحالي وكيف يقيمون التغيرات الحديثة في النظم التعليمية وتأثيرها على قدرتهم وفاعليتهم لمواصلة القيام بالرسالة المناطة بهم. استعانت الدراسة بثلاث مجموعات من المشاركين وهم عباره عن مائتي معلم ومائيين وست وستين طالبا كما وعقدت مقابالات خاصة مع عشرة تربويين من ذوي الخبرات التعليمية الطويلة في المجال التربوي. لقد تم جمع هذه المعلومات من ثمان مدارس عامة وخاصة في إمارتي دبي والشارقة باستخدام مجموعة من الاستبيانات الإحصائية لاستيفاء مواصفات وشروط البحث الكمي والنوعي الشامل. لقد تم استطلاع اراء المدرسين والطلاب وجمع بياناتهم باستخدام استبيانان مختلفان ولقد احتوى كل استبيان على مجموعة من الأسئلة المعدة بشكل تفصيلي ودقيق بهدف جمع الاراء وتوثيقها في جو من احترام خصوصية المشاركين وسرية معلوماتهم وارائهم. أما المقابلات الشخصية والتي عقدت بشكل منفرد مع كل تربوي على حدة فقد حققت الهدف المصبو منها وهو الحصول على اراء وأفكار أكثر عمقا وتفصيلا لاثراء البحث واغناء محتواه العلمي.

تكمن أهم نتائج هذه الدراسة في أن المعلمين أكدوا على التغير الهائل الذي أصاب دورالمعلم الحالي مقارنة بالدور التلقيدي له وبينوا عدم رضاهم عن وضع ومكانة المعلم الحالية كما أن النتائج أظهرت أن من أهم العوامل التي لا تزال تشكل دافعا ذاتيا في تحقيق الرضا الوظيفي للمدرسين هو عند تمكنهم من التأثير في طلابهم وتغيير سلوكهم ونظرتهم في الاتجاه الايجابي. أظهرت نتائج الطلاب أن مهنة التعليم فقدت حضورها في أذهانهم وإنها لم تعد إحدى المهن المرموقه أوالمرغوبة في المستقبل مع أن اراء الطلاب حملت الكثير من التقدير الصادق لمعلميهم والدور الذي يقومون به.

المصطلحات الرئيسية: هوية المعلم, دور المعلم, التغير في دور المعلم, التغيرات الحديثة في التعليم.

Dedication

This dissertation has been one of the greatest challenges in my life. This achievement is lovingly dedicated to my mother and sister who strongly encouraged me and my two lovely daughters who believed in my abilities and supported me throughout this long, hard but worth perusing destination.

This study is dedicated to the memory of Omar Riead one of my students, a talented young person and a very special individual who did not give-up until the last day of his short life. This experience would not have been possible without all the support provided by all of you.

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Chapter One: Introduction

1.1 Background to the Study

Educators have played a significant part in the process of change in the Arab world during the second part of the 20th century. Public free education has been a significant tenant of the "social contract" in every country in this region since liberation from the colonial era (Akkari, 2004). The education systems throughout the region were expanded by new regimes to build independent nations and to legitimise the visions of these new regimes through making public education a right for all. At the time of independence, teachers were regarded as the most respected group of society. The role that teachers played at that time went beyond teaching towards sharing actively in the movement of innovation and modernism, which resulted in the emergence of the contemporary form of Arab states as we acknowledge them today. Since the 1970s, the role of the teachers which used to be unquestioned, started to become viewed in a different way. This change was associated with the dramatic economic and political fluctuations in the region. Since then, the debate around public education has started to emerge and new ideas, such as that the free education provided by the governments affects the quality of learning, started to become accepted (Farag, 1998). At the same time, the public education system has been challenged by many difficulties, in particular the ever increasing number of new enrolment students as the population growth rates in the region are amongst the highest in the world (Akkari, 2004, p 145). Furthermore, the lack of resources, the mixed-up and unrealistic strategies and the inflation and corruption of the public sector all have led to a weakening of the quality of the education provided (Institute for Anthropology and African studies2008, p.6). Consequently, the teacher's role has progressively experienced a sort of constant erosion. Teaching is no longer the dream career of the youth, teachers' standing has been challenged by more rewarding professions and the image of the teacher has been reshaped as outdated and part of a disregarded group. The drive of this study was to explore how the teacher's image is currently viewed by

teachers and their students in the UAE context. Furthermore, it will also examine to what extent the current teacher's role affects the status and the value of the teacher.

The inspiration for this research ascended from working for many years as a teacher in UAE schools. The author has been a teacher for 20 years, which has meant for daily interaction with the most precious assets of the world; the youth of society. Having been involved for two decades in a daily process of modelling the minds of students, the author has always believed that teachers are the cornerstone of the overall development of any society.

Having faith in this profession and feeling proud of the role as a senior educator did not save the author on one particular day. The author will never forget the pain felt on one of those school mornings, when two colleagues informed the author with a lot of hesitation and shameful smiles to leave the office immediately. A decision had been made by the new school administration to use the office for the new safety staff. To add insult to injury, both safety staff members were half the age of the author and one of them had just started working at the school. In less than two hours, the workers moved everything, including a desk, plants, books that had been collected throughout many years, files, trophies and certificates. With a palatable sense of shame, they pointed to the place where the author would be relocated to! Upset, the author went to explore the new office, where all the belongings were scattered everywhere in a room without a window, without proper facilities; essentially in a store room. At that moment, the author realized the true meaning of a school that is owned and run by a company. The author experienced the negative feelings of being unappreciated, desperate and angry. Hence, the commonly used phrase: "I love teaching but...!" (Dinham and Scott, 2001 p.1)

Identifying teachers in the position of "victims of the new education system" or as the opponent of education reform is not the goal of this study. Neither is presenting them as a group of passive people who are forced to do what they are told to do. The aim of the study is to revise and investigate the circumstances that led to this change of the teacher's role and how this change has impacted teachers' ability to pursue their career in an always changing world.

It is well known that the phonological method is among the best approaches in understanding a social phenomenon, such as the change in the teacher's role; this goal usually leads to inspecting

multiple related phenomena (Johnson and Onwuegbuzie, 2014). The relevant phenomena which will be investigated include teacher identity, teacher role, privatization in education, and education reform. Therefore, the main focus of this study is to apply this approach to add to the research body in this area through the attempt to review the education reforms and their impact on the current situation of the teachers and investigating closely how teachers themselves perceive their role in the UAE, in particular in Dubai and Sharjah schools. Prior to investigating the situation of teachers in Dubai, the study unpacks the past changes of the teacher's role through deeper discussion of the reasons and sequences of the contemporary economic and sociological modifications in the current societies of the region. Equally, the study aims to explore how the education reforms have reshaped the teacher's figure and what are the costs that have resulted from this change.

This chapter is arranged into the following sections: First, the background to the study is expressed. Second, a background about the educational system in the UAE is provided. The significance of the study is articulated in order to provide a rationale of why this study needed to be conducted. Following this, the research questions are identified. The chapter finishes with a description of the structure of the dissertation.

1.2 Educational System in the UAE

Traditionally, most young Emirati children used to attend public primary and secondary schools, operated by Arab expatriate administration and teachers (Dubai School of Government 2010). The teaching methodology was controlled by teachers who employed traditional methods favouring recalling and memorization. In the recent past, education has experienced constant change under the influence of globalization. This change implies a movement towards modernizing teaching techniques, adopting new curricula and allowing a partnership with the private sector. The newest wave of change started in 2005 when the Ministry of Education (MoE) 'delegated' the responsibility of education in the Emirate of Abu Dhabi to the Abu Dhabi Educational Council, ADEC (Ibrahim, Al-Kaabi & El-Zaatari, 2013). After three years, another educational authority - the Knowledge and Human Development Authority - was launched for the same purpose in Dubai. Recently, the KHDA supervises only the private schools in Dubai

whereas MoE still manages the public schools in Dubai and other Northern Emirates. Since then, both authorities have implemented many initiatives to drive their agenda of change. Nevertheless, many serious challenges still stand against the goal of building a modern educational system in the UAE. One of the most recognized difficulties is found to be that the large majority of the teachers in the UAE are not citizens of the country (Ridge, 2006). MoE figures reveal that over 80% present of the male teachers in UAE schools are expatriate teachers (MoE, 2008). The second obstacle is the poor results of UAE students in international exams, such as, TIMSS 2007 and PIZA and TIMMS results in 2010 (OECD, 2015). Another important well-known phenomenon is related to the modest performance of new Emirati graduates in the employment market and the high percentage of school dropouts, especially among male students. Al-Taneiji (2006) identifies other challenges facing the implementation of the new reforms in UAE schools, for example the lack of trained human resources, unrealistic plans, large curricula and teachers' negative attitudes towards new policies. Oppositely, Ibrahim, Al-Kaabi and El-Zaatari (2013) in their study in Al-Ain government schools indicated that preparing teachers for the new policy is to obtain their active involvement. This study emphasizes the energetic role that teachers can perform if they are empowered to contribute to the innovation movement.

The consistent reports about the inadequate performance of the education system here created a critical need to bring robust change, particularly in decision-makers' circles (KHDA Annual Report, 2013). His highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE announced that education is one of the government's top priorities, and the UAE national vision indicated that a "first-rate education" is a major measure of the essential achievements required in order to meet the national targets of celebrating the golden anniversary of the union (UAE Vision, 2021). This call for reform is only the latest in a series of government efforts that still struggle to make a noticeable difference in the UAE education system.

1.3 Statement of the Problem

The drive of this study was to investigate in which manner teachers think about themselves and their profession in the UAE context. Do teachers see themselves as a genuine part of the

education system in the first place? How are they perceived by their students? Furthermore, does the current teacher's role affect the standpoint of the teachers and their input in the on-going change to the education system? Tadic, Bakker & Oerlemans (2013) believe that opposite to the long list of job responsibilities teachers often have to embrace, they at the same time have very limited control over the decisions taken in the schools they work for. Issues such as school plans, curricula, assessment policies and even classes assigned for them all situated with minimal input from the teacher (Ingersoll, 2007). The realization of the conflict between what is expected from the teachers and what is left for them to control, has led teachers to examine frequent feelings of injustice, under estimation, stress and anger (Woods & Carlyle, 2002). It is also true that some unsatisfactory feelings have developed from the mixed-up perception of teachers in the collective thoughts of the people here in the UAE. For instance, the teacher as an abstract ideal value is perceived with deep respect and appreciation. However, what the actual teacher gets is narrow power, inadequate wages and disregarded communication (Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research 2014). Nowadays, teachers are expected to demonstrate high professional provision although they are asked to teach in a very complex environment undergoing multiple forms of conflict directions. This daily struggle exhausts teachers, particularly when they go through endless undesirable influences (Malik et al., 2011). Leaving teachers with insufficient provisions places huge stress on them and pushed them to leave their profession to find easier and more rewarding jobs (Bezzina, 2005). Some teachers choose to continue teaching because those individual teachers hold a deep and real intrinsic love and passion for the career they choose. Whereas, some teachers remain in the field because they are unable to find a second option, as this study reveals. Fullan, (1993) believes that every good teacher comprises a "moral purpose". The idea of what satisfies or dissatisfies teachers encourages and guides many researchers to investigate teachers' attitudes all over the world. Studies showed that teachers feel a great deal of satisfaction when their students respond positively to them and show certain improvements in their performance (Hargreaves, 2000). Furthermore, when they achieve their work goals, and when they gain an appreciation for their efforts, job satisfaction can be high (Hatch, 1993; Lasky, 2000, sited in Tadic, Bakker & Oerlemans, 2013).

There are many other issues which are related to the teacher's role phenomenon in the UAE. Recent reports indicate that one of the main causes of the inadequate situation of the education

system in the UAE is the multiple and frequent visions and strategies practiced and cancelled in short periods of time (Ibrahim, Al-Kaabi and El-Zaatari, 2013). Many international projects have investigated varied and consecutive schemes adopted by the MoE, ADEC and KHDA. The most annoying reason for the failure of such projects is that teachers were not given any real channels to express their ideas and develop ownership of the new policies in the first instance, or they did not receive appropriate training in the second instance. Furthermore, as a result of this they felt that they were forced to devise a new method without enough pedagogical or personal tools to successfully implement the scheme.

Understanding the influences on the teacher's role in the UAE necessitates deep insights into the associations uniting the role's aspects, such as, role identity in the local context, perception of the role by key stakeholders, and the effect of the successive reforms, which all require a profound argument in order to investigate this issue.

1.4 Objectives and Research Questions

The purpose of this study is to investigate the perception of the current teacher's role and examine how this perception impacts the teaching profession in the UAE context.

This study was directed by four hypotheses:

- That the change of the teacher's role in light of the literature review is a global phenomenon;
- Teachers in the study context demonstrate unsatisfactory spirits about their role and wellbeing;
- The students view their teachers as unsatisfied and teaching as an unattractive profession to be chosen as a future career; and
- This incorporates conceptualization of the teacher's impacts on the role that the teacher can play.

The objectives of this study are:

- To offer empirical evidence by inspecting the way that the teacher identity is viewed currently by the teachers themselves and their students within the Dubai and Sharjah educational context;

- To explore to what extent the change of this identity impacts the teacher's role in this country.

The study's main question is to explore how the perception of teachers affects the value or standing of teachers in the UAE?

Sub-question 1: How is the teacher's role perceived by teachers and students in private and public schools in Dubai and Sharjah?

Sub-question 2: To what extent does the current teacher's role affect the status of a teacher in Dubai and Sharjah?

1.5 Significance and relevance of the Study

The MoE strategy 2010-2020 aims to accomplish all of its ten initiatives and calls for improvements to ensure excellent education for all students (MoE, 2010-2020). The teachers who will provide this first-rate education were defined as role models, knowledgeable, creative and attentive. The call to boost change in education from the MoE was lined-up with similar mandates from the unified school inspection framework 2015-2016, which emphasised that a high quality education system requires schools to provide a quality education performance. In such schools, teaching and learning is among other quality indicators that should be monitored and validated regularly by high quality evaluation schemes (UAE School Inspection Framework, 2015-2016). Earlier, the UAE Vision 2021 launched in 2014 comprised eight educational goals that should direct the UAE to be rated among the most successful countries in providing world-class education (UAE School Inspection Framework, 2015-2016, p. 11). All these initiatives prioritize the importance of conducting research to study the areas related to teachers and students. In the latest annual report of KHDA (2013) school improvement is discussed and a comparative analysis is established about different curricula across schools in Dubai. The report, which evaluates five years of inspections in Dubai, indicates that the improvement is less noticeable in the schools that have acceptable or lower performance indications and that this

weakness is correlated with the teachers' lack of adequate understanding of effective teaching strategies. In this report and other similar reports published locally by the education authorities, teachers are regularly offered nonconcrete and abstract individuality. This indicates that a gap exists in the studies published locally in regard to teachers' issues and that this gap needs to be bridged. A review of the research on teachers' circumstances at the local level reveals the insufficient numbers of research about the UAE educational system, which makes it one of the most " understudied systems" in the world research by Litz,(2013, p. 2).

The literature on reform in general is huge. There have been massive attempts to explain recent public sector reform, particularly in Europe (Bevir, Rhodes & Weller, 2003). However, reforms in the Arab world have not explored the subject extensively, as seen in the existing research, which indicates to the need to conduct thorough studies to discover this reform through a native lens. On the other hand, international research has publicized that teachers' attitudes towards educational reform should be investigated and that the teacher's active role is crucial in implementing education reform successfully (Senge, 1999, sited in Tabari, 2014). Thus, an investigation of the teachers' perceptions related to their role and work condition in context, such as Dubai and Sharjah, is worth exploring. A similar pattern in public schools was also noted by Greene (2014). He argues that the sluggishness of the education system in renovating its teaching methods and enhancing the quality of learning settings has encouraged the majority of Emirati parents to send their children to private schools. Green concludes that little appears to have changed despite the extensive efforts made by the MoE to improve teaching and learning approaches in government schools. The same subordinate results were gained when the students in public schools participated in well-known international tests, such as Pirils and Cippa. All in all, critical issues commonly arise when discussing the inadequate outcomes of the education system in the UAE. The annual reports of the OECD or World Bank also reveal the modest rating that almost all schools and campuses inhabit worldwide, such as queries and concerns that indicate to the crucial need to reassess the issues related to teachers, schooling, and reforms have guided this study.

1.5 Structure of Dissertation

The purpose of this study was to explore how teachers perceive their roles and obtain some reflective ideas about the way they think about themselves and their profession in Dubai and Sharjah as part of the UAE context, as well as to determine the degree to which the current teacher's role is affected by the changes taking place within this Arab country.

This chapter provided the introduction for the study, including the background of the study, a background to the education system in the UAE, statement of the study problem, research objectives and questions and the significance and the relevance of the study was discussed. Chapter two contains the literature review structured around the main rudiments of the study, including the conceptual analysis of teacher identity and the teacher's role, the theoretical framework. It then ends with a review of the literature. Chapter three contains a full discussion of the research design, including the research philosophy and approach, the strategies used in this study to collect data, study instruments and the ethical considerations and limitations of the study. Chapter four represents the data obtained from the empirical part of the study, as well as an analysis and discussion of the research results. Finally, chapter five contains the summary of the study, the study's main key findings, a discussion of the implications, recommendations and then ends with a conclusion note.
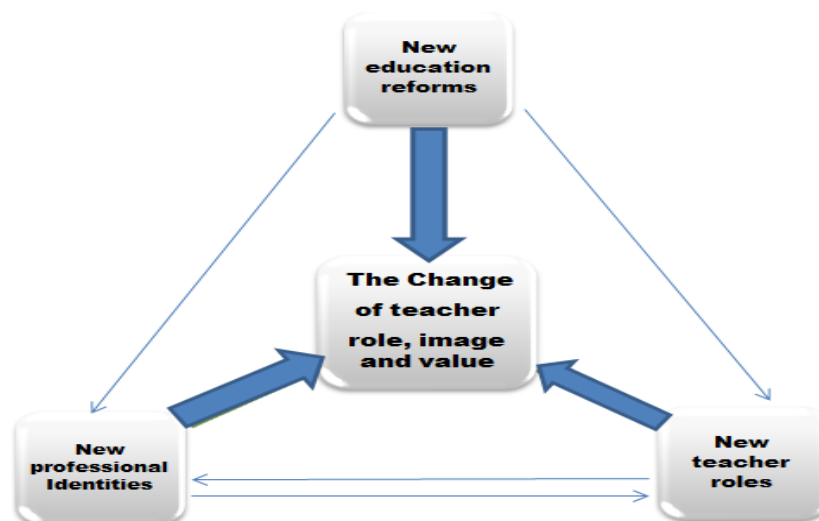
Figure 1: The incorporation of the study's key concepts

Chapter Two: Review of Related Literature

2.1 Introduction

The purpose of this study is to examine the impact of the social and economic changes taking place during the last two decades, including the new reforms in the education sector within the teacher role. This study also investigates the change of notion in the respective education field and how it is articulated in the local context. This will be conducted by inspecting the teachers' views about 'what it feels like to be a teacher' in recent times, where many things are changing speedily in groups of private and public schools in Dubai and Sharjah.

Chapter two consists of a review of related literature in the areas of teacher identity, teacher role and the change of teacher role. Furthermore, the chapter presents a deep discussion on the influences of this change on the teachers' image and statues that used to dwell in the Arabic culture. The chapter is organized into three sub sections: Conceptual analysis, Theoretical Framework, and a Review of the Literature.

2.2 Conceptual Framework

2.2.1 Teacher Identity

Teachers' professional identity has risen as a distinct research during the last two decades. To explain what this concept means, many writers have drawn on the meaning of identity in the social sciences. In their review for the relevant research on teachers' professional identity, during the period of 1988–2000, Beijaard, Meijer and Verloop (2003) introduced different definitions of professional identity based on how each study conceptualizes this notion. For instance, Samuel and Stephens (2000) have stated "professional identity is a 'per located' understanding of a series

of competing and sometimes contradictory values, behaviours, and attitudes grounded in the life experiences of the self in formation (Beijaard, Meijer and Verloop, 2003, p.122). In addition they discussed the earlier work of (Mead, 1934 and Erikson, 1968 sited in Beijaard, Meijer and Verloop, 2003). Erikson sketched a changing concept of identity. Identity is not a rigid construct, but something that improves during the entire life. Mead used the idea of identity in relationship with the idea of self; he explained how the self is established through connections with the environment. According to Mead, self can rise only in a 'social setting'. The concept of identity is identified in several ways in the literature. The concept of professional identity is also defined in diverse ways in the area of teaching. In some studies, the concept of teacher identity is different from that of teachers' functional roles. Teacher identity is created on the central principles one has about teaching and being a teacher; principles that are constantly shaped and reshaped through an individual's involvement in different experiences (e.g. Mayer 1999; Zembylas 2005). Zembylas argued that the teacher is an independent individual, frequently moving between two needs; the need to bond with other teachers and the need to keep a sense of originality. Not far from that understanding of teachers' identity, Hong (2010) studied the work of (Morgan, 2004 and Pavlenko, 2003) in which both emphasis the 'multi dimension' features of professional identity. Moreover, he argued that the manner we perceive ourselves impacts our intentions and judgments. In other studies of professional identity, the importance was placed on teachers' roles (e.g., Goodson & Cole, 1994; Volkmann & Anderson, 1998). Lasky (2005) uses a sociocultural theoretical lens to present teacher identity as a dynamic interaction between three constructs 'teacher identity, agency, and context'. Lasky argued that a teachers' sense of identity is formed as a result of this interaction. Therefore, it is clear that a teachers' professional identity has developed as a separate research subject. Yet, it is a research in which researchers abstract professional identity inversely, inspect varying issues within the framework of teachers' professional identity and as a result reach different goals. In sum, professional identity could be articulated as:

- Professional identity is a continuing procedure of 'interpretation and re-interpretation' of experiences (Kerby, 1991).
- Professional identity implies both 'person and context'. A teacher's professional identity is not completely exclusive as explained by Feiman, Nemser and Floden (1986).
- A teacher's professional identity contains sub identities that are relatively unified.

- Agency is a vital component of professional identity, meaning that teachers are active in the process of the development of their professional identity (Coldron & Smith, 1999; Lasky 2005).

More recently, Wenger (2010) claimed as people contribute within 'broader systems', their need to understand both systems and their location in it creates relations of identification. Wenger differentiates between three modes of identification: engagement, imagination and alignment. Post modest and poststructuralists view the teacher-self by re-theorizing the self as a form of 'working subjectivity'.

Drawing upon such views, one can formulate a teacher-self as a consistent "teacher identity" that functions as a source of specific experiences expressed through talk, social communication and self-demonstration. This understanding of teacher identity supports what the study is aiming to prove about the consistent influence of the changes affecting the United Arab Emirates (UAE) society, during the last two decades, as well as the continual modification of teachers' standpoint in the collective background of this society.

2.2.2 Teacher Role

In fact, the area defining the role of the teacher was extensively highlighted in the literature of educational sociology as Waller (1932) presented the teacher as an 'institutional leader'. Since then, scholars have inspected teachers' roles through a variety of lenses. However, what is exactly meant by teacher role? This part of the study is searching within the body of the literature on the definition of teacher role. The standard definition of the role describes the role as a distinguished "set" of activities expected of a group of people in the exact social or structural positions (Turner, 2001). In addition, Turner suggested that there are possible inconsistencies. This conflict could be experienced through the various roles a teacher comprises in a classroom (Hargreaves, 2000). These factors can also be explored inside and outside the classroom, which lead this role to be a "demanding and complex task," as Harden & Crosby (2000) described it and categorized it into six mixed roles; the teacher is: the information provider; the role model on

the job; the facilitator; the curriculum evaluator; the course planer; and the resource material creator.

Along with theorizing teacher roles as sets of 'potentially conflicting tasks', role theorists realize that the views about teacher roles will change across time, and this will also impact the conditions and individuals, respectively (Turner, 2001). This feature was discussed earlier by (Waller, 1932 sited in Valli and Buese, 2007) who stated the role of a teacher is perceived by people in conjunction with the social situation. Thus, there can be a "kaleidoscopic shifting of roles" (Valli and Buese, 2007, p.3). In this regard, Role Theory explains roles by assuming that individuals are members of "social positions" and individuals hold anticipations for their own behaviours and other people's behaviour (Biddle, 1986). Both, Metz (1986) and recently Evans and Linda (2008) inspect the role conflict discovered earlier and integrate it to the new consideration of the role. The conflict is reinforced as the expectations and responsibilities of the teachers exceed, meanwhile their applicability to have a control over the processes taking place within their campuses decline. Consequently, teachers in recent times assume 'semi-professional statues' as they practice some autonomy over minor issues in the schools, but the power has shifted away from them to 'new professionalisms', such as administrators, managers and directors. Even more, some researchers concluded that teachers "Autonomy has evidently given way to accountability (Hoyle and Wallace, 2005, p. 100)." Obviously, the role theory has produced many research, mix-ups and variances over the use of the role concept as it was adopted to explain several forms of social systems. To create a general definition of the role, four theory concepts were reviewed: consensus, conformity, role conflict, and role taking. The teacher role concept was also defined in multiple ways. Some have examined the teacher's role through the sociological research of teaching as an "occupation" (Lortie, 1975). Some have focused on the complex nature of the teaching profession (Wright, 1987). Wright (1987), for example, made the point that in any learning context, role is a complex factor. Cotterall (1995) claimed that the beliefs of students, parents and administrators about the teachers added more complexity to the teacher's role. Cotterall investigated the learners' beliefs regarding two potentially conflicting conceptualizations of the teacher's roles: the teacher as an authoritative figure or teacher as a learning facilitator. Others analysed the teacher's role as a dynamic profession that expands and

grows differently as a result of new reforms. Bartlett and Ball (2004) both believed that reforms have created different roles for teachers and portray the new role of teachers as educational "entrepreneurs". As a result of the researchers' varied drives, the classification schemes used to theorize the teacher's role has resulted in creating distinguished, yet "overlapping dimensions" of the role (Valli and Buese, 2007). However, because the estimated goal of this study is to investigate the change in the teacher's role, the study believes that expectations for roles will vary across time and societies (Biddle, 1986). As roles exist in the social situation, the focus of different roles is always changing. In the same way people believe about their own roles and others will change as the social circumstances never stop changing. For example, in the Arabic world, the teacher's role used to stand for noble values, standards and people's highest expectations. In recent decades confusion about the teacher's role has obstructed the teaching profession and created a conflicting picture of this role in the collective background of Arab youth and their parents. This change was interrelated with the political and sociological changes that have occurred in this part of the world in recent decades. In actual fact, those changes in the teaching profession were not isolated from the new reforms in education polices, which started to impact the teacher's role in America and Europe from the 1970s.

2.3 Theoretical Framework

This part of the study is situated to investigate the related theories in scholarship that relate to the changing nature of the teacher's role and the implications of this change that might have led to a decline of the teacher's role.

Changes over the last 30 years have challenged teachers' professional identities and carried the question of what it means to be a professional under a growing managerial system. A central old belief perceived by teachers is that they are 'professionals'. This belief originated as a result of the regular preparation that teachers receive, which provides them with deep knowledge of their subject fields, teaching methods and strategies and the degree of independency that they used to have as trusted knowledgeable figures. Traditionally the main area in which teachers can experience autonomy has been their use of making decisions in classroom daily life (Day, 1999).

However, trapped at the core of consecutive waves of reform, teachers have experienced their capacity and enthusiasm to behave as professionals negatively impacted (Evans and Linda, 2008). There is extensive evidence of a de-professionalization and an erosion of the teacher's autonomy (Ingersoll, 2007). Teachers have seen their roles fade compared to the strengthening of the administrators' roles through multiple regulations, such as validating accountability, and increasing the multiple forms of the external observation. This is unlike professional employees who usually have control over their work (Ingersoll, 2007). Tackling the idea through different approaches, Hargreaves (1990) has confirmed the appearance of the 'new professionalism' by recognizing trends which change the teacher's work to be less isolated, more cooperative and more outcome oriented. Remarkably, he represents 'a post-technocratic model' of qualified educators. This model seems to move beyond Hoyle's (1980) earlier notions that the new managerial set structures help to semi-professionalize teachers. Therefore, teachers cannot be seen as just a subject of 'social suggestions'. Instead, teachers' professional identities should be perceived as part of a complicated interaction between the teachers' individual values, and social suggestions. Furthermore, Helsby, (1995) emphasized the idea of professionalism as a socially constructed notion. He views teachers as 'potentially key players' who intentionally introduce their own professional identities. This, in part, is consistent with what Katja and Anneli, (2009) claimed about individual teachers who adopt different strategies and react independently towards change.

Has time changed for teachers or do teachers still undertake similar tasks in the same conditions? Again researchers have produced different perspectives when debating the teacher's role and realities; many generate a picture of teachers' roles and daily work as constant and unchangeable. The description of teachers' work that arises from these studies is one of simple, tedious duties, which create a "stable equilibrium" (Temin, 2002). Teaching in the 'public mind' and in the opinion of many academics, has been perceived as easy work matched with family lifestyle (Bartlett, 2004). When comparing teachers with other occupations, the debate goes something like: teaching is 'a low-demand' job that requires limited efforts and presents few difficulties. Moreover, the media often represents teachers as a persistent group who are allowed to keep their jobs regardless of capability, determination and qualifications. In sum, teaching

emerges from these studies as an easy job with a stable working environment (Bartlett, 2004). Other studies, conversely, advocate that the teacher's work changes all the time. As teachers were relied upon to carry out countless new tasks that took them away from their classroom, time has changed for the teacher and teaching has become a "crowded profession" (Crump, 2005). In this area Hargreaves and Goodson (2006) have identified 'five waves of reform' which formed the educational change and they distinguished three phases of change during the last three decades: phases of 'optimism and innovation', 'complexity and contradiction', and 'standardization and marketization'. However, the way that teachers support or repel change is not purely a matter of their career phase or age (Huberman, 1992, 1993 cited in Hargreaves and Goodson, 2006). In the dominant features of schools in the 1960s-70s as small family environment schools, the teacher's work was considered as self-rule; students came to class ready and eager to learn and they were easier to control, and societies used to believe in the value of learning. In the 1980s and early 1990s, afternoon choices and the appearance of part-time jobs were held accountable for the decay of 'school spirit' (Hargreaves, Earl, Moore, & Manning, 2001). As a result, teachers started to lose their ability to connect with their changing students, particularly with the increases of violence and drug abuse amongst students. In the later years, school features have ben reshaped as a result of dramatic socioeconomic changes. Furthermore, the raising of centralization and measuring teacher performance against assigned academic standards has kept teachers frustrated and unable to settle with the comprehensive open-ended and unclear tasks (Finely, 2000).

Change for teachers has been anticipated through different approaches by Woods and Jeffrey (2002). Both argue that the ancient self-identity or the 'original self-identity' of the teachers has been challenged during the restructuring of the education regime and that it was replaced by a 'substantial new identity'. Typically, they identified four dilemmas practiced by the teacher's self in 'late modernism':

1. The formerly cohesive self against the disjointed new self

2. The previously trusted autonomy identity against the untrusted under constant scrutiny self

3. Sense of certainty and confidence against doubt, shame and loss of self-assurance

4. Care and personal qualities against consumerism and measurable capacities.

Contrary to what Hargreaves noticed about the decreasing of teacher isolation, Flinders (1988) proposed that teacher isolation has not received the attention it deserves and that teachers are locked in the classroom with open ended lists of tasks that leave them with little time to interact with their colleagues. Research in this area has reflected two different theoretical directions to define the nature of teacher isolation. The first refers isolation to the conditions that teachers work in. For example, Lortie (sited in teacher isolation and the new reform) mentions two factors contributing to teacher isolation: the "egg-crate" system of the school and the "cellular organization"; both support partition that physically separates teachers. The second theory defines isolation as a "psychological state" rather than a condition of work. This theory assigns isolation within the perspective of how teachers engage with their work. Although both theories create their own bias, according to Flinders (1988) the second one at least gives some credit to teachers instead of seeing them as a passive group, even though it could result in blaming the teacher for their own isolation. Flinders defines isolation as an adaptive scheme developed to shield the rate of time and energy in the teaching profession. The effect of new education reforms has been widely considered by researchers. Ball (2004) explains in detail how reforming public sector specialists, like teachers, have changed what it meant to be a teacher and who teachers are. That is, education reform, according to Ball, created new selves for teachers, new forms of relations and new standards in the school. To unpack the changing role of the teacher, Ball (2004) emphasized that "performativity and management" were the key technologies of recreating the culture of education over the past 20 years. Management has been employed to introduce performativity in the school's 'soul'. It plays a crucial part in draining away the tradition leading professional-ethical regimes in schools and implementing new competitive regimes. This implies different use of linguistics to describe the teacher's role; the teacher is seen as a producer or as a provider. The teacher's identity altered from being a trusted figure to an individual who needs to prove his/her validity in the performance setting. Accordingly, schooling has evolved into a new system based on self-interest and pragmatics. Although assessing outcomes-based education (OBE) is not the purpose of this study, yet it can be fairly indicated that OBE meant different roles for the teachers across the globe. In the valuable study of Crump (2005) that explored changing times in the classroom, the author reviewed the impacts of implementing outcomes-based education on teachers work in a wide spectrum of countries, including the USA, Australia, UK and South Africa. The study quantified that this establishment

seems to have developed challenge as teachers were entitled to undertake countless additional tasks that took them out of their classroom and away from concentrating on students learning. In this regard 'changing times', as Crump indicates, means a new set of roles for teachers; this role is as a manager, promoter, and social supporter. This has resulted in changing the perception of the teacher and the way this profession is placed in people's consciences.

What assumption can be made of this literature? Must we believe that the teacher's work has remained remarkably stable and that little has changed in the education structure, classroom practices, and administration constructions of the teacher's work and that the teacher's work today remains honestly comparable to that of decades ago? Or, on the other hand, is Hargreaves (1994) correct when he concludes that the feature and responsibilities of the job have changed extensively throughout the years? Or maybe we should agree with what Valli and Buese (2007) state that the basic problem of some of these studies is predicting that changes in one aspect of the teacher's work has little impact on others. To put things together, many of the investigated studies in this theoretical framework have, on the one hand, indicated that the teacher's role has changed dramatically. On the other hand, the role has been changed consistently without engaging teachers in the initiatives and purposes driving such change. This study agrees with Faullan, (1994) who stressed that teachers should take the initiative of changing their own roles. They cannot wait for the system to change as they wish. They must drive the kind of change they are looking for if they want to shape the direction of change.

2.4 Review of the Literature

Education reform is a procedure. An essential factor of this change is the body of teachers. Their involvement in and response to change can impact the implementation and success of reform actions. This part of the study will inspect the literature related to how reform has altered the teacher's identity, instructional role and institutional role. The review will demonstrate how reforms have been introduced to education settings and will conclude by paying special consideration to investigating the reform costs in the Arab world and the UAE.

2.4.1 Impact on Pedagogy

The present wave of educational reforms is obviously focused on instruction, not curriculum (Marzano, 2000). This encourages the teachers to create opportunities for students to experience hands-on practices, to arrange students in different designed groups, to generate ideas to enable students to apply knowledge for real-world situations and facilitate the scaffolding process for students to construct various concepts (Finley, 2000). The teacher's work has experienced many innovations over the last three decades. Accordingly, the new instructional role was associated to teachers, particularly with the appearance of constructivism theory. The old portrayal of the teacher providing knowledge through root explanation, traditional strategy teaching and memorization has witnessed a forceful change. The teacher as an instructional coach or facilitator has replaced the old teaching method. Yet, Valli and Buese (2007) argued that the scarcity of time and professional development opportunities and the insufficient support from the school administration have resulted in fewer chances for teachers to apply the recent strategies in the classroom in a considerate way. Thus, teachers on many occasions have been forced to enact superficial changes. The teaching profession is no longer perceived by teachers as a linear or simple job but as a highly demanding profession. With the increasing rate of controlling the curriculum, measuring outcomes against standardized tests and observing the teacher's performance. The teacher's creativity has narrowed and been driven away from instructing high quality lessons (Apple and Jungck, 1992). Additionally, the dense new curricula decrease the teacher's ability to adopt an investigative approach or improve students' inquiry skills. As reported in many studies, teachers' responses for role intensification inside the classroom and the increasing institutional duties outside the classroom might reduce the chronological time required to understand new curricula, which could cause poor practice later (Ballet, 2006; Valli and Buese, 2007). Additionally, receiving too many mixed directives about how to teach and what to teach, make it difficult for teachers to decide which instruction to follow and this may weaken the effect of all initiatives. Changing instruction remains a complex issue as Cohen and Ball conclude. If teachers are to make sufficient use of the ideas that new instruction brings, then teachers must get the appropriate support from the school they work for to put the innovations into action.

2.4.2 Impact on Teacher Workload

Teachers are usually well-prepared to deal with functions of daily classroom life. However, the teacher's work has become more complex and challenging leaving teachers 'time poor'. The traditional teacher instructional role, including planning daily lessons and explaining and conducting assessments, has increased enormously during recent years. The commitments of the institutional role have also been elevated, which requires many perspectives, for example extra curriculum activities, afternoon clubs, break duties and parent and school meetings. Concerns about the expansion of the teacher's work correspond with teachers' reports about the attention they give for teaching and learning which increasingly moves them away from their core work to other school issues. Changes in both the 'scope and nature' of the teacher's work is the expected result of many major directives that impact the teacher's role at the same time (Valli and Buese 2007). In their study, Valli and Buese (2007) discuss some of the directives teachers are required to assume to each assigned task. They conclude that teacher work load has been amplified to a great extent. Consequently, teachers' emotions and personal lives have been impacted negatively because of the burden of endless tasks. Teachers in many studies, including this study, have expressed real concerns about the cost of change and how it leaves them with the feeling of being crushed, ineffective and unsure as to whether they are doing the right thing (Hinchey and Kaplan 2005).
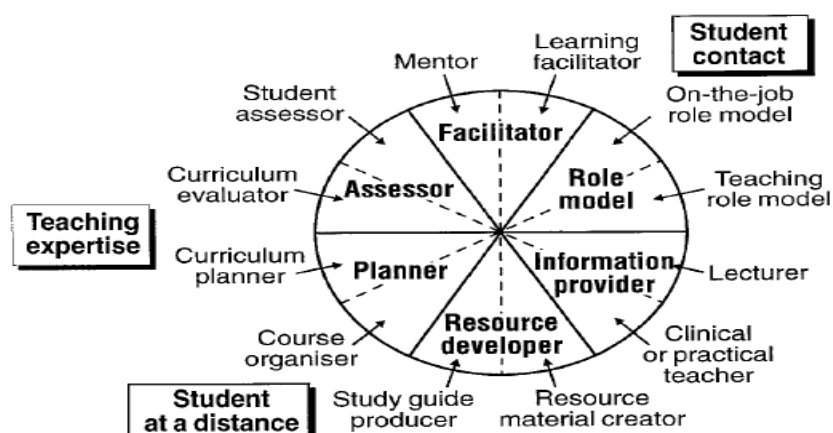
Figure 2: The 12 roles of the teacher (adopted from Harden and Crosby, 2000, p. 3)

2.4.3 Impact on Teacher-Student Relations, Teacher Stress and Teacher Turn-over

Teacher turnover is a noteworthy phenomenon interrelated with the teacher's confused feelings about the role they undertake in today's school and whether the new reform encompasses their professional needs (Hargreaves, 2004). The records show that scarce support from the school administration, student behaviour problems, and limited teacher contributions in school decision-making, are all combined with poor salaries to result in the higher rates of turnover (Ingersoll, 2001). In fact, the impact of the waves of changes upon the teacher-student relationship is clear, documented and confirmed. Frustrated, confused and unsatisfied teachers might not be able to create healthy relationships with their students. The difficulty teachers face while coordinating their multiple tasks and fulfilling constantly changing strategies all increase the tension of the classroom environment. Even students in modern schooling have become tired and overwhelmed; they continue studying for long hours at home, they complete many tests and they are forced to stay in classrooms learning dense curricula. The digital generation of students who experience real struggles to stay focused are easily distracted and hard to manage. This will simply develop a sense of opposition to the teachers, especially when they perceive that their teachers' authority is weakened consistently by school administrators. Consequently, students feel that their teachers, who interact with them daily, are valid targets in expressing their own resistance and hostility to change or environments that are not conducive to constructive learning. In the last three decades teaching has been perceived as a stressful profession. Stress is frequently seen as a state arising within the person. Woods and Carlyle (2002) consider stress as a process that has to be considered in line with the structure of a person's history. Specifically, it is a process in which the 'personal identity undergoes transformation.' Woods and Carlyle (2002) study the historical changes of the teacher's identity and they notice that during the 1970s and early 1980s, there appeared to be significant homogeneity between the "social identity and self-concept" among teachers. Since the restructuring reforms of recent decades, Woods and Carlyle (2002) believe that the teacher's identity has become "less isomorphic", as teachers have become so stressful and started to lose confidence in their abilities to undertake the complex and overlapping tasks they should perform.

2.4.4 Impact on Teacher Social Identity

A large number of reviewers have tackled the provision of the new reforms through their impact on teacher identity. The healthy debate of this subject revolves around three coinciding worries. First, teaching is a "multidimensional" career; its aims are broader and have more profound goals rather than just achieving test results or exam scores. Second, teaching specifically encompasses the efforts of a group of teachers working with the same student, which is why teaching does not fit with the individual nature of the performativity scheme. Third, teachers are professionals who need appreciation and support not incentives to coerce their efforts; you cannot deliberate a teacher's importance with market tools (Bartlet, Frederick, Gulbrandsen and Murillo, 2002). Other researchers have seen that installing privatization in education results in 'undermining' the teaching profession as professional teachers will not continue to accept 'mindless micromanagement'. Furthermore, Hinchey and Kaplan (2005) debate that this process is going to empty the classes of qualified teachers and fill them with less skilled teachers. That will lead to branding teachers as an almost outdated group. From another perception, Ball (2003) argues that the regulation of these methods into public organizations will imply the use of new language to define roles and interactions. Learning is re-reduced as 'cost-effective policy outcomes'; student achievement is a set of 'productivity targets' and teachers are re-operated as education manufacturers and are subject to consistent evaluation and assessment. Teachers are driven to re-create a new social identity, one based on individuality not unity, competence not association and anxiety not confidence. Consequently, schools are facing a higher percentage of turnover; competent teachers are forced to leave because of multiple struggles which leave schools with small contingent of teachers who are trapped as they do not have other choices.

Moreover, the old set of teachers' personal and spiritual beliefs are being challenged. A kind of 'values schizophrenia' is examined by teachers where obligation and legitimacy within practice are replaced by impression and performance. Teachers are no longer stimulated to have an independent validation for teaching practice, but are required to fabricate measurable and 'improving outputs' to prove their reliability in a world that only appreciates schedules and numbers. In this era of comparing results, monitoring performances and damaging the teacher's sense of purpose, all that is left from the older authentic identity and credibility are just shadows

of a lost glory. The elite social position, the significant school provision, the faith in character, all of which were previously acknowledged as the social identity of the teacher is under reconstruction. Schools are 'peopled' by teachers who need to be directed and education organizations are more subject to the control of the business mind-set.

Hoyle, 1980
change semi-professionalize the role

Med, 1934
self-rise in a 'social setting'

Waler, 1932
institutional leader'

Wenger, 2010
3 modes of identifying identity

Eriks, 1968
Identity improves during the life

Ingersoll, 2007
change de-professionalize the teacher role

Flinders, 1988
change isolate teachers

Valli & Buese, 2007
kaleidoscopic shifting of roles

Wright, 1987
role is a complex factor

Teacher Identity

Teacher Role Change

Professional identity

Semi-professional identity

Deprofessional identity

Teacher Role

Lasky, 2005
teacher identity, agency, and context'

Feiman, 1986
identity implies 'person and context'

Hargreaves, 2006
3 phases of role change

Day, 1999
change leave only limited autonomy for teachers

Bartlett & Ball, 2004
educational entrepreneurs

Cotterall, 1995
authority figure or learning facilitator

Mayer 1999
identity is a principles that is constantly shaped

Crump, 2005
teaching as a crowded profession

Turner, 2001
set of activities of group of people in exact position

Figure 3: Matrix demonstrates all the key concepts as well as the theoretical framework with the key theories and theorists.

2. 5 Emergence of the Private Market and the Investment in Education

'The more figures we use, the more the great truths seem to slip through our fingers' (Boyle, 2001).

In an attempt to emphasise the role that new reforms play in education, several papers have highlighted performativity and accountability reforms, especially in relation to their impact on schools when adopting the methods and values of the private market. Many researchers have drawn attention to the damage of school culture and the authentic dimension of the teacher's job as a potential result of implementing a private market approach in non-private organizations. Although the purpose of this study is not to present a detailed review of the debate in the literature about new reforms in education, this part of the study aims to shed light on the impact of these reforms in education settings on one hand, and most importantly their effect on the teacher's role on the other hand. Ball (2003) argues that the extensive influence of this reform comes because it is proposed by commanding agents, such as the World Bank and the OECD. Klever (2004) believes that public institutions, such as schools, should be evaluated as non-profit organizations. Otherwise, the role of the non-profit sector as value keeper may be lost. Similar, but more engaged with education provision, Bartlett, et al. (2002) explored the increased injection of market ethics, such as "regulation, competition, and stratification" into the life of schools. Three policies were addressed by Ball (2003) as the key elements of the new reform: 'the market, managerial system and performativity'. Moreover, Bartlett and his colleagues (2002) argue that the neoliberal economic and political renovations have raised business involvement on education policy while hindering democratic argument about public features of education at the same time. Marketization implies many arrangements in the operational level of the education system; studies caution that such policies easily result in increased race and class stratification between who can afford to pay the higher fees for 'good' schools, which are resourced to meet the desire of elite parents and who will end up in schools struggling with bad situations and very limited resources. Marketization also takes place through the running of schools by private companies, which might infuse the business climate in schools. As a result of managerialism as one side of the marketization matrix, the supervision of the teacher's work will

radically expand and the wide use of standardized testing will restrict education to routine repetition of basic facts and standardized outcomes, rather than innovative investigation of ideas and construction of understanding. Oppositely, other researchers such as Katznelson and Weir (1985) examined the less-evident costs of marketization: economic uses of education have come to compensate other aims that were devoted to the public schools; business can play a tremendous role in elevating the expenditure on modernizing the schools and their facilities, engaging more professional teachers with attractive contracts and substituting the decline of federal expender on education.

Not far from the USA, the original land of capitalism, Hirtt, (2005) raised the same point about the implications of national reform programmes in European countries. Due to Hirtt, marketization does not mean only privatization, converting education into a new market; it means also adjusting education to present the very particular demands of labour markets; and it means using education schemes as tools to encourage some markets, especially the ICT-markets to invest in education (Hirtt, 2005). Several researchers such as Eurydice (1997), ERT (1995), Thélot and Vallet, (2000), Albouy and Wanecq, (2003), GERESE (2003), Nicaise et al. (2003), Johnstone (1998), IFC (1999), Patrinos, (1999), World Bank (1999), and Robertson et al. (2001) conclude the main evolutions of the new reform in most European countries as: decentralization and deregulation in the field of management; radical slowdown in public expenditure in education to around 5% of GDP; shifting the focus of school programmes far from knowledge to more skills-oriented teaching; growing educational gap between higher-class and lower-class children; emerging cooperation between schools and private companies and, lastly, education becoming itself a new money-making marketplace with all the interlaced aspects of private teaching, private schools and private management of schools; in one phrase: education business (Peter and Jeferey, 2002; Marsh, 2002).

2.6 Privatizing Education in Developing Countries

About 80% of the world's children live in developing countries. Their present and future as grown-ups depends severely on the education they receive. School enrolment rates have increased intensely in developing countries since 1960. However, Paul and Kremer (2006) highlighted two important phenomena still seriously affecting the scene of education in developing countries; many children still leave school at a young age and often get insufficient learning while in school. This part reviews research on the impact of education policies on the quality of education and teachers' views in developing countries and the Arab world. Developing countries have dramatically increased their education budget in the last four decades. The focus that policy makers have placed on education has resulted in a very strong drive to achieve two of the eight Millennium Development Goals approved at the United Nations Millennium Summit in September 2000 with an emphasis on education: first, for all children to complete primary school by 2015, and second, to achieve gender equality at all levels of education by 2015.

A significant number of education policy reviews have been conducted in several developing countries in the last 10 years. Yet, neutral analysis of the education quality in those countries has not reflected a positive picture. Many schools lack the most basic supplies, such as textbooks, blackboards, desks, and sometimes even classrooms. In countryside areas of Vietnam in 1998, 39% of primary school classrooms did not have blackboards. In India in 1987, more than 8% of schools did not have a school building World Bank (1997a). Nevertheless, teacher quality and availability is also a mutual problem. Furthermore, in several countries, including those in the Arab region, scarcities of teachers and school buildings can result in double or even triple shifts Paul and Kremer (2006). The average class size in primary school is one of the highest in the world, sometimes with 78 students (World Bank, 1997a). Teachers often have weak income and poor support, and their wellbeing suffers. In addition, shadow teaching (informal teaching) is expanding with vast momentum as the condition of teaching and learning is upsetting teachers as well as students and parents (Bray & Kwo, 2013). In several cases in Egypt, the GCC and many Arabic countries, teachers offer, and sometimes burden parents to pay for, 'extra lessons' after school or on weekends to prepare students for main examinations (Institute of anthropology and

African Studies 2008). In such situations, informal teaching distresses work quality at school causing an increase in the demand for extra lessons, and therefore teacher income. As a result, 'teacher accountability' is declining in many countries. This summarizes the rapid decline in the perception of teaching as a favourable profession as it was in the 1950s and 1960s. The changes in the ethics system in the Arab world and the growing of materialistic esteem operated against the respect of the profession and its main actor, the teacher, as widely evidenced by the big gap in social position between teachers and their students' families, particularly in GCC countries.

Paul and Kremer (2006) formulated three main difficulties facing the education system in developing countries. First, in some circumstances, funds anticipated for education are distracted for other determinations. Second, it cannot be guaranteed that education resources are being used in accordance with the financial plans. For example, Reinikka and Svensson (2004) studied a programme established in Uganda in 1991 for five years to finance 250 schools' expenditures. The study revealed that schools have gained only 13% of the allowances. Third, the programme of study used in many schools is unsuitable for the majority of the children and it is mainly designed to apply to above average students, which leaves others lagging behind and leading them to repeat their grades or even to leave their schools to work as cheap labour. In her overview of the informal education in Egypt, (Institute of Anthropology and African Studies 2008) concluded that education in many Arab societies is "increasingly turned into a commodity."

As the universal trend towards economic privatization gathered pace in the 1970s and 1980s, the political circulars in Egypt (the country with the biggest influence in the Arab world) started to undertake the "Open Door Policy" and allow foreign companies to easily invest in the Egyptian economy. While the notion that opening the public sector to private investment will lead to improved quality of the services was promoted largely, the public services were steadily deteriorated and sold to private investors. However, other public services, such as education and health were kept under the bureaucracy of state provision in a miserable situation, which encouraged and stimulated private companies to invest in building and initiating private hospitals, private schools and even universities. Investing in education in the Arabic region is promising, as long as more than 60% of the population in Arab societies are youth.

It is clear that privatizing education in the developing countries has been the subject of considerable attention from local and western researchers, for instance the cases of Chile and Columbia as investigated by Carnoy and Ewan (2001), marketization in Post-Mao China by Mok (1997), the role of privatization in Arab states by Sanyal (1998), the impact of introducing a business marketing approach to education by Alam and Khalifa (2009) in Bangladesh, privatization and teacher education by Oke, Hoque and Alam (2010) in Malaysia, the informal market of education in Egypt (2008), and Shadow Education and its Implications for Social Justice by Bray and Kwo (2013). The collective standing point of most revisions investigates the feature of privatization and its implications on societies as: a rapid process of changing the national culture towards more of a western pattern style; division market in education offers different qualities to different groups; adopting educational curricula without making them more suited to the genuine needs of local students; as well as the expansion of what is called the shadow education in third world countries, such as Egypt, Pakistan and many African countries, which weaken the formal public system and the most important issue for this article focus is harming the perception of the teacher and corrupting the profession's image from being a knowledge giver and a value symbolizer to currently being a service supplier. However, viewing privatization in a different manner may lead to different perceptions. When private education and the public sector operate in a balanced way they can achieve efficient results. Part of the challenges facing the intentions to improve education practice in developing countries arises from the expenses. Schooling is a heavy financial load for governments, with the sector generally consuming 15-20% of their budgets (UNESCO 2011). Privatization, as many commentators have observed (Belfield and Levin, 2002; Kitaev, 2007) is one way to "spread the load" (Bray and Kwo, 2013). Private contribution to the public system should not be always seen through the greedy lens; likewise, it can be seen as a clean investment and a smart response to the huge demands of the education sector, precisely when resource-poor governments raise the green flag for private business to become involved not just a contributor but as a real and acknowledged partner.

2.7 Education Reform in the United Arab Emirates

Many international academic institutions have mushroomed, largely taking over the role of the state and the public sector, attracting the parents by offering western based education and providing such of modern methods of teaching strategies. Privatization procedures have taken off lately in the GCC countries as a result of their recent emergence as independent countries and the huge income of these countries that prevented their economies from facing the same crises as other older countries in the region. Up to the end-1990s, almost all schooling in the UAE was provided by the MoE for all students. This free public education policy was restricted to citizens of the UAE only. Other nationalities were not allowed to study in the public schools following the end-1990s. The state decision stimulated the rocket expansion of private education as we acknowledge now. Hence the privatization policy was intended to have a limited effect or no effect on social services provided for UAE nationals and the government commitment to provide public education for all was directed to local students only (Mansour, 2008). The private sector took all the advantages to invest increasingly by opening an excessive number of new schools who were significantly successful in promoting their programmes. Consequently, year after year the private sector has pulled the carpet away from formal education, even for the local students who have left the government schools in increasing numbers to learn in international curriculum-based education.

All in all, implementing new reforms in education in the UAE have confused schools, as several reports have revealed, and pushed many Emirati teachers to leave teaching or at least to request earlier retirement (Mansour, 2008). On the other hand, these initiatives failed to advance education beyond the current practice and did not have the capacity to solve important issues, such as the high percentage of drop-off schools, humble learning outcomes and discouraging Emirati males to work as teachers as they view teaching as a low status career (Raven, n.d.).

2.8 Theoretical Consolidation

 Inspecting teachers' insights about the teaching context emerged at a time when more accountability was placed on school systems to improve the achievements of students. By the launch of the 21st century many studies were conducted around the world to measure teacher work satisfaction. However, underscoring the importance of teachers' views about the reform as a transformational move did not take the consideration it deserves, at least in the Arab region. On the other hand, exploring teachers' perceptions in the UAE context does not exist as most of the studies conducted were focused on school principals and organization. Thus, this study could argue that an empirical gap is present in the local research context, which implies the need for applied studies to take place in the field. Enhancing teachers' autonomy and considering their views towards initiatives is a fundamental factor in creating a more comprehensive level of change.

Chapter 3: Research Design

3.1 Introduction

This chapter offers the methodology employed in this study. It also outlines the steps that were taken in conducting the research, sample demographics, instruments, and ends by showing the ethical considerations as recommended by Fetters, Curry and Creswell (2013). The previous chapter has revealed that there are an inadequate number of studies that have explored the perception of the teacher's role within the Middle East. On the other hand, those studies were comparatively small in size and aimed to explore the factors that (dis)satisfy teachers only. Though, their findings indicated the need for further research to tackle the subject from different standpoints. This study aims to add to the existing literature about teaching jobs and how teaching is presently practiced in the UAE context.

The main focus of this research was to explore teachers' perceptions on the changes that have impacted their traditional role as it relates to the Teacher 2000 Project. The reasons for this were first, while the Teacher 2000 Project has not been used frequently in the Arab countries, early studies in places such as Malta, Cyprus and Pakistan have demonstrated that this model can be used in this region to gather respondents' ideas about the current situation of the teachers. Second, although these studies were relatively small in number, their findings pointed out the need for additional research from various perspectives into teacher satisfaction and status through utilizing a local angle.

3.2 Research Philosophy

There are many general approaches to conducting a research study: positivism, interpretivism, and realism (Saunders et al., 2003, p. 83: cited in study by Litz, 2014). However, Litz (2014)

believes that the researcher should think of the methodology as a range of approaches, rather than a steady point and that in order for a researcher to answer the research questions, taking a "pragmatic approach" seems quite possible (study by Litz, 2104 p. 110). Yet, Creswell argues that the feature of the research question energises the choice of methods (Fetters, Curry, and Creswell, 2013). Both quantitative and qualitative researchers have extensively debated the validity of each design on answering a research question. According to Caruth, the mixed method research has evolved in response to the limitations of both quantitative and qualitative strategies to answer the varied natures of the research purposes (Caruth, 2013). The primary benefit of the mixed method research (MMR) is that it allows the researcher to operate the strengths of both qualitative and quantitative research strategies (Creswell, 2009). In this study, the researcher has adopted mixed method research in order to gather and interpret the required information. At its most basic level, MMR as an exclusive strategy was launched around 2000. The "Handbook 01 Mixed Methods in the Social & Behavior Sciences" by (Tashakori and Teddlíe, (2003 as cited in Creswell, 2009 p. 204) gave the first complete outline of this strategy of research. Since then, numerous studies have integrated MMR in varied fields.

A review of the literature shows a compilation of studies, publications and books on MMR. MMR is defined as a technique of both quantitative and qualitative strategies in the same research study (Caruth, 2013). The target of 'integrating' quantitative and qualitative research methods is to sustain the strengths and amend the flaws in both designs (Creswell, 2012). It is supposed that the mixture of two methods fosters a more enriched discussion into the question(s) of the research than using one of them separately. Hence, MMR is more complicated and time consuming than the other two methods; researchers must have a good understanding of both designs. As MMR is a relatively new method in research, Creswell (2009) provided a checklist to design a mixed method procedure consisting of 12 points. Of most importance are: providing a basic definition of MMR and the purpose of utilizing it, identifying strategies and presenting a visual model for them, and declaring the procedure of collecting data for both mixed designs.

MMR allows the researcher to determine the benefits of quantitative data which can identify general findings while qualitative data can be used to help evaluate the rationality of these findings and provide in-depth explanations for the figures gained from the quantitative findings.

Thus, qualitative inquiry can confirm reliability of quantitative instruments. Instead of choosing between either a qualitative or a quantitative study, a third more insightful method is obtainable. Therefore, it is this basic philosophy, the mixed method direction, which has been adopted for the inquiry in this particular study. This is because the integration of both quantitative and qualitative methodologies is expected to provide the most appropriate approach to answer the questions of the study. Additionally, the researcher believes that it is quite possible to work with variations in the study, and this belief allows the researcher to think of the methodology as a range of methods, rather than a steady point. In this view, the researcher would adopt a variety of methods in order to collect and understand the required data.

3.3 Research Approach

Classically, it is widely believed that a better understanding of a study is usually obtained by qualitative research than by quantitative research, while larger objectivity is gained by quantitative research (Caruth, 2013). The qualitative method requests answers to questions such as what, why and how; the quantitative method seeks to collect data (Creswell, 2012). Thus, the quantitative approach directed the researcher over the procedure of administering, gathering, and interpreting the two questionnaires. However, the quantitative approach was not the only one operated. The researcher also employed phenomenological interviews to collect more in-deep information that enlightened the research as to how experienced educators felt about the questions that were being examined. Therefore, the approach for this study was more suitably named MMR. In practice, the researcher in this study collects information by two questionnaires completed by the participants in the semi structured interviews. It was this mixed method approach that guided the researcher.

3.4 Data Collection Strategy

Due to Creswell (2007) and Caruth (2013), the vital advantage of the use of both quantitative and qualitative methods to gather data in a particular study is to deliver a better understanding of a

study question than if one method is used in isolation. MMR is considered as an effective approach that allows the researcher to utilize multiple angles to address a research question. As mentioned above, Creswell (2012) has recommended that mixed methods researchers need to summarise their exact strategy for using quantitative and qualitative data in their research. In this study, the sequential explanatory approach was implemented because the phases of the research were distinct, identified and singular. Creswell believes that, the sequential explanatory approach is also specifically signified by the gathering and examination of the quantitative data denoted by the two questionnaires in this study followed by the gathering and investigating of the qualitative data denoted by the interviews in this study. In the same work, Creswell has also advised the researcher to present a graphical model of the data collection strategy. The diagram below displays the visual model of the data gathering strategy used in this study.
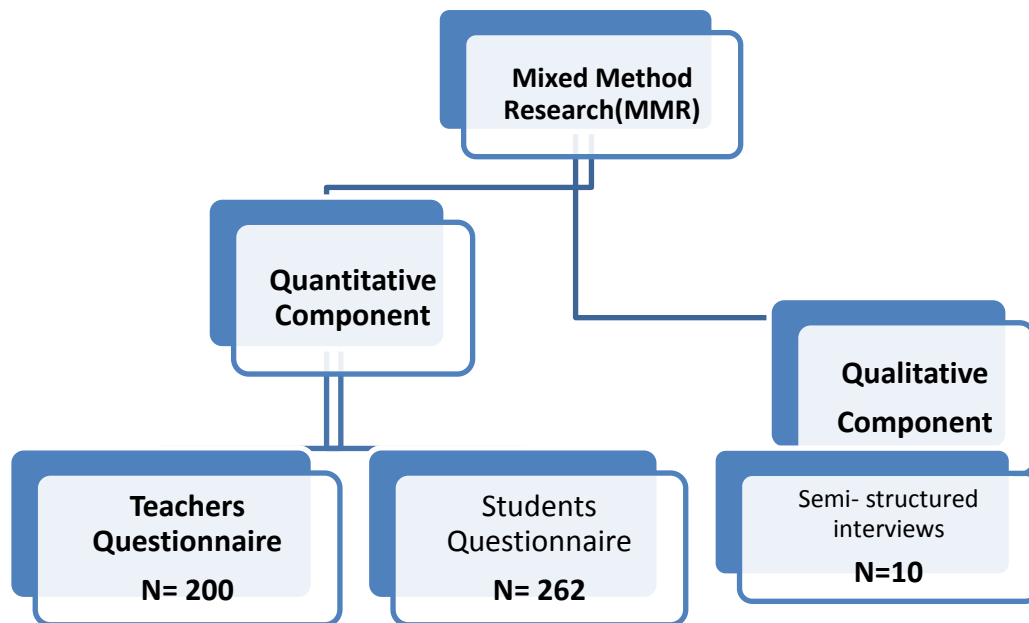
Figure: 4. the research design of the study

3.4.1 Site Selection

The research upon which this paper focuses was carried out during November-December 2015 in eight private and public schools. The main study was conducted on two levels. In the first level, data were collected through a teacher's survey distributed personally among middle and secondary teachers in both private and public schools in Dubai and Sharjah. Overall, there were a total of 200 complete surveys received out of 350 issued. Of the total sample, 70% of the teachers were females and 30% were males as presented in table1. In the second level, the data were collected through a student's survey distributed by the teachers among the students. A sample of 262 responses was received. In each school an interview was conducted with the principal to explain the purpose of the survey and to secure approval to carry out the research.

Variable		Frequency	Percentage
City	Dubai	112	56.0 %
	Sharjah	88	44.0 %
Gender	Male	60	30. %
	Female	140	70 %
Age group	25-35	80	40 %
	36-44	60	30 %
	45-54	42	21 %
	55and above	18	9.0 %
Highest qualification	PhD	7	3.5 %
	Masters	42	21 %
	Bachelors	117	58.1 %
	Diploma	26	13.0 %
	Others	8	4.40 %
Nationality	Local	23	11.5 %
	Expat Arab	150	75 %
	Non-Arab	27	13.5 %
Teaching experience (Years)	Less than 2	12	6.0 %
	3-5	25	12.5 %
	6-10	60	30,0 %
	11-20	59	29.5 %
	20+	44	22.0 %
Sector	Public	48	24.0 %
	Private	152	76.0 %
Period of working in the current school (years)	Less than 1	40	20.0 %
	1 to 3	50	25.0 %
	4 to 6	50	25.0 %
	More than 6	60	30.0 %

Table: 1. Distribution of the teachers' sample

3.4.2 Sample Selection

As presented previously, 200 teachers and 262 students responded to the quantitative component of the study. The participants were drawn from five US based-curriculum schools and three public schools. The sampling was selected for several reasons. First, these teachers potentially had varied years of experience in the UAE school system as educators, which will help in extracting several views and opinions. Second, as the teachers work in private schools it was expected that they had a reasonable level of English to understand the questionnaire and potentially partake in an interview. Third, the students sampling method in the current study is a cluster random sampling. Students from different backgrounds, ages and gender were chosen to increase the breadth of the sample and to reflect the real diversity of the student body in the UAE context. Lastly, for the qualitative component of the current study, the sample was initially selected based on the extensive experience of the interviewers to guarantee that those educators are able to add comprehensive insight to unpack the multiple dimensions of changes to the teacher's role.

The teacher sample respondents were defined according to the demographic information of gender, age, qualification, for how long the respondent had worked in the current school, years of teaching, and school type.

Students from grade 6 to 12 were encouraged to participate in the second level to ensure that a wide-range of data would be obtained from both middle and high school students. The aim for attempting varied respondents during the two stages was to confirm whether different data collection methods would provide opinions on different aspects of changes to the teacher's role in the UAE. Among the 262 students, a majority of students were female participants (68.7 %) and only one third were male students (31.3%). Table 2 shows the summary of the demographic information of the students' sample.

Variable		Frequency	Percentage
City	Dubai	164	62.6 %
	Sharjah	98	37.4 %
Gender	Male	82	34.89 %
	Female	180	65.10 %
Age group	10-12	55	20.9 %
	13-15	90	34.35 %
	16-18	112	42.74 %
	18 $^+$	5	2 %
Grade	6	33	12.6 %
	7+8	51	19.5 %
	9+10+11	116	44.1 %
	12	62	23.6 %
Nationality	Local	129	49.0 %
	Expat Arab	99	38 %
	Expat Non-Arab	34	13 %
Curriculum	US	147	56 %
	Arabic	91	35 %
	British	21	8 %
	Other	3	1 %
Sector	Public	69	26 %
	Private	193	74 %

Table: 2. Distribution of the students' sample

For the qualitative stage of the study, semi-structured interviews were utilized, and 10 contributors comprised the sample. 90% of the 10 contributors were part of the original respondents in the quantitative stage of the study, who agreed to contribute in the qualitative interviews.

3.5 Instruments

An extensive review of the literature indicated that a reliable tool to investigate teachers' perceptions of their roles and for what instance they are satisfied or unsatisfied with their current

work conditions was required, resulting in utilizing two instruments to collect data in two dimensions in the quantitative stage of the study:

- Teachers' survey, adopted from (Teacher 2000 Project questionnaire) and;
- Students' survey, adopted from ((MET project questionnaire)

For the qualitative stage of the study:

- Semi-structured interviews were utilized to collect deep insights from a sample of experienced teachers and executives.

3.5.1 Teachers' Questionnaire (Teacher 2000 Project)

To achieve the objectives of this study, a pre-existing survey questionnaire was devised for the Teachers 2000 Project by Dinham and Scott (1996a, 1996b, 1997, 1998a, 1998b, 1999, 2000a, 2000b, 2002), was adapted for this research. The original aim of the Teachers 2000 Project is to recognize some key factors that appear to stimulate teacher satisfaction around the world. Up to now, this instrument has been employed with samples of teachers in schools in various countries, such as Australia, England, Malta, Cyprus, New Zealand, USA (Scott, Stone and Dinham, 2001) and more recently in Pakistan (Malik, et al., 2011). The scores and scales of the Teacher 2000 Project fell into three bands: 'core business of teaching' factors (student achievement; professional self-growth); school level factors (school leadership, climate, decision making, school infrastructure); and system level/societal factors (workload and impact of community; status and image of teachers). The original survey is too long (about 130 items) and includes some items that are not directly connected with the study purpose. From the original questionnaire, open-ended questions at the end were cancelled to reduce the length of the questionnaire, some questions were rephrased to make them more relevant to the study objectives and others were summarized and edited to keep the questionnaire balanced and to avoid repetition. The most important aspect of modification of the original survey was in developing a full set of scales to measure precisely how teachers evaluate their roles and what they think about their profession in the UAE educational setting. This alteration was made

precisely to enhance the validity of the survey to yield rational measures and results. At the end a precise version of the original questionnaire was used taking into consideration the little free time teachers could get to read thoroughly and fill in the survey and to create a survey that is more relevant to the UAE schools culture and circumstances.

The study survey consists of three parts. The first part of the survey is used to collect demographic data related to respondents. The second part of the survey asked questions to discover the reasons for choosing teaching as a profession. The respondents were asked to respond with "true" or "false" to some reasons, based on whether these are the real reasons that inspired them to choose this profession or not. In the third part, teachers were asked to rate the level of agreement with regards to their teaching profession, including the degree to which they are satisfied with the present working conditions, school administration, their relations with students and the community, involvement in school decision-making, teacher image in the media, the impact of the work load on their health situation and other various features of teachers' work. The questions in this part were measured on a five-point Likert scale ranging from 1 = highly disagree to 5 = highly agree. The teacher instrument was designed to explore eight varied aspects of the teaching profession (A1) orientation to teaching, (A2) self-appraisal of the teacher's role, (A3) personal contribution and motivation, (A4) relations with students, (A5) relations with school administration, (A6) working environment, (A7) community role, and (A8) stress and work load. The sample included teachers of middle and secondary phases, from both private and public schools. The survey was translated into the Arabic language and reviewed and certified by an Arabic language specialist. This step was extremely important in enabling the teachers from public schools and those teachers who teach Arabic subjects in private schools to participate and share their ideas. The teachers' survey questionnaire is attached in appendix 1.
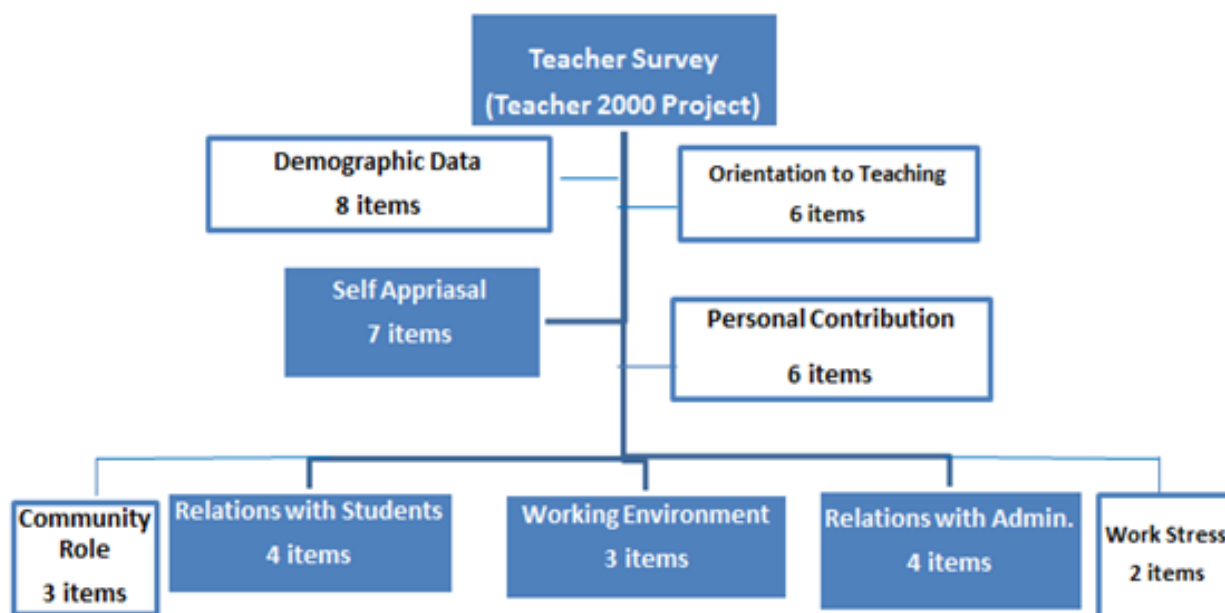
Figure: 5. Construction of the teachers' questionnaire

3.5.2 Students' Questionnaire (MET Project)

Investigating students' views in this study was inspired by a truthful belief in students as the best experts on how teaching is practiced today in schools. No one has a larger stake in interacting with teachers in the everyday life of class than students. However, only recently many researchers have come to identify students' questionnaires as a valid tool to yield consistent results more than classroom observations. Even an excellent observation method involves as a maximum limited classroom visits, while the student questionnaire combined the imitations of many individuals who have spent several hours with a teacher (Met Project Report, 2012). In order to accomplish the purpose of using a reliable student instrument, this study has adapted a pre-existing questionnaire called Measures of Effective Teaching (MET Project) to survey students of middle and high school in private and public schools in Dubai and Sharjah. The Tripod questionnaire studied by the MET Project was developed by Harvard scholar Ronald Ferguson (2004) and has been used for over 10 years in thousands of classrooms as an

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investigation and professional development instrument. The "Tripod Project for School Improvement" gathers student feedback and reports on their perspectives about the practice of teaching and learning in a precise classroom.

The survey is organized around the Tripod 7Cs of effective teaching (Tripod Project, 2013). In this student perception questionnaire, rather than asking questions such as, "Do you like your teacher?" questions are asked to measure the degree to which students approve of a statement, such as, "I like the way the teacher treats me when I need help". The student instrument for this study consists of three parts: Part 1 is designed to collect demographic information about the participated students such as, age, gender, grade, nationality, school sector and curriculum. Part 2 of the instrument takes on the 7 constructs devised in the original survey, called the "7Cs" or constructs: Care, Control, Challenge, Clarify, Confer, Captivate, and Consolidate. Those questions were included to measure how students perceive the instructional role of their teachers or how teachers are expected to demonstrate teaching. The questions for each of the 7 Constructs were constrained to two questions to reduce the length of the survey. Part 3 includes 11 questions out of a total of 25 questions developed to inspect the phenomenon of the teacher's current role from the students' perspective. The students' level of agreement on parts 2 and 3 was measured on a four-point Likert scale ranging from 1 = never to 4 = always. The students' survey questionnaire is attached as appendix 2.
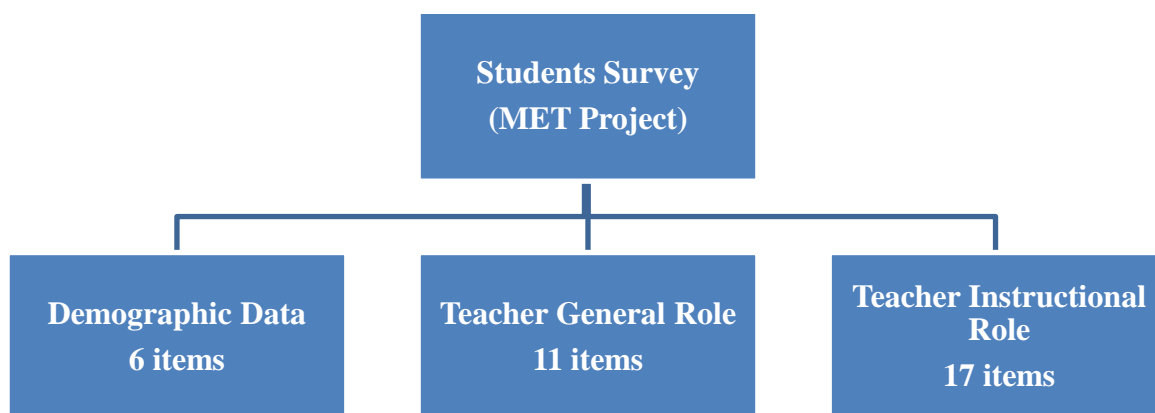
Figure: 6. Construction of the students' questionnaire

3.5.3 Semi-structured Interviews

According to Creswell (2009) in any sequential research design, an analysis of quantitative data in the first phase of the study might yield a need to conduct a qualitative study to examine deeply the research problem and provide more insightful ideas. In order to answer the second question of the study about the extent to which the change in the teacher's role impacts the teachers' capacity, a necessity to organize qualitative research emerged. Therefore, semi-structured interviews were conducted in phase 2 to collect more thoughtful data from a group of 10 experienced educators. Interviews were held in a private venue, mostly in the participant's school. The purpose of the interview was communicated prior to any interview and confidentiality was guaranteed. Most interviews lasted for approximately 40 minutes, during the interview; probing questions were deliberated to make sure that the interview queries were clear. The interview script is attached as appendix 3.

3.6 Pilot Study

The instruments were piloted for validity and reliability purposes. Various entities, including the researcher's academic supervisor, core subject teachers in two schools and subject coordinators reviewed the Teachers' questionnaire and it was re-written as presented previously. The students' questionnaire was revised and piloted with 30 high school students. Some questions were cancelled and some phrases were changed for more clarification. Five experienced educators also revised the interview questions and the questions were slightly modified to suit recent issues that were taking place in the UAE education setting at the time of the study.

3.7 Validity and Reliability

To confirm validity, triangulation is carried out. In this study, the inclusion of students in the sample provided subject triangulation by either approving or disapproving the results that obtained from the sample of teachers.

Data triangulation, on the other hand, was ensured by utilizing both questionnaires and interviews as data collection instruments.

3.8 Ethical Considerations

The ethical concerns that relate to the quantitative and qualitative designs also apply to MMR as it is a "combination" of the two designs (Creswell, 2012; Caruth, 2013). Believing that this is a genuine right for any individual participant, all respondents were informed of the nature of the research before they decided to take part and had the choice to partake or not. The permission to conduct the research was taken in each campus and the goal of the study was conveyed very clearly to the principals with a sample for each survey. Respondents were informed and assured that all resources used in the study would be confidential and that all their views were going to be used only for the purpose of the "scientific value" of the research (Kvale, 2015). In addition, the nature of the study as a low risk research facilitated the conducting of the research and encouraged the principals to be comfortable with allowing the teachers and students to take part without any hesitation. Due to the qualitative component, in spite of the personal desire of the interviewer to contribute further to the study, the purpose of the interview was communicated clearly to each participant before starting the interviews, and each respondent was guaranteed that their information and opinions would remained anonymous throughout the whole study.

3.9 Role of the Researcher

As a person who has worked for more than 20 years as a teacher, detaching the author's established feelings as a teacher from the role of researcher was a key obligation from the outset of the research. Despite the author spending a lengthy career teaching in a classroom or thinking, preparing and talking about this experience after school hours, the author believes that being biased towards personal experiences has the same bad effect as being biased against any particular viewpoint. Possibly the most common criticism of the phenomenological research is the 'subjective influence' of the researcher in the whole procedure (Hycner, 1985). However, this anxiety has been overcome through undertaking thoughtful steps; first, spreading the sample of the teachers and students to include 8 schools in two cities (Dubai and Sharjah). Second, opening up the study to all core subject teachers from different experiences, age groups and qualifications

and embracing a large range of students of multiple grades, curricula and nationalities to participate in the quantitative component. Third, developing two balanced instruments instead of one to compare and contrast the teacher's role perception through two lenses. Fourth, interviewing experienced educators to get access more detailed opinions to verify the results of the quantitative part by the qualitative element. All of these measures resulted in avoiding the possible temptation of yielding results in a personally-desired direction. Essentially, the researcher believes that being neutral about choosing the subject of the research is an illusion because the research should mean something to the researcher but choosing to conduct a study objectively is possible when taking all the scientific considerations into account. Confirming confidentiality for students was guaranteed in order for them to feel comfortable to respond honestly and openly. Confidentiality was secured by words and arrangements for students that their teachers will not be able to access what individual students write about their classrooms.

3.10 Limitation and Delimitation of the Study

The sample of the study consists of 200 teachers, 262 students and 10 interviewers could in no way be 'representative' of the entire teachers' body in the UAE. This factor is in addition to some difficulties encountered in the data gathering period which took place at the end of term-1. Tests were in progress which might have left little free time for teachers to read thoroughly and fill in the survey. In addition, as with all kinds of self-reporting research, the answers are limited by the respondents' responses. The teachers may have felt the need to provide answers that suite the researcher's aims rather than what they really feel and think, although the survey introduction was meant to be general and neutral. Third, the small percentage of Emirati teachers participated in the teacher survey (11.5%) even though the purpose of including public schools was to investigate local teachers' views because they work only in public schools. Fourth, investigating ideas through interviews is a relatively new practice in the education context here; this may discourage some interviewers from feeling comfortable to respond openly to the discussed issues. Last, the limited number of non-Arab students who participated in the study, around 13%, reduced the value of investigating their ideas about the teacher's role.

Chapter 4: Results, Analysis and Discussion

The object of this study was to determine if the current perception of teachers in the UAE impacts the value and image of the teacher's role. Chapter 4 will represent the analysis of the quantitative and qualitative data gathered to explore, first, if there is a change in the way that the teachers viewed themselves and their students. Second, this chapter seeks to determine the degree to which the current perceptions of this profession affect the value of a teacher in the UAE context. The respondents included 200 teachers and 262 students selected from eight K-12 private American curriculum schools and public MoE curriculum schools in Dubai and Sharjah. In accordance with the objective, two questions were investigated to answer the main study question: Does the current perception of teachers in UAE schools affect the value of the teacher's role?

Sub question 1. How is the teacher's role perceived by teachers and students?

Sub question 2. To what extent does the current teacher's role affect the value of the teacher?

A number of themes emerged from the study; of most importance is theme 1: Proved change in the teacher's role. Teachers indicated that they see a change from the traditional role of a teacher. This theme was emphasized more strongly in the semi-structured interviews. The second significant theme is theme 2: Teaching is not viewed as the future desired career for most students (78%). Perceptions of female teachers were unlike their male peers, as the majority of female teachers said that they would re-choose teaching if they could plan their career again. The research showed specific areas of similarities and differences between the perception of male and female teachers. However, the overriding similarity was in theme 3: The highest satisfying source for all teachers is changing students' attitudes in a positive way. Almost all female teachers (95%) and most male teachers (83%) indicated this fact. The findings in this study confirmed those documented in similar studies in Australia (Dinham and Scott, 1999, 2000a), Cyprus (Zembylas and Papanastasiou, 2006), Pakistan (Malik et al., 2011), and Malta (Vassallo, 2012). These results will be further deliberated in more detail in this chapter.

Chapter 4 inspects the quantitative and qualitative results of the study. The presentation of the teachers' results will be organized based on the teaching aspects (scales) of the Teacher 2000 Project, which was designed to measure teachers' perceptions about their roles. Secondly, the results of the qualitative part of the study will be revealed and the main themes gained from the semi-structured interviews will be discussed. Finally, the constructs of the MET students' questionnaire will be presented and discussed at the end of this chapter. Though the study results and discussion are provided in this chapter, the findings are presented in chapter 5.

4.1 Demographic Information

The four tables below demonstrate the results from the demographic section of the teachers' questionnaire survey (i.e., nationality, gender, age, years of experience, etc.).

Table 3: Distribution of teacher sample size according to nationality:

Gender	Nationality	Frequency
Male N=60	Local	5
	Arab	50
	Non-Arab	5
Female N=140	Local	23
	Arab	92
	Non-Arab	25
Total	200	

As shown in the table above the teachers' sample comprises 140 female teachers (70%) and 60 male teachers (30%). Of the sample, Arab teachers represent the highest contingent with a proportion of 71%. Emirati teachers signify 15% while other nationalities such as Indian, Pakistani and western teachers compose 14%.

Table 4: Distribution of teacher sample size according to age:

Gender	Age	Frequency
Male	25 – 35	19
	36 – 44	16
	45 – 54	17
	+ 55	8
Female	25 – 35	51
	36 – 44	43
	45 – 54	33
	+ 55	13

The table above indicates that the youngest teachers, age less than 35, represent the biggest share of the sample (35%) whereas the eldest teachers, 55+, scored the smallest with a portion of 10.5% only.

Table 5: Distribution of teacher sample size according to experience:

Gender	Experience	Frequency
Male	2 –	5
	3 – 5	5
	6 – 10	12
	11 – 20	20
	+ 20	18
Female	2 –	7
	3 – 5	24
	6 – 10	38
	11 – 20	44
	+ 20	27

The table above shows that new teachers (teachers who have less than 3 years' of experience) represent only 6% of the total sample of teachers compared with one third (32%) of the sample with longer experience (11-20 years).

Table 6: Distribution of teacher sample size according to qualification:

Gender	Qualification	Frequency
Male	PHD	3
	Master	16
	Bachelors	38
	Diploma	3
Female	PHD	4
	Master	24
	Bachelors	85
	Diploma	25

The table above represents data about the qualification and the gender in the teacher sample. As indicated the large majority of the teachers (61.5%) hold a bachelor degree of their subject while only 3.5% of the teachers hold a PhD.

Teachers study

Quantitative part

Data from the Teachers' Questionnaire Survey

The purpose of this questionnaire was to reveal the perceptions of all teachers in the private and public schools (N=200) about the main aspects of the Teachers 2000 Study and to explore their self-appraisal of the changes encountered in the teacher's role. Results are demonstrated in eight sections: (A1) orientation to teaching, (A2) self-appraisal of teacher role, (A3) personal contribution and motivation, (A4) relations with students, (A5) relations with school administration, (A6) working environment, (A7) community role, and (A8) stress and work load (see appendix 4).

The figure below shows the definitions of the terms which are used to measure the different aspects of the teachers' survey.

Almost all	Greater than 90%
Most	75% - 90%
Large majority	61% - 74%
Majority	50% - 60%
Large minority	31% - 49%
Minority	16% - 30%
Few	Up to 15%

Figure: 7. Terms used in the quantitative research with their definitions. (Applied from Dubai school inspection handbook 2013-2014 p. 11)

4.2. Perception on Orientation to Teaching

This is the second part of the questionnaire which contains one aspect that is designed to inspect possible reasons that might inspire teachers to choose a teaching career.

Table 7: Frequency of teacher answers into orientation to teaching questions:

Question	Male			Female			Total		
	True	False	Missing	True	False	Missing	True	False	Missing
Q9	35	24	1	87	38	15	122	62	16
Q10	18	40	2	34	90	16	52	130	18
Q11	5	53	2	19	102	19	24	155	21
Q12	21	36	3	81	46	13	102	82	16
Q13	45	13	2	122	13	5	167	26	7

The above table indicates that loving to inspire students has the highest rank among the five other reasons which motivated teachers to choose teaching at 83.5%. The high value of teaching in our culture has the second rank at 61%. This was followed by teaching fits family life and responsibilities at 51%. Choosing teaching because of a lack of other options and entering the teaching profession because of family pressure hold the lowest ranks 26% and 12%, respectively. Similar results were also confirmed in related studies, which found being attracted by the hours and holidays of the profession was a big driver (Malta 28%) and there was pressure from family (14% Cyprus and 13% Malta).

Based on the teachers' responses into orientation to teaching, it could be argued that the majority of the respondents indicated that the morals and values which distinguish this profession were the top reasons to choose teaching. A similar pattern was also noted by Oruc (2011) in Turkey and by Vassallo (2012) who in his study among teachers in Malta stated that 64% of the teachers indicated that they "always wanted to become teachers". Yet, this result strongly contradicts with the study in Cyprus by Zembylas and Papanastasiou (2004), as only 32.3% of the teachers responded in the same way. It can therefore be debated that orientation itself is a predictor of a set of agreed values varies from one society to another. The overall trend does not show strong

gender variance in reasons that might motivate teachers to choose a teaching career, excluding the reason of teaching fits family life (f: 50% > m: 35%).

4.3 Perception on Contribution and Satisfaction with Teaching

This is the third part of the questionnaire which is divided into seven aspects that reflect the different dimensions of a teacher's work: self-appraisal of the teacher's role; personal contribution and motivation; relations with students; relations with school administration; working environment; community role, and stress and work load.

4.3.1 Perception on Self-Appraisal of the Teacher's Role

This aspect aims to explore teachers' perceptions of the change in the teacher's role, value and image. The highest two means were given to 'I can see a change from the traditional role of teachers' (4.05) and 'I want to feel that I as a teacher desire to be popular and accepted' (3.69). While the lowest two mean values were 3.1 for 'my job enables me to provide a satisfactory standard of living' and 3.3 for 'our education system makes teachers feel like a real part of making the decision'. These results show that most teachers in the sample highly agree that the teacher's role has changed and that this change is not sustaining the teacher's image as the second highest agreeing value in this aspect favoured the factor connected with the teacher's need to secure the acceptance they desire from the community. This notion becomes more profound by examining the results of other factors here in the same aspect which reveals that a teaching career does not fulfil the teachers' requirements to animate the satisfactory living standard. At the same time, it does not enable teachers to take a part in the decision-making process in the education system. Consequently, around 50% of the teachers in the sample expressed anxiety towards the recent change impacting their careers.

Table 8: Frequency of teacher answers into Self-appraisal of teacher role questions:

Aspect	Questions	Gender	Highly Disagree		Slightly Disagree		Neutral		Slightly Agree		Highly Agree		Total	Average	S. Deviation
			#	%	#	%	#	%	#	%	#	%			
Self-appraisal of teacher role	Q15	Male	5	8	4	7	9	15	22	37	20	33	60	3.80	1.22
		Female	3	2	3	2	14	10	50	36	70	50	140	4.29	0.88
	Q16	Male	4	7	16	27	10	17	13	22	17	28	60	3.38	1.33
		Female	26	19	25	18	21	15	24	17	44	31	140	3.25	1.52
	Q17	Male	9	15	14	23	11	18	20	33	6	10	60	3.00	1.26
		Female	24	17	19	14	27	19	43	31	27	19	140	3.21	1.37
	Q18	Male	5	8	7	12	12	20	21	35	15	25	60	3.57	1.23
		Female	8	6	24	17	20	14	47	34	41	29	140	3.64	1.23
	Q19	Male	5	8	9	15	15	25	14	23	17	28	60	3.48	1.28
		Female	8	6	12	9	25	18	32	23	61	44	138	3.91	1.22
	Q27	Male	7	12	13	22	13	22	16	27	11	18	60	3.18	1.30
		Female	24	17	13	9	26	19	35	25	40	29	138	3.39	1.44
	Total	Male	50	14	81	23	70	19	88	24	71	20	360	3.40	0.68
		Female	160	19	143	17	133	16	184	22	216	26	836	3.62	0.71
	Over all		210	18	224	19	203	17	272	23	287	24	1196	3.55	0.71

The colour indicates the percentage of focuses of teacher answers in the questionnaires:

0 – 20% ☐ 21 – 40 % ☐ 41 – 60 % ☐ 61 – 80 % ■ 81 – 100 % ■

4.3.2 Perception on Personal Contribution and Motivation

The following two contributions represent the highest source of satisfaction for teachers: 'I feel happy when I change pupil attitudes in a positive way' and the second one 'I want to feel that I am able to inspire my students', as both were the largest two means in this aspect of the questionnaire (4.81 and 4.37, respectively). This result imitates Dinham and Scott's (2002) research and more recently in a research done in Sharjah by (Carson, 2013) which revealed that, teachers "derive satisfaction by matters intrinsic to students' success" and that the personal capacity to stimulate students in a constructive manner is a key to teachers' satisfaction. Sixty present of the teachers 70% of female teachers and 47% of male teachers) stated that they would choose the teaching profession if they could plan their careers again. This again strongly matches with the similar study in Malta as 60% of Maltese teachers said that they would choose the same result, but at the same time it contrasts with the Cyprus teachers result as only 32.3% stated that they always want to become teachers. It can therefore be argued that on one hand this significant difference is interrelated with the cultural variance and on the other hand it is closely connected

with gender issues. As teaching can fit with the family responsibilities of the female teachers it is expected they will re-choose this profession. Nevertheless, this is particularly true in communities that still perceive women in the workplace with many concerns and prefer teaching as the best choice for women.

Table 9: Frequency of teacher answers into personal contribution and motivation questions:

Aspect	Questions	Gender	Frequency of answers										Total	Average	S. Deviation
			Highly Disagree		Slightly Disagree		Neutral		Slightly Agree		Highly Agree				
			#	%	#	%	#	%	#	%	#	%			
0.72 Personal contribution and motivation	Q20	Male	2	3	8	13	9	15	24	40	17	28	60	3.77	1.11
		Female	4	3	9	6	27	19	45	32	55	39	140	3.99	1.05
	Q24	Male	0	0	2	3	3	5	5	8	50	83	60	4.72	0.72
		Female	2	1	0	0	2	1	3	2	133	95	140	4.89	0.55
	Q34	Male	4	7	7	12	2	3	17	28	30	50	60	4.03	1.28
		Female	1	1	3	2	8	6	40	29	86	62	138	4.50	0.77
	Q37	Male	1	2	3	5	6	10	19	32	31	52	60	4.27	0.96
		Female	4	3	3	2	9	7	32	23	90	65	138	4.46	0.93
	Q42	Male	13	22	7	12	12	20	12	20	16	27	60	3.18	1.50
		Female	13	9	11	8	18	13	19	14	77	56	138	3.99	1.37
	Total	Male	35	12	43	14	32	11	61	20	129	43	300	3.99	0.67
		Female	75	11	62	9	64	9	103	15	390	56	694	4.39	0.52
	Over all		110	11	105	11	96	10	164	16	519	52	994	4.26	0.60

The colour indicates the percentage of focuses of teacher answers in the questionnaires:

0 – 20% ☐   21 – 40 % ☐   41 – 60 % ☐   61 – 80 % ☐   81 – 100 % ☐

4.3.3 Perception on Relations with Students

The table below shows that the positive relationships with the students are of greater relevance than all other satisfactory reasons in this aspect. Almost all teachers indicated that fact with a mean at 4.5 although the gender of the teacher shows a notable difference (71% of female highly agree vs. only 58% of male teachers). Though a large majority of the teachers (>61%) showed that they were at times irritated as a result of student actions. Yet, they are satisfied because they still have the capacity to play a part in their students' attitudes with a mean at 3.95. The results of this aspect reveal a complex type of connection when it comes to teacher-student interaction, as teachers indicated that their students appreciate the role that they play in the school (mean=3.93).

At the same time, they expressed that their students challenging them creates a complicated teacher-student relationship.

Table 10: Frequency of teacher answers into relations with students' questions:

Aspect	Questions	Gender	Highly Disagree		Slightly Disagree		Neutral		Slightly Agree		Highly Agree		Total	Average	S. Deviation
			#	%	#	%	#	%	#	%	#	%			
4.12 Relations with students	Q26	Male	2	3	1	2	0	0	22	37	35	58	60	4.45	0.87
		Female	2	1	1	1	8	6	30	21	99	71	140	4.59	0.76
	Q29	Male	9	15	13	22	16	27	12	20	10	17	60	3.02	1.31
		Female	9	6	36	26	36	26	30	21	29	21	140	3.24	1.23
	Q33	Male	6	10	6	10	7	12	23	38	18	30	60	3.68	1.28
		Female	4	3	5	4	15	11	53	38	62	45	139	4.18	0.97
	Q41	Male	4	7	4	7	9	15	27	45	16	27	60	3.78	1.12
		Female	4	3	9	6	11	8	58	42	57	41	139	4.12	1.00
	Total	Male	21	9	24	10	32	13	84	35	79	33	240	3.73	0.81
		Female	19	3	51	9	70	13	171	31	247	44	558	4.03	0.67
	Over all		40	5	75	9	102	13	255	32	326	41	798	3.94	0.73

The colour indicates the percentage of focuses of teacher answers in the questionnaires:

0 – 20% ☐   21 – 40 % ☐   41 – 60 % ☐   61 – 80 % ☐   81 – 100 % ☐

4.3.4 Perception on Relations with School Administrative

The results in this aspect revealed very high dissatisfaction towards salary policies as most of the teachers (more than 80%) indicated that their salaries are not administered with equality and justice. A fluctuated pattern was noted on the perception of teachers towards the fair judgment of teachers work from school administration, as around 20% of them were neutral, 24% were dissatisfied and the same percentage were highly satisfied. In terms of personal growth, teachers were also slightly satisfied about the adequate training opportunities available for them in order to develop their professional skills as teachers. Therefore, a conclusion can be drawn that the relations with school administration can be seen as not satisfactory from the teachers' perspective.

Table 11: Frequency of teacher answers into relations with school administration questions:

Aspect	Questions	Gender	Highly Disagree #	Highly Disagree %	Slightly Disagree #	Slightly Disagree %	Neutral #	Neutral %	Slightly Agree #	Slightly Agree %	Highly Agree #	Highly Agree %	Total	Average	S. Deviation
relations with school administrative	Q25	Male	7	12	7	12	13	22	20	33	13	22	60	3.42	1.28
		Female	18	13	15	11	27	20	43	31	35	25	138	3.45	1.33
	Q28	Male	23	38	8	13	18	30	10	17	1	2	60	2.30	1.20
		Female	55	40	36	26	22	16	18	13	7	5	138	2.17	1.23
	Q36	Male	6	10	15	25	13	22	19	32	7	12	60	3.10	1.20
		Female	11	8	28	20	30	21	43	31	28	20	140	3.35	1.23
	Q39	Male	3	5	10	17	13	22	20	33	14	23	60	3.53	1.17
		Female	11	8	22	16	30	22	48	35	28	20	139	3.43	1.20
	Total	Male	39	16	40	17	57	24	69	29	35	15	240	3.09	0.84
		Female	95	17	101	18	109	20	152	27	98	18	555	3.11	0.85
		Over all	134	17	141	18	166	21	221	28	133	17	795	3.94	0.73

The colour indicates the percentage of focuses of teacher answers in the questionnaires:

0 – 20% ☐   21 – 40 % ☐   41 – 60 % ☐   61 – 80 % ☐   81 – 100 % ☐

4.3.5 Perception on Working Environment

According to the table below, a prominent satisfying feature emerged from the cooperation received from colleagues in the work place (mean =4.24). In contrast, the stresses resulting from teaching makes 45% of the teachers agree that teaching has become an undesirable profession for them. While a large majority of the teachers are comfortable with the geographical location of their schools, fewer seem able to endure the pressure and the tension of the teaching profession. This coupled with the discontented relations with the administration both have led many teachers to examine anxiety and stressful feelings. Throughout this a projecting label has been created to teachers as a depressed, unhappy group of people.

Table 12: Frequency of teacher answers into working environment questions:

Aspect	Questions	Gender	Highly Disagree #	Highly Disagree %	Slightly Disagree #	Slightly Disagree %	Neutral #	Neutral %	Slightly Agree #	Slightly Agree %	Highly Agree #	Highly Agree %	Total	Average	S. Deviation
working	Q30	Male	9	15	8	13	15	25	17	28	11	18	60	3.22	1.32

		Female	28	20	27	19	23	16	37	26	25	18	140	3.03	1.41
	Q35	Male	8	13	4	7	10	17	14	23	24	40	60	3.70	1.41
		Female	11	8	14	10	13	9	29	21	73	52	140	3.99	1.31
	Q38	Male	1	2	1	2	8	14	24	41	25	42	59	4.18	0.87
		Female	2	1	6	4	17	12	38	27	77	55	140	4.30	0.94
	Total	Male	18	10	13	7	33	18	55	31	60	34	179	3.70	0.70
		Female	41	10	47	11	53	13	104	25	175	42	420	3.77	0.68
	Over all		59	10	60	10	86	14	159	27	235	39	599	3.75	0.68

The colour indicates the percentage of focuses of teacher answers in the questionnaires:

0 – 20% ☐   21 – 40 % ☐   41 – 60 % ☐   61 – 80 % ☐   81 – 100 % ☐

4.3.6 Perceptions on Community Role

The table below provides data about the interaction between the teacher and the community (i.e., parents, stakeholders and people) as can be seen a large majority of teachers disagree with the question about the misjudging of their role by media and TV. Results were roughly the same in terms of the influences that community impacts on teachers' capacities to do their jobs (means=2.4 and 2.7, respectively). However, by examining closely the teachers' perceptions on appreciation community relate to teacher role, it can be argued that teachers are a little content with the manner in which the public appreciate them, as half of the sample indicated that they are slightly satisfied. Whereas, a quarter indicated their dissatisfaction and the rest of the teachers were neutral. This part of the questionnaire presents an exploration of the community's role; a deeper discussion will be elaborated in chapter 5.

Table 13: Frequency of teacher answers into community role questions:

Aspect	Questions	Gender	Highly Disagree		Slightly Disagree		Neutral		Slightly Agree		Highly Agree		Total	Average	S. Deviation
			#	%	#	%	#	%	#	%	#	%			
Community role	Q21	Male	15	25	23	38	15	25	5	8	2	3	60	2.27	1.04
		Female	35	25	47	34	28	20	16	12	13	9	139	2.46	1.25
	Q22	Male	16	27	20	33	8	13	4	7	12	20	60	2.60	1.46
		Female	27	19	39	28	24	17	21	15	28	20	139	2.88	1.42
	Q40	Male	9	15	8	13	12	20	28	47	3	5	60	3.13	1.19
		Female	14	10	23	16	27	19	50	36	26	19	140	3.36	1.24
	Total	Male	40	22	51	28	35	19	37	21	17	9	180	2.67	0.87
		Female	76	18	109	26	79	19	87	21	67	16	418	2.91	0.91
	Over all		116	19	160	27	114	19	124	21	84	14	598	2.83	0.90

4.3.7 Perception on Stress and Workloads

This part of the questionnaire was designed to investigate the impact of teaching workload on teachers' wellbeing, psychology and health. Working into the late hours at night is a common problem among teachers; the results came to confirm this as one third of female teachers agree that they have lost much sleep over worry. The results show that 44% of male teachers disagree compared with 40% who agree. Due to recognition and its impact on wellbeing, a large majority of the teachers indicated that there are no difficulties for them to gain recognition as having a prestigious career. Furthermore, only half of teachers stated that they are able to deal with teaching difficulties and one third indicated that they are unable to overcome the challenges of teaching. The results in this aspect of the questionnaire were related to earlier studies which declared that teachers encounter feelings of being overwhelmed and worried, which consequently creates a fragile personality.

Table 14: Frequency of teacher answers into stress and work load questions:

Aspect	Questions	Gender	Frequency of answers										Total	Average	S. Deviation
			Highly Disagree		Slightly Disagree		Neutral		Slightly Agree		Highly Agree				
			#	%	#	%	#	%	#	%	#	%			
	Q23	Male	10	17	16	27	10	17	9	15	15	25	60	3.05	1.46
		Female	22	16	46	33	25	18	22	16	24	17	139	2.86	1.34
	Q31	Male	17	28	21	35	14	23	5	8	3	5	60	2.27	1.12
		Female	46	33	49	35	23	16	7	5	15	11	140	2.26	1.27
	Q32	Male	16	27	13	22	11	18	13	22	7	12	60	2.70	1.38
		Female	34	24	37	26	28	20	29	21	12	9	140	2.63	1.29
	Total	Male	43	24	50	28	35	19	27	15	25	14	180	2.67	0.66
		Female	102	24	132	32	76	18	58	14	51	12	419	2.58	0.69
	Over all		145	24	182	30	111	19	85	14	76	13	599	2.61	0.68

4. 4.1 Teachers' Perceptions of their Role based on Gender

Based on these results, teachers' Perceptions of their role held by the teachers in the sample was based on the overall level of satisfaction that they indicated on the survey. Therefore, a series of multivariate regressions were performed to try to determine the extent of these relationships, if they existed. First, the t-test's statistical significance was measured in order to indicate any considerable difference in the study population from which its groups were sampled. Furthermore, the t-value is converted to an alpha value so as to reflect the probability of this difference in this data, where alpha is significant at alpha <0.05. Table 15 shows that t-value was highly statically significant in terms of personal contribution and motivation relations with students. T-value was statically significant in self-appraisal of the teacher's role and community role. The value was not statistically significant in the orientation towards teaching, relations with school administration, stress and workload.

Table 15: Comparison between male and female groups in 8 varied aspects of teacher profession:

Test of hypothesis
$H_0 = Male = Female$
$H_1 = Male \neq Female$

Aspect	Gender	Mean	Standard Deviation	T-Test (t)	Alpha	Result	Rank (Agreed)
Orientation to teaching	Male	1.28	0.23	-0.319	0.750	Not significantly different	
	Female	1.29	0.23				
Self-appraisal of teacher role	Male	3.40	0.68	-2.011	0.046	Significantly different	F > M
	Female	3.62	0.71				
Personal contribution and motivation	Male	3.99	0.67	-4.428	0.000	Highly significantly different	F > M
	Female	4.39	0.52				
Relations with students	Male	3.73	0.81	-2.7	0.008	Highly significantly different	F > M
	Female	4.03	0.67				
Relations with school administrative	Male	3.09	0.84	-0.14	0.889	Not significantly different	
	Female	3.11	0.85				
Working environment	Male	3.70	0.70	-0.701	0.484	Not significantly different	
	Female	3.77	0.68				
Community role	Male	2.67	0.87	-1.756	0.081	Significantly different	F > M
	Female	2.91	0.91				
Stress and work load	Male	2.67	0.66	0.894	0.372	Not significantly different	
	Female	2.58	0.69				

4. 4.2 Teachers' Perceptions of their Role based on their Nationalities

The following table illustrates teachers' perceptions of their role in correspondence with their nationalities. The table highlights the statistical information by ANOVA, which indicates that alpha values were highly significant in the majority of the questionnaire aspects. The results confirmed that teachers have various interpretations of their careers, particularly in the area of personal contribution and motivation and the impact of working environment as alpha= 0.000 and 0.005, respectively. It seems that Emirati teachers are more satisfied with aspect 6, which includes support from colleagues and school location but they are dissatisfied with the stress resulting from teaching. Oppositely, non-Arab teachers are more satisfied with aspect 3, which includes the capacity to change students' attitudes and inspire them and the professional level of performing the job. On the other hand, results indicated that there are non-significant differences according to the way teachers evaluate their role (alpha= 0.832>0.05) and the relations with school administration (alpha=0.435>0, 05). So, it could be argued that teachers relate to these two important aspects through the same lens as they influence, in one way or another, a teacher's work equally regardless of the nationality of the teacher.

Table 16: Comparison between nationality groups in 8 varied aspects of teacher profession:

Test of hypothesis
$H_0: Local = Arab = Non - arab$
$H_1: Local \neq Arab \neq Non - arab$

Aspect	Nationality	Mean	Standard Deviation	ANOVA (F)	Alpha	Result	Rank (Agreed)
Orientation to teaching	Local	1.34	0.18	4.780	0.010	Highly significantly different	N > A > L
	Arab	1.31	0.24				
	Non-Arab	1.17	0.17				
Self-appraisal of teacher role	Local	3.51	0.48	0.184	0.832	Not significantly different	
	Arab	3.55	0.73				
	Non-Arab	3.62	0.78				
Personal contribution and motivation	Local	3.88	0.65	8.847	0.000	Highly significantly different	N > A > L
	Arab	4.27	0.59				
	Non-Arab	4.55	0.40				
Relations with students	Local	3.90	0.81	4.021	0.019	Highly Significantly different	N > L > A
	Arab	3.88	0.74				
	Non-Arab	4.28	0.51				
Relations with school administrative	Local	3.29	0.82	0.836	0.435	Not significantly different	
	Arab	3.06	0.83				

	Non-Arab	3.13	0.94				
Working environment	Local	4.05	0.66	5.501	0.005	Highly significantly different	L > A > N
	Arab	3.75	0.69				
	Non-Arab	3.47	0.54				
Community role	Local	2.48	0.65	5.222	0.006	Highly significantly different	N > A > L
	Arab	2.82	0.93				
	Non-Arab	3.23	0.82				
Stress and work load	Local	2.72	0.65	2.564	0.080	Not significantly different	
	Arab	2.54	0.70				
	Non-Arab	2.82	0.57				

4. 4.3 Teachers' Perceptions of their Role based on Age Groups

The following table shows teachers' perceptions of their role in correspondence with their age groups. The table highlights the statistical information by ANOVA, which reveals that F value was insignificant among all of the questionnaire aspects when measured against age.

Table 17: Comparison between age groups in 8 varied aspects of teacher profession:

Test of hypothesis
$H_0: 25 - 35 = 36 - 44 = 45 - 54 = +55$
$H_1: 25 - 35 \neq 36 - 44 \neq 45 - 54 \neq +55$

Aspect	Age	Mean	Standard Deviation	ANOVA (F)	Alpha	Result	Rank (Agreed)
Orientation to teaching	25 − 35	1.27	0.25	1.310	0.273	Not significantly different	
	36 − 44	1.28	0.20				
	45 − 54	1.35	0.21				
	+ 55	1.28	0.26				
Self-appraisal of teacher role	25 − 35	3.54	0.77	1.524	0.210	Not significantly different	
	36 − 44	3.68	0.66				
	45 − 54	3.40	0.71				
	+ 55	3.66	0.56				
Personal contribution and motivation	25 − 35	4.29	0.61	0.353	0.787	Not significantly different	
	36 − 44	4.28	0.64				
	45 − 54	4.19	0.56				
	+ 55	4.32	0.54				
Relations with students	25 − 35	3.93	0.79	0.308	0.820	Not significantly different	
	36 − 44	4.01	0.79				
	45 − 54	3.89	0.62				
	+ 55	3.88	0.57				
Relations with school administrative	25 − 35	3.01	0.95	0.556	0.644	Not significantly different	
	36 − 44	3.15	0.80				
	45 − 54	3.20	0.80				

	+ 55	3.04	0.74			
Working environment	25 − 35	3.77	0.73	0.463	0.708	Not significantly different
	36 − 44	3.78	0.68			
	45 − 54	3.66	0.63			
	+ 55	3.84	0.67			
Community role	25 − 35	2.82	1.00	0.206	0.892	Not significantly different
	36 − 44	2.91	1.00			
	45 − 54	2.81	0.73			
	+ 55	2.76	0.71			
Stress and work load	25 − 35	2.60	0.69	0.472	0.702	Not significantly different
	36 − 44	2.67	0.62			
	45 − 54	2.60	0.68			
	+ 55	2.46	0.86			

4. 4.4 Teachers' Perceptions of their Role based on Sector of Education

The following table shows teachers' perceptions of their role in correspondence with the sector of education they work for. The table highlights the statistical information by ANOVA, which reveals that F value was significant due to most aspects of the teachers' questionnaire. This proves that the context that teachers work in has a strong impact on the way they view their career. However, the alpha value of relations with school administrative and stress and workload came with non-significant differences, which stated that the way teachers view their superiors and the workload effects have the same impact on teachers no matter which sector they work in.

Table 18: Comparison between public and private groups in 8 varied aspects of teacher profession:

Test of hypothesis
$H_0: Public\ school =$ **Private school**
$H_1: Public\ school \neq$ **Private school**

Aspect	School	Mean	Standard Deviation	T-Test (t)	Alpha	Result	Rank (Agreed)
Orientation to teaching	Public	1.37	0.20	2.735	0.007	Highly significantly different	Pr > Pu
	Private	1.26	0.23				
Self-appraisal of teacher role	Public	3.36	0.64	-2.280	0.024	Highly significantly different	Pr > Pu
	Private	3.62	0.72				
Personal contribution and motivation	Public	3.93	0.59	-4.789	0.000	Highly significantly different	Pr > Pu
	Private	4.38	0.56				
Relations with students	Public	3.73	0.74	-2.438	0.016	Highly significantly different	Pr > Pu
	Private	4.02	0.71				
Relations with school administrative	Public	3.25	0.81	1.453	0.148	Not significantly different	
	Private	3.05	0.86				

Working environment	Public	3.93	0.73	2.255	0.025	Highly significantly different	Pu > Pr
	Private	3.69	0.65				
Community role	Public	2.63	0.74	-1.953	0.052	Significantly different	Pr > Pu
	Private	2.91	0.95				
Stress and work load	Public	2.64	0.62	0.425	0.671	Not significantly different	
	Private	2.59	0.70				

4.5 Qualitative part of the study

Teachers in participating schools were invited to take part in the qualitative study to support the previous quantitative data and gain deeper insights and ideas about the features of change and their impacts on teachers. Initially, experienced teachers were targeted for the semi-structured interviews due to their extensive knowledge about the situation of the teachers in the UAE education context. The attempt to focus exclusively on teachers with 20+ teaching experience years failed because the majority of the in-service teachers do not belong to this age group. However, most of the interviewed teachers (N=10, 7 females and 3 male teachers) have at least 15+ experience years. Table 19 below shows some demographic information about the respondents who took part in the semi- structure interviews.

Gender	Male	30%
	Female	70%
Teaching experience	20+	50%
	15+	30%
	Less than 15	20%
Current title	Teacher	40%
	Coordinator	20%
	Coordinator& teacher	40%
Nationalities	Expat: Arab	80%
	Expat: Non-Arab	20%

Table 19: Demographic information of respondents

The themes gained from the qualitative research are outlined below with brief descriptive extracts from the interview scripts.

Theme 1: Role Change

Almost all the respondents indicated that the traditional teacher's role has changed and that the recent role of a teacher has different features than the one they used to experience when they were new teachers. Experienced teachers used terms such as, *big and great change* to describe their spirits towards the change.

"It is like night and day. It has changed a lot; before teachers used to be like the owner of knowledge… he used to be like a master in the class room."

"Before being a teacher is like ... I mean this is a teacher everybody looks at him or her as a divine, a holy ... teachers are now becoming just a way of delivering material for students."

"It is very different now. Teachers used to be like some small God who knew everything but today students have many different resources, teaching has become more challenging."

Role Change Perspectives

The interviews revealed that participants had varying insights about the nature of change in the teacher's role. Some teachers touched on the relationship between them and the students past and present. Others discussed the changes of the pedagogy in the teacher's role in the classroom, while some discussed the change of teachers' images. These elements will be discussed extensively below.

Theme 2: Change in Teacher's Interactions

A large majority of the teachers pronounced concerns about the change in attitude towards teachers, that whereas teachers in the past had more authority and power to deal with students, nowadays their hands are tied. Therefore, some students find it difficult to obey teachers' instructions and teachers do not experience the same level of respect that they used to from the students.

Some indicated that the teacher's role is diminishing as a result of the increased interference from school administration and from parents. These sides feel entitled to interfere much more than in the past.

Others voiced real worries about the distractions that students examine through popular culture, such as singers, actors and bloggers.

Few stated that the lack of motivation made some teachers feel like simply doing their job rather than appreciating the significant role they held before.

"In the past we would often hear someone saying we had a teacher 20 years ago who told us this… Nowadays we rarely hear such phrases."

"The respect is gone but it depends on teacher to teacher. Age is also a factor especially over aged teachers become more rigid."

"Teachers have an influence on students but it depends on teachers and how they perceive their role. Media now has the most influence on students not teachers and not parents."

Theme 3: Change in Pedagogy

Teachers were uneven in their views about new strategies of teaching, with a majority seeing that modern techniques are needed and that teachers' technological and strategic skills need to

constantly be improved and updated. Few favour the old approach as teachers had much more control and confidence in commanding the classroom. Now, the teacher is seen more as a facilitator rather than the leader of the classroom.

Others favoured the more practical method of the present day, stating that the new technologies and resources that are available these days encourage students to be much more involved in their personal learning. Unlike in the past when the teacher was a principal provider of knowledge, nowadays, the student can get knowledge at the touch of a button on the internet.

"Teachers aiming for higher order skills, this has shifted the role of ownership of knowledge from the teacher, students own their learning now."

"Now we use the technology in presenting the lesson. But students do not concentrate because they depend in many resources not like the old time when the teacher was the only resource."

"Teachers were more books oriented. Now, we use more of technology in our classes, we refer to more examples from magazines, news pares and internet."

Theme 4: Change in Teacher Value and Image

The majority of the respondents feel that teachers were seen as highly respected individuals and that the teacher's role used to be much more involved in their students' lives, such as in their cultural and societal interaction.

Some teachers feel that there is a negative societal stereotype which emphasises the idea that teachers are desperate and would switch to a different career path if they could.

A large minority felt that the stereotype of the teacher's position still maintained its respectful standing in society, especially with educated parents.

Other participants see that teachers themselves contribute to the misconception of the teacher's role because of several reasons, such as, tutoring students outside of school, pleasing the parents

by adjusting the students' grades or have a low performance and are not very committed or motivated to teach.

The teacher will be blamed for any single mistake... That means the weakness vertex of the triangle, wherein the triangle consists of teachers, students and parents... The weakness point is the teacher.

"The image is very bad. My students do not believe me when I say that I chose to be a teacher since I was in grade 7 they got shocked."

"What is expected from the teacher now is to teach only and to change the method of teaching and how to use the new technology. It is only one way; you are not educator anymore!"

Theme 5: Teaching is Unattractive Profession

Teachers were also asked to discuss and address some impacts of the change of the teacher's role in the local context. Some teachers stated that many of them are qualified to only teach their subjects but they lack the tools of dealing with the new highly technological generation and as a result teachers face many challenges which do not encourage them to stay longer in their careers.

Many teachers indicated that the profession has lost its ability to attract young people to be interested in having a career as a teacher. The impact of new job roles becomes blurred and the teacher ends up being burdened with a plethora of responsibilities, low salaries, a lack of job security and appreciation.

Many indicated that teachers nowadays are burdened by increasing amounts of administrative paperwork, which leads to longer working hours and less time to focus on teaching. Teachers have less time to offer to the students as a result of the massive workload they carry, which has led to poor outcomes and unprepared graduates.

I told my sons do not [go] to this career because really [you] are suffering a lot with low salaries, no motivation, no promotions. I am sorry to say this but now my son's salary is more than mine.

"Most of the teachers do not have teaching certificates. They know math but they do not know how to teach math, they do not know the psychology of this new generation and all the time they have misunderstandings with students."

"People they do not want to work like teachers. It is not easy to have all of this in your shoulders."

"10 years back I was more motivated about teaching. Nowadays teaching is becoming more and more challenging."

Theme 6: Privatization

This was a contentious issue, as 60% of respondents felt that privatization had a negative effect on the way the teacher is perceived. As education is for hire, the teacher is seen as purchasable, which creates a conflict that has adverse effects on the teacher-student relationship.

Some teachers pointed out that as a result of privatization, more female teachers are hired as they tend to accept lower pay. Therefore, the number of male teachers is significantly lower than female teachers.

Others feel that public school teachers tend to have more control over their classrooms as they get paid by the government so there is no conflict of interest.

On the contrary, 30% of respondents felt that the presence of private schools in the market was to their advantage as it ensured a consistent demand for teachers. They also felt that it did not matter which system, public or private, they worked in. What mattered was the teacher's personal skills and ability to handle the responsibilities that this role entails.

Moreover, some respondents felt that private education increases the value of the teachers. They also feel that private schools are more progressive in their use of technology in the classroom, such as digital learning. Furthermore, private schools tend to hire teachers with better qualifications to maintain high standards of learning.

Additionally, private schools are profit driven; some teachers feel that this contributes to a more disciplined and better run system than public schools. This in turn provides the teachers and students with a better working environment.

A few respondents indicated that some private schools had been leaders in pioneering education in some of the Arab countries.

"In public schools the goal is not collecting money it is more focused on building the students but in the private organization it is to make money not to create a good citizen."

"Private means money means I can buy everything"

"Private schools have a very well established history and they have proven to be so good."

"In the public school there is less control over teachers. They bet more carless."

"Teacher in private schools took the job more seriously and they have a better image in the society."
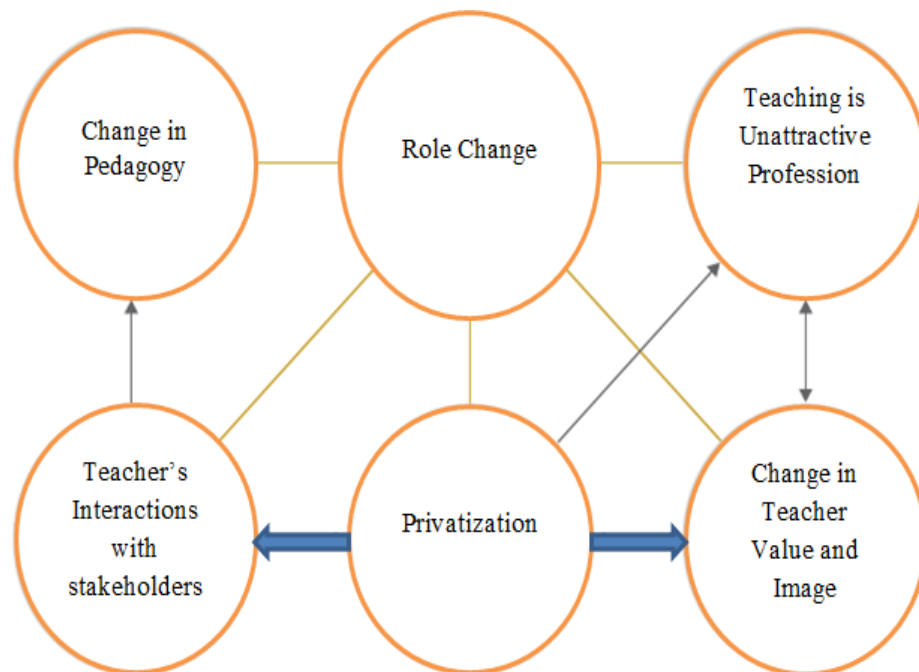
Figure: 8.The green lines reflect the components of the final thematic map which was developed from the codes. The black lines represent how the elements interact with each other.

The findings presented and analysed in both quantitative and qualitative studies make a significant contribution to the exploration of teachers' perception to their role. Teachers' perception of their satisfaction was closely connected to the joy from working with students, sharing with them various achievements, and their contribution to the society. Often these answers came in response to the question "What still satisfies you about being a teacher?"

The research findings also reveal many aspects of the dissatisfied situation of teachers, and the discussion here focuses on how teachers' motivation is affected by students' misbehaviour and lack of interest, a decline in teachers' respect , and teachers' lack of voice in educational decision-making processes.

4.6 Students' Results

Student perceptions were explored through a questionnaire provided to middle and high school students from 8 schools in Dubai and Sharjah (N=262) with 82 boys and 180 girls. The questionnaire aimed to measure student perceptions of the teaching role of their teachers in the first part and to explore how they think about teachers in general in the second part. The students' responses were measured on a four-point Likert scale (never, sometimes, most times and always).

Demographic Information

The five tables below demonstrate the results from the demographic section of the students' questionnaire survey (i.e., gender, nationality, age, school curriculum, etc.).

Table 20: Distribution of student sample size according to nationality:

Gender	Nationality	Frequency
Boys N = 82	Local	53
	Arab	17
	Non-arab	12
Girls N = 180	Local	82
	Arab	77
	Non-arab	21

As shown in the table above the students' sample comprises 177 female students (67.56%) and 85 male students (32.44%), of the sample Emirati students represent the highest element with a percentage of 51.5%. Arab students signify 35.9%, while other nationalities, such as Indian, Pakistani and a few students from Western countries compose 12.6% of the sample.

Table 21: Distribution of student sample size according to age:

Gender	Age	Frequency
Boys	10 – 12	5
	13 – 15	46
	16 – 18	34
	+ 18	0
Girls	10 – 12	24
	13 – 15	72
	16 – 18	81
	+ 18	0

The table above indicates that students from the two age groups 13-15 and 16-18 signify nearly the same percentage at 45% and 44%, respectively, of the sample. Whereas, the youngest students of age <12 represent 11% only.

Table 22: Distribution of student sample size according to curriculum:

Gender	Curriculum	Frequency
Boys	Arabic	10
	US	74
	British	0
	Other	1
Girls	Arabic	82
	US	72
	British	21
	Other	2

The table above shows that students study mainly in two school curricula, i.e., US and Arabic 55.73% and 35.12%, respectively. Students from British-based curriculum schools represent only 8.02%.

Table 23: Distribution of student sample size according to School:

Gender	School	Frequency
Boys	Public	10
	Private	75
	Other	0
Girls	Public	61
	Private	114
	Other	2

Students who study in private schools represent the majority of the sample compared with students who learn in public schools (72.14% and 27.1%, respectively).

4.6.1 Students' Perceptions about the Teacher Instructional Role

This part of the questionnaire aims to measure students' views towards seven constructs of the teaching role: care, control, clarity, challenge, captivate, confer and consolidate. See appendix 5 for the seven constructs of the students' questionnaire.
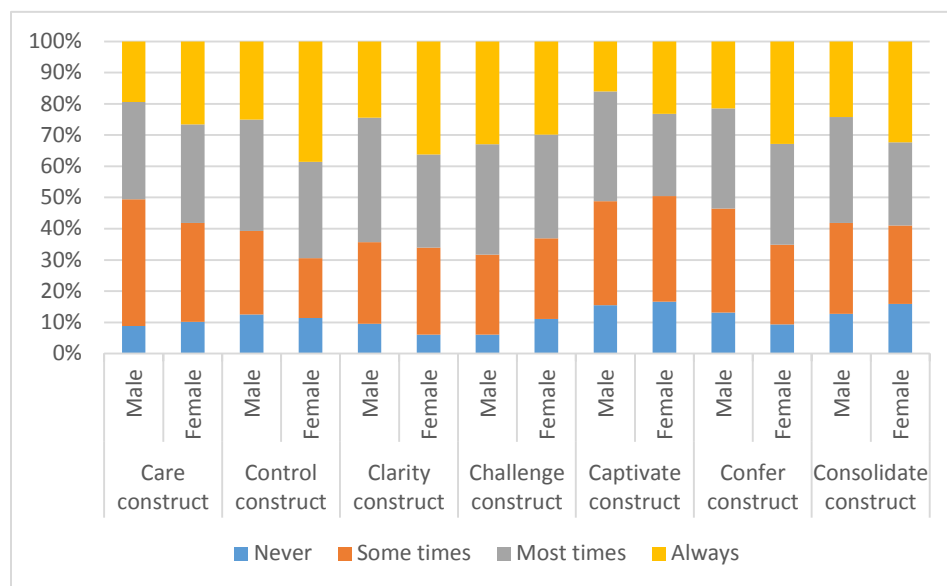
Figure: 9. Students' responses to the seven constructs of the student questionnaire

The figure above shows students' responses to the seven constructs which form the first part of the questionnaire. Nearly 33% of students indicated that most of the time, the performance of their teachers aligned with five out of the seven constructs (except for the care and captivate constructs). Therefore, it can be claimed that a large minority of students experience positive interaction with their teachers in several situations and practices, for instance teachers are keen to improve students' skills and knowledge and students treat teachers in respectful way. Teachers have the capacity to control the class, they can modify their methods into differentiated approaches and teachers have supportive personalities that help students to speak-up and discuss their ideas, and so on.

Conversely, a minority of students stated that their teachers do their job well all the time (27%). Approximately 29% stated that their teachers some of the time provide good teaching performance. Only 11% of the students indicated that their teachers never delivered a good performance as teachers.

Furthermore, the care and captivate constructs rated as practiced some of the time unlike the other five constructs which were practiced most of the time. Accordingly, teachers care about their students though their efforts to create an interesting atmosphere for learning failed to draw positive responses from the students as one of the more powerful influences of their teachers.

As a final point, it is interesting to note that the results showed that the seven constructs were rated more doubtfully and that the students had been inconsistent in their views of their teachers' work. However, one dominant trend was found in the students' responses in regard to the teaching role, as only few students (<15%) rate the teaching role of their teachers in an undesirable way. Yet, in spite of an even distribution of the responses throughout the questionnaire, it can be argued that the majority of students (60%) are content with the part their teachers play in day-to-day teaching and learning practice.

4.6.2 Students' Perceptions about Teachers in General

This part of the students' questionnaire aims to explore the students' perceptions about teachers through denoting eleven comprehensive statements that seek to extract deep ideas from students towards teaching in general.
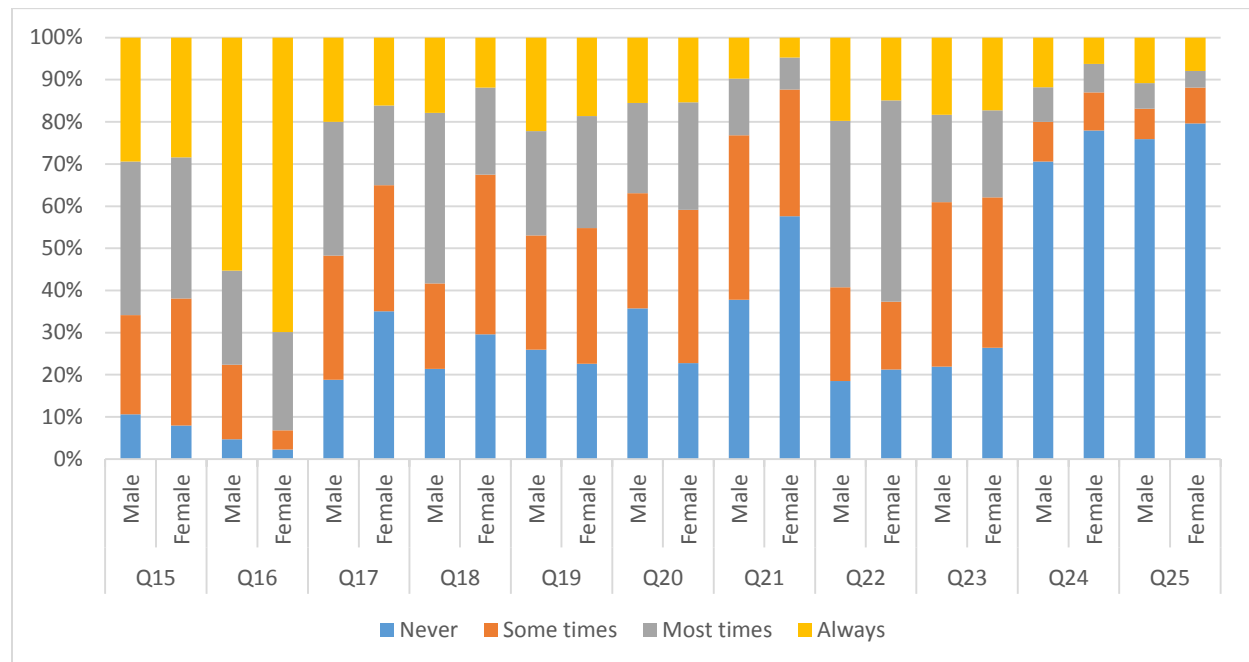
Figure: 10. Students' responses about the teacher's role in general

As can be seen in the table above, a large minority of students (35%) perceive that their teachers are doing great job most of the time. In contrast, a large majority of students (63%) always respect their teachers' work. 30% of students perceive teachers 'work as some times comfortable, whereas the same percentage think their teachers' lives are good most of the time. Again the same proportion of students indicated that their teachers sometimes inspire them the way their parents do and that they sometimes like to know more about their teachers' lives. Around half of the total number of the student respondents indicated that they have never seen teachers invited to present on TV programmes. About 44% of students think teachers are cheerful most of the time but less than that think teachers are funny people sometimes.

Most students (75%) indicated that their parents never encourage them to be teachers and slightly more (78%) stated that they would never like to be teachers in the future.

A different pattern was noted in the second part of the students' questionnaire as about half of the student responses were dispersed throughout the scales. Concepts such as respect, fame, teacher attitude and teaching career received some significant responses. For example, teachers do not have the celebrity profile to be guests on TV programmes as other famed careers.

It is worth noting in these results is the contradiction between the great respect that teachers have in their students perceptions, but at the same time teaching has perceived as being a low-profile career. In conclusion, teaching is not perceived as the preferred future career for parents and their kids.

The results of the quantitative component of the study provided information about the current practices and perceptions of the teachers and students while the qualitative results provided detailed opinions of experienced educators regarding actual practices. Teachers believed that they have this kind of internal drive that motivated them to start and continue doing what their career entails; this concurs with what their students believe about them as most of the students in this study evaluated the instructional role of their teachers in a positive way. However, as long as teachers and students are only two components of the structure of the education system, the interactions of other mechanisms in the system count; for example, teachers showed uncertainty towards the teacher-administration and the teacher-parent relationships. This is in line with how students indicated that their parents do not encourage them to be teachers in the future. Furthermore, there was a significant difference between what the teachers believe about their careers as the future career for them and what the students interpreted about the future of the teaching profession. However, this result aligned with what experienced educators indicated in the interviews about the decline in the status of the role and at the same time meets with what students revealed about never seeing teachers invited to a popular programme. Change has become a fact that all the respondents in the quantitative and qualitative parts of this study confirmed, but what has changed significantly is the status and value of what the teacher used to characterize.

Chapter 5: Conclusion

5.1 Summary of the Study

The purpose of this study was to explore the consequences for teachers of the changes occurring in the education system, as explained earlier in the literature review. It has become clear that the factors which influence teachers' wellbeing and satisfaction are not limited to the "microcosm of the school" (Zembylas and Papanastasiou, 2004; following Dinham and Scott, 2002). Instead changes in societies, economic forces and public modes have a major impact in determining how teachers perceive and think about their profession (Dinham and Scott, 2000). The purpose of this study was to go further than just investigating teachers' satisfaction and dissatisfaction. Alternatively, the study examined how the teacher's role is viewed as a reflection of the wider changes in society itself. In addition, the study probed what still motivates teachers and what dissatisfies them about their work within the UAE school context. The study also inspected the degree to which the increasingly dramatic changes in the UAE educational setting have impacted the current teacher's role and affected the ability of the teachers to do their work in the local community. To achieve the study goals, a mixed method approach was adopted in which 200 teachers and 262 students participated in the quantitative part of the research. The qualitative part of the study was accomplished through conducting semi-structured interviews with 10 experienced educators. The target of the qualitative part was to further examine some of the survey findings and to gain insights about the level to which this change is affecting the teachers' value and their determination to pursue the core purposes of their role. Both methods of exploration revealed that the teacher's role is undergoing a fundamental change in the UAE context. Furthermore, the quantitative study showed that teachers and students differed greatly on their perceptions of the teaching profession as a potential future career, with teachers in general believing they would re-choose the teaching profession if they had second chance, and students believing they would not choose teaching to be their future career. A deeper look at the findings of the qualitative study reveals that experienced educators suggest real concerns towards

sustaining the core values of the teacher's role. On the other hand, the findings confirmed that teachers in the UAE perception of their job-satisfaction is strongly connected with the enjoyment derived from working with students, managing their growth and improvement. Additionally, educators agreed that teaching instruction has become a more student-centred approach and that teachers should modify their methods in the classroom in order to survive in this digital world. Despite teachers' huge doubts about the appreciation of school administrations or communities of their role, interestingly teachers still emphasized the importance of their jobs in making a 'contribution to society'. Finally, more studies need to be conducted to investigate the impacts of teachers' (dis)satisfaction in the UAE context and more efforts should be expressed at the local level to support the teachers in a 'meaningful' way. The current chapter will outline the key findings, implications and recommendations of this present study so it can contribute to the growing body of literature in the field of the teacher's role and it ends with a concluding note.

5.2 Key Findings

The results of this study exposed exclusive findings that were not formerly identified in the context of teachers in the UAE. The findings of this study make a sole contribution to the search of teachers' attitudes about their role in a developing country. By investigating the elements of the changing teacher's role, a profound understanding of how teaching is practiced in the UAE was achieved.

5.2.1 Findings from the Teacher Survey

The teachers' survey generated the following findings:

- Teachers in the UAE clearly acknowledged the change of the teacher's role and they expressed some concerns linked with the continual reform cycles in the education system in the country. The same worries were suggested earlier by a similar study conducted in Ras Al Khaimah schools by Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research (2014).

- Teachers chose the teaching career for intrinsic reasons as most of them indicated that they were motivated to choose teaching based on their passion to inspire others. This is consistent with other findings, as other studies in UAE (Carson, 2013) and other countries have confirmed similar motives for choosing teaching as a profession (Chilean, Hean and Garrett, 2001).

- Teachers in the study were found to be motivated at a 'personal level' by a core 'desire' to work with students and for them, in order to help them to achieve their aims, experience accomplishment and "grow into responsible adults" (Dinham and Scott, 2001).

- The findings of the survey also show many dissatisfaction factors amongst teachers in the UAE. Aspects of teaching linked with the school system, such as relation with school administration, salary policies, level of stress and teachers' 'lack of voice' in the decision-making process were all fairly rated as dissatisfying issues of teaching.

- Believing that the UAE is a 'collectivist' community (Hofstede, 1983 in Tabari, 2014), it is not surprising that teachers had not felt the same about some aspects directly linked with the part of society they belong to outside the school. Teachers were not consistent in their views regarding, for example, the teachers' image in the media, recognition, and appreciation from people in the community.

5.2.2 Findings from the Students Survey

The students' survey produced the following major findings:

- The students' rating of their teachers' instructional role was positive in general. Teachers still have the capacity to provide the majority of the students with an effective teaching quality most or all of the time in most of the measures of the teaching constructs contained in the MET Project. However, student attitudes towards the core work of their teachers have mirrored the inconsistent experience that they practice in their day-to-day school life since their responses were spread and not focused.

- Research findings with regard to the educational role of the teachers showed that although the majority of students do respect their teacher's work, at the same time they did not feel that this work has a great value in their lives. It could be argued that this

finding reflects the nature of the current conflict of the teacher-student relationship in the local context since many students hold a mental respect for the value that the teacher represents but they demonstrate a different attitude when they interact with their actual teachers.

- A kind of mental conceptualization or stereotype for the teachers found and revealed by analysing the student results. Teachers are a group of people working in an uncomfortable profession and because of this they are not relaxed.

- Students see teaching as an unpopular profession and it is unusual for them to see teachers presenting or performing on TV programmes. The huge influence of the media in manipulating student views has resulted in no desire for them to know or track issues related with teachers' lives in the same way that they might take interest in other more popular figures.

- Neither parents nor kids believe that teaching would be a desired career in the future. The findings from the students' questionnaire confirm this study's earlier hypothesis about the continual decline of the teacher's image and the decrease in the number of young people who would think about pursuing this profession in the future.

5.2. 3 Findings from the Qualitative Part (Interviews)

The following findings are gained from the quantitative part of the study:

- Educators seem to originate a sense of 'value and worth' from their capacity to contribute to the community through making a difference in students' attitudes and lives.

- Deep disappointments are found to be accumulating as a result of the lack of recognition and appreciation for teachers, student motivation and discipline, the frequent interference from parents, and the lack of independence and support from school administrators.

- All of the above features have led all the interviewed educators to indicate that the traditional teacher's role has been re-shaped at the 'system level'. This finding confirms former results in multiple contexts in which the International Teacher 2000 Project has been applied (Dinham and Scott, 2002; Zembylas and Papanastasiou, 2004, P. 14).

5.3 Implications

The current study has different implications for the changing teacher's role and the impact on teachers' aptitude towards fulfilling the core value of their work.

5.3.1 Theoretical Implications

Some of the results of the study showed similarities with the existing literature. First, the results indicate that there is a change from the traditional role of teachers. This is consistent with Valli and Buese's (2007) argument that role prospects 'increased, intensified, and expanded' in four aspects of teachers' work: 'instructional, institutional, collaborative, and learning.'

Second, similar to many studies that have been conducted around the world about teacher job satisfaction, including in Australia, New Zealand, the USA, England, Canada (Dinham and Scott, 1998a, b, 2000,2003), Cyprus (Zembylas, 2003), Malta (Bezzina, 2005) and most recently Pakistan (Malik et al., 2011). The results of this study indicate that the changing teacher's role reflects global trends towards weakening teacher autonomy, forcing changes and constantly underestimating teachers' demands, which all lead to a decline in teacher satisfaction all over the world. This trend has led to decreased efficiency and their willingness to carry on in the profession. Third, in this study, several teachers expressed their deep concerns towards the educational change taking place constantly in the UAE educational context. Additionally, both the experienced educators and teachers agreed about the existence of an involvement gap that has resulted from the minor participation of teachers in decision-making. The results seem to be consistent with Ibrahim, AlKaabi and El-Zaatari (2013) who studied the education system in Al-Ain and Tabari (2014) who explored the profession in Ras Al Khaimah investigated. Both studies found that well implemented change and supporting teachers is crucial for successfully implementing change.

5.3.2 Practical Implications

As we all know exploring public ideas is an unusual practice in our societies. The research methods used in this study have indicated that investigating teachers' perceptions is a guaranteed method to obtaining valuable data about how teachers perceive their work. Thus, in order to improve the education system in our countries, teachers' voices should be received and they should be encouraged to have their say through regulating the measuring policy and conducting different replicas of questionnaires, such as the teacher survey this study has devised. This will help to create a kind of ownership towards education reforms, reduce teacher resistance and, most importantly, bring essential and thoughtful ideas from the field which will facilitate the change process and ensure active involvement from the teachers. The findings drawn from the effective role of students' surveys can be aligned with previous studies. However, communication skills demonstrated by the participant students in the study showed inadequate levels of understanding of the importance of the questionnaires. The school's role in this aspect is crucial in offering the students consistent opportunities to participate and reflect their views in a motivated and open atmosphere. Finally, based on the results of the study, a number of implications to leadership in the UAE emerged. Teachers expressed particular concerns about the lack of support, equality and justice. The findings of the study can be aligned with Litz's, (2014) research about the 'Perceptions of School Leadership in the UAE', which indicates that a principal's 'assessment' about their approach is not consistent with what the majority of teachers believe. Many teachers claimed that the current type of leadership abused the relationships with parents and encouraged the appearance of negative issues, such as shadow teaching, unrealistic grades and low levels of discipline. The applicability of implementing transformational leadership in the local context has been investigated by many researchers as an answer to the weak performance of school leaders in a number of schools (Al-Taneiji, 2014).

5.4 Recommendations

Based on the study's empirical results, the following recommendations are made for further studies to improve the quality of considering the teachers standing and demands in the UAE.

- Organizing the relationship between the schools and teachers should be regulated and structured by the highest education authority in the country, i.e. the MoE, KHDA and ADEC. It is clear that the labour laws are quite broad and not sufficient to confirm satisfying levels of justice and equality for the teachers. Important matters such as job responsibilities, salary schemes and evaluation policies should not be left for the administrators to define at the school level;

- Introducing a research department exclusively in each education authority is a crucial need to collect valid data about the schools and to create direct links for the teachers and principals to express their concerns and suggestions. This will help in exploring and considering teachers and school administration views and ideas more closely when developing new reforms or education initiatives;

- Exploring students' attitudes towards teaching as possible future career paths in this study has identified negative perspectives about the capacity of this profession to attract young Emirati learners. This suggests that students' attitudes should be inspected frequently so as to examine if improving teachers' working conditions could enhance young people's willingness to be teachers in the future;

- The study also suggests that there is an urgent need to create plans and strategies to reduce the high percentage of turnover particularly among Emirati teachers. This could be done through improving the work conditions of the teachers and re-considering teaching as one of the most valuable professions in any society;

- Creating a national conversation or public discussion to advance the people's awareness towards education issues as a collective subject, needs stakeholders to become involved through proper and consistent channels;

- Finally, this study confirms that improving the work conditions of teachers does not necessarily lead to empowering the teacher's role and value. These aspects may be interrelated but they are not equal. Although job satisfaction increases the teachers' wellbeing, empowering the teacher's role and value should directly lead to validating teachers' applicability or 'sense of power' to engage actively in shaping the future of the societies they live and teach in.

5.5 Concluding Note

There is a need to believe that improving education is the most essential step for developing our societies and having faith in in the crucial role teachers can contribute to this procedure. This study aims to draw the attention to the 'complexities' involved in the changes of the teacher's role that are taking place at the societal level.

Today, educators in the UAE face huge pressures to improve the quality of education to the level of world standards. Improving education is not an option, but it is a necessity for societies that wish to be internationally recognized. Empowering teachers is not only a way of improving the lives of the teachers, as well as their students, it is a means to improving the entire society and the foundations of a nation. The goal of the UAE, then, must be to find the best methods to drive schools into higher education, of higher quality. This research has accomplished its intended aim, through exploring teacher and student views about the teacher's value and using the research data to determine answers to the study question: whether the consecutive changes taking place locally and globally have affected the teachers' historical value and affected the role that the societies have assigned for them. The current study found that reconsideration of the teacher's value and status is a critical need not only for the benefit of teachers but for the future of the UAE nation.

5.6 Further Study

The perception on the teacher's role could be continued further by conducting a larger study in which more teachers, administrators and students could participate from different schools and districts in the UAE. This would expand the study and enrich the findings of the current study. Furthermore, it is very important to conduct further research on the teacher's role from the perspectives of other entities from the board of the stakeholders; for example, parents, school supervisors and presenters of the education authorities, could be assessed to enhance the scope of the study and collect varied insights to extend the literature and to inform the policy making

about the best practice to improve the performance in schools. Moreover, further studies could collect qualitative data through planning visits to observe and highlight the situation in the classrooms and investigate directly the interaction between the teachers and the students. Additionally, another way to extend the research on the teacher's roles is to conduct a study to examine closely the impact of the cross-cultural nature of education in UAE schools as teachers from all over the world teach students belonging to different backgrounds and cultures, which produces a unique context. Finally, other studies could take the initiative and conduct a sequence of investigations through recording the daily diaries and personal experiences of groups of teachers in different settings to advance the overall understanding of the theoretic foundation of the changing teacher's role.

Figure 11: Student response to question10: would you like to be a teacher in future? (El-Ayouby 2008, p.2)

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Appendix 1: Schools Permission

الجامعة البريطانية في دبي
The British University in Dubai
www.buid.ac.ae

26 October 2015

To Whom It May Concern

This is to certify that **Ms Sahar Mahmoud Abd Ellateef Alayobee – Student ID No. 2013101105** is a registered part-time student on the **Master of Education (following the pathway in Management Leadership and Policy)** programme in **The British University in Dubai,** from **September 2013**.

Ms Alayobee is currently working on a dissertation as part of the programme requirements. She is required to gather data by conducting a questionnaire surveys, interviews and classroom observation. Any support provided to her in this regard will be highly appreciated.

This letter is issued on Ms Alayobee's request.

Yours sincerely,

Amer Alaya
Head of Student Administration

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Appendix 2: The Teachers' Questionnaire
Teachers' Survey

The purpose of this research is to investigate what you think and feel about your profession as a teacher. This questionnaire will take a maximum 15 minutes to complete.

The results yielded will be used by the researcher to get insights to teachers' thoughts and how they perceive their role in the community.

This questionnaire is designed to provide you an opportunity to express your opinion about your role as a teacher. Please do provide your honest feedback; there is no correct or incorrect answer. Please do not record your name on this document.

PART1- Demographic data of respondent

Instructions: For each question please tick (√) in one of the spaces provided.

1. Teaching Experience (years), Please trick **√**
    Less than 2 **(   )**   3-5 **(   )**   6-10 **(   )**   11-20 **(   )**   20+ **(   )**

2. Gender: Male **(   )**   Female **(   )**

3. Age Group: 25-35 **(   )**   36-44 **(   )**   45-54 **(   )**   55 and above **(   )**

4. Highest Qualification: PhD **(   )**   Masters **(   )**   Bachelors **(   )**

    Educational diploma **(   )**   other **(   )**
5. Nationality: --

6. A teacher for students: of age group 5-11 **(   )**   of age group 12-18 **(   )**

7. Sector of Education: Public sector **(   )**   Private sector **(   )**   Other **(   )**

8.   How long have you been teaching in this school? ----------------

PART 2- The reasons for choosing teaching as a profession

Please read carefully the following statements. For each question please tick (**√**) True or False

9. Teaching is highly valued by our culture.   True **( )** false **( )**

10. I became a teacher because of a lack of other options.   True **( )** false **( )**

11. There was pressure from my family to become a teacher.   True **( )** false **( )**

12. I choose teaching because it fits my family responsibilities.   True **( )** false **( )**

13. I was attracted to teaching because I love to inspire others.   True **( )** false **( )**

14. Any other reason……………………………………………………………………………………….

PART 3 – Contribution and satisfaction with teaching

Please read carefully the following statements. For each question please tick (√) from (Highly Disagree)………to…………. (Highly Agree)

Item	Scales **How satisfying do you find…………**	Highly Disagree	Slightly Disagree	Neutral	Slightly Agree	Highly Agree
15.	I can see a change from the traditional role of teachers.					
16.	I am worried about my role because of the recent changes in the Educational system.					
17.	My teaching job enables me to provide a satisfactory standard of living for my family.					
18.	I am satisfied with the level of independence I have when making decisions about my daily tasks.					
19.	I want to feel that I as a teacher desire to be popular and accepted.					
20.	I sometimes think that teachers have an influence on their label in society.					
21.	I sometimes feel that the teaching profession is misjudged in TV and media.					
22.	Community pressures prevent me from doing my best as a teacher.					
23.	I lost much sleep over worry.					

Item	Scales	Highly Disagree	Slightly Disagree	Neutral	Slightly Agree	Highly Agree
24.	I feel happy when I change pupil attitudes in a positive way.					

Item	Scales How satisfying do you find…………	Highly Disagree	Slightly Disagree	Neutral	Slightly Agree	Highly Agree
25.	I feel that my work is judged fairly by the school executives.					
26.	In general, my relations with my students are satisfying.					
27.	Our education system makes teachers feel like we are a real part of the decision making.					
28.	Salary policies are administered with equality and justice.					
29.	Most of the actions of students irritate me.					
30.	The stress resulting from teaching makes teaching undesirable for me.					
31.	It is difficult for teachers to gain recognition as having a prestigious career.					
32.	I sometimes feel that I am not able to overcome my difficulties.					
33.	My students appreciate the help I give them with their schoolwork.					
34.	I feel satisfied with my professional ability to perform my job.					
35.	I am comfortable with the geographical location of my school.					
36.	I am satisfied with the training opportunities available for me.					
37.	I want to feel that I am able to inspire my students.					
38.	I am happy with the cooperation I receive from my colleagues.					
39.	I am satisfied with the amount of resources I am given to work with.					
40.	Most of the people appreciate the teachers.					
41.	I am satisfied with the part I play in my students' attitudes.					
42.	If I could plan my career again, I would choose teaching.					

Appendix 3: The Students' Questionnaire
Students' Survey

Introduction

The purpose of this research is to investigate what you think and feel about your teachers. Your teachers want to know if you as a student feel satisfactorily engaged, and comfortable to ask for help.

Please share with us your opinion about how you view your teachers in general, how you value what they do, how they can help you get the best out of your student life and if you think you will choose to be a teacher in the future.

Please do not record your name or your school name on this document.

Part 1:

Instructions: For each question please tick (√) in one of the spaces provided.

1.   Age: 10-12 (   )   13-15 (   )   16- 18 (   )   18+ (   )

2.   Gender: Male (   )   Female (   )

3.   Grade: 6 (   )   7-8 (   )   9-11 (   )   12 (   )

4.   Nationality: Emirati (   )   Arab (   )   Other Nationalities (   )

5.   I am a student in: Public school (   )   Private school (   )   other school (   )

6.   I study in: Arabic Curriculum   (   )   US Curriculum (   )

                British Curriculum   (   )   Other   (   )

NO.	Item **What do you think about your teachers?**	Never	Some of the time	Most of the time	Always
1	Teachers in this class make me feel they really care about me.				
2	Teachers really try to understand how students feel about things.				
3	Students' behaviour in this class is under control.				
4	Students in this class treat the teacher with respect.				
5	Teachers know when the class understands, and when we do not.				
6	Teachers have several good ways to explain each topic that we cover in class.				
7	In this class, my teachers accept nothing less than our full effort.				
8	In this class, we learn a lot almost every day.				
9	Teachers in this class make learning enjoyable.				
10	I like the way we learn in this class.				
11	Students speak up and share their ideas about class work.				
12	My teachers respect my ideas and welcome my suggestions.				
13	We get helpful feedback to let us know what we did wrong and how to improve.				
14	My teachers take the time to summarize what we learn each day.				
What do you think about teachers in general?					
15	My Teachers are doing a great job in my life.				
16	I respect my Teachers' work.				
17	I think Teachers work is comfortable.				
18	I think Teachers life is good.				
19	My teachers inspire me the way my parents do.				
20	I like to know more about my Teachers lives.				
21	TV programs always invite Teachers to present in the talk show.				
22	I think Teachers are frustrated and upset.				
23	I think Teachers are funny and cool.				
24	My parents encourage me to be a teacher.				
25	I would like to be a teacher on future.				

Appendix 4: Semi-Structure interview script

Interview Script- Experienced Teachers and school management

Part A: Purpose / Demographics

The purpose of this interview is to gain some deep ideas about the current change in the teacher role in UAE educational contexts. In particular, the researcher is keen on examining your attitudes and views about how did the change of the teacher role, experienced here in UAE; impact the teacher's wellbeing, and their social status.

However, before we begin to discuss the effect of the change of teacher role in the UAE context in more detail; I'd just like to have a brief idea about yourself and your background.

First, where are you from?

_____

How long have you been in the educational sector?

_____

What kind of school did you most recently work in?

_____

What is your current title in your school?

_____

Part B: Teacher role change

As I mentioned earlier, the purpose of this interview is to look at the concept of the changing role of the teachers. The following questions are meant to discuss this phenomenon:

Q 1- As an experienced educator, do you see a change from the traditional role of teachers?

_____

_____
_____

Q 2- Can you describe in more details what this change is like?

_____

_____

_____

Q 3- Second only to families, teachers have been widely acknowledged as the highest influencers on students' lives, do you still believe in that and why?

_____

_____

_____

Q 4- If you are a parent, how do you evaluate the way your kids perceive their teachers, and do you believe that their way is different than your way when you were their age?

_____

_____

_____

Q 5- Do you think that there is a stereotype of teachers nowadays? If so, what do you think it is?

_____

_____

_____

Q 6- Historically, teachers used to have an elite standing in their society. Do you think they still do? Why/ why not.

_____

_____

_____

Part C: The impact of role change

These final questions aim to address the multiple impacts of the change of the teacher role.

Q 7- Academic research has confirmed that there are challenges facing school leadership in maintaining an adequate supply of effective teachers, what do you believe are the causes of the shortage?

_____
_____
_____

Q 8- The annual turnover percentage of teachers is quite high; can you give more examples from your own experience about other implications of the role change?

_____
_____
_____
_____

Q 9- As a senior educator, do you think teachers influence the misperception of their role in community? If so how?

_____
_____
_____

Q 1o- What do you believe is influencing the growing figure of private education on the status of teachers, and do you think that there is a connection between privatization and how the students and parents perceive teachers?

_____
_____
_____
_____

Appendix 5: Aspects of Teachers' Questionnaire

Item	Aspect	Related questions
A1	Orientation to teaching	9 to 14
A2	Self-appraisal of teacher role	15 to 19 & 27
A3	Personal contribution and motivation	20,24, 34, 37, 42
A4	Relations with students	26, 29, 33, 41
A5	Relations with school administrative	25, 28, 36, 39
A6	Working environment	30, 35, 38
A7	Community role	21, 22, 40
A8	Stress and work load	23, 31, 32

Appendix 6: Constructs of Students' Questionnaire

NO.	Item	7 Cs
What do you think about your teachers?		
1	Teachers in this class make me feel they really care about me.	Care Construct
2	Teachers really try to understand how students feel about things.	
3	Students' behaviour in this class is under control.	Control Construct
4	Students in this class treat the teacher with respect.	
5	Teachers know when the class understands, and when we do not.	Clarify Construct
6	Teachers have several good ways to explain each topic that we cover in class.	
7	In this class, my teachers accept nothing less than our full effort.	Challenge Construct
8	In this class, we learn a lot almost every day.	
9	Teachers in this class make learning enjoyable.	Captivate Construct
10	I like the way we learn in this class.	
11	Students speak up and share their ideas about class work.	Confer Construct
12	My teachers respect my ideas and welcome my suggestions.	
13	We get helpful feedback to let us know what we did wrong and how to improve.	Consolidate Construct
14	My teachers take the time to summarize what we learn each day.	
What do you think about teachers in general?		
15	My Teachers are doing a great job in my life.	
16	I respect my Teachers' work.	
17	I think Teachers work is comfortable.	
18	I think Teachers life is good.	
19	My teachers inspire me the way my parents do.	
20	I like to know more about my Teachers lives.	

21	TV programs always invite Teachers to present in the talk show.	
22	I think Teachers are frustrated and upset.	
23	I think Teachers are funny and cool.	
24	My parents encourage me to be a teacher.	
25	I would like to be a teacher in future.	

Appendix 7: Sample of Teachers' Questionnaire

Introduction

The purpose of this research is to investigate what you think and feel about your profession as a teacher. This questionnaire will take a maximum 15 minutes to complete.

The results yielded will be used by the researcher to get insights to teachers' thoughts and how they perceive their role in the community.

This questionnaire is designed to provide you an opportunity to express your opinion about your role as a teacher. Please do provide your honest feedback; there is no correct or incorrect answer. Please do not record your name on this document.

PART1- Demographic data of respondent

Instructions: For each question please tick (√) in one of the spaces provided.

1. Teaching Experience (years), Please trick √

    Less than 2 ( )   3-5 ( )   6-10 (√)   11- 20 ( )   20+ ( )

2. Gender: Male ( )   Female (√)

3. Age Group: 25-35 ( )   (36-44 (√)   45-54 ( )   55 and above ( )

4. Highest Qualification: PhD ( )   Masters ( )   Bachelors (√)

    Educational diploma (√)   other ( )

5. Nationality : ___Indian___

6. A teacher for students: of age group 5-11 (√)   of age group 12-18 ( )

7. Sector of Education: Public sector ( )   Private sector (√)   Other ( )

8. How long have you been teaching in this school? ___3___ Years

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PART 2- The reasons for choosing teaching as a profession

Please read carefully the following statements. For each question please tick (√) True or False

9. Teaching is highly valued by our culture. True (   ) false (√)

10. I became a teacher because of a lack of other options. True (   ) false (√)

11. There was pressure from my family to become a teacher. True (   ) false (√)

12. I choose teaching because it fits my family responsibilities. True (   ) false (√)

13. I was attracted to teaching because I love to inspire others. True (√) false (   )

14. Any other reason _I am passionate about teaching which helps me to be creative in my profession and helps me to bring new ideas to teach._

PART 3 – Contribution and satisfaction with teaching

Please read carefully the following statements. For each question please tick (√) from (Highly Disagree)………to………… (Highly Agree)

Item	Scales How satisfying do you find…………	Highly Disagree	Slightly Disagree	Neutral	Slightly Agree	Highly Agree
15.	I can see a change from the traditional role of teachers.					√
16.	I am worried about my role because of the recent changes in the Educational system.				√	
17.	My teaching job enables me to provide a satisfactory standard of living for my family.					√
18.	I am satisfied with the level of independence I have when making decisions about my daily tasks.				√	
19.	I want to feel that I as a teacher desire to be popular and accepted.					√
20.	I sometimes think that teachers have an influence on their label in society.					√
21.	I sometimes feel that the teaching profession is misjudged in TV and media.	√				
22.	Community pressures prevent me from doing my best as a teacher.				√	
23.	I lost much sleep over worry.				√	

		HD	SD	N.	SA	HA
24.	I feel happy when I change pupil attitudes in a positive way.					✔
25.	I feel that my work is judged fairly by the school executives.			✔		
26.	In general my relations with my students are satisfying.					✔
27.	Our education system makes teachers feel like we are a real part of the decision making.					✔
28.	Salary policies are administered with equality and justice.	✔				
29.	Most of the actions of students irritate me.			✔		
30.	The stress resulting from teaching makes teaching undesirable for me.	✔				
31.	It is difficult for teachers to gain recognition as having a prestigious career.	✔				
32.	I sometimes feel that I am not able to overcome my difficulties.	✔				
33.	My students appreciate the help I give them with their schoolwork.					✔
34.	I feel satisfied with my professional ability to perform my job.					✔
35.	I am comfortable with the geographical location of my school.				✔	✔
36.	I am satisfied with the training opportunities available for me.		✔			
37.	I want to feel that I am able to inspire my students.					✔
38.	I am happy with the cooperation I receive from my colleagues.					✔
39.	I am satisfied with the amount of resources I am given to work with.			✔		
40.	Most of the people appreciate the teachers.					✔
41.	I am satisfied with the part I play in my students' attitudes.					✔
42.	If I could plan my career again, I would choose teaching.					✔ Definitely

Appendix 8: Sample of Students' Questionnaire

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Introduction

The purpose of this research is to investigate what you think and feel about your teachers. Your teachers want to know if you as a student feel satisfactorily engaged, and comfortable to ask for help.

Please share with us your opinion about how you view your teachers in general, how you value what they do, how they can help you get the best out of your student life and if you think you will choose to be a teacher in the future.

Please do not record your name or your school name on this document.

Part 1:

Instructions: For each question please tick (√) in one of the spaces provided.

1. Age: 10-12 (   )   13-15 (√)   16- 18 (   )   18+ (   )

2. Gender: Male (√)   Female (   )

3. Grade: 5-6 (   )   7-8 (   )   9-11 (√)   12 (   )

4. Nationality: Emirati (√)   Arab (   )   Other Nationalities (   )

5. I am a student in: Public school (   )   Private school (√)   other school (   )

6. I study in: Arabic Curriculum   (   )   US Curriculum (√)
                 British Curriculum   (   )   Other   (   )

NO.	Item What do you think about your teachers?	Never	Some of the time	Most of the time	Always
1	Teachers in this class make me feel they really care about me.		✓		
2	Teachers really try to understand how students feel about things.			✓	
3	Students' behavior in this class is under control.		✓		
4	Students in this class treat the teacher with respect.		✗	✓	
5	Teachers know when the class understands, and when we do not.			✓	
6	Teachers have several good ways to explain each topic that we cover in class.				✓
7	In this class, my teachers accept nothing less than our full effort.		✓		
8	In this class, we learn a lot almost every day.			✓	✓
9	Teachers in this class make learning enjoyable.			✓	
10	I like the way we learn in this class.			✓	
11	Students speak up and share their ideas about class work.				✓
12	My teachers respect my ideas and welcome my suggestions.				✓
13	We get helpful feedback to let us know what we did wrong and how to improve.				✓
14	My teachers take the time to summarize what we learn each day.			✓	
	What do you think about teachers in general?				
15	My Teachers are doing a great job in my life.				✓
16	I respect my Teachers' work.				✓
17	I think Teachers work is comfortable.			✓	
18	I think Teachers life is good.			✓	
19	My teachers inspire me the way my parents do.			✓	
20	I like to know more about my Teachers lives.		✓		
21	TV programs always invite Teachers to present in the talk show.	✓			
22	I think Teachers are frustrated and upset.		✓		
23	I think Teachers are funny and cool.		✓		
24	My parents encourage me to be a teacher.	✓			
25	I would like to be a teacher on future.	✓			

Appendix 9: Sample of Semi -structure Interviews

Interview Script- Experienced Teachers and school management

Part A: Purpose / Demographics

The purpose of this interview is to gain some deep ideas about the current change in the teacher role in UAE educational contexts. In particular, the researcher is keen on examining your attitudes and views about how did the change of the teacher role, experienced here in UAE; impact the teacher's wellbeing, and their social status.

However, before we begin to discuss the effect of the change of teacher role in the UAE context in more detail; I'd just like to have a brief idea about yourself and your background.

First, where are you from?

Cameroon, is in Central africa

How long have you been in the educational sector?

My 20th year only, so I am very old teacher

What kind of school did you most recently work in?

Mostly in UK curr schools than US

What is your current title in your school?

French HOD and french teacher

Part B: Teacher role change

As I mentioned earlier, the purpose of this interview is to look at the concept of the changing role of the teachers. The following questions are meant to discuss this phenomenon:

Q 1- As an experienced educator, do you see a change from the traditional role of teachers?

It is like a night and day, he used to be a master, today the role has compeletly changed, this has shifted the ownership of knowledge from teachers teacher used to be the owner of knowledge, Sts are now more participating and teachers are aiming higher skills now and teachers do not come just to lecture.

Q 2- Can you describe in more details what this change is like?

The role of the teacher has reduced abit learning a teaching envolves th admistration and parents and Sts themselves -- each one has a particular role

teacher is like a guid, some body who directs the sts + has to help the sts to focus more and differentiate the information. It is a techno - world.

are not
the cycle has changed, the sts do not wating for the teacher to give information, the sts cometo the sch very well informed. sts gain the information from other resources

Q 3- Second only to families, teachers have been widely acknowledged as the highest influencers on students' lives, do you still believe in that and why?

students are always affected by teachers' job & behaviour but there are so many other influences and because of this teachers now like draw lines and guide the sts to organize themselves

Q 4- If you are a parent, how do you evaluate the way your kids perceive their teachers, and do you believe that their way is different than your way when you were their age?

It is very very different now, before I used to perciuve my teachers like some small Gods, teday our children are more challanging if teacher is not strong in the subjed they will not believe on you.

Q 5- Do you think that there is a stereotype of teachers nowadays? If so, what do you think it is?

teachers are not strong people, they are not financially not strong teacher who come to school to look for money. even though, on the other hand in the society + are the buliders, so teachers have

Q 6- Historically, teachers used to have an elite standing in their society. Do you think they still do? Why/ why not.

In fact teachers are still respected for their morals and knowledge, even the people easily will recognize teacher for the way he talks. - teachers have a good figure for what they do. this is the same situation in cameen.

Part C: The impact of role change

These final questions aim to address the multiple impacts of the change of the teacher role.

Q 7- Academic research has confirmed that there are challenges facing school leadership in maintaining an adequate supply of effective teachers, what do you believe are the causes of the shortage?

there are not enough teachers to cover the increas population of children and many young people do not want to become teachers even our own children. the society should re-address

avs→ a lot of credit, there are some conflict here because of society.

a7→ this in order to find teachers who are committed enough to stay. also teachers are not trained enough

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→ education system should add something about moral education, sts need to learn this. sts are lacking something about morals. this my main concern.

Q 8- The annual turnover percentage of teachers is quite high; can you give more examples from your own experience about other implications of the role change?

Most other jobs have more attractive salary and they have better circumstances of work, even some teachers study something else in order to enjoy better conditions and the reduce of appreciation all of this pushes the teachers away.

Q 9- As a senior educator, do you think teachers influence the misperception of their role in community? If so how?

I think that well, if you are not very committed to teaching or if you do not have a good technique you will lose control and some teachers speak negatively about teaching because they upset it influence society

Q 1o- What do you believe is influencing the growing figure of private education on the status of teachers, and do you think that there is a connection between privatization and how the students and parents perceive teachers?

I worked in public school for 13 y. there is less control over the teachers but in private, it is business so the owners are very strict to control teachers to keep sts but sts in p. school, think you are there because of the in parents money, some sts

this makes the ts. in P. s less respected sometimes. teachers as well in public schools are bit more careless but because of money issue some students think they can treat ts. any way.

→ what still satisfies me : the biggest satisfaction comes when I see my sts feel happy and learn new thing at the end of the class, when you see your sts nodding their heads and they discover new thing.. you feel so light at the end of that day. as if that day should not end

→ what does not satisfy me is the lack of respect which is becoming more & more common every day. actually it is burdening me when I see this disrespect, this will help to make the image very negative. they do this sometimes even without knowing that and they will keep it when they leave the school and become adults then will still more. this will make