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` THE MOTIVATION OF OMANI SCHOOLTEACHERS

By

Hamood Nasser Alrasbi

A Thesis Submitted to

The Moray House School of Education, The University of Edinburgh

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Dedication

I should like to dedicate this work to my children, Marwah and Khalid, who both suffer from a very rare disease with many complications that need extensive care from my wife and myself. Nevertheless, my heart is full of faith! During the journey of this PhD I strived to do my studies and at the same time to continue taking care of my children. They inspired me and were a source of energy for me to do my best in life.

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First, all glory and praise be to my God: Allah, the source of my strength, for granting me the mental and physical ability to undertake this project.

This research has required the co-operation of many people, who have supported me with continual encouragement and kindness during the journey to complete my PhD.

I would like to express my thanks and indebtedness to the Ministry of Higher Education and the Ministry of Education in Oman for providing me the finance and the support to pursue my higher studies. My thanks go to the Omani Cultural attaché in London for their great support and easing the difficulties that I have faced.

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I must also send my warm thanks to all the schoolteachers and headteachers who gave their valuable time to respond to the questionnaire and participate in the focus group discussions and semi-structured interviews. In addition, I should like to thank all those who assisted me in making this dream a reality.

Last, but not least, my thanks and love to my family: my wife, Maryam; my three daughters, Walaa (14), Marwah (10), Tasneem (8); and my two sons, Ziyad (12) and Khalid (4). Their unfailing help in achieving this project, their belief in my competence and pride in my efforts have made this journey a success. Thank you for your support, patience and understanding. My thanks and love are extended to my mother, Ghytha, for her continual encouragement and prayers. (She prays for me day and night.) Thank you, Mum!

This research project gave me a unique opportunity of professional development.

Abstract

Oman's school system is of relatively recent origin, having been developed from the 1970's and much is expected of Omani schoolteachers. The research reported in this thesis was a comprehensive attempt to explore Omani schoolteachers' understanding of the term motivation.

A mixed methods approach was used, with a large-scale questionnaire survey of 3065 teachers producing a 69% response rate (2112) and yielding results that were subject to further exploration by means of 7 teacher focus-groups (with 53 teachers participating), 21 interviews with individual teachers, and 3 focus-groups with 21 headteachers.

The key finding from the research was that the overwhelming majority of Omani schoolteachers participating in the research regard themselves as motivated with the most important motivating factors for them being working with pupils and being productive in society. However, both Omani teachers and headteachers would appreciate a reduction in administration and greater participation in decision-making.

Analysis of my findings distinguished four groups of factors that might provide better understanding of motivation of Omani schoolteachers. These four divisions are (1) the main factors that appeared to *attract* Omanis to teaching profession, (2) the main factors that appeared to contribute to *confirm or extend* the initial motivation to enter the teaching profession, (3) two factors that appeared to *increase* the level of motivation of Omani schoolteachers, and (4) the main factors that appeared to contribute in *maintaining* the level of motivation of Omani schoolteachers, which I term *guarantors*.

The findings from this research should help teacher educators and policy makers in Oman better understand teacher motivation. The research concludes some practical recommendations that might help maintain or enhance teacher motivation and some recommendations for follow-up research. Finally, I hope the research has contributed a little to the ongoing international debate around teacher motivation, from an Omani perspective.

A Glossary of Terms Used

Respondents: teachers who responded to the questionnaire survey;

Participants: teachers who participated in the focus group discussions;

Informants: teachers who took part in the semi-structured interviews

Participants/informants: teachers who took part in the qualitative part of this research: the focus group discussions and interviews

Respondents/informants: teachers who took part in the quantitative and qualitative methods: questionnaire survey, focus group discussion and interviews

My teachers: teachers who took part in the quantitative and qualitative methods: questionnaire survey, focus group discussion and interviews

HE: His Excellency a Member of Parliament

Contents

Acknowledgements III

Abstract IV

A Glossary of Terms Used V

Contents VI

Declaration *13*

1 Chapter 1: Background and Rationale 15

1.1 Introduction 15

1.2 Organization of the Thesis 17

1.3 Schoolteachers in Oman: an Overview 18

1.4 The Educational System in Oman 21

1.5 Views from the Ministry of Education and from exiting Omani Research 23

1.6 Situating the Research within the Literature on Teacher Motivation 26

1.7 Other Situating Elements 29

1.8 The overall Purposes of the Research 30

1.9 The Research Questions 32

1.10 Limitations 33

1.11 Summary of Chapter 1 34

2 Chapter 2: Theories of Motivation in Work Settings 35

2.1 Introduction 35

2.2 The Concept of Motivation: Historical Background 38

2.3 Theories of Motivation 40

2.4 Work Motivation 56

2.5 Intrinsic and Extrinsic Motivation 60

2.6 Job Performance 62

2.7 A final Point and the Summary of the Chapter 64

3 Chapter 3: Teacher Motivation in the Work Setting of the School 67

3.1 Introduction 67

3.2 Conceptualising Teacher Motivation 68

3.3 Do Motivation Theories have Utility in Understanding Teacher Motivation? 70

3.4 The Motivation to Become a Teacher 74

3.5 Factors Affecting Motivation of School Teachers 75

3.6 School Leadership 78

3.7 Summary of Chapter 3 80

4 Chapter 4: Research Design, Methods and Procedures 81

4.1 Introduction 83

4.2 Mixed Research Methods 86

4.3 Exploratory Studies 88

4.4 Designing the Survey Instruments 98

4.5 Questionnaire for Schoolteachers 98

4.6 Focus Group Dissuasions with Schoolteachers 109

4.7 Semi-Structured Interviews with Schoolteachers 113

4.8 Focus Group Discussion with Headteachers 115

4.9 Approaches to Data Analysis of the Findings 118

4.10 Validity and Reliability 120

4.11 Ethical Considerations 122

4.12 Summary of Chapter 4 123

5 Chapter 5: Results from the Questionnaire Survey 125

5.1 An Overview 125

5.2 Findings from the Demographic Survey 125

5.2.2 Levels of Motivation as Indicated by the Questionnaire Survey 133

5.2.4 Relationship between the Respondents and their Level of Motivation 138

5.3 Open-ended Items 140

5.4 Summary of Chapter 5 147

6 Results from the Focus Group Discussions and Interviews 151

6.1 An Overview 151

6.2 The Strategy for Qualitative Data Analysis 152

6.3 Outcomes of the Focus Group Discussions and Semi-Structured Interviews With Schoolteachers 152

6.4 Outcomes of the Focus Group Discussions with Headteachers 170

6.5 Summary of Chapter 6 177

7 Discussion of the Results 179

7.1 Introduction 179

7.2 An Overview of the Outcomes from my Research 180

7.3 Discussion of the Findings in Relation to the Main Research Questions 181

7.4 The Impact of Demographic Characteristics upon Teachers' Motivation 207

7.5 The Implications of Omani Schoolteachers' Views on Motivation 209

7.6 What might Motivate Omani Teachers to Remain in Teaching 211

7.7 Summary of Chapter 7 213

8 Chapter 8: Conclusion, Implications and Recommendations 217

8.1 Introduction 217

8.2 Factors that Attracted Omanis to Teaching Profession 219

8.3 Factors that contributed to Confirming or Extending Initial Motivators 219

8.4 The Two Factors that appeared to Increase the Level of Motivation 220

8.5 Factors that appeared to contribute to Maintaining the Level of Motivation 223

8.6 Implications for School Systems in Oman 239

8.7 Recommendations for Further Research 241

8.8 Concluding Remarks 242

References 248-272

Appendices 274-413

Tables

4.1	Distribution of Omani Schoolteachers in State Schools	106
4.2	Example of a teacher's career file	109
4.3	Teachers' responses to questionnaire and group discussions	124
5.1	Grouping of main questionnaire respondents by gender	126
5.2	Grouping of main questionnaire respondents by age	126
5.3	Grouping of main questionnaire respondents by length of experience	127
5.4	Grouping of main questionnaire respondents by highest qualification	127
5.5	Grouping of main questionnaire respondents by school regions	128
5.6	Grouping of main questionnaire respondents by weekly total periods	129
5.7	Grouping of main questionnaire respondents by average class size	129
5.8	Grouping of main questionnaire respondents by school roll	130
5.9	Grouping of main questionnaire respondents by teaching subjects	131
5.10	Grouping of main questionnaire respondents by place of graduation	131
5.11	Grouping of main questionnaire respondents by marital status	132
5.12	Grouping of main questionnaire respondents by weekly working hours	133
5.13	Main questionnaire respondents' levels of motivation	134
5.15	Respondents according to gender and level of motivation	134
5.16	School region* How motivated are you in general?	136
5.17	Teaching subject* How motivated are you in general?	137
5.18	Marital status of respondents* How motivated are you in general?	138
5.19	Motivation* "I should endeavour to foster pupil creativity"	139
5.20	Motivation* " My colleagues enjoy working with me"	140

5.21	Decisions to enter teaching	141
5.22	greatest motivation in the main questionnaire respondents	142
5.23	The most enjoyable aspect of being a teacher	142
5.24	Respondents' doubt re their ability to continue in teaching	143
5.25	Greatest stress in the main questionnaire respondents	144
5.26	The most difficult aspect of being a teacher	144
5.27	Changes in the main questionnaire respondents' level of motivation	146
5.28	Comparison of level of motivation with that of their colleagues	146
5.29	Further participation by the main questionnaire respondents	147
7.1	Demographic characteristics affecting teachers' motivation	208

Figures and Diagrams

4.1	Teacher motivation according to exploratory studies	94
5.1	Respondents' level of motivation to the teaching profession in general	133
8.1	Summary of main factors attracting to teaching	220
8.2	Summary of motivators	221
8.3	Two factors increase level of motivation	222
8.4	Six factors maintaining level of motivation	224
8.5	Diagrammatic summary of the main findings of the study	238

Declaration

I, Hamood Alrasbi, do hereby declare:

1. that the thesis has been composed by me, and
2. that the work is my own, and
3. that the work has not been submitted for any other degree or professional qualification

Chapter 1

Background and Rationale

1.1 Introduction

The study at the centre of this thesis derives in part from the conclusions and recommendations from the dissertation presented in part fulfilment of the requirements of my MSc in the Management of Training & Development (Alrasbi, 2003). In that work, it became apparent that little research had been conducted in my home country of Oman, on teacher motivation. Yet, in my work as an official of the Ministry of Education in Oman, I experienced many occasions, where the issue of schoolteacher motivation was raised as an important one. However, unfortunately, the matter did not seem to receive the attention that it deserved and therefore there were many questions related to this issue that remained unanswered.

In my MSc dissertation, a review of the relevant literature uncovered a wide range of terms, notions, definitions and perspectives as to what motivates schoolteachers. It seemed to me that as so many different ways of thinking about this issue exist among the various stakeholder groups, it is therefore vital that we understand the nature of these different discourses. I decided therefore that it would be useful to carry out a study to understand the term motivation from the perspective of the schoolteachers themselves and to try to establish some baseline data on this.

As far as I know, no one, in Oman, has studied the topic of teacher motivation across all Omani regions and indeed few studies of teacher motivation in Oman have been carried out at all. Albelushi (2003: 80) notes that she chose her research area, some of which is related to teachers' motivation, "partly because of the lack of academic studies [on teacher motivation] in Oman". Alhashmi (2004: 6) states that to the best of her knowledge "no study on teacher motivation has been undertaken in the Omani context". She asserts that, despite its importance, teachers' motivation has not been investigated, either by the Omani Ministry of Education, or by individual researchers in Oman. Alhabsi (2009) recommends that further research on teacher motivation should be carried over all Omani regions.

Outside Oman, there appears to have been only one researcher (Sorti, 2000) who has addressed the issue and he found no previous research in Omani society on this topic. He argues that the outcomes of his study indicate that schoolteachers in Oman suffer from physiological tension and low motivation in varying degrees. According to Sorti, schoolteachers find their work arduous and demanding and that the social status attached to the profession does not match their commitment to it, creating a higher level of dissatisfaction than normally exists in other professions, thus possibly fuelling a disinclination among young people in Oman to consider a career in teaching.

Based on my experience as a schoolteacher and a schoolteacher trainer at different levels in the Ministry of Education in Oman, I know that the success of our educational reform (see section 1.4) depends largely on the quality of Omani schoolteachers and their levels of motivation. Our schoolteachers translate the ideas of policymakers into actions and educational theories into reality and practice. If we wish to see the benefits of our reforms in the experience and attainment of our pupils, then we must pay full attention to the experiences of our schoolteachers.

My research therefore seeks to fill a gap in knowledge around the issue of schoolteacher motivation in Oman, as the few previous studies that have addressed this topic in any way have not given a clear picture of how Omani teachers understand motivation and what motivates them. In this study, I will therefore try to establish a comprehensive understanding of the motivation of Omani schoolteachers. As already indicated, previous attempts to investigate this topic have been sparse. For example, (a) Albelushi (2003) studied the life and motivation of female English language schoolteachers, (b) my earlier research (Alrasbi, 2003) gave more attention to motivation of Omani schoolteachers, however, it was very modest in scope, (c) Alhashmi (2004) investigated the motivation of English language schoolteachers (d) Alhabsi (2009) studied the motivation of schoolteachers at five schools in one Omani region. In addition, these studies were limited to examination of only a few factors and a few demographic characteristics that might have an impact upon teachers' motivation.

These earlier studies have however helped me to understand some factors that might influence the motivation of Omani schoolteachers; and helped me

conceptualise a study that seeks to explore the wider discourse that surrounds the notion of motivation, as this concept is understood by Omani schoolteachers and headteachers, whilst focussing on the perceptions and understandings of Omani schoolteachers themselves about teacher motivation.

1.2 Organization of the Thesis

This thesis is divided into 8 chapters.

- Chapter 1: Background and Rationale. This chapter provides a brief overview of the motives that influenced my decision to conduct this study and an outline of the structure of the thesis, describing the background to the research and the Omani educational system. It gives an overview of the statement of the problem – a need to understand Omani schoolteachers' views on motivation across the teaching workforce of the country as a whole– presents the research questions; and comments on the potential significance and implications of the research.

- Chapter 2: Theories of Motivation in Work Settings. This chapter – the first of two that critically review a selection of the relevant literature - provides a brief description of the history of motivational theories and presents some classic theories of motivation. It discusses the issue of work motivation and intrinsic and extrinsic motivation. I then give attention to job performance as an important aspect of understanding work motivation. I do not deal with job performance in the later chapters as this was not a focal point for my research - the treatment of the topic is included in the review of literature as some of the literature on this relates to a key concern of Omani teachers' own accounts of motivation.

- Chapter 3: Teacher Motivation in the Work Setting of the School. This chapter engages with the more specific literature on schoolteacher motivation and the factors identified in that literature as impacting on this or relating to it, including: the initial motivation to become a schoolteacher and the impact of school leadership.

- Chapter 4: Research Design, Methods and Procedures. This chapter describes the methodology applied in the research, and presents the research rationale, design and procedures.

- Chapter 5: Results from the Questionnaire Survey. This chapter presents and analyses the quantitative findings of the main questionnaire study.
- Chapter 6: Results from the Focus Groups and Interviews. This chapter presents and analyses the findings of the qualitative studies – the semi-structured interviews with the schoolteachers and the focus group discussions with the schoolteachers and headteachers,
- Chapter 7: Discussion of the Results. This chapter discusses the main findings and the outcomes of the research in relation to the main research questions and literature reviewed.
- Chapter 8: Conclusion, Implications and Recommendations. This chapter concludes with a summary of the results and identifies some implications and suggestions for further research.

1.3 Schoolteachers in Oman: an Overview

> In 1998, the Ministry of Education [in Oman] started implementing a comprehensive reform that affected many aspects of the school as an organisation. As in most large-scale reform, the reform was a "top–down" process. It was enforced on the teachers and they were expected to conform…Teachers are usually blamed when the educational system becomes unresponsive to internal and external pressures. (Alhinai [2002: 1–4] The General Director of Human Resources Development Department, Ministry of Education, Oman)

In Oman as elsewhere, one of the most important objectives for the nation, is to prepare its new generations for their role as members of society. This huge task has been entrusted, in very large part, to schoolteachers, who are directly responsible for educating each generation. In the light of this responsibility, Alhinai (2002) claims that schoolteachers face considerable pressure and stress in practising their profession and striving to accomplish the tasks allocated to them.

In the past fifteen or so years, Oman's educational targets have been moved from merely offering education to ensuring that all school pupils learn and perform at high levels; and from merely covering the annual curriculum, to finding appropriate methods to support and fulfil the needs of all learners.

In one of the earliest and few studies to look at aspects of schoolteacher motivation on Oman, Albelushi (2003) argues that there is a close relationship between the preparation of future generations and the quality and efficiency of the schoolteachers. She states that the quality of teachers' contributions can determine the success or failure of the educational system.

In the first decade of the twenty-first century, Oman has experienced a period of rapid development in education (Alhadrami, 2002). The new educational system in Oman, known as Basic Education, is the result of the biggest and most comprehensive educational reform in the country's short history of a comprehensive education system (Alhinai, 2002). Change is a characteristic of educational reform and development and those who are required to implement the changes are the schoolteachers (Alkitani and Albelushi, 1997).

According to Alhadrami (2002), those conducting educational research into schoolteacher motivation and its implications should study all possible influences on the teaching profession. Alhinai (2002) asserts that educational initiatives cannot be accomplished without the full co-operation of the schoolteachers and there is clear connection between changes in the teachers' effectiveness, performance and productivity and changes in the educational system. Alhinai further contends that if schoolteachers are required to be responsible for Omani educational initiatives, then the reforms should be extended to examine their attitudes to their work. Alkitani and Albelushi (1997) assert that no reform, however well planned, is likely to be successful if schoolteachers are not equally well prepared for it. In a different context and with a wider perspective, Evans (2000) suggests that schoolteachers should recognise educational reforms as an opportunity rather than a threat. However, that requires an understanding of the complex dynamic of teacher motivation and this, in turn, requires research evidence that has not been available in Oman – hence the study on which this thesis is based.

1.3.1 The Schoolteacher Workforce in Oman

The (Omani) Educational Statistics Year Book (2008) shows that 62.5% of the teaching profession are females in comparison with 37.5% of males. According to Albelushi (2003) teaching is considered, culturally, the most suitable career for

women, one of the central reasons for Omani females joining the profession. As a consequence, the "turnover rate among Omani female teachers at all levels is virtually non-existent" (Albelushi, 2003: 18). This is not confined to Omani society, as for example Richardson &Watt (2005: 476) state that teaching (in Australia) has long attracted substantial numbers of women. Richardson & Watt continue that the "feminisation of teaching as a career in Australia has coincided with a public perception that teaching … is essentially work more suited to women". In Oman, it is the case that turnover is also very low among male teachers, possibly because of a lack of other employment opportunities (Albelushi, 2003).

According to the Educational Statistics Yearbook (2008) 74% of Omani schoolteachers have 1–10 years experience, and only 26% have more than 10 years, largely due to the particular history of educational provision in Oman (see section 1.4). The Yearbook (2008) also showed the distribution of the highest qualifications achieved by Omani schoolteachers as follows: diploma - 18%, bachelor's degree - 77%, higher diploma – 4.0%, master's degree - 0.8% and doctorate - 0.01%.

In his study of Omani male and female students' decision to apply for places at teacher-training colleges, al-Salmy (1994, in Albelushi, 2003) found four motives:

- the desire to contribute to the development of their country;
- the only means of acquiring a higher education;
- a desire to earn a good salary; and
- the attraction of the short period of training.

It should be noted that no comparison of male and female motivations was made in al-Salmy's study.

Alhashmi (2004) points out that teachers' enthusiasm and commitment have an impact upon their pupils' motivation. In her view, therefore, to have pupils who are enthusiastic learners and can achieve good results, the schools need first to secure truly motivated schoolteachers. Elsewhere, Dornyei (2001: 156) asserts that "if a teacher is motivated to teach, there is a good chance that his or her students will be

motivated to learn", especially if they share the same objectives, for example, achieving higher skills and expanding their knowledge.

As this study focuses upon Omani schoolteachers, it is important to first provide, as context, an outline of educational developments in this Gulf Arab state over recent decades.

1.4 The Educational System in Oman

1.4.1 Education in Oman before 1970

Although there was very little formal or modern education in Oman before 1970, there were some attempts by private schools and non-governmental projects to expand education in the country. As early as 1930, a few schools were established under government supervision.

However, before 1970, the only education that was widely available was delivered by the religious teachers. Teaching took place in public reception halls known as *Sabla*, in the shade of trees, or in the teachers' own homes. The curriculum included the Holy Qur'an, theology, jurisprudence, Arabic language, science, health studies, geography and civics, though the content of these subjects was limited. The school employees were appointed by the central government in Muscat, the capital of Oman.

Government documents report that before 23 July 1970 there were three schools catering for 909 male pupils taught by 30 teachers (Ministry of Education, 2003; Alhinai, 2002; Alhashmi, 2004 and Almanthri, 2001). In 2008, the picture was very different, and testimony to the country's remarkable achievements in education. The school year 2007–2008 started with over half a million pupils attending more than one thousand schools (Ministry of Education, 2008). "These numbers are particularly impressive since education, although free at all levels, is not compulsory; they illustrate the importance Omanis attach to education as a tool for both personal and national development" (Albelushi, 2003: 12).

1.4.2 Education in Oman after 1970

His Majesty Sultan Qaboos bin Said came to the throne on 23 July 1970. Because most Omani citizens had been deprived of education before 1970, His Majesty considered the most important objective of the renaissance that he had committed himself to being to expand the opportunities for learning throughout the country. His Majesty recommended "the spread of education throughout the Sultanate in order that every Omani receives share of education according to his/[her] abilities". (Albelushi, 2003: 13).

The Sultan gave particular attention to education by placing its development under his personal supervision. After 1970, the Omani government launched a period of rapid expansion in the numbers of both schools and pupils. Initially, schoolteachers, textbooks and curricula were imported from other countries and most of the schoolteachers were expatriates. "Schools were opened not only in permanent buildings, but also in rented buildings and premises built from non-permanent materials." (Albelushi, 2003: 13).

Rassekh (2004: 29) states, "In a short period of time Oman … achieved considerable progress in the area of education".

Currently, the general aims of the Omani education system are to:

1. develop the integrated character of Omanis to enable them to be active participants in society;
2. enable the progress of Omani society as a whole;
3. develop the flexibility of Omanis to contribute to and implement change; and
4. train Omanis to think rationally and acquire a knowledge of current sciences and technology.

(Alhinai, 2002, citing from published report, the Ministry of Education, 1995)

Within a few years of 1970, the Ministry of Education embarked on large-scale recruitment of Omanis to teach in the schools (Omanization), providing them with short courses, to cover the deficiency in the number of teachers at the newly

established schools. The priority of the Ministry of Education was to broaden education and ensure access to “education for all”.

There was an increase in the number of colleges of education in Oman which led to increasing in the number of trained schoolteachers. According to Al-Farsi (2007) the first Omani programme to teacher training established in 1975/76, which aimed to train students who completed preparatory stage for two years. In 1979/80 the Teacher Training Institute started to accept students who had completed the secondary school certificate and offered them one year training before they could teach in state schools. On 1984/85 the Teacher Training Institute was then changed to Intermediate Teacher Training Colleges (Ministry of Education, 1997 and Al-Farsi, 2007). According to Alnabhani (2007) and Al-Farsi (2007), these Intermediate Colleges were phased out in 1995/96, and four-year teachers programme was then adopted. I should mention that, however, there were other schoolteachers who studied and graduated from abroad since 1970, in addition to graduates of College of Education in Sultan Qaboos University since 1986/87. Alnabhani (2007) and Al-Farsi (2007) argue that these educational institutions and colleges provide courses for Omani school graduates to become schoolteachers for all levels of general education.

An overview of educational reform and “Basic Education” in Oman is presented in Appendix **1**.

1.5 Views from the Ministry of Education and from existing Omani Research

In recent years, the education sector in Oman has undergone a thorough reassessment against the aim of enhancing quality. Alhadrami (2002) asserts that the most important educational resource to achieve this enhancement is the teaching workforce. The Ministry of Education is committed to improving schoolteachers’ development (Ministry of Education, 2003). Almanthri (2001: 81), who worked as Minister of Education in Oman, states in his PhD thesis, “Teachers are the core factor in any education reform”. Yet, concludes: “Teachers do not currently see themselves and/or feel as though they can be effective proponents of such changes in the [Educational] Reform [in Oman]” (2001: 183).

According to Alhinai (2002) the Ministry of Education in Oman is aware of schoolteachers' situation. However, he concludes that Omani schoolteachers "complained of an increasing work load (which is) physically, emotionally and intellectually demanding. Their work was intensified through an increase in the number of periods that they have to teach, in addition to other administrative tasks" (pp. 303).

Despite this, the Ministry has received excellent reports from external experts, who appreciated the improvement in the quality of Omani schoolteachers and the reform of Omani education. For example, the World Bank (in a report published in 2001) stated with reference to Oman: "no other country has made such formidable progress in such a short time" (Almanthri, 2001: 181). Despite this "formidable progress" in education in Oman, some studies state that Omani teachers still have problems that need to be tackled and solved (for example, Alhinai, 2002).

According to Albelushi (2003), research has shown that the roles of Omani schoolteachers need to be changed, in that they should be given the responsibility of participating in decision making. Albelushi continues that although the implementation of this policy will require a total systematic review of Omani current educational philosophy, the results are likely to be most rewarding for all concerned.

As already stated, although Omani researchers have produced relevant studies which investigate various concerns expressed by Omani schoolteacher, little systematic attention has been paid to the question of teacher motivation though the results of one study conducted by the Department of Human Resources Development at the Ministry of Education, indicated that 63% of the 5,000 Omani schoolteachers who responded to a questionnaire admitted that they would prefer to transfer to administrative posts. This result was one of the reasons for my choice of PhD topic, for it seems to be a topic worthy of detailed examination, to discover why apparently 63% of schoolteachers wish to leave the profession. More importantly, I also wish to consider the motivators that prompted the remaining percentage, 37%, of schoolteachers wish to continue in their career.

Alhashmi (2004) argues that some Omani schoolteachers considered the profession merely a means of securing an income. Others chose it because it was the

only available employment. These categories of schoolteachers appear to readily admit that if a more attractive opportunity presented itself, they would not hesitate to accept it.

According to Albelushi *et al*. (2005) the majority of Omani schoolteachers and administrators consider the material, non-material and financial incentives provided by the Ministry of Education as not sufficiently strong to encourage schoolteachers to do their best. Moreover, employees with the same qualifications in other organizations are more highly paid than teachers (ibid).

There appears therefore to be a significant relationship between the question of salary and the level of loyalty to the profession, as the loyalty of Omani schoolteachers to their career is stronger than their loyalty to the profession (ibid). This attitude might be the result of considering the career itself a source of income, whereas the work could be a source of dissatisfaction, owing to the factors commented on by Albelushi *et al*. (2005).

A study by Alharrasi (2005) shows that the majority of Omani schoolteachers had experienced a moderate degree of burnout, caused mainly by an overload of teaching and administration. He concludes that the provision of more technical support would reduce the administrative burdens on Omani schoolteachers and promote satisfaction and positive attitudes. This aspect is also highlighted by Almanthri (2001), who contends that the teaching workload needs to be considered in order to motivate Omani teachers.

Earlier, Albolushi (2002) had concluded that Omani schoolteachers have “high self-efficacy” and show interest in their classrooms and that schoolteachers have confidence in their abilities. Therefore, there must be another source for the dissatisfaction experienced by some schoolteachers, either inside the school or in the wider community, and other factors that keep them motivated. In relation to this phenomenon, Alhinai (2002) argues that schoolteachers need a means of making their views known, since the lack of this mechanism has caused teachers to feel disenfranchised.

Alhinai and Alhinai (2005) emphasize the importance of examining teachers' job descriptions, in particular the suitability of the tasks which schoolteachers are expected to undertake, the time allotted to them and the preparation required.

In one of the few focussed studies, Alhabsi (2009) investigated the motivation of Omani schoolteachers in five Omani schools and targeted 150 teachers. He concluded that the level of motivation in these selected schools seemed disappointing. Alhabsi suggests that:

1. the educational authorities should work to reduce teachers' workloads in order to improve their motivation and raise teachers' status in the community;

2. headteachers should develop greater understanding of teachers' motivation from both theoretical and practical perspectives;

3. further research on work motivation should be carried over a larger geographical area in Oman, to generate more understanding.

I have responded to such suggestions from such research as has been conducted on the teaching workforce of Oman in deciding to involve more teachers in my research and cover all regions in Oman to draw a wider picture of issues by eliciting thoughts, views and understandings from a larger number of schoolteachers, across the country as a whole and across the school teaching profession in its entirety.

1.6 Situating the Research within the Literature on Teacher Motivation: an Overview

The focus of my thesis requires a comprehensive exploration of the literature on motivation. The first step in researching motivation is the understanding that, as Ryan and Deci (2000a: 54) state, people have different amounts and kinds of motivation which, as they describe, is about the attitudes and goals that give rise to action. For this reason it is expected that schoolteachers would differ in their level of motivation and in their perceptions regarding the factors that might relate to their motivation, because they, teachers, differ in their attitudes and goals.

The concept of motivation is an all-encompassing term, as Katzell (1964) expresses, it is a "frame of reference". Evans (1999) argues that previous attention to

motivation has focused on what motivation features and encompasses. This has provided descriptions of motivation, but not necessarily definitions. Evans (1997) states that even some 'definitions' are not actual definitions but merely descriptions of possible consequences of the defined term, or its features.

Walker & Symons (1997: 4) define motivation as "the conditions and processes that activate, direct, and sustain behaviour". This is an important theoretical point about motivation. Motivation must have a direction – a goal. We must be motivated towards an end. Motivation may be difficult to sustain when we feel that the goal that we are directed towards is not the same as the goal of the system within which we work.

Evans (1999: 7) defines motivation as "a condition, or the creation of a condition, that encompasses all of those factors that determine the degree of inclination towards engagement in an activity".

For the purpose of my research, the definitions presented by Walker & Symons (1997) and Evans (1999) are those that are most functionally relevant to my own understanding of motivation and represent a 'reference point' for my study. These definitions highlight the impact of working conditions on the behaviours and activities of schoolteachers. However, Evans (1999) in particular, guides the development of this thesis by providing a conceptual definition that involves important aspects such as components (i.e. factors) and direction (i.e. towards engagement in an activity).

In my research, thinking pragmatically (as Sabine (1930: 866) puts it, "mak(ing) purpose an ineradicable part of all thinking") means that the focus of this research is not simply about what 'teacher motivation' really is, but rather about understanding how schoolteachers perceive their motivation and what practical strategies that might be used to motivate them. This research attempts, as Karaba (2007) argues, 'to change what is, in the hopes of what can be'.

Of course, as Dinham and Scott (1998: 364) contend, "there is encountered a vast, often vaguely defined and overlapping literature on such matters as teacher stress, teacher burnout, teacher morale, teacher satisfaction and teacher motivation".

For example Müller *et al.* (2009: 580) state that "Research into teacher motivation is also often related to research into job satisfaction". Saiti (2007) argues that motivation is connected with job satisfaction and Chen (2010) contends that the level of teacher job satisfaction affects their involvement, commitment and motivation. According to Glazer (1997: 39), humanistic models of teaching motivation assume that "strong motivation and commitment to the teaching role are derived from recognition that (the) teaching enterprise can be a continuing source of profound satisfaction". Jesus and Lens (2005: 121) state that some studies report the level of teacher motivation and stress as if they are related concepts and "many theories tend to overvalue one concept or variable"

However, there are authors who distinguish between work motivation and job satisfaction (see for example: Evans, 1998 and Igalens and Roussel, 1999). From the point of view of Igalens and Roussel (1999), for example, more pay might be satisfying without any effect on work motivation. Evans (1998) distinguishes, clearly, between three terms: morale, motivation and satisfaction and highlights the possible relationship between motivation and satisfaction in the school context, stating "Teachers like anyone else, are motivated by what gives them satisfaction" (pp. 63). However, job satisfaction will only be explored in the empirical elements of this study as it is referred to by teachers participating in the research themselves.

Generally, it is not easy to reach a consensus on what might motivate schoolteachers, because in many situations teachers might use, in their discourse, the terms *satisfaction* or *commitment*, for example to reflect their understanding of motivation. Some research has highlighted the relationship between schoolteachers' motivation and other related issues, such as teachers' job satisfaction, stress and commitment (for example: Scott *et al*., 1999; Yeung and Yeung, 2002; Seguin,1997; Koustelios and Tsigilis, 2005; Borg and Riding, 1991; Bourke and Smith, 1992; Moriarty *et al*. 2001; Chan, 2005; Kadyschuk, 1997; Elitharp, 2005; and Bruinsma and Jansen, 2010). Other studies focused on the relationships between schoolteachers and their pupils (for example: Riley, 2009; Atkinson, 2000 and Patrick *et al*., 2000); between schoolteachers and their colleagues (for example: Cameron, 2005; Marcus and Levine, 2010 and Park *et al*. 2007); between schoolteachers and headteachers (for example: Rosenthal, 1967; Webb, 2007 and Bogler, 2001); between

schoolteachers and parents (for example, Lasky, 2000), and between schoolteachers and the educational reform (for example: Chiu, 2006; Margolis and Nagel, 2006 and Day *et al*. 2005).

1.7 Other Situating Elements

An important experience that strengthened the focus of my research was my contact with three MPs from the Omani Parliament (Majles A'shura). These three MPs were members of the Educational Committee at the Parliament. All of them had long experience in teaching and working in Omani schools. A friend, who works as a secretary to the Educational Committee at the Parliament, suggested that I contact some of the members of the Educational Committee. The purpose was to draw on another perspective to inform my research. I was advised to submit structured questions which would then be passed to the MPs, and their responses would be passed back to me. Due to time constraints there was no chance to meet them personally. The questions were, generally, about how they understand and conceptualise schoolteachers' motivation, based on their experience.

The MPs looked at motivation from a pragmatic perspective. They focused, in their replies, on how to motivate schoolteachers in addition to their understanding of motivation. For example, HE Malik Albri writes that motivation is about the factors, incentives (and sometimes the constraints) that might motivate or de-motivate an Omani teacher. HE Saleh Almamari reports that motivation is about conditions that lead to full and appropriate engagement. HE Mohammed AlKanobi, contends that motivation speaks of an Omani teacher who performs all duties and efforts with love and conviction.

Some of these perspectives seem to coincide, though with less academic rigour, with the thoughts of Evans (1997, 1999 and 2000) and Walker & Symons (1997), who believe that motivation is related to the conditions and factors that create and sustain activities and behaviours.

Clearly, within this, it is important to consider schoolteachers' reasons for choosing a teaching career, when we study teacher motivation. Saban (2003: 829) states that "Students begin teacher education programs with their own ideas and

beliefs about what it takes to be a successful teacher". From these ideas and beliefs we can interpret teachers' present practices and can anticipate their future reactions. Teachers' personal history-based beliefs, as Salisbury-Glennon & Stevens (1999: 741) argue, give "prior knowledge about what constitutes good teaching". For this reason, I believe that, if teacher educators understand the point of view of schoolteachers regarding 'what constitutes good teaching', they can construct relevant strategies to provide a base on which to maintain their enthusiasm and encourage them to do their best.

1.8 The Overall Purposes of the Research and the Rationale for the Approach Adopted

In my research, the focus will be firmly on teachers' own understandings of the term motivation. Much existing Omani research concerning schoolteachers has been limited to the technicalities of pedagogy and little has been focused on teachers as human beings. Clearly, as Albelushi (2003: 1-2) asserts, there is a need to conduct research, which gives schoolteachers a voice and which "produce[s] a more subjective account that helps examine the teachers' world from their own points of view". Albelushi adds that, because teachers' personal lives strongly influence their professional lives, it is important to study teachers as both humans and professionals to "allow a rich flow of dialogue and data".

We, at the Ministry of Education in Oman, have committed to the goal of enhancing the quality of teaching and learning. We therefore need to identify the factors that might help schoolteachers devote energy and attention to teaching and support for learning. My research attempts to identify the variables affecting teachers' motivation, as identified by schoolteachers themselves. This will help in giving attention to the previously neglected aspects of the Omani teaching workforce.

The importance of studying Omani teacher motivation is also relevant to the Ministry of Education's budget. The cost of running the Ministry of Education is higher than any other department of the Omani civil service. Of the total annual national budget, 32.3% is spent on the 68 ministries and government offices

(Ministry of National Economics, Year Book, 2007). 23.2% is allocated to the Ministry of Education. Most of this budget is spent on the monthly salaries of the education staff, more than 80% of whom are schoolteachers (Ministry of National Economics, Year Book, 2007).

The importance of studying teacher motivation emerges also from the influence of teachers upon their pupils. Of the total population of Oman, 40.4% are aged 15 and under (Ministry of National Economics, Year Book, 2007). Therefore, it is crucial that there are high-quality and motivated schoolteachers to undertake the responsibility of teaching and preparing this large population of young people.

In the wider context, Jesus and Lens (2005:120) contend that teacher motivation should be an important issue because (a) teacher motivation has an important effect on pupils' motivation: if teachers appear committed, then pupils are more likely to see it as interesting and worthy of their commitment; (b) teacher motivation is important for the implementation of educational reforms, and (c) teacher motivation is important for the satisfaction and fulfilment of teachers themselves.

My overall aim therefore was to conduct a useful piece of research that would represent teachers' motivation from the point of view of the current Omani teaching workforce (in line with recommendations made by earlier Omani researchers (see Appendix 2), that future research into the issues affecting Omani schoolteachers, should offer the teachers themselves the opportunity to voice their concerns) and benefit the further development of educational reform in Oman.

Investigating teachers' beliefs was to become an important element in this research, because as Richardson (1996) argues, beliefs are understandings or premises that are accepted as true and which can be the driving force behind individuals' actions, as asserted by Chorney (1997). According to Ormerod (2006: 892) "beliefs are guides to actions and should be judged against the outcomes rather than abstract principles". From the point of view of Rokeach (1973) our beliefs are motivating because they are the conceptual tools that we all employ in order to maintain and enhance self-esteem. In the teaching context, Ross (1994) suggests that schoolteachers, who believe they will be successful in performing teaching

responsibilities, will be more resilient in dealing with day-to-day pressures. They will benefit from stress-reducing mechanisms to improve their performance and will be more satisfied with their career, which might increase their level of motivation (Ross, 1994). This notion was also asserted by Brookhart and Freeman (1992) who argued that in order to change teaching practices, teachers' beliefs must be studied from the beginning.

1.9 The Research Questions

The research question is important because it may determine the research methods used to answer it. It defines the boundaries and reduces the problem to a workable size: "The specific query to be addressed by the research sets the parameters of the project and suggests the methods to be used for data gathering and analysis" (Strauss and Corbin, 1998: 35). The research question reflects the researcher's goal "of discovering what is important to know about some topic of interest". Each focus of inquiry indicates the type of information to be collected and the type of people or settings to be included in or excluded from the study (Maykut and Morehouse, 1994: 43). The aim of my research is to focus on the role of motivation in the work of individual teachers, and how it is influenced by the multiple factors of the working environment.

My study attempts to respond to the following questions:

- Why do Omanis want to enter the teaching profession?
- To what extent are teachers in Oman motivated?
- Which factors influence the motivation of Omani teachers?
- How can practical recommendations be implemented to stimulate Omani teachers' enthusiasm and encourage them to work willingly in their school classrooms?

My research will seek to study whether there are differences in the motivational patterns of Omani teachers as a function of gender, age, length of experience, qualifications - highest degree achieved, school region, number of teaching periods per week, average class size (number of pupils in the class), school roll (pupils), teaching subject, place of graduation, marital status and average weekly working hours.

At its core, however, I sought in my study to take account of the variety of ways in which schoolteachers in Oman understand the concept of motivation.

1.10 Limitations

Although in my research, I attempted to cover most of the general issues and factors related to Omani schoolteachers' level of motivation and the strategies to stimulate their enthusiasm, it did not explore these topics very deeply with regard to individual subjects of the curriculum. It is very likely that the influences affecting teachers' motivation vary from one subject to another; however, that aspect of the topic is beyond the scope of this study.

In addition, the study focussed on Omani schoolteachers employed in state schools. Teachers employed in private schools are not included. It is recommended, therefore, that further research should be directed at these teachers, especially since the number of private schools is growing at a remarkable rate (see Ministry of Education, 2008).

Another issue that might serve to limit conclusions from this study would be the extent to which schoolteachers felt able to be candid in their answers to my questions. As an employee of the Ministry of Education, they may have felt reluctant to speak freely to me. On the other hand, they may have seen my position as providing an opportunity to have their views heard. It is my belief that, for the most part, respondents/informants were attempting to convey a genuine picture of their perceptions and experiences as they saw them.

1.11 Summary of Chapter 1

This chapter presented the reasons that prompted me to conduct this research. This chapter has described in brief the development of the educational system in Oman, across three periods: (1) before 1970 when there was very little formal and modern education; (2) after 1970 when education was expanded and achieved considerable progress in a very short time and (3) from 1998/9 when the education reform known as Basic Education was introduced.

Although there has been little research focusing on teacher motivation in Oman, the chapter outlined some Omani research that deals with this topic. This research was introduced in relation to some of the issues in the current international (English language) literature on teacher motivation.

It was noted that in the first decade of the twenty-first century, Oman has experienced a period of intense development in education and that though the Ministry of Education is committed to improving teachers' development, nevertheless, for numerous reasons Omani schoolteachers still appear to be suffering from difficulties. For this reason, research should be conducted, to understand teacher motivation.

My overall aim in this research was to conduct a useful piece of work that would benefit educational reform in Oman, by capturing and represent the views of the current teaching workforce on the issue of teacher motivation in Oman.

Chapter 2

Theories of Motivation in Work Settings

2.1 Introduction

Psychologists have suggested that they find the subject of motivation difficult to study (Locke, 1996) and define (Callahan, *et al.*, 1986 & Petri, 1991), because it is a complex combination of perceptions, aspirations, environmental interactions and behaviors (Landy, 1985). It is a temporary phenomenon or a 'performance variable', "when enough motivation is present, behaviour is performed; when motivation is absent, behaviour is absent" (Petri, 1991: 5). Lawler (1973: 3) maintains that the study of motivation "has to do with the analysis of the various factors which incite and direct an individual's actions." Atkinson (1964: 7) suggests that a study of motivation should include the following aspects: awareness of desire, what directs desire and its avoidance and how, the consequent individual behaviour and its variations. Most recently, Ryan & Deci (2000b) have viewed motivation as a 'unitary phenomenon' which, varies from no motivation or inspiration, to full energised action.

Motivation was, however, not a separate topic of study at the beginning of the twentieth century, but rather was a part of the discipline of psychology (Schunk, *et al.*, 2008). In another view, Schunk, *et al.* (2008) argue that motivation is a process but not a product, which means that we have to infer motivation from actions such as efforts or verbalization, (or behaviors as argued by Vernon, 1969), when, for example, a person expresses her/his intention to do a specific task. It involves goals that relate to an action and requires activity, which can be physical or mental.

According to Ryan & Deci (2000b), to be motivated means *to be moved* to do something. The idea of movement "is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps complete tasks" (Schunk, *et al.*, 2008: 4). The English word "motivation" is derived from the Latin word *movere*, past participle *motum*, which means "to move" either physically

or mentally, that is, "to set in motion, stir, influence" (*Cassell's Latin Dictionary*, 1993: 381; see also Kreitner, *et al.*, 2002; Porter *et al*., 2003; Latham, 2007; Tawil, 2008 & Schunk, *et al.*, 2008). According to Viteles (1954: 73): "the terms 'motive' and 'motivation' are…used to refer to the inner directing processes which determine the movement or behavior towards ends or goals". They represent conditions of tensions or disequilibrium within the person who seeks to restore a state of rest or balance.

Definitions of motivation appear, therefore, to have the following three common denominators: motivation is (1) what energizes human behaviour; (2) what directs or channels this behaviour; and (3) how this behaviour is maintained or sustained (Porter *et al*., 2003: 1 & Latham, 2007). However, despite the increasing popularity and importance of motivation as a topic for study by researchers and managers, there is currently no unanimity on how to define work motivation (Klein *et al.*, 1999).

The complexity of motivation spawns a wide range of definitions of the concept, which are often based on specific theories. Yet, as Steers, *et al*. (2004); Latham (2007) and Locke and Latham (2004) argue, most definitions of motivation at work are concerned with three 'pillars' that define motivation in the workplace: choice, effort and persistence. Thus, a study of motivation in the workplace will involve considering not only what type of skills and competence employees have, but also the direction and to what extent employees utilize these skills and competences (see also: Atkinson, 1964; Vernon, 1969; Landy, 1985; Callahan *et al.*, 1986; Kreitner *et al.*, 2002; Hollyforde and Whiddett, 2002; Steers *et al*., 2004; Schunk, *et al.*, 2008; Baron, 1991; Chen & Gogus, 2008; Müller *et al*., 2009; Kanfer *et al*., 2008b: 3 & Ployhart, 2008).

However, as even occupational psychologists have been unable to agree on a single theory of motivation, so therefore, explanations of human behaviour at work continue to be wide ranging and often contradictory (Lashway, 2001). On one level, whatever provokes human behaviour is motivational, the concept of which can include all kinds of emotions such as job satisfaction, commitment, and morale (Leithwood and Beatty, 2008). According to Petri (1991), the concept of motivation

helps to explain why certain behaviours are linked to certain situations. We might relate observed and motivated behaviour and the existence of at least some motivation. However, the lack of overt behaviour does not automatically mean the absence of motivation (Petri, 1991).

Callahan, *et al*. (1986) argue that major theories of motivation have been developed to explain and understand the "whys" of behaviour. Without considering the "whys" of behaviour we shall be left with an incomplete understanding of human beings (Fraser, 1971). We behave in certain ways and act in a particular manner in order to attain certain ends or objects. For this reason, Locke (1978) considers employee behaviour as directed and purposeful. We relate desires to motivation, then we start to think about motives and motivation (Vernon, 1969, see also Evans, 1975). We might be able to understand the purpose of an individual's action when we know the motive behind that action (Maier, 1955, see also Bindra, 1959). Maier states that most of motivated behaviours are guided by anticipation incentives, sometimes called motives.

Kanfer, *et al*. (2008b) suggests that to change behaviour, we must understand motivation. The relation between motivation and behaviour is illustrated elsewhere such as Siegel & Lane (1974: 395), who argue that motivation directs behaviour in two ways: (1) by causing the individual to seek one of several available goals and (2) by causing her/him to seek certain goals not present at the moment.

Generally, individuals in early studies of motivation were seen as directing their efforts on seeking pleasure and avoiding pain (Steers, *et al*., 2004). However, this hedonistic view has no empirical content and was untestable and basically circular (Vroom, 1964). Among early models of motivation were instinct theories, such as those proposed by James (1892), McDougall (1908) and Freud (1922 and 1971). A brief history of motivational theories is presented in section 2.3.

In this chapter I provide a brief account of the history of motivational theories and present some of modern classic Western, predominantly English-language, theories of motivation that dominate discourse on motivation in the workplace. Klassen, *et al*. (2011) believe that there might be risks of applying Western

dominated understandings of motivation in non-Western settings without critical examination (see also section 7.3.1).

2.2 The Concept of Motivation: Historical Background

Motivation has been a topic of interest throughout history, yet it was not until the beginning of the 20th century that it received rigorous attention. Early documented perspectives on motivation have their origins in Greek philosophy and the concept of hedonism. According to this concept individuals will endeavour to get positive rewards and avoid negative consequences (Knowles, 2008). This view provides justifications for actions after they happen and cannot easily predict behaviours. The development of motivational theory in the modern period emerged from the need to give a focus of attention to a large variety of motives, drives and needs, which are considered to reflect the main springs of human behaviour (Viteles, 1954).

Variables such as instinct, drive and unconscious motivation were introduced at the beginning of twentieth century (Knowles, 2008). Amongst others, McDougall (1908) has argued that the human mind has certain innate or inherited tendencies, which are the essential motivating powers of all thought and action. He has added that these tendencies or 'instincts' are goal directed and involving psycho-physical process.

Freud's (1922 and 1971) notion of instinct represented the basic understandings of early modern motivational theory that was used to explain apparent behaviours. These early ideas of motivation were based on biological drives and related to psychoanalysis (see Freud, 1922 and 1971). However, Freud's perspectives regarding motivation lost its importance and were not supported by later theorists and researchers "because they lack predictive power" (Latham, 2007: 7).

According to Latham (2007), Watson, as a founder of the philosophy of behaviorism, which concerns the consequences of the impact of environmental stimuli on observable behaviour, viewed behaviour as reflexive to a stimulus but not cognitive. Watson (1913), who considered that consciousness has no causal efficacy, states that:

> What we need to do is to start work upon psychology, making behavior, not consciousness, the objective point of our attack. Certainly there are enough problems in the control of behavior to keep us all working many lifetimes without ever allowing us time to think of consciousness *an sich*. (Watson, 1913: 175-176)

It should be noted that as early as 1892 James (1892) had been concerned about the interpretation of states of consciousness, before the empirical outcomes of experimental psychology. It is true that James did not focus on overt behaviours; though he highlighted the importance of biological and physiological factors on behaviours:

> By states of consciousness are meant such things as sensations, desires, emotions, cognitions, reasoning, decisions, volitions, and the like. Their 'explanation' must of course include the study of their causes, conditions, and immediate consequences. (James, 1892: 1)

According to James (1892), instincts are the product of sensory stimuli and memory, i.e., as Ellis (1987) explains, producing actions that are not automatic but actions that are modified by experience.

F.W. Taylor (1856 – 1915) is considered, probably, the first modern systematic commentator on motivation at work, as distinct from earlier general theories of motivation. Taylor presented some principles which advocated that people work for reasons other than money (Makin *et al*., 1989). In his *Scientific Principles of Management*, Taylor (1911) led the way in organized research to find the most effective ways of increasing employee productivity. The new strategies included conducting time and motion studies, setting standards of employee performance and providing appropriate job training. Taylor's approach to boosting an organization's output was based on competition rather than collaboration (Shelnutt, 2003). The Hawthorne studies during the 1920s and 1930s, (Mayo, 1946), in the USA were probably the source of the next major revision of motivation theory following Taylor. These studies concluded that productivity can be influenced by psychological factors at work and that motivation can be explained in terms of social relationships (Makin *et al*., 1989; Siegel & Lane, 1974 and Latham, 2007). Mayo (1946) believed that once basic physical and safety needs had been satisfied, employees' loyalty and efforts were greatly enhanced by a positive atmosphere and a sense of being one of a team in a clearly well-managed organization. The aim of the behavioural science

approach is to combine the classic organizational theories, based on increasing organization output, and the human relations approach, based on employee interrelationships. Maslow's (1954) classical theory of understanding human motivation is considered as the basis of the modern behavioural science approach, in which individuals are assessed according to their relationship with the organization (see Shelnutt, 2003).

The contribution of motivational processes to work performance has been examined by many researchers since the Hawthorne studies by Mayo (1946). Many of these subsequent studies have been directed to gauge the importance of contextual factors in the organization for shaping the direction and intensity of employee effort (Mayo, 1946 & Zaccaro *et al*., 2008). Contemporary motivational theories give more attention to aspects such as beliefs and cognitions and much less focus on constructs such as drives and instincts. These theories are concerned with regulation, maintenance and modification of actions (Dornyei, 2001). The advocates of the cognitive perspective consider motivation as an internal process that can be observed through its outcomes and it is a link between cognitions and behaviours (Roussos, 2003). Bandura (1991) interprets motivation by suggesting that individuals expect a desired outcome from their planned actions, by setting goals for themselves and planning procedures for actions designed to actualize valued futures.

Motivation has been conceptualized in varied ways including "inner forces, enduring traits, behavioral responses to stimuli and sets of beliefs and affects", and each of these links to a specific theory of motivation (Schunk, *et al.*, 2008: 4).

2.3 Theories of Motivation

There are various theories that cover the issue of motivation, which indicate the differences in understanding its precise nature and its operations (Schunk, *et al*., 2008). The popular theories of motivation stem, generally, from the notion that an attractive reward induces employees to improve their performance (Robbins, 2003). Although this is necessary, it is not enough. Employees also need to believe that they have the ability to perform the task and that the reward will be forthcoming (Green, 1992).

The interpretations of theories of motivation range from behavioural to cognitive. According to Roussos (2003: 20) behavioural perspectives, which were adopted in early modern theories of motivation, "constructed motivation in terms of apparent actions performed by the individual in relation to stimuli from the environment", while cognitive perspectives, which are considered by contemporary theories of motivation, focus on "the mental processes and effect of personal and environmental variables that define motivation".

In Troland's (1928: 2–3) opinion, the motivational problem is "psychophysiological". "When we question the motive of behaviour, we are asking for the thoughts and desires of the individual, and these are mental, and beyond the behaviourist's scheme of things." (pp. 3). It involves, simultaneously, the response processes of the nervous system and mental processes which accompany them. From this perspective, as Troland added, both the psychological and physical factors in the situation must be viewed in intimate correlation so that a satisfactory account can be given of what is happening.

A survey of the literature on organizational studies indicates that extant theories of work motivation can be classified into two types as follows (Porter *et al*., 2003):

1. Content theories: Behaviour is stimulated, channelled and maintained by an individual's internal factors. Examples are Maslow's hierarchy-of-needs model; Alderfer's modified need-hierarchy model and Herzberg's model.

2. Process theories: How behaviour is stimulated, channelled and maintained. Examples are expectancy-based models, equity theory, goal theory, and attribution theory.

It should be noted that this classification is not the only way to group motivation theories, as Landy (1985) categorizes motivation theories into four classes: need theory, instrumentality theory, balance theory and reinforcement theory. Also Kreitner, *et al.* (2002) group these theories into five categories: needs theories, reinforcement theories, cognitive theories, job characteristics approach and the emotions approach.

Motivation theories attempt to answer certain questions. For example:

1. Why do people make the choices that they make?

2. What makes someone persist in performing one activity and yet quickly abandon another?

3. To what extent is a person's behaviour a free choice? (Hollyforde and Whiddett, 2002).

There are many theories that contribute to investigating employees' motivation. Each of these theories of motivation can offer an important perspective in the attempt to explain motivation in the work settings. In general, according to Steers & Porter (1991) these theories can be seen as providing a comprehensive viewpoint rather than contradicting each other. The rest of this section will focus on some specific content and process theories which might be applicable to teacher motivation.

2.3.1 Content Theories of Motivation:

Maslow's Need Theory

Maslow's *Hierarchy of Needs* (1943) is probably the best known of content theories (Robbins, 2003). The literature on work motivation and the related literature on work satisfaction and commitment have been much informed by Maslow's (1943, 1954) theory of human needs which describes the growth and development of a healthy personality and how its motivated behaviour is shown. The theory contends that people are wanting beings whose needs guide behaviour. Maslow's theory is based on a hierarchy of needs from the basic requirements of food and shelter to the most advanced, such as self-fulfilment (Maslow, 1954). Maslow hypothesized that within every human being there exists a hierarchy of five needs.

At the lowest level are basic physiological drives such as hunger, followed by the need for safety and security. Generally, these needs must be satisfied to allow the progression to the social needs of love, affection, belongingness and esteem. At the higher level is the need for self-actualization. Behaviour is stimulated only by unsatisfied needs. Once these have been satisfied, they no longer motivate behaviour.

Maslow (1943) classifies the hierarchy needs into two subsidiary sets:

1. the need of the desire for strength, achievement, adequacy, confidence in the face of the world, independence and freedom;

2. the needs of the desire for reputation or prestige (respect or esteem from other people) recognition, attention, importance or appreciation.

As each need is largely satisfied, the next need emerges, not suddenly but very gradually (Maslow, 1970: 54). The lower-order needs (such as a salary and an employment contract) are mainly fulfilled externally, whereas higher-order needs are fulfilled within the person (Robbins, 2003: 157). At the highest level of the needs hierarchy Maslow posits a need for self-actualization: "This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming" (Maslow, 1943: 382).

This theory adopts the process of increased satisfaction-decreased importance which means that once the lower level needs have been satisfied their level of importance decreases and the next level of need becomes the strongest motivator (Lawler & Suttle, 1972). However, Maslow (1968) proposed another perspective regarding increased satisfaction-decreased importance. He states that for the highest level of the hierarchy, the increased satisfaction of self-actualization leads to an increase of its importance, "when we examine people who are predominantly growth-motivated…gratification breeds increased rather than decreased motivation, heightened rather than lessened excitement" (pp. 30).

Although Maslow's needs theory has been widely recognized and can be described as logical and easy to understand, unfortunately, its concepts have not been generally validated by extensive research conducted to evaluate their utility in organizations (for example, Hall & Nougaim, 1968; Alderfer, 1969; Wahba & Bridwell, 1976; Lawler & Suttle, 1972 & Porter *et al.*, 2003). Three aspects of Maslow's model were reviewed against the empirical data with the following results (Robbins, 2003: 157):

1. There was no firm evidence that human needs could be divided into such clearly defined categories or that they formed a hierarchy.

2. The research showed little support for the proposition that an unfulfilled need automatically engaged an individual's undivided attention.

3. There was no evidence supporting the notion that the satisfaction of needs at one level stimulated the needs at the next highest level.

According to Wahba & Bridwell (1976: 234-235), Maslow's need theory suffers from conceptual and operational shortcomings. They raised issues such as: "the most problematic aspect of Maslow's theory, however, is that dealing with the concept of need itself. It is not clear what is meant by the concept of need. Does need have a psychological and/or physiological base…how can we identify, isolate and measure different needs…why should needs be structured in affixed hierarchy…does this hierarchy vary for different people…" (234-235). Landy (1985) considers that Maslow's theory is of more historical than functional value.

Murray's Manifest Needs Theory

Murray's manifest needs theory (1938) has also contributed to the literature on work motivation. Murray considers the Freudian view of motivation limited. For this reason he argues that a new taxonomy of motivation is needed. Consequently, he identifies a list of more than 20 needs that might direct behaviours and he categorizes this list according to their expected effects. Murray's needs are not hierarchically related. They might exist at the same time. These needs such as achievement, affiliation, autonomy, power, order, and impulsiveness. Murray (1938) argues that the personality might be shaped as a result of the interaction of many factors. These factors could be internal or external to the individual.

Alderfer's Theory

The ERG Theory of Alderfer (1969) and Alderfer (1972) classifies needs into three main groups:

1. Existence: The provision of essential physical requirements for life. They correspond to the physiological and safety needs in Maslow's need hierarchy.

2. Relatedness: The human need for social interaction. These social and status desires correspond to Maslow's social need and the external component of Maslow's esteem classification.

3. Growth needs: The human intrinsic drive for personal development. It covers the intrinsic component of Maslow's esteem category and the characteristics grouped under self-actualization.

According to Alderfer, (1969) satisfying growth needs can allow a person the opportunity to experience a sense of wholeness as a human being and "be what he is

most fully and to become what he can" (pp. 147). According to Lawler & Suttle (1972) Alderfer might differ from Maslow in that he argues that the decrease in satisfaction of higher level needs, can prompt lower level needs becoming more important. The other main difference is that prepotency in Alderfer' theory is not crucial as it is with Maslow's, and needs at all levels can be active at the same time. Alderfer, (1969: 142) states that this theory "does not assume lower-level satisfaction as a prerequisite for emergence of higher-order needs".

Maslow (1943: 393) argues that "needs cease to play an active determining or organizing role as soon as they are gratified", however, Alderfer (1969) assumes the hierarchy principle working in reverse and that the lower-order need can be activated if a higher-order need is frustrated. Although there is evidence that the ERG theory is not effective in some organizations, several studies have supported it and consider it a more valid version of the need hierarchy (Robbins, 2003).

Frederick Herzberg's Two-Factor Theory

The two-factor theory was first proposed by Frederick Herzberg in 1959. It is based on the belief that success or failure is strongly influenced by a person's attitude towards work. He researched the question: "What do people want from their jobs?" (Herzberg *et al*., 1959: 113). Respondents were asked to describe situations in which they felt "exceptionally good or bad about their jobs" (Herzberg *et al*., 1959: 17). It was found that "the replies people gave when they felt good about their jobs were significantly different from the replies given when they felt bad" (Robbins, 2003: 160).

According to Herzberg's theory, the factors that produce satisfaction are different from those that produce job dissatisfaction (Siegel & Lane, 1974). This theory is not arranged hierarchically in the formal sense (Landy, 1985).

The original research used in developing Herzberg's motivation–hygiene theory was conducted with several hundred accountants and engineers, the data being obtained by means of the critical incident method. According to the respondents' replies, satisfaction appeared to be based mainly on intrinsic factors, or motivators, such as accomplishment, appreciation, the task itself, responsibility, promotion and

growth (see Herzberg *et al*., 1959 & Porter *et al*., 2003). These factors "fulfil human beings' higher-order needs", whereas the hygiene factors, such as the contractual obligations and remuneration, working conditions, company policy, and supervision are "the primary cause of job dissatisfaction" (Pennington, 1995: 19).

Herzberg *et al*. (1959: 12) refer to long-term research conducted by Flanagan (1954), in which 'critical incidents' were among the data collected. According to Herzberg *et al*. (1959: 12-13), "The goal of Flanagan's work is usually the evaluation of job performance or the development of a selection device. Thus the choice of critical incidents is based on a need to specify good or bad behavior on the job." In their replies concerning morale, respondents were asked to include "examples of situations to illustrate their feelings" (pp. 12-13).

It was found that when motivation was high, hygiene factors seemed to have only a neutral effect as satisfiers. However, when motivation was low, hygiene factors had a much stronger influence as dissatifiers (Pennington, 1995). Therefore, Herzberg concluded that to improve job satisfaction, it was not enough to remove the dissatisfaction caused by the hygiene factors, for the motivators needed to be strengthened as well. Robbins (2003: 160) points out that "according to Herzberg, the opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no dissatisfaction'."

According to Herzberg (1968) employees can have their motivator needs satisfied by the provision of more stimulating and interesting work or job enrichment. Herzberg' theory gave attention to the idea that there are factors other than pay that might contribute to work motivation and inspired the notion of job enrichment. Paul *et al*. (1969: 61) state that job enrichment seeks to improve task efficiency and human satisfaction by means of building into people's jobs, quite specifically, greater scope of personal achievement and its recognition, more challenging and responsible work and more opportunities for advancement and growth.

Herzberg's theory has been widely read and many managers are familiar with his recommendations. Nevertheless, it has been severely criticized because it gives an oversimplified view of job satisfaction (Siegel & Lane, 1974; Burke, 1966;

Lindsay, *et al*., 1967 and Hackman & Oldham, 1976). For example, Burke, (1966) finds no indication of a 'unidimensional' attribute of motivators and hygiene and suggests that these two factors might not be independent. Hackman & Oldham (1976) argue that a number of pervious researches could not provide empirical evidence for the two-factor theory and the theory does not offer a guidance of how to measure the presence or absence of motivating factors. The procedure followed by Herzberg is limited by its methodology, the reliability of which is questioned. Porter *et al*. (2003) conclude that although Herzberg's model has increased the understanding of motivation at work, it does not give sufficient attention to individual differences and assumes that job enrichment benefits all employees.

McClelland's Theory

McClelland's theory (1955) focuses on three needs:

1. Achievement: the drive for higher quality and greater success.
2. Power: the desire to control the behaviour of others.
3. Affiliation: the desire for harmony and brother/sisterhood in the workplace.

According to Robbins (2003: 162–163), McClelland argues that the high achievers avoid extreme situations, preferring instead to be given autonomy to deal with "tasks of intermediate difficulty", followed by a rapid assessment of their performance. The incentive for the achievement motive, as McClelland (1985: 228) argues, is that "What should be involved in the achievement motive is doing something better for its own sake, for the intrinsic satisfaction of doing something better". Earlier, Murray (1938: 80-81) argues that the need for achievement is the desire "to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible". According to Mitchell and Daniels (2002) the accomplishment of goals can produce satisfaction, whereas the failure to do so can result in reduced motivation and performance.

The importance of studying a theory of achievement motivation was pointed out by Atkinson and Raynor (1978: 242).

> The study of achievement-oriented activity continues to offer the greatest promise for development of a new interaction-oriented psychology, because the problem of achievement has been and still is, a central issue in human

> history. This is also because the accumulative achievement of individuals (educational attainment, social mobility) are central interests of sociology, which studies the larger context within which the motivated stream of an individual's activities occurs.

The findings of Steers (1975) and Steers & Spencer (1977) showed that achievement-enriched jobs (i.e. jobs characterized by greater amounts of variety, autonomy, feedback and so forth) are expected to cue the achievement for high need achievers, leading to better effort and performance. However, enriched jobs might not be a good strategy for low need achievers, where alternative motivational strategies should be considered such as stronger performance-reward reinforcements.

Based on the earlier discussion, we might observe that the need theories have the same basic structure and similar in many important aspects (Landy, 1985). They have the same foundation assuming that there are certain needs that must be satisfied. It could be only one need, or many simultaneously, that influences an individual at any given time (Siegel, & Lane, 1974).

McGregor's Dual Theories

McGregor (1960) proposes two distinct views of human beings. He (1960: 33) states: "Behind every managerial decision or action are assumptions about human nature and human behavior". According to McGregor's Theory X: people generally dislike and avoid effort and responsibility, preferring direction and security. Therefore, force is necessary to achieve organizational objectives. However, based on McGregor's Theory Y: most people have the ability and the will to make the necessary effort, to accept responsibility and use their initiative to achieve workplace objectives, provided that they are motivated by personal commitment and other stimuli associated with the reward for doing so (McGregor, 1960: 47–48).

According to Alderfer (1969) McGregor's theory X and Y relied heavily on the idea that human motives were arranged on a hierarchy of prepotency. For example, a satisfaction of a "more pre-potent need" would allow the appearance of another need.

Before McGregor (1960), Argyris (1957: 123–125) had highlighted the idea that a senior manager can have a negative view of employees' apathy, low productivity and obsession with money. However, he suggested that a strong and

loyal leadership, a fair and consistent application of workplace discipline and clear information on the organization's economic problems and the possible solutions, might help in creating an environment more conducive to achieving the organization's objectives.

McGregor (1960) has argued that management can satisfy lower-level needs by providing extrinsic rewards to employees right across the board, as a physical recognition of their achievements. Higher-level needs could be fulfilled by providing intrinsic rewards in the workplace, such as encouraging employees' participation in decisions affecting them (Seguin, 1997). Siegel & Lane (1974) argue that despite the absence of research support for McGregor's theories, these theories are credited with being the first to identify the dichotomy between the human relations viewpoint (Theory Y) and Taylor's scientific management position (Theory X). According to Robbins (2003), there is no evidence to confirm the validity of either Theory X or Theory Y.

It is true that theories such as Maslow's and Herzberg's had little empirical support, yet they are still relevant and many contemporary researchers make reference to them, despite the general criticisms that are directed at them, for example by Landy (1985: 326), who contends that: "in order to justify the title 'theory' there should be a tight set of interrelated propositions that can be empirically tested. This is where most of need approaches have fallen short. The proposed interrelationships have not been confirmed". Such criticisms of individual needs theories prompted the emergence of other theories based on knowledge and beliefs.

Content theories might be useful to apply to contexts such as schools, the focused context for this research. School leaders might need to consider means of motivating school teachers through investigating their needs and then try to satisfy them. However, content theories do not identify personal factors that might have impact upon teachers' behaviour, such as teachers' goals and expectancies. For this reason, in order to investigate and understand such factors, we need also to focus on process theories.

2.3.2 Process Theories of Motivation

Adams' Equity Theory

The Equity Theory proposed by Adams (1963) focuses on fair treatment and equality as perceived by employees. Adams believes that the employment relationship is an 'exchange' of 'inputs' (education, work experience, effort and training) and 'outcomes' (particularly pay, though also recognition, praise and promotion) (see Adams, 1963; Adams and Rosenbaum, 1962; Adams and Jacobsen, 1964; and also pointed out by Mowday and Colwell, 2003). To judge the equity of a particular exchange:

> people compare the ratio of their (called "person") outcomes to inputs with the ratio of outcomes to inputs of another individual or group (called "other"). "Other" can be the person with whom you are engaged in an exchange, another individual, or the person in a previous job or anticipated work situation. (Mowday and Colwell, 2003: 67)

Porter and Lawler (1968) argue that the size of the reward is not the only motivator, for if the reward is perceived as inadequate in other ways, it is unlikely to promote motivation and improved performance. According to Lawler (1973: 18), "people want to be treated fairly". Not tying outcomes to performance among all employees may result in inequity as described by Green (1992). We might believe that a sense of justice has an impact upon work motivation, yet there should be defined mechanisms that guide understanding of how justice works with motivation (see for example, Latham, 2007).

We may deduce from the literature that employees compare their job inputs and outcomes with those of others, these are known as 'referent comparisons', which can include friends, colleagues in other organizations and their current job with past jobs they themselves have had (see, Robbins, 2003: 170-172, and Evans, 1998). Mowday and Colwell (2003) argue that employees perceiving an inequity are likely to react by implementing some inequity reduction strategies such as making less effort or leaving the career. Yet equity theory posits that, for example, offering incentives and providing different resources to fulfil the job cannot, alone, guarantee high motivation, as it is important that rewards are not only equitable but also *believed to be* equitable by employees (Pennington, 1995).

Locke's Goal-Setting Theory

In his 1969 article that launched goal-setting theory, Locke stated:

> An individual's job satisfaction can be predicted and explained in the short range by taking account of his specific goals. To achieve this in the long run, however, one would have to consider his wider values. For these wider values determine what future goals a person will seek after achieving his present goals. (p. 24)

(See also Locke, 1968; Locke, 1978; Locke, 1982; Locke, *et al*., 1984a-b; Locke and Latham, 1990a-b and Locke, 1996)

Locke (1996: 114) states that the goal-setting theory is consistent with the cognitive revolution and it is based on "what Aristotle called *final causality*, that is, action caused by a purpose". The goal itself describes the task to be performed and the type and amount of effort required. According to Locke (1968: 24), "Specific goals are not set in a vacuum, but in the context of the individual's wider purposes". Moreover, the importance and attainability of the goal, as perceived by the employee, have a strong influence on the employee's commitment, which is essential for a high-quality performance (Klein *et al*., 1999). From the point of view of Argyris (1957: 40-41), psychological success, the opposite of failure, occurs when the individual is able to direct her/his energy towards a goal that s/he defines, whose achievement will fulfil her/his inner needs. Failure occurs when an individual is not able to define her/his own goals in relation to his inner needs. For this reason, Locke (1996) considers intentions to work toward a goal as a major source of motivation. Locke adds that a goal that is specific and difficult requires greater commitment and effort, than an easy generalized goal.

Robbins (2003) argues that factors such as the employee's ability and acceptance of the goals remain constant. Despite the assumption that an employee might prefer easier goals, it has been found that a difficult goal provides an important stimulus. Leithwood and Beatty (2008) assert that goals stimulate actions when they are perceived to be difficult but achievable. Similarly, Mitchell and Daniels (2002: 30) argue that goals can improve creativity "when people work alone and expect their work to be evaluated". According to Maier (1955), employees should be told where they stand in term of their progress and how much they are improving, and

what are the future goals. Moreover, setting goals in terms of realistic expectations is a practical means that might encourage each employee increases her/his experience of progress. Maier considers knowledge of results - of job done - and experience of progress as effective methods of motivation.

Leithwood and Beatty (2008) point out that the opportunity to achieve personal aspirations and participation in decision-making can markedly increase the employees' commitment to accepting and attaining the goals. In this view, goal-setting theory assumes a person's commitment and her/his belief in the ability to carry out the task. Moreover, we may expect that those with high self-efficacy will make greater efforts to meet the challenge of difficult goals.

According to Locke (1978) there is a ubiquity of goal setting theory, explicitly or implicitly, among every major theory of work motivation and that because of a general recognition that rational human actions is goal-directed. Locke (1996) refers to a relationship between goal-setting theory and expectancy theory because expectancies and valences might impact upon goal choice and commitment. A firm commitment to a particular goal stimulates a high-quality performance (Klein *et al*., 1999), because goals appear to mobilize effort, direct attention and encourage persistence and strategy development (Locke and Latham, 1990b). According to Lawler (1973), therefore, when analysing goal-directed behaviour, it is important to take into account its stimulus and its guide, as well as the content of the goal and the procedure chosen to attain it.

Baron (1991: 3) argues that the progress towards attaining important goals might generate both positive and negative affect. Baron explains that if the rate of the progress "is perceived as inadequate, negative affect is generated. If it is perceived as satisfactory, positive affect may result" (pp. 3).

Locke (1996: 115) explains that goals have both an internal and an external aspect: "Internally, they are ideas (desired ends); externally, they refer to the object or condition sought (e.g., a job, a sale, a certain performance level)". I have mentioned earlier that Locke (1968) concludes that hard goals produce a higher level of performance (output) than easy goals; and specific hard goals produce a higher level of output than a goal of 'do your best'. For this reason it may be stated that goal

setting is a major determinant of task performance. When we try to apply this statement to the educational environment we might find that teachers face some difficulties in implementing their duties if their teaching goals and roles are ambiguous and not specific. In contrast, we may contend that clear, specific and achievable goals help individuals to attain their sense of achievement from reaching their goals.

Vroom's Expectancy Theory

Vroom's (1964) expectancy theory, as described in Mitchell and Daniels (2002), Green (1992), Pennington (1995), Porter *et al*. (2003) and Robbins, (2003), is the most comprehensive useful approach to, and widely accepted explanation of, motivation. However, as Green (1992: 8) points out, understanding motivation is not the same as having the ability to motivate employees to perform as required. Vroom (1964: 230) states that there is "considerable evidence that performance increases with an increase in the magnitude of the reward offered for successful performance".

According to Vroom (1964), motivation is based on the employees' belief that their extra efforts will produce a chain of desirable results; that is, a good performance appraisal, leading to organizational rewards such as a bonus, a salary increase, or a promotion; and finally, the satisfaction of the employees' personal goals. Vroom (1964) argues that employees tend to evaluate different behaviours in their work and then choose those behaviours that might lead to desired outcomes. Accordingly, employees will put more efforts on those behaviours that are most valued by them.

According to Pennington (1995), Vroom (1964) and Porter and Lawler (1968), cognitive or expectancy theories stress that current behaviour is strongly influenced by the satisfaction of previous needs and the promise of rewards in the future: "Employee effort is jointly determined by two key factors: the value placed on certain outcomes by the individual, and the degree to which the person believes that his/her effort will lead to the attainment of these rewards" (Pennington, 1995: 22, see also Porter *et al*., 2003: 13–15). In this view of work-related motivation, intrinsic rewards can be more closely connected with good performance than can extrinsic rewards.

Porter *et al*. (2003: 13–15) argue that a useful way of viewing Vroom's model is presented below:

1. Outcomes: these are the anticipated outcomes that are relevant to the individual and that are perceived to follow certain of his or her work behaviours.

2. Valence: this is the extent to which the anticipated outcomes appear attractive or unattractive to the individual.

3. E–P Expectancy: this is the effort–performance (E–P) expectancy and is defined as an individual's subjective probability that effort will actually lead to performance on some job or task.

4. P–O Expectancy: this is the performance–outcome (P–O) expectancy, and is defined as an individual's belief that a particular level of performance in a given situation will result in a particular set of outcomes

According to Green (1992: 7–8), the expectancy theory of motivation requires that a manager's goal is to convince employees that their effort will produce the required performance which will result on expected rewards that might lead to personal satisfaction. Green adds that when employees lack motivation, one of these three factors is missing. In this context, we may recognise that the extent to which expectations of intrinsic and extrinsic rewards have been met, strongly influences current and future performance

Although Vroom's theory has stimulated much research, difficulties have arisen when the model has been tested. For example, "there is limited agreement about the meaning of effort" and the theory "does not specify which outcomes are relevant to a particular individual in a particular situation" (Porter *et al*., 2003: 15). There are some practical problems involved in testing expectancy theory (V-I-E), such as which components to measure and how (i.e. valence, instrumentality and expectancy) (Locke, 1975). There is a need to specify both intrinsic and extrinsic outcomes and how to measure performance and which components are best predictors of performance.

Expectancy theory, as Leithwood and Beatty (2008: 65) argue, "assumes that employees enter the organization with expectations [working conditions] and values [desired outcomes] about the organization and the nature of their workplace". For

example, the value of new teachers is to make a significant difference in the lives of their pupils. Accordingly, when teachers' expectations and values are met, it is expected to produce a positive attitude towards the task and a marked increase in their commitment (see Leithwood and Beatty, 2008).

Porter and Lawler's Motivation Model

Porter and Lawler (1968) refined and extended Vroom's expectancy model (1964). Their theoretical treatment of motivation is similar to Vroom's (1964) except for differences in terminology (Heneman, & Schwab, 1972).

According to these two models, the employees' efforts are influenced by the perceived value of the relevant outcomes and the likelihood that their efforts will be appropriately rewarded. However, the Porter–Lawler model emphasizes that effort may not necessarily produce the required performance because (1) the employee may lack the relevant skills; or (2) the employee may not fully understand what needs to be done, (Porter and Lawler, 1968).

The Porter and Lawler (1968) motivation model is described as follows:

- the desirability of the reward increases its value;
- the employee expects the reward to be directly proportional to the level of effort made;
- the effort made by the employee depends on the value of the reward and the perceived interaction between the effort and the reward. However, the achievement of the task is also influenced by other factors, namely, the employee's characteristics and role perceptions;
- rewards are desirable outcomes and can be defined as intrinsic and extrinsic motivators.

Many motivational theories have been developed to account for work motivation and try to investigate the reasons that direct employees to exert significant and sustained efforts in fulfilling various tasks (Baron, 1991). However, as Siegel & Lane (1974) argue, due to the complexity of understanding motivation, it is difficult to find an employee's 'hot button', which can be pressed to enhance her/his level of performance. Locke (1991) describes the field of work motivation as

‘increasingly confused’ because of ‘a plethora of the theories and paucity of frameworks’ for integrating them. In section 2.4 below, I shall discuss the general issue of work motivation.

2.4 Work Motivation

Pennington (1995: 10) states that employment in any organization is regarded by most people as the focal point of their lives, because it “consumes a large proportion of their time and energy” and provides a wide range of experiences: intellectual and social; and is rewarding as well as frustrating. According to Kanfer, *et al*. (2008b) work plays a crucial part in person’s security and identity and may impact dramatically upon her/his physical and psychological well-being. The “nature of the job…and the meaning it has for the employee…can have a profound impact on employee attitudes and work behavior” (Pennington, 1995: 10). Moreover, we might consider work to be satisfying and beneficial, or frustrating and lacking purpose and meaning, depending on the character of the individuals and their tasks. Generally, people tend to “evaluate themselves according to what they have been able to accomplish” (Pennington, 1995: 10). I believe that those who find that their work does not enable them to realize their full potential will have difficulty in maintaining a sense of purpose. Accordingly, this situation can result in job dissatisfaction and the loss of interest in the tasks to be performed.

According to Steers & Porter (1991), there are three variables that might affect work motivation: (1) variables unique to the individuals such as attitudes, interests and specific needs, (2) variables related to the nature of the job, such as level of responsibility and degree of autonomy, (3) variables that can be found in the larger work situation or environment such as colleagues, supervisors and reward practices. It is important that we should not view these variables as static lists of factors, but we need to investigate how they might affect one another over time, according to work conditions and circumstances.

Work motivation represents an important aspect in maximizing the use of human capital for organizational success. According to Kanfer *et al*. (2008c), work consists of three core components: (1) goal generation (i.e., choosing where and how

to allocate one's effort), (2) goal striving (i.e. regulating one's effort during goal pursuit) and (3) motivational states (i.e., beliefs regarding the work environment and one's interest in and capacity to operate effectively in that environment). Thus, the common thread between theories of work motivation is that employees are goal driven.

We may expect that when employees remain in the same occupation for many years, their abilities and skills are expected to improve with training, education and experience. Robbins (2003) argues if the employees' performance is not up to standard, then the work environment needs to be carefully assessed. This may include the provision of adequate tools, equipment, materials and good working conditions (Robbins, 2003). Other factors should also be examined, such as the employees' relationship with their colleagues, work regulations and procedures, the provision of all relevant information to make job-related decisions and adequate time to do a good job (Robbins, 2003).

Historically, the issue of motivation to work has been given little attention in literature that was mainly focused on industrial and organizational psychology. Frustration, physical conditions, group work, supervision, vocational selection, training and vocational guidance were examples of issues that were considered to be the main focus of many studies, before the explicit discussion of motivation, which came later (see for example: Tiffin, 1943; Smith, 1952; Tredgold, 1949; Gilmer, 1961 and Siegel & Lane, 1974). Yet these issues become, in many recent studies, factors that might have impact upon employees' motivation, as, for example, shown in my own earlier research (Alrasbi, 2003) where I discussed some of these issues.

Latham (2007) asserts that the research on work motivation that is focused on examining the influence of attitudes on employees' performance brought into question the variations on Taylor's scientific management, which states that a worker would generally be motivated by substantial monetary bonuses. Moreover, researchers of workers' attitudes and feeling, have argued that there were other factors that come into play and have far greater impact on a worker's performance, such as social relations, steady employment and opportunity for advancement, e.g. Viteles (1954); Houser (1938) and Hoppock (1935). The last two authors inspired

two important contributors: Maslow (1943) and Herzberg (1959). Hoppock (1935) conducted a study that gave attention to job satisfaction as opposed to motivation. He (Hoppock, 1935: 279-283) found that factors other than money might impact upon job satisfaction. If we are to locate these factors in Maslow's and Herzberg's theories, they might fit with motivators in Herzberg's motivator-hygiene factors and the four levels of Maslow's needs theory, excluding the basic level.

According to Ellemers *et al.* (2004), to do research on work motivation means that you examine the factors that might energize, direct and sustain work-related behaviour. Ellemers *et al.* add that work motivation is not directly observable; we can only know it by studying its parts.

It is worth noting that incentives are not just about money. For example, Herzberg's theory refers to factors other than salary that can be considered as rewards, such as promotion and recognition. Mitchell & Peters (1988: 76-78) argue that it is important to distinguish between the potency of rewards directed to teachers and the incentive value of those rewards. They explain that the potency of rewards might be considered as the amount of benefit and satisfaction generate. The incentive value of reward refers to the extent to which, for example, teachers are willing to reshape their work efforts in order to obtain it. A reward should be desirable and can be anticipated in order to be an incentive. According to Mitchell & Peters monetary rewards might be viewed as the most important incentives for good teaching by policymakers and school leaders, who do not understand the potency of intrinsic motivation for teachers. Mitchell & Peters assert that good schools are the best incentives for good teachers.

Locke (1991) offered a model that represents a preliminary attempt at integrating theories of motivation in the work place. However, Locke and Latham (2004: 388) provide another perspective of work motivation, because they believe that the field of work motivation "has progressed in multiple directions over the last several decades". They focus in their new perspective, not on offering a new theory of work motivation, but rather on the processes through which researchers "can build more valid, more complete, and more practical theories" (pp. 389). There is not enough space in this thesis to discuss their perspective; however, in general, they

think that there is a need to tie theories of motivation into an overall model by performing a meta-analysis of extant theories of motivation, which is expected to integrate an enormous amount of data into one useful comprehensible framework. According to the perspective of Locke and Latham, motivation theory should be further developed within an area other than isolated task performance settings. Locke and Latham (2004) argue that there are, for example, differences between team motivation and individual motivation, so additional studies are needed to explore such issues as conflicts among personalities, values and goals of team members, and how these can influence team motivation. Yet, we may find that 50 years earlier, Maier (1955) indicated the effects of team motivation when he stated that the enthusiasm and motivation of members of a group might spread to others within the same group. He believed that the total motivation of a group to work is more than the sum of the individual motivations.

We may notice that most work motivation theories have failed to include time as an important factor that might affect employees' motivation. Fried & Slowik (2004) argue that the highly dynamic environment of today's work involves time-related issues more than before. In particular, as Fried & Slowik continue, incorporating time with the discussion of the goal-setting theory might help to understand three important issues of this theory: goal difficulty, goal attainability, and goal specificity. Generally, the achievement of goals needs awareness of time frames or deadlines. According to Kanfer *et al*. (2008c), most theories of work motivation do not specify the timescales of factors that contribute to individual motivation during the period under investigation.

Another point is that managers should be interested in investigating how employees would energize and motivate themselves at work and what they do to manage their own actions and persist in working at specific tasks. These investigations are expected to help management to plan supportive strategies that would help to motivate their employees.

It could happen that individuals' goals are incompatible with group goals. For this reason more focused research is needed to discover the nature of motivational processes when these two types of goals are incompatible. In the same way, most of

pervious work on work motivation assumes that the members of a group tend to satisfy their needs from an individual point of view. We need more research regarding the relation between individual behaviour in a group with her/his group concerns. Ellemers, *et al.* (2004: 464) raise this point from a social identity approach, to motivation. They state that "when people think of themselves as part of a collective, they are energized by different experiences or events than when they identify themselves as separate individuals".

2.5 Intrinsic and Extrinsic Motivation

According to researchers such as Makin *et al*. (1989); Ryan & Deci (2000a); Deci *et al*. (1991) and Parker & Ohly (2008), there are two sources of the outcomes of employee performance: (1) in the employees' environment, known as extrinsic outcomes, some of which might be under the control of the manager. Examples are a pay rise, a reprimand, or a pat on the back. (2) in the performance of the task itself, known as intrinsic outcomes.

Intrinsic outcomes may produce the positive feelings of personal achievement such as an increase in knowledge, and enjoyment of the work itself (Green, 1992: 5–6). According to this point of view, as stated by Lashway (2001: 26), "people who are intrinsically motivated will enter an activity with no other reward required [than] competence and autonomy". Motivation appears to be tied to fundamental human needs and can surface in "activities that seem mundane or trivial." yet produce "profound happiness" (Lashway, 2001: 26). Maslow (1970) describes such 'profound happiness' as a 'peak experience'.

Lashway (2001: 28) argues that extrinsic motivation is often rated inferior to intrinsic motivation, because it is associated with the performance of an activity to achieve a result unrelated to the activity itself, for example, the payment of salary or wages. Although the activity might be difficult, boring or unpleasant, the reward makes the effort worthwhile. On the other hand, intrinsic motivation is "an expression of personal desire or values…which refers to doing an activity for the inherent satisfaction of the activity itself" (Lashway, 2001: 29). Based on the literature, it

appears that the behaviour of most employees in the workplace is motivated by a combination of intrinsic and extrinsic factors.

According to Ryan and Deci (2000b), employees are intrinsically motivated to perform only those activities that they find interesting. But intrinsic motivation can be stimulated further when employees are given a free hand and their efforts and abilities are appreciated. Ryan and Deci (2000b: 59) argue that "several studies have shown that autonomy-supportive (in contrast to controlling) teachers catalyse in their students greater intrinsic motivation, curiosity, and the desire for challenge." There are strong links between intrinsic motivation and satisfaction of the needs for autonomy, competence and relatedness (Ryan and Deci, 2000a, see also Medved, 1982).

Leithwood and Beatty (2008) contend that sources of motivation remain intrinsic to the work itself when there are opportunities for self-actualization. Although, in one sense, "intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities". Some employees are attracted towards some activities or behaviours, because, for example, they are interesting, and not others. These intrinsically motivated activities or behaviours are expected to satisfy the innate psychological needs. It is important to focus on task properties and their potential intrinsic interest "as it leads toward improved task design or selection to enhance motivation" (Ryan & Deci, 2000b: 56-57). However, generally, activities that are not intrinsically motivating might require extrinsic motivation (Gagne´ & Deci, 2005). According to Müller, *et al*., (2009) intrinsic and extrinsic motivation can interact positively or negatively. For example, extrinsic rewards, such as pay, can have a detrimental effect on intrinsic interest and task persistence. However, these effects do not occur automatically.

It has been argued that extrinsic rewards can undermine intrinsic motivation, because reward might shift employees from, as Ryan & Deci (2000b: 59) state, "a more internal to external perceived locus of causality" (see also Deci *et al*., 2001). A greater sense of autonomy and more opportunities for self-regulation can enhance intrinsic motivation (Deci *et al*., 2001). On the other hand, when employees find themselves that they are more controlled, by for example deadlines and directives, this might diminish intrinsic motivation.

It is worth noting that Ryan & Deci (2000b, see also Ryan & Deci, 2000a) would not agree with some perspectives that consider extrinsically motivated behaviour as invariantly nonautonomous. They argue that, according to self-determination theory, extrinsic motivation might vary remarkably in the degree to which it is autonomous. I shall present in section 2.6 the relationship that might occur between the issue of job performance and the understanding of work motivation.

2.6 Job Performance

According to Pennington (1995) employee performance is a function (F) of the interaction of ability (A), motivation (M) and opportunity to perform (O), that is, performance = F (A x M x O). If any element is lacking, the standard of performance will be lowered. Therefore, despite motivation, performance can be impeded by other factors.

John (1999, in Lashway, 2001) maintains that the factors that have a major influence on human performance are: (1) motivation: the will to make the effort; (2) knowledge and skills, (3) provision of the necessary resources. People can behave in different ways at different times, depending on the motivation or lack of it (Petri, 1991).

Each employee has certain expectations concerning the amount and type of compensation that s/he should receive from her/his job. These expectations, as Steers & Porter (1991) argue, have a large influence on the inclination of the employee to commit achieving high level of performance, or reducing it, or indeed, concerning leaving the job. However, the belief that employees will achieve better performance if they have been given 'more' incentives was not evidenced (Kohn, 1993). Moreover, some studies suggested that 'more' rewards might undermine employees' performance and that because they might lose interest in doing their duties or ask more incentives before they perform the job (see Viteles, 1954; Maier, 1955 and Forest, 2008). Forest (2008) argues that individualized remuneration plans can, in the long term, undermine the motivations of the employees, and they will not make it possible to guarantee a sufficiently high level of performance, nor motivate them.

Accordingly, other instruments such as task enrichment and more participative management strategies might show more effectiveness in motivating employees.

Viteles (1932) contends that low performance could be caused by a serious situation in workers' attitudes towards management. He stresses the importance of workers' feelings and states that the prime element is "the wish to enjoy the feeling of worth-recognition and respect on part others" (pp. 583). Reviewing the literature showed that more focus of early studies was towards fitting the worker to the job. This might involve directing attention to specific issues such as job analysis, vocational and selection tests, training. Viteles (1932) argues that some early studies were directed to examine, for example, workers' reaction towards their jobs, colleagues, management, home and wider society, as factors that might influence workers' desire to work and their interest in their duties. These factors became, later, important factors in examining motivation to work. My doctoral research has also given attention to some of these factors as possible influences on teacher motivation (see Appendix **8**, the main questionnaire). The early work of Kolstad published in 1938 influenced later studies of Porter and Lawler (1968). Kolstad (1938) concluded that it seems that job performance affects job satisfaction, not the reverse. He found that workers who achieved high performance had also high morale. On the other hand, he found that workers who achieved low performance had low morale.

Generally, since employees, even in a single work group, vary considerably in their attitudes and responses, a remedy that works well for some will not be suitable for others. As Green (1992: 1) argues, there is no "one best way" to deal with them. Therefore, what is needed is a flexible strategy tailored to motivate each individual, though, as Komaki (2003: 95) points out, its implementation in the long term will present a "formidable challenge" to management. However, as I mentioned earlier, good performance requires not only motivation but also the appropriate skills and a supportive work environment with the necessary resources and good working conditions.

It worth noting that there are inventories or tests that aim at predicting the ability and the motivation of an employee to perform in a work setting. These can be also applied in the teaching setting where an inventory or test is created to measure

teachers' competences to teach and to predict her/his motivation towards teaching duties (see for example Latham, 2007).

2.7 A Final Point and the Summary of the Chapter

The field of motivation continues to attract much interest. Since the literature has produced such a wide range of approaches, principles and perspectives, it seems unlikely that one general theory of motivation will be established (Mitchell and Daniels, 2002). Kusereka (2003) argues that the various theories of work motivation bring forth the complex nature of human beings. Every theory can be partly applied, to a certain degree, to specific individuals and specific situations. For this reason, in order to understand motivation theories we should always remember that every situation is unique and every individual is unique in that situation (Kusereka, 2003).

As previously mentioned, however, motivation theories aim to more generally predict and explain purposeful and goal-directed behaviour and the theoretical perspectives of these theories are different because of the causal mechanisms used to explain behaviours. According to Kreitner *et al.* (2002), the fact that there is a variety of behaviours that occur over time and across contexts and people, results in there being no single theory of motivation that is suitable for all situations. For example, headteachers in the school setting can benefit from this fact by noting the needs of each individual teacher at the beginning of the school year and then deciding which motivational method or technique might suite each teacher. It might be time consuming to work on a motivational technique for each individual teacher, but once decided, it is expected to result in desired outcomes, as teachers are expected to feel more inclined to engage in their teaching activities.

Kreitner *et al.* (2002: 180) suggest a contingency framework that might help managers to choose the motivational techniques that are suitable for each employee or situation. For example, a manager who faces a performance problem in the organization is advised to consider techniques involved in reinforcement, equity, goal-setting and job characteristics theories. This framework contains suggestions to solve some problems; however, these suggestions might be not applicable to all school settings.

According to Müller *et al*. (2009: 576), the underlying hypothesis of work motivation is that, "with given individual capacities (intellectual, physical, know-how) and the organization put in place by a firm or administration (technical, human resources administrative), motivation can directly influence the individual performance of each employee—and ultimately influence the success of an organization". Employers and employees should have knowledge about the motivational processes that might help in achieving the goals of the organization and offering personal satisfaction for the employees (Steers and Porter, 1991). The focus of work motivation research has shifted from the performance-centric perspective that directed much of 20th century research, to a more integrative person-centric perspective which concerns not only about the opportunity of improving job performance, it also gives attention to other outcomes such as innovation, adult development, societal progress and employee well-being (Kanfer *et al*., 2008a & Kanfer *et al*., 2008b).

This chapter has concluded, as asserted by Ployhart (2008), that there is no one theory that comprehensively explains all work motivation difficulties and fits all situations. It is increasingly recognized that individuals are nested within work groups, departments, and organizations. The way that work is designed, such as the degree of variety and challenge in the job, is recognized as a critical influence on employees' work motivation (Ployhart, 2008 & Parker & Ohly, 2008). New models are increasingly designed to address a particular set of conceptual issues or problems (Kanfer *et al*., 2008b). The research on work motivation has grown increasingly multifaceted, which highlights the importance of understanding how motivation processes, influence the persistence and continuity of action over workday, weeks, months and years (Dalal & Hulin, 2008).

According to Boswell *et al*. (2008) there is a possibility that at the recruitment and selecting stage, organisations can employ individuals based on the goals and values of the organization. This might help to choose individuals who might fit in the environment of the organisation and then increase the likelihood that they will be motivated to work towards organizationally aligned goals. Boswell *et al*. add that it should be clear to employees how their efforts are linked to organisational goals and to the reward level they should receive.

It is recommended that employees perceive the important role of organizational goals and understand the mechanisms of achieving them. It is expected that employees might commit to these goals when they have awareness of what and how to achieve them. Ellis (1987) argues that it is important for managers and employees to know the goals towards which certain behaviour is directed and the ways in which a person might behave in order to reach that goal. The awareness includes how to remove the obstacles and solve the problems that performance may face. Another important issue that emerged from reviewing the literature was that employees' participation in setting the organizational goals and expressing their opinions, can lead to a positive effect that might enhance goal commitment and thus performance.

It was discussed earlier, (see Lashway, 2001), that extrinsic motivation is often rated inferior to intrinsic motivation, because it is associated with the performance of an activity to achieve a result unrelated to the activity itself. However, it seems that employees are intrinsically motivated to perform only those activities that they find interesting. As mentioned earlier, intrinsic motivation can be stimulated further when employees are given the opportunity to schedule their own work, their efforts and abilities are recognised. However, as it appeared from this chapter, motivation is clearly not the only influence on an employee's performance, which can also be affected by numerous situational and environmental factors. The popular theories of motivation stem from the notion that an attractive reward induces employees to improve their performance. The chapter has presented some of these content and process theories.

My aim of reviewing these "modern classic" and general motivational theories was to firstly provide a framework against which the literature on issues that might affect the motivation of schoolteachers in work settings can be critically reviewed and, secondly, to help inform the conceptual foundation for the data collection.

Chapter 3

Teacher Motivation in the Work Setting of the School

3.1 Introduction

Motivation is crucial to both individual and organisational performance (Addison & Brundrett, 2008). According to Müller *et al.* (2009) teacher motivation can play a crucial role with regard to student learning and a school's capacity to achieve its objectives. Therefore teacher motivation is considered an important factor in defining a school's general ability to attract, maintain and develop teachers (Müller *et al.*, 2009).

Teaching has long been a profession noted more for its inherent fulfilment rather than its fulfilment of material wants and needs (Broadfoot, 1990). Broadfoot adds that teaching has never been an easy job. Although some schoolteachers regard teaching purely as a paid occupation, many undertake it for the inherent satisfaction gained from the importance of conveying knowledge and for the pleasure of working with their pupils (Pennington, 1995). According to Beerens (2000), teaching is a many-faceted occupation that is emotionally draining if done with intensity, passion and love. However, Pennington (1995) argues that even in communities that have accorded great respect as one of the most important professions, schoolteachers have seldom enjoyed the pay and working conditions to match.

In the view of Leithwood and Beatty (2008: 108), schoolteachers are a leading example of commitment to a profession and they "prefer to persevere rather than opt out". Leithwood and Beatty continue that despite their low pay compared with other professions, many teachers use their own resources to provide equipment and materials for their pupils, especially in schools that are under-funded. Clearly, as Leithwood and Beatty assert, these are sacrifices that are not generally a hallmark of other professions. They add that without teachers' dedication and their efforts to contribute knowledge, time and initiative, it would be impossible to create and implement an educational system to meet the challenges of a changing world. Thus,

the success or failure of a school depends on the quality of its teachers (Sergiovanni, 1992, in Spiggle, 2003).

According to Darling-Hammond (1997, in Beerens, 2000) teachers' ability to maintain discipline, manage time and inspire their classes appears to result in successful pupils and a sense of fulfilment. It appears that when schoolteachers feel that other stakeholders contribute and help them in teaching they seem to be more committed to their duties and spend more efforts to deliver creative and quality teaching. Moreover, Nieto (2003) argues that the level of support in schools available to new teachers is particularly important in this respect.

This chapter is divided into 7 sections. Section 1 is an introduction. The chapter will then give a brief introduction to conceptualizing teacher motivation (section 3.2). Section 3.3 is a discussion about the attempts that have been made to utilize motivation theories in order to understand teacher motivation. Section 3.4 is about the motivation to become a teacher. Section 3.5 will address some factors that might influence the level of motivation to teaching. Section 3.6 presents the issue of school leadership. Section 3.7 is a summary of the chapter.

3.2 Conceptualising Teacher Motivation

Dörnyei (2001) suggests two perspectives related to conceptualising the motivation to teach. First, that we do not require special treatment to understand teacher motivation because teaching can be considered as one type of human behaviour. Consequently the common motivational models to act are expected to be applicable to describe it. I shall show below in section 3.3 some examples that attempt to utilize motivation theories in understanding teacher motivation. Second, on the other side of the coin, as Dörnyei (2001) argues, we would be realistic to look at teaching as a specific professional activity that comprises certain unique motivational characteristics. These characteristics are expected to impact upon the motivation to teach. We could then conceptualize teaching motivation based on its characteristics. Dörnyei (2001) identifies four motivational aspects that are, particularly, expected to affect teacher motivation: (1) intrinsic components, which

deal with the motivation to become a teacher, (2) contextual factors such as working conditions and the social profile of a profession, (3) a temporal axis which Dörnyei asserts “is most clearly reflected when talking about career structures and promotion possibilities” (2001: 158), (4) teaching is fragile, which means that it is exposed to certain strong negative influences.

When I was reviewing the literature I came up with a notion that conceptualising teacher motivation can be affected by redesigning teaching duties. A study that was conducted by Mayrowetz & Smylie (2004) discussed the notion of work redesign within the school context. The authors did not make an explicit statement regarding a possible relationship between work redesign and conceptualising teacher motivation. However, it appeared to me that the results presented by Mayrowetz & Smylie (2004) might indicate that teacher motivation can be conceptualised through redesigning teachers’ work to accommodate their motivation. In my view, this not simple or straightforward and needs a regular check and comparison between teaching duties and teacher motivation. Mayrowetz & Smylie (2004) argue that work redesign within the school context should not be confined to the level of the individual employee, i.e. teacher, but rather we should focus on workforce-level issues; “on the prospects that work redesign might serve as a mechanism for recruiting and retaining good teachers, as a means of developing teachers’ knowledge and skills, and as a motivational tool for improving teacher performance” (pp. 275). The work redesign initiatives should contribute to the development of teachers as individuals and groups. Mayrowetz & Smylie continue that there is a need to experiment with redesign reforms that redefine the nature of teachers’ work as individuals or groups, asserting that it is important to work on stronger redefinition forms of work design that observe teacher’s commitment, keep good teachers in schools and keep them motivated to excel and therefore help increase pupil outcomes (pp. 297). According to Hackman and Oldham’s job characteristics theory, people can be motivated by the intrinsic satisfaction they find in doing job tasks (Hackman and Oldham, 1976).

3.3 Do Motivation Theories have Utility in Relation to Understanding Teacher Motivation?

Although, generally, theories of motivation explain behaviour in industrial settings, some authors focus on the transferability, and applicability, of some motivation theories from industrial management to a teaching context. In this section a few of these attempts will be reviewed.

Nias (1989) argues that the separation of satisfiers and dissatisfiers is over-simplistic, as the absence of satisfaction can cause job dissatisfaction and some frustrations can, if remedied, allow for job satisfaction. For this reason Nias proposed satisfiers, dissatisfiers and non-satisfiers. Nias argues that it is impossible to distinguish between a job itself (i.e. teaching) and the context in which it takes place. Nias categorised Herzberg's hygiene factors as dissatisfiers, which can be found among teachers' negative concerns, yet teachers consider them as part of their daily duties not as something separate from it. Nias (pp. 132) concludes that Herzberg's theory cannot be applied uncritically to schools' context. It does not explain "the complexity of the environment in which teachers work or to the impact of this upon their daily experience".

Sergiovanni (1967) finds that his results (in, Sergiovanni, 1967) tended to support Herzberg's findings: factors which contributed to job satisfaction and factors which contributed to job dissatisfaction were mutually exclusive. He also concluded that factors which accounted for the job satisfaction of teachers were related to the work itself and factors which accounted for dissatisfaction of teachers were related to the conditions or environment of work. Relative to other activities, teachers derive the most satisfaction from recognition, achievement, and responsibility. We may note that (see also Thomas, 1983) Sergiovanni finds some factors that appeared to be satisfiers in Herzberg's theory yet are not significantly satisfiers in his study such as advancement and the work itself:

> Perhaps even more interesting than the appearance of achievement, recognition and responsibility as positive polar factors was the absence of advancement and work itself. These factors did appear as satisfiers in Herzberg's study. (Sergiovanni, 1967: 77)

Another study by Sergiovanni and Starratt (2007) attempted to classify theories of motivation, in schools, under three headings:

- Carrot and Stick (or, “what gets rewarded gets done”)

According to this category, quality of performance is strongly influenced by the promise of an attractive extrinsic reward and the avoidance of punishment. The interest of the actor in the task is to achieve a high rating and thus qualify for the reward, rather than assessing the benefits to others of the task itself. This category might be supported by Maslow’s theory of motivation, in which human needs range through five levels from basic to high. These needs can be met in schools, for example, by means of collaboration between supervisors/school management who set the tasks and the teachers who are required to perform them. If teachers perform the tasks to the standard and in the manner required, then they can expect promotion with the associated benefits of an increase in salary and a rise in social status, which, in turn, can be used to fulfil their other needs. However, the promise of an attractive extrinsic reward and the avoidance of punishment are not a sufficiently sound basis for inspiring schoolteachers to use their initiative to provide a high quality education, from which their pupils can obtain maximum benefit.

- Personal fulfilment (or, “what is rewarding gets done”)

In this category, the external carrot-and-stick approach plays only a minor role in influencing motivation. Rather, the actor is inspired to perform well by factors intrinsic to the task itself. This is particularly true of occupations that provide variety, responsibility, challenge and a sense of achievement in producing good results. Teachers, for example, may feel that their efforts are rewarded when they see that their pupils are interested in learning and benefiting from their education.

- Altruism (or, “what is good gets done”)

Self-interest is a basic characteristic of the human being and usually dominates human behaviour, although its level in individuals may vary according to social, religious and educational influences. Nevertheless, people can – and do – put the welfare of others first and teachers are a classic example. Their decisions and actions are strongly influenced by what they consider just and beneficial for their pupils and

therefore, the school. It is an important factor that does not appear to be fully recognized by the majority of school management, which continues to be based largely on the carrot-and-stick approach. If management practices could be changed to take account of personal fulfilment and altruism, it would, perhaps, greatly benefit staff, pupils and, by extension, the wider community.

Evans (1998) finds that some teachers are particularly attracted by the social interaction with other members of staff and pleasant relations with and encouragement from colleagues. She adds that these teachers can be placed on the level of love and a sense of belonging or relatedness of the needs hierarchy. Other teachers seem to have needs on a higher level, that is, growth and esteem, or a sense of achievement. However, they also have a need for love and a sense of belonging or relatedness. This combination can confirm Aldefer's refinement of Maslow's needs hierarchy in recognizing that individuals (teachers) may "seek satisfaction of needs from more than one category" (Evans, 1998: 38).

Another contribution by Evans (1998: 11) considers two aspects of job satisfaction: 'Job comfort': "relates to the extent to which the individual feels comfortable in his/her job. More specifically, it is the extent to which the individual is satisfied with, but not by, the conditions and circumstances of his/her job", and 'Job fulfilment': "involves the individual assessing how well s/he performs her/his job", (see also Evans, 1999: 6).

In her re-examination of Herzberg's (1968) two-factor theory, Evans (1998: 11) concludes that the five motivation factors listed (achievement, recognition – of achievement, responsibility, advancement and the work itself) can be reduced to one single factor which is "achievement". According to Evans (1998) teachers' levels of motivation and job satisfaction are mostly influenced by the assessment of their performance by trustworthy colleagues and their headteachers. Recognition of their efforts is a particularly strong contributor to their sense of achievement. On the other hand, the absence of any feedback, is, for many teachers, a source of dissatisfaction, (Evans, 1998).

Herzberg (1968) identifies satisfiers and dissatisfiers as two distinct entities and, therefore, the 'removal of dissatisfiers' does not result in satisfaction. However,

Evans argues that the removal of ‘dissatisfiers’ does result in a type of job satisfaction called ‘job comfort’ but not ‘job fulfilment’. Therefore, what Herzberg classifies as ‘hygiene’ factors, Evans (1998: 143, see also Evans, 1997) reclassifies as ‘job comfort’ factors. Generally, if a teacher is dissatisfied with her/his profession does not mean that s/he lacks any positive attitudes towards it.

Dinham and Scott (1998) state that school-based issues create a third domain of factors, falling between the perceived rewards of teaching, such as pupils’ success; and the extrinsic dissatisfiers, such as increased administrative workloads. School-based factors involve, for example, school leadership and decision making. In order to motivate teachers and improve their work, attention should be directed to all three domains: intrinsic, extrinsic and school-based factors. From the point of view of Evans (1998: 28, see also Evans, 1999) school-specific factors are “those emanating from the contexts of teachers' everyday working lives. It provides strong evidence that teachers are most affected by what influences the day-to-day”.

Bellott and Tutor (1990 in Gawel, 1997) find that teachers were as influenced by motivation factors as by hygiene factors, an observation which is inconsistent with Herzberg's theory that hygiene factors do not motivate. When they tested Maslow’s theory, they found that teachers are less satisfied with their level of esteem than their level of self-actualization. This result is inconsistent with Maslow’s theory, as that a person cannot pursue the next higher need in the hierarchy until the currently need is completely satisfied.

Holdaway (1978) supports Herzberg’s two factor theory, and finds that factors which contribute to overall job satisfaction were significantly motivation factors.

The possible utility of such theories is also summarized by the findings of Kusereka (2003: 28) who argues that Maslow’s theory “provides a useful framework for understanding the variety of needs that teachers may experience at work”. Kusereka adds that despite the criticisms directed against Maslow’s theory, it still has an effect on how some headteachers look at and categorize teachers’ needs that form the basis of motivation. According to Kusereka, understanding teachers’ needs should help headteachers to offer them opportunities to satisfy these needs. These opportunities range from offering teachers the basic needs to offering them greater

autonomy, task variety, responsibility and so forth. Knowing teachers' needs should also help headteachers to make an effective use of available extrinsic motivators, however, the abilities of teachers and their individual differences in needs should be recognised, e.g. appropriate assignments and incentives.

3.4 The Motivation to Become a Teacher

According to researchers such as Müller *et al*. (2009); Richardson & Watt (2005); Cooman *et al*. (2007) and Moran *et al*. (2001), most teachers have been influenced by intrinsic factors in the choice of their career, the strongest being the satisfaction gained from conveying the knowledge of their subject to children and helping them to learn and grow. Beerens (2000) refers to two earlier studies of the attractions of teaching as a profession. The reasons given by the first group of teachers for joining the profession were: (1) to benefit others; (2) to work with pupils; (3) the enjoyment of the work itself; (4) material benefits; and (5) the convenience of the school calendar. The second group of teachers described their decision to become teachers as (1) a calling; (2) a sense of mission; and (3) a commitment to professional, social and religious ideals.

From these studies it can be argued, therefore, that high pay and a comfortable environment are not the strongest influences on the choice of teaching as a profession. Intrinsic factors have far greater weight, in particular, the opportunity to help children learn and achieve good results, followed by the recognition of a worthwhile contribution to the school and the community (Nieto, 2003: 4).

According to Kyriacou & Coulthard (2000: 125), teaching candidates who consider a career in teaching tend to closely match the factors that are important to them in their choice of career with the factors that they think are offered by teaching. Many teachers expect the job to offer them a sense of "doing work of moral worth, being of service, guiding and shaping children's learning and development, and passing on knowledge and cultural morals to the next generation" (Spear *et al*., 2000: 16).

It has been argued that better pay and higher status might not be sufficient to retain or sustain outstanding staff members, as the best teachers choose teaching because of intrinsic rewards (Pennington, 1995: 105), however, the observation from some developing countries might be sometimes different. For example, Bastick (2000: 347) reports that extrinsic, intrinsic and altruistic considerations were three distinct motivations that Jamaican teacher trainees had for choosing a teaching career. Extrinsic motivation was the most important, accounting for 24.2% of the variation, as compared to 14.6% for altruistic motivation and 8.8% for intrinsic motivation. Bastick's results which stress the role of extrinsic motivation, are in contrast to some other findings that emphasis intrinsic and altruistic motivations. Bastick comments that the differences in the findings of his studies are consistent with predictions from Maslow's theory of motivation, when the influences of economic differences on motivation are taken into consideration.

3.5 Factors Affecting Motivation of School Teachers

According to Kusereka (2003) motivation as a concept represents a highly complex and multidimensional phenomenon that is affected by a multitude of factors. These factors work together in the school context to determine, for example, the attitudes of teachers towards their work and therefore some aspects of their behaviour. Kusereka (2003: 71) contends that every teacher has different needs and priorities and individuals, being unique, are motivated by different factors, a view supported by Evans (1998 and 1999) and Addison (2004). For this reason, the level of autonomy or professional development might be seen as motivational to some teachers and a source of stress for others. At this point it is expected that school heads should recognize what is right for each teachers (Addison, 2004). Chan (2005) argues that there are many parties who are concerned about factors that affect teachers' motivation including the education and school authorities, parents and teachers.

There have been many studies undertaken to examine the factors that motivate and demotivate schoolteachers. Generally, as stated by Dinham & Scott (2000), teachers are most satisfied by matters intrinsic to the role of teaching, such as helping

and working with pupils, mastery of professional skills, feeling part of a collegial and supportive environment. Conversely, they find that the major sources of teacher dissatisfaction are matters extrinsic to the task of teaching pupils and largely out of the control of teachers and schools, such as the nature and pace of educational change, increased expectations and responsibilities being placed on school teachers, workloads, lack of educational support for teachers and little promotion opportunities (see Dinham & Scott, 2000).

According to Hoge (2007) teachers spend most of the school day in personal contact with pupils, to promote learning to the fullest extent. They can offer an academic and emotional basis that children can use to deal with further problems.

Education reformers agree that to raise the standard of pupil achievement, it is necessary to upgrade the quality of the teaching, for that has a stronger influence than any other factor (Czubaj, 2001 and Beerens, 2000). Müller *et al.* (2009) argues that there are tendencies that show key correlations exist between a pupil's motivation and the teacher's motivation. Committed teachers can improve the standards of pupils of all levels and backgrounds because they want to work with pupils and to see them achieve (Addison & Brundrett, 2008).

Addison & Brundrett (2008) find that the main motivators for teachers in schools are factors such as positive responses from children and that, conversely, demotivators are poor responses from children and workload factors. This result shows that the positive achievement of pupils is good for pupils and for their teachers as well, because it appears to increase their motivation.

Grünberg and Armellini (2004) state that for the successful implementation of changes to the school system to enable further development, it is important that there is a good relationship among its teachers. They argue that the 'professional family' of teachers is a useful means of exchanging knowledge and providing mutual help and support. This practice seems to help in reducing frustration and depression and restore teacher motivation, morale, self-efficacy and enthusiasm for their work. There is a need for teamwork at the school setting because teams influence individual work motivation in profound and numerous ways (Chen & Gogus, 2008; Conley *et al*., 2004 and Parker & Ohly, 2008).

The attitude of the local community towards its schoolteachers also has a marked impact on their motivation and job satisfaction and, ultimately, their decision to remain at a particular school or even in the profession (Leithwood and Beatty, 2008). When a school enjoys a good reputation among local people, who support its efforts and aims, this does much to enhance the morale and job satisfaction of the teaching staff school (Uludag, 2008; Tuholski, 2006 & Kossek & Misra, 2008). Uludag (2008) argues that when teachers know how to work with children's parents this might help in enhancing children's learning and school effectiveness in general, and teacher motivation particularly.

An essential aspect of the relationship between parents and teachers is mutual respect (Tuholski, 2006). A successful teacher education is the one that includes preparing teachers for community and parental involvement in preparation plans (see also Hoover-Dempsey *et al*., 2002).

It is important to note that teachers and parents should work together to help children, so both groups develop mutual respect and a positive attitude, and teachers, in particular, would feel that they are appreciated and that they have achieved their aim of inspiring their pupils to learn (Lasky, 2000 and Angelides *et al*., 2006).

According to Boswell *et al*. (2008) motivation is typically thought of as a within-person phenomenon. However, the individuals at work, for example teachers, are a part of a larger organizational system, for example, a school and as such, a more complete understanding of individual motivation recognizes the role of organizational-level factors in influencing work motivation (Boswell *et al*., 2008).

Leithwood (2002) argues that the uncertainty of a government's policies or their lack of meaning affects, in turn, school policies and thus causes the most prevalent negative emotional response by teachers. Leithwood clarifies that the lack of meaning can refer to insufficient resources, information and time for the suitable implementation of the policies and the ineffectiveness of the initiative for accomplishing the school's objectives. Leithwood explains that there should be a clarification of the reasons for implementing the policy and the provision of the necessary resources. Leithwood continues that teachers should also have made 'available opportunity' to acquire the new skills necessary for policy implementation.

The educational reforms and new standards introduced into the schools of Oman have markedly increased the number of demands placed upon the teachers. There are many factors that have their roots in the educational polices and systems. It is therefore planned that in the main study many of these factors will be examined through different questions. For example: working conditions, workload, role conflict, role overload, promotion and educational change.

3.6 School Leadership

School headteachers should make the effectiveness of their teachers top priority (for example, Beerens, 2000; Luce, 1998; Zaccaro *et al*., 2008 and Addison & Brundrett, 2008). Moreover, many issues from previous studies that have been cited as sources of motivation or demotivation, have their roots in the quality of leadership within the school (Addison, 2004). Addison adds that a study of teacher motivation is essentially a study about the effectiveness of its leadership.

According to Leithwood and Beatty (2008) their influence on their teaching staff's job satisfaction and therefore their schools' achievement, largely depends on their style of leadership, which may be any of the following: "adversarial (transformative closed), democratic (transformative open), authoritarian (transactional closed), and facilitative (transactional open)" (pp. 27–29). Leithwood and Beatty add that when employing facilitative leadership, the headteacher seeks personal contact with her/his teachers, who are treated with respect, whose efforts are appreciated and who are granted autonomy. Teachers' problems are addressed with sympathy and common sense.

I believe that discussion among teachers and with their headteachers should be encouraged. School heads should support teachers in difficult situations, such as facing pupils and parents, concerning pupils' bad behaviour.

According to Evans (2001a), a survey of teachers showed that inadequate leadership and management were responsible for low levels of morale, job satisfaction and motivation, thus resulting in a negative attitude to the school. Evans (1998) argues that school-specific circumstances have a great impact upon teacher

motivation such as the quality of leadership of the school heads, insufficient feedback and their efforts not being recognized. Addison & Brundrett (2008: 91) refer to these circumstances as 'school based-factors' (see Dinham and Scott, 1998 & Dinham and Scott, 2000). Evans (1998) adds that leadership is one of the most potent influences, positively or negatively, upon morale, job satisfaction and motivation. However, Evans (2001b: 300) states that "leadership is not, fundamentally, in itself, an attitudes influencing factor. Rather, it is the medium through which are transmitted the values and ideologies represented by the contexts in which people work". Evans adds that school leaders can influence teachers' motivation not directly, but in an indirect way, by helping to create and sustain work contexts that are conducive to high morale, job satisfaction and motivation. Yet, as Evans (2001b: 305) asserts, there is still a big responsibility for educational leaders 'towards those whom they lead, in relation to fostering positive attitudes' (see also Marlow *et al*., 1996). Good leadership can compensate for other deficiencies, such as low pay. Stephens (1998 in Evans, 2001a: 146) for example, expresses it succinctly: "Many teachers face poor prospects, low morale and even lower pay levels, but treat them right and they'll move mountains for you".

According to Kusereka (2003), headteachers and their teachers should agree on performance goals based on the teacher's ability and the organisation's needs. This notion was clarified by Zaccaro *et al*. (2008) who contend that leadership processes might direct employee motivational choices and effort levels. Zaccaro *et al*. add that leadership clarification of role and work requirements, expectations; consequences of ineffective and effective performance; and the resources necessary to complete work duties might foster employees' motivational states, influence goal-striving activities as well and enhance employees' self-identification with their work, which can be expected to lead to commitment to work' goals. The effect of leadership styles of school headteachers differ according to individual teachers (see Evans, 1998).

Seguin (1997: 8) also points out: "Unless employers and employees move beyond the traditional legal work relationship, great achievements will never be realized". Since extrinsic rewards may not be easily forthcoming, owing, for example, to the constraints of underfunding, the promotion of intrinsic motivation may be more effective (Lashway (2001). I think there should be opportunities for

free and frank discussion between the headteacher and her/his teaching staff, in which the teachers' contributions are encouraged and appreciated so that all members of staff can plan together for the future. According to Leithwood and Beatty (2008), headteachers must have confidence in and foster teachers' ability to extend their skills and implement new ideas and systems. Leithwood and Beatty argue that the headteacher should also be aware that her/his attitude towards the teachers has the power and influence to promote or hinder teachers' careers.

3.7 Summary of Chapter 3

It is important to understand teacher motivation because teachers with high motivation are likely to be effective. Teacher motivation is important for any individual school to reach its educational goals (Müller *et al.*, 2009).

There might be schoolteachers who consider a teaching career simply as a source of salary; however, research has shown that many schoolteachers enter teaching for the inherent satisfaction gained from working with pupils and helping them to learn (Pennington, 1995; Beerens, 2000 and Leithwood and Beatty, 2008). They are, as expressed by Leithwood and Beatty (2008), a leading example of commitment to a profession.

There is, however, a variety of views on what might motivate schoolteachers (Evans, 1998 and 1999; Addison, 2004 and Kusereka, 2003). This chapter presented some perspectives on teacher motivation in the school setting. Attention was given to the issue of conceptualising teacher motivation and examples of the application of modern classic motivational theories to school teaching by authors such as Sergiovanni (1967), Nias (1989), Evans (1998) and Sergiovanni and Starratt (2007) were explored.

Within these, for example, Kaufman (1984, cited in Addison, 2004) examines Herzberg's two factor theory to explore the possibility of categorizing group of teachers as motivation seekers and hygiene seekers. Kaufman's research reveals that, as Herzberg maintains, individuals identify themselves with one set of factors, and that teachers can be divided into two groups. Moreover, teachers who have been

identified as motivation seekers, showed more commitment towards their teaching duties and high performance than hygiene seekers. The implications of these findings are wider and, as Addison (2004) suggests, headteachers can utilise the findings to, for example, match types of teachers with appropriate activities and assignments. In my view, these might also benefit the recruitment and selection of candidates for entry to teacher education/training programmes.

Pennington (1995) maintains that most teachers have been influenced by intrinsic factors in the choice of their career, the strongest being the satisfaction gained from conveying the knowledge of their subject to children and by helping them to learn. Müller *et al*. (2009) argue that some research findings suggest that pay incentives are not powerful in enhancing teacher motivation, since teachers are mainly motivated by satisfaction derived from higher-order needs, such as social relations and esteem. The job of teaching should be made as interesting as possible since the basic assumption of Herzberg's theory is that the job itself is a powerful intrinsic motivator (Kusereka, 2003).

The chapter has also given some attention to the factors that might relate to teacher motivation. The statements of the main questionnaire and the questions of the main interviews and focus group discussions were partly derived from this literature review.

Chapter 4

Research Design, Methods and Procedures

4.1 Introduction

My study relied principally on:

1. The review of literature on motivation theory and teachers' motivation and considerations of implications derived from this literature for my research (Chapters 2 and 3 above).
2. Empirical research which comprised the following methods of data collection:
    - A questionnaire for teachers during May 2007
    - Focus group discussions with teachers during April 2008
    - Semi-structured interviews with teachers during April 2008
    - Focus group discussions with headteachers during May 2008

However, I began my data collection in (November /2005) with two exploratory studies (an online "group discussion" and semi-structured interviews).

The efforts of earlier Omani researchers have given attention to the motivation and effectiveness of Omani schoolteachers in state schools. My research therefore attempted to take a more comprehensive view of schoolteachers' motivation, to investigate aspects and factors that might relate to, and have an impact upon, teacher motivation. The factors that I have presented in chapter 3 helped in building the research design.

When first I started to think about this research, I initially considered studying the level of motivation of groups of teachers in selected schools in some regions in Oman. I aimed to measure the level of motivation of these teachers six times during one school year: 3 times in the first half of school year and 3 times in the second half. I planned to visit groups of teachers six times during one school year to distribute questionnaires to teachers or ask them to report their daily diaries, then to analyse and compare the same teacher during the six times over the year, or between teachers in the same school or different schools in different regions. After I conducted the

exploratory studies (see section 4.3), however, I realized that it would be better not to frame the study as a matter of comparisons over time, but rather to involve more teachers, so as to be able to listen to more voices. When I consulted my colleagues in Oman regarding the use of diaries they advised that it is better to consider interviews or focus groups discussions. Based on their experience as teachers, and as the trainers of teachers, they advised that the diary approach would not be favoured because of its time consuming and intrusive nature.

Consequently, I decided to involve a larger sample of schoolteachers in my studies, because previous Omani studies neither covered all Omani regions nor involved a large proportion of the country's teaching workforce. For example, Albelushi (2003) gathered data from only three regions and Alnuaimi (2002) from only two regions. Targeting teachers from all Omani regions is hoped to reflect a wider picture and make the findings more generalizable.

I tried to learn from earlier research conducted in Oman – for example from Alnuaimi (2002), who conducted a study that engaged deeply in describing the context of schools where Omani teachers work, and whose outcomes were of help to me, and might be to others.

However, Alnuaimi used Omani and non-Omani teachers who work within Oman, but did not make a clear differentiation between those two groups. It is true that those teachers might experience the same difficulties in fulfilling their teaching duties. Alnuaimi omitted to give consideration to the possibility that socio-economic factors, which constituted a major focus of this research, might differ between Omani teachers and non-Omani teachers. He dismissed the fact that his sample contains 57.1% of non-Omani teachers. The understanding of educational reform in Oman would differ in important ways between Omani, and non-Omani teachers. For this reason, the participants of my current research are only Omani teachers and I made it clear in the front page of my questionnaire (see Appendix 8) that this survey should be directed only at Omanis. Of all the employees in the Ministry of Education during 2007–2008, 87% were Omani nationals and 13% were expatriates. Targeting only Omani teachers will focus attention on issues of motivation as they are perceived by Omanis. From my point of view, this is important because the process of Omanization, which is replacing expatriate teachers with Omani nationals, targets to

employ only Omanis in all schools in Oman in the next few years.

Based on the outcomes of the exploratory studies, and my experiences while working for the Ministry of Education in Oman, I believe that Omani teachers, if they are offered the opportunity, are able to make their voices heard. I did not feel during my exploratory studies that my respondents were reluctant to participate in the discussion. For this reason I developed a list of questions for the main studies that, for example, aim to investigate the possible effects of educational policies and systems on the teacher motivation. I felt that I would not be able to draw a real picture of teacher motivation without shedding light on their views on the influences of education polices and, in general, on current reforms in Oman that might have on the level of teacher motivation. It was hoped that such questions would provide teachers with a stimulus, and an opportunity to speak freely.

It has therefore not been my experience that, as Alnuaimi contends:

> in Oman it is very difficult (if not prohibited) for the Omani people to discuss any aspects of social policy publicly. Both Omanis and expatriates believe that any criticism of the Ministry's policies could affect their careers. Therefore, many teachers were reluctant to answer the question 'What do you think of the future of education in Oman?" (pp. 126-127)

and:

> teachers were very careful to avoid any criticism of Ministry of Education policies because this might be a black point on their C.V. (pp. 146)

I also disagree with Alnuaimi (2002) when he states that:

> Another social barrier of which I am aware because I faced it in my MA course is meeting with Omani women. It was very difficult for me to survey female teachers because I know that meeting or talking to ladies is not an easy task for a host of reasons. The Omani social tradition does not allow men to talk to women freely. Also, ladies in Oman, particularly married ones, are busy most of the time with the affairs of the home. Therefore, they would not find enough time to complete the questionnaire. (pp. 147)

This was not the case in my research. My exploratory studies in this project, and my previous research (Alrasbi, 2003) showed that female teachers, more than male teachers, welcomed the opportunity to participate in my questionnaire and interviews. So both female and male teachers and headteachers were involved in my current studies, and they gathered, in each region, in the same place.

As will be obvious to the reader, the volume of data collected in this research was such that not all of it is used in this study. The main purpose of data collected is to respond to my research questions. In addition to that, it will provide baseline data on teacher motivation, and the outcomes from the research that are not considered in this study itself will be used in my own future work and that of others within the Ministry. An example was that I conducted an action plan workshop for school headteachers with three groups of them, after focus discussions were completed. This workshop asked headteachers to consider appropriate and practicable schemes that they would like to suggest to the Ministry of Education in respect of an action plan that will focus attention on the question of how to best motivate and support Omani teachers within the school itself (see Appendix **17**).

4.2 Mixed Research Methods

According to Strauss and Corbin (1998), each stage of research entails endless choices and decisions concerning the suitability and usefulness of a range of procedures. More specifically, the researcher must decide whether quantitative or qualitative methods would be more appropriate. Neuman (2003) argues that despite the numerous differences between qualitative and quantitative research, it can be argued that they do complement each other.

Guidelines from the British Educational Research Association (BERA) maintain that

> It is important to emphasise that there is no one strategy which is always going to be appropriate for every piece of research undertaken. It is very much [a case of] of…fitting the method of technique to what is being investigated. (Gorard and Taylor, 2004: 9)

However, by combining methods in one study, the researcher "can confirm and explain, verify and generate theory, all at the same time." (Gorard and Taylor, 2004:

7). Gorard and Taylor argue that data produced in this way have been shown to be much more informative and, therefore, far more useful in enhancing social science research. I believe that it is particularly important to include the context of statistics to give a fully accurate and objective picture of the situation and thus avoid misinterpretation and bias (as asserted by Gorard and Taylor, 2004). According to Neuman (2003), qualitative researchers "often rely on interpretive or critical social science", whereas quantitative researchers "rely on a positivist approach to social science" (pp. 139).

The research methods that I applied in my study were chosen with consideration of the context and the type of data to be collected. As Strauss and Corbin (1998: 27) point out, no method is superior to another in itself, because an "instrument is an instrument, not an end in itself." It is rather a question of knowing which method I need to use for which aspect and stage of my research so as to obtain a clearer picture of the problem under investigation (as asserted by Bilolikar, 1998 and Silverman, 2001). Triangulation is based on methods that are chosen and applied as appropriate according to information that emerges during each stage of the research (Strauss and Corbin, 1998: 30–33).

In my study, quantitative and qualitative methods were used in a complementary way to achieve methodological triangulation. Silverman (2001: 233) argues that triangulation "derives from navigation, where different bearings give the correct position of an object." I believe that, as emphasized by Bryman (2004), the use of a range of methods produces more accurate and objective results and thus greater confidence can be placed in the findings.

According to Thomas (1996: 119), "a good survey design often combines several modes, for example, a short and simple self-completion questionnaire followed by in-depth interviews with individuals selected by reference to their self-completed responses". Bryman (2004: 457) states that "one of the chief ways in which quantitative research can prepare the ground for qualitative research is through the selection of people to be interviewed". I took such statements, and of course others, into consideration when I planned my research methods. Questionnaires were the basis of the quantitative method here, for they have the advantage of being able to reach a large number of respondents. However, statistics alone cannot give a

complete picture of the situation. Therefore, I used qualitative methods as well to gather information that could not deduced from the questionnaires.

4.3 Exploratory Studies

At the beginning of the research, two exploratory studies were conducted with the aim of developing the direction and stages of inquiry to be followed and to help identify the best research tools for the job. One particular advantage of these early studies was to explore teachers' attitudes towards research and establish realistic expectations of fieldwork.

4.3.1 Exploratory Focus Group Discussion

The first exploratory study was a focus group discussion held on an Internet web site for school staff in Oman during three weeks of November 2005. It was organized as a "chat room" debate. Although this method of using the Internet as a medium of communication means that there is little control over who might participate or over the depth of material produced, it is a useful resource and a new way of collecting data (Hine, 2000). I believed that a long conversation among the participants might enable the establishment of worthwhile contacts that could be advantageous, and may give attention to, as asserted by Brown (2002) and Ary *et al*. (2006), questions and aspects of the topic that had not occurred to the researcher.

I chose this website (www.avb.s-oman.net) as a forum based on my experience as a routine visitor to it. I do not assume that all Omani teachers or school heads visit this website. However, it attracts a cross-section of different staff categories who work at Omani schools. For example, there are teachers from different subjects and from different Omani regions. Female and male teachers both visit it, also some heads and school administrators. Of course, I do not have general statistics of the percentages of these participations or visits.

I started the discussion by introducing myself to chat room visitors as a researcher, and talking with them regarding the benefit that we might gain from my involvement with them. I asked them if they wanted to participate in my discussion,

to write down their position, gender, teaching subject, region and working experience. The discussions generally included the following issues:

- What makes people choose teaching as a career?
- What motivates teachers? What do you think about your current motivation as a teacher?
- How could teachers be encouraged to give their best performance?
- How could the present education system in Oman be described? What do you suggest for improvement, if any?

I ran the discussion for three weeks before I closed the 'chat room'. There were a total of 925 visits to my discussion and I received 58 written responses: 43 from schoolteachers and 15 from other school staff. Thus it could be said that there was more interest in the topic than would be suggested by the 58 responses.

The main study was in part designed for an opportunity as a larger number to raise their voices and be heard. Some of these initial online responses were valuable with many comments, whilst others contained few words. Yet even these responses were of help to me in planning my main study. See Appendix **3**, which shows the number of participants who took part in the 'chat room' discussion.

Although the results of these conversations showed that teachers reported some forms of stress, the results highlighted the fact that, generally, teachers who participated were motivated and proud to serve their pupils. In addition, the participants' responses highlighted the following points that were worthy of further examination in the main study:

- There was a consensus among participants (N= 58) that there are different factors that might influence teacher motivation.
- Although there was a debate between schoolteachers as whether changing the level of motivation would, practically, affect pupils' achievement or not, the majority view was that pupils' level of achievement is affected by the level of motivation of their teachers with approximately 70% who believed that there is a relationship between teachers' motivation and pupils' achievement. These were interesting outcomes; however, they needed to be examined with a larger sample and different types of questions. Some participants (N= 15), who were not schoolteachers, expressed the view that there might be a

possible relationship between the level of motivation of schoolteachers and pupils' achievements and, in general, effectiveness of teaching.

- Intrinsic factors appear to have the main impact upon teachers' decision to choose teaching as a career, and upon their motivation to do their best. Yet extrinsic factors still have effects on teacher motivation. Moreover, providing extrinsic incentives would, according to my participants, help in increasing the importance of intrinsic factors. For example, offering appropriate monetary incentives or providing good, and enough, teaching resources were expected to improve a teacher's focus on intrinsic factors.
- Most teachers (N= 43) showed commitment towards their profession, however, in many cases, they made comparisons between their duties and other professions. This kind of comparison has sometimes negative effects (see for example Evans, 1998), such as some participants who expressed their desire to move out of teaching. Other participants (N= 15) agreed that Omani schoolteachers are committed to their teaching duties, however, for some reasons, teachers might lose their commitment. The last point needs to be studied and examined amongst a larger sample of teachers in order to check its validity and then identify reasons that might contribute to reducing teacher commitment.

Based on these outcomes of these initial exploratory group discussions, I thought it would be good idea to conduct a second exploratory study that might benefit from these outcomes and build on them. I required more details on views regarding the level of motivation of schoolteachers, and the relationships that might exist between teacher motivation and other factors. I wanted to frame these themes in a way that would allow for emergence of more information. For this reason, I developed and conducted exploratory semi-structured interviews as detailed in the next section.

4.3.2 Exploratory Interviews

The second exploratory study consisted of a series of semi-structured interviews with some of Omani school teachers, heads and a teacher trainer (see Appendix **4**) during April 2006. I found that the participants were happy to be

interviewed, and wanted to discuss their problems with a willing listener. One interviewee, a female teacher, said:

> If you had not come here to discuss this issue [teacher motivation] with me at this time, I should have resigned. I really felt some relief after having spoken to someone about my motivation and the stress I am under. Someone cares about us!

This not to indicate that my interviewees were mainly stressed, but to show that they wanted to raise their voice. This experience was in accordance with the findings of Albelushi (2003: 2) who found that individuals in her sample were: "very keen to share the stories of their careers – often engaging with my research seemed to have a cathartic effect."

I approached these exploratory interviews by means of discussion with my supervisors and then with colleagues at the Ministry of Education regarding the reasons, and the aims of conducting them, and the main questions that should be incorporated. I then visited the Department of Human Resources Development of the Ministry and I discussed with the manager my research and the need to interview a sample of teachers at this early stage of my research. I planned to interview only 10 teachers, but the manager suggested that 4 or 5 heads should be interviewed to listen to their opinions. I visited only three regions in order to conduct these interviews: Muscat, Al-Sharqiyah (south), and Al-Batinah (south). The manager of the Department of Human Resources Development phoned these regions and introduced my research to them, and asked them whether they would be prepared to offer me the help and facilities that I need. I then choose the schools, and the regional authorities contacted those schools by telephone, to explain my research, and to request that they provide me with the necessary support. I then contacted these schools, in three regions, to select teachers for interviews. The selection of teachers was based on the variety of teachers' academic and personal experiences, and other demographic variables (see Appendix **5**).

The interviews were firstly conducted with the teachers followed by the interviews with the heads. The purpose of interviewing a sample of headteachers and one teacher trainer was to discuss with them the outcomes of interviews with teachers. I discussed with each individual head the questions of the interviews, and I

reported their responses and comments. I then presented to them the findings that emerged from the interviews with teachers; however, the identity of those teachers of course remained anonymous. The interviews with those heads at this early stage of my research were helpful in order to listen to their perspectives, because they have direct contact with teachers. As I mentioned earlier, many factors that impact upon teacher motivation appeared to have their roots in educational leadership. The headteachers also helped me to distinguish between the factors that were based on school system, and those that were based on educational policies over which the school leadership have no control. For this reason, as can be seen in diagram 4.1, there are two kinds of educational factors: that based within the school environment which I will refer to as school systems, and those based on the Ministry which I will term 'educational policies'.

The list of questions used in the exploratory semi-structured interview therefore provided a general framework for the interviews and many more questions were then raised, as to whether the time and the number of conducted interview sessions were increasing (see Evans, 1997).

The schedule of the exploratory interviews is included in Appendix **4**. The interviews were held at the schools, being the workplace of the teachers and headteachers. Each interview lasted from 40 to 50 minutes. There were fifteen interviewees, comprising ten teachers, four headteachers and one ministerial officer who works as a teacher trainer. (See Appendix **5** for the information given by the interviewees.)

4.3.3 Analysis and Outcomes of the Exploratory Studies

The exploratory studies produced a large amount of data, which influenced my decision to carry out more in-depth studies in order to cover the areas that were raised by the participants. It was impossible to provide a full and comprehensive list of questions to be employed in the exploratory interviews, because, as Evans (1997: 325) argues, there are always many additional interviewee-specific questions, "since this method of qualitative data collection incorporates an element of opportunism and spontaneity".

While my primary focus was on motivation, the questions posed to teachers were worded so as to attempt to explore the range of ways in which teachers understand this notion, and the various factors, both positive and negative, that they consider to be relevant to a discussion of "motivation" as they understand the concept. Diagram 4.1 summaries the factors that might influence on teacher motivation according to the understandings of participants how took part in the exploratory studies

Many of the interviews were tape-recorded. Notes were also taken to ensure that the points made during the discussions were documented. Every effort was made to provide a comfortable environment which enabled the discussions to proceed smoothly. The purpose and necessity of tape-recording the interviews were explained to the interviewees, who were assured that the material would be treated in strict confidence. Nevertheless, it became obvious during the interviews that some of the interviewees were uneasy about their conversation being recorded. Twenty minutes into an interview with a male teacher, the tape recorder was switched off to enable notes to be made. The interviewee asked if the tape recorder had been switched off, and, the reply being in the affirmative, he said, “Good! Now I shall give you a different opinion.” On being asked why, he replied, “I honestly do not like being tape recorded, so I gave you a sanitized version of my views. Now I can talk to you about the real situation.”

Fortunately, this was only the second interview. Extra efforts were therefore made to reassure the remaining interviewees about the confidentiality of the interviews. Eight of them (3 heads, 1 teachers’ trainer and 4 schoolteachers) had no qualms about being tape recorded and were duly interviewed with the tape recorder switched on. The interviews with the remainder (1 head and 6 schoolteachers) were not tape recorded although notes were made of the conversations. However, this incident caused the plan of the main interviews and focus group discussions with the teachers to be reassessed. In consultation with my supervisors, it was agreed that it would not be necessary to use the tape recorder to avoid bias when conducting the main study.

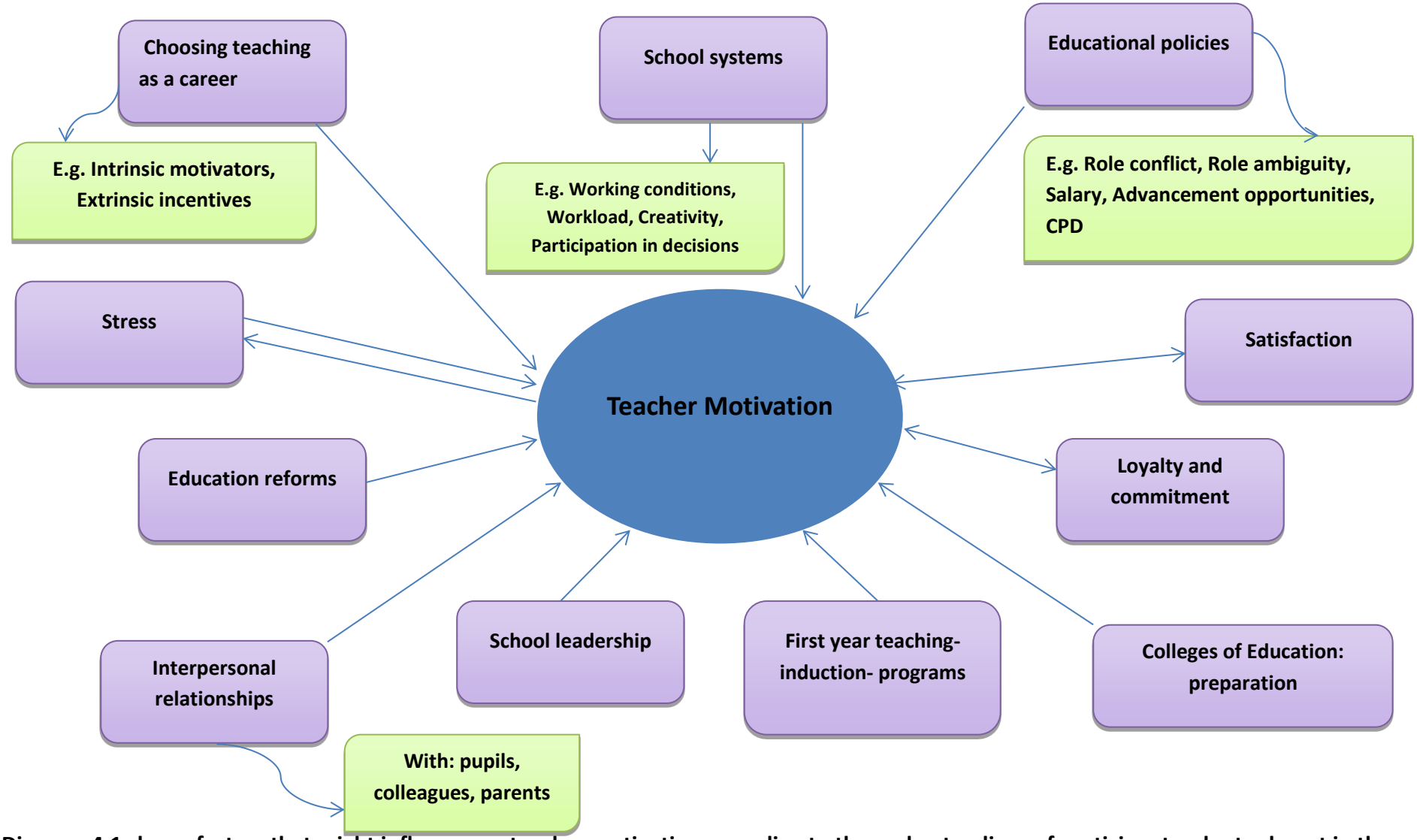


Diagram 4.1 shows factors that might influence on teacher motivation according to the understandings of participants who took part in the exploratory studies

Another point to bear in mind was that the future interviews for the main study would be complementary to the questionnaires. Any gaps in the collected data should be complemented by the findings from the questionnaires. The tape recordings for the exploratory interviews were then transcribed and notes studied (see Appendix **6** for samples of summary of these transcribed interviews).

At this early stage of my research, I adopted my own procedures to analyse the data that emerged from the exploratory interviews, and to some extent, the responses of online discussions. These procedures, however, were based on my previous knowledge as a trainer who had to interview, and gather responses from, school staff regarding the in-service training courses that I used to plan and participate in delivering them to Omani educational trainees. I used to analyse these responses in order to get some indicators regarding the in-service training courses. The procedures I adopted were as follows:

- The data was carefully studied,
- The data was then grouped into categories,
- These categories were then coded which allowed for the emergence of common themes,
- These themes were then reduced and re-ordered for consistency which allowed for emergence of new/final themes,
- These later themes were then studied together for meaningful outcomes.

Analysis of both exploratory studies produced themes that were a suitable focus on which to develop the main study. The participants highlighted factors which might influence their level of motivation. It can be recognized that some of these themes and issues that emerged from the exploratory studies have been briefly addressed earlier in section 3.5 when I presented the aspects that might be possible sources for teacher motivation that arose out of the literature review. However, the issues that arose from these exploratory studies were broader and covered many areas, as outlined in the following paragraphs, in four main aspects, (see also diagram 4.1).

First, they related motivation to other terms that, according to the understandings of my participants, might be used interchangeably with motivation such as: “satisfaction” and “commitment”. There is a need to understand the relationship between motivation, and

satisfaction and commitment. A teacher might refer during the school day to “satisfaction” or “loyalty” to mean motivation. This required an investigation to understand and to put these terms in their correct positions within the school context.

Second, they referred to stress as an opposite term that might relate to motivation and impact upon it. This point of view suggests three states: (a) if motivation is high this might indicate that stress is low, (b) if motivation is low this might indicate that stress is high, (c) there is a possibility that both motivation and stress are high, or a fourth possibility in which both are low. Yet, the participants stated that although that they enjoyed working with their pupils, they said that they were experiencing an overload of work and other duties, which they found impossible to carry out adequately. The headteachers who participated in the exploratory studies have strongly supported this argument about work overload and emphasised that it might be helpful to study teacher motivation alongside teacher stress.

Third, participants talked about factors that might determine their level of engagement in fulfilling their duties. From their perspectives these factors can be categorised under different headings such as: school leadership, human relationships, educational systems and choosing teaching as a profession. Each of these headings might encompass some factors that have an impact upon teacher’s level of motivation, such as:

(a) The impact of school leadership upon teacher motivation: The participants argued that the roles, and style of leadership, of their headteachers are crucial in determining the level of teacher motivation. Working conditions, opportunities to be creative in the work, recognition for achievement, and work overload are examples of factors that influence teacher motivation and, at the same time, relate to headteachers’ roles.

(b) The impact of teachers’ relationships with their pupils, colleagues and parents upon their level of motivation: the outcomes suggested that these relationships were very important to teachers and seemed to influence their level of motivation.

(c) The impact of educational systems and policies: there are many factors that might be categorized under educational systems and policies that affect the level of teacher motivation.

Factors raised by teachers such as: role conflict, role ambiguity, salary, promotion and advancement opportunities.

The participants stated that some policies did not enhance their level of motivation. Although this study will not explore all these policies, there is a need to study some of them and perhaps make suggestions for improvements. In addition to that, the importance of participation in school decisions was highlighted by participants, including headteachers. Teachers stated that they have been offered little opportunities to participate in school decision-making. There should be more investigation into this issue.

(d) Choosing teaching as a career: the participants gave attention to another factor that might relate to teacher motivation. They argued that the problem might arise at the beginning, when a student registers with a teacher training college without having a clear sense of what is entailed in teaching. Some participants suggested that tests should be applied to measure students' attitudes towards teaching as a career before they embark on a period of preparation.

Moreover, the analysis showed that some of the training sessions designed to prepare teachers for teaching were partly insufficient or inappropriate for developing their skills. More research should be directed to investigate the relationship between teacher motivation and their choice and preparation as teachers. In addition to that, the first year induction programme was raised as an important aspect that needs more investigation because of its possible impact upon teacher motivation.

Fourth, the participants argued that there might be a possible effect of demographic differences upon teachers' motivation. They also suggested additional variables worth consideration when researching the motivation of Omani teachers, for example: the subjects taught, teachers' length of experience, the regional location of their schools, and qualifications (Diploma, Bachelor or Master's degree).

There were some aspects that were raised from these early studies that need more investigations and explanations in order to understand the motivation of Omani teachers. I took these outcomes of the exploratory studies into consideration when I created the research tools

and when I developed questions for the main survey. However, these exploratory findings resulted from a relatively small sample of schoolteachers who work in Omani schools. There was a need to examine these themes with a larger population before they can be taken as valid outcomes. That said, the themes that emerged from the exploratory research represented important elements in building the research tools and creating the questions for the main study.

4.4 Designing the Survey Instruments

I believe that a particularly important aspect of a practical survey is the design of the instruments for collecting different categories of data. The procedures that I followed in designing survey instruments have been described by many writers, such as Ary *et al*. (2006); Thomas (1996); Fowler (2002); Bryman (2004); Wiersma and Jurs (2005) and Maykut and Morehouse (1994). According to Fowler (2002), when designing a survey instrument, it is important that the instrument is designed to facilitate the task of the respondent and the interviewer as far as possible.

I considered three questions that might help in the choice of appropriate methods (see Hitchcock and Hughes, 1995; King *et al*., 1994 and Brew, 2001):

1. Why does the research need to be conducted?
2. How will the research provide answers to the relevant questions?
3. Is the suggested method a practicable means of researching the topic?

I shall, in the next sections, discuss the procedures that I implemented for each research method.

4.5 Questionnaire for Schoolteachers

The purpose of using a questionnaire in my research was to reach a large sample of respondents, so that the research findings could be generalized, as far as possible, across the actual population of Omani schoolteachers. The advantages and disadvantages of using self-completion questionnaires have been identified by numerous authors, including Ary *et al*. (2006); Bryman (2004) and Thomas (1996).

The most important advantage that prompted the use of the questionnaire was its convenience for the respondents, who could complete it when it suited them. Most teachers

cannot complete a questionnaire on the day it is received, so they reserve it for their free periods or take it home. On the other hand, the main disadvantage is the difficulty of asking more open-ended kinds of questions. That was why I used other research methods to compensate for any deficiencies in the information derived from the questionnaire. In my research I considered triangulation which might help to explain teacher behaviour by studying it from more than one standpoint, as Cohen *et al*. (2000: 112) asserted, "in so doing, by making use of both quantitative and qualitative data".

4.5.1 Design of the Questionnaire

The main purpose of the questionnaire was to obtain a broad overview of the motivation of Omani schoolteachers. The following steps were taken in designing the questionnaire. At the outset, all relevant influences were utilised:

1. The outcomes of the exploratory studies conducted in Oman, as described earlier, provided much useful material.

2. Statements and questions were also derived from the review of the literature focusing on teachers' motivation, and in particular from Pennington (1995); Evans (1998, 1999, 2001a); Nieto (2003); Beerens (2000); Dinham and Scott (1998); Dinham and Scott (2000) and Fives and Alexander (2004).

3. An important additional source was some theses and dissertations that investigated the teaching environment in Oman, for example, Almanthri (2001); Alsalmi (2001); Alramadhani (2003); Alhashmi (2001). In addition, the outcomes of some previous academic studies of teacher motivation from other countries were also considered (see Appendix **2** for examples of these studies).

First Draft

To begin with, the statements and layout of the questionnaire were discussed in detail several times with my supervisors. We made a decision that, in order all teachers targeted could state their views, the questionnaire should include both positive and negative statements. This was because, as we perceived from the exploratory studies, Omani teachers talked about motivation from positive and negative perspectives. Based on the understandings of those teachers, positive factors are expected to enhance their level of

motivation and negative factors might reduce their motivation. Both factors are important to understand teacher motivation. The content was then translated into Arabic, being the language of the participants. A copy of the questionnaire was sent to an expert in linguistics at the Ministry of Education in Oman for review. It was then passed to other specialists at the Ministry for their comments. This procedure is described as "cognitive testing" of the instrument (Fowler, 2002). Answers were required to the following questions:

1. Are the questions consistently understood?
2. Do respondents have the information needed to answer the questions? (Fowler, 2002: 109)

The specialists at the Ministry of Education replied that the questionnaire was suitable for measuring what it was designed to measure. However, they pointed out that the questionnaire was long and some of the statements contained repetition. The questionnaire was reduced by removing the repetition. For example: there were two statements describing the availability of teaching materials at the school:

- I have access to teaching materials and resources.
- I have enough teaching materials and resources

The two statements were combined into one statement:

- I have access to enough teaching materials and resources.

The specialists also advised some changes to the layout of the questionnaire such as the number of statements in each page and some words and terms needed to be made **bold.**

Second Draft

The second draft was prepared according to the specialists' advices (see Appendix **7**). It was then sent to

- Three reviewers at the Ministry of Education in Oman for their comments regarding relevance and suitability, and to confirm the internal validity of the questionnaire's content. Two of the reviewers were employed as trainers in the

Department of Training and the third was employed as a psychologist in the Department of Counselling.

- 200 Omani teachers for piloting.

I will first present the comments of the three reviewers and then I shall discuss the procedures of piloting the questionnaire. The reviewers commented on the relevance of the statements of the questionnaire and its clarity and layout. They advised that the following changes be made:

1. The second draft questionnaire was divided into nine sections, each of which focused on a possible aspect of teacher motivation. The Ministry reviewers suggested combining some parts that had the same level of measurements, that is, those requiring the respondents to indicate their level of agreement (*agree strongly – disagree strongly*) should be combined in one section to reduce the length of the questionnaire. They also suggested that the parts requiring the respondents to indicate the frequency of their engagement (*always – very rarely*) should be combined in another section.
2. Some sections of the this draft were based on a seven-point scale, for example:

   Disagree strongly; disagree; disagree slightly; neutral; agree slightly; agree; agree strongly.

They suggested rebuilding the questionnaire on a five-point scale as follows:

Disagree strongly; disagree; neutral; agree; agree strongly.

3. In this draft, the respondents were asked to choose the response number that best applied to each statement and record it in the box to the right of that statement:

   Record (1) if your answer is *disagree strongly*.
   Record (2) if your answer is *disagree*.
   Record (3) if your answer is *disagree slightly*.
   Record (4) if your answer is *neutral*.
   Record (5) if your answer is *agree slightly*.
   Record (6) if your answer is *agree*.
   Record (7) if your answer is *agree strongly*.

However, the reviewers suggested that the respondents be asked instead to tick the appropriate box:

Statement	**Disagree Strongly**	**Disagree**	**Neutral**	**Agree**	**Agree Strongly**

4.5.2 Piloting the Questionnaire

The questionnaire was piloted with 200 Omani teachers. The function of the pilot study was to organize a trial run of the instruments and procedures, in part to test and further develop the instrument (Thomas, 1996 and Ary *et al*., 2006). It proved to be a useful means of testing and refining the questionnaire, checking its reliability and validity and identifying its weaknesses (Capa, 2005 and Bilolikar, 1998). Piloting the questionnaire helped me, as Fowler (2002: 112) argues, "to find out how the data collection protocols and survey instruments work under realistic conditions". When testing a questionnaire, the sample was sufficiently large and consists of the type of respondents similar to those to be used for the main study.

The advantage of distributing the questionnaire to teachers before the main study was to check the validity of the questionnaire's statements and whether the statements measured what they were intended to measure. The questionnaire was distributed to 20 teachers in one school in each of 10 regions of Oman, making a total of 200 copies. The Department of Staff Affairs at the Ministry of Education was contacted for details of these schools. These details that were given from this department helped me in identifying the most suitable schools that I expected to contain variety of teachers' experiences and demographic variables. After allocating the schools for distributing the questionnaires, I visited the Department of Human Resources Development to seek their assistance in contacting the proposed schools for piloting the questionnaire. The manager of this department phoned regional authorities and the targeted schools to help me in distributing the questionnaires.

For the pilot study, one teacher was appointed as a liaison in each region to oversee the procedure, to ensure the distribution of the questionnaires and the collection of the returns. I then, after 1 week, visited these 10 regions and met with the liaisons to collect the returned

questionnaires. Of the 200 copies, 138 copies were returned (69%). The schools and the teachers were selected randomly on the basis of stratified sampling, that is, for example, copies were sent to male and female teachers, primary and secondary schools, schools employing mostly new teachers, and schools employing mostly experienced teachers. My aim was that returned questionnaires should represent the variety of schoolteachers that might exist in the Omani school context. Comments from teachers were studied to exclude or amend the questions and statements that were not useful.

The reliability coefficient was achieved in the piloting study by using Cronbach Alpha Coefficient – SPSS. The value of the coefficient was (.80), indicating that the internal reliability of the questionnaire was at an acceptable level (Bryman, 2004).

Fowler (2002) points out that it is important to find out whether the questions can be consistently understood and answered by the respondents. This information was collected by requiring the respondents of the pilot to reply to the following questions recommended by Bell (1999: 128):

- How long did it take you to complete?

I received different responses. They ranged between 20 minutes and 1 hour, however, the average was 35 minutes. The decision was then made that 35 minutes is not too long and no need to reduce the number of statements without purpose.

- Were the instructions clear?

Most responses agreed that instructions were clear. However, few commented that some words were not clear. I needed to rewrite some instructions according to comments from the respondents.

- Were any of the questions unclear or ambiguous? If so, will you say which and why?

Some responses commented that question number 12 in the first section was not clear enough for them and that although teachers do arrive at morning and depart from school

afternoon they sometimes need to change this routine. I did not include this question in the final version.

- Did you object to answering any of the questions?

There were no comments on this question.

- In your opinion, has any major topic been omitted?

Many asked for the opportunity to give more details and write more on workloads that teachers undertake in the school. Those respondents thought that their motivation was negatively affected by workloads. I took their comments into my consideration; however, I decided not to increase the number of statements because the last question of the questionnaire requested respondents to add any further comments which, I thought, would give them space to comment more on aspects that seem more important for them.

- Was the layout of the questionnaire clear/attractive?

Some amendments were requested and then, consequently, fulfilled.

- Any final comments?

There were no comments on this question.

The questionnaire was rewritten according to the suggestions of the reviewers and teachers and was then ready for distribution (see Appendixes **8A** & **8B**).

4.5.3 Sampling for the Main Questionnaire Survey

It was clearly impractical that I survey the whole of the population to be studied, owing to the expense, time and effort entailed in dealing with the huge amount of data generated. Therefore, it is usual to select a representative sample of individuals. Evidence shows that research concentrated on a sample produces better quality and more accurate results (Lynn, 1996a and Lynn, 1996b).

For my study probability sampling was used, in particular, stratified sampling when selecting participants (Omani teachers in state schools) for the self-completion questionnaires (see also section 4.5.5). According to Gall *et al*. (2010) stratified sampling relies on different cases that exhibit the characteristic at predefined points of variation. This method of sampling produces a more representative cross-section than simple random sampling where the target population consists of sub-groups or strata. The sub-groups may be classified according to gender, age or teaching level. The aim was to create a miniature replica of the target population. More information is given in next sub-sections.

Sample Size

Sample size is a critical component of conventional studies (Maykut and Morehouse, 1994). It is generally agreed that accuracy increases with the size of the sample; although Ary *et al*. (2006) point out that its most important aspect is its representativeness. A sample of around a thousand participants is usually recommended to achieve a high level of accuracy (Ary *et al*., 2006).

For the questionnaire, as I stated earlier, the teachers were selected randomly by stratified sampling. The research required the distribution of the questionnaire to 10% of Omani teachers in each of the eleven regions of Oman:

(11 regions x 10% of Omani teachers in each region = 3,065 copies of the questionnaire)

Generally, increasing the size of the sample is one of many ways in which the reliability of the results can be improved (Fowler, 2002).

Time Sampling

The questionnaire was distributed towards the end of the school year (May/2007), because it was expected that by this time even new teachers would have acquired sufficient experience and ideas from daily school life to give the fullest possible answers to the questionnaire.

Participants

Table 4.1 shows the distribution of Omani teachers and state schools across the regions and the number of recipients of the questionnaire.

Response Rate

Fowler (2002) argues that there is no established response rate that is considered acceptable, for much depends on the type of research, the type of participants, their level of interest in the project and their ability to take part in it. In my main study the response rate was 69%. Mangione (1995, in Bryman, 2004: 135) classifies this level of response as acceptable.

A high response rate would indicate that the research is welcomed by the participants, who find it useful. According to Bryman (2004), a response rate of more than 50% is reasonably satisfactory, whereas less than 30% indicates serious doubts about the usefulness of the research and the validity of its results.

Table 4.1 Distribution of Omani schoolteachers in state schools (by region)

Region	**No. of Omani teachers in state schools**	**10% sample**	**No. of state schools where the sample (10%) work**
Muscat	5,242	524	18
Al-Batinah (North)	6,108	610	19
Al-Batinah (South)	3,693	369	14
Al-Dakhiliyah	4,430	443	15
Al-Sharqiyah (South)	2,669	267	9
Al-Sharqiyah (North	2,266	227	9
Al-Burimi	801	80	4
Al-Dhahirah	2,436	244	9
Dhofar	2,353	235	14
Al-Wusta	315	31	4
Musandam	355	35	2
Total	30,668	3,065	117

4.5.4 Conducting the Main Questionnaire Survey

The content of the final version of main questionnaire is given in Appendix 8
The main questionnaire was divided into four sections:

1. Section one was devoted to information about teachers' personal background and their school. It included 12 questions which the teacher was required to answer.
2. Section two asked each teacher to indicate her/his level of agreement with 45 statements describing her/his personal perception of the:
   - relationships that s/he may have with the pupils and colleagues;
   - expectations and preparation as a teacher;
   - management of the school.

This section was based on a five-point scale as follows:

disagree strongly; *disagree*; *neutral*; *agree*; *agree strongly*

For this and other sections, a Likert style scale was applied, for it "is one of the most widely used techniques to measure attitudes" (Ary *et al*., 2006: 227).

3. Section three contained 21 statements designed to ascertain teachers' personal perception of the relationship with their headteacher and their opinion of societal aspects. This section included two open questions and was based on a 5-point scale:

   very rarely; *rarely*; *sometimes*; *usually*; *always*
4. Section four was divided into two parts. The first required teachers to give their personal perceptions of their commitment to the profession. It contained 12 items. The second required teachers to answer nine open questions. The first part of this section was based on a 5-point scale:

   completely false; *false*; *neither true nor false*; *true*; *completely true*

To each copy of the questionnaire was attached a covering letter explaining to the teachers the aims of the study and assuring confidentiality in dealing with their responses.

4.5.5 Distribution of the Questionnaire:

Stage 1

To conduct the study, it was necessary to apply for permission from the Ministry of Education in Oman. The University of Edinburgh wrote to the Ministry, explaining the purpose of the research and requesting the Ministry to offer me the help required. The Department of the Technical Office for Studies and Development at the Ministry of Education in Oman then wrote to each education district in Oman to introduce the research topic to the leader of its department of educational training, and to describe the kind of data needed and the place and method of its collection. Each district official then wrote to the headteachers of the state schools in her/his district where Omani teachers were employed, explaining the purpose of the research and recommending the headteachers to allow (1) the distribution of the questionnaire; and- for the purpose of following research methods with teachers and headteachers- (2) the organization of focus group discussions and interviews with teachers and headteachers. (See Appendix **12** for examples of these letters.)

Stage 2

I consulted the Department of Information Systems at the Ministry of Education in Oman for advice on a suitable and systematic method of contacting the proposed recipients (Omani teachers) of the questionnaire. The Department was helpful in sending an electronic file containing the details of all Omani teachers, by which means they could be contacted. Although the file does not show teachers' names, each teacher can be recognized by her/his file career number. The information on each teacher included her/his gender, teaching subject, years of experience, region/district, name of the school, marital status, and level of teaching (primary or secondary). These variables are needed to be covered in the research. Therefore, before the distribution of the questionnaire, a plan was formed describing the place and method of distribution and the identity of the recipients. Table 4.2 Indicate the information that was contained within a teacher's career file. See Appendix 20 which shows an example of this plan, (which was in Arabic).

I distributed the main questionnaire according to a plan that aimed to cover the whole country. According to this plan:

- The questionnaires were distributed to 11 regions in Oman to specific schools and to a certain numbers of teachers. The distribution took one week to cover these regions.
- The questionnaires were left with the teachers for one week. I then asked a member of the training centre of each region to visit schools where I distributed the questionnaires to collect them.
- I then visited these regions again to collect the returned questionnaires from the training centres in the regions, and to follow for any delays in returning the questionnaires.

On the basis of the information in the file, the questionnaire was distributed to schools that employed different academic and personal experiences, thus most of the sub-groups or strata of my population seemed to be represented in this research. Completed copies of the questionnaire were collected one week after the date of distribution. Where there was a low response from a particular school, the information in the file enabled another school to be chosen instead. The number of respondents varied according to their regional population. Table 4.3, in section 4.12 the summary, shows number of teachers who participated in my research.

Table 4.2 Example of a teacher's career file (no.xxxxxx)

Region	School Code	Gender	Teaching subject	Years of experience	Marital Status	Qualifications
Dhofar	8101	Male	Mathematics	7	Single	Bachelor of Education

4.6 Focus Group Discussions with Schoolteachers

Focus group discussion was originally planned to be used only with headteachers. However, of the total number of schoolteachers (N= 2112) who completed and returned the questionnaire of the main study, 221 agreed to participate in the follow-up semi-structured interviews. Since it was not practical to conduct 221 interviews, I decided to organize focus group discussions with the teachers in each region of Oman. This increased the number of participants and gave more teachers the opportunity to voice their opinions in greater detail. After the

focus group discussions, two schoolteachers from each region were chosen for the semi-structured interviews (see section 4.7). The guide to the focus group discussions with the schoolteachers is given in Appendix **9**.

During the focus group discussions, the exchange of views can stimulate new ideas, new aspects of a topic or the clarification of current knowledge (Linhorst, 2002).

Maykut and Morehouse (1994) argue that focus group discussions are helpful in assessing the interviewees for possible selection for individual interviews. Focus group studies:

> can use follow-up interviews in a complementary fashion to explore specific opinions and experiences in more depth, as well as to produce narratives that address the continuity of personal experiences over time. This strategy has the advantage of first identifying a range of experiences and perspectives, and then drawing from that pool to add more depth where needed. (Morgan, 1996: 135)

In my study, I have chosen to conduct focus group discussions with schoolteachers and then followed by semi-structured interviews with a sample of those teachers for the advantages that have been highlighted by Morgan (1996: 135).

4.6.1 Designing Focus Group Discussions with Schoolteachers

The questions of the focus group discussions were derived from the following three sources:

- The outcomes of the questionnaire, since it was distributed a year before conducting of the discussions and interviews.
- The literature review that focus on teacher motivation; and teaching in general, for example, Evans (1998, 1999 and 2001a); Nieto (2003), Beerens (2000); Dinham and Scott (1998), Fives and Alexander (2004) and Pennington (1995).
- Some of Omani and non-Omani previous academic studies (theses and dissertations) into teaching in general and teacher motivation in particular, (see Appendix **2** for examples of this research).

After I developed the questions and guide for the focus group discussions with teachers I talked them through several times with my supervisors. Once the guide was completed, it was then ready to be pilot tested.

4.6.2 Piloting the Focus Group Discussion with Schoolteachers

Krueger (1994) recommends that the focus group discussion schedule be pilot tested. The questions for the focus group discussion with schoolteachers were pilot tested with 5 teachers at the training centre in the Ministry of Education. Those teachers were part of a group attending a workshop. I obtained permission from the workshop trainer to choose five of the teachers to participate in piloting my questions of the focus group discussions. I should note that two teacher-trainers also participated in this exercise, as observers (see below, section 4.6.4). This process took 1 hour. The comments that emerged from the pilot testing were then taken into account when conducting later discussions. Most comments were about the management of the discussions by the moderator. For example, they advised that I should give attention to all participants by encouraging those who appeared to be shy or hesitating to participate. The participants commented on the time management and that I should give time to issues as appropriate. Pilot testing entailed reviewing the questioning route, probes and other procedures. Participants in the pilot study were not invited to take part in the focus group discussions of the main study and the outcomes of the pilot study were not used in later analysis.

4.6.3 Sampling for the Focus Group Discussion with Schoolteachers

Sometimes qualitative research methods do not enable the number of participants or settings to be decided in advance (See Ary *et al*., 2006; Fowler, 2002; Bryman, 2004; Silverman, 2001; Gall *et al*., 2010 and Maykut and Morehouse, 1994). The selected teachers were among those who had agreed, at the point at which they had returned my survey questionnaire, to participate in the interviews. Selection was also based on the variety of teachers' academic and personal experiences, their regional/local authorities, and other demographic variables (see also section 4.6.4). Fifty-three teachers were selected to participate in the focus group discussions. See Appendix **11** for further details of these teachers. The focus group discussions were conducted during April 2008.

4.6.4 Conducting the Focus Group Discussion with Schoolteachers

Focus group discussions were held with seven groups of schoolteachers. Each group represented a different region of Oman and consisted of six to ten members. I hoped from this group size to achieve an optimal number for an engaging and stimulating discussion.

The focus group discussions were organized according to these stages, as follows:

- I contacted by telephone teachers who had agreed to be interviewed in response to the note at the end of the questionnaire, and asked if they would be interested in attending a focus group discussion instead of a one-to-one interview, as originally stated in the questionnaire (see last page in the final version of the main questionnaire, Appendix **8**). All 53 teachers agreed to attend the discussion. A selection was made later for the one-to-one interviews. I took into my consideration the variety of teachers' academic and personal experiences, for example: gender, subject, taught years of experience, region/district (see Appendix **11** for further details).
- I asked the regional authorities if they would be willing to help by convening the teachers who had agreed to participate.
- I then arranged with members of the training department at these regions to contact headteachers of schools where the discussions were expected to be held to get permission from them to release their teachers and to help in providing the requirements needed to conduct the sessions, such as: suitable room at the school, time for discussions and refreshments.

The focus group discussions were recorded in the form of notes, since some of the Omani teachers had made it clear during the exploratory interviews that they did not want to be tape recorded (see section 4.3.3). To ensure that the record of the focus group discussions was as full as possible, the following technique was applied in addition to note-taking:

- Two male teacher-trainer colleagues were asked to attend the focus group discussions to help in recording the interviewees' responses for questions asked. These two teacher-trainers attended a pilot focus group discussion that I conducted at the central training centre at the Ministry of Education in Muscat (discussed earlier, section 4.6.2), where they learned the purposes and the processes of the research and were instructed in their role for the main focus group discussions. When attending the main sessions, they took place in different corners of the room and helped in recording interviewees' responses. Afterwards, I and the two assistants used to meet to study the questions of the discussion and then discuss, compare and integrate their notes. Finally, I wrote down each question of the discussion's guide, followed by responses noted by me and the two assistants. This technique was adopted to overcome any deficiency in the notes, which might happen as a

result of not using a tape recorder. I should note that, as explained below, those two colleagues helped me also when I conducted discussions with headteachers (section 4.8).

Although the time proposed for each discussion was from one and a half to two hours, the proceedings actually lasted for two and a half to four hours. This additional time might reflect the enthusiasm of the participants to continue the discussions.

4.7 Semi-Structured Interviews with Schoolteachers

The interview is a very popular procedure in qualitative research (Bryman, 2004), for it is a "conversation with a purpose" (Maykut and Morehouse, 1994: 79) and, in this context an effective means of gaining a deeper understanding of experiences, for it delves beneath the superficial level of an ordinary conversation and becomes "a rich discussion of thoughts and feelings" (pp. 80). According to Hughes (1996), interviews enable the detailed following-up of points arising from the analysis of quantitative data of complex topics. Hughes adds that it is a method of discovering other people's thoughts and feelings, which cannot be directly observed. In my study, I have chosen to conduct focus group discussions with schoolteachers, followed by semi-structured interviews with some teachers. The guide to the semi-structured interviews with the schoolteachers is given in Appendix **9**.

4.7.1 Designing of Semi-Structured Interviews with Schoolteachers

The semi-structured interviews, with a sample of interviewees who attended the focus group discussions, aimed to ask each interviewee to reconsider the questions asked during the focus group discussions and comment on or add answers to what s/he said earlier. I planned to ask each interviewee to describe incidents that s/he thinks though had affected her/him positively or negatively. It was hoped that these incidents would give some indications to what might attract the attention of interviewees; whether they tend to focus, most, on positive or negative experiences.

Given that experience was gained, through the conduct and recording of the focus group meetings, it was decided that no pilot phase would be required for the interviews.

4.7.2 Sampling for Semi-Structured Interviews with Schoolteachers

The semi-structured interviews with the teachers were conducted during the second term of the same school year (April 2008), and immediately followed the focus group discussions. By that stage, it was expected that teachers would have many experiences and ideas to share. As with the focus group discussions, teachers who took part in the interviews were selected from those who had agreed to participate in the interviews. Twenty one teachers participated in the semi-structured interviews who also were among teachers who took part in the focus group discussions. The variety of their academic and personal experiences, regional/local authorities and other relevant factors such as demographic variables were taken into consideration. (See Appendix **11** for further details of these teachers).

4.7.3 Conducting the Semi-Structured Interviews with Schoolteachers

I tried to give attention to the critical incident technique when I was conducting the semi-structured interviews. Critical incident technique as a qualitative research tool appears to have become popular since its introduction in Flanagan's classic article (1954). It is acknowledged to be an effective tool for researching a wide range of disciplines (Butterfield *et al*., 2005). The particular significance of the critical incident technique in research lies "in its potential to help researchers understand the behaviours critical to complex jobs and positions in public or nonprofits organizations" (Fountain, 1999: 2). According to Angelides (2000), critical incidents can be the events themselves which have far-reaching consequences or their interpretation by those who attach a strong significance to them. A careful analysis of the incident and its consequences helps the school to understand why a teacher behaved in a particular way (Angelides, 2000).

To gain the greatest benefit from considering applying critical incident technique in my research, the interviewees (schoolteachers) were asked to read the focus group guide again and add, if they would like, to the answers that they had given to questions raised earlier. They were also asked to elaborate on certain incidents relating to the answers of the discussion guide. Then the teachers were asked to write about events or experiences that they considered to have had a significant effect – whether positive or negative – on their working life. It was hoped that the analysis of these events might be an important means of identifying the attitudes, considering, for example, whether they focused on positive or negative events and experiences. Were these

events and experiences related, for example, to the school, the headteacher or the education system?

The procedures of the interviews had been explained to the teachers after the focus group discussions because the interviews followed the focus group discussions in each region. The content of the interview guide is given in Appendix **9**.

Like the focus group discussions, the interviews were recorded in the form of notes. To ensure that the record of the interviews was as full as possible, I applied the following technique in addition to note-taking.

After each semi-structured interview I devoted approximately 20 minutes to the following actions:

- I wrote down any story or experience that could not be recorded during the interview;
- I asked the interviewee to read her/his responses that I had written down and check for any points that had been missed; and add any comment for more clarification;
- I reviewed all questions and the responses, and made final comments and notes.

No assistants were involved in conducting these semi-structured interviews. The time taken for each interview was 45 minutes to one hour.

4.8 Focus Group Discussions with Headteachers

Focus group discussions were also used to discover the opinions regarding teacher motivation of a sample of Omani headteachers. These discussions addressed questions such as the headteachers' role in motivating their teachers, and their contribution to enhancing teaching effectiveness. The discussions were also a means of reviewing issues emerging from the teachers' questionnaires. The guide to the focus group discussions with headteachers is given in Appendix **10.**

By implementing focus group discussions with headteachers, it was hoped to stimulate their thinking, awareness and ideas about teacher motivation. As I pointed out in my previous work (Alrasbi, 2003), headteachers are in direct contact with their teachers and might therefore have a strong influence on their performance. In addition, headteachers are the link between their

teachers and Ministry officials and other educational policymakers. Therefore it appeared to me that they can make a contribution to identifying what might motivate and demotivate their teachers and may play an important role in that process.

4.8.1 Designing the Focus Group Discussions with Headteachers

The questions for the focus group discussions were derived, as in the case of the discussions held with teachers, from the following sources:

- The outcomes and comments that emerged from the returned questionnaires and discussions with schoolteachers.
- That part of the literature review that focusses on teachers' motivation; and teaching in general, for example, Evans (1998, 1999 and 2001a); Nieto (2003), Beerens (2000); Dinham and Scott (1998b), Fives and Alexander (2004); Pennington (1995).
- Some of Omani and non-Omani previous academic studies (theses and dissertations) into teachers in general and teacher motivation in particular, (see Appendix **2** for examples of this researches).

After I developed questions for these discussions, I talked them though, several times, with my supervisors. Once completed, the guide for focus group discussions was then ready for use in the main study. As was the case with the teachers' interviews, the focus group procedure with the headteachers was not piloted, as it followed closely on the procedures used for the focus group discussions with schoolteachers.

4.8.1 Sampling for Focus Group Discussion with Headteachers

The variety of headteachers' gender, academic experiences and regional/local authorities were taken into consideration. I conducted these discussions in May 2008. Since this was the final part of the school year, it was suggested that it would be a suitable time for interviewing the headteachers, who were completing their developmental plans and compiling appraisal reports on teachers.

The headteachers were selected and encouraged to participate by the regional education officers. However, I informed those officers that the diversity of headteachers' demographic variables should be taken into consideration when selecting those heads. A total of 21 (13 male and 8 female) headteachers participated in these discussions. I must note that although those 21

headteachers represented 11 regions in Oman, the discussions were held in one region (Muscat). (More details are given below in section 4.8.2. See Appendix **11** for further details of headteachers).

4.8.2 Conducting the Focus Group Discussion with Headteachers

My plan was to conduct these discussions in 7 or 8 regions in Oman with samples of headteachers in each region. I followed formal procedure to contact the participants, as described below. However, I discovered that headteachers from all 11 regions were attending a course in Muscat, and I therefore decided I would use the permission that was given to me to contact headteachers to meet them in Muscat instead of visiting them regionally. I set up and conducted these sessions with 21 headteachers, as follows:

- The regional education authorities were asked to send a letter to the regional headteachers inviting them to participate in the group discussions. The letter contained a full description of the aims of the research. All participants were guaranteed anonymity.
- I phoned the regional education authorities to follow up with them the headteachers' replies. I then phoned many individual headteachers after I received their details from the regional authorities. However, I choose those heads who were already attending the training course in Muscat.
- I made a list of proposed participants.

The focus group discussions were held with three groups of regional school headteachers from different regions. Each group consisted of seven to eight headteachers. I took into consideration the requirement that each group should have a fair representation of headteachers' experiences, qualifications, and gender. Like the focus group discussions that I conducted with schoolteachers (section 4.6.4), the time proposed for each discussion was from one and a half to two hours, the proceedings actually lasted for two and a half to four hours. This additional time might reflect the enthusiasm of the participants to continue the discussions.

Like the focus group discussions with schoolteachers, the discussions with headteachers were recorded in the form of notes. In order to ensure that the record of discussions was as full as possible I employed two teacher trainers to help in recording headteachers' responses (see section 4.6.4 above). See Appendix **11** for details of these 21 headteachers.

4.9 Approaches to Data Analysis of the Findings

4.9 .1 Data Analysis for the Questionnaire Survey

The 2,112 returned copies of the questionnaire were analyzed by means of the statistical software SPSS (Fielding and Gilbert, 2000 and Field, 2005). Descriptive statistics, crosstabs, Spearman's Rank Order Correlation, Mann-Whitney U (when an independent variable contains two groups) and Kruskal-Wallis (when an independent variable contains more than two groups) were used to address the issues of validity and reliability of my data. In my research, it was decided to adopt the Harwell and Gatti (2001) view that the 5-point Likert scale should be treated with non-parametric, not parametric, statistics.

Opponents of this view consider employing ordinal-scaled dependent variables in statistical procedures that assume that these variables possess an interval scale of measurement. Although there are different opinions concerning this point, it was decided to employ statistical procedures that were appropriate for ordinal data, as maintained by Harwell and Gatti. The findings are described in Chapter 5.

4.9.2 Data Analysis for the Focus Group Discussions and Semi-Structured Interviews

Strauss and Corbin (1998: 3) define analysis as "the interplay between researchers and the data." Data analysis procedures proposed by Maykut and Morehouse (1994) – the constant comparative method- were used in my research as part of the qualitative methods and are outlined below. As Bays (2001: 53) points out, "The main goals of the data analysis were to identify categories within the data, to identify properties and dimensions of those categories, and to establish how categories relate to one another".

According to Maykut and Morehouse (1994: 46), qualitative study is a continuing activity in research and it is primarily inductive: "Analysis begins when one has accumulated a subset of the data, providing an opportunity for the salient aspects of the phenomenon under study to begin to emerge". As the data are emerging, they indicate the broadening or the narrowing of the focus of inquiry: "what is important is not predetermined by the researcher" (pp. 46).

A description of the constant comparative method was also found elsewhere such as in Glaser (1965) and Boeije (2002). I should also note that Watling (2002: 266) presents a similar

method to Maykut and Morehouse (1994) of analyzing qualitative data; however, it is presented in six elements.

In my research I applied the following steps– based on the recommendations of Maykut and Morehouse (1994) – to analyse the data that emerged from focus group discussions and interviews:

- The first step was to code data pages to their source: In the corner of each page, I included a code for the type of data, the source of the data, and the page number of the particular data set, such as the pages of the transcript. I then photocopied all these pages and I then divided them into chunks of meaning for analysis.
- The second step was to identify the chunks or units of meaning in the data which was called 'unitizing'. I did that by reading carefully through the transcripts. When the units of meaning were identified, I entered them onto separate index cards.
- The third step was discovery: in this step, I entered the recurring ideas, questions and thoughts on a separate sheet and set them aside for data analysis, together with another sheet containing the focus of the inquiry.
- The fourth step was inductive category coding and simultaneous comparison of units of meaning across categories: in this step, I taped to the wall a large sheet of paper to be used as a working surface. I then reviewed the discovery sheet of recurring ideas, thoughts and themes (see step 3) to combine any ideas that overlap with one another. The prominent idea was then selected and written on an index card and taped to the large sheet. I considered each idea (written on the index card) as a provisional category. Next, the unitized data cards (described earlier) were carefully checked to see if any card(s) fit(s) with the provisional category. I repeated this step until I identified all possible provisional categories and I also taped all unitized data cards under a specific category.
- The fifth step was to refine of categories: in this step I read the cards that were grouped in a particular category to extract their meaning. A standard was then set, according to which subsequent data cards in that category were included or excluded. I then marked the data cards included with a code, and I gave each category a relevant and recognizable title.
- The sixth step was to explore the relationships and patterns across categories: in this step I examined the numerous propositions, which were the initial outcomes of my study, accord-

ing to the rules for inclusion to distinguish between those that stand alone and those that form salient relationships and patterns.

- The final step was the integration of data and writing the research: the aim of this step, as Maykut and Morehouse (1994: 141) argue, is "to create the harmonic sound of data coming together in narrative form to make sense of the phenomenon" being studied.

I understand that there are other perspectives from different authors regarding qualitative analysis, such as those of Silverman (2006); Charmaz (2006) and Ezzy (2002). However, I found that the procedures of Maykut and Morehouse (1994) provided clear guidance, (see Appendix 14 for samples of procedure of qualitative analysis. These samples were originally in Arabic but translated some into English). The outcome of this analysis is presented in chapter 6.

4.10 Validity and Reliability

Validity is an important feature of any research (Ary *et al*., 2006; Bryman, 2004), beginning with its content. Ideally the project should be reviewed by professionals in a similar field, who can assess whether the sample fairly represents the population being investigated, and whether the methods of investigation and analysis are appropriate for the research and that will produce accurate and useful results (Ary *et al*., 2006; Bryman, 2004 and Bernard, 2000).

Face validity can be achieved if researchers agree that the operational indicators (data gathering instruments) of a concept make sense (Bernard, 2000). A review of my questionnaire by academic colleagues at the Ministry of Education in Oman indicated that improvements were needed in its vocabulary, format and clarity of instructions.

Kruger (1994: 3) argues that focus groups are valid "if they are used carefully for a problem that is suitable for a focus group inquiry." In addition, the comments by participants form the face validity of the focus group method.

Ary *et al*. (2006) point out that validity is affected by two important variables:

- The significance of the topic to the respondents and the level of their knowledge of that particular field.
- The respondents' level of confidence in the researcher to protect their identity.

I should note that these two variables (Ary *et al*., 2006) can be recognized in my research, as schoolteachers and heads who took part in the main studies considered teacher motivation as an important topic and recommended that it needs more investigation. I, in my current research, advised my respondents/informants that their identities would be protected and the data would be used only for research purposes.

On another issue, reliability is tested by assessing the consistency of participants' responses (Bryman, 2004). The questionnaire pilot study estimated inter-item consistency. Bryman adds that internal reliability concerns the consistency of "the indicators that make up the scale or index….In other words, whether respondents' scores on any indicator tend to be related to their scores on the other indicators" (pp. 71).

The reliability of the questionnaire statements was assessed by computing the reliability coefficient. Cronbach Alpha Coefficient was applied to the analysis of the returned copies of the main questionnaires. The value of the Cronbach Alpha Coefficient was (0.795, N of items = 78) indicating that the internal reliability of the questionnaire was at an acceptable level (Bryman, 2004).

In the semi-structured interviews and focus group discussions, validity and reliability were ensured by the choice and structure of the questions and the repetitive nature of the interviews and discussions. Silverman (2001) recommends the following two methods of ensuring reliability:

- Thorough testing of interview schedules.
- Thorough training of the interviewer.

Generally, I pilot-tested the schedule of the focus group discussion, and the questionnaire survey, which was also a rehearsal for me as a moderator. Moreover, the diversity of my research methods, questions and experiences of participants seemed to reduce the threats to validity and reliability.

4.11 Ethical Considerations

In social research, ethical considerations need to be applied to the following important issues:

- harm to participants
- lack of informed consent
- invasion of privacy
- deception (Diener and Crandall, 1978, in Bryman, 2004: 509)

It is essential that potential participants are fully informed of what will be required of them should they agree to take part (Thomas, 1996; Parker and Tritter, 2006). Thomas contends that the amount and quality of the information given by the participants are heavily dependent on the relationship created between them and the researcher. According to Bhattacharya (2007), however willing the participants may be to fulfil the requirements of the research as agreed, external constraints, such as work and domestic commitments, may limit their availability or lessen their interest in the project.

Access to respondents/informants is often controlled by a gatekeeper. In my study, the gatekeepers were the manager of the Department of Human Resources Development, and the head of the Technical Office for Studies and Development at the Ministry of Education in Oman. This probably aided compliance with relevant ethical standards. However, in addition, all respondents/informants were asked for their personal agreement (informed consent) to take part and were given appropriate assurances of confidentiality, (see Appendixes **8** – **10**, as I made explicit guarantee of confidentiality to my respondents/informants before they took part in the research).

Fowler (2002) identifies ethical concerns of which the respondents should be aware before being asked to participate:

- the name of the organization and the name of the interviewer (for interview sessions);
- a brief description of the purposes of the research;
- an accurate statement of the extent to which answers are protected with respect to confidentiality;

- assurance that co-operation is voluntary.

I therefore sent this information to the participants in advance of the interview and focus group meetings, and it appeared on the front page of the survey questionnaire forms that were distributed. Elsewhere, as Greenfield (1996), Thomas (1996) and Ary *et al*. (2006) argue, this type of information should fulfil the requirements of the covering letter to be sent to respondents. I also should mention that this sort of information was added to the front page of the pilot questionnaire survey (see Appendix **7**).

These ethical considerations were central to the implementation of all aspects of the questionnaire survey. For the interviews and discussions, a paragraph was added to the last page of the questionnaire, asking the respondents whether they would be willing to participate in the follow-up interviews. This paragraph covered the ethical considerations stated on the consent form (see Appendix **8**, last page of the questionnaire). The headteachers participating in the focus group sessions received a brief describing the purpose of the research, including all the necessary information on the procedures of the discussions which covered the ethical considerations and acted as a consent form. The focus group discussions with schoolteachers was also pilot-tested (see section 4.6.2), and the participants were informed of what was required of them before I conducted the sessions, and were assured that their responses would be treated in strict confidence.

4.12 Summary of Chapter 4

This chapter described the methods used for this research. It also responded to questions concerning the procedures of the research, such as: What was the object of this research? Why was it conducted? When were the procedures be implemented? How was it conducted? Who were the respondents? An attempt was made to achieve methodological triangulation by using quantitative and qualitative methods in a complementary way (triangulation between methods as described by McFee, 1992 and Bush, 2002). In addition to that, I directed similar questions to different respondents, i.e. schoolteachers and headteachers, which allowed the emergence of more perspectives of an examined topic from different point of views (triangulation within a method). The diversity of research methods and sources, and participants in my present research

appeared to strengthen the reliability and validity of the findings that emerged from data analysis. The purpose of applying different methods was to produce more accurate and objective results and thus greater confidence can be placed in the findings. The procedures and findings of the exploratory studies have been presented. The design of and procedures used in the main questionnaire survey were addressed in detail, and the procedures used in the focus group discussions and interviews with teachers were described. The procedures used in discussions with headteachers were also reviewed. The chapter covered other related issues, such as sampling, distribution of data collections, data analysis, validity, reliability and ethical consideration. Table 4.3, below, summarizes the total number of teachers' responses to questionnaire, and the number of participants in the discussions and interviews.

Table 4.3 Teachers' responses to questionnaire and the number of participants in the group discussions and interviews

Region	**No. of question-naires distributed (10 % of Omani teachers per region)**	**No. of questionnaires returned**	**No. of teachers participating in focus group discussions**	**No. of teachers participating in one-to-one semi-structured interviews**
Muscat	525	376 (72%)	6 (3 M; 3F)[a]	3 (1 M; 2 F)
Al-Batinah (South)	369	238 (64.5%)	10 (5 M; 5 F)	4 (2 M; 2 F)
Al-Dakhliyah	443	337 (76%)	8 (4 M; 4 F)	3 (2 M; 1 F)
Al-Sharqiyah (South)	267	193 (72%)	7 (4 M; 3 F)	3 (2 M; 1F)
Al-Sharqiyah (North)	227	162 (71%)	8 (3 M; 5 F)	3 (1 M; 2 F)
Al-Burimi	80	68 (85%)	8 (4 M; 4 F)	3 (1 M; 2 F)
Al-Dhahirah	244	207 (85%)	6 (3 M; 3 F)	2 (1 M; 1 F)
Al-Batinah (North)	610	336 (55%)	The teachers of these regions did not participate in the focus group discussions or the one-to-one semi-structured interviews.	
Dhofar	235	140 (65%)		
Al-Wusta	31	30 (97%)		
Musandam	35	25 (71%)		
TOTAL	**3,065**	**2,112 (68.9%)**	**53 (26 M; 27 F)**	**21 (10 M; 11 F)**

Note[a]: M = male(s); F = female(s).

Chapter 5

Results from the Questionnaire Survey

5.1 An Overview

This chapter presents the key results of the questionnaire survey (see Appendix 8), as described in the previous chapter. The focus of attention is what teacher respondents reveal about how they see motivation, their self-reported levels of motivation and on how the following factors appear to influence these levels of motivation: gender, age, length of experience, qualifications: highest degree achieved, school region, number of teaching periods per week, average class size (number of pupils per class), school roll (pupils), teaching subject(s), place of graduation, marital status and average weekly extra working hours. This chapter ends with the findings from responses to the open-ended items in the questionnaire. A sample of the codebook for the questionnaire is shown in Appendix **15**.

5.2 Findings from the Questionnaire Survey

A total of 3,065 copies of the main questionnaire were distributed to 117 schools. Of this total, 2,112 completed copies were returned (69%).

5.2.1 Demographic Details

Tables 5.1 to 5.12 show the demographic details of those schoolteachers who completed the main questionnaire. The fourth column shows the national figures according to the *Educational Statistics Yearbook* (2008).

Gender

Female schoolteachers comprised the larger proportion (60.2%) of the respondents, compared with (39.8%) males. It appears that the sample corresponds very closely to the national figures, with a slight suggestion of an over representation of women.

Table *5.1* Grouping of main questionnaire respondents by gender

Gender	No. of respondents	Percentage of respondents	National Figures (%)
Male	841	39.8	37.5
Female	1,271	60.2	62.5

Age

Respondents were asked to indicate which of a number of age groups bands they fell into. The responses were as follows:

Table *5.2* Grouping of main questionnaire respondents by age

Age group (years)	No. of respondents	Percentage of respondents	National Figures (%)
Under 25	286	13.5	1.0
25–35	1,636	77.5	70.0
36–49	180	8.5	28.5
50 and over	3	0.1	0.5

Overall again, however, the sample appears broadly representative, yet it appears that there is an over-representation of younger teachers, and under-representation of older teachers. This is might be because younger teachers have felt more obliged to comply with a request coming from the Ministry than older teachers.

Length of Experience

As might be expected, given the history of the school system in Oman (section 1.4), very few respondents reported having taught for more than fifteen years (5.9%). The highest proportion of respondents had 1–9 years' experience (71.2%). They were followed by those with 10–15 years' experience (22.0%).

Table *5.3* Grouping of main questionnaire respondents by length of experience

Length of Experience (years)	No. of respondents	Percentage of respondents	National Figures (%)
1–3	554	26.2	18.0
4–9	851	45.0	39.0
10–15	464	22.0	28.0
16–19	96	4.5	7.0
20 or more	30	1.4	8.0

Again, the distribution of the sample seems in reasonably close accord with the national figures, providing further support for its being largely representative.

Highest Qualifications

The vast majority of the respondents had a bachelor's degree (77.5%). They were followed by those with a diploma (17.0%), and a higher diploma (4.3%). (A higher diploma is awarded on the successful completion of a one-year postgraduate course.) Only 0.6% - who were mainly teaching secondary schools - had a master's degree.

Table *5.4* Grouping of main questionnaire respondents by highest qualification achieved

Highest qualification achieved	No. of respondents	Percentage of respondents	National Figures (%)
Diploma	360	17.0	18.0
Bachelor's degree	1,636	77.5	77.0
Higher diploma	91	4.3	4.0
Master's degree	12	0.6	0.8

The distribution of the sample seems to be very closely to the national figures, providing further support for its being largely representative.

School Region

Table 5.5 shows the distribution of the main questionnaire respondents over the administrative regions of Oman where their schools are located. See Figure 13.1 in Appendix **13** for a map showing the school/administrative regions of Oman.

Table *5.5* Distribution of main questionnaire respondents over the administrative/school regions of Oman

School region	No. of respondents	Percentage of respondents	National Figures (%)
Al-Dhahirah	207	9.8	7.0
Al-Burimi	68	3.2	2.0
Dhofar	140	6.6	9.0
Musandam	25	1.2	1.0
Al-Dakhliyah	337	16.0	15.0
Al-Batinah (North)	336	15.9	19.0
Muscat	376	17.8	16.0
Al-Wusta	30	1.4	2.0
Al-Batinah (South)	238	11.3	13.0
Al-Sharqiyah (North)	162	7.7	8.0
Al-Sharqiyah (South)	193	9.1	9.0

These percentages match closely the distribution of Omani schoolteachers over the administrative regions of Oman as given in the *Educational Statistics Yearbook* (2008), (see section 5.4).

Weekly Total of Teaching Periods

The largest group of respondents were those who taught 16–20 periods (38.6%). A period lasts 45 minutes. They were followed by those who taught 21–25 periods per week (37.5%), and 11–15 periods per week (17.0%). Only 2.9% reported teaching 26–30 periods per week and 3.1%

10 or fewer periods. No respondents reported a weekly total of 30 or more teaching periods. There is no national figure available for this category.

Table *5.6* Grouping of main questionnaire respondents by weekly total of teaching periods

Weekly total of teaching periods	No. of respondents	Percentage of respondents
10 or fewer	65	3.1
11–15	359	17.0
16–20	815	38.6
21–25	792	37.5
26–30	62	2.9
More than 30	0	0.0

Average Class Size

88% of the respondents reported teaching an average class of 26–39 pupils, as follows: 26–30 pupils (44.9%), and 31–39 pupils (42.9%). They were followed by 9.6% of the total respondents who taught an average of 25 or fewer pupils, and 1.6% who taught an average of 40–49 pupils. Only 0.2% taught 50 or more pupils.

Table *5.7* Grouping of main questionnaire respondents by average class size

Average class size (no. of pupils)	No. of respondents	Percentage of respondents	National Figures (%)
25 or fewer	202	9.6	32.5
26–30	949	44.9	37.5
31–39	905	42.9	28.5
40–49	34	1.6	0.24
50 or more	4	0.2	0.95

Although some of these correspond the national figures, there is an under-representation among respondents who taught an average of 25 or fewer pupils, and over-representation among respondents who taught an average 31–39 pupils.

School Roll (Pupils)

The highest proportion of respondents was those employed in schools with a roll of 600–999 pupils (43.2%). They were followed by those employed in schools with a roll of 400–599 pupils (20.9%). The remaining respondents consisted of those employed in schools with a roll of 1,000 or more pupils (17.5%) and a roll of 100–399 pupils (12.4%). Only 1.5% of the respondents were employed in schools with a roll of fewer than 100 pupils.

Table *5.8* Grouping of main questionnaire respondents by school roll (pupils)

School roll (no. of pupils)	No. of respondents	Percentage of respondents	National Figures (%)
Fewer than 100	31	1.5	6.4
100–399	261	12.4	33.7
400–599	442	20.9	24.0
600–999	913	43.2	31.7
1,000 or more	370	17.5	4.1

The general observation is that there is an over-representation or under-representation of respondents in comparison to the national figures. However, the percentage of those employed in schools with a roll of 400–599 pupils appears to match to some degree the national figures.

Teaching Subject

Table 5.9 shows the distribution of the schoolteachers across the range of teaching subjects.

Table *5.9* Distribution of main questionnaire respondents across the range of teaching subjects

Teaching Subject	No. of respondents	Percentage of respondents	National Figures (%)
Field One: Islamic Studies, Arabic Language and Social Studies	274	13.0	15.0
Islamic Studies	223	10.6	8.0
Arabic Language	301	14.3	12.0
Social Studies	249	11.8	0.2
Life Skills	22	1.0	3.0
English Language	196	9.3	13.0
Field Two: Mathematics and Science	161	7.6	9.0
Mathematics	297	14.1	9.0
Science	209	9.9	10.0
Physical Education	29	1.4	3.0
Art Education (Drawing)	22	1.0	2.0
Information Technology	57	2.7	4.0

Again, the distribution of the sample seems in close accord with the national figures, providing further support for its being largely representative. However, there is an over-representation of teachers of social studies.

Place of Graduation

Of the total number of respondents 82.7% reported that they had graduated from Omani institutions, compared with 16.6% who graduated from abroad.

Table *5.10* Grouping of main questionnaire respondents by place of graduation

Place of graduation	No. of respondents	Percentage of respondents	National Figures (%)
Oman	1,747	82.7	78.0
Abroad	351	16.6	22.0

These percentages match closely the national figures of Omani schoolteachers according to their place of graduation.

Marital Status

Of the total number of respondents, 60.7% reported that they lived with their spouse and children. Single teachers comprised 24.9%. Respondents living with a spouse without children represented 13.6%. Only 0.5% of the respondents described themselves as single parents (widowed or divorced).

Table *5.11* Marital status of main questionnaire respondents

Marital status	No. of respondents	Percentage of respondents	National Figures (%)
Single	525	24.9	24.0
Living with spouse (no children)	287	13.6	75.0
Living with spouse and children	1,281	60.7	
Single parent (widowed or divorced)	10	0.5	1.0

Again, the distribution of the sample appears broadly in accord with the national figures, providing further support for its being largely representative.

Average Extra Weekly Working Hours

The highest proportion of respondents were those who worked an average of an extra 1–3 hours connected with their teaching each week (40.6%), followed by those who worked a weekly average of an extra 4–9 hours each week (34.7%). The remaining respondents consisted of those who worked a weekly average of an extra 10–15 hours (11.6%), 16–20 hours (5.3%), 21–25 hours (4.2%), and more than 25 hours (1.3%). Table 5.12 groups the respondents according to their average weekly extra working hours. There is no national figure available for this category.

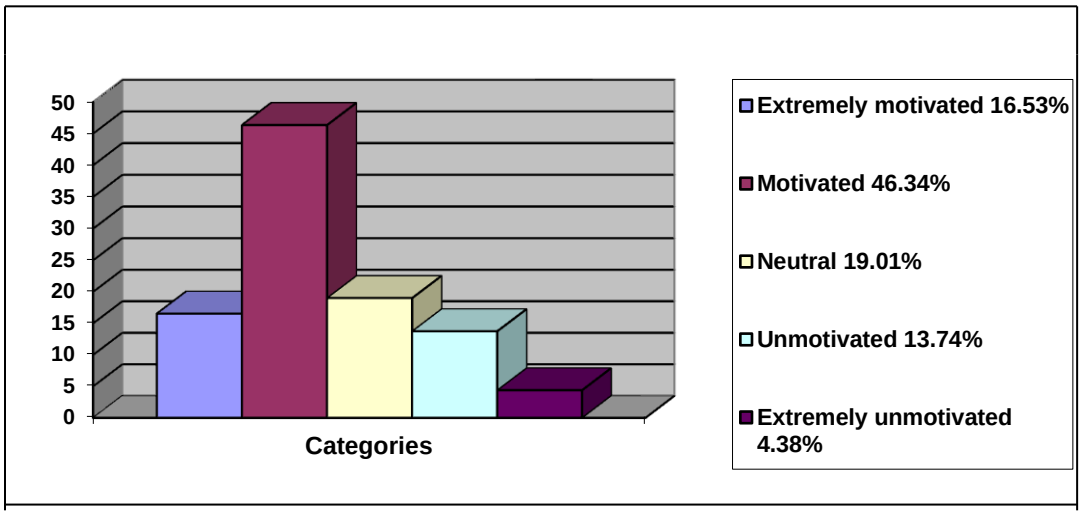
Table *5.12* Grouping of main questionnaire respondents by their average weekly extra working hours

Average weekly extra working hours	No. of Respondents	Percentage of respondents
1–3	858	40.6
4–9	732	34.7
10–15	244	11.6
16–20	112	5.3
21–25	89	4.2
More than 25	27	1.3

5.2.2 Levels of Motivation Indicated by the Respondents to the Questionnaire Survey

The Cronbach alpha coefficient for this research for all statements was (0.796), indicating that the internal reliability of the questionnaire was at an acceptable level (Bryman, 2004). According to the detailed analysis, Figure 5.1 shows that 16.53% (N = 332) of the respondents described themselves as extremely motivated, 46.34% (N = 931) as motivated, and 19.01% (N = 382) as neutral. However, 13.74% (N = 276) described themselves as unmotivated, and 4.38% (N = 88) as extremely unmotivated.

Figure 5.1 Respondents' levels of motivation



The five categories of motivation were collapsed into three main categories of *motivated*, *neutral* and *unmotivated*; as shown in Table 5.13.

Table *5.13* Main questionnaire respondents' levels of motivation

	No. of respondents	Percentage of respondents
Motivated	1,263	63.0
Neutral	382	19.0
Unmotivated	364	18.0

5.2.3 Relationship between Respondents' Demographic Characteristics and their Self-Reported Levels of Motivation

Table 5.15 shows the distribution of respondents according to gender and level of motivation, and the percentage of those who described themselves as *motivated*, *neutral* or *unmotivated.* The distribution of respondents according to the rest of demographic characteristics and the percentage of those who described themselves as *motivated*, *neutral* or *unmotivated* is presented in Tables 22.1–22.11 in Appendix **22**.

Table 5.15 Respondents according to gender and level of motivation

Variable	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Gender					
Male	841	39.8	63.8	17.4	18.8
Female	1,271	60.2	62.3	20.0	17.7

.

A Mann-Whitney U test was performed to discover the effect of the gender of the respondents (U = 475669.50, z = -.375, p = .708); and the respondents' place of graduation (U = 265202.50, z = -1.924, p = .064) upon their level of motivation. The analysis indicated that their motivation was not significantly affected by either of these characteristics.

Then, a Kruskal-Wallis one-way ANOVA was performed to discover the effect of the following characteristics upon the respondents' level of motivation:

- Age of respondents (*H[3]* 0.628, p = .082);

- Length of the respondents' experience ($H[4] = 8.800$, $p = 0.07$);
- Qualifications: highest degree achieved ($H[3] = 2.593$, $p = .459$);
- Number of teaching periods per week ($H[4] = 5.992$, $p = .200$);
- Average class size (pupils) ($H[4] = 7.234$, $p = .124$);
- School roll (pupils) ($H[4] = 9.905$, $p = .092$);
- Average weekly extra working hours ($H[5] = 1.909$, $p = .862$).

The results indicate that the self-reported level of motivation was not significantly affected by any of these characteristics. However, it was significantly affected by the following demographic characteristics:

- **School region** (where the respondents' schools are located) ($H[10] = 39.970$, $p < .0001$). These regions were divided into two groups: the regions that employed less than 1000 schoolteachers in each of them (3 regions), and the regions that employed more than 2000. This is because the number of schoolteachers varies considerably between these two groups (see Table 4.1). Table 5.16 shows that Musandam has the highest percentage of respondents who reported that they were motivated. Table 5.16 shows also that Al-Sharqiyah (North) reported the highest percentage of motivated respondents. However, Table 5.16 shows that Muscat reported the highest percentage of unmotivated respondents among regions that employed 2000 teachers and more. Some implications are presented in the summary section 5.4.

Table *5.16* School region (location of the respondents' schools)*
How motivated are you in general?

Region	How motivated are you in general?					
	Motivated		Neutral		Unmotivated	
	No.	%	No.	%	No.	%
Al-Dhahirah	132	66.0	35	17.0	34	17.0
Al-Burimi	35	55.0	11	17.0	18	28.0
Dhofar	85	62.0	26	19.0	27	20.0
Musandam	21	91.0	2	9.0	0	0.0
Al-Dakhliyah	202	62.0	65	20.0	60	18.0
Al-Batinah (North)	209	65.0	58	18.0	56	17.0
Muscat	181	52.0	87	25.0	84	24.0
Al-Wusta	22	76.0	3	10.0	4	14.0
Al-Batinah (South)	150	67.0	32	14.0	43	19.0
Al-Sharqiyah (North)	109	74.0	22	15.0	16	11.0
Al-Sharqiyah (South)	117	65.0	41	23.0	22	12.0

- **Teaching subject** ($H[11] = 31.485$, $p < .001$). Table 5.17 shows that there is a considerable variety between the number of respondents. It might be helpful to consider these findings as two groups. The first group contains:

  life skills, physical education, art education (drawing) and information technology. According to *Educational Statistics Yearbook* (2008), the number of schoolteachers of each of these subjects is very much less than others. In this research, the total number of respondents teaching each of these subjects was less than 60 (see Table 5.9). The second group was more than 160 respondents. According to Table 5.17, life skills and field one (Islamic + Arabic + social studies) reported the highest percentages of motivated respondents. However, the table shows that field two (mathematics and science) and

physical education teachers represented the highest percentages of unmotivated respondents. Some implications are presented in the summary, section 5.4.

Table *5.17* Teaching subject:
How motivated are you in general?

Teaching subject	How motivated are you in general?					
	Motivated		Neutral		Unmotivated	
	No.	%	No.	%	No.	%
Field One: Islamic + Arabic + Social Studies	191	72.0	40	15.0	33	13.0
Islamic Studies	134	64.0	43	21.0	31	15.0
Arabic Language	176	62.0	42	15.0	65	23.0
Social Studies	148	63.0	52	22.0	36	15.0
Life Skills	18	82.0	2	9.0	2	9.0
English Language	109	58.0	39	21.0	40	21.0
Field Two: Maths + Science	82	53.0	32	21.0	42	27.0
Mathematics	178	63.0	56	20.0	49	17.0
Science	117	61.0	36	18.0	40	21.0
Physical Education	12	44.0	8	30.0	7	26.0
Art Education (Drawing)	14	67.0	4	19.0	3	14.0
Information Technology	40	71.0	12	21.0	4	7.0

- **Marital status of the respondents** ($H[3] = 10.018$, $p < .018$). According to Table 5.18, single teachers reported the highest percentage of respondents who were motivated and also represented the lowest percentage of respondents reporting that they were unmotivated. Table 5.18 shows that single parent (widowed or divorced) reported the

highest percentage of unmotivated respondents, however, this group was very much smaller in size than other groups, (see also Table 5.11), see section 5.4.

Table *5.18* Marital status of respondents*
How motivated are you in general?

Marital status	How motivated are you in general?					
	Motivated		Neutral		Unmotivated	
	No.	%	No.	%	No.	%
Single	335	66.0	101	20.0	73	14.0
Live with spouse (no children)	175	63.0	45	16.0	56	20.0
Live with spouse and children	746	62.0	232	19.0	230	19.0
Single parent (widowed or divorced)	3	33.0	2	22.0	4	44.0

5.2.4 Relationship between the Respondents' Answers to the Multiple-Choice Questions and Self-Reported Levels of Motivation.

The survey questionnaire (see Appendix **8**) included four sections which used multiple-choice attitudinal questions to elicit responses on how those completing the questionnaire saw a number of issues. The responses to these questions were examined and analysed by means of descriptive statistics, cross-tabulation, Spearman's Rank Order Correlation, Mann-Whitney U and Kruskal-Wallis tests as appropriate. These tests were carried out using the statistical package SPSS version 14. The correlations that were explored were based on 3-point scale as follows: *motivated*, *neutral* and *unmotivated*, with respondents placed in one of these three groups on the basis of their own self-assessment.

Below is a description of the examination of two topics as an example of the procedure applied to the statements. The summary of others is shown in Tables 16.1 to 16.8 in Appendix **16**. The possible implications of these findings are explored in Chapter 8.

- "I should endeavour to foster pupil creativity." This statement is among six that were used to examine the respondents' perceptions of their relationship with their pupils (see Appendix **8**, section 1). There was a small positive relationship, which reached

significance because of the size of the sample, between this statement and the teachers' level of motivation (Spearman's rho correlation coefficient = .159, p <0.05). Although the correlation between this statement and the level of motivation was positive, it was not strong. Analysis revealed that 96% of the respondents agreed with this statement. The remaining five statements were examined by applying the same tests and the results were similar to those of the first statement. All five statements were significantly correlated with the level of motivation, although the relationship was not strong. More than 96% of the respondents agreed with these statements. The observation that might be made is that the high level of teachers' motivation is associated with the achievement of the tasks mentioned in these statements. Table 5.19 shows the findings of the relationship between the statement "I should endeavour to foster pupil creativity" and teachers' level of motivation. These findings can be applied to the other statements in this section that is, most teachers were mainly motivated with little difference in the percentages, see Table 16.1 in Appendix **16**.

Table *5.19* Relationship between the main questionnaire respondents' motivation and the statement "I should endeavour to foster pupil creativity"

Statement		Agree		Neutral		Disagree	
		No. of Resps	**%**	**No. of Resps**	**%**	**No. of Resps**	**%**
I should endeavour to foster pupil creativity	Motivated	1,226	63.3	16	50.0	21	53.8
	Neutral	370	19.1	7	21.9	5	12.8
	Unmotivated	342	17.6	9	28.1	13	33.3

- "My colleagues enjoy working with me." This is one of five statements that were suggested to measure the relationship that might exist between teachers' colleagues and teachers' level of motivation (see Appendix **8**, section 2). There was a positive relationship between this statement and teachers' level of motivation (Spearman's rho correlation coefficient = .149, p <0.01).

Analysis revealed that 72.5 % of the respondents agreed with this statement, while only 4% disagreed. Among those respondents who agreed, 66.3% described themselves as motivated.

The observation that might be made is that the high level of teacher motivation may be associated with a high level of enjoyment in working with their colleagues.

It should be noted here that whether respondents agreed or disagreed with these statements, it did not prevent them from indicating their strong motivation to be with their colleagues.

Table 5.20 shows the findings of the relationship between teacher motivation and the statement "My colleagues enjoy working with me." These findings can be applied to the other statements in this section, that is, most of the teachers were mainly motivated with some differences in the percentages, see Table 16.2 in Appendix **16**.

Table *5.20* Relationship between the main questionnaire respondents' motivation and the statement "My colleagues enjoy working with me"

Statement		Agree		Neutral		Disagree	
		No. of Resps	%	No. of Resps	%	No. of Resps	%
My colleagues enjoy working with me	Motivated	962	66.3	260	54.4	38	49.4
	Neutral	249	17.2	127	26.6	6	7.8
	Unmotivated	239	16.5	91	19.0	33	42.9

This procedure was applied to other statements of the main questionnaire. Tables 16.1 to 16.8 in Appendix **16** summarize the outcomes of this analysis. These tables show the level of correlation with teachers' level of motivation. They also include the highest percentages and their relationship with level of motivation. For example, the analysis of the statement "I suffer an overload of school work that sometimes restricts my creativity" showed that 80.4% of respondents agreed with it. Among those respondents who agreed, 60.9% described themselves as motivated. See Appendix **16** for the description of the remaining statements.

5.3 Open-ended Items

There were 9 items requiring the respondents to provide information in support of their answers elsewhere in the questionnaire. The open-ended items were part of the main questionnaire sent to all respondents, the majority of whom responded to them. In many cases, one question could elicit a wide range of responses. Therefore, these responses were treated as quantitative data, being listed, coded, downloaded into an SPSS software program and then

analysed in the same way as the remainder of the questionnaire. An analysis by means of SPSS revealed the frequencies and percentages of each response. Some implications are presented in the summary, 5.4, and other outcomes from these open-ended questions are addressed in Chapter 8.

Tables 5.21 to 5.29 present these responses, the number of respondents, and the percentages in descending order. The open-ended items were as follows:

5.3.1 What do you think was the single most important factor in your decision to become a teacher?

Table *5.21* Influence on the main questionnaire respondents' decision to enter teaching

Statement	**No. of respondents**	**Percentage of respondents**
I love teaching (based on previous positive experiences)	539	25.5
Teaching offers the sense of being productive in society	278	13.2
Cultural reasons	272	12.9
It was the only employment available to me at that time	257	12.2
Teaching offers job security	185	8.8
I like the subject that I teach	75	3.6
I like working with the pupils and helping them to learn	69	3.3
Teaching helps me to achieve self-actualization	40	1.9
Teaching provides me with an appropriate status in the community	35	1.7
It is a means of earning a monthly income	19	0.9
Teaching offers the opportunity to communicate and interact with others (pupils, colleagues, the community)	6	0.3

The observation from Table 5.21 is that the factors attracting applicants to teaching are more intrinsic than extrinsic.

5.3.2 Which of the statements in the questionnaire describe the situations that provide you with the greatest motivation in your current employment as a teacher?

The respondents identified 58 statements. Table 5.22 shows the first four statements producing the highest four percentages. The remaining 54 statements produced only small frequencies and percentages.

Table *5.22* Situations producing the greatest motivation in the main questionnaire respondents

Statement	No. of respondents	Percentage of respondents
I am satisfied when I see that the pupils are learning	274	18.3
My headteacher recognizes a teacher's good work	104	6.95
My profession provides me with a sense of achievement	96	6.4
My colleagues enjoy working with me	83	5.5

One observation from Table 5.22 is that the intrinsic factors are the most important motivators of teachers in their profession.

5.3.3 What is the most enjoyable aspect of being a teacher?

Table *5.23* The most enjoyable aspect of being a teacher according to the main questionnaire respondents

Statement	No. of Respondents	Percentage of respondents
Helping pupils to learn	456	21.6
Working with pupils	393	18.6
Communicating and interacting with others	238	11.3
Being productive in society	140	6.6
Developing my knowledge and teaching skills	129	6.1
Achieving my teaching objectives	93	4.4
Teaching is an enjoyable occupation	80	3.8
There is nothing enjoyable about teaching	58	2.7
The local people appreciate the teachers' efforts	46	2.2

Applying different teaching methods in the class	38	1.8
The pupils respect me as a teacher and appreciate my efforts	34	1.6
I am teaching a subject that I like	29	1.4
Good relationship at school between the teachers, head teacher and the pupils (positive environment)	29	1.4
Achieving self-actualization	26	1.2
Monthly income	25	1.2
Two months' summer vacation	12	0.6

The results shown in Table 5.23 support those in Tables 5.21 and 5.22, which emphasize that teachers are attracted to their profession and motivated because of its intrinsic factors.

5.3.4 Do you have any doubts about your ability to continue in teaching?

Table *5.24* Main questionnaire respondents' doubt re their ability to continue in teaching

Response	No. of respondents	Percentage of respondents
No	1,237	58.6
Not sure	441	20.9
Yes	368	17.4
Total	2,047	96.9

Table 5.24 appears to indicate teachers' commitment to their profession, since 58.6% reported that they wished to continue in teaching. The statement measured teachers' views on their ability to continue in teaching; however, it also gives indication to teacher commitment. This understanding was evidenced by the explanations provided by the teachers to their answers to this question.

The distribution of those who reported that they have no doubts about their ability to continue in teaching was as follows: female teachers 59.0% and male teachers 41.0%. Analysis showed that there were 76.0% reported motivated among those teachers who said that they have "no" doubts to continue in teaching. On the other hand, there were only 38.0% reported motivated among teachers who said "yes" that they have doubts about their ability to continue in teaching.

5.3.5 Which of the statements in the questionnaire describe the situations producing the greatest stress in your current employment as a teacher?

The respondents mentioned 62 statements. Table 5.25 shows the four statements that produced the highest four percentages. The remaining 58 statements produced only small frequencies and percentages.

Table *5.25* Situations producing the greatest stress in the main questionnaire respondents

Statement	No. of respondents	Percentage of respondents
I suffer an overload of school work, which sometimes restricts my creativity	316	18.1
I experience different stressors in teaching, which makes me consider teaching an undesirable career	173	9.9
The community always criticizes teachers and gives negative feedback	144	8.2
My work consumes many hours of my personal time at school or after the close of the regular school day	124	7.1

The observation from Table 5.25 is that those duties performed by the teachers which are unrelated to their core teaching duties represent the main stressors affecting teachers.

5.3.6 What is the most difficult aspect of being a teacher?

Table *5.26* The most difficult aspect of being a teacher according to the main questionnaire respondents

Statement	No. of respondents	Percentage of respondents
Large amount of non-teaching tasks	665	31.5
Numerous school activities	158	7.5
Dealing with pupils who find my teaching difficult to understand	109	5.2
Working with disruptive and noisy pupils	99	4.7
Pupils' de-motivation	84	4.0

I need to make a great effort to achieve my teaching objectives (more responsibility) and, sometimes, I cannot manage it.	79	3.7
Working with different needs in the class	66	3.1
I am constrained by the Ministry of Education's policies	63	3.0
No recognition	61	2.9
Teaching is a boring occupation (always the same routine)	60	2.8
Difficulty in balancing school and domestic Commitments	50	2.4
Difficulties with the curriculum	45	2.1
Long school day	43	2.0
Difficulties with parents	40	1.9
Large number of pupils in my classes	33	1.6
Difficulties with the head teacher	27	1.3
Deficiency of teaching materials and resources	25	1.2
Working far from my home	25	1.2
The community always criticizes teachers and gives negative feedback	15	0.7
Rapid changes in educational reform and Attitude	7	0.3
I receive an unjust assessment	6	0.3
Difficulties with the supervisor	5	0.2

The results shown in Table 5.26 support the observation made from Table 5.25, which stress that the non-teaching duties performed by teachers represent the main sources that might affect negatively on the level of teachers' motivation.

5.3.7 Respondents were asked in their present level of motivation since the first experience of teaching had: increased, decreased or remained about the same?

Table *5.27* Changes in the main questionnaire respondents' level of motivation

Response	No. of Respondents	Percentage of respondents
Increased	841	39.8
Decreased	786	37.2
Remained about the same	401	19.0

Analysis shows that the teachers whose motivation increased since they began teaching 39.8%, also reported experiencing a high level of motivation (82% were motivated). However, those teachers whose motivation decreased, 37.2%, also reported experiencing a low level of motivation (only 39% were motivated).

5.3.8 Would you say that your present level of motivation in comparison with that of your colleagues is: the same, higher or lower?

Table *5.28* Comparison of main questionnaire respondents' level of motivation with that of their colleagues

Response	No. of respondents	Percentage of respondents
The same	1,087	51.5
Higher	629	29.8
Lower	216	10.2

The teachers were asked to justify their answers this question. Teachers who considered their level of motivation to be the same as that of their colleagues (51.1%) pointed out that Omani teachers worked in the same environment and therefore most of them faced the same challenges, most of them were in the same age group (25–35, = 77.5%), and had similar ambitions and emotions. Those teachers who considered their level of motivation to be higher than that of their colleagues, 29.8%, thought that they were more motivated, and another analysis supported their justification, since 87.5% of them described themselves as motivated. Only 36% reported they were motivated among those teachers who considered their level of motivation to be lower than their colleagues.

5.3.9 Are you interested in taking a further part in this study by agreeing to be interviewed by the researcher?

Table *5.29* Further participation by the main questionnaire respondents in the study

Response	No. of respondents	Percentage of respondents
No	947	44.8
Yes	221	10.5
Not sure	145	6.9

Table 5.29 shows that 10.5% of the total respondents agreed to participate in the following interviews. Interestingly, 62.0% of those respondents were male teachers and only 38.0% female teachers. This does not reflect the distribution of gender across my research sample: male teachers 39.8% and female teachers 60.2%. However, during the focus groups meetings and interviews (chapter 6), both groups participated effectively in the discussions.

The possible interpretations and implications of findings that emerged from analysing quantitative results are suggested in chapters 7 and 8 –discussion and conclusion.

5.4 Summary of Chapter 5

This chapter presented the results from the questionnaire survey, beginning with a detailed description of the most important findings. The general observation is that 63% of Omani schoolteachers, when presented with direct questions which asked them to indicate their level of motivation, were prepared to describe themselves as ‘motivated’.

Teacher motivation was found to be significantly associated with only three demographic characteristics studied: school region, teaching subject and marital status of the respondents. The factors reported as most contributing to their motivation were their direct work with their pupils, the opportunity to guide them in their learning, and the feeling of making a productive contribution to the wider Omani society.

The influence of Omanization was shown in Tables 5.2 and 5.3, as the age of 77% of Omani schoolteachers was less than 35 years and in the fact that in 2007–2008, 87% were Omani nationals (53.5% females, and 33% males) and only 13 % were expatriates. Analysis showed that the female teachers in Muscat were the least motivated respondents (49%). This might highlight the question as to whether working in the capital - Muscat – makes teachers feel less motivated than working in other regions. Generally, those teachers who work in interior regions of Oman (see Appendix **13**) such as Al-Dakhliyah, Al-Sharqiyah (North) and Al-Batinah (South) appeared to be, generally, highly motivated. On the other hand, those teachers who work in the regions on the borders with such as Al-Burimi appeared to be less motivated than those of "interior regions". Those teachers who work in coastal regions such as Al-Sharqiyah (South) and Al-Batinah (North) appeared to have similar levels of motivation. Generally, those teachers who work in interior regions of Oman reported the highest level of motivation, followed by those who work in the coastal regions, then borders and the capital. There is need for a further study that investigates the socio-economic factors of these regions as that might provide explanation of these differences in the level of motivation between these regions.

In terms of a more minor but still important factor, though the number of physical education teachers who responded to the survey was relatively small in comparison with other subjects, they reported the lowest level of motivation (see Table 5.17). There were few participants from the physical education area during focus group discussions (see Appendix **11**) but they commented that they do not have good working conditions. As Oman is a hot country, they asked that they should have proper air conditioned places for sports activities at each school or at least in each district. They argued that they do not have enough and appropriate resources for pupils' activities. This might explain their low level of motivation.

It can be seen by contrast that those respondents who teach life skills, art education (drawing) and information technology reported the highest level of motivation. They teach fewer periods per week (see Table 5.9). However, the analysis showed that, in terms of the number of teaching periods per week, the highest level of motivation was reported by teachers of Islamic studies who teach 21-25 periods per week. Although there are other Islamic studies teachers who teach less number of periods per week, it seems that, teaching fewer periods was not enough to predict high level of motivation, yet teaching many periods might lower the level of motivation.

Fewer single male teachers reported themselves motivated (63.0%) compared with male teachers who live with spouse and children (65.0%). However, more single female teachers reported themselves motivated (68.0%) than female teachers who live with spouse and children (60.0%). This might be because those female teachers have in effect to work three shifts as schoolteachers, taking care of home and looking after their children. Related to this, there were 50 respondents who reported that one of the most difficult aspects of being a teacher was a difficulty to balance between school and home duties. The majority of these were female teachers (90.0%). This is a result that needs further investigation.

Analysis showed that respondents who reported that they chose teaching for intrinsic reasons were more motivated than respondents who chose teaching as a career for other reasons (see Table 5.21). For example: of those who gave agreement to the statement "I love teaching as a profession", 77.0% reported themselves as motivated; and of those who agreed that "teaching offers the sense of being productive in society" 81.0% reported themselves as motivated. On the other hand, those teachers who gave agreement to statements such as: I became a schoolteacher because "it was the only employment available to me at that time" only 44.0% reported themselves as motivated; and of those who became schoolteachers because of "cultural reasons" only 43.0% reported themselves as motivated.

In Chapter 7 I attempt to discuss the implications of some of these findings against the research questions presented in section 1.9.

Chapter 6

Results from the Focus Group Discussions and Interviews

6.1 An Overview

This chapter focuses on the outcomes from the focus group discussions with teachers and headteachers, and the semi-structured interviews with teachers. Analysis of the qualitative data was begun in the field and continued after the research was completed. The focus group discussions and semi-structured interviews with schoolteachers were designed so as to allow further exploration of outcomes that had emerged from the analysis of the returns from the questionnaire survey. Some of the data overlap themes and research questions. This may be due to the encompassing nature of the themes, and the difficulty in applying a discrete quality to them (Sarafoglu, 1997).

The selection of participants for focus group discussions and interviews (see Appendix **11**) was based on the variety of their academic and personal experiences, their regional/local authorities, and other demographic variables (see sections 4.6.3 and 4.6.4). Each group of schoolteachers who participated in the focus group discussions represented a different region of Oman and consisted of six to ten members. I directed similar questions to the different categories of participant, i.e. schoolteachers and headteachers.

Confidentiality was assured for participants/informants through a system of anonymisation. Each group was identified by the name of its region. For example, for teachers, Muscat group refers to the Omani teachers employed in the state schools of that region. Each participant was given a number, for example: Teacher No. 2 at Muscat. Further, each teacher who participated in the semi-structured interviews was identified by a code letter as presented in Appendix **11**.

As stated earlier, a decision was made that audio recording was not necessary when conducting the main study, and notes were made of the conversations, (see section 4.3.3). I thought, before conducting the main studies, that my position as a “man from the Ministry of Education” might potentially have an impact, which might make participants reluctant to be as critical or open. However, I did not perceive any hostility, or evident reluctance to talk. I found

rather that my participants/informants were trying to use these discussions as opportunities to ensure that their voices were heard. The variety and tone of the evidence that I collected encouraged me to believe that my participants/informants were being free and open. Thus I have tried to be conditional in my acceptance of the stories that I heard. I reported what the informants told me, keeping in mind the possible biases that might exist, and trying to draw patterns without over-generalising. I am relatively confident that the accounts I received were internally consistent, and had a "ring of truth".

I should also mention that I was aware of the possibility of the dangers of polarisation in group discussion sessions. However, a range of questions that arose during these sessions, the time allocated for these discussions (two and half to four hours), and the management of the sessions, allowed everyone in the group to express her/himself. The range and variety of opinions expressed suggested that polarisation was not a major constraint, and the discussions were not dominated by particular individuals.

6.2 The Strategy for Qualitative Data Analysis

Large amounts of data were collected from the focus group discussions with the schoolteachers. The data were organized, analysed, and then combined with specific statements and incidents extracted from the semi-structured interviews. Themes were then identified representing the teachers' responses to the questions contained in the guide to the focus group discussions (see Appendix **9**). It should be noted that some themes were identified as answering more than one question. This repetition might indicate the importance of the theme and the need to respond positively to it. The next stage was meeting the three groups of school headteachers at focus group discussions.

The results from the qualitative research are divided into the following two main sections:

1. The outcomes of the focus group discussions and the semi-structured interviews conducted with the schoolteachers. These outcomes were integrated because they complemented each other. However, many of the incidents described by the teachers are also used as evidence in Chapter 7.
2. The outcomes of the focus group discussions with the school headteachers.

For the purposes of clarity and emphasis, I use the terms “some”, “many” and “most” when giving an account of the proportion of teachers expressing particular opinions in the following sections. These terms will be defined as:

“few teachers” less than 30 %
“some teachers” = 30–50 %
“many teachers” = 51–70 %
“most teachers”= 71–90 %

I also refer to “all teachers” or “consensus” to mean that (100% have expressed a particular position).

I should note that the questions presented in this chapter, which are listed in Appendices **9** and **10**, are expected to help in exploring teacher motivation in more depth. Influences on these questions included my previous experiences, my MSc Dissertation (Alrasbi 2003), other studies, and, most importantly, the outcomes of the questionnaire survey (Chapter 5). The outcomes of the exploratory studies were also of help in designing the qualitative questions: see, for example, diagram 4.1

6.3 Outcomes of the Focus Group Discussions and Semi-Structured Interviews with Schoolteachers

Each question in the guide to the focus group discussions with the schoolteachers (see Appendix **9**) is presented, followed by the themes identified under each question.

6.3.1 In Oman, what is the most important motivator for someone to choose teaching as a career?

The analysis of the data identified two main themes relating to this question. I should note that a teacher could raise, during the discussions, more than one reason that attracted her/him to teaching. It is true that teachers might stress one reason as important; however, they also highlighted other reasons because what attracted them to teaching was a group of motivators that can be put in order of importance.

Intrinsic Motivators

The reasons for choosing teaching profession were mainly intrinsic, as follows:

- A love of the teaching
- A love of the subject taught
- Being productive in society
- Seeking an appropriate status in the community

There were other motivators linked to each of these sub-themes, which were classified under the same heading.

1. "A love of the teaching"

Many teachers who participated in the focus group discussions and semi-structured interviews reported this motivator as the main reason for choosing teaching as a profession. Another motivator that might link to this subtheme was "I like working with children". A typical explanation was given by Teacher No.8 from Al-Batinah (South): "I was born to be a teacher…. I used to round up our neighbours' children and teach them in our house, and that was when I was eight years old…. I was teaching them the basics of addition in mathematics." The love of teaching itself might emerge from the love of working with children, as Female Teacher T pointed out: "I feel so happy and excited – I cannot describe it – when I enter the classroom with my pupils. My pupils are a delight!" This attitude is found mainly among female teachers, although it does not mean that male teachers do not love their pupils. Many of male teachers whom I met displayed strong commitment to their pupils.

2. "A love of the subject taught"

This motivator was found among many subjects, although English language was the most popular. The teachers of Al-Dakhliyah highlighted this point during the focus group discussion, and there was a consensus among them that most English language teachers were challenged and motivated by their love of English as a language to enter the teaching profession, which offers them the opportunity to practise the subject they love.

3. "Being productive in society"

This was a strong motivator influencing the choice of teaching as a career for both male and female teachers. A motivator related to this theme was "helping pupils to learn", which means serving the community and being productive. This motivator differs from "working with children", since working with pupils does not necessarily require a love of helping them to learn. This point was made by Male Teacher No.6 from Muscat, who gave the following answer when asked about the difference between working with and helping children: "To be honest, I like working with my pupils very much, and I feel happy with them. Nevertheless, I find it difficult to help them learn. They are noisy, so sometimes, I can teach them only very little.". Teacher No.53 from Al-Dhahirah explained:

> "I make every effort to convey knowledge to my pupils. I realize that it is sometimes difficult and very challenging, yet all these difficulties are erased by the end of the lesson and my pupils have understood the concept and absorbed the knowledge. It is a religious duty to my society and my Lord."

This comment represents the effects of morality, religious vocation and citizenship as motivators on the choice of teaching as a career, and it is discussed later.

4. "Seeking appropriate status in the community"

Some of teachers gave this reason for their choice of the teaching profession. This sub-theme relates to another motivator chosen by some teachers: teaching offered them the opportunity to communicate and interact with others. They believed that good communication with others both at school and in the community would result in building a mutual respect, which would create an appropriate status in the community.

Extrinsic Motivators

There were other teachers who said that their choice of the teaching profession was motivated by extrinsic influences. These motivators can be divided into the following three sub-themes (see also section 7.4):

- Cultural reasons.
- It was the only employment available to me at the time.
- Teaching offers job security.

1. "Cultural reasons"

Most who gave this answer were female. This is understandable, bearing in mind that Omani society believes that the best workplace for women is one where unrelated males and females are segregated. Since the majority of Omanis tend to be conservative, female teachers prefer to work in girls' schools. Under the formal system of Omani state education, boys are educated in boys' schools, where the teachers are male, and girls in girls' schools, where the teachers are female. However, apart from schooling, there are Omani female employees who work in state and private organizations where there is a mixture of male and female staff.

Another motivator related to this sub-theme was "working close to home". Although this factor motivated both male and female teachers, it was more influential with female teachers, since they preferred to be employed in schools near the family home. Nevertheless, there are many female and male teachers employed in regions far from their homes. The preference for employment close to the family home is based on the Omani societal view that it is uncommon for a woman to live alone. I have mentioned only two examples that can be categorized under this theme "cultural reasons", however, there were other examples that offered by teachers in their responses. Some of these examples will be considered later.

Many teachers mentioned that cultural factors had influenced many of their colleagues in choosing teaching as a profession. For example, most teachers from Al-Sharkiyah (North) were unanimous on the importance of this point. It should be noted that this finding was also significant in the analysis of the returns.

2. "It was the only employment available to me at that time."

This sub-theme can be understood in relation to other factors, because the emergence of some influences leads job seekers to consider that teaching is the only profession available. The cultural reasons discussed above are a typical example. If a female teacher wishes to be employed in a female-only environment, her only choice is teaching in an Omani state school. Another example is when a male or female teacher wishes to be employed close to home, and therefore, teaching in one of her/his city's schools represents the best – though not the only – choice. Similarly, graduates of the faculty of education mostly enter teaching, because there are few employment options available to them.

Below is a quotation from Male Teacher U, who describes the interaction and effect of the two su-bthemes – "cultural reasons" and "it was the only employment available to me at that time" – upon a job seeker's choice of the teaching profession:

> "I graduated from high school with high grades. At that time, I had many options, not only the College of Education. … to be honest, I did not want to be a teacher but because I was the only child in my family, I had to think about a future job that would enable me to be close to my parents, so that I could give them the support that they needed (cultural reason). The only suitable job was teaching at the school that is 10 minutes' walk from my home."

3. "Teaching offers job security"

Most of the teachers who participated in the focus group discussions and semi-structured interviews stressed the importance of this sub-theme in encouraging them to choose teaching as a profession. Although job security might not be the top motivator, it was certainly one of the main reasons given by the participants. They explained that teaching offered job security. In Oman from 1970 to 2005 there was a serious shortage of qualified Omanis to teach in state schools, which were multiplying around the country to cope with the increasing demand for education. Therefore employment for graduates of the colleges of education was guaranteed even during the final year of their studies, owing to the government's policy of Omanization (mentioned in chapter 1). By 2005, however, the expatriate teaching staff had largely been replaced with Omanis, most of whom were there to stay. As a result, the recruitment of teachers has slowed considerably and there are currently few vacancies, thus teaching no longer offers the automatic and straightforward job security of earlier times.

These themes are consistent with the outcomes of Table 5.21 which emphasize that the factors that attract teachers to teaching are more intrinsic to teaching profession.

6.3.2 63 per cent of Omani teachers stated that they were motivated. How should this finding be read and understood?

The data analysis identified one main theme in the response to the above question.

Giving and Altruism

Many teachers interpreted these findings to mean that the effect of motivators on Omani teachers was stronger than that of stressors. They attributed the situation to the moral aspects of their profession, such as being productive in society and helping young learners. This attitude

supported the teachers and enabled them to give of themselves, despite the difficulties. They believed in altruism as the sign of a good teacher, as Teacher No.4 from Muscat pointed out: "We are like a lamp, which shines to provide light for others."

Many teachers emphasized that each of them had a mission, which s/he believed should be completed. Therefore, the wish to achieve this objective was generally more influential than the feelings of stress. When teachers believed that they were productive in helping a new generation to learn and cope with the demands of life, this would reduce the effects of stress, especially when their pupils moved on to the institutions of higher education or became leaders in the local community. Male Teacher O described how he felt when one of his pupils telephoned him from Canada: "One of my pupils called me from Canada to tell me that he had passed an exam for admission to a Canadian university. It was as if he wanted to say, 'Thank you, Teacher. You have made an important contribution to my success.'"

There were other reasons that appear to explain why the effect of motivators was greater than that of stressors on Omani teachers, and they are summarized as follows.

1. Moral aspects.

Many participants argued that Omani teachers had a strong sense of morality and sincerity, which, sometimes, enabled them to cope with the stressors. Some of the teachers recognized sincerity as the human conscience. It should be noted that moral aspects certainly have a significant influence on Omanis, and this point is highlighted in, for example, section 7.6.

2. Being productive in society.

Productivity and maintaining the national identity have a significant influence on Omani teachers: "It is a national mission, so we need to make sacrifices" as some respondents stated. They believed that they were fulfilling the concept of good citizenship.

3. Helping young learners.

Despite the stress, teachers are motivated because, as many of the respondents reported: "I believe in my mission and I like my pupils." Therefore, the pupils' success eases all the difficulties, as many teachers pointed out. Teacher No.24 from Al-Dakhliyah said:

> "I used to convince myself that although I was stressed, I needed to work hard because my pupils needed to learn. They had nothing to do with my stress; they did not cause these stressors. At least, they were not the main stressors."

Many participants argued that the motivation of teachers to teach affects proportionately the motivation of pupils to learn. As the former increases, so does the latter. Female Teacher J commented:

> "Despite stressors, I try most of the time to think positively so that I do not collapse. When a teacher believes that education is crucial for life, the pupils and the country in general, this reduces the negative effects of stress."

4. Good relationship with colleagues.

Some of the teachers believed that their good relationship with their colleagues encouraged them to motivate one another and this helped to reduce stress.

5. Understanding the nature of teaching in a school.

The knowledge that the real nature of teaching requires making a major effort will help teachers to understand the possible stresses in the classroom. Thus, they can prepare themselves to cope with the stressors and maintain their motivation at a high level.

6. Personality.

Some of the teachers indicated that the simple, calm and patient personality of Omani teachers was an important factor in understanding these percentages. Therefore, they can deal with the stress and keep their motivation at a high level. Although this observation about the personality of Omani teachers might be true, so far there have been no studies that can support this assertion or explain it. Many of the male and female participants believed that female teachers were better suited than male teachers to the teaching profession.

It should be noted that all teachers who participated in the focus group discussions and interviews of the study (and headteachers as discussed later) made no connection between demographic characteristics of teachers, e.g. gender, age, qualification, marital status…etc, and their level of motivation. This point will be addressed in section 7.4.

6.3.3 What – generally speaking – would motivate Omani teachers?

The data analysis identified the following motivators:

Motivators

The top motivator mentioned by most of the teachers was a high standard of work produced by the pupils which offers teachers a sense of achievement, followed by other important factors

such as effective leadership within the school, promotion, working positively with pupils and colleagues, continued recognition (both tangible and intangible), being productive, teaching a subject that one likes, visits from the headteacher, adequate teaching resources, a friendly relationship with the teachers' curriculum coordinators, fewer pupils in the class, good annual appraisal, and a good curriculum.

These motivators were the main factors addressed by the teachers participating in this part of my research. Many of them are similar to those reported by the respondents to the main questionnaire.

It is important to note that, most teachers stressed the point that was made earlier which was the demographic characteristics (gender, age …) do not have a specific effect on teachers' motivation, (see section 7.4).

6.3.4 What made certain motivation strategies successful or unsuccessful? How would these strategies sustain or reduce the level of enthusiasm for the profession?

One general theme emerged in answer to this question.

Positive Participation

Many participants argued that their level of involvement in decision-making was not enough. This means that their voices have not been heard by leaders and the responsible authorities. Therefore, to create successful motivation strategies, which, as many teachers argued, would help them fulfil their duties and generally achieve the aims of the educational reforms, Omani teachers should participate in making these strategies. From their point of view, positive participation means that their opinions should be respected. They said that in many cases 'we offer suggestions, but unfortunately, no action is taken to implement them'. I give this point more attention in later section. The participants made the following points under this theme:

- Teachers need to be included in creating as well as implementing these strategies. They should be consulted about motivation and fully represented on the relevant committees, such as curriculum and evaluation committees.
- Teachers should be requested to conduct small focused projects at school which would help them in creating the strategies suitable for their circumstances and environment.

- Those responsible for creating motivational strategies should consult not only the schoolteachers but also some experts who are working close to teachers such as subject leaders, supervisors, teacher trainers and, most importantly, headteachers.
- Strategies should not be imposed on teachers, who should have the opportunity to comment on any proposed strategy.

6.3.5 If I were to call your headteacher now to join us in this discussion and you were given the opportunity to say, without fear of the consequences, anything you wished, what would you say?

The list below consists of the teachers' requests to their headteachers. Although the responses covered a wide range of topics, these were the main points that were given the consensus of the teachers. It should be noted that these requests were presented to the Omani headteachers during the focus group discussions with them, which was part of this research method. The headteachers' comments on these responses are discussed below in section 6.4.6.

- Listen to us, do not keep your distance, and meet each teacher at least once per term.
- We need your recognition, please.
- Be just.
- Could you make an effort to understand our requests and feelings, please.
- The work should be fairly distributed.
- Build an environment that helps us to be creative.
- When dealing with your teachers, you should understand their different needs.
- Be a skilled and creative leader.
- We need to participate fully in the school's decisions.
- We cannot cope with the non-teaching tasks that you assign to us.
- Do not confine your attention to only one group; you should focus on others as well.
- You should have faith in your job as a headteacher.
- Create an environment that encourages positive competition.
- Create an environment that offers your teachers respect and dignity.

6.3.6 What prompted you to volunteer to take part in this discussion?

This question was suggested to study teacher motivation to participate in my study that was itself not part of their duties. I hoped that such question would help in drawing a bigger picture of what might motivate Omani teachers. Three themes were summarized in three words, as follows:

Help

Many teachers wanted to offer help and support for this academic research.

Communicate

An opportunity to communicate with the researcher and other teachers.

Important

It is important as a topic and a means of increasing knowledge.

Below are some quotations from the teachers who answered this question:

- "I want to help."
- "I want to communicate."
- "The nature of the research was interesting."
- "New topic."
- "I want to expand my experience and knowledge."
- "Important topic."
- "I like educational research."
- "The questionnaire covered most of the teacher' work aspects, so I wanted to know the results and provide any needed help."
- "I want to contribute to changing the current situation."

6.3.7 To what extent is the support available adequate: What have you found to be particularly supportive?

One general theme was identified in the responses to this question.

Conditional Support

The availability and adequacy of support at school depended on its location, environment, and the relationship among its members of staff. Most of the teachers reported that the support that they received was provided by their headteachers and colleagues. Understanding teachers' personal needs, and help with teaching activities and non-teaching tasks were found to be particularly supportive.

6.3.8 Has your school headteacher established a structure, system or environment that fosters teachers' motivation and maintains their enthusiasm? How?

Three themes were identified in the responses to this question. The general answer was "Yes, sometimes." Some headteachers made every effort to motivate their teaching staff, whereas others did not, possibly because they were fully occupied with school responsibilities.

Practical Action

From this point of view, the headteachers took several steps to maintain the motivation of their teaching staff. Examples included reducing the number of teaching periods allocated to each teacher; distributing the number of teaching classes and pupils contained in them fairly among the teachers, so that subject teachers have a similar number of teaching classes and pupils; understanding the requests for sick and personal leave; and encouraging teachers to participate in educational workshops.

Inspiration

According to this theme, the headteachers inspired their teaching staff by working effectively to develop the educational system and its procedures, and this, in turn, motivates the teachers to perform to the best of their ability. There were many examples mentioned by the participants, such as delegating to the teachers many leadership responsibilities within the school; "not embarrassing the teacher in front of her/his colleagues"; encouraging positive competition; or making regular academic visits to help teachers.

Passivity

According to this theme, the headteachers did nothing to maintain their teachers' motivation. One common reason for this passivity was that they focused on the administrative tasks and, therefore, did not give special attention to the question of motivation. Another reason was that the headteachers might not have the authority to take the steps that would motivate their teachers. This is especially could be true when teacher motivation relates to situation beyond the headteacher's control, for example, moving to another school or reducing the number of teaching periods (if there is a shortage of teachers at the school). It should be noted, however, that very few participants mentioned their headteacher's passivity in supporting their teachers.

Although many headteachers tried to foster their teachers' enthusiasm and motivation, very often it was not possible owing to a heavy burden of responsibilities. The support available to the teachers also depended on the headteacher's moods, that is, the amount of stress or motivation that s/he was experiencing. The participants from Muscat argued that the effects of motivation or stress could be transferred from the headteachers to the teachers and, in many cases, from the teachers to the pupils.

6.3.9 In the focus group discussions, I asked participants to divide into two groups and think of three elements that they consider crucial for teacher motivation, giving reasons for their choice. The analysis of this question revealed three main themes: *reduce*, *help* and *partnership.*

Reduce

- Reducing the amount of non-teaching tasks and school activities with which teachers are expected to cope.
- Reducing the number of teaching periods and pupils in the class.

Help

To overcome obstacles and produce the results expected. There were two objectives identified under this theme:

- Providing teachers with healthy and well-maintained school buildings that are conducive to teaching and learning.

- Creating a positive and ambitious atmosphere at school.

The following suggestions were identified to fulfil these two objectives:

- Creating tangible and intangible incentives such as the recognition of a good performance and higher salaries to encourage ambition.
- Increasing the availability of postgraduate study.
- Providing teachers with the latest knowledge by arranging frequent workshops (a focused CPD).
- The subject leaders should make the necessary effort with their teachers. This is related to the point above that the subject leaders should arrange workshops during the school year for their teachers.
- Pre-service and in-service training were very important. Therefore, the Ministry of Education should establish a committee to investigate the advantages and disadvantages of the current training programmes.
- Providing schools with the teaching resources.
- Considering teachers' leave when necessary.

Partnership

Encouraging the culture of open and relaxed dialogue between teachers and the Ministry officials. This policy would entail teachers' participation in school decision-making with consideration of their views, and giving them adequate authority to perform their daily duties according to their circumstances. The following factors were identified under this theme:

- Helping teachers to satisfy their needs and achieve self-actualization at school. It was recommended that this be the responsibility of the headteachers. Most of participants' opinion was that their self-actualization is affected by factors both inside and outside the school because the school and teaching are part of their daily lives. Therefore, identifying the factors within the school and helping teachers to deal with them would give a major boost to teachers' motivation.

- Teachers should be appreciated, encouraged and given special attention without discrimination. As a teacher pointed out: “Justice between teachers, and equality-based rewards.”
- The teachers suggested that an independent committee be established to investigate and help solve the difficulties facing teachers. It would be better placed to make an objective assessment than a committee established and directed by the Ministry of Education.
- All teachers in every school should be included in the “end of the year award ceremonies”. Currently, attention is given only to teachers of particular merit. Although those teachers should receive an appreciation of their special achievements, other teachers should be acknowledged for their efforts, even a simple “Thank you”.
- The Ministry of Education should work with the media to publicize the important role of teachers in society, and thus enhance their status and value in the community.

6.3.10 Think of top proposals that you would like to put to the Ministry officials.

The teachers produced a wide range of proposals concerning aspects that might improve their level of motivation and, generally, maintain the educational reform. These proposals were categorized under four themes relating to aspects of education where attention was needed: the teachers, pupils, curriculum and education system.

Teachers

Teachers should be given particular attention because they are crucial to the success of their pupils and their schools. It is especially important that they are trained in the effective implementation of the curriculum and the practice of school leadership. This objective could be achieved in the following ways:

- Teachers’ competences and skills should be carefully assessed so that tasks can be allocated according to the individual’s ability to do them.
- It is advised that the Ministry officials develop a closer relationship with educational staff in the schools, to encourage an environment where teachers could be creative without feeling under pressure, and to promote an atmosphere of positive competition at school.

- The inclusion of teachers in school decision-making was one of the main requests that all participants particularly wished to see fulfilled. It should be noted that this request appeared repeatedly in the responses to many of the research questions discussed above. There was a need to train the subject leaders and change their attitude towards supporting their teachers. As two teachers pointed out: "We need subject leaders who help rather than criticize;" "We need subject leaders who support teachers in developing a mechanism for self-evaluation."
- It was suggested that a committee independent of the Ministry of Education visit schools to meet the teachers to discuss their concerns and needs with the aim of understanding teacher motivation. An independent group would be in a more effective position to meet teachers since they could speak freely without fear of repercussions.
- Justice in promotion was highlighted by a few participants, who felt that they had not been treated fairly in this regard. As many interviewees stated, promotion was related not only to the teachers' "rights" but also to the recognition of their productivity. Teacher No.27 from Al-Sharqiyah (South) described the situation:

> "When teachers are not given the promotion that they expect, whereas their colleagues are promoted, this will have a strong negative impact on the losers' motivation for two reasons. They will think that they have lost their rights and that they do not deserve recognition. This will make them feel very disappointed."

Therefore, many participants recommended that where some teachers are promoted and others are not, then the headteacher should meet all the teachers to explain her/his decision so that they understand her/his point of view. It was suggested by these participants that promotion could be a salary increase or the transfer to a more senior position.

Pupils

The following points were highlighted under this theme:

- Most of the teachers emphasized the importance of investigating the educational outcomes of those pupils who completed the highest level of school education. Did the outcomes meet the needs of the country's market? The answer should indicate the quality of Omani education in general. In the opinion of many teachers who participated in the focus group discussions and semi-structured interviews, the academic standard of some school leavers was questionable. There were indicators that the academic achievements and skills of

school leavers were not sufficient to enable them to cope with a university education or face the challenges of the employment market.

- Another point made by many teachers was that decisions and policies should reflect the actual requirements of schools, not an idealistic vision. The curriculum should train pupils for life in the real world, not a theoretical concept. Therefore, it was necessary to evaluate the relationship between the current curriculum and the employment market. Did the curriculum reflect the future needs of the pupils? An investigation into this aspect of education is one of the recommendations of this research.
- There was a consensus among the teachers that the headteachers should give more attention to the academic than the non-academic subjects. The non-academic subjects, such as sport, art and scouts, focused on physical skills were optional and some pupils do not attend these classes. Academic subjects, however, were directly related to the curriculum.
- The procedure of assessing pupils should be reviewed.

Curriculum

- Reducing the size of the curriculum and giving particular attention to its quality, rather than its quantity. It was essential that the teachers be encouraged to contribute to the compilation of the curriculum.

Education System

Reducing the number of educational projects, administrative tasks and teaching periods at school to allow sufficient time and effort for implementing the teaching plan and achieving satisfactory results. The following points were highlighted under this theme:

- Employing more teaching staff to reduce the number of teaching periods per teacher per school day, and reducing the number of pupils in each class.
- Recognition: it was recommended that the Ministry officials create recognition strategies for all levels of teaching staff. Examples included training workshops, scholarships, intangible rewards, and justice in applying the means of recognition. It was interesting to find that few teachers mentioned increasing salary as a means of recognition. This might

indicate that an increase in pay is not the Omani schoolteachers' top motivator (especially if the stressors remain at their current level).

- New candidates should pass through psychometric tests before being appointed. As was mentioned earlier, some teachers suggested testing teacher-training applicants for their abilities and to discover their attitudes towards teaching as a career.
- Ministry officials should teach at least two periods per week at school, so that they would have first-hand practical knowledge of the reality in the classroom. This experience would, in turn, enable them to make the right decisions in developing the curriculum, system and policies. This point is particularly important. Most of the participants argued that they had difficulty in accepting some of the school-based decisions because they were made by the Ministry officials, who had no direct contact with the schools and were, therefore, unable to assess accurately the real situation in the schools.
- A plan should be created to strengthen the role of parents at school. Currently, the level of their participation is very low.
- Some years earlier, the Ministry of Education had launched an annual competition targeting all Omani schools. It was called Maintaining Health and Hygiene at School. The competition aimed to integrate the pupils' school environment with their activities both in and outside school. This was to be achieved with the pupils' application and practice, taking into account their abilities and inclinations. All participants argued that it was essential to correct the misconceptions arising from this competition. Although it was valuable to some extent, all participants believed that the competition had not achieved the success expected.

The competition directed the attention of teachers and headteachers towards the attainment of high status rather than the promotion of the pupils' academic studies, resulting in serious doubts about the pupils' progress. For example, as stated by some of the participants, much of the second term of the school year was usually devoted to preparing an exhibition instead of concentrating on building high moral values in the pupils. Also, a large part of the time allocated to lessons was used for giving pupils information about the competition and its objectives in preparation for the questions expected to be posed by the Evaluation Committee. Some of the pupils were absent from their classes because they were taking part in activities connected with

the competition, which were not always evaluated by the Evaluation Committee, and thus it was a waste of time.

Therefore, all teachers believed that the content and application of the competition should be carefully reviewed because, currently, it wasted time and effort, and the return was, as described by a teacher, "just as we see, in fact, very little or nothing". A group of teachers also stated:

> "Moreover, in some schools it sometimes impacted negatively upon pupils' progress because the teachers and their pupils were busy decorating their schools and preparing exhibits for the sake of the competition itself, rather than its original values."

Male Teacher P described his situation: "I sometimes do not teach for two days in the week because my class is busy with activities and crafts for this competition".

6.4 Outcomes of the Focus Group Discussions with School Headteachers

Each of the questions listed below is taken from the guide to the focus group discussions with the school headteachers (see Appendix **10**) and is followed by the relevant themes identified.

6.4.1 63 per cent of Omani teachers stated that they were motivated. How do you interpret these findings?

Most of headteachers indicated motivators that were identified by the teachers in answer to this question (see section 6.3.2). However, some of headteachers added the following point: according to these percentages, there appeared to be no relation between the motivation of Omani teachers and their level of stress. In other words, stressors did not increase or reduce motivation. Those headteachers added that this should be good news for the Ministry officials, because Omani teachers still had strong motivation and ambition despite some difficulties. Nevertheless, in the long run, this situation would not last, and it would be found that the stressors were affecting the quality of the teachers' performances. Therefore, those headteachers advised that the Ministry officials should investigate the possible influence of stress on teacher motivation and find feasible solutions.

6.4.2 In your opinion, what motivates Omani teachers?

There were many similarities between the opinions of both teachers and headteachers concerning teacher motivation. The headteachers identified the following motivators:

Motivators

The factors under this theme as reported and agreed by most headteachers were as follows:

- Reducing the non-teaching burden.
- Taking into account the social relations within the school.
- Providing a healthy organizational environment.
- Monetary allowances.
- Participating in decision-making.
- Assigning school activities to the technical staff instead of the teachers.

6.4.3 Could you describe some techniques that you apply at your school to motivate your teachers?

The responses were divided into three main themes.

Recognition

Implementing different methods of recognition and exploiting the opportunities when recognition can be given to teachers, such as at meetings and ceremonies, during telephone calls, in letters of thanks, depending on the circumstances.

Participation

Including school teachers in making some of the school's decisions.

Co-operation

Promoting co-operation within the school, for example, by establishing mutual support groups and encouraging participation in some of the in-school workshops.

6.4.4 Based on your experience as a headteacher, are teachers facing difficulties? What have been the main obstacles confronting your teachers?

The responses to this question were categorized into five themes.

Non-teaching Burden

This theme was repeated in the answers to many questions. Headteachers considered duties unrelated to teaching to be the main obstacle preventing teachers from performing at their best and, thus, might reduce their level of motivation. It should be noted that the headteachers were asked to explain why Omani teachers had to bear such a heavy load of duties. Their comments included teaching a large number of periods in addition to taking the classes of absent teachers, supervising numerous school activities without the relevant knowledge, and endless paperwork.

Boring Routine

Teaching at school follows the same routine. The same procedures and duties are repeated every working day. Therefore, the headteachers advised that the Ministry officials implement a policy of organizing regular social and academic events. Although that headteacher and teachers at any school can organize these events, making them officially an educational requirement would ensure that they were part of the annual school programme. A headteacher explained the situation:

> "Although we do have social and academic events, we often do not have the time or we are too busy, so the easiest way is to postpone them. We keep postponing them until the end of the year. However, I think that if these events were incorporated into our programme, we should organize them officially, and then there would no excuse for postponing them."

Changes in the Curriculum

Although the new curriculum was considered one of the strengths of educational reform in Oman, the continual changes to its structure and content during the school year was causing confusion and stress among the teachers. The teachers were accustomed to adapt their teaching methods to fit the curriculum. Therefore, when changes to the curriculum were imposed by a subject leader, the teachers were suddenly required to abandon their current method and devise a new one, which was not easy during the year.

Lack of Recognition

There was a consensus among the headteachers that recognition was considered the most effective means of motivating their teachers. On the other hand, the lack of recognition was considered one of the obstacles to a good performance in the classroom. Recognition might reduce the effects of stress and strain, and its lack meant that stress and strain would continue and could even increase.

Teaching a subject for which the teacher was not trained to teach

This might represent a serious obstacle, because some (though not many) teachers were teaching subjects for which they had not been trained to teach. For example, a mathematics teacher might be asked to teach science because the science teacher had not arrived at school, or s/he had moved to another school and a replacement had not yet been appointed.

6.4.5 Could you identify some important impediments that might prevent you from fulfilling your commitment to motivate your teachers?

The responses of the headteachers were categorized into three themes.

Impediments created by the officials at the Ministry of Education

- Inflexible educational systems and regulations: most of headteachers indicated policies created by the Ministry officials without the participation of the headteachers and then imposed on the schools.
- Insufficient technical staff.
- Frequent and unannounced visits by education inspectors. Many of headteachers stated that they did not welcome such frequent visits by inspectors from the regional Department of Education or the Ministry of Education headquarters, because they disrupted the daily routine and caused confusion in the school.
- Insufficient finance restricted headteachers' initiatives and caused them to focus their efforts on increasing their budget instead of promoting teacher training.
- The system of teacher assessment was not practical and needed to be reviewed. Although the current system contained some positive indicators, it did not help headteachers in supporting their teaching staff.

Impediments created by the headteachers

Most headteachers mentioned that when they had to deal with their own social and health problems, their attention was diverted from focusing on the needs of their teaching staff.

Impediments created by the teachers

These impediments were sometimes caused by teachers when they did not fulfil their responsibilities and complete their tasks. Therefore, instead of concentrating on improving teachers' working conditions, the headteachers had to direct their efforts to helping those teachers who could not cope with their work load or were delaying the implementation of a teaching plan.

6.4.6 Considering our discussion, I should like you to work in groups and read and comment on these requests that Omani schoolteachers have conveyed to you as school headteachers during the focus group discussions and semi-structured interviews

The headteachers were divided into three groups. Their responses were read several times and then amalgamated and summarized. It should be noted that the headteachers appeared to be more on the defensive when responding to these requests. They tried to give the impression that they were good at managing their schools and if they failed in fulfilling these requests, it was owing to the burden of non-teaching tasks and other reasons.

The requests were addressed to "My headteacher".

Listen to us, do not keep your distance, and meet each teacher at least once per term.

Most headteachers stated that they did all this. They claimed that they listened to their teachers and did not try to avoid them. It could happen sometimes, however, that owing to the burden of responsibilities, there was not enough time to fulfil these requests. Nevertheless, all headteachers believed that it was very important to strengthen the relationship between teachers and their headteacher.

We need your recognition, please.

Although there was a general consensus among the headteachers that recognition was very important, there were some who did not recognize their teachers because they simply did not have time, or they did not believe in the importance of recognition.

Be Just

Many of headteachers believed that certain teachers deserved extra attention and recognition because they were more active than others and they showed greater interest in helping in the school. Generally, however, headteachers stated that they did their best to be just and avoided focusing their attention on only one group.

Some headteachers, either intentionally or unintentionally, did not consider the equitable distribution of attention at school. They said that they needed the schoolteachers to help them to be just by working actively and showing interest in various aspects of teaching. They commented that teamwork might help fulfil the requests "Be just" and "The work should be fairly distributed".

Could you understand our requests and feelings, please?

Most of headteachers replied that the heavy burden of responsibilities ,sometimes, over-shadowed attention to psychological matters. However, they commented that it could happen that they did not understand the requests and feelings because they were not clear or were delivered in the wrong way. Therefore, as advised by a headteacher, "My teacher, make your requests very clear, please, so that I can understand them. You should help me to understand your requests and feelings."

Build an environment that helps us to be creative.

There was a consensus among headteachers that the teachers should take the initiative to be creative and then support from the headteachers would definitely follow: "You help me in creating this environment," as stated by a headteacher. Nevertheless, there was a question regarding the characteristics of the environment that was to help creativity.

When dealing with your teachers, you should understand their different needs.

Most of headteachers stated that they made every effort in this area. They mentioned that if there was any deficiency in understanding teachers' needs, this might be due to the daily duties, which kept the headteachers busy throughout the school day. They added that some teachers kept themselves to themselves at school and did not communicate with the administrative and other staff, so the headteachers could not reach them to help in fulfilling their needs.

Be a skilled and creative leader.

There were three explanations in response to this request:

- The lack of sufficient time to research creative activities.
- The restrictions of the policies and regulations imposed by the Ministry of Education, which did not allow much freedom in this area.
- Some headteachers admitted that they did not have the basic skills of creativity.

We need to participate fully in the school's decisions.

Most headteachers argued that this comment could not be generalized. Some of them did include their teachers in making some of school decisions that were not directly connected to decisions made by the Ministry officials. According to those heads most of school decisions and plans were sent to schools by the Ministry officials, and that heads' duty was to ensure the decisions are implemented as planned. Others had a bureaucratic approach to managing the school, which required strict adherence to the rules imposed by the Ministry, and therefore, they believed that their authority was limited. Finally, according to some headteachers, the school's decisions were exclusively dependent on her/him.

We cannot cope with all the non-teaching tasks that you assign to us.

There was a consensus among headteachers that they delegated non-teaching tasks to the teachers because of the lack of technical staff in the school, which, in turn, resulted in the distribution of the non-teaching load among all school staff.

You should have faith in your job as a head teacher.

Most of headteachers explained that they do have faith in their job, although perhaps the teachers did not understand the workings of the position, especially taking into account the modern trends in school management. However, the headteachers pointed out that any teacher

could speak to the headteacher if s/he believed that the headteacher did not have faith in some of her/his competences.

Create an environment that encourages positive competition and offers your teachers respect and dignity.

Most of headteachers responded with similar comments regarding both points. They stated that they endeavoured to encourage positive competition and an environment of respect and dignity in the school. However, they suggested that to fulfil the teachers' requests, they needed to participate in training courses designed to provide them with effective communication skills. They added that they would welcome teachers' initiatives to achieve this objective.

6.5 Summary of Chapter 6

This chapter presented the results of the qualitative studies: the focus group discussions with teachers and headteachers, and the semi-structured interviews with the teachers. The outcomes of these studies have confirmed the results of the quantitative study which stated that Omani schoolteachers are mainly motivated by factors intrinsic to teaching profession, and stressed by factors that are extrinsic to teaching. The results from both quantitative (chapter 5) and qualitative (chapter 6) data indicated that Omani schoolteachers are mainly attracted to teaching to help children learn and guide them to success, and to serve the community. However, they are mainly stressed because of the overload of the non-teaching duties, in addition to role ambiguity. The schoolteachers wanted to play an active role in making school decisions. They commented that the continuation of stressors might eventually affect their physical and psychological health, which, in turn, could reduce their level of motivation.

Collaboration between schoolteachers, support from heads, recognition, participation in decision-making and freedom to plan their teaching plans were examples of what might motivate those teachers. Extrinsic rewards appeared to be important in satisfying teachers, yet these rewards were not on the top motivators.

Interestingly, the findings of questionnaire survey showed that the level of teacher motivation was significantly associated with three demographic characteristics (see section 5.2.3), yet the participants of focus group discussions did not see important influence for

demographic characteristics on their level of motivation (see section 6.3.2). This difference should be examined by another study.

Chapter 7

Discussion of the Results

7.1 Introduction

The purpose of my research was to investigate the motivation of Omani schoolteachers from the standpoint of how teachers themselves use and understand the term, motivation. In this chapter I discuss the findings in relation to the research questions and to key sources from the literature review.

This chapter will be divided into 7 sections. The first, the introduction, will be followed by an overview of the outcomes from my research. The third section is devoted to the discussion of the findings in relation to the main research questions. The fourth section will address the impact of demographic characteristics upon teachers' motivation. In section five I try to shed light, according to the understandings of my respondents/informants, on the possible implications of Omani schoolteachers' views on and understandings of motivation with respect to the Omani government's educational policy agenda. In section six I try to answer the question of what might motivate Omani teachers to remain in teaching in spite of some frustration and difficulties. In section seven, a summary of the chapter is presented.

It is clear that, from a theoretical point of view (see Evans, 1998), that motivation does not equal satisfaction however; my respondents/informants tended to use the words "motivation" and "satisfaction" as if they were interchangeable, both relating to the state of being drawn towards commitment to, and engagement with, their careers. It was interesting that, on many occasions, while the discussion was about motivation, I found that many of my respondents/informants provided expressions such as "I feel satisfied and happy to put more effort", "My satisfaction encourages me to be effective teacher" and "Headteachers should plan strategies to make their teachers satisfied". Having noted that, however, understanding of the relationship between motivation and satisfaction is beyond the scope of my present research, though a separate study should be conducted in the Omani school context for this purpose (see section 8.7.8).

7.2 An Overview of the Outcomes from my Research

Generally, my findings showed that the respondents/informants expressed and discussed their understanding of teacher motivation in terms of such dimensions as 'mission' 'or vocation', human relationships within the school context, school leadership, educational policies, and the level of stress.

Although my study is focused on motivation, I did not provide my respondents/informants with a definition of the term, nor did they request it. This should not be taken to mean that they all share the same definition of motivation. Rather, I relied on their own understandings of motivation based on their daily practices and experiences. I agree with Knowles (2008: 61) who argues that, for some teachers "liking or enjoying teaching does not simply lead to become motivated to teach, but it was actually a form of motivation itself: liking teaching means to be motivated" (see also section 1.6).

In looking back at my data, I agree with Chigbu (2006) that enhancing the level of teacher motivation appears to reinforce teachers' commitment which is expected to make teaching more rewarding, and more importantly, to make learning equally motivating for their pupils. Chigbu adds that, when teacher motivation is low, the opposite becomes the case. However, my evidence suggests that there are teachers who, while expressing a degree of demotivation, appear determined to continue to perform their duties to the best of their ability.

Some of my respondents/informants argued that they sometimes cannot do their best to serve their pupils due to such factors as non-teaching responsibilities or access to adequate resources. These findings were evidenced by the outcomes of the questionnaire survey (see for example Tables 5.25 and 5.26).

The findings of my research might suggest that both intrinsic and extrinsic factors impact upon teacher motivation; yet intrinsic factors appear to have a stronger effect than extrinsic ones. This was evidenced by the outcomes from both the quantitative and qualitative studies. For example, Tables 5.21, 5.22 and 5.23 showed that schoolteachers were attracted to teaching, and enjoyed their duties, by aspects that are intrinsic to teaching. These findings were also supported by the findings that my participants and informants raised during focus group discussions and the following interviews, (see sections 6.3.1, 6.3.2 and 6.3.3)

Some of my respondents/informants were attracted to teaching because it allowed them to practice activities that challenged and interested them. Joffres (1998) found a similar result, in a different context, arguing that teachers might find teaching activities intrinsically satisfying because of the many challenges that teaching could offer teachers during the school day.

It appears clear to me that my respondents do not consider their monthly salary as the main or even a significant factor in their motivation to teach. Securing a certain level of income might be one of the reasons that attract teachers to the profession in the first place. However, teachers may then take their monthly income for granted, so the main factors that might keep them motivated, according to the teachers themselves, appear not to include salary at the top of the list (see Tables 5.22 and 5.23).

According to Knowles (2008) the place itself where teachers work can be motivating. A classroom for most of my respondents/informants represents an important place, usually but not always, enhancing the level of their motivation. A school itself as a place might not be motivating as much as the classroom. In my view this is because school as a place can be a source of many of the non-teaching responsibilities that are expected to be accomplished by schoolteachers, while the classroom is a place where schoolteachers can, most of the time, enjoy being and working with pupils. These findings can be inferred from the outcomes of my research (sections 7.3.1 and 7.3.3.1)

In the rest of this chapter, I will discuss three main ideas as follows: what might attract Omanis to the teaching profession, what might help them to maintain their motivation, and what might reduce their level of motivation.

7.3 Discussion of the Findings in Relation to the Main Research Questions

The focus of my research was translated into four main research questions. The rest of this section will be divided into four sub-sections according to the four research questions (see section 1.9).

7.3.1 Research Question 1: Why Do Omanis Want to Enter the Teaching Profession?

I believe that, understanding schoolteachers' reasons for choosing a teaching career might help us to better understand teacher motivation. In this respect, Kyriacou & Coulthard (2000: 125) indicate that teaching candidates who consider a career in teaching tend to closely match the factors that are important to them in their choice of career, with the factors that they think are offered by teaching as a career.

Many authors find that schoolteachers are attracted to teaching by intrinsic, altruistic and interpersonal factors and to a lesser extent, extrinsic motivators (see for example: Cooman, *et al*., 2007; Moran, *et al*., 2001; Kyriacou and Coulthard, 2000 and Lewis & Butcher, 2002). According to Nieto (2003:7), most teachers "are decent and hardworking; they enter the profession for the noblest reasons". Nieto (pp. 122) identifies three main reasons that might attract people to teaching: the pupils, the wish to make a constructive contribution to society, and bringing benefits to the country in the future (see also Sergiovanni, 1992; Beerens, 2000; Rhodes *et al*., 2004 and Scott *et al*., 2001b).

My findings showed that the respondents to my survey regarded the teaching profession as a means of service to others, especially young learners. Of the numerous elements in Table 5.23, the highest percentages referred to "Helping pupils to learn" and "Working with pupils". In chapter 6, teachers gave 'like working with young learners' as a main reason for 'like teaching as a career' (see section 6.3.1).

According to Table 16.1 in Appendix **16**, more than 95 % of respondents agreed with the positive statements regarding their relationship with their pupils. In addition, the tests using Spearman's rho correlation coefficient and Kruskal-Wallis one-way ANOVA showed that there was a significant relationship between these statements and level of teacher motivation. This was later to prove consistent with the themes that emerged from analysis of the focus group discussions and semi-structured interviews with teachers. When I asked my respondents the following question: "In Oman, what is the most important motivator for someone to choose teaching?" the first theme was "A love of the teaching" which, as clarified by teachers, seems to entail a love of working with pupils and helping them learn. For example, a male teacher from my sample wrote in response to an open-ended question in a returned questionnaire: "Every

morning, I go to school, earnestly hoping that I might help at least one pupil be a good learner and a better achiever". These findings showed that the main aim of my respondents is "to serve children". This result is supported in other contexts; see for example Scott *et al.* (2001a and 2001b).

My evidence suggests that, as stated by Sarafoglu (1997); Joffres (1998) and Beltman and Wosnitza (2008), sometimes, teachers connect their love of teaching with their own memories of their schooldays and regard their work as a revival of happy childhood experiences. Some of my respondents/informants stated that their choice of profession was influenced by other people. It appeared to me that, the contribution of significant others such as family members and close friends influenced some Omanis to decide to be a schoolteacher.

It appears from my findings that a high salary or good working conditions are not on the top of the list that attract Omani schoolteachers to enter the profession, nor are these factors that keep them there, see for example Tables 5.21-5.22. Nonetheless, such extrinsic ('hygiene' according to Herzberg, 1959) factors are also important and might contribute to motivating teachers to continue in the profession (see section 7.3.3.9).

Tables 5.21 and 5.23 show another factor influencing teachers' decision to enter teaching which was "Teaching offers the sense of being productive in society". This was an important factor identified by the participants of the focus group discussions. Many of them related the factor "Being productive in society" to their cultural and religious beliefs, the basic principle of which is that one works hard to serve the community to please God. As Teacher No.53 from Al-Dharirah stated:

> "I make every effort to convey knowledge to my pupils. I realize that it is sometimes difficult and very challenging, yet all these difficulties are erased by the end of the lesson and my pupils have understood the concept and absorbed the knowledge. It is a religious duty to my society and my Lord."

The influence of culture and religion in the choice of teaching as a career is mentioned elsewhere by Sergiovanni (1992), who argues that teachers enter the profession to serve others, to work with pupils, for the enjoyment of the job itself, and for social and religious ideals. In other studies such as Stuart (2000) and Yousef (2001) it is argued that the positive approach of practicing believers reinforces motivation to teach and the total development of self.

Klassen, *et al*. (2011) investigated the motivation of pre-service teachers for choosing teaching as a career in Canada and Oman as two different cultures. Klassen, *et al*. (2011) find that schoolteachers in individualist settings such as Western communities appeared to give more attention to motivators that are self-focused, but add that schoolteachers in collectivist settings such as Arab countries appeared to focus more on motivators that refer to group referents such as family or religious values (see also Hofstede, 2001).

Klassen, *et al*. (2011) also comment that collectivism (see Hofstede, 2001) in Arabic settings (such as Oman) appeared to be a factor that encouraged Omanis to choose teaching as a career that offers them opportunities to work in schools/regions that are close to their families, which might meet their relatedness needs. On the other hand a setting more characterized by individualism see the teachers meeting their relatedness needs by their interaction with pupils. These findings emerged as themes in pervious sections; see for example section 6.3.1 and Tables 5.21-5.22.

Despite the possible effects of family and religion on Omanis choosing teaching as a career as found by Klassen, *et al*. (2011) my findings showed that the intrinsic factors influenced their decisions more than these cultural factors.

Some of the teachers who were interviewed had chosen their profession because they thought that they were "born to it" and had the ability and competence to teach a class of children. As Teacher No.8 from Al-Batinah (South) said: "I was born to be a teacher…. I used to round up our neighbours' children and teach them in our house, and that was when I was eight years old…. I was teaching them the basics of addition in mathematics". This might show the importance of ability and competence beliefs of pre-service Omani teachers in attracting them to the profession and encourage them to maintain their level of motivation during their career.

A further theme that emerged from the analysis of the qualitative data (see section 6.3.1) showed that some Omanis choose teaching because it offers job security. It was interesting that this particular finding also emerged from the findings of Klassen, *et al*. (2011: 586) who found that some Omanis choose teaching as a career in order to avoid career uncertainty "even when they may ideally have chosen to work in other career paths" (see also Hofstede, 2001). My respondents/informants saw a relationship between monthly salary and their understanding of job security (see section 7.3.3.9).

The focus of this research was not directed towards examining the relationship between cultural and religious beliefs, with teacher motivation in the Omani school context (see section 8.7.7). A targeted and focused investigation of this possible relationship would form an insightful future study.

This research has shown that Omani schoolteachers may enter teaching for different reasons (see for example Tables 5.21). However, significant attractors such as that they were truly concerned about pupils' learning and so they wanted to help pupils to learn; they liked to be productive, and some cultural reasons might prompt teachers to enter the profession.

Having identified some factors that might attract Omanis to the teaching profession, this would help headteachers and Ministry officials predict what might motivate Omani schoolteachers. Most of these attractors are intrinsic to teaching, which seem to indicate that our teachers can be motivated to do their best by factors, but not only, related to teaching itself.

7.3.2 Research Question 2: To What Extent are Teachers in Oman Motivated?

Figure 5.1 shows that 16.5% of the respondents to the questionnaire survey described themselves as extremely motivated, 46.3% as motivated, and 19.0% as neutral. However, 13.7% described themselves as unmotivated, and 4.4% as extremely unmotivated. In order to get a focused view, these five categories of motivation were collapsed into three main categories of motivated, neutral and unmotivated the results were that 63% described themselves as motivated, 19% neutral, and 18% as unmotivated (see Table 5.13). As stated earlier, previous Omani studies on the issue of teacher motivation could not show this percentage, i.e. 63% of motivated teachers (see section 1.5).

The results of this study show that Omani teachers are generally most motivated by intrinsic factors (see Tables 5.21, 5.22 and 5.23). These findings were supported by the data from the focus group discussions and interviews with teachers and their headteachers (see for example section 6.3.2).

The analysis of my findings showed that teachers' understandings and views of their motivation seemed to be connected to certain issues and factors. I mentioned in section 1.6, that any teacher will face different experiences during the school day. These experiences might motivate some teachers, cause stress to others; or both motivate and at the same time cause

stress. It is worth noting that motivating factors can be derived from different sources such as the school system, other people, teachers themselves or the wider community. Teachers differ in the influence of intrinsic, extrinsic and school-based factors (see for example, Dinham & Scott, 1998; Dinham & Scott, 2000; Evans, 1998 and 1999).

Data related to question 1 appeared to provide an indication of the level of motivation of Omani schoolteachers, but in order to get better understandings of the factors that might influence teacher motivation I needed to investigate how my respondents/informants understand motivation, and the factors that might influence their understandings.

7.3.3 Research Question 3: Which Factors Influence the Motivation of Omani Teachers?

The findings of my research showed some factors that appeared to affect the level of teacher motivation. These factors can be presented under the following main headings:

- Interactions with school pupils;
- School leadership;
- Relationship with colleagues;
- Recognition;
- Participation in making school decisions;
- Continuing professional development;
- Relationship with parents;
- Equity;
- Salary.

It is important to note that, in this section I am presenting those factors that my teachers indicated “would most strongly” affect their motivation. Other factors that appear to impact less strongly on teacher motivation are described in for example Tables 5.21, 5.23, and sections 6.3.3 and 6.3.4.

7.3.3.1 School Pupils

My respondents/informants considered work with pupils as one of the most rewarding and satisfying aspect of the teaching profession. Table 16.1 in Appendix **16** shows that more than 95% of the respondents gave a positive indication to the statements describing their relationship with their pupils. Moreover, a crosstabulation test showed that more than 60% of those respondents (i.e. 95%) described themselves as motivated, and more than 80% as satisfied with their profession. In addition, the analysis of the focus group discussions and the semi-structured interviews produced themes such as seeing children achieve as a significant motivating factor. My findings are consistent with studies elsewhere, such as Joffres (1998), Sergiovanni (1992), Rowe (1996), Stuart (2000), Addison (2004), Sarafoglu (1997), Dinham and Scott (1998), Marston (2010) and Oliver (2008).

It appeared from my findings that my sample might experience feelings of success, high efficacy, self-esteem, and fulfilment when they know that they play important part in the pupils' progress and success, especially when pupils express their gratitude (as can be inferred from sections 6.3.1and 6.3.2).

My respondents/informants were keen to have good rapport with their pupils, which may help them to continue in the profession, and to preserve their motivation. Interestingly, Roussos (2003) argues that there might be teachers who are deprived from satisfying the need of self-actualisation with regards to their teaching, appear to rely on other aspects of their profession to fill this gap, such as they tend to build good rapport with their pupils. While I partly agree with Roussos, yet as noted by Sergiovanni (1967: 78):

> "It seems appropriate to assume that since students are the very crux of a teacher's work, they should account for many of the successes and good feelings that teachers have. Indeed, this is so. The students were the raw material for the achievement of successes and acts of recognition which teachers perceived as sources of great satisfaction. Establishing an appropriate relationship with students appears to be critical. Once established, the teacher can capitalize on this relationship in pursuit of work-centered or job itself satisfaction. It appears that a happy relationship with students is not in itself potent enough to be a source of job satisfaction. A poor relationship with students, however, can be a source of considerable teacher dissatisfaction."

It might be concluded from earlier discussions from Sergiovanni (1967), and as Nias (1981) states, teachers appear to define their level of satisfaction and motivation in terms of their level of rapport with their school pupils.

The forces that might demotivate Omani schoolteachers appear also to affect their relationships with their pupils. Teacher No.36 from Al-Sharkiyah (North) explained the situation as follows:

> "I am a teacher responsible for dealing with my pupils' social, learning and even psychological difficulties. I could not even begin to describe to you the numerous educational projects that we teachers are required to undertake. I do not think that I should have to shoulder these responsibilities. That is why I am stressed, and my pupils do not receive the teaching that they should receive because there is not enough time!"

In concluding, I might argue that beyond the fact that my respondents/informants like to be with pupils and help them to learn, many of them develop a sense of accomplishment, self-esteem and self-actualisation when they see the outcomes of their efforts in the success and growth of their pupils.

7.3.3.2 School Leadership

The general indication was that Omani schoolteachers felt committed to their heads. According to Table 16.5 in Appendix **16**, there were 3 statements that showed the highest levels of support: "My headteacher strives to show a good example by working hard" (66.8%); "My headteacher treats teachers with dignity and respect" (66.9%); and "My headteacher offers the teachers a measure of freedom for planning their classroom procedures" (64.5%).

> "The headteacher of my school has greatly influenced the increase in my motivation towards the teaching profession. From the time when I began teaching, I worked with him and learned much from him about the administration, management and entrepreneurship to achieve the best results in education. My headteacher still encourages me and values my constructive ideas for the benefit and interests of education. He depends on me – as well as on other colleagues – for the decisions and initiatives requiring considerable effort. I always feel that I am encouraged and commended by my headteacher. He stands up for me, even if it is a mistake, and he puts me on the right track. I sincerely wish him all the best, for he has contributed to training me to be an outstanding teacher in my life, and I am happy and proud to be employed as a teacher." (Male Teacher T)

Clearly, from this, we may realize that effective leadership is an important factor. Addison (2004) claims that a study of teacher motivation is essentially a study about the effectiveness of its leadership (see also Evans 2001a). The following incident described by Male Teacher V shows his opinion of his headteacher:

> "This incident happened two weeks ago. I arrived late at school. I called at the head teacher's office to let him know that I had arrived and asked him for a favour because I was late and I needed to go to my class, since my pupils were waiting for me. I asked the headteacher if one of his staff could bring to my class some equipment from the learning resources centre. Five minutes later, the headteacher came to my class, bringing the equipment himself, and he stayed with me for 30 minutes. When I had finished the lesson, he thanked me for outstanding work! This headteacher is a brilliant leader! He responded positively to my request, brought the equipment himself, and stayed with me. Then he thanked me and praised my work with my supervisor and senior teacher. This incident has had a significant and positive impact on my motivation towards teaching. I feel as if this incident has happened only just now because of its strong impact upon my motivation – an impact that will continue for a long time. I shall never forget it."

In this context, Evans (2001b: 305) argues that educational leaders have a significant responsibility 'towards those whom they lead, in relation to fostering positive attitudes'. Marlow *et al.* (1996: 4) argue that working conditions in the school depend mainly on the headteacher's management skills, particularly in supporting the staff and promoting their commitment and enthusiasm (see Evans, 2001b; Barth, 1990). Heads, as Chigbu (2006) states, should be considered to be instrumental in teacher motivation.

From my findings it appeared that headteachers' intentional or unintentional efforts to create a positive school climate can take many forms. Teacher No.50 from Al-Dhahirah commented:

> "I was surprised one day when my headteacher told me a secret. She said: "When I saw you at the beginning of your employment here, I thought that you would cause me a lot of trouble and that you were not a good teacher. However, I have found the opposite to be true! I now know that you are an excellent teacher." I shall not forget this secret, because it enhances my determination and motivation to work and my commitment to the teaching profession."

Indeed, most of the incidents described by my informants during the semi-structured interviews referred to their relationships with their headteachers. Some incidents were positive and others were negative. The point that can be made is that headteachers appeared to be an

important determinant of teachers' motivation, as they develop in the job. According to Sentovich (2004), Sergiovanni (1992), Addison (2004) and Wisniewski (1990) headteachers have control over many aspects of the school, such as the level of autonomy accorded to teachers, and have a strong influence upon the school environment and culture. For this reason, it is suggested by researchers, such as Sergiovanni (2005) and Oliver (2008), that headteachers may consider applying strategies that motivate teachers in order to enhance their performance and get the most of them. In my view, such strategies might enhance teachers' feelings of appreciation because they will recognize that their heads care about them and their achievements.

I noted in my MSc dissertation, (Alrasbi, 2003) that headteachers differ in their implementation of motivation policies and strategies. Some believe that teachers can be spurred into action by the application of the "carrot-and-stick" policy (Smith & Spurling, 2001). However, other headteachers believe that motivating teachers means helping them to enjoy teaching. According to Tack (1984: 44), these headteachers believe that "enjoyment of work is a motivator." This method is highlighted by Evans (1998 and 1999), who favours the teacher-centred approach to school staff management. Evans (1998: 182) argues that "in relation to teachers, what suits one may not suit another, what fulfils or satisfies some may leave others unfulfilled or dissatisfied, and what motivates some may not motivate others". In looking back to the literature review, I mentioned in section 2.3.1 that McGregor's theories are credited with being the first to identify the dichotomy between the human relations viewpoint (Theory Y) and Taylor's scientific management position (Theory X). It is true that understanding of individualism goes beyond only these two dichotomies, however, McGregor's theories indicated that employee's needs should be fulfilled individually. Alhabsi (2009) concludes that Omani headteachers should develop greater understanding of teachers' motivation from both theoretical and practical perspectives.

The discussions with headteachers (see section 6.4) showed that in order to be successful, a headteacher needs the support of the Ministry of Education, and the understandings of the teaching staff and the local community. However, as revealed from my findings (see for example section 6.4.6) there are other aspects that are clearly beyond the control of the headteacher, such as school curriculum, school roll (pupils) and class size. Therefore, Ministry officials should work closely with headteachers to help them. In this context, Sentovich (2004) recommends that educational policymakers should make every effort to select, train and equip school headteachers

to provide the necessary administrative support and leadership that can influence, directly or indirectly, teacher motivation. In my view, the challenge for the headteacher is to develop and keep open lines of communication with their teachers and adopt a professional dialogue concerning daily school practices and incidents. For this reason, teachers' contributions should be encouraged and appreciated so that all members of staff can plan together for the future. Leithwood and Beatty (2008) argue that headteacher should be aware that her/his attitude towards the teachers has the power and influence to promote or hinder their careers.

During the focus group discussions (see section 6.3.8) the participants identified themes such as practical action and inspiration as practices that their heads used in order to foster their motivation. My findings indicated that Omani schoolteachers liked to work with a headteacher who has interest on her/his teachers as human beings and as professional employees. I realized from interviewing schoolteachers that they want to work with a headteacher who is an example of commitment to work, and who has a motivation to perform the best and that her/his motivation is strong and continuous. Female Teacher T described her situation:

> "I was teaching Primary 2A and 2B, with 20 pupils in each class. In the second half of the year, the headteacher, for some reason, combined the two classes, which meant that I had to teach 40 pupils. Because I was still new to teaching, I could not manage to teach 40 in the same class. My concern was the quality of the teaching that I was giving to the pupils. I spoke to the headteacher about the difficulties that I was facing. Although she tried to convince me that I should teach fewer periods because the two classes were combined, she certainly understood my worries and had the class again divided into two, with 20 in each. This incident made me believe that if I had any problem in the future, my headteacher would be supportive, so I became more confident that I was in a good and secured place."

It might appear from this that when teachers and their heads have the same dedication to the success of their school, they will enjoy working together, which results in increased mutual support, a sense of belonging, and enhanced level of motivation. Respondents to the questionnaire pointed out that their motivation would be greatly enhanced if their heads could provide them, for example, with autonomy to plan their classroom, and treat them with dignity and respect (see Table 16.5 in Appendix **16**).

On the other hand, it appeared that some teachers might distance themselves from their heads because of (1) their own personality, such as shyness, or feelings of inadequacy; or (2) the headteacher's poor management or lack of experience.

It is true that our school headteachers can perform many actions to motivate their teachers. However, heads should not confine their efforts to satisfy teachers' physiological and security needs. If teachers become satisfied, these lower order needs, (Maslow, 1954), will have little influence on teacher motivation. For this reason, heads are also advised to focus on higher order needs. Having said that, however, heads, as argued by McGregor (1957), cannot provide staff with self-respect, or respect of others. McGregor considers that the significant role of heads is to create the conditions that might motivate staff to seek their self-respect and worth by themselves. A head "need not become a judge of the subordinate's personal worth. He (head) finds himself listening, using his own knowledge of the organization as a basis for advising, guiding, encouraging his subordinates to develop their own potentialities" (McGregor, 1957: 92).

In my view, McGregor's (1957) argument that the task of the head is to create the conditions that motivate staff is in line with Evans's (1999: 7) definition of motivation (a condition, or the creation of a condition, that encompasses all of those factors …).

7.3.3.3 Collegiality

Overall, my respondents/informants reported that they were most motivated by intrinsic factors, among which was collegiality. This finding is not consistent with Herzberg's two-factor theory (see section 7.3.4). As shown in Table 16.2 in Appendix **16**, collegiality was rated highly by respondents to my questionnaire survey, "My colleagues enjoy working with me" (72.5%); "My colleagues give me frequent feedback concerning the outcomes of my work" (71.5%); and "My colleagues usually adopt high professional standards" (81.6%).

Support from colleagues seems to be rewarding and expected to enhance their teaching skills (see Knowles, 2008; Rhodes *et al*., 2004). One of my respondents commented: "We work as a family". In my view, systematic initiatives are necessary to facilitate collegial interaction among teachers, such as conducting regular peer support meetings, which seem to maintain their level of motivation.

Ellemers, *et al.* (2004: 464) raise this point from a social identity approach to motivation and note that "when people think of themselves as part of a collective, they are energized by different experiences or events than when they identify themselves as separate individuals". This

point has also been addressed by such as Maier (1955) and Locke and Latham (2004), who argue that there are differences between team motivation and individual motivation.

According to Maier (1955) the enthusiasm and motivation of members of a group might spread to others within the same group. Maier believes that the total motivation of a group to work is more than the sum of the individual motivations. I believe that collegiality and collaboration are essential for better teaching outcomes and as argued also by Stuart (2000), important features of a wholesome school environment (see also Nieto, 2003; Addison, 2004; Sergiovanni, 1992 and Firestone and Pennell, 1993).

As practical steps towards developing positive collegiality in the school context, my participants suggested that headteachers should create and support school-based groups. These groups would provide teachers with the opportunity to work together in, for example, developing the curriculum, assessing pupils and arranging in-service training.

Such meetings would seem to be a useful means of providing teachers with mutual support and thus, as they argued, increasing their motivation and performance at no extra cost. Fortunately, when I asked headteachers during the focus group discussions: "Could you describe some techniques that you apply at your school to motivate your teachers?" (see section 6.4.3), many of them reported that they considered collaboration at school an important factor for maintaining teachers' motivation and success for their school.

When I asked my participants what promoted them to participate in my research (see section 6.3.6), some of them said that it was an opportunity to meet others. They also highlighted the importance of collaboration at school as a source of professional growth for teachers. Sharing their problems with others often produced solutions (see Habegger, 2007), and enhanced their level of motivation (see for example, section 6.3.11).

Despite this, it was noted that there were limited occasions where school teachers came together at an organized event, largely due to overload and timetable constraints, and interaction by chance was seen as not enough to exchange experiences. Firestone and Pennell (1993) assert that management should schedule more times for work groups to meet together, the issue that might facilitate collaborative interaction (see also Marston, 2010).

In summary, my respondents/informants appeared to consider collegial collaboration and interaction as something that might help to enhance their level of motivation, and thus increase the possibility that teachers will choose to commit to their teaching and schools, and endeavor to perform their best.

7.3.3.4 Recognition

It is important that, as with other workers, good work done by teachers is recognized and appropriately rewarded, because teachers seem to be motivated when they know that they are recognized (Sullivan, 2001 and Munson, 2002). The following incident which was narrated by Female Teacher A might indicate the effect of recognition:

> "I shall tell you about two different incidents. I prepared a creative project that could improve the pupils' progress in my class. I thought that it was a positive initiative. I gave it to the headteacher. Unfortunately, however, she made no comment or even thanked me! Her lack of response made me feel sad and I did not remind her of the project.
> On the other hand, I carried out a small amount of research into "the effect of the application of a course in learning difficulties on raising the educational standard of primary school pupils". I sent it to the specialists at the Ministry. Within days I received a thank-you letter from them and they asked me to provide another copy with some amendments because they would pass my research to a professional committee. This letter erased the sadness caused by my headteacher. It was a significant proof of recognition, for it came from the Ministry. I framed it and put it in my bedroom. Do you know why? [she asked the researcher]. Because when I wake up in the morning, it gives me a boost that helps me to be motivated all day at school."

Many of my respondents/informants mentioned that they appreciated recognition. This is evidenced by Teacher No.17:

> "I served in the teaching profession for 16 years. During that time, I did not receive any certificate of commendation. However, this year, I received a bonus, which was paid directly into my bank account. Although it is true that I was surprised because this reward arrived only after 16 years, yet I felt motivated towards teaching. "Better late than never!""

According to my participants, they felt highly motivated when they received verbal comments on their professional achievements or initiatives, or individual awards for services to the school, presented at a public ceremony. Teacher No.40 gives an example: "I achieved the

certificate for the best teacher of the school year. I was awarded this certificate in the presence of the school staff and it was a very pleasant experience."

Vroom (1964) argues that motivation is based on the employees' belief that a good appraisal will lead to not only extrinsic rewards such as a bonus, a salary increase, or a promotion; but also intrinsically the satisfaction of the employees' personal goals. That said, teachers might evaluate different behaviours in their teaching practices and then choose those behaviours that they understand will lead to desired outcomes. Accordingly, schoolteachers will put more efforts into those behaviours that are most valued by them. In this context, we may recognise that the extent to which expectations of intrinsic and extrinsic rewards have been met, strongly influencing current and future performance (see Green, 1992), and feelings of self-worth.

I believe that intangible recognition can be effectively utilized by headteachers. For example, emotional support is very important to enhance teacher morale and motivation. Moreover, it appeared to me that headteachers' recognition is deeply cherished by teachers and can be expected to help them feel valued, appreciated, secured and safe. This can be fulfilled, as emerged from my findings, by some practices such as building confidence in teachers through, for example, informing them about their achievements and that they are doing a good job. Such practices appeared to make teachers feel more self-worth.

My respondents/informants argued that there are forms of valued tangible rewards, rather than money, which can be used by school management as recognition for teachers, yet these forms are neglected by some heads. They suggested that, for example, verbal recognition for good teaching should be reinforced by offering visible ways such as offering gifts. Vroom (1964: 230) states that there is "considerable evidence that performance increases with an increase in the magnitude of the reward offered for successful performance". In this context, Law Ko (2001) asserts that intrinsic motivation might not last long if good teaching is not recognized by some form of extrinsic rewards, because teachers may infer that their efforts do not fit with organizational goals.

Of course, it could be that particular recognition of some teachers might be demotivating for those who have not been commended. Therefore, school management should give

appreciation to all school teachers, with a special attention to those excellent teachers who have made extra efforts, as I noted on section 6.3.9.

7.3.3.5 Participation in Decision-Making

While I understand that concern with the educational system is not solely about participation in decision making, it was the issue which primarily concerned my respondents/informants, and they really wished to see fulfilled in practice. As Wheeler (1999: 73) states, decision making would mean "empowering teachers by giving them a say in organizational goal making (hence, decision making)".

Sarafoglu (1997) maintains that 'it is critical that the educational reformers recognize the potential for the willing participation of teachers in changing the educational system.' This appears to be an important aspect of educational reform in Oman, since participation of Omani teachers might represent the recognition of their influence. The two incidents described below show the significance of participation:

Female Teacher B stated:

> "I participated in compiling and reviewing a new chemistry book for Secondary 2. The Ministry [of Education] published the book and my name was printed in it together with those of the other main authors. I was very happy to see my name there. I must say that this has had a major effect in increasing my motivation to make a greater effort. Although it was only a printed name, I considered it a big "Thank you"!"

Teacher No.39 from Al-Sharqiyah stated:

> "I had been entrusted with writing the final examination paper in my subject for Secondary 3. I did it and sent it to the Ministry [of Education]. I discovered that the examination paper had been accepted and then, on the day of the examination, it had been distributed to all the schools in the region without a single amendment. I became more confident. It was such positive recognition!"

It might be important to note that, as argued by Pennington (1995: 55), teacher participation should not be "limited to a narrow agenda and limited in scope, e.g. to an 'open-door policy' for only voicing complaints." They should be encouraged to contribute to a wide range of school decisions. My participants/informants believed that their roles at school were

limited, and they needed a stronger voice in decision-making concerning, for example, educational initiatives, the development of the curriculum and educational policies.

Another policy that my participants wished to see put into practice was a means by which teachers could make their voice heard, for example, a teachers' association. They considered it to be of crucial importance, although the educational policymakers, to the extent of my knowledge, would not agree or permit this, i.e. establishing an Omani teachers' association.

Many of my participants/informants felt that the headteachers were reluctant to include them in the decisions concerning school matters. Not including schoolteachers in making school decisions might make them feel annoyed at the apparent lack of respect shown to them by the headteachers (see also Nieto, 2003).

To make matters worse many of those Omani teachers who were asked for their suggestions for reform, discovered later that their contribution has been completely disregarded. I perceived from my findings that the willingness of teachers to take part in decision-making depends on their view of the school leadership and their workload. Pennington (1995: 94) explains that "Where workload is high and administrative support is low, teachers may limit their participation in activities other than classroom teaching". An example from my findings, Male Teacher E said that he might accept performing some administrative tasks under certain conditions:

> "I should be willing to undertake some non-teaching tasks as a change from the daily routine, although these tasks should be acceptable! If my headteacher wants to give me some additional tasks, he should reduce the number of teaching periods for that day. Another point is that if the non-teaching tasks were optional rather than compulsory, that would be more acceptable. Most of the non-teaching tasks that we do are compulsory and there is no reward for doing them. On the other hand, if we do not perform them adequately, we are held accountable! So, whatever the situation, these a non-teaching tasks increase the teachers' feeling of frustration."

The focus group discussions and semi-structured interviews with teachers showed that most of them would appreciate participation in school decision making if their headteachers asked them to undertake specific responsibilities, especially in areas of interest to them.

In my view, there is a possibility that teachers will put in little effort, to meet school's goals, if they were not invited to participate in making school decisions and in the setting of these goals. In this case, teachers seem to consider school decisions and goals to be those of the headteachers' and not belonging to them. It is true that (see section 6.4.6) my headteachers reported that many of the school decisions were imposed upon schools by the Ministry officials, and that heads were simply asked to ensure the decisions are effectively implemented. However, there are other decisions that can be made by school staff without interference from the Ministry officials.

It also appears that participation in making school-decisions would offer teachers an opportunity to work as a group. I believe that, working together towards a common target would give teachers a sense of collegiality, affiliation and belonging, which will reinforce teacher motivation.

In summary, I found that my respondents/informants did not feel that they were sufficiently involved in making school decisions. This particular finding was also found by Almanthri (2001) who concluded that: "Teachers do not currently see themselves and/or feel as though they can be effective proponents of such changes in the [Educational] Reform [in Oman]" (2001: 183). Nevertheless, my respondents/informants considered this participation in making school decision as an important factor for their level of motivation.

7.3.3.6 Continuing Professional Development

Continuing professional development was considered by participants in the focus group discussions to be one of the most effective strategies for fostering teachers' motivation and commitment to teaching. 67% of the respondents agreed with the following statement: "I have participated in sufficient in-service training courses organized by the Ministry of Education". This is a high percentage. However, my respondents wanted these courses to be more concentrated on their developmental needs. In response to the statement "Most of my needs are appropriately considered in my in-service training programme", only 37% agreed, whereas 44% disagreed. These findings suggest that training courses need reviewing and redesigning to meet teachers' requirements. "The more often a teacher strives to extend his/her knowledge of the subject taught, the higher the probability of finding oneself among those satisfied with their job" (Wisniewski, 1990: 302). In my view, the quality and quantity of teachers' training courses are

important in meeting teachers' needs. It appeared to me that, meeting teachers' professional growth was one of the main factors that seem to maintain teacher motivation, as discussed in 8.5.

7.3.3.7 Teacher-Parent Relationship

It appeared from my findings that support from parents and their appreciation of the teachers' efforts is a positive motivator. My findings, in particular those from the questionnaire survey, indicated that parents might help in motivating schoolteachers by actions such as verbal encouragement or support of school projects. In my view, this help from parents seems to enhance teachers' feelings of self-worth. This is because, as explained by Wisniewski (1990) and Stuart (2000), support from parents appears to promote teachers' confidence and leads to high motivation and job satisfaction. 'How' and 'why' contact with parents can influence and develop teacher motivation is a subject that, I believe, should be given a focus of attention.

Although some of my respondents commented that they had experienced problems in dealing with parents, this was not true of the majority (see Table 16.6 in Appendix **16**).

My respondents/informants highlighted that it is not easy to do the best for pupils without collaboration and support of their parents. Generally, as my participants highlighted, in order to perform a quality teaching job for pupils it is better to work as a whole team, but not individually.

According to Lasky (2000) and Angelides *et al*., (2006), to maintain a sound relationship between teachers and parents it is important that parents build a shared understanding by regular contact and participation in school activities. This is expected to develop mutual respect and a positive attitude which would make teachers feel that they are appreciated and that they have achieved their aim of inspiring their pupils to learn.

My respondents/informants recommended that the Ministry of Education aim at increasing the awareness of parents and the community of the teachers' contribution to, and role within, society and how others could help their efforts to improve the education system. It might be true that not all parents are satisfied with teachers' performance. However, the Ministry of Education, and the parents-teachers councils that exist in most Omani schools, should work, to fill the gap, if such exists, between parents and schoolteachers.

7.3.3.8 Equity

Some of my respondents/informants thought they had been unfairly treated on discovering, for example, that their salaries and working conditions were not as good as those of others employed in similar areas of education. Nevertheless, as they stressed, this comparison did not stop them from being motivated to teach. Generally, my findings showed the importance of equity at school, particularly in the distribution of school tasks and activities. The two incidents described below are an example of how teachers might perceive equity at school, and also how headteachers should understand it:

Female Teacher N stated:

> "I had been awarded a certificate for high productivity among all teachers in my region. What did frustrate me was not an incident but a situation where the school system, unfortunately, treats those teachers who endeavour to do their best in the same way regarding rights and duties as those who do little to develop the school. The former do not refuse any additional work and try to be creative, whereas the latter refuse to do a single extra task outside their contract."

Female Teacher E stated:

> "The school headteacher has trusted me and is accustomed to assigning to me the most difficult activity in the school. This activity requires dealing with a large number of pupils and needs considerable time. The problem is that she assigns this activity to me every academic year. I think that it is because I have been working hard and I neither say "No" nor do I complain.
> She is supposed to help me by not assigning this activity to me every year.
> The unfair strategy in the school is that the one who works really hard will be given more tasks. Although I have tried to refuse, the headteacher persuades me every year that I am the best person for this activity! I feel really tired and stressed."

Fair treatment and equality (Adams, 1963) is a significant factor in teacher motivation. According to Pennington (1995), it is important that rewards are not only equitable but also believed to be equitable by employees. If the reward is perceived as inadequate in other ways, it is unlikely to promote motivation and improve performance (see Porter and Lawler, 1968; Lawler, 1973 and Green, 1992). I mentioned earlier the importance of recognition and collegiality to motivate teachers. However, I believe that, headteachers should use careful judgement when giving recognition and avoid favouritism, for inequitable distribution could turn positive competition into, as argued by Tawil, (2008) and Mowday and Colwell (2003), rivalry

or apathy. Yet, I pointed out earlier that there should be defined mechanisms that guide understanding of how justice works with motivation (see for example, Latham, 2007).

Another issue that was mentioned by my participants was that new teachers might be assigned the classes considered less desirable by the experienced teachers. In their response to the question about the positive and negative aspects of the induction course, some teachers replied that they had not been given any focused activities to help them during the first year. In their view, they had been unintentionally neglected and exploited, as described by Teacher No.44 from Al-Burimi. Based on earlier discussion and the work of Adam (1963), I believe that headteachers need to be scrupulously fair in their management practice.

7.3.3.9 Salaries

My findings showed that, generally, an increase in salary would result in an increase in teachers' satisfaction, but it was not a direct cause, or determinant of, levels of their motivation. In their response to the question: "What – generally speaking – would motivate or satisfy Omani teachers or cause them stress?" my participants indicated that a good salary which compensated efforts at school was an important factor that could increase their job satisfaction. The headteachers during focus group discussions (section 6.4.2) considered monetary allowances to be at the top of the list of teacher motivation. However, although teachers want to see an increase in their monthly salary which might increase their job satisfaction, they do not consider money to be on the top list of motivators. This finding is not confined to Omani schoolteachers, as elsewhere, such as Roussos (2003); Marston (2010) and Joffres (1998) find similar results. Marston (2010) finds that none of her subjects were highly motivated by salary or monetary benefits. Roussos (2003) finds that inadequate pay did not appear to contribute to teachers' demotivation. However, my findings were inconsistent with some findings, such as those of Sullivan (2001) in which teachers attached more importance to extrinsic than to intrinsic motivators.

Having said that, however, Table 16.4 in Appendix **16** shows that 66.2% of respondents would like salaries to reflect teacher competence and experience, believing that this would compensate teachers according to their efforts, a finding similar to those recorded by Luce (1998) and Pennington (1995) who also recommend that teachers be compensated according to their individual knowledge and skills.

My informants argued that extra efforts, especially non-teaching responsibilities, should be appropriately compensated, if not by a permanent increase in monthly salary, then by ad-hoc performance-related monetary awards.

In this respect, Cutler and Waine (1999) and Hayness *et al*. (2003) consider adopting performance related pay system as, sometimes, problematic. They argued that, for different reasons, some of the essential criteria might be not fully met. Kelley *et al*. (2002) suggest that a successful use of performance related pay is if performance appraisal/assessment set their goals that are realistic and achievable by teachers and they are supported by coherent systematic approaches that help them to attain these goals.

It was interesting to find that though salary might not be a top motivator for my teachers, however, salary seemed to relate to some factors that might influence teacher motivation such as job security and recognition. That said extrinsic rewards such as a pay rise and promotion 'might work to satisfy lower and higher order needs because such rewards would also signal success in work' (Law Ko, 2001).

In my view, we should not consider pay as a key motivator for Omani teachers, as supported by my findings. However, we also should not underestimate its possible direct and indirect impact upon teacher motivation.

7.3.4 Research Question 4: How can Practical Recommendations be Implemented to Stimulate Omani Teachers' Enthusiasm and Encourage Them to Work Willingly in Their School Classrooms?

Generally, teachers vary considerably in their attitudes and responses - a remedy that works well for some will not be suitable for others. In this context, Green (1992: 1) argues, there is no "one best way" to deal with them. Therefore, what is needed is a flexible strategy tailored to motivate each individual, though, as Komaki (2003: 95) points out, its implementation in the long term will present a "formidable challenge" to management. However, as Lashway (2001: 25) argues, an unmotivated person does not exist, since everyone must have a purpose continually in mind, even if that purpose appears worthless to others. The description of people as unmotivated means that "they are disinclined to pursue goals that we believe to be valuable",

(pp. 25). Teacher No.3 from Muscat appeared to make a statement that might reflect Lashway's (2001) argument:

> "I do not remember my motivation being negatively affected by any experience, nor do I agree that it will happen. That is because I am fully convinced that teaching is the best career for me. If I face difficulties, I shall do my best to overcome them. I say this with all determination and willingness to work."

Lashway (2001: 25) considers the real question about teacher motivation is not why some are "habitually apathetic about their work", but why the teachers' effort that "goes into a typical school day so often fails to produce the results we want".

My respondents/informants suggested several practical steps that might respond to question 4 (see sections 6.3.3, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.2, 6.4.3, 6.4.4 and 6.4.6). These practical steps can be summarised as follows:

7.3.4.1 Positive Participation

Teachers should be able to make decisions that are related to their teaching duties or to their professional development. Positive participation seems to be important theme that might help in creating successful motivation strategies, which appear to help teachers fulfil their duties and, generally, to achieve the aims of the educational reforms. According to Pennington (1995); Firestone and Pennell (1993) and Sarafoglu (1997), participation of schoolteachers in making school decisions appears to benefit educational reforms, reducing teaching difficulties and sustaining teacher motivation. This particular step was considered in section 8.5 among factors that appear to maintain motivation of Omani teachers.

7.3.4.2 Communication within the School Context

My findings suggest very strongly that headteachers need to create opportunities that bring schoolteachers together; for example in training courses or social events that might have a positive influence on teacher motivation. In my view, creating positive communication opportunities within the school context is important for better teaching outcomes and the whole school environment (see also Sergiovanni, 1992; Firestone and Pennell, 1993; Stuart, 2000; Nieto, 2003 and Addison, 2004); as well as a source of professional growth (Habegger, 2007). Moreover, motivation of a group of teachers might spread to others within the same school if they are offered improved opportunities to communicate with each other (Maier, 1955).

7.3.4.3 Better School Management

As already stated, headteachers can do much to maintain the motivation of their teaching staff - see section 6.3.8 for examples of what headteachers can do to motivate their teachers. Evans (2001b) maintains that, generally fostering positive attitudes within the school is a fundamental job for school heads. In the opinion of my respondents/informants, many of the contextual factors in the school depend on heads' skills (see also Marlow *et al*., 1996; Evans, 1999; Barth, 1990 and Sentovich, 2004).

7.3.4.4 Recognition

There is a relationship between recognition and high motivation (Sullivan, 2001 and Munson, 2002). It appeared from my findings that tangible and intangible recognition was one of the most important factors that might increase the level of motivation, as mentioned by most of the teachers. When schoolteachers' expectations of intrinsic and extrinsic rewards have been met, attention to this appears to significantly enhance their motivation (see also Green, 1992). Law Ko (2001) asserts that intangible recognition should be followed by some forms of extrinsic reward and Vroom (1964) has claimed that an increase of the magnitude of the reward will enhance teacher motivation.

7.3.4.5 Clear and Explicit Teaching Roles

My respondents/informants asserted that their job description was not clear and numerous unrelated duties were added. Moreover, there were inconsistencies in some teacher's duties which might lead to conflict between their teaching tasks and administrative tasks. In addition, 70% of my respondents reported that they were constrained in their work by the Ministry's policies and instructions. The factors considered to impact negatively on teacher motivation being those unrelated to teaching pupils. For this reason it is important that teachers have a clear and updated teaching job description that clarifies their roles and rights, to make teachers' jobs more focused and targeted (see Dinham and Scott, 1998; Porter *et al*., 2003 and Wiesniewski, 1990).

In taking such matters forward, it is important to remember that, although human beings share many basic needs, motivational structures are complex, which is why strategies have to be tailored to the individual (Lashway, 2001). Therefore, it is imperative that a teacher's individual needs are recognized and appropriate professional training is made available (Beerens, 2000). This might create greater confidence among teachers and strengthen their commitment to teaching. Only unsatisfied needs can influence behaviour; those that are satisfied do not motivate.

The evidence from my research showed that teachers seem to be located at all five levels of Maslow's hierarchy. However, my findings do not, necessarily, reflect or prove the hierarchical ranking of Maslow's theory (1954). It appeared that most teachers could be located at the higher levels of esteem and self-actualization. The reason seems to be that most of the teachers were attracted and motivated to teaching by intrinsic factors (see, for example, Tables 5.21 and 5.22), although some also valued physiological rewards. Most of the teachers also can be rated in the "relatedness and growth" categories according to Alderfer's ERG Theory, because they valued highly a positive relationship with their colleagues and other school staff, and their personal development. Yet there were also teachers who could be placed in the "existence" category. From these results, it can be observed that, as pointed out by Evans (1998), Alderfer's refinement of Maslow's needs hierarchy, in recognizing that individuals (teachers in this case) may, simultaneously, seek to satisfy needs from more than one category, is more likely to be more useful to any actions that might flow from this research.

According to Herzberg, (see section 2.3.1), and as underlined by Pennington (1995: 19) hygiene factors "appear to have a relative neutral effect when intrinsic motivator factors are high, but to have an accelerated, multiplier effect when motivators are low." Therefore, the hygiene factors – which are related to the environment and working conditions – have a greater influence as dissatisfiers than as satisfiers (Pennington, 1995).

Generally, Omani schoolteachers appeared to be motivated mainly by higher-level needs (see Maslow, 1954) and motivator factors (Herzberg *et al*., 1959). In my questionnaire, teachers were asked to check all the statements listed and answer the following question: "Which of the statements in the questionnaire describe the situations that provide you with the greatest motivation in your current employment as a teacher?" Of the 58 statements reported by the

respondents, Table 5.22 shows four with the highest percentages, none of which relates to lower-level needs (Maslow) or to hygiene factors (Herzberg *et al*.). Table 5.21 shows that ideas such as "Teaching gives the sense of being productive in society" and "I love teaching as a career" were the most important influences on the respondents' decision to enter teaching. However, when my respondents were asked about the most difficult aspects of teaching, they considered hygiene factors, such as an overload of non-teaching tasks and numerous school activities, to be the major causes of stress.

Nevertheless, some findings of my research were not supported by Herzberg's two-factor theory, in which co-workers were classified as a hygiene factor. Herzberg concluded that although the absence of hygiene factors contributed to job dissatisfaction, their presence was not thought to be a source of job satisfaction. Therefore, colleagues – according to Herzberg's theory – could not contribute to job satisfaction. However, in my research, it was found that participants experienced satisfaction from working with their colleagues and from an increase in salaries. This result was confirmed in the focus group discussions in response to the question: "What – generally speaking – would motivate or satisfy Omani teachers or cause them stress?" The teachers reported that a good salary could compensate them for their efforts at school. The headteachers agreed that this could increase teacher motivation and added that reducing the administrative load might be another supportive strategy. Other findings of my research seemed to be consistent with Hertzberg's two-factor theory, according to which working with pupils and helping them learn would be motivators.

My teachers could be placed in the "achievement and affiliation" categories that were presented by McClelland (1955). There was no evidence to support their being placed in the "power" category. Although they reported in all research methods that they wished to participate in making school decisions, this was not related to a need for power, since their aim was to improve school management and thus provide a higher quality education resulting in greater achievement and success.

It should be mentioned that before this research was started, I believed that one of the explanations for the motivation of Omani teachers was based on the equity theory (Adam, 1963), since 'fairness is a basic and vital aspect of life, because it creates a comfortable environment for productivity (teaching)' (Alrasbi, 2003). In this respect, Table 5.28 shows that (51%) of teachers

reported that they had the same level of motivation as that of their colleagues. Nevertheless, the issue of equity was mentioned in some of the interviews.

There was widespread evidence that the motivation of teachers in my research could be understood according to the Goal-Setting Theory. Role conflict, role ambiguity and goal overload were highlighted on many occasions during the collection of data. For example, a male teacher reported in the questionnaire that to motivate Omani teachers, there should be a solution to role conflict and goal ambiguity. From this perspective, therefore, the understanding and application of the Goal-Setting theory (Locke, 1969) might contribute to motivating our teachers.

In my view, the Ministry officials need to create clear roles and tasks for our teachers, and then make plans for implementation. According to my findings, following such plans may help teachers to implement their prescribed goals and tasks. These seem to be such practical steps that would stimulate teacher enthusiasm and enhance their motivation.

I mentioned in section 2.3.2 that Expectancy Theory (see Vroom, 1964) was one of the most widely accepted explanations of motivation. The theory is based on the employees' belief that their extra efforts will produce a chain of desirable results, for example, salary, promotion, or the satisfaction of the employees' personal goals. In this context, Leithwood and Beatty (2008) maintain that the value of the teachers is to make a significant difference in the lives of their pupils. Leithwood and Beatty continue that when teachers' expectations and values are met, it produces a positive attitude towards the task and a marked increase in commitment (pp. 65). The returned questionnaires, focus group discussions and interviews provided much evidence that Omani schoolteachers were motivated mainly by the intrinsic factors which appeared to be a power that keeps teachers motivated and committed to their profession. It seems to me that the Ministry of Education should make much more effort to understand teachers' expectations, and plan to meet them.

7.4 The Impact of Demographic Characteristics upon Teachers' Motivation

The purpose of this research question was to draw attention to any significant relationship that might exist between demographic characteristics and teacher level of motivation.

Teacher motivation was found to be significantly associated with only three demographic characteristics: school region, teaching subject and marital status of the respondents (see also section 5.2.3).

Table 7.1 Demographic characteristics affecting the teachers' level of motivation, according to questionnaire survey

	Demographic characteristics	Motivation was
1	School region	significantly affected
2	Teaching subject	significantly affected
3	Marital status	significantly affected
4	Respondents' gender	not affected
5	Qualifications: highest degree achieved	not affected
6	Weekly total of teaching periods	not affected
7	Average weekly extra working hours	not affected
8	Age of respondents	not affected
9	Length of experience	not affected
10	Average class size	not affected
11	School toll (pupils)	not affected
12	Place of graduation	not affected

The questionnaire survey had showed 51.1% of schoolteachers considered their level of motivation to be the same as that of their colleagues. Respondents pointed out that Omani schoolteachers worked in the same environment and working conditions and, therefore, seem to face the same challenges, with most in the same age group (77.5% between 25–35 years old), (see also 5.2.1 and section 5.3: question 8).

The focus discussions and semi-structured interviews showed that schoolteachers generally had similar levels of motivation and participants in these studies stated that demographic characteristics seem to have no specific effect on the level of teacher motivation (see sections

6.3.2, 6.3.3 and 6.4.2). However, as stated above, the questionnaire survey showed that three of the demographic characteristics have a significant effect on teacher motivation.

In another context, the impact of demographic characteristics upon the motivation of schoolteachers has been found to vary according to the school context. For example, Addison (2004) finds that teacher motivation was significantly affected by length of teacher experience and her/his level of qualification. However, Sim (1990 in Pennington, 1995) found that younger teachers are more idealistic and motivated to a greater degree by the intrinsic qualities of teaching work than older teachers.

Table 21.1 in Appendix **21** shows some findings from other literature concerning possible differences in the satisfaction and motivation of schoolteachers in other contexts as a function of some demographic characteristics.

In summary, I should note that my findings did not show strong evidence that demographic characteristics might impact upon teacher motivation, except for three characteristics. Yet, there are some implications for the impact of these three characteristics as mentioned earlier in section 5.4.

It would be useful to conduct further research to investigate the relationship between the demographic characteristics and teacher motivation, especially these three elements: school region, teaching subject and marital status.

7.5 The Implications of Omani Schoolteachers' Views on and Understandings of Motivation with Respect to the Omani Government's Educational Policy Agenda

My data (quantitative and qualitative) all pointed to a need for greater effort in explaining to teachers any new educational polices that might influence teacher motivation (see, for example, sections 6.3.8, 6.3.9, 6.3.10, 6.4.3, 6.4.4 and 6.4.6) and supporting them to deal with any potential negative effects. I attempt in the following paragraphs to draw some implications that might respond to research question 4.

Teachers are human beings and have the needs described by Maslow (1954). Ministry officials should consider teachers' needs when planning educational policies and change.

Pennington (1995) maintains that the nature of a job and what it means to the employees can have a strong influence on employees' attitudes and their behaviour in the workplace. Teaching appears to be stressful and, therefore, the Ministry and school management should do everything possible to alleviate stress. Teaching for most teachers is meaningful, and so the school management should aim to maintain their motivation and enthusiasm. Providing teachers with better working conditions ought to be a priority for school management, so that teachers are not continually tempted to compare their situation with that of others in different careers.

In this respect, it was suggested by my respondents/informants that the Ministry of Education should devise a better system of bonuses and promotions. However, it must be emphasized that the opinions of the teachers and their headteachers should be taken into account at the planning stage of any such review. Although my findings indicate that teachers are not motivated only by pay, (performance) bonuses could perhaps contribute to some extent to maintaining or refreshing teacher motivation if they were seen to be awarded equitably, on the basis of a transparent process and the application of explicit criteria, that – ideally, teachers themselves would agree to.

Trow (1997: 391) studied the motivation of higher education, however, his findings, that the overall performance of the educational institution depends on the "inner motivation of teachers – their sense of pride, their intellectual involvement with their subjects, their professional commitment to the role of teacher, their love of students or of learning the forces that lead teachers to bring their full resources to the teaching relationships" apply in the school context too. In my view, it is not necessary, and might be unsuccessful, to exercise only either polarity of theory X and Y. School heads, and Ministry officials in general, should adopt different ranges of both intrinsic and extrinsic rewards. Law Ko (2001: 173) concludes that academic staff appear to understand that the extrinsic rewards will come naturally as a consequence of good performance, for this reason they "view excellent performance as a goal in itself rather than as a means to [gain] or compete for external rewards".

My respondents/informants stated that although that they would accept some non-teaching duties, the current level was intolerable. Both teachers and headteachers agreed that it was important to employ additional staff in the schools to perform administrative and other non-

teaching duties. From the point of view of my respondents/informants, teachers should focus on only their core business of teaching. Generally, work overload, role conflict, and role ambiguity "contribute to emotional exhaustion, resulting in depersonalization or detachment from students and a loss of sense of personal accomplishment" as stated by Leithwood and Beatty (2008: 32). Reducing the number of educational projects and the non-teaching burden needs urgent action.

Generally, in the view of my respondents/informants, establishing an association for teachers that can represent and convey teachers' voices might be of benefit for teachers and for better development support. Based on teachers' opinion, an association might act as a bridge between their views on, and understandings of, motivation and the Omani government's educational policy agenda.

The teachers and the headteachers who took part in my research suggested that the Ministry of Education apply some forms of measurements or check list to assess the applicants' appropriateness for a teaching career before they enter a college of education. This assessment, of course, is in addition to an examination to test the applicants' ability in the teaching subject. The participants also suggested that the Ministry apply such measurements to assess the teachers' motivation to work. In my view, use of a vocational preference inventory might meet this requirement.

7.6 What might Motivate Omani Teachers to Remain in Teaching in Spite of Some Frustration and Difficulties?

Beerens (2000: 8) states:

> Teaching is impossible. If we simply add together all that is expected of a typical teacher and take note of the circumstances under which those activities are to be carried out, the sum makes greater demands than any individual can possibly fulfil. Yet, teachers teach.

Both teachers and headteachers in my focus group were asked the following question: "63% of Omani teachers stated that they were motivated. How should these findings be read and understood?" (sections 6.3.2 and 6.4.1). Both groups agreed that the effect of motivators on Omani teachers was stronger than that of the stressors. In their view, this was due to intrinsic factors such as moral aspects and the wish to be productive in society by, for example, helping

young learners. Both teachers and heads added that a good relationship with heads and colleagues was one of the factors that helped teachers remain motivated despite overwhelmingly external negative pressures, which might even be reduced.

Sergiovanni (1992: 25) who contends that teachers stay "because, on the one hand, they find the work interesting and derive satisfaction from doing a good job and, on the other, because they feel the sense of obligation and duty to their students – for intrinsic and moral reasons". I found that social and religious ideals were also important issues that prompted Omani teachers to keep on despite some difficulties, (see also section 7.3.1).

It appeared clear to me that intrinsic rewards seem to have more influence on teacher motivation. Intrinsic motivation is expected to continue, and might increase, even after teaching goals have been achieved. When, for example, a teacher sees her/his pupils learn and enjoy teaching subject, s/he might, and usually does, increase efforts in the next lesson. Intrinsic motivation appears to last long because the control within oneself is more stable, and, as Law Ko (2001) argues, there is a direct link between fulfilling teaching duties and intrinsic motivation as the teacher directly rewards her/himself.

When I reviewed my data, it appeared to me that the majority of Omani teachers have no intention to resign. One possible explanation is that they chose to be teachers for factors that are intrinsic to teaching (see for example, section 6.3.1 and Table 5.21).

Another possible, and important factor, indeed, is that Omani teachers have, generally, limited work opportunities other than teaching, especially female teachers. However, I should also note that my respondents feel secure as they have a job that offers them a reliable monthly income and good pension.

There are some teachers who might consider occupational stress as a challenge to be met (Travers and Cooper, 1996 and Reynolds and Briner, 1996), and rate their success according to their ability to deal with it: "successful coping with stress can provide opportunities for new solutions, for growth, and so on" (Zaccaro and Riley, 1987: 7). Indeed, actions which would reduce stressors or dis-satisfiers would be very much appreciated by my respondents/informants. That said there is no guarantee or evidence that this reduction will, automatically, lead to an increase in the level of teacher motivation.

Intrinsic factors might guarantee motivation. This might reflect Herzberg Two-theory, as such dissatisfiers which are caused mainly by, for example, "working conditions", "company policies" and "supervision", and are considered the primary cause of job dissatisfaction. Therefore, to improve job satisfaction, it is not enough to remove such dissatisfies, for the motivators need to be strengthened as well.

7.7 Summary of Chapter 7

It appeared from my findings that Omanis might chose teaching as a career for several reasons. However, the most important were helping young leaners, being productive in the society, and for some cultural reasons. Teaching as a career seems to offer new candidates the factors that are significant to them (see Kyriacou & Coulthard, 2000). It is true that there is an important effect of family and religion on Omanis to consider teaching as a career (Klassen, *et al*., 2011), yet I found that intrinsic factors and altruism have a stronger influence than family and religion effects. In addition, job security appeared to be a reason that might encourage Omanis to consider teaching to avoid career uncertainty (see also Klassen, *et al*., 2011).

My findings showed that an effective headteacher is an important factor in motivating schoolteachers (see also Addison, 2004; Evans, 1998, 1999 and 2001a). For this reason, headteachers might consider supportive strategies that aim to motivate their schoolteachers (see also Sergiovanni, 2005 and Oliver, 2008).

The mutual support groups among Omani schoolteachers and practicing collegiality seemed to result in maintaining teacher motivation, and better teaching outcomes (see section 7.3.3.3, and Knowles, 2008; Rhodes *et al*., 2004). In addition to that, on many occasions schoolteachers were inspired and motivated to put more effort in delivering their teaching duties as a result of tangible and intangible recognition.

Participation in making school decisions appeared to be significant to my teachers (section 7.3.3.5). The main reasons that might cause stress and thus seem to reduce level of teacher motivation were those more extrinsic to teaching pupils, most of the time beyond the control of teachers and, sometimes beyond the control of headteachers, such as overall workload, role ambiguity, non-teaching duties, excessive educational initiatives. Moreover, unrealistic expectations and unsupported management appeared also to make teachers less effective and can

reduce their intrinsic motivation (see also Leithwood and Beatty, 2008; Dinham and Scott, 2000).

My respondents/informants pointed out that they sometimes felt frustrated by the limits imposed on them by educational policies. They wanted, as Sarafoglu (1997) describes, to paint their own picture. However, schoolteachers should be aware of the reasons for implementing such policies, and should be offered the training that is necessary for policy implementation.

My findings showed that despite some challenges that might face schoolteachers which have possible negative effects on their motivation, the majority of those teachers reported that they are motivated and committed to their profession. In support of these findings, my respondents reported that both males and females were attached to teaching as a mission.

Conducting this research was an experience that offered me the opportunity to examine the level of motivation of Omani schoolteachers, and more importantly, to understand that Omani teachers appeared, generally, to have their motivation intrinsically maintained.

During the discussions and interviews with my participants/informants I found that they gradually shifted their attention from talking about their inner drives in teaching, to elaborating on the impact of school context upon their level of motivation. Moreover, my participants/informants tended to view that the school context has more impact upon teacher motivation than individual characteristics. From their point of view, school context has the power to influence, positively or negatively, the level of teacher motivation. In other words, as Knowles (2008) states that, whatever the level of teacher motivation is, it requires a satisfactory context to allow it to bear fruit. In this respect, Evans (1998) argues that motivation is predominantly contextually determined (pp. 138). Evans continues that:

> ...the context of teachers' working lives represents the realities of the job and, as such, has a much greater impact upon job-related attitudes than do factors such as centrally imposed policy or teachers' conditions of service, including pay. (pp. 138)

Evans adds that the conditions that might affect teachers' work "only become real for and meaningful and relevant to teachers when they become contextualised" (pp. 141). Thus there should be compatibility between schoolteachers and contexts in which they teach. If, for example, a headteacher gives teachers the opportunity to participate in making school decisions,

s/he should also offer the resources and facilities that would enable teachers to pursue the outcomes of their decisions.

In the next chapter I present and address some diagrams that summarise some of the key findings of my research and give better understanding of the motivation of Omani schoolteachers.

Chapter 8

Conclusion, Implications and Recommendations

8.1 Introduction

The main focus of my research was to contribute to the overall understanding of the nature of motivation of Omani schoolteachers. I aspired to produce a comprehensive attempt to deal with the question of teacher motivation in Omani state schools, thus providing a baseline for more detailed research in future.

In general this research has shown that the teachers in my research reported their greatest source of motivation was derived from intrinsic factors, and interaction with their pupils, and being productive in the community. At the same time however, the teachers highlighted some factors that have negative effects on their level of motivation such as an overload of non-teaching duties, and exclusion from policy and decision-making related to teaching and the pupils.

In terms of conclusions from my PhD study as such, the analysis of my findings has helped me to realize that I can distinguish four groups of factors that might provide better understanding of motivation of Omani schoolteachers. These four divisions are:

- the main factors that appeared to *attract* Omanis to teaching profession, as presented in diagram 8.1
- the main factors that appeared to contribute to *confirm or extend* the initial motivation to enter the teaching profession as presented in diagrams 8.2
- two factors that appeared to *increase* the level of motivation of Omani schoolteachers, as presented in diagram 8.3
- the main factors that appeared to contribute in *maintaining* the level of motivation of Omani schoolteachers, which I term *guarantors*, as presented in diagram 8.4

These factors are not separate, rather they complement each other as components of teacher motivation. Later in this chapter, I explore the possibility of combining them in a tentative "diagrammatic summary", as presented in digram 8.5.

These divisions appeared to reflect some common denominators that were mentioned in the previous definitions of motivation, such as (1) what energizes human behaviour; (2) what directs or channels this behaviour; and (3) how this behaviour is maintained or sustained (Porter *et al*., 2003: 1 & Latham, 2007). Such denominators have been summarised into three main pillars: choice, effort and persistence (Latham, 2007 and Steers, *et al*., 2004). That is, what might attract Omanis to teaching, what might make them develop their initial motives and encourage them to put more effort, and what might make them persist to maintain their level of motivation. The findings from my research appeared to draw a wider picture of, as noted in Evans's definition (see section 1.6), the conditions that encompass the factors that determine the degree of inclination of Omani schoolteachers towards engagement in their duties, or their goals (Viteles, 1954). In my view, in order to understand this degree of inclination (Evans, 1999); we need to study these four divisions as presented in the diagrams 8.1-8.4.

My findings appeared to give explanations for some results from previous Omani studies. For example, the results of a study conducted by the Department of Human Resources Development at the Ministry of Education indicated that 63% of the 5,000 Omani teachers who responded to a questionnaire admitted that they would prefer to transfer to administrative posts. In my view, there is no explicit indication that those teachers have lost their motivation. It could be that they were stressed because of, for example, many non-teaching duties, and there is no reason to think that the remaining percentage, 37%, were the only teachers who were motivated. Those teachers (37%) simply might not feel stressed. It appears that those 63.0% expressed their feelings of stress rather than feelings of demotivation. This might be consistent with my general observation that although Omani schoolteachers were motivated (63%), they also feel stressed (80.0%).

According to Siegel & Lane (1974), it is difficult to find an employee's 'hot button', which can be pressed to enhance her/his level of performance. For this reason, as it appears in this chapter, the degree of inclination of Omani schoolteachers towards engagement in their teaching activities varies between them.

This chapter focuses on the conclusions and implications that emerged from the analysis and discussion of the data collected from the responses of Omani teachers and partly from the headteachers. Some recommendations for further study will also be explored.

8.2 Factors that *Attracted* Omanis to Teaching Profession

Diagram 8.1 summarizes the factors that seem to encourage Omanis to seek a position in teaching. These can be considered as initial factors. After teachers spend some time in their schools, they appear to be less occupied by these initial factors that attracted them to teaching. I do not mean that these initial factors become less important but rather that they blend with other factors in time (see also Chigbu, 2006). These factors were presented with discussion in previous sections such as sections 6.3.1 and 7.3.1.

8.3 Factors that contributed to *Confirming* or *Extending* Initial Motivations

Diagram 8.2 shows the main factors that appeared to contribute in motivating Omani schoolteachers as they develop in their career. Most of these factors were presented earlier (see sections 6.3.2, 6.3.3, 6.4.2, 7.3.2 and 7.3.3). Diagram 8.2 gathers these factors into seven groups. The factors that presented in diagram 8.2 seem to be consistent with Steers & Porter (1991) who noted that there are three variables that might affect work motivation: (1) variables unique to the individuals such as attitudes, interests and specific needs, (2) variables related to the nature of the job, such as level of responsibility and degree of autonomy, (3) variables that can be found in the larger work situation or environment such as colleagues, supervisors and reward practices. It is important that we should not view these variables as static lists of factors. Diagram 8.2 assumes that there is no specific factor that represents a starting point, because a source or factor that might be a starting point for a motivation for a teacher might not be at the top of the list for others.

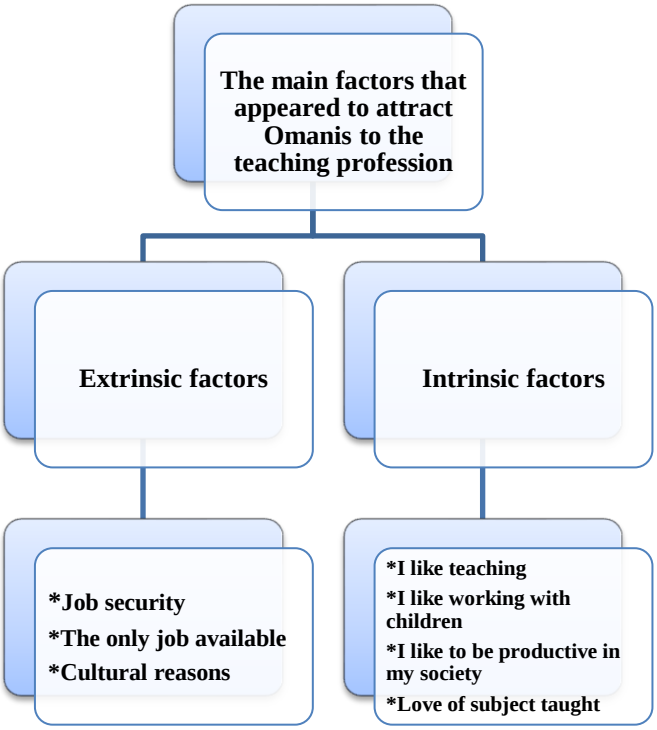


Diagram 8.1 shows a summary of the main factors that appeared to attract Omanis to the teaching profession.

8.4 The Two Factors that appeared to *Increase* the Level of Motivation of Omani Schoolteachers

From the analysis of the interviews, there were two factors that appeared to be very important in enhancing/increasing the level of motivation of my teachers: intangible recognition and the high standard of work produced by pupils. This is not to say that these are the only factors that can increase the level of motivation, yet they are appeared to be significant to my respondents/informants. I could infer such results from some incidents that were narrated by my teachers during the interviews and the discussions (see sections 7.3.3.1 and 7.3.3.4).

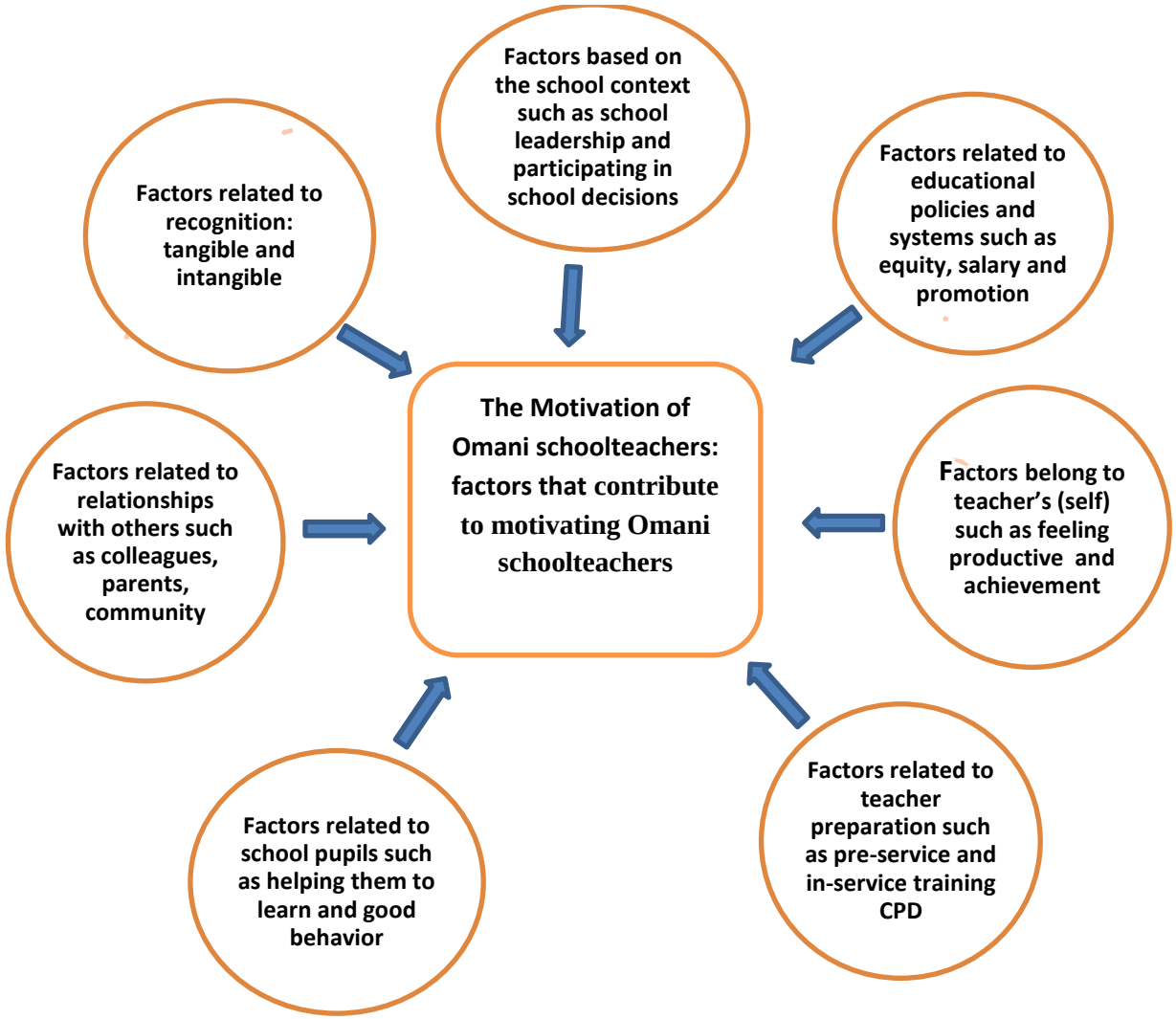


Diagram 8.2 shows a summary of the main factors that appeared to contribute in motivating Omani schoolteachers as they develop their career.

Feeling a sense of worth appears to be a significant motivator that increases the commitment of my informants and contributes to keeping them at a high level of motivation. My informants differ in their understandings of self-worth. However, generally, intangible recognition and pupils' high achievement appeared to be the main factors that would lead to enhancing teachers' self-worth. For this reason, diagram 8.3 shows a relationship between high standard of work produced by pupils and intangible recognition, as many of my respondents/informants interpreted pupil achievements as a form of intangible recognition.

Intangible recognition in the form of appreciation by superiors also appears to be significant in terms of increasing motivation. An account from Female Teacher A might indicate the effect of this type of recognition (see section 7.3.3.4).

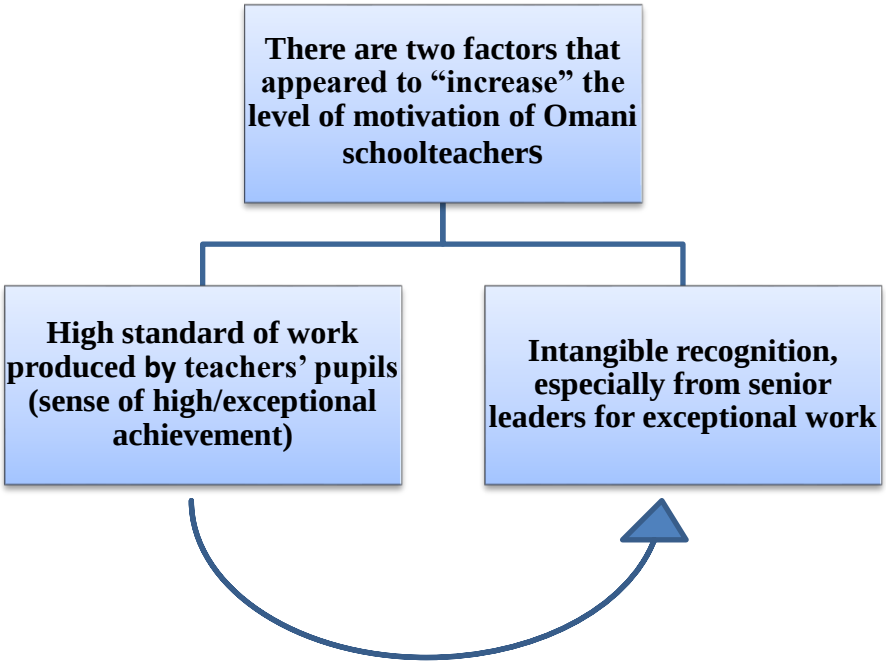


Diagram 8.3 shows two factors that appeared to "increase" the level of motivation of Omani schoolteachers. The arrow shows that many of my respondents/informants interpreted pupil achievements as a form of intangible recognition.

I should note that a sense of achievement appeared in diagram 8.2 as a factor that seems to motivate teachers to commit to perform their duties, despite pupils that might not perform well in their exam results. However, the sense of achievement that appears in diagram 8.3 seems to increase teacher motivation when s/he realizes that there is an exceptional outcome from her/his work.

8.5 Factors (guarantors) that appear to contribute to Maintaining the Level of Motivation of Omani Schoolteachers

Analysis of my data has progressively helped me to identify six factors that appeared to be important to maintain the level of motivation, taking into account factors that might motivate teachers and factors that might reduce their level of motivation.

Generally, the analysis of my findings identifies the following as fundamental to the stability of the level of motivation: feedback, autonomy, partnership, teachers' growth, mission, collaboration and support. Diagram 8.4 introduces the six factors (guarantors) that seem to keep and maintain teacher level of motivation and offer/ensure the necessary environment for the 'motivators'.

Interestingly, the importance of these six factors were consistent with the views of previous researchers such as Oliver (2008), Darling-Hammond (2003) and Sergiovanni (2004), who all argue that a successful motivational environment can be attained by, for example, allowing teachers to participate in decision-making, collaboration, and helping teachers to engage in professional discourse with other colleagues. In another context, Walker and Symons (1997: 17) conclude that when the leading theories on human motivation are viewed as whole, five themes emerge: human motivation is at its highest when people 1) are competent, 2) have sufficient autonomy, 3) set worthwhile goals, 4) get feedback, and 5) affirmed by others. Walker and Symons add that these themes should not be independent, but rather interdependent.

Diagram 8.4 shows the main factors (guarantors) that appeared to contribute in maintaining the level of motivation of Omani schoolteachers.

Further, what I propose in Diagram 8.4 might be consistent with both definitions of motivation of Walker & Symons (1997) and Evans (1999). It seems to me that examples of a "condition….that encompasses all of those factors that determine the degree of inclination towards engagement in an activity" (Evans, 1999: 7) are those included in diagram 8.4. Of course, consistent with Evans' (1999) definition, the motivation of schoolteachers is not maintained by the same factors.

Bandura (1991) suggests that individuals expect a desired outcome from their planned actions, by setting goals for themselves and planning procedures for actions designed to actualize valued futures. It is true that the most significant desired outcome for my informants/participants was seeing their pupils learn and succeed in their lives (see for example, section 7.3.3.1). However, it seems to me that their understandings of desired outcomes might be extended to encompass other factors such as these six guarantors. Interestingly, these guarantors should work to maintain teachers' level of motivation, and at the same time, my respondents/informants enjoy/would enjoy practising them in the school context.

I mentioned earlier that Herzberg (1968) gave attention to the fact that there are factors other than pay that might contribute to work motivation and inspired the notion of job enrichment. In my view, these guarantors might reflect the notion of enriched jobs which are characterized by greater amounts of variety, autonomy, feedback, more challenging and responsible work and more opportunities for advancement and growth (see for example, Paul *et al*., 1969; Steers, 1975; Steers & Spencer, 1977; Hackman, 1980).

In the rest of this section I will discuss, briefly, these six factors (guarantors) and then provide a summary.

8.5.1 Feedback

There are some issues that emerged from the analysis of my data (quantitative and qualitative) that need more attention such as regular feedback to teachers. My participants/informants talked, on many occasions, about the importance of explicit and implicit feedback. According to these participants/informants, feedback may provide solutions to some difficulties that they face which might represent threats to their level of motivation.

Generally, feedback is important to teachers and appears to contribute to enhancing many aspects that are related to teachers' personal and professional development. In other words, feedback to teachers should be linked to teachers' teaching competences and effectiveness. This has been explored in the literature – in general terms by Waldersee and Luthans (1994) and Chhokar and Wallin (1984), and more specifically by Barton and Wolery (2007); Noell, *et al*. (2000); Evans (1999); Rose and Church (1998); Noell, *et al.* (1997); Brinko (1993) and Cohen (1980). Brinko (1993) argues that the most promising way to fundamentally enhancing teaching is to provide teachers with individualized formative feedback. Brinko considers this method to be extremely powerful only if those who provide feedback to teachers are appropriately trained in feedback-giving practice (pp. 13).

The theory of goal setting (see for example, Locke, 1968; Locke and Latham, 1990a) is probably close to my understanding of feedback as it attempts to define the conditions required in order that the goal setting process produces the best performance. In Locke (1968), clear goals and appropriate feedback are necessary to motivate an employee. Locke and Latham (1990a) argue that there should be appropriate feedback in order to keep performance on track.

Going further, Evans (1999: 85) states that "The form of recognition that works is positive feedback on their work from people whose judgement teachers value and respect". Evans adds that these "people are most likely to be colleagues" (pp. 85). Evans (1999: 87) also finds that "Teachers who were given positive feedback on their work by their headteachers reported higher levels of motivation than those who were not". My participants/informants valued visits from heads who showed interest in their work, especially when these visits were followed by constructive discussions (see section 7.3.3.2).

It appeared to me that such discussions seem to motivate teachers, and would certainly maintain their level of motivation.

Meaningfulness (see Hackman and Oldham, 1976; Hackman, 1980) was part of my teachers' feeling of significance. It can be inferred from my findings that, generally, meaningfulness was increased when teachers practiced autonomy, experienced clear roles and were given a positive and clear feedback on their teaching. This was evidenced by some incidents that were narrated by my participants/informants such those presented in chapters 6-7. Firestone and Pennell (1993: 503), assert that feedback and autonomy "go hand-in-hand because

knowledge of results is not meaningful unless teachers attribute the activities that produce the results to their own actions and view the results as valid". Interestingly, positive feedback from their pupils is considered as a powerful encouragement that appears to maintain my teachers' level of motivation (for example, section 6.3.2).

In my view, schoolteachers are expected to perform better when they are given regular assessments of their progress, because this provides useful guidance on future actions. The knowledge of results - of job done -, and experience of progress can be considered as effective methods that seem to maintain the level of motivation (Maier, 1955).

8.5.2 Autonomy

We may understand autonomy as the independence and freedom to 'paint one's own picture (Sarafoglu, 1997). Table 16.5 in Appendix **16** shows that 64.5% of the respondents in my research reported "Always" in response to the following statement: "My head teacher offers the teachers a measure of freedom for planning their classroom procedures". The headteachers reported that they could give their teachers only a certain amount of freedom at school because of the limits imposed by the Ministry of Education's regulations. Therefore, when 64.5% of the respondents reported that they were offered some freedom, they were referring to the level allowed to them by their headteacher within the limits of her or his authority. Moreover, 81.4% of respondents reported that they were able to choose how to organize their lessons which reflected the autonomy offered to them by their headteachers. However, 38% disagreed that they had freedom in scheduling their classes which referred to the regulations issued by the Ministry of Education, over which their headteachers had no control, such as the number of teaching classes per teacher, or class size. Therefore, this point emphasized the level and type of support that headteachers could offer to their teachers.

My respondents related, strongly, between the amount of autonomy and freedom to perform their duties, and the power of intrinsic motivation that they might obtain from teaching (Table 16.3, in Appendix **16**). They wanted to exercise some sort of responsibility and leadership that might lead to their satisfaction. However, I think that teachers should be offered autonomy which is not open-ended, and this autonomy should meet school and Ministry goals. In this respect, I would stress the importance of clarity of teaching's goals. Role ambiguity, which was

repeatedly addressed by my respondents/informants, has various effects on teaching. I think explicit goals and clear roles should be set for teachers so that they can utilize the maximum freedom in exercising their responsibilities and leadership within the issues that relate, directly, to their teaching.

In respect to this discussion, Deci *et al*. (2001) state that greater sense of autonomy and more opportunities for self-regulation can enhance intrinsic motivation, which appears to help teachers to deliver better quality education. Deci, *et al*. (1997: 69) argue

> Valuing and supporting teaching means…to experiment and try new approaches; it means freeing them [teachers] from pressures to comply or focus on imposed standards. Supporting self-determined teaching entails matching a person's skills with the demands of the job and then both placing the locus for decision making about teaching with the teachers themselves and providing informative structures that acknowledge competence and facilitate improvement.

Deci, *et al*. (1997) add that the aim of leaders who wish to see effective teaching would be to support a self-responsibility in which staff would be enthusiastic because they practice their desires to be competent and autonomous in their profession. In my view, practicing autonomy might lead to creativity in teaching, which in turn might benefit pupils from performing creative initiatives, and maintain the level of teacher motivation when they see their pupils learn.

Roussos (2003) finds that teaching inherently offers partial autonomy which is restricted to the classroom context. Some teachers do not make use of this partial autonomy because of, for example, polices imposed by the Ministry or inadequate preparation.

8.5.3 Partnership

It is true that, as in Evans (1998), not all schoolteachers want to participate in making school decisions. In my view, however, the majority of teachers in Omani schools, which are relatively new education systems (see section 1.4), want to exercise such participation, effectively and truly. According to my respondents/informants, their participation in making school decisions and goals can result on great benefit as they can link between these decisions and goals, and school facilities, access to resources, their abilities, and pupils' level of understanding. Moreover, teachers can make a routine review and evaluation to check the compatibility between school's decisions and goals, and its resources. Thus, it appeared from my

findings that there is a big challenge beyond making a set of goals and decisions, as headteachers and the Ministry officials can make a set of goals and issue a list of decisions, however, the matter is who and how these decisions can be practically implemented in the context.

My participants argued that their inability to influence or raise their opinion regarding educational matters in their schools, and the unresponsiveness of the Ministry officials regarding many of their suggestions and initiatives have boosted their feelings of powerless and dissatisfaction. Such feelings of powerless and hopelessness, can, as reported by my participants/informants, if repeatedly occurred, cause a serious reduction in the level of teacher motivation (e.g. section 6.3.4). According to Chigbu (2006), involving teachers in decision-making by headteachers is considered a significant motivational factor which teachers value.

In my view, when teachers participate in making school decision, they are expected to believe in these decisions, which seem to make teachers endeavor to implement them as planned (see section 6.3.4). In this respect, Ellis (1987) asserts that employees can endeavour to reach their goals if they take part in creating and know the goals towards which certain behaviour is directed and the ways in which a person might behave. Those employees should be given a 'status of membership' (Deci and Ryan, 1985), which means that employees should reassess their position as individual performers of tasks and, instead, learn to think of themselves as interdependent units (Deci and Ryan, 1985).

According to my participants/informants, the meaning of partnership that they seek and wish to practice in their schools goes beyond only participating in making school decisions. It involves other practices in that we should consider schoolteachers as leaders within their schools who have the opportunity to produce educational strategies, evaluate Ministerial policies and have a say, if necessary, in wider educational decisions. Partnership means teachers should not be only implementers of policies issued by top management; they should also be treated as active and responsible professionals. These findings were evidenced by the outcomes of the questionnaire survey and focus group discussions. For example, the responses to many of the questionnaire's statements might indicate the level of their participation in school matters. When the respondents agreed or disagreed with a questionnaire's statement, they appeared to reflect the level of their involvement. For example, more than two thirds of the respondents disagreed with these two statements "I usually have plenty of time for preparing lessons and assessing pupils'

work", and "I always have enough time to meet individual pupils' needs" (Table 16.4 in Appendix **16**). In my view, in order to understand these statements and respond to them, headteachers should listen to their teachers' views and take their opinions into consideration. In this particular context, Albelushi (2003), finds that the roles of Omani teachers need to be changed, in that they should be given the responsibility of participating in decision making. Albelushi continues that although the implementation of this policy will require a total systematic review of Omani current educational philosophy, the results are likely to be most rewarding for all concerned.

Some headteachers who participated in this research had implemented policies designed to motivate their teachers by meeting their needs. However, these policies would have been more effective if the teachers had been included in the planning of such policies, as was recommended by my participants in response to the following question during the focus group discussions: "What made certain motivation strategies successful or unsuccessful? How would these strategies sustain or reduce the level of enthusiasm for the profession?" (see section 6.3.4). My participants emphasized "positive participation" as a general theme of this question. Teachers should be engaged in creating these strategies as well as implementing them. According to my participants, in addition to maintaining the level of motivation, positive participation in managing school matters can be an important source of recognition.

8.5.4 Teachers' growth

I initially hesitated to consider teachers' growth within the six factors that presented in diagram 8.4 because continuing professional development was already considered among factors that motivate teachers to perform their duties as presented in diagram 8.2. However, I decided to add teachers' growth as I realized that CPD is only one form of teachers' growth that might help them to fulfil their self-actualization and maintain their motivation. My understanding of teachers' growth is that we need to help our teachers to discover their abilities and competences. We should be concerned about them both professionally and more broadly. For this reason, it appeared that CPD is part of wider understanding of teachers' growth though this will also involve considering other aspects such as pre-service preparation and career structure of teaching.

Many of my respondents indicated that they were inadequately prepared, at college, to face and deal with different situations in the school context that might relate, for example, to pupils, headteachers, parents and curriculum. However, my respondents also tended sometimes to refer to the limitations of in-service training workshops. For this reason, we, as educational leaders and trainers, should review the quality of, both, pre-service and in-service courses. My participants raised an interesting point regarding the possible relationship between good preparation of headteachers and the quality of in-service courses for teachers. They argued that if school headteachers were adequately prepared to be school heads, they, consequently, might suggest and conduct good and focused training courses for their teaching staff. Headteachers preparation and their leadership style, and the possible relationship to teachers' training courses and, in general, their level of motivation can be part of a wider understating of teachers' growth.

Many of my respondents/informants were keen to participate in in-service training, but, unfortunately, the quantity and quality of annual in-service training courses were not enough and did not satisfy their eagerness to improve their teaching skills and keep them updated. In my view, in-service training is an aspect that seems to help teachers professionally and also to satisfy their self-esteem and self-actualisation, as it keeps them informed and enables them to deliver quality teaching.

The understanding of teachers' growth might be extended to the career structure of teaching. My participants/informants advised that the current career structure should be revised and there should be different career structures that allow teachers to move from a position to another during their service. At the present time, as many of my participants/informants argued, a teacher can remain in the same position, for example: math teacher, from the time s/he starts teaching until her/his retirement. We should work to create a way that helps to promote teachers with new positions and titles inside their school, and it should not be connected with salary schedule, as monthly salary, in Omani schools context, is beyond the control of schools. Creating new plans for teacher career might enable them to feel that there is a positive meaning for their growth.

I should mention that "teacher growth" as a term was raised by my respondents, and I translated it from Arabic to English. However, it appears that there are other terms might incorporate the understandings of teacher growth such as teacher development, professional

development and professionalism. Some of my suggestions in this section might reflect what Evans (2011 and 2008) suggests: behavioural, attitudinal and intellectual development. I believe that the issue of teacher growth within the Omani school context is important and needs more investigation, which is beyond the scope of my present research. This importance was also addressed by Alhinai (2002) who contends that if Omani teachers are required to be responsible for Omani educational initiatives, then the reforms should be extended to their work and productivity. Alkitani and Albelushi (1997) also assert that no reform, however well planned, is likely to be successful if teachers are not equally well prepared for it.

8.5.5 Mission

It could be inferred from my findings such as Table 16.5 in Appendix **16** that when schoolteachers and their heads share similar values and beliefs about teaching and education this might increase the strength of their relationships, as they share something in common. According to Chigbu (2006), teacher motivation can be maintained if schoolteachers and other stakeholders have common goals that unite them and all work towards achieving them.

It appeared from my findings that teacher motivation would be maintained if teachers have a clear mission and their targets are identified (see sections 6.3.4, 6.3.9 and 6.3.10). The benefit of clear mission is extended to feelings of purposefulness and meaningfulness. However, as Joffres (1998) argues that teachers' failure to live up to their internal sense of mission appears to boost their feelings of frustration and meaninglessness which might lead, usually, to reduction in the level of their motivation to teaching. I think it is important that Omani teachers should not be in the stage that makes them feel purposelessness. They should have a clear mission and should have the opportunity to raise their voice in aspects that relate to teaching responsibilities. It is also important to remember that, the accomplishment of goals can produce satisfaction, whereas the failure to do so can result in reduced motivation and performance (see Mitchell and Daniels, 2002).

My respondents/informants feel 'deeply' motivated when they could complete, successfully, their teaching plans and achieve their prescribed mission. This was evidenced by the outcomes of the questionnaire survey and focus group discussions. The majority of my respondents argued that teaching provided them with a sense of achievement (Table 16.3,

Appendix **16**). Also this finding might be inferred from sections such as sections 6.3.3 and 7.3.3, where the participants/informants referred to achievement and seeing their pupils progressing among top motivators. In addition to that, when the respondents/informants stressed that role overload and role ambiguity were two aspects that might make them feel frustrated, they, on the other hand, wanted to fulfil their teaching goals. This, however, is related to many factors in their teaching context, such as access to resources, autonomy, and no workloads.

My respondents found, on many occasions, difficulty understanding the exact description of their roles as schoolteachers. They argued that they, generally, would not be able to perform their best in teaching if their roles are ambiguous. For this reason, as suggested by Alhinai and Alhinai (2005), there is a need to examine teachers' job descriptions in the Omani school context, in particular the suitability of the tasks which teachers are expected to undertake, the time allotted to them and the preparation required. This is because, as stated by Locke (1978), employee behaviour is directed and purposeful, thus we might be able to understand the purpose of a schoolteacher's action when we know the motive and the goal behind that action (see Maier, 1955; Bindra, 1959; Vernon, 1969 and Evans, 1975). For this reason, Locke (1996) considers intentions to work toward a goal as a major source of motivation.

A matter of identity seems to be an important aspect that might relate to teacher motivation. If teachers believe that they are multi-purpose workers, but not professional teachers, this will distract them from their core business. This point raises an important argument about what might motivate me as a teacher and what the educational system in my school is trying to achieve. According to Nias (1989) the role conflict might result in losing occupational identity. Nias argues that if the occupational identity is clear for teachers, this in turn will make them seek work-related skills, resulting in greater impact upon teaching duties. If a teacher knows about what s/he is trying to do and assuming that s/he accepts these goals as valid for her/him, they are more likely to be able to determine what skills are relevant and what should and can be done to acquire them. On the other hand, Nias highlights that the teachers who do not incorporate "an occupational identity into their self-image either leave teaching or lose interest in it" (pp. 3). In Omani schools, teachers might not leave schools; however, if they experience obstacles, they might lose enthusiasm to perform their best.

8.5.6 Collaboration and Support

Support and collaboration are important aspects that appeared to enhance teacher motivation (see also Oliver, 2008; Quartz & TEP, 2003). According to Oliver and Quartz and TEP, teachers' daily duties and experiences seem to have significant impact upon teachers' commitment to their schools. Especially, support from school heads can make teaching more enjoyable, as my respondents/informants argued (see section 6.3.8, and Table 16.5, in Appendix **16**). This kind of support would help teachers to focus their attention on teaching aspects that are related to pupils' learning (see sections 7.3.3.2 and 7.3.3.3).

It appeared from my findings that school headteachers can play a significant role in enhancing and maintaining teacher motivation if they: 1) believe that her/his teachers need support, 2) adopt and practice practical strategies to support and collaborate, 3) if schoolteachers believe that they are really supported by their heads. In my view, headteachers should promote professional and social collaboration between school staff. Support and encouraging collaboration between teachers can benefit headteachers, in terms of helping in fulfilling school's goals, and appear to be a source of teacher motivation and professional growth for them. I should note that these benefits appeared implicitly and explicitly during discussions with my participants/informants as might be inferred from sections such as sections 6.3.8, 6.3.10 and 6.4.3.

I perceived from my findings, as also asserted by Albelushi (2003), that the teachers wanted from their heads direct attention and, evidence of caring for them as professionals and humans (see also section 8.5.4).

In my view, heads should give attention to professional usefulness of teachers to school, and to their aspirations and concerns. This seems to me an important aspect, as support from heads should go beyond offering help and facilitating teaching duties, to support teachers in their professional and social developments. This particular point was mentioned by many researchers, such as Darling-Hammond (2003); Oliver (2008); Sergiovanni (2004) and Wheeler (1999) who, generally, argue that effective headteachers offer different kinds of support needed for teachers. According to these researchers, this support might range from providing instructional leadership to give recognition for good work. When teachers experience these kinds of support they are expected to move their attention from satisfying their basic needs to focusing on pupils' needs

and development (ibid). In my view, this might be an example of how these six factors (guarantors) can benefit and maintain the level of motivation, as the result of offering different kinds of support to teachers that seems to shift their concerns to go beyond doing their daily duties, to concern about delivering better and quality teaching.

I should note that, it is not necessary that headteachers provide support and help by themselves. They also can provide indirect support by, for example, providing materials and resources at schools and create a collaborative environment that encourages schoolteachers to help and support each other. The Ministry of Education in Oman can support schoolteachers by supporting headteachers' plans or subject leaders that aim at establishing collaborative environment within the school context.

8.5.7 Summary of these Six Factors: Keeping Motivation on Track

In summary, I have suggested these six factors (guarantors) that appeared to be important to guarantee the stability of the level of teacher motivation. These six factors, if properly understood by school management and Ministry officials, could be expected to 1) maintain teacher motivation in a high level thus ensuring: quality performance and enjoyable teaching, and 2) might also offer protection against the reduction of the level of motivation. These guarantors can be seen as intrinsic to the teaching professions, and relating to core elements of the teacher's self-image. However, I discussed earlier (see section 7.3.3.9) the importance of extrinsic rewards such as monthly salary. The positive effects of intrinsic factors were broadly discussed by previous researchers such as Medved (1982); Green (1992); Pennington (1995); Ryan and Deci (2000a); Ryan and Deci (2000b) and Addison (2004).

Interestingly, my conclusion regarding the benefits of exercising these six factors was consistent with McCormick (1997) who suggests that motivation can be maintained and stress can be reduced by clarifying the employees' responsibilities, encouraging mutual support among colleagues and others and allowing employee participation in management and decision-making (see also Cosgrove, 2000).

I consider these six factors as examples of conditions that might encompass motivating factors (see Evans, 1999), and lead teachers to full and appropriate engagement as described by

HE Saleh Almamari (see section 1.7). Of course, some factors may be found to have a stronger influence on any given teacher than some other factors. This might be because teachers have different amounts and kinds of motivation which, as described by Ryan and Deci (2000a), is about the attitudes and goals that give rise to action. For this reason it is expected that schoolteachers would differ in their level of motivation and in their perceptions regarding the factors that might relate to their motivation, a view that was supported elsewhere such as Evans (1998, 1999); Kusereka (2003) and Addison (2004).

It might be inferred from my findings that considering these six factors within the school context, may reinforce the feelings of belonging (e.g. collaboration), purposefulness (e.g. mission), self-confidence (e.g. autonomy) and self-worth (e.g. feedback).

The Ministry of Education should conduct further investigations into the operation of these factors in the actual school context.

8.5.8 A Diagram of Teacher Motivation: A Summary of my Findings

I mentioned earlier that the analysis of my findings helped me to realize that it would be important to distinguish between four kinds of factors in order to get better understandings of the motivation of Omani schoolteachers. As a summary of this project, diagram 8.5 shows the main findings of the study. It presents several steps. For the purpose of presentation, I numbered these steps; however, these numbers do not mean any order of importance. (1) Affect: In my view, understanding teacher motivation starts from identifying the factors that attract Omanis to teaching. Pre-service beliefs and perception about teaching appear to affect teacher motivation in the following years. Table 5.21 and sections 6.3.1 and 7.3.1 showed that the majority of Omanis chose teaching for intrinsic factors. Moreover, the analysis showed that those teachers were higher motivated than those who chose teaching for extrinsic factors (see also Rokeach, 1973; Richardson, 1996; Sarafoglu, 1997; Joffres, 1998; Sergiovanni, 1992 and Salisbury-Glennon & Stevens, 1999). (2) Develop: I found that, after teachers spend some time in their schools, certain circumstances make those teachers to be less occupied by these initial factors that attracted them to teaching, and move to later factors (see also Chigbu, 2006). (3) Contribute to: For my teachers, these later factors (motivators), which are presented in diagram 8.2, motivate them to

do their job (see also Dinham & Scott, 1998; Dinham & Scott, 2000; Evans, 1998; Evans, 1999; Marston, 2010; Oliver, 2008; Knowles, 2008; Rhodes *et al*., 2004 and Pennington, 1995). (4) Threaten: Stressors appeared to influence negatively upon teacher motivation and teacher job satisfaction (see also Leithwood and Beatty, 2008; Butt and Lance, 2005 and Czubaj, 2001). (5) Maintain, Protect and Mitigate: I identified six factors (guarantors) which appeared to be important in protecting and maintaining teacher motivation, and mitigating the intensity of the impact of stressors, and offering/ensuring the necessary environment for teacher motivation. Although that there is no direct arrow between these guarantors and satisfaction, the positive effect of these guarantors on motivation seemed to affect job satisfaction (see also Oliver, 2008; Darling-Hammond, 2003; Sergiovanni, 2004; Walker and Symons, 1997). (6) Relate: Although motivation and satisfaction are two different terms (even in the Arabic language), it appeared in many occasions that my respondents/informants used to refer to them interchangeably (see section 7.1, and also Evans, 1998 and Müller *et al*., 2009).

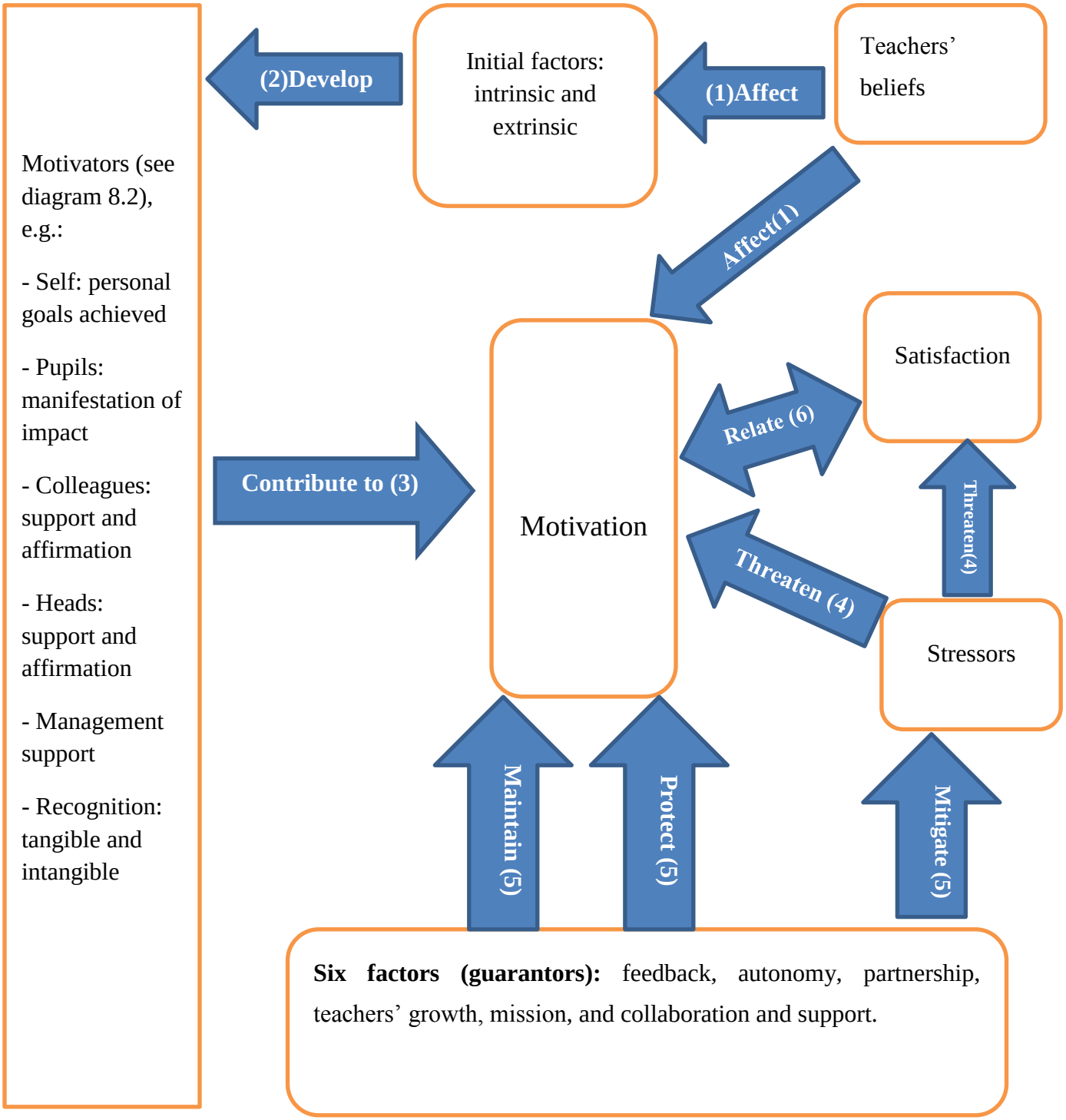


Diagram 8.5 shows a "diagrammatic summary" of the main findings of the study.

8.6 Implications for School Systems in Oman: Recommendations to the Ministry and Headteachers

In this section some implications for school systems in Oman are presented. Other implications are presented in Appendix **18**.

8.6.1 Teachers' participation in the school's decision-making can be considered a priority for maintaining and refreshing their motivation. Teachers feel that they are acknowledged and appreciated when their opinions are heard. Most of the time, they make useful suggestions concerning the progress of their pupils, for example, the curriculum, assessment and discipline. Where children are genuinely valued, the school's discussions, decisions and policies are focused on the pupils' progress and the teachers' skills, thus contributing to expanding the teachers' knowledge and increasing their effectiveness in the classroom.

8.6.2 It is strongly recommended that the Ministry in Oman conduct a comprehensive review of all policies affecting schools and the teaching staff to check for sources of teachers' difficulties. In addition, the Ministry ought to implement a policy that provides teachers with regular feedback, and with certain guarantees with regard to autonomy, leadership, empowerment, inclusion and creativity.

8.6.3 There should be a gradual dissemination of a culture of decentralized decision-making in education from the Ministry headquarters to the school unit. The Ministry has begun to allow a margin of freedom in decision-making, but my findings suggest that it is not yet sufficient. The Ministry officials and the regional authorities ought to put themselves in the shoes of the teachers or headteachers to know whether a decision is fair and acceptable to the school staff. This concept was described by Sergiovanni (1992) as the 'moment of empathy'. The teachers suggested that the Ministry officials should teach two periods weekly at a school. Thus they would be part of the school staff, which would help them understand the local situation. They would then be in a position to make decisions as teachers rather than as civil servants in an office far from the reality of the classroom.

8.6.4 The teachers suggested that they be allowed to have a say in the decisions directly affecting them, such as the number of periods they were to teach, the number and level of classes for which they were to be responsible, and that they should not be transferred to another school without their knowledge and consent.

8.6.5 Omani teachers considered working with their colleagues a positive factor for their motivation, and it also might help to overcome the difficulties. In addition, collegiality creates a sense of acceptance, which increases commitment to the profession, and this encourages teachers to remain in it. It is recommended, therefore, that the school systems devise a policy that fosters collaboration between teachers, for it is a positive strategy that incurs no financial cost. Appropriate activities could be organized, such as team working, mutual visiting and focus group workshops, or other initiatives, such as a teachers' club or association in each region to bring teachers together for social and educational purposes. Many teachers enjoy communicating and interacting with others (see Table 5.21), and this attitude should persuade headteachers to provide opportunities for collegiality in their schools and incorporate them into the daily schedule. This policy appears to motivate teachers to make greater efforts, as they revealed in their responses to the research instruments.

8.6.6 The Ministry and headteachers should work to retain teachers in the profession. The concern, however, is not only about teachers remaining in the profession; it is also about maintaining their commitment, loyalty and effectiveness. It appeared, clearly, from my findings that teachers' commitment and motivation are affected by their headteachers' caring and concern for others. According to Joffres (1998), teachers are more loyal to headteachers who take an interest in their staff beyond the professional level by including the whole person. As I discussed earlier, this approach is a real morale booster for teacher motivation and strengthens their feelings of efficacy.

8.6.7 Headteachers and supervisors should be provided with training courses and workshops that make them aware of what might motivate schoolteachers. It is recommended that headteachers be provided with greater authority to make decisions and generally manage their schools. In this context, Addison (2004: 181) maintains that "school leaders need to be given resources to support teachers in fulfilling their role effectively", thereby maximizing their motivation, job satisfaction and commitment.

8.6.8 Teachers should be encouraged to deliver high standards of teaching, and headteachers should develop their teachers' confidence in their ability, and should observe and evaluate their teachers' performance. When teachers experience success and enjoy its rewards, it appears to lead to sustained motivation. Sullivan (2001) contends that headteachers should be encouraged to create an environment in which teachers are aware

that their work has meaning and is appreciated. This can be achieved by planning a system under which teachers know that they will be rewarded for good work done. It appears that it is important to promote collegiality, to work towards shared values and mutual respect between teachers. The attention of the school management should be directed to the motivated teachers to increase their commitment and to those who have not yet achieved the required standard to help and encourage them with tangible or intangible rewards.

8.6.9 The diagram presented in 8.4 displayed six factors that seemed to be important in motivating our schoolteachers, maintaining their level of motivation, and providing them with some protection against difficulties that might face them during teaching by, for example, listening to teachers' voices, taking their concerns into consideration and providing feedback accordingly. I suggest that the staff at the central training centre at the Department of Human Resources Development, Ministry of Education, should prepare and conduct workshops with some Ministry officials to consider this diagram and examine to what extent headteachers and other regional authorities are aware of, or work with, such factors in mind.

8.7 Recommendations for Further Research

There are some issues that are beyond the scope of this research. However, since they are related, they deserve investigation.

8.7.1 To have a comprehensive view of motivation in Omani schools, it is strongly recommended that the following two topics are researched:

a. The motivation of Omani school headteachers.

b. The motivation and success of school pupils.

As far as is known, there has been very limited research conducted into these topics.

8.7.2 As mentioned above, there is a need to conduct a comprehensive study among student, teachers and novice and veteran teachers to identify the "successful courses" that increased their confidence and motivation. This should enable the amendment of courses that were less helpful in teacher training, especially those which focused only on theory.

8.7.3 There is a need to study the effect of parents' participation in school matters and pupils' learning upon teachers' motivation. It should include the results of the parents' participation and how they could make a positive contribution.

8.7.4 The teachers agreed that their colleagues had a significant influence upon their motivation and performance and also in reducing their feelings of stress. Therefore, it would be useful to conduct a more detailed investigation into the influence of collegiality upon schoolteachers, and how the school management could utilise it in motivating teachers.

8.7.5 The teachers reported that the main cause of stress was an overload of administration and other non-teaching duties. Therefore, it is strongly recommended that this matter be investigated: What exactly are these duties and tasks? Why – from the point of view of the teachers – are they stressors? How can they be reduced?

8.7.6 The relationship between leadership style and teachers' motivation, commitment and stress should be investigated. It appears that some styles have a more positive influence than others on teachers.

8.7.7 There is a need to study the relationship that might exist between teachers' cultural beliefs and their level of motivation.

8.7.8 Understanding the relationship between motivation and satisfaction appeared to be an important aspect that needs to be researched within the Omani school context.

8.8 Concluding Remarks

In conclusion, it appeared to me that my respondents/informants wanted to state clearly that "we are here". They argued that they wanted others to make an effort to listen to them, hear them and respond to their concerns. It appeared to me that our teachers have been shouting loudly for a long time. They wanted to be partners in school management and requested better recognition for good work. They wanted to alleviate their difficulties and have support and collaboration from their heads and Ministry officials, with a focus on teachers' growth as professionals and humans.

I tried to summarise in diagram 8.5 what Omani schoolteachers wanted to raise in the course of this research. The factors that appeared to motivate teachers, and those factors that seemed to maintain their level of motivation, generally, reflected teachers' voices and concerns.

‘We are here’, seems to be a message to school headteachers. Ministry officials need to give special attention to Omani schoolteachers to, as Karaba (2007) argues, ‘change what is, in the hopes of what can be’.

Teachers’ understandings, as reflected in the main studies, considered teacher motivation as a notion that is connected to certain issues such as, how satisfied they are in their teaching career, productivity, how committed they are to teaching, the removal of stressor constraints and how they cooperate with other school members. However, they sometimes talked about motivation as theory. Based on the arguments of my teachers about motivation, I came up with this definition: teacher motivation can be seen as “a state that offers a teacher the factors that might prompt her/him to full engagement in performing teaching duties, thereby enhancing teaching outcomes”. It is true that I did not ask the respondents/informants to define motivation as a term, yet I could conclude with this definition as a result of the analysis of the focus group discussions and interviews.

There is a reason to believe that Omani schoolteachers are a group of dedicated professionals. Their dedication is evidenced by the finding that more than two-thirds were motivated and more than three-quarters were satisfied. It is also evidenced by the fact that teachers report that the most important factor in their profession is to teach children, and the most enjoyable factor was working with children and guiding them to success in their studies, in addition to being productive in society. According to the discussion of my research, Omani teachers have traditionally been committed to and satisfied with their profession. Nevertheless, they reported that they were highly stressed and facing some difficulties mainly owing to (1) an overload of work; (2) excessive educational initiatives; and (3) role ambiguity. It might be true that, these external factors seem not to obscure the motivation of working with pupils and helping them to learn. Yet, if stress continues, it might affect the quality of teaching. The fact that 80.0% of our schoolteachers reported stress should make all concerned about education in Oman think and offer practical steps in order to mitigate this. In this respect, I think, to overcome these difficulties, teachers should believe that they can get better solutions in relation to these difficulties, and seek advice and help from other school staff that have the ability to, offer support.

One of the main findings of my research was that school headteachers appeared to be a significant figure in motivating schoolteachers. This result was evidenced by findings that appeared from my data (for example section 7.3.3.2). Reviewing factors that appeared in sections 8.3-8.5 seemed to indicate that heads have a vital role in initiating, fostering and promoting factors that can motivate and maintain the motivation of their teachers. However, this point would imply other inquiries regarding the awareness of headteachers of their significant roles in motivating their teachers, and are they prepared to do so. The responses that appeared in sections 6.3.8, 6.4.3 seemed to provide encouraging results. However, in my view, these issues require further investigations.

A significant contribution from my present research that was not, broadly, discussed in previous Omani studies was that Omani schoolteachers are motivated and committed to their teaching, despite some difficulties that face them in the school context. An example of a recent Omani study directed at study motivation of Omani teachers was Alhabsi (2009). Alhabsi states that the level of motivation of –Omani- teachers seemed disappointing. The significant contribution of my research might surprise some Omani people, among them schoolteachers, parents and Ministry officials. This is because there was a general impression that Omani schoolteachers are generally demotivated because they are stressed as a consequence of difficulties they face. I likewise had the same negative impression from my contacts with Omanis and my regular supervision visits to Omani schools across the country. In the light of my evidence, this impression seems disproved. Yet, I completely agree that schoolteachers are stressed, as appeared from my research. I believe there has been a misconception in diagnosing the symptoms. Many Omanis – I among them but not anymore- considered stress symptoms and frustration of Omani teachers as demotivation. However, this is not the case; being stressed is not in itself evidence of demotivation.

Social support can reduce psychological distress at school, particularly when it comes from headteachers, subject leaders and colleagues. Yeung and Yeung (2002: 7) assert that a "facilitative working environment [is] significant in reducing job stress and enhancing job satisfaction." Although some of the teachers in my research could accept stress as a positive challenge and a motivator, others experienced psychological distress and needed help from leaders and colleagues.

Teachers highlighted the difficulty in achieving a balance between fulfilling their teaching responsibilities and coping with other demands made on their time during the school day; a situation that caused them, as expressed by Butt and Lance (2005), 'intense dissatisfaction'.
For this reason, we need to consider the notion of work redesign with the school context, which as I stated earlier, reflected my suggestion that conceptualising teacher motivation can be affected by redesigning teaching duties.

Encouraging teachers and inspiring them with feelings of efficacy are essential tasks for the school management and the Ministry officials. One important message that teachers wanted conveyed to those civil servants was: "We need to be valued and acknowledged". Based on the understandings of my teachers, and my own view, this can be achieved by practising the six factors (guarantors- 8.4) within the school context, and considering the steps that appeared in diagram 8.5.

The current research concludes that if school management supported and energized teachers by meeting their motivational needs and reducing the sources of stress, the result would be a much happier environment and improved productivity in the school classroom from both teachers and pupils. My research should form the framework for headteachers to begin to, as Munson (2002) argues, 'catch teachers doing something good', rather than looking for areas to mark as 'needing improvement'.

The findings of my research should help educators in Oman understand teacher motivation, and also help them create suitable policies to maintain teacher motivation and enthusiasm and alleviate their stress.

My research showed that teacher motivation was reflected not only in the teachers' enthusiasm to work with their pupils, but also in their feelings and attitudes towards teaching as a profession. Teachers considered the intrinsic factors such as their relationship with their pupils, colleagues, headteacher and the local community, and the essence of teaching itself to be the most important basis of their work motivation. Therefore, Omani researchers are invited to conduct more detailed investigations into the motivation of schoolteachers as already recommended.

My research has identified some key variables affecting motivation, which should help direct attention to previously neglected aspects of the working lives of Omani schoolteachers, and help in planning improvements in their working conditions. I believe the summary of my research presented in diagram 8.5 provides directions that help in identifying motivational sources. What I do not want to imply, however, is that this diagram and my suggestions represent the only blueprint for action. That said, I believe the outcomes from my research could provide developmental impetus for action to enhance the professional effectiveness of Omani schoolteachers in light of the ways in which these teachers conceive of their own work motivation.

Finally, it seems to me that my study has shown that, in general, the western, English language literature on motivation in general, on work motivation and on the motivation of schoolteachers is relevant to empirical research with the school teaching workforce in Oman, notwithstanding the cultural specifics of my country. My findings endorse those of such as Christopher (2004), Riley (2004) and Tziava (2003); though they contrast with the findings of Kusereka (2003), Wisniewski (1990) and Addison (2004). In addition, using the conceptual clarifications provided by Evans (1999) and Walker and Symons (1997), my work builds on the earlier research of Alhinai (2002), Albelushi (2003), Alhashmi (2004) and Alhabsi (2009), see section 1.5. However, I am sure that future researchers on the teaching workforce of Oman will have opportunity to revisit my view on the relevance of the literature and theory on which this study is grounded in due course.

At least, this research has contributed schoolteachers' voices to the debate and provided food for thought. In further research, teachers should be asked from their point of view what they see as the essence of the ideal teaching job and the ideal school environment. (As also highlighted by Evans, 2001b).

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Appendices

Appendix 1

Education reform and Basic Education in Oman

Oman is located in the south-eastern part of the Arabian Peninsula, with a total land area of 309,500 square kilometres and sharing borders with Saudi Arabia, the United Arab Emirates and Yemen. Its coastline covers the Arabian Gulf, the Gulf of Oman and the Arabian Sea. This location has given Oman its historical role in connecting the Arab Gulf states with the countries of Indian Ocean and East Africa (see Figure 1: Map of Oman).

Source:

http://web.moe.gov.om/portal/sitebuilder/sites/EPS/English/MOE/oman2.aspx

According to Oman's Ministry of National Economy (General Census for Population, Housing, and Establishments, 2003), the total population of the country in 2002 was 2,538,000, composed of 1,870,000 Omanis and 668,000 expatriates (26.3 per cent).

The Education Reforms

Basic Education was introduced in the academic year 1998/1999 and is gradually replacing the current three-phase education system. Basic Education consists of a primary stage lasting 10 years, followed by a secondary stage of 2 years. Particular attention is given to mathematics, science, IT and English language.

The Basic Law of the State, issued by Royal Decree No. 101/1996, states the following in the chapter on the principles governing state policy:

- Education is a basic cornerstone in the State's pursuit in overseeing progress in society.
- Education aims to promote and develop general cultural standards, develop scientific thinking, encourage the spirit of research and meet the requirements of all economic and social plans. It also aims to build a generation that is strong, both physically and morally; a generation that is proud of its nation, country and heritage; a generation that preserves the achievements of the nation.
- The State provides general education and works towards fighting illiteracy. It encourages the establishment of private schools and institutions under the supervision of the State, in accordance with the provisions of law.
- The State preserves and cherishes the national heritage. It encourages science, arts, literature and research.

The Ministry of Education has realised the inefficiency of its education system, because of its failure to achieve the desired outcomes of a skilled work force, which is desperately needed for the country's total developmental plans. In addition, new challenges were anticipated. This has persuaded the government, overwhelmingly, of the need to reform the education system. (Alhinai, 2002: 23)

According to Rassekh (2004: 10), there were several reasons why a thorough overhaul of the education system was required:

- the realization that the proportion of Omanis in the workforce should be increased and the problem of the shortage of qualified nationals should be addressed, even within the Ministry of Education;

- the realization that an oil-dependent economy is not viable in the long term because "oil is a finite resource, with its price at the mercy of external circumstances beyond local control". (11) Therefore, Oman should implement the following four-pronged policy:

    1. the diversification of the economy;

    2. the development of human skills;

    3. the effective exploitation of the available natural resources; and

    4. the creation of the suitable conditions to encourage the private sector to perform a greater role in the growth of the national economy. (11)

- the realization of the necessary preparation to meet the challenges of globalization: We shall do so through the improvement of our national capabilities, basing the economy on the firm foundation of international competitiveness and productivity, enhancing the performance of our institutions and recognizing the value of knowledge, technology and research. (12)

- the pursuit of democratization, which includes the rights and duties of the people of Oman, such as the right to education and literacy and "the obligation of the state to produce a generation physically and morally strong, proud of its country and its cultural heritage and equipped with the knowledge of modern science and technology". (12)

The thinking, on which the current education reform is based, is revealed in a statement in the document 'Reform and Development of General Education': "Education is seen as a capital investment". The basic elements of this reform are the introduction of new pedagogy, new educational technology, new curricula and new approaches to teaching and testing. 'It is a comprehensive reform that brought about new dimensions to education'.

The challenges facing Oman, particularly the need for self-sufficiency and the need to diversify the economy and keep pace with technological change, require new educational goals to prepare Omanis for life and work in the new conditions created by a modern global economy. These will require a high degree of adaptability and a strong background in science and mathematics, in order to apply independent, rapidly changing technologies, to Oman's needs. The proposed educational reforms are designed to achieve the knowledge, mental skills and attitudes that young Omanis will need to learn and adapt to, in light of the very different future most of them will face. ("Reform and Development of General Education", p.1, in Alhinai, 2002: 19)

Rassekh (2004: 33) argues that by the new education reforms, "we refer to those reforms that were planned and implemented after 1995, and particularly after 1998 when the Basic Education system was introduced". The discussion focuses on the following twelve main principles of the reforms:

1. improvements to the structure and procedures of the Ministry of Education;
2. introduction of different targets into the education system;
3. reassessment of the primary and secondary stages of the school system;
4. upgrading of the content of school curricula and textbooks;
5. new approaches in assessing the progress of pupils;
6. upgrading of teacher training;
7. modernization of the educational infrastructure;
8. reassessment and improvement of the organization of schools;
9. the promotion of education for special needs;
10. encouraging the private sector to invest in education;
11. continual assessment and upgrading of programmes;
12. an increase in the education budget, a particularly important additional reform measure.

The aim of the Reform and Development of General Education (1995, cited in Alhinai, 2002) is to improve every aspect of state education, so that Omani citizens are given the opportunity to achieve their full potential in life. Education is to be based on problem-solving, creative thinking and the application of technology. Therefore, it is essential that teachers and administrators are properly trained so that the pupils can learn and benefit from these skills.

From the beginning of his reign, Sultan Qaboos directed that expatriate teachers and other employees in education should be replaced with Omani nationals as soon as possible, therefore, Omanization has been one of the government's main aims. The Sultan's directive was based on the belief that education was the foundation of the development of Oman and was best given by Omani nationals, who had a greater knowledge than expatriates of Omani society (Ministry of Education, 1978, in Alhinai, 2002)

The challenge of Omanization has prompted the Ministry of Education to offer Omani nationals more opportunities for teacher training, both in Oman and abroad. For example, of all the teachers in the Ministry of Education during 2007–2008, 87 per cent were Omani nationals (53.5 per cent for females, and 33 per cent for males) and 13 per cent were expatriates.

Appendix 2

Main Findings from Selected –Omanis and non-Omanis- Theses and Dissertations

Author & Year	**Title/Nationality/level of education**	**Research Instrument**	**Main Findings**
Albelushi (2003)	-A study of Omani teachers' careers: A journey from enthusiasm… -UK -PhD	-Questionnaires -Interviews	• The research presents a clear linkage between the initial decision to teach, and the subsequent development of a commitment to teaching. • The overall findings illustrate the powerful role of socio-cultural forces on teachers' professional and personal development.
Albolushi (2002)	Teacher self-efficacy in relation to some variables in al-Batina North in the Sultanate of Oman. -Oman -MSc	Questionnaires	• The Omani teacher has a high self-efficacy.
Alharrasi (2005)	Burnout and some of its deter-minant factors among teachers in general- and basic-education schools in the Sultanate of Oman. -Oman -MSc	Questionnaires	• The majority of Omani teachers have a moderate degree of burnout. • The variable of "teacher stress" affects burnout.

Alhashmi (2004)	EFL teacher motivation and the factors influencing it in Oman. -Oman -MSc	Questionnaires	• Omani EFL teachers have a moderate teacher motivation towards their work. However, they are highly motivated in terms of satisfaction, confidence and autonomy. • Omani EFL teachers were found to be more intrinsically than extrinsically motivated.
Alhinai (2002)	Human resources development in an era of educational reform: An empirical investigation of policy and practice. -UK -PhD	-Questionnaires -Interviews -Case study -Focus group discussion	• There is a strong link between teachers' professional development and successful implementation of educational change. • School leadership and teachers' workplaces are important factors in teachers' professional development.
AlIraimi (1998)	Job satisfaction and the stimulating factors among public schools' principals in the Sultanate of Oman. -Oman -MSc	Questionnaires	• Omani school principals are generally satisfied with their jobs.
Alrasbi (2003)	Motivating and inspiring teachers: Some findings for school governors and head teachers in building teachers' motivation, job satisfaction and morale. -UK -MSc	Questionnaires	• The motivation of schoolteachers is influenced by both intrinsic and extrinsic factors. • Teachers perceive their needs and measure their job satisfaction according to factors such as promotion, opportunities of advancement, and participation in the decision-making of the school.

Barge (2004)	The relationships among teacher absenteeism, principals' leadership styles and teachers' frustration levels. -USA -EdD	Questionnaires	• No statistically significant positive relationship existed between the leadership style of the school principal and teacher absenteeism. • No significant positive relationship between teacher frustration level and teacher absenteeism. • However, there is a significant relationship between the leadership style of the school principal and teacher frustration.
Bassy (2002)	Motivation and work: Investigation and analysis of motivation factors at work. -Sweden -PhD	-Questionnaires -Interviews	• Skill variety, task identity, task significance, autonomy, feedback, environment, job security, and compensation through salary are the most critical factors for motivation of employees and their satisfaction with the job. • These factors contribute to the organizational commitment of employees. • The intrinsic factors may influence a person's attitudinal commitment. • The extrinsic factors may contribute to a person's behavioural commitment.

Bilolikar (1998)	Women and the teaching profession in India: Factors that motivate enrolment, general influences of teacher education programme, and career commitment. -Canada/India -PhD	-Questionnaires -Interviews	The major findings arising from the study were: 1. Primarily, many rural women between the ages of 26 and 30 years enrolled in the teaching programme in order to make a contribution to their wider society, and to raise their quality of life in the future. 2. Most participants' experiences within the teaching programme were positive. 3. Colleges of education played an important role in influencing participants' motivation and commitment towards the teaching profession. 4. The short duration of the programme, lack of integration of theory and practice, and an overloaded curriculum were concerns for student teachers. 5. Women student teachers experienced education and societal barriers in their lives.
Capa (2005)	Factors influencing first-year teachers' sense of efficacy. -USA -PhD	Questionnaires	The researcher identified three independent variables that are significant predicators of first-year teachers' sense of efficacy: 1. Teacher preparation program quality. 2. Principal support. 3. Characteristics of teaching assignment.
Christopher (2004)	A study of the perception of new and veteran elementary school teachers regarding stress factors that impact their careers. -USA -EdD	Interviews	• Teaching is a very stressful occupation. All teachers, regardless of the number of years they have been teaching, face similar stress factors. • Some changes may need to be made in teacher preparation programs as well as the implementation of formal mentoring and induction programs.

Davis (2002)	An investigation of factors related to teacher retention in small rural school districts in Montana. -USA -EdD	Questionnaires	The factors that have the greatest influence on teachers' decision to accept working in small rural school districts are: 1. Enjoyment of the rural lifestyle. 2. Challenge of the teaching position. 3. Safe environment. 4. Family and/or home is close by. 5. Relations with students.
Denning (2005)	The impact of the Texas Assessment of Knowledge and Skills (TAKS) on teacher stress and anxiety as reported by middle school classroom teachers in selected school districts in Education Service Centre Region 20, Texas. -USA -PhD	Questionnaires	• There was a statistical difference in state and trait anxiety scores between teachers of Texas Assessment of Knowledge and Skills (TAKS) subjects and teachers of non-TAKS subjects. • Within the two groups of teachers of TAKS subjects and teachers of non-TAKS subjects, there were statistical differences in state and trait scores, which support that a correlation exists between state and trait anxiety. • There was no statistical difference in state and trait anxiety scores between teachers of TAKS subjects and teachers of non-TAKS subjects in selected demographic variables used for the study.

Edwards (2003)	Retention and motivation of veteran teachers. -USA -EdD	Interviews	• Experienced teachers have an innate love of children and learning that has sustained them through their careers. • The veteran teachers stated that they were more stressed now than they were at the beginning of their careers. • Recognition and appreciation as well as more flexible schedules and personal workspace were the needs of veteran teachers. • Provision of continuous learning opportunities, quality staff development, and numerous and varied means of teacher rewards and recognition are recommended.
Jackson (2003)	A salutogenic approach to the management of critical incidents: An examination of teachers' stress responses and coping, and school management strategies and interventions. -Australia -PhD	-Questionnaires -Interviews	• Personal Critical Incident showed significant positive relationship with Psychological Wellbeing and Sense of Coherence. • 22.5% of teachers reported a high incidence of Acute Stress responses. • Moderate stress responses are associated with Post-traumatic Growth at a personal level.
Kusereka (2003)	Factors influencing the motivation of Zimbabwean secondary school teachers: An education management perspective. -South Africa -MEd	Questionnaires	• Zimbabwean school teachers are not highly motivated and satisfied with their jobs. Their motivation is affected by several aspects of their work. Working conditions emerged as a primary demotivator while an interpersonal relation is a principal motivator.

Newby (1999)	Job satisfaction of middle school principals in Virginia. -USA -PhD	Questionnaires	• Principals are generally satisfied with their jobs. • According to the demographic variables, all general satisfaction scores were within the "satisfied" range.
Palermo (2002)	Practices of elementary principals in influencing new teachers to remain in education. -USA -EdD	Interviews	New teachers reported three themes that created their sense of success, values, safety and professionalism: 1. Support 2. Communication 3. First-year success stories.
McKinney (2000)	A study to assess the relationships among student achievement, teacher motivation, and incentive pay. -USA -EdD	Questionnaires	• Teachers who receive career pay are not more intrinsically or extrinsically motivated than teachers who do not receive career pay and that student achievement is not increased by the awarding of career pay. -
Pienta (2005)	Making sense of teachers' work lives: A qualitative study of teachers in Florida. -USA -PhD	-Interviews -Personal observations	The teachers all engage in the following actions: 1. Seek opportunities to learn and enrich their practice in ways that will improve classroom teaching. 2. Employ adaptive strategies to meet systematic challenges. 3. Work to develop rich professional collaborative relationships with other teachers. 4. Want to be recognized and respected for their professional efforts.

Riley (2004)	Prepared to teach, but not to be a teacher: Case studies of first-year teachers. -USA -PhD	Case studies	• There is a need to re-examine the practicum experience throughout the teacher education program. • There is a need to implement a follow-up program for graduates of the teacher education program. • There is a need to implement a study concerning student-teacher placement.
Seguin (1997)	Motivation, job satisfaction, needs, and vocational preferences of urban secondary teachers and administrators. -Canada -MEd	Questionnaires	• No significant differences were found between teachers and administrators in four of the five need categories as prescribed by the Maslow Hierarchy of Needs. The one exception was for the basic needs system. Teachers had significantly higher basic needs than administrators. • School systems should consider providing teachers with adequate environmental support in order to satisfy the basic needs. • School systems should consider compressing the salary grid for all educators should the state of education remain in its present condition.

Shelnutt (2003)	Teachers' motivation in selected high- and low-achieving elementary schools. -USA -EdD	Questionnaires	The results obtained on comparison of the Teacher Motivation Diagnostic Questionnaire (TMDQ) between the low- and high-achieving elementary schools indicated the following: • There is a statistically significant difference between the total motivation mean scores, mean scores for teachers' perceptions of the principal's expectations for student achievement, and mean scores for teachers' perceptions of the future utility of improved performance. • Conversely, the results obtained on comparison of the TMDQ between the low- and high-achieving elementary schools indicated that there is not a statistically significant difference between the mean scores of the teachers' attitude toward the principal and the mean scores of teachers' self-concept of ability.
Tziava (2003)	Factors that motivate and demotivate Greek EFL teachers. -UK -MA	Questionnaires	• The factor that influences the most Greek EFL teachers' motivation is that they work with young people, whereas the factor that demotivates them the most is the monetary rewards that their job offers them.
Walker (2004)	A case study of why teachers choose to remain in one urban school district. -USA -EdD	Questionnaires	Teachers choose to remain in one urban school district because • they feel that they have been effective in working with urban children; • they have developed good collegial relationships within the district; and • they have gained a sense of self-satisfaction from working in the same district.

Appendix 3

Tables 1 - 6 show the number of participants who took part in the 'chat room' discussions of the exploratory studies.

Table 1 shows distribution of participants (58) who took part in the exploratory 'chat room' discussion according to their gender

Gender in general	No of participants
Female	34
Male	24

Table 2 shows distribution of participants (58) who took part in the exploratory 'chat room' discussion according to their position

Position	No of participants
School teachers	43
Headteachers	8
School secretaries	4
Subject leaders	3

Table 3 shows –only- distribution of schoolteachers (43) who took part in the exploratory 'chat room' discussion according to their gender

Gender of teachers	No of participants
Female	26
Male	17

Table 4 shows –only- distribution of schoolteachers (43) who took part in the exploratory 'chat room' discussion according to their teaching subject. They have been divided into four categories for the purpose of analysis of this study.

Teaching subject	No of participants
Field one, includes subjects : Arabic language, social studies, Islamic culture	18
Field two, includes subjects: Math and Science	13
Field three: English language	7
Field four: school activities such as sports	5

Table 5 shows –only- distribution of schoolteachers (43) who took part in the exploratory 'chat room' discussion according to their region

Region	No of participants
Al-Batinah (South and North)	8
Muscat	11
Al-Dakhliyah	5
Al-Sharqiyah (South and North)	5
Al-Burimi	3
Musandam	1
Al-Dhahirah	3
Dhofar	7

Table 6 shows –only- distribution of schoolteachers (43) who took part in the exploratory 'chat room' discussion according to their working experiences

Working experiences	No of participants
1–3	3
4–9	13
10–15	17
16–20	8
More than 20	2

Since this study was not the main, it was suggested that these tables would be enough to provide some information that was needed for analysis.

Appendix 4

Exploratory Interviews: Guidance Notes/Questions

Name (in confidence):

Gender:

Date:

Years of experience:

1. A recent study found that 63 per cent of teachers questioned said that they would like to move from the classroom to an administrative post. What do you think might account for that finding? Where do you find yourself re this percentage? Your level of motivation…? Your aspirations regarding the education and teaching…? What is the role of the Ministry of Education?

2. What made you think that teaching was the career for you? Intrinsic factors-extrinsic factors- which one is important for yourself?

3. Did you have "second thoughts" before you entered training? …after you entered training? …now? Why? Are you satisfied as a schoolteacher? Could you elaborate more about your motivation and satisfaction as a schoolteacher, and how do you look at these two terms?

4. What particularly surprised you when you began your employment as a teacher? What do you remember about those early days, for example, the school, the classrooms, etc.? Were you motivated more than present time? How would you describe your contact with pupils, colleagues, headteacher and parents?

5. Can you think of events or situations that you had to address and were not covered in your undergraduate college of education course? What do you suggest for colleges of education? How teacher motivation might relate with teacher preparation?

6. Tell me more about what you remember of your first year in teaching: what you found enjoyable and what did not go well? Your level of motivation: more or less?

7. Was the workload what you expected? Or was it more or less?

8. Who gave you the most support? This might lead to discussion about the role of your headteacher? What would you say about the role of your headteacher in the school context? And your relationship with her/him….?

9. Stress:

Did you find the job stressful?

If you found teaching is stressful, what were the main sources of stress for you? Does your job description fit with your daily tasks? Current education reforms and polices…?

Has this stress lessened with time?

With your colleagues in mind, who coped best with the stress? Who coped worst?

What were the signs of stress that you believed you saw in your colleagues?

10. Commitment: Tell me about your future plans for your career. What would you see yourself doing in 2/5/10 years' time? How would you relate between your intention to stay and your level of motivation? This might lead to discussion about the level of you commitment and loyalty?

Appendix 5

Exploratory Interviews

Information Given by Interviewees

Note: these are pseudonymous names

Name	Gender	Teaching experience (years)	Position
Shayimā	Female	7	Teacher
Sālim	Male	10	Teacher
Ahmad	Male	5	Teacher
Salmā	Female	10	Teacher
Suhīl	Male	1	Teacher
Sa‘īd	Male	12	Teacher
Maryam	Female	10	Teacher
Fātimah	Female	13	Teacher
Asmā’	Female	1	Teacher
Laylā	Female	4	Teacher
‘Azīzah	Female	20	Head teacher
Azah	Female	13	Head teacher
Dūrīyād	Male	15	Head teacher
Hamad	Male	15	Head teacher
Imād	Male	14	Teachers’ trainer

Appendix 6

Samples of responses from the exploratory interviews

Guidance Notes/Questions	Samples of some responses from the interviewees
- A recent study found that 63 per cent of teachers questioned said that they would like to move from the classroom to an administrative post. What do you think might account for that finding? Where do you find yourself re this percentage? Your level of motivation…? Your aspirations regarding the education and teaching…? What is the role of the Ministry of Education?	• I think teachers are facing more stressors than administrators, an example for such stressors: any teachers have to take part of the work to be finished at home! And that happen daily, without paid. • Too many school duties which teacher cannot overcome. The teacher has too many responsibilities apart of teaching. Many of the Ministry's department used to send comments, notes and new regulations, etc, and the teacher must apply all these changes. E.g. changes in curriculum and evaluation. The teacher is only the decisions' implementer. • In addition to all these stressful conditions, there is no recognition, neither numeration nor non-numeration incentives. Moreover, if the recognition is existed, it would be very much less than the amount of stressors. So, the 63% is justified! • I sometimes ask myself why there are many stressors in the school context. I think, if we as teachers and our leaders and heads meet together on monthly basis and discuss and arrange for school responsibilities, I think there will be no or little stressors that made some teachers consider leaving teaching. I think, we need to say and they have to listen. • I teach the same level for ten years. Teachers need to change and to receive professional development. I have only diploma, and most of my colleagues have bachelor, so many of them became senior teachers and I did not get this chance. For this reason I feel dissatisfied, especially when a teacher becomes senior and leads me (becomes a senior teacher), but he has few years experiences. I think, for this reason, I sometimes seek an administrative post. • The main reasons for the 63% of teachers who want to change to administrative posts are the bored routine and some stressors. Teachers started with enthusiasm, but after sometime they become frustrated because no recognition, no incentives. If the teacher does not have belief in his or her profession, I think he/she will teach nothing or little. The stress caused by the heads, students and parents, and the community. How others look at Omani teachers as professionals is important issue. Also, when the teachers compare their situation and their incentives with other careers, with other fiends, this might cause frustration.

	• One of the signs of the motivated teacher is using many activities in the classroom. Because who is stressed does not use much activities in the teaching. Also, who smiles at the school, surely has high motivation! • Teachers suffer from the stressors. So he\she thinks that if he/she gets an administrative post, will get rid of these stressors. But from my experience, teacher wants an administrative post out of school building. Indeed will start as an administrator at the school, but later will ask to be transferred out of the school to the Ministry's buildings. • Teachers receive demands from many of stakeholders: the heads, supervisors, the Ministry, parents and the students. But teacher receive too little encouragements, even very little of the non-numeration recognition. • We should build a trust between teachers and their supervisors. Unfortunately some supervisors used to visit their teachers for only hunting mistakes! • Some teachers want to get administrative post because they suffer from teaching, i.e. the workload. But other, like me, wants to get chance for higher studies. Because it is easier to get the opportunity for master when I am in administrative post. • The 63% is not something strange! Because, from my experience and observations there are many teachers ask for administrative posts. For many reasons: teachers dissatisfied, because the community look at teaching as lower profession than many careers. Another reason is over workload which teacher are requested to fulfill. Some teachers teach 7 periods each day! We cannot ask him/her to love the profession after 7 periods per day! • First of all I highly recommend that our Ministry apply a new system by which every new teacher should get a teaching license before embarking on the profession. The license differs from the preparation program! The license should take one year after graduation, which will offer the opportunity to evaluate the new teacher, and the new teacher will measure his/her interest in teaching as a profession. • Regarding the 63%, my point of view as a headteacher is that teachers are suffering in their context. And they think that the administrative post is a good place to get rid of their stressors. But surely, if they try my position and my duties they will ask to be returned back to teaching!! • I recommend that you write in your research's recommendations that: the Ministry should provide a 'special' teacher for school activities and other administrative duties. Or recruit technical and administrative support group at each school.
- What made you think that teaching was the career for you?	• What made me to be a teacher, was my scores (result) of high school! The teaching was my second thought, not the priority. I should say that teaching was the only option for me at that

Intrinsic factors-extrinsic factors- which one is important for yourself?	time; I was driven by others to be a teacher! However, after I taught first year, I realized that teaching is good profession for me. • I entered the profession with pleasure. It helps me to find myself, and satisfy internal needs! But we – who have diplomas-, do not get chance to be senior or supervisor. So there is a possible to be dissatisfied for not have the chance for advanced positions. • I entered this profession because of encouragement from others. And because this profession has the advantage of guaranteed work. (i.e. most of graduated teachers get their job directly after the graduation ceremony, the thing which does not happen in other careers- job security). • I have a dream from my childhood to be a teacher. I fostered this dream. I have second choice, but the first is teaching. • I can add that, some of our teachers entered the profession without desire, but because their scores in the last year in high school was not good enough to choose any other colleges except teaching college. OR because the job is guaranteed for the graduates teaching colleges.
- Did you have "second thoughts" before you entered training? …after you entered training? …now? Why? Are you satisfied as a schoolteacher? Could you elaborate more about your motivation and satisfaction as a schoolteacher, and how do you look at these two terms?	• I was totally convinced to be a teacher. But the new generation of Omanis does not like this profession? , because they hear and see me and my colleagues, and they could realize how much we suffer in this field. So they might try to avoid it! • I loved teaching, and I still love teaching. So I am not in the category of 63%. I am in the category of the rest, the 37%! • I have a diploma. I really wish to get master and PhD. I am too ambitious, but the environment in the field is pessimistic, there is no encouragement. So either I push myself to better situation or I will be at the same point. • From my point of view, the motivation is related to recognition and encouragement. If the teacher receives enough encouragement, surely he/she will be motivated. It is not about definition, it is about how others can help teachers to be motivated. • Teachers consider recognition as very important factor, but they differ in how much recognition they need to be satisfied. • From my point of view there is no agreed phenomenon that novice teachers have more motivation than veteran teachers. Motivation is something related to the personality of the teachers, which can be recognized by its outcomes in the school and pupils' success but we sometimes cannot see it without outcomes. • I feel female teachers have more motivation than male teachers! This is from my experiences! • Problems emerged from: routine and work overload. Imagine some teachers teach 27 periods each week (5 days!) plus many duties. It happens many times that I do not have time to have my tea. I might honestly happy to help my kids, but I

	am really dissatisfied. • Another issue, teachers might be de-motivated because many of them are recruited in places that far away from their regions. • I have had enough! I do not want to teach any more. My plan that I wish to continue my higher studies. I want to improve my skills and develop my capabilities. • Sometimes, my students help me in my career! When they put effort in their studies I feel that as an encouragement. Moreover, if they love me as a very close teacher to them, I put more effort to do good productivity.
- What particularly surprised you when you began your employment as a teacher? What do you remember about those early days, for example, the school, the classrooms, etc.? Were you motivated more than present time? How would you describe your contact with pupils, colleagues, headteacher and parents? - Tell me more about what you remember of your first year in teaching: what you found enjoyable and what did not go well? Your level of motivation: more or less?	• My experiences were increasing every year, 'accumulative experiences'. • My experiences of the first year were good. I believe that the first month was difficult, but then I became confident. My school headteacher- at that time- was very nice, she encouraged me so much. • The duty of the Ministry of Education should develop focused in-service courses for the first year teachers. Myself, I received nothing of such training courses in my first year teaching. • I presently try to be active in my school. I contribute to school's activities. • The amount of work and duties were not expected. These duties were not in my mind when I was student-teacher. We have not told and prepared for such duties. • I used to take my work to house, despite I have wife and kids I need to look after them, and other social commitments. • Teachers gave bad impression about this profession, because they suffer. They speak to others, especially new comers, about their suffering in teaching. • Before three years, this school adopted new educational system. I really felt happy, because we will change our daily routine. BUT after three years (now) the same routine came back! We were happy and motivated to work with advanced system, but we, at present time, feel discouraged. • My experiences of the first year teaching were very nice and interested. • Unfortunately teachers do not receive enough training courses. Myself, I did not receive training for the last two years. We need to update our skills and thoughts. Having new and updated knowledge should help us to be enthusiastic and motivated to perform good teaching. • In my first year: I was good and better than now, especially I had better knowledge. I was teaching my major subject. But now I am teaching minor/different subject. I would not be creative if I teach something that I was not prepared to teach. • I was very busy in the first year. But I can remember that the teachers' room does not have enough chairs for teachers to seat down, so some teachers they just stand or seat on the

	tables! • The motivation does not relate to the years of experience! Novice and veteran teachers might have high or low motivation. It depends on their personality and internal drives. • My experience tells me that female teachers are highly motivated than male teachers! This is because females have the desire to be a teacher, they love to teach and take care of pupils as if their kids. But males take the profession not as a priority. • No matter how much teacher has accomplished if he/she made a mistake in front of an educational leader or visitor! Those visitors search for mistakes but not for strengths or weaknesses. • My first year teaching was very interesting because the headteacher was very helpful, and used to recognize us always. My colleagues were close to me and we help each other. • I came to the teaching at the first year with many feelings. But the real context was not as what I expected. Too many challenges. I experienced success and faults. I had good relations with my colleagues and parents. I made nice contacts with many parents in our community. • I am, now, at the right profession. I say that with high determination to do more efforts for Omani kids. • From my experience that English language teachers have higher motivation than other teachers. They have better enthusiasm towards teaching, and better teaching plans, and better teaching resources and materials.
- Can you think of events or situations that you had to address and were not covered in your undergraduate college of education course? What do you suggest for colleges of education? How teacher motivation might relate with teacher preparation?	• The preparation program during student-teacher period was not bad, but I think it was theory-based more than practical-oriented. The teachers did not receive a clear view about what is teaching profession. I think teachers need more in-service training to fill the deficiency in pre-service training. • My preparation as a teacher was good and enough for me. But sure, teacher needs the whole first year teaching to learn more about the school's system. However, if the teacher faces many criticisms from the heads and other colleagues, he/she will, definitely, be de-motivated from the first year, and the vice versa (If received recognition, he/she will be motivated). • Yes, when teachers had good preparation they will be more confident to do good teaching, so they should be motivated. If they had little and not enough preparation they are expected to be de-motivated because they will be not in a strong position when they teach their pupils. • The preparation program as a student-teacher has to be changed to focus more on practical sessions. We received very small amount of practical activities. • The preparation program was theoretical oriented. Students-teachers need more practical programs more than theories. • The preparation program should be revised! The amount of

	practical training is not enough to qualify the student-teacher. • In-service training is very important because from my point of view that more than 80% of pre-service teachers (student-teacher) consider preparation period as a program to get the certificate, so they memorize the modules to pass the exams. They do not concentrate on teaching as a profession.
- Was the workload what you expected? Or was it more or less?	• Teacher's efforts are not concentrated in a specific issue, they are distributed! They are workers who do any and many jobs! • My point of view is that, teachers should focus their efforts on only teaching, they should be given nothing of other duties. The Ministry should recruit other staff to do non-teaching responsibilities. • The recognition is good, but too much school duties did affect teachers' health. • In addition to school stressors, we as teachers have our own family stressors! • Teaching is a stressful career, but I try to cope with it. • From my experience, many of Omani teachers experiencing de-motivation and dissatisfaction because of work overload.
- Who gave you the most support? This might lead to a discussion about the role of your headteacher? What would you say about the role of your headteacher in the school context? And your relationship with her/him….?	• The most important person who was of major help, was my school headteacher. Also, one of my colleagues helped me a lot. • I think the headteachers should work carefully to make the new teachers feel satisfied in the first month. The first impression is the last impression! • My colleagues helped me a lot especially in my first year teaching. We have good relationships between each other. • In addition to that, if the headteacher criticizes and blames always a specific teacher, I consider that as a big sign for de-motivation and stress that teacher has. • The supervisor was the most person how helped me in my career. The headteachers are good but, I think, cannot be of help, because they do not have authority to fulfill our demands. • The relationship between the headteachers and the schoolteachers depends on the style of head teachers' management. • Unfortunately some of headteachers do not treat all teachers at the same level. i.e. Injustice. Some headteachers recognize all teachers at the same level, i.e. who deserves promotion and who does not. i.e. unfairness • As a headteacher, I do not have many things to help my teachers! I have an obligation to lead the school, to give teachers more periods, more administrative activates because I do not have much teachers and staff at the school! It is a complicated issue! What can I do?

- Stress: Did you find the job stressful? If you found teaching is stressful, what were the main sources of stress for you? Does your job description fit with your daily tasks? Current education reforms and polices…? Has this stress lessened with time? With your colleagues in mind, who coped best with the stress? Who coped worst? What were the signs of stress that you believed you saw in your colleagues?	• When I think about teachers stressors, I think there is no kind of recognition that can equal to the amount of efforts which teachers have done. • Sometimes, I feel myself as a guest in my house! As if I live in a hotel! I used to return back to my house after 2pm then I close my door at evening and start to do school works! I spend little time with my family. • Stressors reduce motivation and can cause low productivity. • From my point of view 70% of my colleagues are de-motivated. I do not have statistics but from my observations and interactions with others. Teachers used to complain all the time! The sound of negatives is higher than sound of positives. This is mainly because we do things that we should not do them. We are teachers but not multi-workers. • The most obvious signs of stressed teachers are complains and cynicism. • The cynical teacher can affect other teachers and reduce their motivation. • Another sign is, when the teacher refuses to work with other colleagues. Or when a teacher tries to de-motivate others! All these can be indicators to a stressed teacher. • At the end, I can say that the majority of my colleagues in Oman can be de-motivated. Who have high motivation are minority. The majority perform teaching as a routine, so it will lead to deficiency in the productivity and creativity of teachers. • I feel that most of my colleagues suffer from daily routine and the work overload, and the unfinished duties. Also, the contradictory instructions and comments from the Ministry's departments. This is important matter. We receive instructions from our head, then other comments from subject supervisors which might contradict with heads comments! I think it will be easy if all of us i.e. schoolteachers, heads, subject supervisors and senior leads meet together and discuss these instructions and share the responsibilities. I believe that, and I think my colleagues also believe, these meetings will make teaching more enjoyable and will reduce the amount of stress. • Teachers should look for life in a positive way. They should not think deeply and always about their stressors! They should be optimistic. • I met many colleagues, some were frustrated, and others were motivated. I decided not to listen to frustrated teachers, because I want to be a good teacher. This is because I think good teacher is one who is motivated. • I cannot believe that I am in this terrible profession! • My teachers at my school experiencing too much stressors! too much duties, but I can do nothing for them. The number of teachers is less than it should be. They teach daily 6 periods of seven. For this reason they are tired.
- Commitment: Tell me about	• I think I will not continue in teaching as a job. I will do my

your future plans for your career. What would you see yourself doing in 2/5/10 years' time? How would you relate between your intention to stay and your level of motivation? This might lead to a discussion about the level of you commitment and loyalty?	higher studies, not because I do not want to teach, but because I am ambitious. • There is no agreed fact about teachers' motivation and their years of experience. I met novice teachers who were highly motivated, and I met some of them who were highly de-motivated. And the same situation with the veteran teachers. But the veteran teachers have more chance to be de-motivated because, I think, they suffered a lot from overload duties. • I have a plan to do my master in the next five years. But the problem is that if I did the master, will I back to teaching to same school or I will go another post? Not sure. However, I am happy to serve my country in the field of education. • From my point of view that 40% of our teachers do not have motivation, but others 60% have! • The senior leaders should consider the recognition as a very important factor that can motivate Omani teachers, which will encourage them to do the best of their efforts. • I do not want to continue in teaching. I decided to be a PhD student one day in the future! • From my point of view, there are some teachers who really like to continue in teaching and dislike to get administrative posts. But there are Omani teachers who want to get administrative posts, not because they do not like teaching, but because other reasons! We need to find these reasons! • I believe that more years of experience, will make Omani teacher to be more confident, which will lead to more motivation! • If we need to make our teachers love this profession, we need to give him/her low number of periods; 3-4 periods. And provide him/her with the teaching tools, materials and resources. • Another reason: the deficiency of continual professional development of our teachers might reduce teacher commitment. • Another reason: the delay in teachers' promotion in compare to other careers will make teachers think leaving teaching and will reduce their commitment to good teaching.

Appendix 7

Pilot Survey Questionnaire

Motivation of Omani Teachers

(Note: This is an English translation of an Arabic original)

As part of my doctoral programme in Educational Administration, I am conducting a pilot study to refine a questionnaire that will be used in an extensive survey. This study aims to investigate the factors that motivate Omani schoolteachers and comment on their attitude towards the teaching profession. Your responses will be treated in strict confidence.

You are kindly requested to:

1. Complete the following questionnaire according to the instructions given. The questionnaire contains nine sections.
2. Answer the questions attached to the end of the questionnaire. These questions are designed to collect your comments and advice on how to improve the survey before it is undertaken.

Many thanks for your time, participation and advice.

Section 1

Personal background: some details about you, your teaching position and your school. Please circle the appropriate answer to each question or provide the required information.

1. Gender

Male

Female

2. Age (years)

25 and under

26–35

36–49

50 and over

3. Length of experience (years)

1–3

4–9

10–15

16–20

More than 20

4. Qualifications (highest degree gained)

Diploma

Bachelor degree

Higher Diploma

Master degree

Other (please specify)

5. School region

Muscat

Al-Batinah (North)

Al-Batinah (South)

Al-Dakhliyah

Al-Sharqiyah (North)

Al-Sharqiyah (South)

Dhofar

Al-Burimi

Al-Dhahirah

Al-Wusta

6. Number of teaching periods per week

10 or fewer

11–15

16–20

21–25

26–30

More than 30

7. Average class size (number of pupils in the class)

25 or fewer

26–30

31–39

40–49

50 or more

8. Number of pupils in the school

Fewer than 100

100–299

300–599

600–899

900–1,200

More than 1,200

9. Teaching subject

Field One

Field Two

Field Three

Subject teacher, please define ……

10. Place of graduation

Oman

Abroad (please define) ……

11. Marital status

Live with spouse

Single

12. Average daily and weekly working hours

On an average school day, at what time do you usually arrive at and depart from school?
On average, I arrive at approximately …… a.m.
On average, I depart at approximately ……p.m.

13. In an average school week, approximately how many hours do you *spend at home* preparing and correcting pupils' work, writing reports and doing other schoolwork?

Average of …… hours per week

Section 2

This section deals with your *relationship with your pupils* from your point of view. Please choose the response that is most appropriate for each statement and enter its number in the box on the right. Please rate your response to each statement according to the following scale:

(1) if you *disagree strongly*

(2) if you *disagree*

(3) if you *disagree slightly*

(4) if your opinion is *neutral*

(5) if you *agree slightly*

(6) if you *agree*

(7) if you *agree strongly*

1	I foster pupils' creativity	
2	I try hard to communicate with even the most difficult or unmotivated pupils	
3	I feel satisfied when I see that the pupils are learning	
4	I implement some techniques to redirect a disruptive and noisy pupil	
5	My pupils respect my professional ability	
6	I help pupils to value learning	
7	The pupils find my teaching methods interesting and easy to understand	

- Which of the above causes the greatest stress in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

.....

- Which of the above provides the strongest motivation in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

.....

Section 3

This section deals with your *relationship with your colleagues* from your point of view. Please choose the response number that is most appropriate for each statement and enter it in the box on the right. Please rate your response according to the following scale:

(1) if you *disagree strongly*

(2) if you *disagree*

(3) if you *disagree slightly*

(4) if your response is *neutral*

(5) if you *agree slightly*

(6) if you *agree*

(7) if you *agree strongly*

1	The teachers enjoy working collectively.	
2	I receive feedback from colleagues concerning the outcomes of my work.	
3	I am sure that my colleagues consider me a good teacher.	
4	I sometimes have difficulties or conflicts with my colleagues.	
5	Some colleagues have a negative influence on my motivation by doubting my ability to be a successful teacher.	
6	The teachers in my school co-operate with one another to fulfil common, personal professional objectives.	
7	The teachers at my school adopt high professional ethics.	

- Which of the above provides the greatest stress in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

.....

- Which of the above provides the strongest motivation in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

……

Section 4

This section deals with *your relationship with the head teacher* from your point of view. Please choose the response that is most appropriate for each statement and enter it in the box on the right. Please rate your response according to the following scale:

(1) if the statement is *rarely or never true*

(2) if it is *occasionally true*

(3) if it is *often true*

(4) if it is *usually true*

(5) if it is *true most of the time*

1	The head teacher sets a good example by working hard	
2	The head teacher recognizes teachers' good work	
3	The head teacher uses constructive criticism	
4	The head teacher allows staff to participate in important decisions	
5	The head teacher helps teachers to maintain high standards of performance	
6	The head teacher respects the teachers' voice when they disagree with the school's plans and policies	
7	The head teacher shows favouritism in relations with the teachers in my school and in the distribution of schoolwork.	
8	The head teacher develops a good communication environment at the school.	
9	The head teacher handles the school's problems effectively.	
10	The head teacher encourages teachers to discuss school matters with him/her.	
11	The head teacher judges my work fairly.	
12	The head teacher fosters the teachers' initiative and creativity.	
13	The head teacher treats teachers with dignity and respect.	
14	The head teacher offers teachers some freedom to plan their classroom procedures.	

- Which of the above causes the greatest stress in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

..……..

- Which of the above provides the strongest motivation in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

…….

Section 5

The questions in this section ask for your personal opinion of *the managerial procedures at your school*. Please choose the response number that is most appropriate for each statement and enter it in the box on the right. Please rate your response according to the following scale:

(1) if you *disagree strongly*

(2) if you *disagree*

(3) if you *disagree slightly*

(4) if your opinion is *neutral*

(5) if you *agree slightly*

(6) if you *agree*

(7) if you *agree strongly*

1	There is enough class time for each lesson.	
2	I have plenty of time for preparing lessons and correcting pupils' work.	
3	The curriculum that I must teach changes frequently.	
4	I sometimes have difficulties or conflicts with my supervisor.	
5	I have sufficient time to meet the needs of individual pupils.	
6	I have very little school-based administration and paperwork to do.	
7	I am constrained in my work by the Ministry of Education's policies and instructions.	
8	I receive clear directions from my supervisor.	
9	My work consumes many hours of my personal time at the school or after	

	the close of the regular school day.	
10	I have a very large number of pupils in my class.	
11	I have access to enough teaching materials and resources.	
12	My monthly salary is sufficient.	
13	I am able to choose how to go about my teaching.	
14	I teach many more classes than I can manage comfortably.	
15	I should like the salary scale to recognize teacher competences and experience.	
16	I have control over the scheduling of my teaching classes.	
17	The current curriculum enlightens pupils and prepares them for the future.	
18	It is important to me to be employed in a school that is close to my home.	
19	My working conditions are unpleasant (i.e. hot, noisy, stuffy, crowded).	
20	I have difficulty in understanding and applying the new curriculum.	
21	Higher pay will not motivate me if the work pressure remains heavy.	
22	The teaching roles are ambiguous.	

- Which of the above causes the greatest stress in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

…….....

- Which of the above provides the strongest motivation in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

.....

Section 6

The questions in this section ask for your personal opinion of *the societal aspects of your school*. Please choose the response number that is most appropriate for each statement and enter it in the box on the right. Please rate your responses according to the following scale:

(1) if the statement is *rarely* or *never true*.

(2) if it is *occasionally true*

(3) if it *often true*

(4) if it is *usually true*

(5) if it is *true most of the time.*

1	I assist parents in helping their children to do well at school.	
2	My teaching position provides me with an appropriate status and recognition in the community.	
3	Teaching enables me to contribute to society.	
4	Local people value schoolteachers and consider them part of the community.	
5	I sometimes have difficulties or conflicts with parents.	
6	The local community always criticizes teachers and provides negative feedback.	
7	The local community shows interest in supporting national education.	

- Which of the above causes the greatest stress in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

…….....

- Which of the above provides the strongest motivation in your current employment as a teacher?

Number (if any) (……)

Please briefly state the reason

……

Section 7

This section asks you about your personal opinion of *your teacher training and your expectations of the school*. Please choose the response that is most appropriate for each statement and enter it in the box on the right. Please rate your responses according to the following scale:

(1) if you *disagree strongly*

(2) if you *disagree*

(3) if you *disagree slightly*

(4) if your opinion is *neutral*.

(5) if you *agree slightly*.

(6) if you *agree*

(7) if you *agree strongly*

1	I participate in continual in-service teacher-training activities organized by the Ministry of Education.	
2	The teaching profession offers a good opportunity of achieving personal satisfaction.	
3	The teaching profession demands a high standard of professionalism that I cannot manage to achieve.	
4	The teaching load restricts my creativity.	
5	I have received insufficient teacher training, which causes me to be at a disadvantage professionally.	
6	I experience various stressors in teaching which make me consider teaching an undesirable career.	
7	I am dissatisfied with the praise from my head teacher when I accomplish a good job.	
8	The teaching profession fulfils my personal needs.	
9	I am sometimes aware that I cannot fulfil all my teaching tasks.	
10	I expect to be brought to account if my productivity is not adequate.	
11	I feel bored and long for some new ideas in teaching.	
12	I feel lost and need much help.	
13	I wish I could have an administrative post in the school instead of teaching.	
14	The teachers' needs are appropriately considered in the teacher-training programmes.	
15	I set goals for the advancement of my career and I prepare an action plan to achieve them.	

- What do you think was the most important factor in your decision to become a teacher?

……

……

- Do you have any doubts about your ability to continue in teaching?
  ☐ No

☐ Not sure

☐ Yes ……Please give your reasons:
……

- What is the most enjoyable aspect of being a teacher?

……
……

- What is the most difficult aspect of being a teacher?

……
……

- Would you say that your present level of motivation since your first experience of teaching has:

Increased

Decreased

Stayed about the same

Please give a brief explanation of your answer.
……
……

- Would you say that your present level of motivation in comparison with that of your colleagues is:

higher

lower

the same

Section 8

This section deals with your personal opinion of *your commitment to your profession*. Please choose the response number that is most appropriate for each statement and enter it in the box on the right. Please rate your response to each statement according to the following scale:

(1) if the statement is *completely false*

(2) if it is *false*

(3) if it is *neither mostly true nor mostly false*

(4) if it is *true*

(5) if it is *completely true*

1	I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful.	
2	I am proud to tell others that I am part of my school.	
3	I should recommend the teaching profession to other people.	
4	I should prefer to be employed in another school.	
5	I teach only because I need to earn a monthly income.	
6	If I could earn more in another occupation, I should leave teaching.	
7	I shall remain in the profession because I am employed in a school that is close to my home.	
8	I consider my school's problems to be part of my responsibilities.	
9	I consider teaching a mundane and boring type of employment.	
10	I am seriously thinking of resigning from this career.	
11	I think that my profession, more than any other, is essential to society.	
12	I find that my values and those of my school are very similar.	

Section 9

General Aspects

1. How motivated are you to the teaching profession in general?

(Please circle the appropriate answer)

- Extremely motivated
- Motivated
- Mildly motivated
- Neutral
- Mildly unmotivated
- Unmotivated
- Extremely unmotivated

2. How satisfied are you with the teaching profession in general:

(Please circle the appropriate answer)

- Extremely satisfied
- Satisfied
- Mildly satisfied
- Neutral
- Mildly dissatisfied
- Dissatisfied
- Extremely dissatisfied

3. How stressed are you in the teaching profession in general?

(Please circle the appropriate answer)

- Extremely stressed
- Stressed
- Mildly stressed
- Neutral
- Mildly unstressed
- Unstressed
- Extremely unstressed

4. Further information

Please add any further comments that you consider useful.

……
……

Thank you very much for your participation.

Letter Attached to the Pilot Questionnaire

Dear Colleague

Since this is a pilot study, may I ask you please to read the following questions and answer them with your comments and suggestions. Your answers will be given careful consideration.

How long did it take you to complete the questionnaire?

……

- Were the instructions clear?

……...

- Were any of the questions unclear or ambiguous? If so, please say which and why.

  ……
  ……

- Did you object to answering any of the questions? If so, please explain why.

  ……
  ……

- In your opinion, has any major topic been omitted?

  ……
  ……..

- Was the layout of the questionnaire clear/interesting?

  ……
  ……

- Any other comments:

  ……
  ……
  ……

Appendix 8 A

Motivation of Omani Teachers

Main Survey Questionnaire (English Translation)

Dear colleague,

I am an Omani postgraduate student at the University of Edinburgh, conducting research which focuses on the factors that motivate, and de-motivate, **Omani schoolteachers**.

This research is based on an extensive questionnaire survey, so your participation is crucial to the process of gaining a better understanding of Omani teachers' motivation.

This questionnaire (9 pages) should take you approximately 35 minutes to complete, but the outcomes should be of significant help for educational policy makers, because the results will represent the views of teachers, like you.

Please answer these questions as accurately, honestly and completely as you can. Do remember that there are no right or wrong responses. All respondents will be guaranteed anonymity.

I would ask you to kindly put the completed questionnaire in the envelope provided and hand it only to the staff of training section of your region who will come to your school after one week to collect it from you. If you would like to receive a summary report on outcomes of this study, do write down your email address in the last page of this questionnaire, please.

If you are not sure about how to answer any of the questions, please do not hesitate to contact me by email: xxxxxxx

Thousands thanks and I really appreciate your help

Hamood Alrasbi

Section One

= Personal backgrounds:

A little bit about you, your teaching position and your school. Please tick the appropriate answer for each question, or provide the required information.

A – Gender

1) Male ☐ 2) Female ☐

B – Age

1) Less than 25 years old ☐ 2) 25-35 years ☐

3) 36-49 years ☐ 4) 50 years and older ☐

C – Length of Experience

1) 1-3 years ☐ 2) 4-9 years ☐ 3) 10-15 years ☐

4) 16-19 years ☐ 5) 20 years and more ☐

D – Qualifications – Highest degree earned

1) Diploma ☐ 2) Bachelor degree ☐ 3) Higher diploma ☐

4) Master's degree ☐ 5) Other (please specify) ☐

E – School region

1) AL-Dhahirah ☐ 2) AL-Burimi ☐ 3) Dhofar ☐ 4) Musandan ☐

5) AL-Dakhliyah ☐ 6) AL-Batinah (North) ☐ 7) Muscat ☐ 8) AL-Wusta ☐

9) AL-Batinah (South) ☐ 10) AL-Sharkiya (North) ☐ 11) AL- Sharkiyah (South) ☐

F – Number of teaching periods per week

1) 10 periods or less ☐ 2) 11-15 periods ☐ 3) 16-20 periods ☐

4) 21-25 periods ☐ 5) 26-30 periods ☐ 6) More than 30 periods ☐

G – Average class size (number of students in the class)

1) 25 or less ☐ 2) 26-30 ☐ 3) 31-39 ☐

4) 40-49 ☐ 5) 50 or more ☐

H – Number of students in the school

1) Less than 100 students ☐ 2) 100-399 students ☐ 3) 400-599 students ☐

4) 600-999 students ☐ 5) 1000 students or more ☐

I – Teaching subject:

Verify your teaching subject please ……..

J – Place of graduation

1) Oman ☐ 2) Abroad (please specify) ☐

K – Marital status

1) Single ☐ 2) Live with partner and no children ☐

3) Live with partner and children ☐ 4) Single parent (widow or divorced) ☐

L – Average of weekly work hours

* In an average school week, approximately how many hours do you spend weekly at home doing preparation, corrections, report and other school work?

1) 1-3 hours ☐ 2) 4-9 hours ☐ 3) 10-15 hours ☐

4) 16-20 hours ☐ 5) 21-25 hours ☐ 6) 25 and more ☐

(please specify) ……

Section Two

= The following items request your personal perception of the relationships which you may have with your students and colleagues, and your opinion about your expectations and preparation as a teacher. The last part of this section requests your perception about the managerial procedures at your school.

You are kindly asked to tick the appropriate box that indicates your level of agreement with the following items.

(5) = strongly agree

(4) = agree

(3) = neutral

(2) = disagree

(1) = strongly disagree

ITEMS	*strongly disagree*	*disagree*	*neutral*	*agree*	*strongly agree*
= In order to be a good teacher, I believe that I …					
1) … should endeavour to foster student creativity.	☐	☐	☐	☐	☐
2) … really have to try hard to get through to even the most difficult or unmotivated students.	☐	☐	☐	☐	☐
3) … need to make my teaching methods interesting for my students and easy to understand.	☐	☐	☐	☐	☐
4) … am satisfied when I see the students learn.	☐	☐	☐	☐	☐

ITEMS (continued)	*strongly disagree*	*disagree*	*neutral*	*agree*	*strongly agree*
5) … have to implement some techniques to redirect a disruptive and noisy student.	☐	☐	☐	☐	☐
6) … put more effort in helping students to value learning.	☐	☐	☐	☐	☐
= My colleagues at the school …					
7) … enjoy working with me.	☐	☐	☐	☐	☐
8) … give me frequent feedback which concerns the outcomes of my work.	☐	☐	☐	☐	☐
9) … sometimes have difficulties or conflicts with me.	☐	☐	☐	☐	☐
10) … could influence negatively on my motivation.	☐	☐	☐	☐	☐
11) … usually adopt high professional standards.	☐	☐	☐	☐	☐
= As a teacher …					
12) … I have participated in a reasonable number of continuing professional development activities which are organised by the Ministry.	☐	☐	☐	☐	☐
13) … my profession offers me a good opportunity of personal satisfaction.	☐	☐	☐	☐	☐
14) … I experience overloads school's works that that sometimes restrict my creativity.	☐	☐	☐	☐	☐

15) … I received insufficient teaching preparation which causes me to be at some teaching occasions at a disadvantage professionally.	☐	☐	☐	☐	☐
16) … I experience different stressors in teaching which make me to consider teaching as an undesirable career.	☐	☐	☐	☐	☐
17) … I sometimes feel dissatisfaction with the level of praise I get from my principal when I accomplish a good job.	☐	☐	☐	☐	☐
18) … I expect to be brought to account if my productivity is not adequate.	☐	☐	☐	☐	☐
19) … I sometimes feel bored and long for some new ideas in teaching.	☐	☐	☐	☐	☐
20) … I sometimes feel lost and need lots of help.	☐	☐	☐	☐	☐
21) … I wish to have an administrative post in the school instead of teaching.	☐	☐	☐	☐	☐
22) … most of my needs are appropriately considered in my professional development programmes.	☐	☐	☐	☐	☐
23) … I consider my profession as a source of job security.	☐	☐	☐	☐	☐
24) … my profession provides me with a sense of achievement.	☐	☐	☐	☐	☐
25) … I usually set goals for my career development and I endeavour to prepare action plan to achieve.	☐	☐	☐	☐	☐
= At my school …					
26) … I usually have plenty of time for preparation of					

the lessons and assessment of the students' work.	☐	☐	☐	☐	☐

ITEMS (continued)	*strongly disagree*	*disagree*	*neutral*	*agree*	*strongly agree*
27) … the curriculum which I must teach changes Frequently	☐	☐	☐	☐	☐
28) … I sometimes have difficulties or conflicts with my supervisors.	☐	☐	☐	☐	☐
29) … I always have sufficient time to meet individual students' needs.	☐	☐	☐	☐	☐
30) … I have little amount of school-based administration work and paper work to perform.	☐	☐	☐	☐	☐
31) … I am frequently constrained in my work by the Ministry's policies and instructions	☐	☐	☐	☐	☐
32) … I regularly receive directions from my supervisor.	☐	☐	☐	☐	☐
33) … my work consumes many hours of my personal time at the school or after the close of the regular school day.	☐	☐	☐	☐	☐
34) … I have a very large number of students in my classes.	☐	☐	☐	☐	☐
35) … I have access to enough teaching materials and resources.	☐	☐	☐	☐	☐
36) … I receive sufficient amount of monthly salary.	☐	☐	☐	☐	☐
37) … I am able to choose the way to go about my teaching.	☐	☐	☐	☐	☐

38) … I frequently teach many classes which are more than I can tolerate.	☐	☐	☐	☐	☐
39) … I prefer that the salary schedule should recognise teacher competences and experiences.	☐	☐	☐	☐	☐
40) … I have some control the scheduling of my teaching classes.	☐	☐	☐	☐	☐
41) … It is important for me to work in a school which is close to my home.	☐	☐	☐	☐	☐
42) … my working conditions are to some extent unpleasant (ie. Hot, noisy, stuffy, crowded)	☐	☐	☐	☐	☐
43) … I usually have difficulty to understanding and applying new curricula.	☐	☐	☐	☐	☐
44) … if the work pressure remains high, more pay would not motivate me.	☐	☐	☐	☐	☐
45) … I find some aspects of a teaching's role are ambiguous.	☐	☐	☐	☐	☐

Section Three

= The following items request your personal perception of the relationship with your principal at your school and your opinion about the societal aspects at it.

Please tick below to indicate the degree to which you believe that the following statements are true.

(5) = always

(4) = usually

(3) = sometimes

(2) = rarely

(1) = never

ITEMS	*very rarely*	*rarely*	*sometimes*	*usually*	*always*
= My principal …					
1) … strives to show a good example by working hard.	☐	☐	☐	☐	☐
2) … recognizes teachers' good work.	☐	☐	☐	☐	☐
3) … tends to use constructive criticism.	☐	☐	☐	☐	☐
4) … allows staff on many occasions to participate on important decisions.	☐	☐	☐	☐	☐
5) … endeavours to help teachers to maintain high standards of performance	☐	☐	☐	☐	☐
6) … respects teachers' voices when they disagree with school's plans and policies.	☐	☐	☐	☐	☐
7) … shows favouritism in relations to the teachers in my school and in distribution of the school's work among them.	☐	☐	☐	☐	☐
8) … develops a good communication environment at the school.	☐	☐	☐	☐	☐
9) … handles most of the school's problems effectively.	☐	☐	☐	☐	☐
10) … encourages teachers to discuss the school's business with him/her.	☐	☐	☐	☐	☐
11) … judges most of my work fairly.	☐	☐	☐	☐	☐
12) … endeavours to foster the teachers' initiative and creativity.	☐	☐	☐	☐	☐
13) … treats teachers with dignity and respect.	☐	☐	☐	☐	☐

14) … offers teachers a space of freedom to plan their classrooms' procedures.	☐	☐	☐	☐	☐
= As a teacher and part of the wider community …					
15) … I always assist parents in helping their children do well in school.	☐	☐	☐	☐	☐
16) … my teaching position provides me with appropriate status and recognition in the community.	☐	☐	☐	☐	☐
17) … teaching enables me to contribute to society.	☐	☐	☐	☐	☐
18) … the society values schools' teachers and consider them as an important part of the wider community.	☐	☐	☐	☐	☐
19) … I sometimes have difficulties or conflicts with parents.	☐	☐	☐	☐	☐
20) … the community always criticises teachers and gives negative feedback.	☐	☐	☐	☐	☐
21) … the community shows interest in supporting national education.	☐	☐	☐	☐	☐

According to the above lists, which items provide you with the greatest stress in your current job as a teacher? Write the items' number (if any) and brief the reason please.

- ……
  ……

……..

- ……..

……..

……..

- ……..

……..

……..

According to the above lists, which items provide you with the greatest motivation in your current job as a teacher? Write the items' number (if any) and brief the reason please.

- ……..

……..

……..

- ……..

……..

……..

- ……..

……..

……..

Section Four

You are kindly asked to react to <u>two</u> requests:

1 = The following items request your personal opinion about <u>your commitment towards your profession.</u>

Tick the appropriate box that best applies to each statement according to the following scale:

(5) = completely true

(4) = true

(3) = neither more true nor more false

(2) = false

(1) = completely false

ITEMS	*completely false*	*false*	*neither more true nor more false*	*true*	*completely true*
1) I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful.	☐	☐	☐	☐	☐
2) I am proud to tell others that I am part of my school.	☐	☐	☐	☐	☐
3) I would recommend the teaching profession to other people.	☐	☐	☐	☐	☐
4) I would prefer to work in another school, than to work in my current school.	☐	☐	☐	☐	☐
5) I teach only because I have to gain a monthly income.	☐	☐	☐	☐	☐

ITEMS (continued)	*completely false*	*false*	*neither more true nor more false*	*true*	*completely true*
6) If I could earn more in another occupation, I would leave teaching.	☐	☐	☐	☐	☐
7) I will remain in the profession only if I can work					

in a school that is close to my house.	☐	☐	☐	☐	☐
8) I consider my school's problems to be my problems.	☐	☐	☐	☐	☐
9) I consider teaching as a boring job.	☐	☐	☐	☐	☐
10) I seriously thinking about resigning from my career as a teacher.	☐	☐	☐	☐	☐
11) I think that my profession, more than any other, is essential for society.	☐	☐	☐	☐	☐
12) I usually find that my values and my school's values are similar.	☐	☐	☐	☐	☐

2 = Answer the following questions

- What was the single most important factor in your decision to become a teacher?

……
……
……

- Do you have any doubts about your ability to continue in teaching?

(1) Not sure ☐

(2) No ☐

(3) Yes ☐☐☐Please explain for reasons

……

……

……

- What is the most enjoyable aspect of being a teacher?

……

……

……

- What is the most difficult aspect of being a teacher?

……

……

……
……

- Would you say your presented level of motivation since your first experience in teaching has:

(a) increased ☐

(b) decreased ☐

(c) stayed about the same ☐

Could you give a brief explanation for your answer?

……
……

……
……

……
……

- Would you say your presented level of motivation in comparison with your colleagues motivation is:

(a) more ☐

(b) less ☐

(c) the same ☐

Could you give a brief explanation for your answer?

……

……

……

- How motivated are you with teaching profession in general?

(Please tick the appropriate answer)

1) Extremely motivated	☐	2) Motivated	☐	3) Neutral	☐
4) Unmotivated	☐	5) Extremely unmotivated	☐		

- How satisfied are you with teaching profession in general?

(Please tick the appropriate answer)

1) Extremely satisfied	☐	2) satisfied	☐	3) Neutral	☐
4) Unsatisfied	☐	5) Extremely unsatisfied	☐		

- How stressed are you in teaching profession in general?

  (Please tick the appropriate answer)

1) Extremely unstressed ☐ 2) Unstressed ☐ 3) Neutral ☐

4) stressed ☐ 5) Extremely stressed ☐

Further Comments

What other comments would you like to share?

……

……

……

……

If you would like to receive a summary report on outcomes of this study, do write down your email address please:

……
……

I would like to ask some teachers to participate voluntarily in one-to-one interviews to explore key issues raised by responses to the questionnaire survey in more depth. The interviews, which will last about one hour, will be an opportunity to talk about these issues. Interviews will be conducted during November and December 2007 at your work locations. Everything that is said in these interviews will be treated in the strictest confidence. The interview will be conducted by myself.

Are you interested in further taking part in this study by agreeing to be interviewed by the researcher?

☐ Yes

☐ No

☐ Not sure (feel free to call me or send me an email if you are not sure about anything regarding the interview.

My email address: xxxxxxxxxxxxxxxxxxxx, my contact phone: xxxxxxxxxxxxxx)

If Yes – thanks ! Please write below your telephone number so I can contact you.

Name:
……
.

School:
……

Telephone number: ……. or Email: …….

The best time to call you: …….

Thank you very much for your participation.

Appendix 8 B

Motivation of Omani Teachers

Main Survey Questionnaire (Arabic)

دافعية المعلمين العمانيين نحو التدريس

أخي المعلم/ أختي المعلمة السلام عليكم،،،

أقوم بدارسة ميدانية تهدف إلى تحديد العوامل المرتبطة بدافعية المعلمين العمانيين نحو التدريس ومعرفة اتجاهاتهم نحو عملهم، وذلك استكمالا لنيل درجة الدكتوراه من جامعة ادنبره.

وتعتمد هذه الدراسة على إجراء مسح شامل للعوامل المؤثرة في دافعية المعلمين وذلك من خلال الاستبانة التي بين أيديكم. فمشاركتكم بالإجابة عن أسئلة الاستبانة ضرورية جدا للحصول على فهم أعمق وأوضح لمشكلة البحث.

وتتضمن الاستبانة التي بين أيديكم أربعة أجزاء في تسع صفحات (1-9)، وقد تحتاج حوالي 35 دقيقة لتعبئتها، لكن النتائج المتوقعة ستكون هامة جدا، حيث ستخدم واضعي السياسات التربوية والتعليمية بالوزارة، لأن نتائج الدراسة ستمثل رؤى المعلمين العمانيين، المستهدفين في البحث.
فالرجاء التكرم بالإجابة عن جميع أسئلة الاستبانة بدقة ومصداقية. كما أذكركم بأنه لا توجد هناك إجابات صحيحة أو خاطئة بالنسبة لأسئلة الاستبانة، إنما هي استجابات صادقة وممثلة لواقعكم. علما بأنه سيتم التعامل مع إجاباتكم بسرية تامة وضمن حدود ومتطلبات البحث.
إذا كنتم غير متأكدين من كيفية الإجابة عن أي سؤال في الاستبانة (غير واضح- غير مفهوم) فلا تترددوا بمراسلتي للاستيضاح وذلك عن طريق بريدي الإلكتروني:

كما وأرجو التكرم بوضع الاستبانة بعد تعبئتها في الظرف المرفق وإغلاقه ، وتسليمها إلى أحد موظفي قسم التدريب بمنطقتكم، والذي سيأتي إلى مدرستكم لجمع الاستبانات بعد أسبوع واحد من تاريخ تسلمكم لها.

وإذا رغبتم بالحصول على تقرير موجز عن نتائج هذه الدراسة بعد إتمامها، فأرجو تكرمكم بكتابة عنوان بريدكم الإلكتروني في الصفحة الأخيرة من هذه الاستبانة.

= ملاحظة: يرجى تعبئة الاستبانه بواسطة <u>المعلمين العمانيين فقط</u>.

ولكم خالص شكري وعظيم تقديري لحسن تعاونكم.

أخوكم – الباحث- / حمود الراسبي

الجزء الأول
= المعلومات الشخصية:
تم تخصيص هذا الجزء لجمع معلومات شخصية عنك، وعن مهنتك، وعن مدرستك.

(الرجاء التكرم بوضع علامة x على المربع الصحيح بالنسبة لك)				
أ) الجنس:				
1) ذكر_____ ☐	2) أنثى_____ ☐			
ب) العمر:				
1) أقل من 25 سنة_____ ☐	2) 25-35 سنة_____ ☐	3) 36-49 سنة_____ ☐	4) 50 سنة وأكثر_ ☐	
ج) عدد سنوات الخبرة في التدريس:				
1) 1-3 سنوات ☐	2) 4-9 سنوات___ ☐	3) 10-15 سنة___ ☐	4) 16-19 سنة____ ☐	5) 20 سنة وأكثر ☐
د) أعلى شهادة علمية حصلت عليها:				
1) دبلوم متوسط ☐	2) البكالوريوس___ ☐	3) دبلوم عال___ ☐	4) ماجستير___ ☐	5) شهادة أخرى.....؟
هـ) المنطقة التعليمية:				
1) الظاهرة__ ☐	2) البريمي_____ ☐	3) ظفار_____ ☐	4) مسندم_____ ☐	
5) الداخلية__ ☐	6) الباطنة شمال_____ ☐	7) مسقط_____ ☐	8) الوسطى_____ ☐	
9) الباطنة جنوب	10) الشرقية شمال___ ☐	11) الشرقية جنوب_____ ☐		
و) عدد الحصص الأسبوعية التي تقوم بتدريسها:				
1) 10 أو أقل_____ ☐	2) 11-15 حصة_____ ☐	3) 16-20 حصة_____ ☐		
4) 21-25 حصة ☐	5) 26-30 حصة_____ ☐	6) أكثر من 30 حصة_____ ☐		
ز) متوسط عدد الطلاب بكل صف من الصفوف التي تقوم بتدريسها:				
1) 25 أو اقل___ ☐	2) 26-30 طالب___ ☐	3) 31-39 طالب ☐	4) 40-49 طالب__ ☐	5) 50 طالب وأكثر ☐
ح) متوسط عدد الطلبة بالمدرسة التي تعمل فيها:				
1) أقل من 100 طالب ☐	2) 100-399 طالب ☐	3) 400- 599 طالب ☐	4) 600- 999 طالب_ ☐	5) 1000 طالب وأكثر_ ☐
ط) ما المادة التي تقوم بتدريسها؟ .....(الرجاء ملأ الفراغ)				
ك) مكان الحصول على شهادة التخرج (الشهادة التي أجازت لك ممارسة مهنة التدريس):				
1) السلطنة_____ ☐	2) خارج السلطنة_____ ☐ (وضح بأي بلد).....			
ل) الحالة الاجتماعية:				
1) أعزب_____ ☐	2) متزوج وليس لدي أطفال_____ ☐			

3) متزوج ولدي أطفال_____ ☐	4) أعيش مع أطفالي بمفردي (مطلق/أرمل)_____ ☐
م) **متوسط ساعات العمل الأسبوعية (البيتية):** = في متوسط الأسبوع المدرسي، كم عدد الساعات، تقريبا، تَصْرِفُ في البيت للإعداد للدروس والتحضير للأنشطة المدرسية، وكتابة وتصحيح الاختبارات، والأعمال الأخرى المتعلقة بالمدرسة؟	
) 1-3 ساعات_____ ☐	2) 4-9 ساعات_____ ☐ / 3) 10-15 ساعة_____ ☐
4) 16-20 ساعة_____ ☐	5) 21-25 ساعة_____ ☐ / 6) أكثر من ساعة 25.....وضح؟

الجزء الثاني

= تَتَطَّلبُ فقرات الأداة رأيكِ وتقييمك الشخصيَ حول علاقاتكَ مَع الطلاب ، و مَع زملاءك المعلمين. ووجهة نظرك وتقييمك الشخصيَ حول إعدادك كمعلم وتوقعاتك المهنية. والفقرة الأخيرة من هذا الجزء تتطلب تقييمك للجوانب الإدارية بالمدرسة.

والمطلوب منك التكرم بوضع علامة x في المربع الذي يعبر عن رأيك وتقييمك لكل فقرة ، وذلك اعتمادا على المقياس الموضح أدناه:

(5) " أوافق وبشدة "	(4) " أوافق"	(3) " غير متأكد من إجابتي"
(2) "لا أوافق"	(1) "لا أوافق وبشدة"	

الفقرات	أوافق وبشدة	أوافق	غير متأكد من إجابتي	لا أوافق	لا أوافق وبشدة
أ= لكي أكون معلما جيدا ، أرى انه...					
1) ... يجب أن أتعهد وأرعى تنمية التفكير الإبداعي لدى الطلاب.	☐	☐	☐	☐	☐
2)... من المهم أن أحاول وبكل جهدي أن أتواصل مع جميع الطلاب، بما فيهم ذوي الدافعية المنخفضة جدا.	☐	☐	☐	☐	☐
3)... يجب أن أتبع أساليب مشوقة وممتعة في تدريس طلابي.	☐	☐	☐	☐	☐
4)...أشعر بالرضا عندما ألاحظ الطلاب يتعلمون	☐	☐	☐	☐	☐
5)... يجب أن أطبق بعض التقنيات والأساليب السلوكية التربوية لتعديل سلوكيات الطلاب.	☐	☐	☐	☐	☐
6)... يجب أن أنمي في طلابي اتجاهات إيجابية نحو تقدير قيمة العلم.	☐	☐	☐	☐	☐
ب= زملائي المعلمون بالمدرسة...					
7)...يجدوا متعة في العمل معي.	☐	☐	☐	☐	☐
8)...يقومون بتزويدي بملاحظاتهم وأرائهم حول أدائي وتدريسي لطلابي.	☐	☐	☐	☐	☐
9)...أواجه أحيانا صعوبات في التعامل معهم.	☐	☐	☐	☐	☐
10)...قد يكون لهم تأثير سلبي على دافعيتي للعمل.	☐	☐	☐	☐	☐
11)... يتحلون بأخلاق مهنية راقية.	☐	☐	☐	☐	☐
ج= كوني معلما...					

12)...أشارك وباستمرار في الأنشطة التدريبية المخصصة للتنمية المهنية والتي تنظم بواسطة الوزارة.	☐	☐	☐	☐	☐
13)...توفر مهنة التعليم فرصة جيدة لي لتحقيق الذات.	☐	☐	☐	☐	☐
14)...تحد الأعباء التدريسية الكثيرة من إبداعي.	☐	☐	☐	☐	☐
15)...أشعر بعدم كفاءتي في مهنة التدريس بسبب عدم كفاية وكفاءة فترة إعدادي كمعلم.	☐	☐	☐	☐	☐
16)...أواجه ضغوطات مختلفة في التدريس، الأمر الذي يجعلني اعتبر التعليم مهنة غير مرغوب فيها.	☐	☐	☐	☐	☐
17)...غير راض عن مقدار الشكر والثناء الذي يوجهه لي المدير إذا أنجزت عملا جيدا.	☐	☐	☐	☐	☐
18)...أتوقع بان يتم استدعائي للمحاسبة إذا استمرت إنتاجيتي في مجال التدريس دون المستوى المطلوب	☐	☐	☐	☐	☐
19)...أشعر بالملل في عملية التدريس وأتمنى ظهور أفكار جديدة لتنشيطها .	☐	☐	☐	☐	☐
20)...أشعر باني غير مستقر وفقدت المسار الصحيح بالنسبة للتدريس، لذا احتاج لمساعدة كبيرة	☐	☐	☐	☐	☐
21)...أرغب الحصول على وظيفة إدارية بالمدرسة بدلا من التدريس.	☐	☐	☐	☐	☐
22)...أعتقد بأن حاجات المعلمين المهنية الفردية تؤخذ بعين الاعتبار عند إعداد برامج التنمية المهنية.	☐	☐	☐	☐	☐
23)...اعتبر مهنة التعليم مصدرا للأمن الوظيفي (الشعور بامتلاك وظيفة بشكل دائم)	☐	☐	☐	☐	☐
24)...أعتبر مهنة التعليم مصدرا للشعور بالإنجاز.	☐	☐	☐	☐	☐
25)...احدد أهدافي في مجال التنمية المهنية، وأعد خطة عمل لتحقيقها.	☐	☐	☐	☐	☐

د= في مدرستي...

26)...يكفي الوقت لإعداد الدروس وتصحيح أعمال الطلاب.	☐	☐	☐	☐	☐
27)...يتم تغيير المنهاج المدرسي الذي أدرسه بصفة مستمرة.	☐	☐	☐	☐	☐
28)...أواجه أحيانا صعوبات في التعامل مع مشرف المادة	☐	☐	☐	☐	☐
29)...يوجد وقت عندي لتلبية احتياجات الطلاب الفردية.	☐	☐	☐	☐	☐
30)...أقوم بتأدية أعمال إدارية مدرسية قليلة .	☐	☐	☐	☐	☐
31)...تقيدني التعليمات والسياسات الواردة من الوزارة أثناء أدائي لعملي.	☐	☐	☐	☐	☐
32)...يزودني مشرف المادة بتعليمات وتوجيهات واضحة.	☐	☐	☐	☐	☐
33)...يستهلك عملي بالتدريس ساعات كثيرة من وقتي الخاص بعد انتهاء الدوام المدرسي.	☐	☐	☐	☐	☐
34)...يوجد بفصلي عدد كبير من الطلاب.	☐	☐	☐	☐	☐
35)...أستطيع الحصول على مواد ومصادر ومعينات تدريسية كافية للدرس وللطلاب.	☐	☐	☐	☐	☐
36)...أحصل على راتب شهري يتناسب والجهد الذي أقوم به.	☐	☐	☐	☐	☐
37)...أتمتع بالحرية في اختيار طرائق وأساليب التدريس التي أراها مناسبة لحصصي الصفية.	☐	☐	☐	☐	☐
38)...أقوم بتدريس فصول عديدة أكثر مما تتحمله طاقتي.	☐	☐	☐	☐	☐

39)...أفضل بأن يؤخذ في الاعتبار قدرات المعلم وخبراته أثناء إعداد جدول الرواتب (نظام الرواتب).	☐	☐	☐	☐	☐
40)...أستطيع أن أتحكم في جدول الحصص التي أدرّسها.	☐	☐	☐	☐	☐
41)...أرتاح بأن اعمل بمدرسة قريبة لمحل إقامتي.	☐	☐	☐	☐	☐
42)...ظروف ومكان عملي غير ملائمة (مثلا: حار، مزعج، مزدحم)	☐	☐	☐	☐	☐
43)...أجد صعوبة في فهم وتطبيق المناهج الجديدة.	☐	☐	☐	☐	☐
44)...لن تؤدي الزيادة في راتبي إلى الزيادة في دافعيتي للعمل وذلك إذا استمر ضغط العمل عاليا وفوق قدرتي على التحمل.	☐	☐	☐	☐	☐
45)...أشعر بعدم وضوح بعض الأدوار والمهام التي يجب أن أنفذها كمعلم.	☐	☐	☐	☐	☐

الجزء الثالث

= تتَطلبُ فقرات الأداة التالية رأيكِ وتقييمك الشخصيَ حول علاقتك مَع مدير المدرسة، وعلاقتك بالمجتمع خارج المدرسة.

والمطلوب منك التكرم بوضع علامة x على المربع الذي يعبر عن رأيك وتقييمك لكل فقرة ، وذلك اعتمادا على المقياس الموضح أدناه:

(5) " دائما "	(4) "عادة"	(3) "أحيانا"
(2) "نادرا"	(1) " نادر جدا "	

الفقرات	دائما	عادة	أحيانا	نادرا	نادر جدا
أ= مدير المدرسة...					
1)... يمثل قدوة حسنة للمعلمين باجتهاده الدؤوب في عمله.	☐	☐	☐	☐	☐
2)... يقدر انجازات المعلمين الجيدة ويعززهم ويقدرهم عليها.	☐	☐	☐	☐	☐
3)... يستخدم النقد الايجابي البناء في تعديل سلوكهم.	☐	☐	☐	☐	☐
4)... يسمح للمعلمين بالمشاركة في اتخاذ القرارات المدرسية بمختلف مستوياتها.	☐	☐	☐	☐	☐
5)... يحرص دائما على رفع مستوى أداء المعلمين.	☐	☐	☐	☐	☐
6)... يحترم وجهات نظر المعلمين عندما يختلفون معه حول سياسات وخطط المدرسة.	☐	☐	☐	☐	☐
7)... يظهر محسوبية في علاقاته مع المعلمين وفي توزيعه للمهام والأعمال المدرسية.	☐	☐	☐	☐	☐
8)... يهيئ بيئة تواصل جيدة بين جميع العاملين بالمدرسة.	☐	☐	☐	☐	☐
9)... يدير ويتحكم بمشاكل المدرسة بكفاءة.	☐	☐	☐	☐	☐
10)... يشجع المعلمين على مناقشة الأمور التربوية التي تهدف إلى تحسين مستوى التعليم.	☐	☐	☐	☐	☐

11)... يحرص على توخي الدقة والموضوعية في تقييم أداء المعلمين.	☐	☐	☐	☐	☐
12)... يتولى رعاية مبادرات وإبداعات المعلمين.	☐	☐	☐	☐	☐
13)... يعامل المعلمين معاملة إنسانية قائمة على الود والاحترام.	☐	☐	☐	☐	☐
14)... يتيح مساحة من الحرية للمعلمين في تخطيط وتنفيذ آلية عملهم في الصف.	☐	☐	☐	☐	☐

ب= كوني معلما وجزءا من المجتمع المحلي خارج المدرسة...

15)... أقدم المساعدة والإرشاد لأولياء أمور الطلاب ليساعدوا أبناءهم على التفوق الدراسي.	☐	☐	☐	☐	☐
16)...توفر مهنة التعليم لي المكانة الاجتماعية المتميزة بالمجتمع.	☐	☐	☐	☐	☐
17)...تمكنني مهنة التعليم من المشاركة في خدمة المجتمع.	☐	☐	☐	☐	☐
18)... يقدر المجتمع معلمي المدارس ويعتبرهم جزءا منه.	☐	☐	☐	☐	☐
19)... أواجه أحيانا صعوبات في التعامل مع أولياء أمور الطلاب.	☐	☐	☐	☐	☐
20)... ينتقد المجتمع المعلمين دائما ويزودهم بملاحظات سلبية.	☐	☐	☐	☐	☐
21)... يبدي المجتمع رغبة في تقديم المساعدة للعملية التعليمية بالوطن.	☐	☐	☐	☐	☐

= بعد قراءتك لجميع فقرات الاستبانة الواردة أعلاه في الجزأين الثاني والثالث، أي من هذه الفقرات تشكل أكبر مصدر للتوتر والقلق في أثناء أدائك لوظيفتك كمعلم؟

أذكر

الفقرة:.....

هل يمكنك أن تذكر السبب باختصار؟

.....

.....

.....

.....

أذكر

الفقرة:.....

هل يمكنك أن تذكر السبب باختصار؟

.....

.....

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= بعد قراءتك لجميع فقرات الاستبانة الواردة أعلاه في الجزأين الثاني والثالث، أي من هذه الفقرات تشكل أكبر مصدر

لدافعيتك نحو العمل في أثناء أدائك لوظيفتك كمعلم؟
أذكر
الفقرة:.....
هل يمكنك أن تذكر السبب باختصار؟
.....
.....
.....
.....

أذكر
الفقرة:.....
هل يمكنك أن تذكر السبب باختصار؟
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.....
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الجزء الرابع

اتجاهات المعلم نحو عمله
= المطلوب منك في الجزء الرابع التكرم بعمل الآتي.
أ- إبداء رأيك الشخصي حول مدى ارتباطك بمهنتك وبمدرستك وذلك بوضع علامة x في المربع الذي يعبر عن رأيك وتقييمك لكل فقرة اعتمادا على المقياس الموضح أدناه:

(5) " صحيحة تماما "	(4) " صحيحة "	(3) " ليست صحيحة وليست خاطئة "
(2) " خاطئة "	(1) " خاطئة تماما "	

الفقرات	صحيحة تماما	صحيحة	ليست صحيحة وليست خاطئة	خاطئة	خاطئة تماما
1)... لدي الرغبة في بذل جهد إضافي كبير في سبيل جعل مدرستي أكثر نجاحا.	☐	☐	☐	☐	☐
2)... أشعر بالفخر عند إخبار الآخرين بأنني انتمي لمدرستي هذه.	☐	☐	☐	☐	☐
3)... أشجع الآخرين على الالتحاق بمهنة التعليم.	☐	☐	☐	☐	☐
4)... أفضّل العمل بمدرسة أخرى عن الاستمرار بمدرستي هذه.	☐	☐	☐	☐	☐
5)... اعمل بمهنة التعليم فقط من أجل الحصول على الراتب الشهري.	☐	☐	☐	☐	☐
6)... عند حصولي على وظيفة أخرى براتب أكثر، سأترك التدريس.	☐	☐	☐	☐	☐

7)... سأستمر بمهنة التعليم لأني اعمل في مدرسة قريبة من مكان إقامتي.	☐	☐	☐	☐	☐
8)... اعتبر مشاكل المدرسة جزء من أموري الخاصة.	☐	☐	☐	☐	☐
9)... أعتبر العمل بالتدريس عملا جامدا ومملا.	☐	☐	☐	☐	☐
10)... أسعى وبجد للاستقالة من مهنة التعليم.	☐	☐	☐	☐	☐
11)... أرى بأن مهنة التعليم، ضرورية للمجتمع أكثر من أي مهنة أخرى.	☐	☐	☐	☐	☐
12)... أجد بأن القيم التي أتبناها وقيم مدرستي متماثلة تماما.	☐	☐	☐	☐	☐

ب= أرجو التكرم بالإجابة عن الأسئلة التالية:

1= باعتقادك، ما العامل الأساسي والاهم الذي بناء عليه قررت بأن تصبح معلم مدرسة؟

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2= هل لديك أية شكوك حول قدرتك على الاستمرار في التدريس؟

أ- غير متأكد من إجابتي ☐
ب- لا، ليس لدي شكوك ☐
ج- نعم لدي شكوك ☐

إذا كانت إجابتك بنعم...فما أسباب هذه الشكوك؟

.....
.....
.....
.....

3= ما الجانب الأكثر متعة في كونك معلما؟

.....
.....
.....
.....

4= ما الجانب الأكثر صعوبة في كونك معلما؟

.....
.....
.....
.....

5= هل تعتقد بأن دافعيتك نحو التدريس في الوقت الحالي مقارنة بأول خبرة لك في التدريس قد:

زادت ☐
نقصت ☐
نفس مستوى الدافعية ☐

الرجاء التكرم بذكر الأسباب المؤدية لأي إجابة تختارها (سواء أ أم ب أم ج)؟

6= هل تعتقد بأن دافعيتك نحو التدريس مقارنة بدافعية زملائك المعلمين قد أصبحت:

أكثر ☐

أقل ☐
ج-نفس مستوى الدافعية ☐

الرجاء التكرم بذكر الأسباب المؤدية لأي إجابة تختارها (سواء أ أم ب أم ج)؟

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7 = بشكل عام، إلى أي مدى تشعر بصفتك معلما بدافعية تجاه عملك ؟
(الرجاء التكرم بوضع علامة x على الإجابة المعبرة عن مستوى الدافعية أو عدم وجودها من بين الخيارات التالية:)

1- دافعية عالية جدا ☐	2- دافعية عالية ☐	3- غير متأكد من مستوى دافعيتي ☐
4- دافعية قليلة ☐	5- دافعية قليلة جدا ☐	

8= بشكل عام، إلى أي مدى تشعر بصفتك معلما بالرضا الوظيفي؟
(الرجاء التكرم بوضع علامة x على الإجابة المعبرة عن مستوى الرضا الوظيفي أو عدم وجوده من بين الخيارات التالية:)

1- اشعر برضا وظيفي عالي جدا ☐	2- اشعر برضا وظيفي معتدل ☐	3- غير متأكد من شعوري بالرضا الوظيفي ☐
4- لا اشعر بالرضا الوظيفي ☐	5- لا اشعر بالرضا الوظيفي أبدا ☐	

9= بشكل عام، إلى أي مدى تشعر أنت كمعلم بالإجهاد في العمل؟
(الرجاء التكرم بوضع علامة x على الإجابة المعبرة عن مستوى شعورك بالإجهاد أو عدم وجوده من بين الخيارات التالية:)

1- مجهد بدرجة عالية جدا ☐	2- مجهد بدرجة عالية ☐	3- غير متأكد من شعوري بالإجهاد ☐
4- لا اشعر بالإجهاد ☐	5- لا اشعر بالإجهاد أبدا ☐	

= ملاحظات أخرى:
= أضف ما تراه مناسبا من ملاحظات ومقترحات؟

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.....

= إذا كنتم تودون الحصول على تقرير موجز عن نتائج هذه الدراسة بعد إتمامها، فأرجو تكرمكم بكتابة عنوان بريدكم الإلكتروني :.

.....

.....

هام!:

سأقوم بإجراء **مقابلات مع بعض** المعلمين/ المعلمات من الذين شاركوا في تعبئة هذه الاستبانة وذلك بهدف التعمق في مناقشة النتائج والقضايا الرئيسية التي ستظهر بعد تحليل الاستبانات. وستدوم المقابلة مع المعلم/ المعلمة حوالي الساعة، وستكون فرصة جيدة لكم لإبداء وجهة نظركم وللحديث بشكل موسع عن موضوع دافعية المعلمين بالسلطنة. وستجرى هذه المقابلات مع المعلمين/ المعلمات الذين سيتطوعون للمشاركة في المقابلات وذلك خلال شهر مارس من العام 2008 ، في أماكن عملهم. علما بأنه في حال موافقتكم:

= سيتم التنسيق حول التنفيذ معكم ومع قسم التدريب بمنطقتكم.

= سأقوم بنفسي بإجراء المقابلة مع المعلم/ المعلمة.

= لن يتم تسجيل المقابلة بجهاز، بل سأعتمد على تدوين ملاحظاتكم فقط.

= سيتم التعامل مع نتائج المقابلة بسرية تامة.

- هل ترغب بالمشاركة في الجزء الثاني من هذا البحث وذلك بالموافقة على إجراء المقابلة معي –الباحث-؟

= أ- نعم. ☐

= ب- لا ☐

= ج- غير متأكد☐: (الرجاء عدم التردد أبدا في مراسلتي عن طريق بريدي الإلكتروني إذا كنتم تودون معرفة المزيد عن إجراءات المقابلة أو لأي استفسار)

= بريدي الالكتروني: xxxxxxxxxx

= إذا كانت إجابتكم **(نعم)**، فلكم مني جزيل الشكر. برجاء كتابة رقم الهاتف المباشر أو هاتف المدرسة حتى يتسنى لي التنسيق معكم حول تنفيذ المقابلة:

رقم الهاتف:.....

المدرسة:.....

البريد الالكتروني:.....

الاسم:.....

ولكم خالص الشكر وعظيم التقدير لحسن تعاونكم.

Appendix 9

Guide to the Focus Group Discussions/ Interviews with the Schoolteachers

	1	2	3	4	5	6	7	8
Name								
Gender								
Teaching experience								
Teaching subject								

Date: …… Time: ……..

No.	Question	Probes
	The researcher begins by introducing himself to the respondents and explaining the aims of the study and the discussions. He then informs the respondents about the type of data that will be gathered and how they will be used.	

	The researcher advises the respondents on: • confidentiality; • discussion procedures; • taking notes of the discussion; • the respondents' right to stop and leave the discussion at any time.	
	The details of the respondents' background	I check their details from their questionnaires!
1	In Oman, what is the most important motivator for someone to become a teacher as a career?	• Any prejudgements? • Family/friends/other teachers
2	Presentation of some findings among the data collected from the questionnaires. Use of these data to generate questions for the discussion.	Using Powerpoint presentation (15 minutes)
3	**Comment on the findings from the questionnaire that I distributed last year.** • More than 63% of Omani teachers stated that they were motivated. How can these findings be interpreted? • What – in general – would motivate Omani teachers? (Reference to probes A, B and C.) • What has made certain motivation strategies successful or unsuccessful? How will these strategies sustain or reduce the level of enthusiasm for the profession?	**A: Most of the teachers reported that they suffered greatly from an overload of administration.** • What do you think? • If you agree with them, what would address the main source of this administration burden in your opinion? **B: Some of the teachers reported that they were constrained by some of the Ministry of Education's decisions and policies.** • What do you think? • Who holds decision-making power at your school? **C: Many teachers commented: "Some aspects of the teacher's role are ambiguous."** • Do you agree with this comment? • If so, could you please elaborate. **D: What is missing and what is needed?**
4	• You have been given the opportunity to say anything freely without fear of repercussions. If I called your head teacher/supervisor now, what would you say?	

5	• What prompted you to volunteer for this discussion? • How far is the support available adequate? What have you found to be particularly supportive? • In your opinion, what are the strengths/weaknesses of the Omani educational system?	• Has your school head teacher created a structure, system or environment that fosters teachers' motivation and maintains their enthusiasm? How?
6	**Convey the messages:** • We are now at the end of the discussion. Do you have any final thoughts, expectations, worries, or recommendations for improvement that you believe should be addressed and discussed? • With our discussion in mind, I should like you to divide into two groups and think, and write down, about three experiences/issues that you consider crucial for teachers' motivation and explain why they are crucial. Please also think about three messages that you would like to convey to the senior executive officers. **Many thanks for your participation!**	

Semi-Structured Interviews with Schoolteachers

(45 minutes)

	Procedure • I ask each interviewee to reconsider the questions asked during the focus group discussions and comment on or add answers to what he/she said earlier. • I ask each interviewee to describe incidents that he/she thinks have affected him/her positively or negatively. These incidents will indicate the general attitude of the majority: whether they focus on positive or negative experiences	

Appendix 10

Guide to the Focus Group Discussions

With Headteachers

	1	2	3	4	5	6	7	8
Name								
Gender								
Teaching experience								

Date: **Time:**

No.	Question	Probes
	The researcher begins by introducing himself to the respondents and explaining the aim of the study in general and those of the discussions in particular. He then informs the respondents about the type of data that will be gathered and how they will be used.	
	The researcher advises the respondents on: • confidentiality; • discussion procedures; • taking notes of the discussion; • the respondents' right to stop and leave the discussion at any time.	

1	**Presentation of some findings from the data collected from the teachers' questionnaire, focus discussions and interviews.** • More than 63% of Omani teachers stated they were motivated. How do you interpret these findings? • In your opinion, what could motivate Omani teachers?	Using PowerPoint presentation: **Most of the teachers reported that they suffered from an overload of administration.** • What do you think? • If you agree, what would address the main sources of the administration in your opinion? **Some teachers reported that they were constrained by the Ministry of Education's decisions and policies.** • What do you think? • Who holds decision-making power at your school?
2	Could you describe some techniques that you apply at your school to motivate your teachers?	
3	Based on your experience as a head teacher, are teacher facing any kind of difficulties? What have been the main obstacles confronting your teachers?	**Sources of stressors, demotivators and satisfiers.** • What is missing and what is needed? • Are there any aspects that should be modified or improved?
4	Could you identify some important restrictions that might prevent you from fulfilling your commitments to your teachers?	
5	Based on your experience as a head teacher, how would you describe the current status of education in Oman?	
6	If you were given another chance, would you choose school teaching as your career? If yes, why? If no, why not?	

7	With our discussion in mind, I should like you to work in groups and read and comment on these messages that Omani teachers have conveyed to you as school head teachers in their focus group discussions and interviews: To my head teacher: • Listen to us, do not keep your distance, and meet each teacher at least once per term. • We need your recognition, please. • Be just. • Could you make an effort to understand our requests and feelings, please. • The work should be fairly distributed. • Build an environment that helps us to be creative. • When dealing with your teachers, you should understand their different needs. • Be a skilled and creative leader. • We need to participate fully in the school's decisions. • We cannot cope with all the administrative tasks that you assign to us. • Do not confine your attention to only one group; you should focus on others as well. • You should have faith in your job as a head teacher. • Create an environment that encourages positive competition. • Create an environment that offers your teachers respect and dignity.	

Appendix 11

Distribution of Schoolteachers & Headteachers Participating in the Focus Group Discussions & Interviews

A total of 53 schoolteachers participated in the focus group discussions. They were grouped according to their region and each teacher was assigned a number.

Table A11.1 Schoolteachers participating in the focus group discussions

Region	No.	Gender	Teaching experience (years)	Teaching subject
Muscat	1	Female	8	Science
	2	Female	12	English Language
	3	Female	2	Arabic Language
	4	Male	21	Islamic Studies
	5	Male	6	Field One: Islamic + Arabic + Social
	6	Male	13	Social Studies
Al-Batinah (South)	7	Female	4	Life Skills
	8	Female	17	Field Two: Maths + Science
	9	Female	9	Arabic Language
	10	Female	3	Islamic Studies
	11	Female	10	English Language
	12	Male	11	Mathematics
	13	Male	4	Field One: Islamic + Arabic + Social
	14	Male	7	Science
	15	Male	12	Social Studies
	16	Male	14	Physical Education
Al-Dakhliyah	17	Female	15	Arabic Language
	18	Female	8	Field Two: Maths + Science
	19	Female	2	Islamic Studies
	20	Female	5	English Language
	21	Male	9	Mathematics
	22	Male	16	Field One: Islamic + Arabic + Social
	23	Male	2	Science
	24	Male	11	Social Studies
Al-Sharqiyah (South)	25	Female	19	Islamic Studies
	26	Female	9	Mathematics
	27	Female	12	Arabic Language
	28	Male	8	Science
	29	Male	4	Field Two: Maths + Science

	30	Male	6	Social Studies
	31	Male	11	English Language
Al-Sharqiyah (North)	32	Female	7	Physical Education
	33	Female	14	Field One: Islamic + Arabic + Social
	34	Female	3	Mathematics
	35	Female	10	Islamic Studies
	36	Female	12	Field Two: Maths + Science
	37	Male	6	Information Technology
	38	Male	9	Arabic Language
	39	Male	4	Life Skills
Al-Burimi	40	Female	11	Mathematics
	41	Female	8	Science
	42	Female	14	Field One: Islamic + Arabic + Social
	43	Female	9	Social Studies
	44	Male	6	English Language
	45	Male	10	Physical Education
	46	Male	11	Field One: Islamic + Arabic + Social
	47	Male	12	Field Two: Maths + Science
Al-Dhahirah	48	Female	5	Information Technology
	49	Female	3	Science
	50	Female	13	Islamic Studies
	51	Male	9	Mathematics
	52	Male	8	Arabic Language
	53	Male	18	Social Studies

A total of 21 teachers participated in the semi-structured interviews. Each teacher was assigned a code letter to represent his/her name.

Table A11.2 Teachers participating in the semi-structured interviews

	Code	Gender	Teaching experience (years)	Teaching subject	Region
1	T	Female	8	Science	Muscat
2	E	Female	12	English Language	Muscat
3	A	Female	11	Mathematics	Al-Batinah (South)
4	C	Female	4	Field One: Islamic + Arabic + Social	Al-Batinah (South)
5	H	Female	15	Arabic Language	Al-Dakhliyah
6	I	Female	19	Islamic Studies	Al-Sharqiyah (South)
7	N	Female	12	Field Two: Maths + Science	Al-Sharqiyah (North)
8	G	Female	10	Islamic Studies	Al-Sharqiyah (North)
9	J	Female	8	Science	Al-Burimi
10	O	Female	14	Field One: Islamic + Arabic + Social	Al-Burimi
11	B	Female	5	Information Technology	Al-Dhahirah
12	P	Male	6	Field One: Islamic + Arabic + Social	Muscat
13	R	Male	7	Science	Al-Batinah (South)
14	O	Male	12	Social Studies	Al-Batinah (South)
15	D	Male	9	Mathematics	Al-Dakhliyah
16	U	Male	16	Field One: Islamic + Arabic + Social	Al-Dakhliyah
17	C	Male	4	Field Two: Maths + Science	Al-Sharqiyah (South)
18	T	Male	11	English Language	Al-Sharqiyah (South)
19	I	Male	4	Life Skills	Al-Sharqiyah (North)
20	V	Male	12	Field Two: Maths + Science	Al-Burimi
21	E	Male	9	Mathematics	Al-Dhahirah

A total of 21 headteachers participated in the focus group discussions. They were divided into three groups of mixed demographic variables and each headteacher was assigned a number.

Table A11.3 Headteachers participating in the focus group discussions

	Gender	**Total educational experience (years: as teacher and head teacher)**
1	Female	14
2	Female	11
3	Female	15
4	Female	8
5	Female	10
6	Female	12
7	Female	21
8	Female	17
9	Male	12
10	Male	22
11	Male	11
12	Male	10
13	Male	14
14	Male	12
15	Male	16
16	Male	19
17	Male	11
18	Male	13
19	Male	17
20	Male	15
21	Male	14

Appendix 12

Letters Offering the Researcher the Help Required

LETTER DATED 18 APRIL 2007 FROM THE UNIVERSITY OF EDINBURGH TO THE MINISTRY OF EDUCATION IN OMAN

Higher and Community Education
THE MORAY HOUSE SCHOOL OF EDUCATION

The University of Edinburgh
Paterson's Land
Holyrood Road
Edinburgh EH8 8AQ

Telephone +44 (0131) 650 3089
or direct dial +44 (0131) 651 6579
Fax +44 (0131) 651 6111
Email hce@ed.ac.uk
Website http://www.education.ed.ac.uk/hce

18 April 2007

Dr Sana Al Belushi
Head of the Technical Office for Studies and Development
Ministry of Education
Sultanate of Oman

PhD Research: Hamood Al-Rashi

Dear Dr Al-Belushi,

As you may be aware, Hamood Al-Rashi is presently in the second year of his PhD studies with us, thanks in large part to the support of the Ministry, for which both Hamood and the University of Edinburgh are most grateful.

The point that Hamood has reached in his study, which is into motivation in the teaching workforce in Oman, is undertaking an ambitious large-scale questionnaire survey of Omani teachers. Inevitably, this will require a good response rate and it seems that the only means to ensure effective distribution and proper management of returns is for Hamood himself to carry this out in Oman over the next few weeks.

Accordingly, he will leave for Oman this weekend. And will make contact with you early next week. I would be most grateful if you could give sympathetic consideration to any request that Hamood might make with regard to support for the logistics of the survey

The initial stages of the research have gone well and Hamood is well-placed to deliver a robust benchmark study of teacher motivation in Oman. I have no doubt that the study as a whole will be of considerable interest and possibly considerable value to the Ministry once it is completed.

Please do not hesitate to contact me if you require any further information or additional detail regarding this request or Hamood's progress with his research in general.

Brian Martin
Head of Higher & Community Education
brian.martin@ed.ac.uk

LETTER DATED 25 APRIL 2007 FROM THE EDUCATION DISTRICTS TO THE STATE SCHOOLS

بسم الله الرحمن الرحيم

Sultanate of Oman
Ministry of Education
Directorate General of Education - Muscat
Director General Office

سلطنة عمان
وزارة التربية والتعليم
المديرية العامة للتربية والتعليم بمحافظة مسقط
مكتب المدير العام

التاريخ : ٨ / ٤ / ١٤٢٨هـ
الموافق : ٢٥/ ٤ / ٢٠٠٧م

الرقم : م ع ت م /

الأفاضل / مُديرو ومديرات مدارس مُحافظة مسقط المحترمون

السلامُ عليكُم ورحمة الله وبركاته

الموضوع / تسهيل مهمة باحث

يقوم الفاضل/ حمود بن ناصر بن محمد الراسبي بدراسة بعنوان :

واقع المعلمين العمانيين نحو التدريس

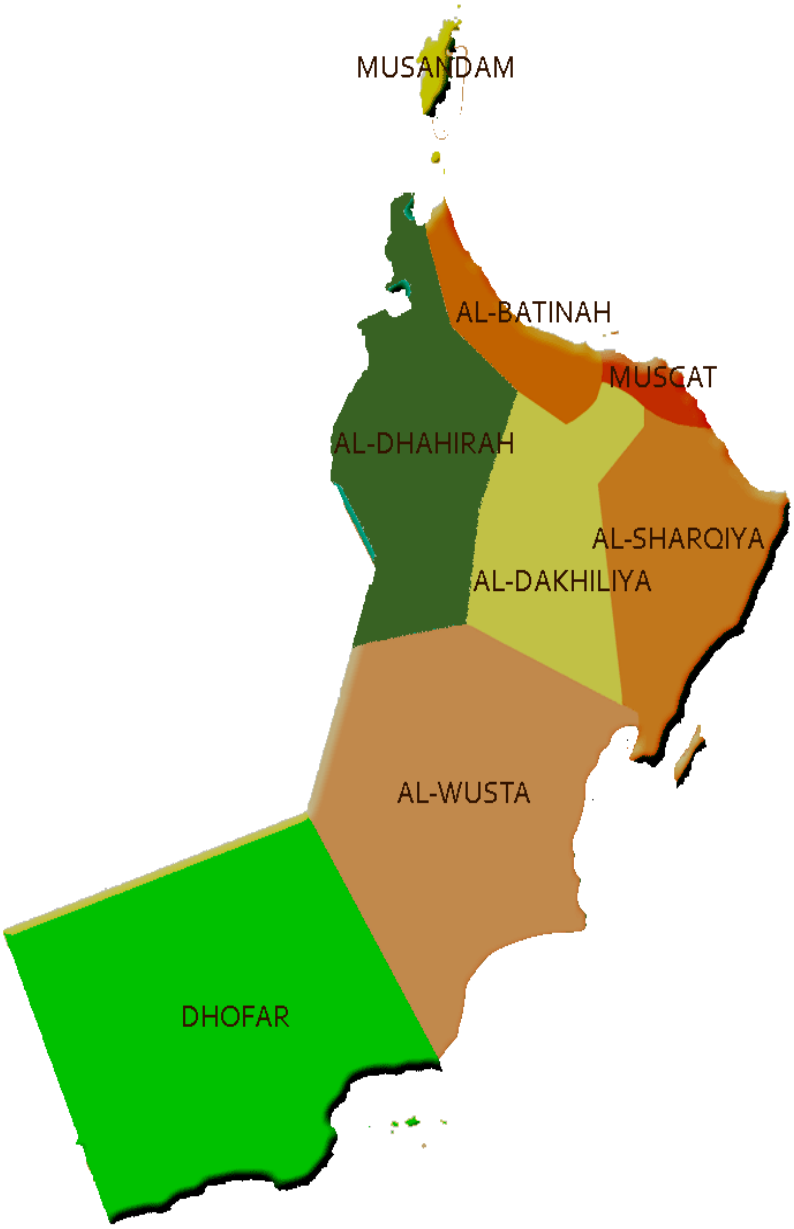
ويرغب المذكور في تطبيق أدوات الدراسة على عينة من المعلمين بمدارس المنطقة. وبالإشارة إلى رسالة المكتب الفني رقم ٤٦٩ بتاريخ ٤ / ٤/ ١٤٢٨هـ الموافق ٢١ / ٤/ ٢٠٠٧م ، فإننا نرجو منكم التكرم بتسهيل مهمة الباحث ؛ خدمة لأغراض البحث العلمي.

شاكرين لكم إسهامكم العلمي
وتفضلوا بقبول فائق الاحترام والتقدير

د . يسرية بنت علي بن أمان آل جميل
عضو الدراسات والمتابعة

ص.ب : ١٤٤٠ روي – الرمز البريدي : ١١٢ – سلطنة عُمان – هاتف : ٢٤٥٦٢١٣٤ – ٢٤٥٦٢٢٧٧ – فاكس : ٢٤٥٦٠٠٧٩
P.O. Box : 1440 Ruwi - Postal Code : 112 - Sultanate of Oman - Tel. : 24562134 - 24562277 - Fax : 24560079- www.moe.gov.om

Appenidix 13. Figure 13.1 Administrative/school regions of Oman



Appendix 14

Samples of procedures/outcomes of qualitative analysis: the first few cards were translated into English language. The rest samples are in Arabic language

<table>
<tr><td>Page no.</td><td>1</td><td rowspan="6">My motivation would be high for such reasons:
= Working with my pupils
=Working with my headteacher and colleagues
=Being productive in my society
=CPD
These factors might reduce the level of my motivation:
=Workload and non-teaching duties that I perform in my school which cause to me a huge physical and psychological stress</td></tr>
<tr><td>Number of unit of meaning</td><td>14</td></tr>
<tr><td>Region</td><td>Al-Batinah (South)</td></tr>
<tr><td>Gender</td><td>Male</td></tr>
<tr><td>No. of years of experience</td><td>7</td></tr>
<tr><td>Teaching subject</td><td>Science</td></tr>
<tr><td>Summary/Comment</td><td colspan="2">The effects of:
-positive relationships within the school environment
-non-teaching duties on teacher motivation</td></tr>
</table>

<table>
<tr><td>Page no.</td><td>5</td><td rowspan="4">My headteacher should consider these practices:
=Recognition: tangible and intangible
=invite teachers to participate in making</td></tr>
<tr><td>Number of unit of meaning</td><td>26</td></tr>
<tr><td>Region</td><td>Al-Sharqiyah (South)</td></tr>
<tr><td>Gender</td><td>Female</td></tr>
</table>

No. of years of experience	9	school decisions In order to enhance the level of teacher motivation: =Increase the amount and the quality of CPD =Reduce the amount of non-teaching responsibilities
Teaching subject	Math	
Summary/Comment	The positive effect of : -Recognition -Reduction the amount of duties	

Page no.	5	An incident that affected my motivation: This incident happened two weeks ago. I arrived late at school. I called at the head teacher's office to let him know that I had arrived and asked him for a favour because I was late and I needed to go to my class, since my pupils were waiting for me. I asked the headteacher if one of his staff could bring to my class some equipment from the learning resources centre. Five minutes later, the headteacher came to my class, bringing the equipment himself, and he stayed with me for 30 minutes. When I had finished the lesson, he thanked me for outstanding work! This headteacher is a brilliant leader! He responded positively to my request, brought the equipment himself, and stayed with me. Then he thanked me
Number of unit of meaning	5	
Region	Al-Burimi	
Gender	Male	
No. of years of experience	12	
Teaching subject	Field Two	

		and praised my work with my supervisor and senior teacher. This incident has had a significant and positive impact on my motivation towards teaching. I feel as if this incident has happened only just now because of its strong impact upon my motivation – an impact that will continue for a long time. I shall never forget it.
Summary/Comment	-Headteacher should value teachers' achievement and recognize their good efforts	

Page no.	5	Please convey these message to senior leaders at the Ministry of Education: =You should have mercy of schoolteachers =Reduce the amount of educational projects =There should be intangible recognition =Consider stop, or reduce the amount of activities, the annual competition that targeting all Omani schools 'Maintaining Health and Hygiene at School'. =You should work to satisfy school teachers =You should study the weaknesses and plan for improvement
Number of unit of meaning	27	
Region	Al-Sharqiyah (South)	
Gender	Female	
No. of years of experience	12	
Teaching subject	Arabic language	
Summary/Comment	-Senior leaders should create plans that give teachers'	

	improvement and better life a focus of attention

Page no.	5	This incident had a positive effect on my motivation: =I requested to move to another school for family reasons. My headteacher refused to sign and confirm this request and said to me “the current school needs you because you are excellent teacher”. She praised me in front of other teachers and said the school and pupils are lucky to have me with them. This incident reduced my motivation: I worked with another headteacher who visited my classroom when I was feeling unwell, and consequently I couldn’t deliver good teaching. The headteacher, during a meeting with schoolteachers, reprimanded me in front of other teachers that I wasn’t good enough in delivering that lesson, although that she knows that I was unwell. However, she, later, apologized.
Number of unit of meaning	49	
Region	Al-Dhahirah	
Gender	Female	
No. of years of experience	3	
Teaching subject	Science	
Summary/Comment	-The effect of headteacher on teacher motivation	

Page no.	2	In general, stress can reduce the level of motivation; however, internal drives help to overcome teaching difficulties. We knew
Number of unit of meaning	41	
Region	Al-Burimi	

<table>
<tr><td>Gender</td><td>Female</td><td rowspan="3">from the researcher’s findings that 77% argued that they were stressed, but 60% were motivated. There is no contradiction, because as a teacher I might be stressed for many reasons, but my morals and helping young leaners would help make me productive despite obstacles.</td></tr>
<tr><td>No. of years of experience</td><td>8</td></tr>
<tr><td>Teaching subject</td><td>Science</td></tr>
<tr><td>Summary/Comment</td><td colspan="2">-I love teaching despite the difficulties
-The effects of internal drives and morals in helping teachers to perform their best</td></tr>
</table>

1	رقم الصفحة	الدافعية تعاملي مع الطلاب ومع الإدارة وزملائي المعلمين وحب الانتاج والتميز وطموحي بالرقي في مجال عملي وتطوير قدراتي. وتطبيق هوايتي " البرمجة اللغوية العصبية" الإجهاد يوجد إجهاد كبير بدني وعقلي مما يؤدي الى تدني مستوى العطاء وذلك ناتج عن الأعباء المنوطة على المعلم.
14	الرقم	
الباطنة جنوب	المنطقة	
ذكر	الجنس	
7	سنوات الخبرة	
علوم	مادة التدريس	
العلاقات الإيجابية في المدرسة وتأثير الأعباء		الخلاصة

5	رقم الصفحة	رسالة للمديرة: 1-التحفيز الدائم للمعلمين. 2-مشاركة أكثر للمعلمين في إتخاذ ووضع القرارات في المدرسة. زيادة الدافعية: 1-المزيد من الدورات في التنمية البشرية (لأنها تساعد كثيرا). 2-تخفيف الأعباء الإدرية التي تزداد يوماً بعد يوم. 3-تشجيع المعلمين وتعزيزهم. 4-تقليل الضغوط.
26	الرقم	
الشرقية جنوب	المنطقة	
أنثى	الجنس	
9	سنوات الخبرة	
رياضيات	مادة التدريس	
المشاركة في القرارات والتنمية البشرية		الخلاصة

5	رقم الصفحة	-اكتب حدثا يرفع من دافعيتك للتعليم؟ اذكر في مرة من المرات كان معي حصة في احد صفوف التاسع الاساسي، كان الدرس فيها يتحدث عن (الاجزاء المكونة للسفينة) وقبل دخولي للصف كنت في غرفة المدير وطلبت منة ان يعطيني مجسم السفينة للاستفادة منها في الدرس فسمح لي بذالك فارسلت له احد الطلاب لاخذ المجسم. دقايق واتفاجا بالمدير معي في الصف لمدة خمس دقايق حيث قمت بالمطلوب، وبعد خروجي من الصف التقى بي المدير واشاد بالحصة ، اشادة كبيرة وقام بابلاغ المعلم الاول للمادة وايضا المشرف على المادة واعتبرها حصة مثيرة وقال اني متميز في جميع الجوانب ، وهذا النوع من المواقف يرفع من دافعية المعلم للتدريس ويودي عملة بشكل افضل.
5	الرقم	
مسقط	المنطقة	
ذكر	الجنس	
6	سنوات الخبرة	
مجال أول	مادة التدريس	
... يقدر انجازات المعلمين الجيدة ويعززهم ويقدرهم عليها		الخلاصة

3	رقم الصفحة	رسالة للمسؤولين: 1-إرحموا المدرسين. 2-تقليل المشاريع التي تلقي عبئاً كبيراً على عاتق المعلمين. 3-زيادة المعلمين وتقليل النصاب من الحصص،وأعداد التلاميذ. 4-التحفيز المعنوي الدائم. 5-إلغاء مسابقة النظافة والصحة في البيئة المدرسية. 6-متابعة أحوال المعلمين،ومدى رضاهم. 7-على المسؤولين وضع آلية للتقييم الذاتي للوقوف على الأخطاء ووضع حلول مناسبة.
27	الرقم	
الشرقية جنوب	المنطقة	
أنثى	الجنس	
12	سنوات الخبرة	
لغة عربية	مادة التدريس	
يجب الإهتمام بالمعلم		الخلاصة

ثلاثة رسائل للمسولين في الوزارة؟ 1- معاملة المعلم في السلطنة مثلة مثل في باقي دول مجلس التعاون من ناحية (الراتب – الاعباء التدريسية – التخفيف من الاعباء الادارية) 2- التقليل من الاعباء الادارية. 3- الاخذ باراء المعلمين اثناء وضع القرارات التي قد يبد بها رايا.	رقم الصفحة	6
	الرقم	7
	المنطقة	الباطنة جنوب
	الجنس	أنثى
	سنوات الخبرة	4
	مادة التدريس	مهارات حياتية
الخلاصة	تحد الأعباء التدريسية الكثيرة من إبداعي	

-التوصيات المطلوبة من الوزارة لرفع دافعية المعلمين اذكر 3 وصايا فقط؟ 1- اعادة النظر في عملية التقويم بشكل كامل حيث لا يتم تقفيز الطلاب وانجاحهم بشكل تلقائي وعمل اختبار مستوى لهم لمعرفة مهاراتهم وخبراتهم الاساسية في المادة. 2- مراجعه وإعادة النظر في قوانين الغش وصلاحيات المراقبين في الامتحانات وعمل قوانين وانظمة حازمة وقوية تحد وتمنع من ظاهرة الغش في الامتحانات. 3- تخفيف الاعباء الادارية عن المعلم وجعله يركز على مهنة التدريس للابداع والابتكار. 4- توفير الكادر الاداري الكافي للمدارس حتى يتكفل بالاعمال الادارية الاخرى.	رقم الصفحة	2
	الرقم	3
	المنطقة	مسقط
	الجنس	أنثى
	سنوات الخبرة	2
	مادة التدريس	لغة عربية
الخلاصة	.تقيدني التعليمات والسياسات الواردة من الوزارة أثناء أداني لعملي	

5	رقم الصفحة	حدث رفع دافعيتي عندما رفضة المديره رغبتي في الانتقال الى مدرسه اخرى وابداء تعلقها الشديد ورغبتها في مواصلة عملي في هذه المدرسه ومدحها لي امام المعلمات وان وجودي معهم يعتبر مكسب. حدث خفض دافعيتي: عندما كنت مريضه ورغم ذلك حضرت للمدرسه ولكنني لم استتطع شرح الحصه فقامت بتوبيخي اما زميلاتي دون مراعاة لحالتي الصحيه ولكنها بعد ذلك اعتذرت.
49	الرقم	
الظاهرة	المنطقة	
انثى	الجنس	
3	سنوات الخبرة	
علوم	مادة التدريس	
		الخلاصة: دور المدير الهام بالنسبة للمعلم

2	رقم الصفحة	لان الاجهاد بشكل عام يخفض من دافعيه المعلم الا ان الاداراه دائما تتغلب على كل الصعوبات والمعوقات وكما نرى 77% مجهدين و60% لديهم دافعيه هذا التناقض وارد ولكن برأي قد اكون مجهده ولكن صفة الواجب والضمير تملي علي القيام بواجبي على اكمل وجهمهما كانت الظروف
41	الرقم	
البريمي	المنطقة	
انثى	الجنس	
8	سنوات الخبرة	
علوم	مادة التدريس	
		الخلاصة: احب التدريس برغم الأعباء

أحب مهنة التدريس
I love teaching as a profession
العادات و التقاليد
Cultural reasons

أود خدمة المجتمع

Being productive in society

البذل والتضحية

Giving and Altruism

Appendix 15

Sample of a Codebook for the Main Questionnaire

	Full variable name	**SPSS variable name**	**Coding instructions**
1	Identification number given to each questionnaire	ID	1, 2, 3, 4, 5, ……
2	Gender	gender	1 = male, 2 = female
3	Age (years)	age	1 = under 25, 2 = 25–35, 3 = 36–49, 4 = 50 or more
4	Length of experience (years)	experience	1 = 1–3, 2 = 4–9, 3 = 10–15, 4 = 16–19, 5 = 20 or more
5	Qualifications: Highest degree gained	highDegree	1 = Diploma, 2 = Bachelor degree, 3 = Higher Diploma, 4 = Master degree, 5 = Other …. (define)
6	School region	region	1 = al-Dhahirah, 2 = al-Burimi, 3 = Dhofar, 4 = Musandam, 5 = al-Dakhliyah, 6 = al-Batinah (North), 7 = Muscat, 8 = al-Wusta, 9 = al-Batinah (South), 10 = al-Sharqiyah (North), 11 = al-Sharqiyah (South)
7	Number of teaching periods per week	periodsWeekly	1 = 10 or fewer, 2 = 11–15, 3 = 16–20, 4 = 21–25, 5 = 26–30, 6 = more than 30
8	Average class size (number of pupils in the class)	sizeclass	1= 25 or fewer, 2 = 26–30, 3 = 31–39, 4 = 40–49, 5 = 50 or more
9	School roll (pupils)	pupilsNum	1 = fewer than 100, 2 = 100–399, 3 = 400–599, 4 = 600–999, 5 = 1000 or more

10	Teaching subject	teachSubject	1 = Field One, 2 = Islamic Studies, 3 = Arabic Language, 4 = Social Studies, 5 = Life Skills, 6 = English Language, 7 = Field Two, 8 = Mathematics, 9 = Science (General), 10 = Physical Education, 11 = Art Education (Drawing), 12 = Information Technology.
11	Place of graduation	placeGradu	1 = Oman, 2 = Abroad….(define)
12	Marital status	maritalStatus	1 = Single, 2 = Live with spouse and no children, 3 = Live with spouse and children, 4 = Single parent (widowed or divorced)
13	Average extra weekly working hours	weeklyHours	1 = 1–3, 2 = 4–9, 3 = 10–15, 4 = 16–20, 5 = 21–25, 6 = more than 25
= To be a good teacher, I believe that I …			
14	… should endeavour to foster the pupils' creativity.	pupil1	1= disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
15	… should try really hard to communicate with even the most difficult or unmotivated pupils.	pupil2	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
16	… need to make my teaching methods interesting for my pupils and easy to understand.	pupil3	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree
17	… should be satisfied when I see that the pupils are learning.	pupils4	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
18	… have to implement some techniques to redirect a disruptive and noisy pupil.	pupil5	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly

19	… should put more effort in helping pupils to value learning.	pupil6	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
= My colleagues at school …			
20	… enjoy working with me.	colleagues1	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
21	… give me frequent feedback about the outcomes of my work.	colleagues2	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
22	… sometimes have difficulties or conflicts with me.	colleagues3	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
23	… could influence my motivation negatively.	colleagues4	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly
24	… usually adopt high professional standards.	colleagues5	1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree strongly

Appendix 16

Relationship between the Main Questionnaire Statements and the Respondents' Levels of Motivation

Table 16.1 shows the relationship between questionnaire's statements that examined the teachers' perception of their relationship with their pupils (6 statements), and their level of motivation.

Statement	**Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA**	**Highest (%) of respondents**
I should endeavour to foster pupil creativity	There is a significant relationship between this statement and teachers' level of motivation.	96.5 *agreed* 63.3 motivated
I have to try really hard to inspire even the most difficult or unmotivated pupils	There is a significant relationship between this statement and teachers' level of motivation.	95.5 *agreed* 63.3 motivated
I need to make my teaching methods interesting for my pupils and easy for them to understand	There is a significant relationship between this statement and teachers' level of motivation.	97.7 *agreed* 63.2 motivated
I am satisfied when I see that the pupils are learning	There is a significant relationship between this statement and teachers' level of motivation.	97.7 *agreed* 63.0 motivated
I have to apply some techniques to redirect a disruptive and noisy pupil	There is a significant relationship between this statement and teachers' level of motivation.	97.5 *agreed* 63.0 motivated
I have to put more effort in helping pupils to value learning.	There is a significant relationship between this statement and teachers' level of motivation.	97.5 *agreed* 63.1 motivated

Table 16.2 shows the relationship between questionnaire's statements that examined the teachers' perception of their relationship with their colleagues (5 statements), and their level of motivation.

Statement	**Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA**	**Highest (%) of respondents**
My colleagues enjoy working with me	There is a significant relationship between this statement and teachers' level of motivation.	72.5 *agreed* 66.0 motivated
My colleagues give me frequent feedback concern-ing the outcomes of my work	There is a significant relationship between this statement and teachers' level of motivation.	71.5 *agreed* 66.0 motivated
My colleagues sometimes have difficulties or are in conflict with me	There is a significant relationship between this statement and teachers' level of motivation.	51.0 *disagreed* 65.8 motivated
My colleagues could influence negatively on my motivation	There is a significant relationship between this statement and teachers' level of motivation.	49.1 *disagreed* 64.9 motivated
My colleagues usually adopt high professional standards	There is a significant relationship between this statement and teachers' level of motivation.	81.6 *agreed* 64.9 motivated

Table 16.3 shows the relationship between questionnaire's statements that measured the relationship between what the teachers were expected to produce at school, the training that they were required to undergo (14 statements), and their level of motivation.

Statement	**Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA**	**Highest (%) of respondents**
I have participated in sufficient in-service training courses organized by the Ministry of Education	There is a significant relationship between this statement and teachers' level of motivation.	66.8 *agreed* 67.7 motivated
My profession offers me a good opportunity of personal satisfaction	There is a significant relationship between this statement and teachers' level of motivation.	75.4 *agreed* 70.5 motivated
I suffer an overload of school work, which sometimes restricts my creativity	There is a significant relationship between this statement and teachers' level of motivation.	80.4 *agreed* 60.9 motivated

I received insufficient teacher-training, which causes me to be at a disadvantage professionally in some aspects of teaching	There is a significant relationship between this statement and teachers' level of motivation.	69.9 *disagreed* 65.6 motivated
I experience different stressors in teaching, which makes me consider it an undesirable career	There is a significant relationship between this statement and teachers' level of motivation.	53.2 *agreed* 50.7 motivated
I sometimes feel dissatisfied with the amount of praise that I receive from my head teacher when I do a good job	There is a significant relationship between this statement and teachers' level of motivation.	47.3 *disagreed* 71.1 motivated
I expect to be brought to account if my productivity is not adequate	There is no significant relationship between this statement and teachers' level of motivation.	45.0 *disagreed* 64.0 motivated
I sometimes feel bored and long for some new ideas in teaching	There is a significant relationship between this statement and teachers' level of motivation.	70.8 *agreed* 56.3 motivated
I sometimes feel lost and need much help	There is a significant relationship between this statement and teachers' level of motivation.	65.2 *disagreed* 70.9 motivated
I wish to have an administrative post in the school instead of teaching	There is a significant relationship between this statement and teachers' level of motivation.	46.6 *agreed* 52.6 motivated
Most of my needs are appropriately considered in my in-service training programme	There is a significant relationship between this statement and teachers' level of motivation.	43.7 *disagreed* 56.4 motivated
I consider my profession a source of job security	There is no significant relationship between this statement and teachers' level of motivation.	72.8 *agreed* 62.6 motivated
My profession provides me with a sense of achievement	There is a significant relationship between this statement and teachers' level of motivation.	79.5 *agreed* 69.1 motivated
I usually set goals for my career development and I endeavour to prepare an action plan to achieve them	There is a significant relationship between this statement and teachers' level of motivation.	73.1 *agreed* 68.9 motivated

Table 16.4 shows the relationship between questionnaire's statements that measured the effect of the managerial procedures applied at school (20 statements), and teacher' level of motivation.

Statement	**Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA**	**Highest (%) of respondents**
I usually have plenty of time for preparing lessons and assessing pupils' work	There is a significant relationship between this statement and teachers' level of motivation.	62.2 *disagreed* 58.9 motivated
The curriculum that I must teach changes frequently	There is no significant relationship between this statement and teachers' level of motivation.	47.9 *agreed* 63.4 motivated
I sometimes have difficulties or conflict with my subject leader	There is a significant relationship between this statement and teachers' level of motivation.	62.8 *disagreed* 67.2 motivated
I always have enough time to meet individual pupils' needs	There is a significant relationship between this statement and teachers' level of motivation..	64.7 *disagreed* 57.3 motivated
I do not have much school administra-tion and paperwork to deal with	There is a significant relationship between this statement and teachers' level of motivation.	50.3 *agreed* 65.0 motivated
I am frequently constrained in my work by the Ministry of Education's policies and instructions	There is a significant relationship between this statement and teachers' level of motivation.	63.1 *agreed* 61.9 motivated
I regularly receive guidance from my subject leader	There is a significant relationship between this statement and teachers' level of motivation.	72.8 *agreed* 65.9 motivated
My work consumes many hours of my personal time at school or after the close of the regular school day	There is a significant relationship between this statement and teachers' level of motivation.	71.9 *agreed* 62.4 motivated
I have a very large number of pupils in my class	There is a significant relationship between this statement and teachers' level of motivation.	69.0 *agreed* 60.5 motivated
I have access to enough teaching materials and resources	There is a significant relationship between this statement and teachers' level of motivation.	53.7 *disagreed* 58.5 motivated
I receive a sufficient monthly salary	There is a significant relationship between this statement and teachers' level of motivation.	54.4 *agreed* 69.3 motivated

I am able to choose my teaching methods	There is a significant relationship between this statement and teachers' level of motivation.	81.4 *agreed* 65.8 motivated
I frequently teach many classes, which is more than I can manage comfortably	There is a significant relationship between this statement and teachers' level of motivation.	47.9 *agreed* 58.2 motivated
I would prefer the salary scale to recognize a teacher's competence and experience	There is no significant relationship between this statement and teachers' level of motivation.	66.2 *agreed* 63.2 motivated
I have some control over the scheduling of my teaching classes	There is a significant relationship between this statement and teachers' level of motivation.	52.4 *disagreed* 58.9 motivated
It is important for me to work in a school that is close to my home	There is no significant relationship between this statement and teachers' level of motivation.	89.5 *agreed* 63.6 motivated
My working conditions are rather unpleasant (i.e. hot, noisy, stuffy, overcrowded)	There is a significant relationship between this statement and teachers' level of motivation.	48.4 *agreed* 55.9 motivated
I usually have difficulty in understanding and applying new curricula	There is a significant relationship between this statement and teachers' level of motivation.	61.6 *disagreed* 67.9 motivated
If the pressure of work remains high, more pay will not motivate me	There is a significant relationship between this statement and teachers' level of motivation.	58.6 *agreed* 57.7 motivated
I find that some aspects of a teacher's role are ambiguous	There is a significant relationship between this statement and teachers' level of motivation.	50.8 *agreed* 54.6 motivated

Table 16.5 shows the relationship between questionnaire's statements that examined the teachers' perception of their relationship with their headteachers (14 statements), and their level of motivation.

Statement	**Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA**	**Highest (%) of respondents**
My head teacher strives to show a good example by working hard	There is a significant relationship between this statement and teachers' level of motivation.	66.8 *always* 66.7 motivated
My head teacher	There is a significant relationship between this	42.6 *always*

recognizes a teacher's good work	statement and teachers' level of motivation.	69.1 motivated
My head teacher tends to give constructive criticism	There is a significant relationship between this statement and teachers' level of motivation.	40.4 *always* 68.7 motivated
My head teacher allows staff on many occasions to participate in making important decisions	There is a significant relationship between this statement and teachers' level of motivation.	28.4 *always* 70.8 motivated
My head teacher tries to help teachers maintain a high standard of performance	There is a significant relationship between this statement and teachers' level of motivation.	45.6 *always* 70.6 motivated
My head teacher respects the teachers' views when they disagree with the school's plans and policies	There is a significant relationship between this statement and teachers' level of motivation.	40.7 *always* 68.3 motivated
My head teacher shows favouritism towards some of the teachers at my school and in the distribution of school work among them	There is a significant relationship between this statement and teachers' level of motivation.	23.4 *usually* 63.7 motivated
My head teacher has developed good communication within the school	There is a significant relationship between this statement and teachers' level of motivation.	43.8 *always* 68.2 motivated
My head teacher handles most of the school's problems effectively	There is a significant relationship between this statement and teachers' level of motivation.	46.8 *always* 67.8 motivated
My head teacher encourages the teachers to discuss the school's business with him/her	There is a significant relationship between this statement and teachers' level of motivation.	48.1 *always* 69.7 motivated
My head teacher judges most of my work fairly	There is a significant relationship between this statement and teachers' level of motivation.	46.5 *always* 69.0 motivated
My head teacher tries to foster the teachers' initiative and creativity	There is a significant relationship between this statement and teachers' level of motivation.	41.0 *always* 69.7 motivated
My head teacher treats the teachers with dignity and respect	There is a significant relationship between this statement and teachers' level of motivation.	66.9 *always* 66.2 motivated
My head teacher offers the teachers a measure of freedom for planning their classroom procedures	There is a significant relationship between this statement and teachers' level of motivation.	64.5 *always* 66.7 motivated

Table 16.6 shows the relationship between questionnaire's statements that measured the relationship between the teachers and the community where their schools were located (7 statements), and teachers' level of motivation.

Statement	Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA	Highest (%) of respondents
I always assist parents in helping their children do well at school	There is a significant relationship between this statement and teachers' level of motivation.	48.0 *always* 69.0 motivated
My teaching position provides me with an appropriate status and recognition in the community	There is a significant relationship between this statement and teachers' level of motivation.	48.4 *always* 74.9 motivated
Teaching enables me to contribute to society	There is a significant relationship between this statement and teachers' level of motivation.	44.3 *always* 73.6 motivated
The local people value schoolteachers and consider them an important part of the community	There is a significant relationship between this statement and teachers' level of motivation.	28.9 *usually* 67.7 motivated
I sometimes have difficulties or conflicts with parents	There is no significant relationship between this statement and teachers' level of motivation.	37.5 *sometimes* 60.1 motivated
The community always criticizes teachers and gives negative feedback	There is a significant relationship between this statement and teachers' level of motivation.	34.9 *sometimes* 67.4 motivated
The community shows interest in supporting national education	There is a significant relationship between this statement and teachers' level of motivation.	33.0 *sometimes* 64.3 motivated

Commitment to the profession

These statements measured the relationship between the respondents' commitment to their profession and their levels of motivation, satisfaction and stress. Overall, both male and female respondents showed a strong commitment to teaching, although, arguably, it was stronger among the female teachers than among their male counterparts. The respondents of both sexes were attached to their profession as a mission, for the statement "I am seriously seeking to resign from my career as a teacher" was rated *false* by (61.2%) of the male respondents and (65.1%) of the female respondents. However, when the profession was viewed as a source of income and the route to a better life, many of the male respondents seriously considered leaving it for another career. The statement "If I could earn more in

another occupation, I should leave teaching" was rated *true* by (53.5%) of the male respondents and (21.3%) of the female respondents. See Table A12.7 for some indicators of the respondents' commitment to their profession.

Table 16.7 shows sample of the main questionnaire respondents' commitment to teaching

Statement	Males		Females	
	False %	True %	False %	True %
I am seriously seeking to resign from my career as a teacher	61.2	15.5	65.1	12.2
If I could earn more in another occupation, I should leave teaching	22.1	53.5	59.0	21.3
I teach only because I have to earn a monthly income	59.0	18.4	78.0	8.0
I should recommend the teaching profession to other people	24.1	43.4	24.0	45.0
I am willing to put in much effort beyond that expected to help my school to succeed	4.0	88.0	2.0	87.0
I am proud to tell others that I am part of my school	4.0	80.0	4.0	81.0

Table 16.8 shows the relationship between questionnaire's statements that measured teachers' commitment to teaching (12 statements), and their level of motivation.

Statement	Tests: Spearman's rho correlation coefficient + Kruskal-Wallis one-way ANOVA	Highest (%) of respondents
I am willing to put in much effort beyond that expected to help my school to succeed	There is a significant relationship between this statement and teachers' level of motivation.	87.3 *true* 66.5 motivated
I am proud to tell others that I am part of my school	There is a significant relationship between this statement and teachers' level of motivation.	80.7 *true* 68.5 motivated
I should recommend the teaching profession to other people	There is a significant relationship between this statement and teachers' level of motivation.	44.4 *true* 80.0 motivated
I should prefer to work in another school than in my current school	There is a significant relationship between this statement and teachers' level of motivation.	56.3 *false* 68.8 motivated
I teach only because I have to earn a monthly income	There is a significant relationship between this statement and teachers' level of motivation.	64.8 *false* 72.3 motivated
If I could earn more in another occupation, I should leave teaching	There is a significant relationship between this statement and teachers' level of motivation.	44.1 *false* 73.8 motivated

I shall remain in the profession only if I can work in a school that is close to my home	There is a significant relationship between this statement and teachers' level of motivation.	45.3 *true* 64.2 motivated
I consider my school's problems to be my problems	There is a significant relationship between this statement and teachers' level of motivation.	54.4 *true* 65.7 motivated
I consider teaching a boring job	There is a significant relationship between this statement and teachers' level of motivation.	44.4 *false* 77.8 motivated
I am seriously thinking about resigning from my career as a teacher	There is a significant relationship between this statement and teachers' level of motivation.	63.6 *false* 74.1 motivated
I think that my profession, more than any other, is essential for society	There is a significant relationship between this statement and teachers' level of motivation.	88.5 *true* 63.6 motivated
I usually find that my values and those of my school are similar	There is a significant relationship between this statement and teachers' level of motivation.	64.0 *true* 69.9 motivated

Appendix 17

Action Plan Workshop

17.1 Introduction

This Appendix outlines the results of the action plan workshop with the head teachers. The purpose of this workshop was to think about practical suggestions that focus on how to motivate and support Omani teachers at school. The request that was made of the head teachers to do was:

'Think of the appropriate practical suggestions that you would like to put to the senior leader at the Ministry of Education. These suggestions should be considered an action plan that focuses on how to motivate and support Omani teachers at school. For example, think about certain aspects of a teacher's life cycle at school, and then suggest suitable procedures and actions for each aspect that you believe are crucial to motivate Omani teachers and maintain their enthusiasm. You might want to consider aspects such as teachers' pre-service training, the teacher induction programme (first-year teaching), in-service training, within the school and in the classroom.

It should be noted that these aspects were suggested by a group of teachers who participated in an earlier trail of the focus group discussion activity.

17.1 Procedure

The researcher discussed the purpose and topic of this workshop with the head teachers. Then the topic was divided into its aspects so that the head teachers could concentrate on each aspect and suggest essential procedures and actions to motivate Omani teachers and maintain their enthusiasm.

Certain concepts forming the basis of this action plan were identified, such as partnership, vocational preference inventories, emphasis on practice rather than theory, building trust, acceptance of recognition, empowerment, protection, and knowledge of policies and regulations.

The following three methods were used to gather the workshop data:

- Notes taken by the researcher.
- Notes taken by the researcher's assistants.
- Notes written by the head teachers.

The data were then examined, coded and categorized, and the themes identified.

17.2 Results

The discussion during the workshop produced a plan containing the following suggestions:

17.2.1 Pre-service teacher training

In this area, the head teachers identified two main categories:

SELECTION OF APPLICANTS FOR TEACHER TRAINING AT COLLEGES OF EDUCATION

There should be specific criteria on which to base the selection of applicants:

1. Applicants should be tested for their vocational preferences to check whether they had the aptitude and mentality for teaching.
2. Applicants should be suitably qualified in the subjects that they intended to teach. Moreover, colleges of education should not force applicants to enrol for subjects that they did not want to teach. This situation could arise where there were insufficient places available in certain subjects.
3. Applicants should be carefully assessed for their physical and mental fitness for teaching.
4. Applicants should not have a criminal record. They should also be of good character and be presentable. This information could be acquired from the last school that they attended.
5. Applicants should attend a presentation about teaching as a profession, so that they could decide whether to continue with their application for teacher training.

PRE-SERVICE TRAINING

1. The content of the studies should be oriented to their practical rather than their theoretical aspects. It was suggested that the student teachers should make regular visits to schools and take part in teaching as well as performing duties relating to the pupils. The aim was to ensure that the trainee teachers would

acquire a good knowledge of these procedures so that they would be confident in their future employment and would not be taken by surprise when presented with the daily duties to be performed.

2. The tutors and lecturers employed in the colleges of education should themselves be fully trained and qualified for their job. They had a crucial role in influencing the student teachers' aptitude and attitude. It was suggested that the colleges of education employ veteran teachers and head teachers to deliver courses to the student teachers, because they might have more practical knowledge and experience than many of the college lecturers. In addition, student teachers should be sent to schools for scheduled periods of teaching practice.

3. Teaching subjects should be updated and enriched with new experimental material.

4. Student teachers should be trained in good classroom control, for some of the current teachers had very little control over their pupils, which impacted negatively upon their motivation.

5. The theory of teaching methods should be updated with the latest trends.

6. Student teachers should have up-to-date skills in information technology that focused on the improvement in teaching methods and continual teacher training.

7. The outstanding student teachers should be encouraged and rewarded with appropriate training courses.

8. Training programmes should concentrate on the ethics of the teaching profession, which should be delivered as both theory and practice.

These procedures were to be among the tasks of the colleges of education. However, these colleges existed to serve the Ministry of Education. Therefore, the head

teachers recommended that the senior leader at the Ministry of Education advise the colleges to consider these suggestions when planning courses for student teachers.

17.2.2 TEACHER-INDUCTION PROGRAMME (FIRST-YEAR TEACHING)

1. At the beginning of the school year, the new teachers should attend an extensive workshop, which would focus on the education system, regulations, pupil assessment, teaching subject, and other issues such as relations with colleagues, parents and school inspectors.
2. The head teacher should make a point of recognizing new teachers to boost their motivation.
3. The supervisors of new teachers should investigate their training needs in the first year and prepare a plan outlining the implementation of suitable in-service training.
4. New teachers should be offered a certain level of authority at school to give them a feeling of responsibility. However, the level of authority should be acceptable to them so that they did not feel overburdened.
5. The school management should give special attention to human relations with the new teachers. This would help the head teacher in identifying the best way in which to work with each new teacher according to his/her attitude and personality.

17.2.3 IN-SERVICE TRAINING

The following suggestions were made:

1. Teachers should be consulted regarding the delivery of the training courses aimed at their needs.
2. It was important to provide teachers with an environment that maintained educational initiative and research.

3. Teachers should be engaged in competition based on their achievements, thereby enabling head teachers to recognize excellence among the teaching staff and help those who did not reach the required standard.
4. Mutual visits between teachers were very important in developing their experience and confidence.
5. Teachers should attend annual workshops that update them with the latest rules and regulations affecting their core job. The aim was that teachers should not complain of role ambiguity.
6. Head teachers should help teachers to deal with any pressure or stressors from the Ministry SEOs or the local community.

17.2.4 WITHIN THE SCHOOL

The head teachers identified the following points:

1. Schoolteachers should be included in the school decision-making. Every teacher should feel that he/she was a business partner of the head teacher.
2. Schoolteachers should be given the opportunity to participate in creating education policies.
3. Teachers should be encouraged to be creative and use their initiative, and therefore, the environment should be developed with these objectives in mind.
4. The salary scale should recognize a teacher's competence and experience.
5. Teachers should be provided with the budget necessary for putting their ideas into practice.
6. Administration and other duties unrelated to teaching should be assigned to the administrative staff.
7. Head teachers should give attention to human relationships in the school.
8. Teachers should be empowered and feel that they were part of a school family.

9. Teachers should feel secure in their career.
10. Teachers should be asked to perform only those duties that fit into their time-table and that are suited to their abilities.
11. The school duties should be fairly distributed among the teachers and they should not conflict with an individual teacher's attitude.
12. Mutual visits should be arranged between teachers within the same region and from other regions.
13. The school management should adopt a recognition system that ensured the encouragement and motivation of teachers.

17.2.5 IN THE CLASSROOM

The following points were made under this heading:

1. Reducing the number of pupils in the class.
2. Providing every classroom with all the necessary teaching materials.
3. Reducing the number of teaching periods per teacher.
4. The supervisors should provide their teachers with a fair assessment and comments. The supervisors should regularly follow up these comments and work with the teachers to find solutions to the problems.
5. Teachers should be aware of the regulations concerning working with pupils.
6. Trust should be promoted between the teachers and the pupils' parents for the benefit of the pupils and to enable the parents to appreciate the teachers' efforts.
7. Teachers should be offered the authority to enable them to make decisions concerning their pupils. This would establish a feeling of responsibility among the teaching staff and thus increase their motivation.
8. Teachers should be recognized in the presence of their pupils.

9. Teachers should not be criticized in the presence of others, especially their pupils.
10. Teachers should be helped to deal with any difficulties confronting them in the class.

It is recommended that these suggestions be carefully studied by the senior leader at the Ministry of Education regarding their implementation and the selection of suitable topics for educational research.

A total of 24 head teachers participated in the action plan workshop. They were divided into three groups of mixed demographic variables and each head teacher was assigned a number.

Table 17.1 Head teachers participating in the action plan workshop

	Gender	**Total educational experience (years: as teacher and head teacher)**
1	Female	13
2	Female	9
3	Female	20
4	Female	14
5	Female	12
6	Female	16
7	Female	15
8	Female	14
9	Male	18
10	Male	13
11	Male	11
12	Male	17
13	Male	14
14	Male	16
15	Male	21
16	Male	20
17	Male	13
18	Male	15
19	Male	14
20	Male	10
21	Male	17
22	Male	19
23	Male	12
24	Male	16

Appendix 18

Implications for Omani School Systems

The school systems, which include the regional authorities and school management, should give more attention to teacher motivation. They should decide the priorities of the school, and devise and implement policies that support them. In the rest of this section some implications for school systems are presented.

- Some of the participants in the focus group discussions and semi-structured interviews were senior teachers. They suggested that the school systems allow them more opportunity to serve as mentors and role models for novice teachers. However, the senior teachers would need more free time during the school day to enable them to take on this role. Therefore, each school would have to employ more teachers and administrative staff, because senior teachers deal with much of the administration as well as teaching their classes. Addison (2004) highlights that 'schools need additional funds, not for enhanced salaries but to employ assistants for teachers and to provide non-contact time.'

  On many occasions, senior teachers stated that they were suffering from an overload of administrative tasks. The headteachers agreed on this point during the focus group discussions. Therefore, it is the duty of headteachers first to learn how to minimize these tasks, and second, to find other ways of performing them without involving the teachers. The researcher suggested that head teachers could learn fund-raising techniques, by which means they could raise the necessary money for their schools without relying entirely on the Ministry budget.

- Headteachers need to give special attention to induction programmes that train teachers in their first year at school to deliver good quality teaching. What was described by teachers, especially during the semi-structured interviews, were not ambitious induction programmes. It is not just a matter of a meeting at the beginning of the year and some mutual visits. Attention should be given to daily and annual school activities, such as curriculum, assessment, and the relationship with other members of staff and pupils' parents.
- Some of the teachers complained that their initiatives were not followed up or even acknowledged. It is recommended, therefore, that the school systems in each region establish an office to deal with educational initiatives.
- The school systems should employ educational psychologists to attend pupils and teachers in need of this type of help. It must be mentioned, however, that some schools bring in social workers to help the teachers deal with everyday school problems. Nevertheless, the social workers are not trained as psychologists.
- The headteachers reported a gap between the curricula of the first and second stages of the Basic Education schools. They advised that the subject leaders of both stages meet the head teachers to discuss this matter and devise a means of connecting the subjects of both stages. The headteachers emphasized the negative impact of this gap upon pupils in the future.
- The teachers pointed out that their annual assessment was an important factor affecting their motivation. According to some interviewees, their headteachers applied unrealistic standards of assessment, which caused the teachers to be discouraged when they could not achieve them. In their opinion, the standards

of the annual assessment should not be threatening or unrealistic, but focus on the teachers' professional development and the enhancement of their knowledge and skills. Therefore, it is suggested that the school systems consider conducting a quarterly instead of an annual assessment, by which means it could keep a more frequent check on the teachers' progress during the school year. Depending on the results of the assessment, the school management could take the necessary action to make good any deficiencies.

- The results of the current research should be studied by the Ministry officials and the information provided should help them to foster teachers' motivation and thus their productivity. The Ministry officials could also use these findings to alleviate teachers' stress.
- In the main questionnaire, there were (14) statements describing the relationship between headteachers and their teachers. Of the (14) statements were (3) that obtained the highest percentages – 64 per cent and more – of agreement. Each of the remaining 11 statements obtained less than 50 per cent. These (3) statements referred to practices followed by Omani headteachers at school which their teachers rated the best: "My headteacher strives to show a good example by working hard" 66.8 per cent; "My headteacher treats teachers with dignity and respect" 66.9 per cent; and "My headteacher offers the teachers a measure of freedom to plan their classroom procedures" 64.5 per cent. Headteachers should, therefore, be aware of these findings and maintain and enhance these practices. A headteacher who provides the necessary support and leadership is in a position to promote co-operation and collegiality in the school (Sentovitch, 2004).

> have a great deal of effect on teachers' concepts of themselves; managing people is a tremendous responsibility, and if not understood, or taken seriously, negative procedures may result in many individuals sustaining considerable loss of potential. (Munson, 2002)

- My respondents suggested that an independent committee be established to investigate and deal with the difficulties faced by the teaching staff. Having no direct connection with the Ministry of Education, the committee members could operate freely without government influence and bias. They should visit schools and meet the teachers to discuss their problems and needs, and recognize the causes of the decline in their motivation to teaching if it exists. Based on my respondents' perspective, an independent committee would produce better results in addressing the causes of their stress, because the sufferers could speak openly without fear of retaliation.

- Although that some of respondents/informants were satisfied with the availability of teaching materials in their schools, many were obliged to make good the deficiency by buying the necessary items with their own money. The solution to this problem is not difficult. The Ministry of Education could either buy all the materials required by the schoolteachers, or allocate funds annually to the headteachers so that they could buy whatever their teaching staff required. That the teachers are required to buy these materials is "absolutely unacceptable", as stated by a male teacher.

Implications for Human Resources Development

Another avenue of help for teachers' motivation is to provide training and continuing staff development. The results of this research warrant SOME considerations.

- The Department of Human Resources Development has the responsibility of planning, conducting and supervising training courses for educational staff. It is suggested that this department should conduct regional-level discussions as small workshops or focus groups attended by the Ministry officials and the headteachers to discuss the outcomes of this research and those of the action plan workshop (Appendix 17). The aim of the workshop was to inform the senior leaders at the Ministry of Education of the practicalities built into an action plan designed to motivate and support Omani teachers in state schools. The plan reflects the ideas and views of the headteachers who participated in this research regarding teachers' motivation. Therefore, it is important that the senior leaders at the Ministry of Education take this plan into consideration and discuss it with staff in the field during the workshops. As the first step, the plan, together with the summary findings, will be sent to all the departments at the Ministry of Education that have any connection with schoolteachers. It is expected that the outcomes of these workshops will stimulate further research and will give attention to more issues that were not covered in the current study yet are related to teachers' motivation and stress.
- The role of subject leaders in motivating their teachers ought to be enhanced. Table 16.4 in Appendix 16 shows that there is a good relationship between the teachers and their subject leaders. According to the table, 72.8 per cent of teachers reported that they "regularly received guidance from their subject leader". In addition, 62.8 per cent of the teachers disagreed with the following

statement: “I sometimes have difficulties or conflicts with my subject leader”. School subject leaders should be aware of what might satisfy and motivate teachers, and what might cause them stress, so that they can help them work in a healthy and supportive environment conducive to successful teaching.

- It is crucial that the training strategies of the Department of Human Recourses Development include techniques that help in creating a supportive environment for the whole school. This can be achieved by, for example, promoting the culture of team working and weekly short training workshops, as suggested by some respondents.
- Although the pre-service training of student teachers was not a main topic of this research, it was mentioned in the questionnaire and focus group discussions. The teachers pointed out that there ought to be a major revision of the pre-service training of Omani teachers, in particular, that more teaching practice be included. The conclusion is that the Ministry of Education – as represented by the Department of Human Resources Development – should collaborate with the colleges of education in Oman in conducting a comprehensive study among student teachers and novice and experienced teachers to identify the “successful courses” that increased the confidence and motivation of teachers, and revise those courses that were less helpful, especially those which focused only on theory. The studies conducted to date do not appear to be comprehensive. It is recommended that experienced teachers visit the colleges of education to take part in the training of student teachers. It is hoped that the veteran teachers would base their instruction more on practice than on theory.

It is also suggested that an open day be held at one school in each region in Oman. The open day would be aimed at those young people in their final year at school. Its purpose would be to provide a range of activities that would give useful information about teaching as a career and clarify any misconceptions and uncertainties. The activities could include attending some teaching periods that differ from those of the visiting pupils' schools and classes, meeting some of the Ministry officials and senior teachers, and practising some teaching periods if the visiting pupils wished to try. It is hoped that these activities would encourage the young people to choose teaching as a profession, or they might decide not to pursue this career. Young people might need vocational counselling to help them make the right decision concerning their academic plan after finishing school. In all research methods, both teachers and headteachers recommended that the Ministry of Education apply a vocational preference inventory and motivational inventory, as discussed earlier.

Nieto (2003:124) contends that an improvement in delivering professional development

> means changing how teachers are prepared for the profession in the first place, and changing the conditions in which they continue to learn throughout their careers. In other words, it means a major shift in the culture of teacher preparation. It could be that colleges of education incorporate newer research and pedagogy as well as more relevant field placements; it is still too often the case that many new teachers enter the profession with very little idea of what to expect in teaching. Teacher education cannot do it at all, of course, and no amount of courses or field placements can prepare new teachers with what it is really like to walk into a classroom and teach. But they can do more.

- Teaching is a stressful job. The department of Human Resources Development ought to devise and conduct training courses aimed at managing stress at school and mitigating its effects. These courses should target all school staff.

- Most of teachers participating in my research reported that they needed more training courses so that they could be updated with new teaching methods and the latest in educational research. Keeping them updated would, as they pointed out, enhance their productivity, which, in turn, would increase their motivation and satisfaction. Therefore, it is recommended that the Ministry of Education promote training initiatives and increase the annual budget of the department of Human Resources Development, which is responsible for financing training courses for all the Ministry staff.
- It is important that teachers always participate in planning the training courses and in-service workshops aimed at enhancing their skills and professional development. Both teachers and headteachers suggested many ways of planning and delivering these initiatives. It is recommended that each school be considered a training unit and its staff be granted the authority and budget to plan the appropriate courses and workshops. Continuing professional development is the right of all teachers and can be considered a motivator for them. One effective promoter of teachers' motivation is to send them away to attend a training course or workshop off the school campus, an action that makes them feel especially appreciated.
- The promotion of educational research in schools is considered a strategy that has a positive influence on teachers' performance. The teachers advised that trainers from the Department of Human Resources Development visit schools and meet and discuss with the teaching staff how to encourage this activity. It is recommended that teachers and other staff at the Ministry of Education who study for a Master's degree or a PhD or any other higher qualification should

present their research plan and findings to some of the school staff at more than one school and, where appropriate, to student teachers and senior pupils as well. This policy will spread the culture of research among teachers and pupils. In addition, it will provide a useful basis of findings on which new researchers can begin their investigations.

- It appears that most of the head teachers of Omani state schools attend training courses aimed at improving their leadership style. However, this research has shown that these courses need to be thoroughly revised, since they focus on the theoretical background of leadership style more than the practical aspects of the position of head teacher (as asserted by the head teachers who participated in the group discussions). Therefore, it is suggested that the department of Human Resources Development devise new training curricula that focus on practice more than theory, especially the long-term courses that are delivered in a one-year session.
- Although most of the teachers responding to the main questionnaires stated that they were, generally, satisfied with the leadership style of their headteachers, some of the participants in the qualitative methods did not agree. Their common complaint was “lack of communication” between the head teachers and their teaching staff, which had a negative effect on their relationship. The conclusion of this research and that of the MSc study (Alrasbi, 2003) is that the headteachers are the most influential factor affecting their teaching staff. Many of the teachers’ motivators and satisfiers can be initiated by the headteachers and many stressors can be reduced by them. It should be noted that the analysis of my findings showed that where there is a good relationship in the school,

then that is evidence of good communication between the members of its staff. If there is a bad atmosphere in the school, however, then it means that either the headteacher or the teachers do not have (or know about) communication skills. Therefore, it is strongly recommended that all school staff attend, for example, training courses or small workshops to acquire this accomplishment.

- In the findings of the qualitative methods, many teachers and headteachers argued that the current system of pupils' assessment, as applied according to the educational reform in Oman, needed a comprehensive review. Some teachers recommended that the Ministry return to the previous system of assessment, while others preferred a modification of the current system. Therefore, the Department of Educational Assessment should take teachers' comments into consideration and cooperate with the department of Human Resources Development in conducting a study or meetings with schoolteachers and headteachers to evaluate the effectiveness of the current system of pupils' assessment.
- Some of the respondents were happy with their relationship with the pupils' parents, but some were not. In both cases, the respondents considered their relationship with parents an important factor affecting their motivation and satisfaction, and the pupils' progress in general. However, none of the participants in this research had attended any courses on acquiring skills in collaborating with parents, which is different from knowing how to handle them. Therefore, it is recommended that Omani schoolteachers and their heads attend school-based workshops to acquire these skills, which will also benefit the pupils. A policy to strengthen the role of parents in school matters should

be implemented. Currently, the level of parental participation is very low, as stated by all respondents. The Ministry of Education should produce documentaries describing the teachers' noble contribution to the development of Omani society as a whole. The documentaries could be in the form of radio and television programmes (also available on CDs), as well as newspaper and magazine articles. Bringing school education to public attention in this way would strengthen the teachers' confidence and thus increase their motivation and satisfaction. The development of a sound relationship between the parents and the school staff would help solve many school-based problems and conflicts.

Appendix 19

Samples of Further Comments by the Main Questionnaire Respondents

Table A13.1 Further comments by main questionnaire respondents

Gender	Length of experience (years)	Marital status	Comments
Male	10–15	Married with no children	The important point here is that the policy-makers should give particular attention to ways of increasing the school pupils' level of achievement. They should cease promoting high-speed educational initiatives, which keep the teachers very busy in competing to implement them, and the results of which are hardly worthwhile.
Female	4–9	Married with children	The school curriculum cannot be fitted into the time available. We need more time or the size of the curriculum should be reduced.
Female	10–15	Single parent (widowed or divorced)	When they are drawing up plans concerning teaching, the policy-makers should not ignore the schoolteachers. It is the teachers who should be the first to be consulted for their opinions regarding all school matters, because they have good experience and are in the field (schools) more than any other educator.
Female	10–15	Married with children	I really wish that the policy-makers would put an end to the annual competition called Maintaining Health and Hygiene at School. It is the teachers who suffer the consequences of this competition, since it absorbs a huge amount of time and efforts and distracts them from their core task, which is teaching young learners. The current system of assessing pupils' achievement does not help teachers to measure their academic level. It needs to be thoroughly investigated. There should also be an assessment of pupils' behaviour both in the classroom and around the school.
Male	4–9	Married with children	Teachers should be given the opportunity to use their initiative in teaching, which will, in turn, increase their motivation to the profession. This objective can be achieved by reducing the amount of administration and the number of teaching periods per day.
Female	10–15	Single	Teachers should be recognized and encouraged. Teachers should be trusted and empowered. Teachers should not be continually monitored!

Female	1–3	Married with children	Teachers should be given the freedom to plan their teaching periods and organize their classrooms.
Male	4–9	Single	Our head teacher devotes more attention to school activities than to academic matters. If he continues in this way, the academic level of our pupils will fall.
Male	1–3	Married with children	Teaching our generation is a national duty. We should all devote sufficient attention to teaching, whether as teachers in the field or – especially – as the policy-makers at the Ministry of Education.
Male	10–15	Married with children	The successful teachers are those who are sincere in their work and the care of their pupils, and who set a good example to their pupils, colleagues, school management and the whole community.
Female	4–9	Single	The educational initiatives have, unfortunately, been increased. However, they are unplanned. The school-teachers are asked and expected to implement these projects, as if they have free time and nothing else to do at school! The policy-makers ask the teachers to run competitions, projects, workshops … and at the end of it all, it is only the teachers who receive neither recognition nor even a thank you.
Male	10–15	Married with children	What teachers need most of all is a reduction in the amount of non-teaching duties, which impact negatively upon their productivity.
Male	10–15	Single	The policy-makers should re-examine the amount and nature of the tasks assigned to schoolteachers. These tasks should be appropriate for the abilities and potential of the teachers. The Senior Executive Officers should establish a means of communication based on respect and trust between the teachers and the decision-makers at the Ministry of Education.

Appendix 20

Example of a Plan to Distribution the Main Questionnaire to the Regions

Muscat مســــــــــــــــــــقط

= المفروض أن يتم توزيع عدد (525) استبانه على مستوى محافظة مسقط

م	اسم المدرسة	جنس المدرسة (الطلاب)	نوع التعليم	الحلقة	عدد الاستبيانات
1	راشد بن النظر للتعليم الاساسي للبنين الصفوف (5-9)	ذكور	أساسي	الثانية	20
2	زبيدة ام الامين للتعليم الاساسي للبنات الصفوف (6-10)	إناث	أساسي	الثانية	20
3	الامام جابر بن زيد للتعليم العام للبنين الصفوف (10-12)	ذكور	عام	تعليم عام	30
4	الوادي الكبير للتعليم العام للبنات الصفوف (10-12)	إناث	عام	تعليم عام	30
5	البصائر للتعليم الاساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
6	سيح الظبي للتعليم الاساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
7	شاطىء القرم للتعليم العام للبنات الصفوف (10-12)	إناث	عام	تعليم عام	30
8	موسى بن نصير للتعليم العام للبنين الصفوف (11-12)	ذكور	عام	تعليم عام	45
9	جميلة بنت ثابـت للتعليم العام للبنات الصفوف (1-10)	إناث	عام	تعليم عام	25
10	المثنى بن حارثة للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	20
11	قنتب للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	10
12	السعيدية للتعليم الاساسي للبنين الصفوف (5-10)	ذكور	أساسي	الثانية	40
13	أسماء بنت ابي بكر للتعليم الأساسي للبنات الصفوف (5-10)	إناث	أساسي	الثانية	30
14	وادي حطاط للتعليم الاساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
15	المعبيلة الشمالية للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	25
16	نجية بنت عامرالحجري للتعليم العام للبنات الصفوف (5-11)	إناث	عام	تعليم عام	35
17	عاصم بن عمر بن الخطاب للتعليم الأساسي للبنين الصفوف (5-10)	ذكور	أساسي	الثانية	45
18	دوحة الادب للتعليم العام للبنات الصفوف (10-12)	إناث	عام	تعليم عام	30

الباطنـــــــــة شمـــــــال

Al-Batinah
(North)

= المفروض أن يتم توزيع عدد (610) استبانه على مستوى الباطنة شمال

م	اسم المدرسة	جنس المدرسة (الطلاب)	نوع التعليم	الحلقة	عدد الاستبيانات
1	صحار للتعليم العام للبنين الصفوف (10-12)	ذكور	عام	تعليم عام	50
2	حواء بنت يزيد للتعليم العام للبنات الصفوف (10-12)	إناث	عام	تعليم عام	50
3	منارة العلم للتعليم الأساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
4	الجواهر للتعليم الأساسي الصفوف (1-4)	مشترك	أساسي	الأولى	35
5	الاعتصام للتعليم الاساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
6	جواهر العلم للتعليم الأساسي الصفوف (1-4)	مشترك	أساسي	الأولى	30
7	سعد بن معاذ للتعليم العام للبنين الصفوف (1-10)	ذكور	عام	تعليم عام	40
8	ذي قـار للتعليم العام للبنات الصفوف (1-9)	إناث	عام	تعليم عام	40
9	علي بن أبي طالب للتعليم العام للبنين الصفوف (5-10)	ذكور	عام	تعليم عام	25
10	حنيـــن للتعليم العام للبنات الصفوف (5-9)	إناث	عام	تعليم عام	35
11	عبدالله بن العباس للتعليم الأساسي للبنين الصفوف (5-12)	ذكور	أساسي	الثانية	50
12	المستقبـــل للتعليم الأساسي للبنات الصفوف (5-10)	إناث	أساسي	الثانية	35
13	خالد بن الوليد للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	35
14	زياد بن المهلب للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	30
15	أبوأيوب الانصاري للتعليم الاساسي الصفوف (1-12)	مشترك	أساسي	الحلقتين	10
16	عبدالله بن انيس للتعليم العام للبنين الصفوف (1-12)	ذكور	عام	تعليم عام	15
17	الاستقامـــة للتعليم العام للبنات الصفوف (1-12)	إناث	عام	تعليم عام	15
18	صحار بن العبـــاس للتعليم العام للبنين الصفوف (1-9)	ذكور	عام	تعليم عام	15
19	ابن دريـــد للتعليم العام للبنين الصفوف (1-10)	ذكور	عام	تعليم عام	50

Appendix 21

Table 21.1 Other literature: Relationship between motivation & satisfaction and demographic characteristics

Researcher	Year	Nationality/level of education	Findings
Wisniewski	1990	Poland/article in *Comparative Education*	• Statistical differences in job satisfaction among teachers according to their teaching experience. • High job satisfaction is shown most often by teachers of long experience (over 20 years) and less satis-faction among those of shorter experience (up to 10 years).
Addison	2004	UK/EdD thesis	• Length of both teaching experience and employment in current school are statistically significant re motivation and demotivation. • At statistical significance level, teaching qualifications are linked to motivation and demotivation, especially motivation. • No significant difference re gender and motivation. • Age is not a significant factor in the level of motivation or demotivation of teachers.
Frances and Lebras	1982, in Pennington (1995)	USA/ERIC document	• Negative correlations between the job satisfaction scales and the educational level.
Pelsma et al.	1987, in Pennington (1995)	USA/ERIC document	• Confirms an association between high educational level and low job satisfaction among teachers.

Mottaz (1987); Lee and Wilbur	1985, in Pennington (1995)	USA/ERIC document	• Positive relationship between age and job satisfaction. Job satisfaction is significantly lower among employees aged under 30 than among those aged 50+.
Sim	1990, in Pennington (1995)	USA/ERIC Document	• Suggests that "younger teachers are more idealistic and motivated to a greater degree by the intrinsic qualities of teaching work than older teachers, for whom rewards assume a greater importance."
Liethwood and Beatty	2008	USA/textbook	• Differences in job satisfaction between teachers with classes of 16–30 pupils and teachers with classes of more than 30 pupils.

Appendix 22

Tables 22.1-22.11 in Appendix 22 shows the distribution of respondents according to the demographic characteristics presented and the percentage of those who described themselves as *motivated*, *neutral* or *unmotivated*.

Table 22.1 Respondents according to age of respondents and level of motivation

Age (years)	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Under 25	286	13.5	69.4	17.3	13.3
25–35	1,636	77.5	61.3	19.6	19.1
36–49	180	8.5	67.6	15.3	17.1
50 and over	3	0.1	33.3	33.3	33.3

Table 22.2 Respondents according to length of experience and level of motivation

Length of experience (years)	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
1–3	554	26.2	67.4	17.6	15.0
4–9	951	45.0	60.5	21.3	18.2
10–15	464	22.0	61.1	16.5	22.4
16–19	96	4.5	65.9	18.2	15.9
20 or more	30	1.4	69.0	13.8	17.2

Table 22.3 Respondents according to qualifications and level of motivation

Qualifications (highest gained)	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Diploma	360	17.0	63.6	17.9	18.5
Bachelor's degree	1,636	77.5	62.5	19.3	18.2

Higher Diploma	91	4.3	69.8	17.4	12.8
Master's degree	12	0.6	54.5	18.2	27.3
Other	0	0.0	0.0	0.0	0.0

Table 22.4 Respondents according to no. of teaching periods per week and level of motivation

Weekly total of teaching periods	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
10 or fewer	65	3.1	61.9	25.4	12.7
11–15	359	17.0	68.1	12.7	19.2
16–20	815	38.6	60.2	20.5	19.3
21–25	792	37.5	62.4	20.3	17.3
26–30	62	2.9	71.2	15.3	13.6
More than 30	0	0.0	0.0	0.0	0.0

Table 22.5 Respondents according to the average class size and level of motivation

Average class size (no. of pupils)	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
25 or fewer	202	9.6	69.8	20.3	9.9
26–30	949	44.9	62.3	19.7	18.0
31–39	905	42.9	61.9	18.2	19.9
40–49	34	1.6	63.6	18.2	18.2
More than 50	4	0.2	75.0	25.0	0.0

Table 22.6 Respondents according to the school roll (pupils) and level of motivation

School roll (pupils)	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Fewer than 100	31	1.5	67.7	16.1	16.1
100–399	261	12.4	69.8	15.9	14.3
400–599	442	20.9	59.2	20.2	20.7
600–999	913	43.2	61,1	19.9	19.0

1,000 or more	370	17.5	64.7	19.0	16.3

Table 22.7 Respondents according to place of graduation and level of motivation

Place of graduation	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Oman	1,747	82.7	62.1	19.0	18.9
Abroad	351	16.6	67.0	18.9	14.2

Table 22.8 Respondents according to average weekly extra working hours and level of motivation

Average weekly extra working hours	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
1–3	858	40.6	63.5	20.4	16.1
4–9	732	34.7	62.7	18.4	19.0
10–15	244	11.6	64.0	18.2	17.8
16–20	112	5.3	64.5	14.5	20.9
21–25	89	4.2	60.5	15.1	24.4
More than 25	27	1.3	36.0	20.0	24.0

Table 22.9 Respondents according to the school regions and level of motivation

School region	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Al-Dhahirah	207	9.8	65.7	17.4	16.9
Al-Burimi	68	3.2	54.7	17.2	28.1
Dhofar	140	6.6	61.6	18.8	19.6
Musandam	25	1.2	91.3	8.7	0.0
Al-Dakhliyah	337	16.0	61.8	19.9	18.3
Al-Batinah (North)	336	15.9	64.7	18.0	17.3
Muscat	376	17.8	51.4	24.7	23.9
Al-Wusta	30	1.4	75.9	10.3	13.8

Al-Batinah (South)	238	11.3	66.7	14.2	19.1
Al-Sharqiyah (North)	162	7.7	74.1	15.0	10.9
Al-Sharqiyah (South)	193	9.1	65.0	22.8	12.2

Table 22.10 Respondents according to the teaching subject and level of motivation

Teaching subject	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Field One: Islamic + Arabic + Social Studies	274	13.0	72.3	15.2	12.5
Islamic Studies	223	10.6	64.4	20.7	14.9
Arabic Language	301	14.3	62.2	14.8	23.0
Social Studies	249	11.8	62.7	22.0	15.3
Life Skills	22	1.0	81.8	9.1	9.1
English Language	196	9.3	58.0	20.7	21.3
Field Two: Mathematics + Science	161	7.6	52.6	20.5	26.9
Mathematics	297	14.1	62.9	19.8	17.3
Science	209	9.9	61.0	18.5	20.5
Physical Education	29	1.4	44.4	29.6	25.9
Art Education (Drawing)	22	1.0	66.7	19.0	14.3
Information Technology	57	2.7	71.4	21.4	7.1

Table 22.11 Respondents according to marital status and level of motivation

Marital status	No. of respondents	Percentage of respondents	Motivated (%)	Neutral (%)	Unmotivated (%)
Single	525	24.9	65.8	19.8	14.3
Live with spouse (no children)	287	13.6	63.4	16.3	20.3

Live with spouse and children	1,281	60.7	61.8	19.2	19.0
Single parent (widowed/divorced)	10	0.5	33.3	22.2	44.4