

School of Education

**Investigating Factors Affecting the Attraction and Retention of
Overseas Teachers in the United Arab Emirates**

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Doctor of Philosophy
of
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DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Damon Robert Lalich

24 September 2021

ABSTRACT

As efforts shift in the UAE from a dependency on oil wealth to a human capital knowledge-based economy, attracting and retaining quality teaching staff to drive and support the UAE's education reform efforts is paramount. A traditionally high turnover of expatriate staff in the UAE has highlighted the need to investigate the recruitment and retention of quality western expatriate English medium teaching staff in Abu Dhabi government schools. This study placed a focus on factors that influence prospective teachers to undertake employment in the UAE as well those that are likely to influence teachers to remain for the duration of their contract, or beyond, or leave prematurely.

The study involved a mixed methods approach. In phase one, a survey instrument comprised of three distinct elements, was developed to investigate expatriate English medium teachers' ($n=866$): motivations to relocate internationally to the UAE; subsequent satisfaction with living and working in Abu Dhabi; and, finally, satisfaction with their job. To provide causal explanations to the quantitative data, phase two involved semi-structured interviews with teachers ($n=128$) who had submitted formal notice to resign.

The findings revealed important information for employers of international teachers that can assist in maximising the effectiveness recruitment drives, identifying factors that influence teachers to stay, and factors that influence teachers to leave. Firstly, in placing a focus on teacher recruitment, males and females considered different factors to be of importance. For example, when considering factors that drive international relocation, females placed greater importance ($p<.05$) on career, personal, exploration, connection and lifestyle factors, whereas males ($p<.05$) placed greater importance on economic factors. These findings suggest that employers may consider a tailored approach to recruitment drives to maximise the attractiveness of teaching positions for each sex.

At the interview stage, being able to effectively screen potential teaching candidates is of critical advantage. The results of this study found several teacher relocation motivations that were linked to successful adjustment in the host country in terms of

both the location and job itself. For example, the findings revealed that, prior to relocation, those teachers who successfully adjusted and remained longer in the job placed more importance ($p < .01$) on both career, exploration, connection and lifestyle factors and were more satisfied ($p < .01$) with the location in terms of living and working in Abu Dhabi. Further, the results indicated that, as a relocation motivator, exploration was a statistically significant ($p < .01$) positive predictor of satisfaction with family considerations, suggesting that those who prioritised the excitement of exploration prior to relocation maintained positivity with the move by placing considerable value on the learning experiences associated with the new culture and location. These findings suggest that when screening potential teaching candidates, examining career, lifestyle and exploration factors might be of importance in identifying those who are more likely to successfully adjust and remain in the job. Conversely, the findings indicated that certain relocation motivations were statistically significant ($p < .01$) independent negative predictors of satisfaction. For example, when considering relocation, teachers prioritising economic factors were less likely to be satisfied with the location, perhaps suggesting the potential difficulties of adjustment in the host country were obscured by the lure of financial gains. Similarly, the satisfaction of married teachers was largely related to the successful adjustment of their dependents, with married teachers less likely to be satisfied with family considerations.

In terms of retaining teachers, the findings suggest that a targeted focus on optimising specific job satisfaction-related elements may have a positive impact on teacher retainment. For example, the results indicated that marital status made a difference, with married teachers statistically significantly ($p < .05$) more satisfied than single teachers in the professional growth, work/life balance, non-contingent rewards, school administrative support, and resource adequacy aspects of their jobs. Non-contingent rewards were found to be statistically significantly ($p < .05$) related to contract completion as well as being a positive independent predictor ($p < .01$) of location satisfaction. The findings highlight an important insight for employers in suggesting that the more teachers valued the sense of accomplishment of contributing to the education reform taking place in Abu Dhabi, the more likely they were to be content to remain in the job. Finally, for job satisfaction and satisfaction with family considerations, both additional compensation and professional growth were identified

as statistically significant ($p < .01$) and positive independent predictors of satisfaction with family considerations. These findings suggest that the more satisfied teachers were with additional compensation and professional growth, the more likely they were to be satisfied with family considerations in the host country. These findings perhaps highlight one of the key benefits of professional growth opportunities and additional compensation contributing to financial freedom and creating a situation where teachers are free to focus on the needs of the family and the adjustment process in the host country. Qualitative data from teacher exit interviews provided significant insights into the causal factors behind the data collected from the survey instrument in addition to introducing data that were not able to be captured in sufficient detail in the survey instrument. Importantly, two factors were identified from the qualitative data that influence teachers to leave prematurely: 1) education opportunities for dependent children, and 2) employment opportunities for trailing spouse.

The research presented in this thesis is significant for several reasons. Firstly, it adds to the limited body of related research that has materialised from the United Arab Emirates in general, as well as research related to the education reform in Abu Dhabi taking place at the time this study was undertaken. The key contribution of the research lies in its demonstration of the types of motivators that might make teacher international relocation most viable in addition to a better understanding the challenges that must be overcome before successful host country adjustment can occur. The study contributes to decision making of education policy makers and school administrations in Abu Dhabi through highlighting the identification of those teachers who are more likely to leave, or more likely to stay in addition to providing greater insight in identifying and adjusting the conditions that are most responsible for influencing teachers' decisions to stay or leave. Finally, the study makes a methodological contribution through the development and validation of a survey instrument for examining the factors that influence self-initiated expatriation of teachers to the United Arab Emirates along with factors that may influence teachers to leave.

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If I could pass on a message to my younger self, I might mention that perhaps it is not the best idea to start a PhD when you have just moved to a new country far from family and support, commenced a new demanding job and started a family. Although I never thought for a moment that the end result would be different, I did not do myself any favours here. Luckily, I had the invaluable help of a few key people along the way to help me maintain my confidence in completing the research and writing this thesis.

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Finally, my thanks go to each of the English medium teachers who participated in the research. I truly hope that the findings of this study will benefit existing and future teachers and have a positive impact on the ongoing education reform in the UAE.

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Chapter 1

INTRODUCTION

High quality teachers are paramount to the delivery of a high standard of education (See et al., 2020). The quality of education in schools is dependent on the capacity of education authorities to successfully attract and retain high quality teachers. It is a task that has become increasingly difficult the world over, with teacher attrition rates far exceeding those in other professions (Liu & Meyer, 2005). There is an urgent need to examine how the attraction of quality teachers can be improved along with considerations on retaining teachers.

This issue is of great importance to the UAE as it moves from a dependency on oil wealth to prioritising the creation of a human capital knowledge-based economy. A focus has been placed on the importance of a quality education system with an ambitious goal to be amongst global leaders in the industry. With large-scale education reform underway in government schools across the UAE, and in Abu Dhabi in particular, a dependency on quality expatriate teaching staff has never been greater. Traditionally high rates of teacher turnover in the UAE compound the issue and increase the urgency for considerations relating to both teacher attraction and retention. To address this concern, the present study sought to provide an investigation into the reasons teachers are attracted to relocate to work in the UAE along with the factors that may contribute to their retention.

To contextualise the study reported in this thesis, this chapter provides information relevant to the unique educational landscape in which it was carried out as well as an overview of the research objectives and conceptual framework. This chapter is reported under the following headings:

- Context of the Research (Section 1.1);
- Conceptual Framework (Section 1.2);
- Research Objectives (Section 1.3);
- Significance of the Research (Section 1.4); and
- Thesis Overview (Section 1.5)

1.1 Context of the Research

This section provides an overview of the context in which the present research takes place. First, Section 1.1.1 provides a brief history of the United Arab Emirates. An overview of ADEC’s education reform in public schools is detailed in Section 1.1.2. Lastly, a detailed account of the teaching staff employed by ADEC is provided in Section 1.1.3.

1.1.1 The United Arab Emirates

The United Arab Emirates (UAE) is a relatively new country with a rich history. It is situated on the Arabian Gulf, bordering Saudi Arabia and Oman as shown below in Figure 1.1.



Figure 1.1 Map of the United Arab Emirates and surrounding countries¹

¹ Map source: <http://maps.google.ae>. Reproduced in accordance with Google Maps’ terms of use.

The UAE consists of largely arid desert terrain with a climate considered very hot and with very little rainfall. The nation was founded in 1971 and is made up of a federation of seven emirates consisting of Abu Dhabi (the largest emirate and capital of the UAE), Ajman, Dubai, Fujairah, Ras Al Khaimah, Sharjah and Umm Al Quwain. Figure 1.2 shows the seven emirates within the UAE. Arabic is the official language of the nation and Islam is the official religion.

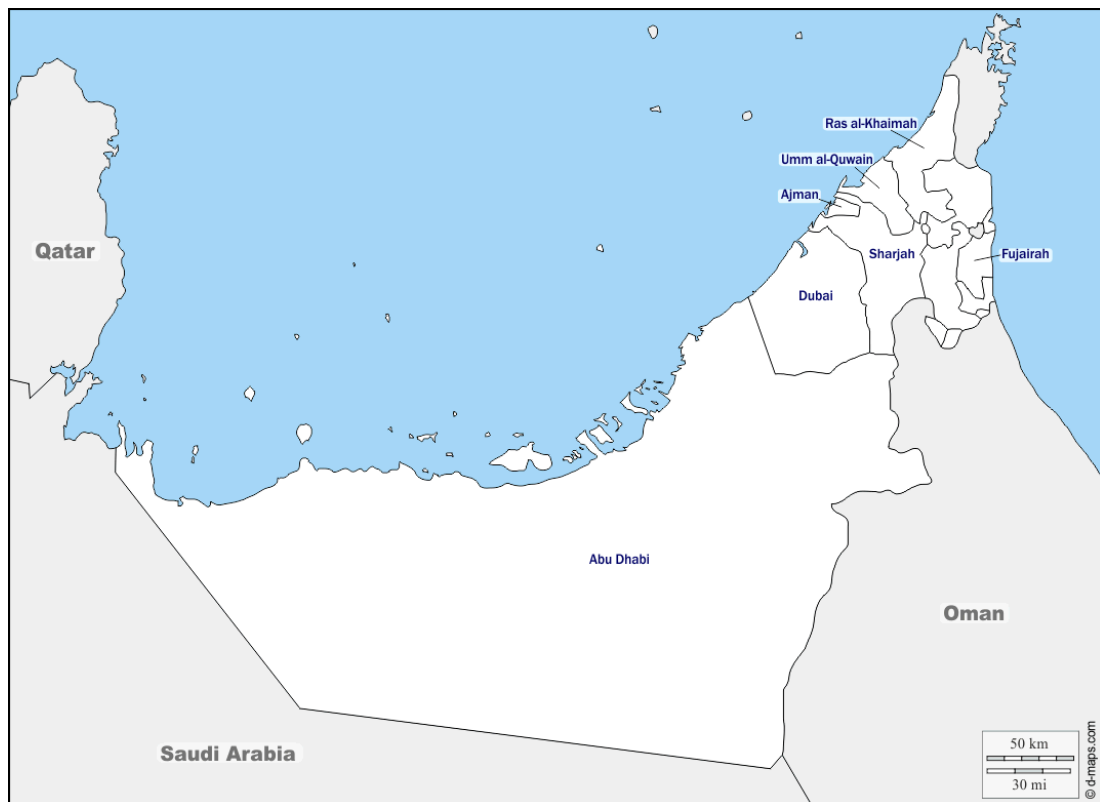


Figure 1.2 Map of the UAE and its seven emirates²

Prior to the twentieth century, the UAE population was traditionally nomadic Bedouin tribespeople (Bedouin meaning desert dweller) who survived the inhospitable desert climate primarily through a reliance on camel herding, date farming, fishing and pearl diving. Following the seasons, Bedouin tribes moved between the sea, desert and the oasis. With the resourcefulness to thrive in the harsh desert environment, the Bedouins

² Map source: https://d-maps.com/carte.php?num_car=5468&lang=en. Map reproduced in accordance with d-maps' terms of use.

were known for honouring their guests with great respect and hospitality, a tradition that the modern Emirati population continues to this day (Zayed University, 2020).

Sheikh Zayed bin Sultan Al Nahyan is acknowledged as the principal founding father of the UAE and recognised for unification of the nation's seven emirates into one country. Sheikh Zayed was also the first president of the UAE, ruling for almost 33 years from the nation's founding until his death in 2004. Following the discovery of oil in the 1950's, the UAE was in a position to undergo tremendous development and economic growth. Under Sheikh Zayed, the region was rapidly transformed from one of the poorest in the world to one of the wealthiest. The population of the UAE grew in line with the tremendous rate of development as an expatriate workforce from across the globe flocked to the nation seeking work opportunities. From approximately 250,000 in 1970, the UAE has grown to a population of over 9.9 million in 2020 (United Nations Population Fund, 2020), with 88% of the population comprised of expatriates (Central Intelligence Agency, n.d.).

This section provided a description of the background and history of the United Arab Emirates. The following section (Section 1.1.2) describes the strategic plan for sweeping education reform within the emirate of Abu Dhabi.

1.1.2 Education Reform within the Emirate of Abu Dhabi

Prior to formation of the nation in 1971, education was largely negligible (Godwin, 2006). However, with the arrival of oil revenues, a comprehensive education system was soon developed and rolled out across each emirate. The UAE has consistently emphasised the value of education as a key to boost the nation's progress and development and an integral part of the nation's future. Education is viewed as a national priority and the UAE allocates a significant part of its annual budget for educational sector development (The United Arab Emirates' Government portal, 2020). The emirate of Abu Dhabi in particular is committed to developing and improving education, with the local government aspiring to transform the emirate into an innovative, knowledge-based society (Abu Dhabi Department of Education and Knowledge, n.d.). However, with the ambitious goal to establish the nation as a global leader in education, concerns of poor academic performance and the recognition of

various inadequacies permeating the education system pointed to the need for comprehensive reform (Abu Dhabi Education Council, 2012). Consequently, ADEC was established in 2005 to spearhead the reform and transform the emirate of Abu Dhabi's education system (Abu Dhabi Education Council, 2012). After the passing of the UAE's founding father, HH Sheikh Zayed bin Sultan Al-Nahyan, his eldest son HH Sheikh Khalifa bin Zayed Al-Nahyan assumed the Presidency of the UAE in 2004. In 2005, he appointed HH Sheikh Mohamed bin Zayed Al-Nahyan, Crown Prince of the Emirate of Abu Dhabi, as Chairman of ADEC and HH Sheikh Mansour bin Zayed Al-Nahyan, Minister of Presidential Affairs, as Vice Chairman. Having the involvement of the highest-ranking royals in the education reform is indicative of the importance in which it was regarded and the drive for the reform continues to be significant due to their oversight and presence.

ADEC was charged with overseeing all elements of the education system in the emirate including public, private and higher education. In a comprehensive evaluation of the state of education within the emirate, ADEC identified a number of critical issues related to Abu Dhabi's public-school system (Badri & Al Khaili, 2014). Student outcomes were identified as being considerably below grade level, English language instruction was of poor quality, curriculum standards were not clearly defined, along with a dearth of overall data linked to student achievement, among others. In addition, addressing the relatively high numbers (65%) of high school graduates who were inadequately prepared to enter university was earmarked as a key priority (Abu Dhabi Education Council, 2012).

ADEC's plan to address the identified shortcomings was underpinned by the development of the New School Model, a complete reform strategy covering all aspects of the education system that focused on a transition from a textbook focussed curriculum underpinned by a traditional teaching and learning context, to an outcomes-based, student centred learning model. The published objectives of ADEC's New School Model were to foster a child-centred learning environment; develop Arabic and English language abilities, critical thinking and cultural and national identity and to standardize the curriculum, pedagogy, resources and support across all ADEC schools. Controlled, deliberate roll out of the New School Model began with inclusion of kindergarten to grade 3, and advanced by one grade with each passing year. New

standards were introduced for English, science and mathematics curriculums. Importantly, these subjects would no longer be delivered in Arabic but in English.

This section outlined the precursors leading to the education reform in the emirate of Abu Dhabi and the development of the New School Model. The following section (Section 1.1.3) provides an overview of the two groups of teachers employed by ADEC.

1.1.3 English and Arabic Medium Teachers

During the data collection period, the teachers employed by ADEC could be categorised as two distinct types: English medium teachers and Arabic medium teachers. Most Arabic medium teachers were native Arabic speakers from a range of Middle Eastern locations including Egypt, Iraq, Syria, Jordan, Tunisia, among others. However, a small number were Emirati nationals. Arabic medium teachers used Arabic as the language of instruction when delivering lessons. Most held a tertiary qualification in their field of expertise but did not study education or hold a teaching qualification. In contrast, English medium teachers were native English speakers who delivered lessons in English. Each held a tertiary teaching qualification (i.e. Bachelor of Education or specialist degree with a Graduate Diploma in Education). English medium teachers were recruited from a range of Western countries including the United States of America, Canada, United Kingdom, Australia, and New Zealand. These teachers were seen by ADEC to be international best-practice operators and were recruited in large numbers to drive the education reform through the rollout of the New School Model (Abu Dhabi Education Council, 2012). Only English medium teachers were included in the present study. Details of the samples are described in Section 3.3 of Chapter 3.

Following the introduction of the New School Model across public schools, existing Arabic medium teachers were tasked with delivering classes in Islamic studies, Arabic language, social studies, physical education, art and music throughout all grades. English medium teachers were assigned to teach mathematics, English language, and science in selected grades with Arabic medium teachers delivering these lessons in the remaining grades. English medium teacher allocation to each grade was determined

by the year-by-year progressive rollout of the New School Model. Beginning in the 2010/11 academic year, English medium teachers delivered English language, mathematics, and science from kindergarten (KG) to grade 3. With each subsequent year, an additional grade was added to the New School Model rollout.

In addition, to address an identified priority in facilitating preparedness of high school students to sit university entrance examinations upon graduation, a focus was placed on English language instruction in grades 10 to 12. Subsequently, English medium teachers with additional English language teaching qualifications (i.e. TEFL³) were recruited to deliver English language classes to grades 10 to 12 simultaneous to the roll out of the new school model.

When this study commenced, I was employed by the Abu Dhabi Education Council (ADEC) in the United Arab Emirates as an Education Advisor⁴. I was recruited to assist in implementing ADEC's commitment to sweeping education reform across public schools throughout the emirate of Abu Dhabi. After an initial three years in the role, I was seconded to the English medium teacher support division to facilitate the large-scale recruitment, orientation and ongoing support of English medium teachers who were needed to implement the education reform in government schools. It was during this time that led me to reflect on my own experiences as a self-initiated expatriate and inspired my investigation into the motivations behind self-initiated relocation, location satisfaction and job satisfaction.

Through the recruitment, on-boarding and ongoing support process of English medium teachers I witnessed a wide spectrum of individual teacher satisfaction and success. There were highly effective teachers who were immensely happy with their life working in Abu Dhabi public schools. Conversely, despite a hopeful start, once in country there were those who struggled to find success in the job, were tremendously unhappy and could not find redeeming features in any aspect of their decision to accept the role as an English medium teacher in Abu Dhabi. Dealing closely with teachers through large-scale recruitment and witnessing the continuous high levels of teacher

³ TEFL is an acronym for Teaching English as a Foreign Language. It is an internationally recognised qualification to teach the English language abroad to those whose first language is not English.

⁴ ADEC recruited Education Advisors as experienced education professionals to support teachers in public schools and compliment the implementation of the educational reform in specialist subject areas.

turnover, I was intensely interested in why teachers chose to work in the UAE in the first place and what made them stay once there. Hence, I decided the central aim of my study would be to investigate factors affecting the attraction and retention of Western overseas teachers in Abu Dhabi.

The term ‘Western’ expatriate teacher is defined in this study as teachers who were native English speakers from countries where English was the sole official language (USA, Canada, UK, Ireland, Australia, and New Zealand). Non-nationals of the countries where targeted recruitment took place were considered only if they received their formal education in one of the target countries (prior to secondary school). Countries in which languages other than English were also an official language (i.e. India, Philippines etc.) were not considered for recruitment purposes. However, in later stages, one exception to this was South Africa where limited recruitment took place. Great importance was placed by ADEC Human Resources on not only the level of language knowledge of English medium teachers, but also on the accent and typical language use in colloquial form. This was considered a foundational element in ensuring a uniform approach to language learning amongst Emirati students.

In this section, the two types of teachers (English medium and Arabic medium teachers) working in ADEC schools at the time of data collection were introduced. The subjects taught in relation to the rollout of the New School Model was also outlined. The following section (Section 1.2) discusses the conceptual framework that underpins the study.

1.2 Conceptual Framework

The conceptual framework used in the study draws from the labour market principles of supply and demand, along with the factors that influence them. However, the supply of teachers differs somewhat to the traditional labour market by the fact that governments are largely the sole employer (Dolton, 2010). This provides an ideal platform for the policies concerned with teacher recruitment and retention to be investigated and assessed (Guarino et al., 2006). Ehrenberg and Smith (2018) describe the general economic labour market theory of supply and demand in detail, however, a number of studies have illustrated the application of the theory specifically to teacher

labour markets including Dolton, (2010); Haggstrom et al. (1988); and Loeb and Myung (2010), and Donitsa-Schmidt and Zuzovsky (2014).

The demand for teachers at the school level is dictated by various factors that include school systems, budget, student enrolment levels, existing teachers leaving, class sizes, and teaching load restrictions (Santiago, 2002). However, in public schools teacher demand is most strongly dictated by the total number of school-aged children combined with the government's set ratio of students to teachers (Dolton, 2010). The set ratio allows teacher demand to be a fixed constant. An illustration of the teacher labour market can be seen in Figure 1.3, where teacher demand is represented by Q^* .

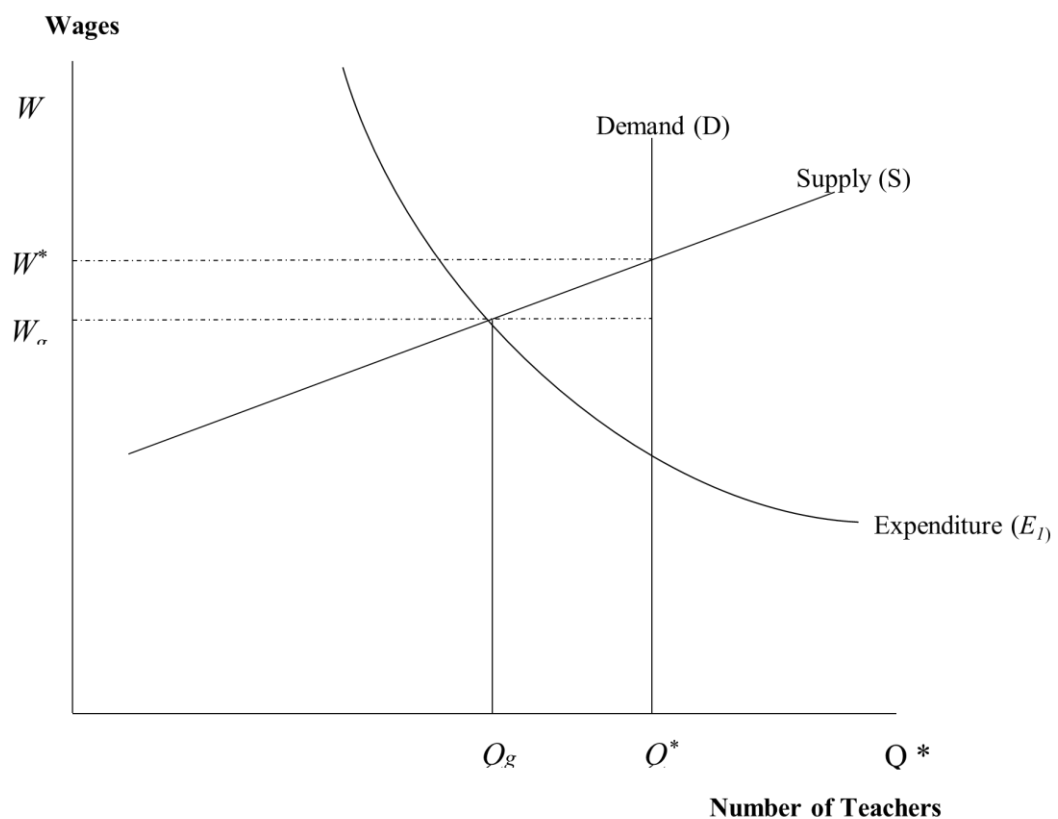


Figure 1.3 The labour market for teachers. From “Teacher supply,” by P. Dolton, in P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education*, (3rd ed., pp. 489-497), 2010, Kildington, Oxford: Academic Press.

The supply of teachers is dictated by the sum of individuals willing to teach, according to the attractiveness of the opportunity that is presented in entering or remaining in

teaching (Donitsa-Schmidt & Zuzovsky, 2014; Loeb & Myung, 2010). Guarino et al. (2006, p. 201) identify the basic causal factors that underscore supply and demand problems in any profession in noting “The relative attractiveness of teaching depends on the notion of relative ‘total compensation’ – a comparison of all rewards stemming from teaching, extrinsic and intrinsic, with rewards of other possible activities that could be pursued”. In following the supply and demand theory, it is widely accepted that individuals will take up or remain in teaching only if it is the most attractive occupation for them to engage in from all the opportunities available to them (Brown & Wynn, 2009; Guarino et al., 2006; Macdonald, 1999). This takes into account all possible aspects that might add to its attractiveness including ease of entry into the profession in addition to all features of compensation including salary, working conditions, and personal satisfaction. Assuming that teaching continues to be an attractive profession, teacher supply is denoted in Figure 1.3, as S. Dolton (2010) notes that in the ideal conditions of a perfectly competitive labour market, set teacher wages, denoted by W^* , would effectively utilise the entire labour market. However, governments must work within defined budgetary constraints regarding the salaries of teachers. Considering a set level of expenditure on teacher salaries, an inverse relationship exists between the total number of teachers working and teacher salaries, as denoted by E_l in Figure 1.3. If total budget expenditure is set, any increase in salaries means fewer teachers can be hired. As represented in Figure 1.3, Q_g is the total number of teachers recruited at an average salary of W_g . The surplus teacher demand can be seen from Q^* to Q_g , a situation that can only be solved by an increase in budget allowing for higher salaries, or if other features of the job change whereby the profession is seen to be more attractive and teacher supply continues irrespective of set salaries (Dolton, 2010).

In the context of the study, self-initiated expatriate teacher adjustment may be best defined as the extent of fit of English medium teachers in both the work environment and the non-work environment. Takeuchi et al. (2002) define expatriate cultural adjustment as the extent of an expatriate’s comfort, familiarity and ease with the host country’s environment. Poor cultural adjustment negatively impacts performance (Chen et al., 2011; Sahin et al., 2014) and can influence premature expatriate repatriation (Black and Stephens, 1989; Froese et al., 2016). The inability to align cultural values can greatly impact expatriate employee success, as expatriate employee

level of fit is related to both increased job satisfaction and decreased intention to leave (Aumann, 2007).

The following section (Section 1.2.1) introduces the components of self-initiated expatriate teacher relocation before describing the influence of the work environment (Section 1.2.2) and non-work environment (Section 1.2.3) followed by the influence of individual characteristics on the adjustment process (Section 1.2.4).

1.2.1 Push / Pull Factors

According to Lee's (1966) push/pull theory of migration, motivations to relocate internationally come about due to the interaction of diverse influences from both the home country (push factors) and the target country (pull factors). In international migration, push factors act as a stimulant by encouraging individuals to consider relocating to a new country. Examples of widely recognised push factors include economic pressures (i.e. low income, high inflation), limited suitable employment opportunities, political instability, conflict, high crime rates, poor living conditions, discrimination etc. (Parkins, 2010). Pull factors commonly include those elements that appear favourable by comparison in the destination country and may include employment opportunities, improved living conditions, family links, security, improved education and medical care (Parkins, 2010). Lee (1966) also makes reference to intervening obstacles, which may be present to varying degrees between origin and destination countries. Intervening obstacles may affect different people in different ways, with obstacles that are insurmountable to some being insignificant to others. For example, the monetary requirements to facilitate international relocation may present a prohibitive intervening obstacle to some, while presenting little issue to others who possess adequate funds. An illustration of Lee's (1966) theory of migration, detailing the relationship between push/pull factors of origin and destination countries and intervening obstacles can be seen in Figure 1.4.

Push factors mostly exist in donor countries, and pull factors are pertinent to destination countries, however, both forces must be present in order for relocation to take place (Lee, 1966). De Hass (2011) notes that push factors may also play a role in the target country as immigration controls by foreign governments and discrimination

of any sort (racial, religious or cultural) may restrict successful relocation. In addition, pull factors from the home country such as existing ties with family, relatives and close friends along with feelings of patriotism may further complicate the justification of a planned relocation. In any case, conditions that facilitate any planned relocation must be present along with the absence of other restrictions that may hinder plans for an international relocation (Kline, 2003). The present study places a focus on the factors that influence expatriate teacher international relocation within Lee's (1966) push/pull framework.

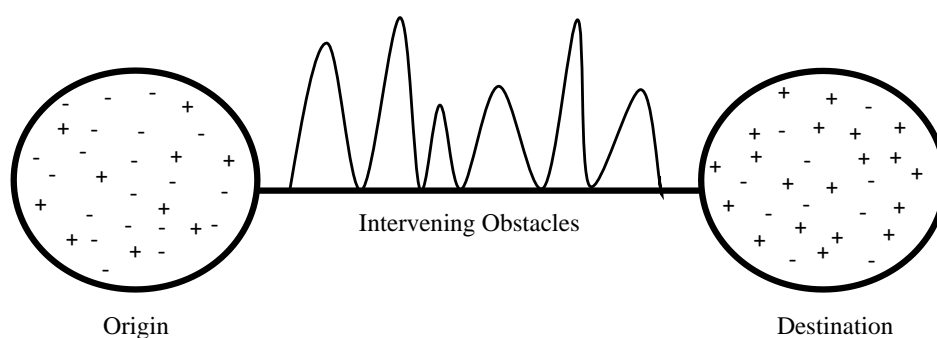


Figure 1.4 Origin and destination factors and intervening obstacles in migration. Adapted from "A Theory of Migration," by E. Lee, 1966, *Demography*, 3(1), p. 50.

1.2.2 Work Environment

Job and work environment factors contribute to expatriate teacher retention as predictors of adjustment, job satisfaction and turnover intentions (Hardman, 2001; Johnson et al., 2012). Stahl et al. (2009) notes that work environment factors including compensation, career development and promotion opportunities, may have an especially powerful impact on expatriate employee adjustment. Moreover, a lack of career development opportunities can be a strong factor in pushing expatriate employees to seek external job opportunities during an international assignment (McNulty et al., 2009). Interestingly, recognition of strategic attempts at career support may be more highly valued by employees than actual tangible outcomes in relation to

career opportunities, career changes and career development programs (Van der Heijden et al., 2009).

1.2.3 *Non-Work Environment*

Host country contextual factors can have a significant impact on expatriate assignment success insofar as cultural adjustment, language, customs and lifestyle (Akhil & Liu, 2019; Bhaskar-Shrinivas et al. 2005). This holds equal relevance to both the work and non-work environments. In addition to the adjustment of individual employees, family factors have been firmly established as one of the key issues that can impact expatriate employee adjustment and may contribute to an intent to repatriate early (Takeuchi et al., 2002). In particular, spouse dissatisfaction and the general failure of families to adequately adapt to the host country have been identified as key causes of early repatriation (Cole, 2011) and, conversely, successful spouse adjustment is a critical factor of expatriate adjustment success (Lazarova et al., 2015; Shaffer & Harrison, 1998). Career needs of the trailing spouse can add further strain to the situation (Harvey, 1997; Rosenbusch & Cseh, 2012).

1.2.4 *Individual Characteristics*

Individual employee qualities can play a crucial role in expatriate adjustment, with social abilities, personality and intercultural intelligence being as equally important as technical skills in an international setting (Caligiuri, 2000; Lin et al., 2012; Van Erp et al., 2014). In support of this, Mercer (2020) found that 62% of multinational companies blame ineffective employee selection as a key reason behind international assignment failure. The inability to align cultural values can greatly impact expatriate adjustment, as expatriate employee level of fit is related to both increased job satisfaction and decreased intention to leave (Aumann, 2007). Cole and Nesbeth (2014) conclude that an imbalance between assignment purpose and an expatriate employee's skills and abilities, including relational abilities and intercultural competence, can be a fundamental reason why the stated objectives of an international assignment may be unable to be met. Although Mercer's (2020) results and Cole and Nesbeth's (2014) findings relate to company sponsored employees, the conclusions highlight the important role individual characteristics play in expatriate adjustment.

Based on the framework of Lee's (1966) theory of migration, Figure 1.5 illustrates the proposed theoretical model of key determinants of English medium teacher expatriation to the United Arab Emirates in terms of push and pull factors prior to expatriation, adjustment to work and adjustment to non-work environments and the relationship with individual characteristics and intentions to leave or stay.

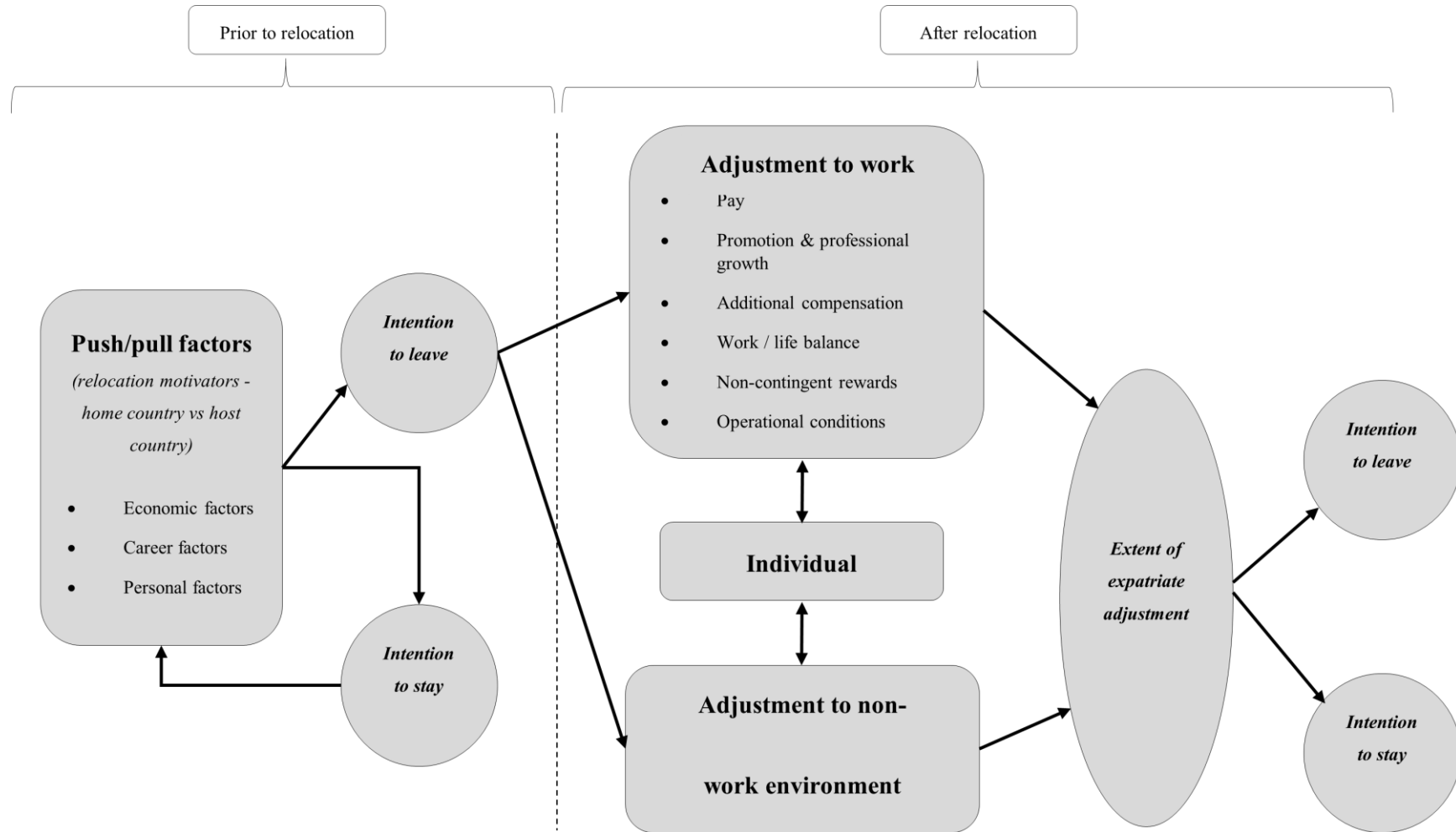


Figure 1.5 English medium teacher adjustment model

1.3 Research Objectives

The purpose of the research was to investigate the recruitment and retention of English medium western expatriate teachers employed in public schools in Abu Dhabi, the United Arab Emirates. Although recruitment and retention are two discrete points of focus, they are nonetheless intertwined and difficult to separate in policy applications. To achieve the intended purpose of the study, four research objectives were developed.

To prepare for the collection of data from English medium teachers, a comprehensive review of literature was undertaken with a view to identify recruitment related factors that are likely to influence expatriate teachers to relocate internationally, as well as those retention factors likely to influence teachers to stay or resign and leave their chosen teaching posts. A survey instrument made up of three distinct elements was developed; 1. Relocation motivators, 2. Location satisfaction and 3. Job satisfaction. Consequently, research objective one was:

Research Objective 1: To develop and validate a survey that can be used to examine factors that influence expatriate teachers to relocate internationally to the UAE and factors that may influence teachers to leave.

Very little research appears in the existing literature with a focus on self-initiated expatriate teachers (Hardman, 2001; Joslin, 2002; Odland & Ruzicka, 2009). There is little information as to why teachers expatriate, who finds success and why. Therefore, the second research objective was:

Research Objective 2: To examine the strength and direction of the relationships between factors that influence expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract and are satisfied with their location.

Similarly, little research exists as to the impact of both the work and non-work environments and which components of these environments make a difference to successful teacher adjustment and retention. Accordingly, the third research objective was:

Research Objective 3: To examine the strength and direction of relationships between job satisfaction and contract completion and location satisfaction.

The UAE has a traditionally high turnover of expatriate workers. Given that the success of Abu Dhabi's education reform depended greatly on the expertise of quality expatriate teaching staff, it was considered important to investigate the underlying reasons behind this phenomenon. As a result, the fourth research objective was:

Research Objective 4: To examine the factors that influence teachers to leave their chosen employment in the UAE prematurely.

This section (Section 1.5) detailed the research objectives that contributed to the formation of the study. The next section outlines the significance of the research (Section 1.6).

1.4 Significance of the Research

Given the enormous costs of teacher attrition, both financially and the impact on student progress, the subject is an important area in regard to both policy and research. Insights into the area may assist policy makers to identify those teachers who are more likely to leave, or more likely to stay. In addition, greater insight into the area can assist policy makers in identifying and adjusting the conditions that are most responsible for influencing teachers' decisions to stay or leave.

The findings of the research have significance for self-initiated expatriate teachers, both prior to and after initial departure to work within Abu Dhabi public schools, principals, and school administrations in the United Arab Emirates, along with ADEC policy makers. The significance of the research may be greatest to the educational context of Abu Dhabi, where the research was undertaken. From the findings of the research, employers will have a clearer vision and understanding of the types of motivators that might make international teacher relocation for the purposes of employment most viable. In addition, a better understanding may be gained of the most substantial potential challenges to overcome before successful host country adjustment can occur.

The research has significance for school principals and administrators in the context of the United Arab Emirates, and in particular Abu Dhabi. Through an examination of job satisfaction specific to Abu Dhabi public schools, the findings of the study outline the key issues that present the greatest challenges to Western expatriate teachers when becoming established in a new school environment. Although the concept of job satisfaction has been researched extensively over the past decades (Alina & Simona, 2013; Fasbender et al., 2019; Madigan & Kim, 2021; Tayyar, 2014), teacher job satisfaction specific to the current context has received very little attention. Considering the scope and importance of the wide scale education reform underway in Abu Dhabi, the findings of the study may help school administrators to better prepare and adjust to the school environment to accommodate new Western expatriate teachers, increasing the possibility of successful adjustment and limiting potential turnover.

The findings of the research have significance to relevant government bodies, including ADEC, within the Emirate of Abu Dhabi involved with the ongoing education reform. Data providing a broad profile of the types of Western expatriate teachers who are most likely to successfully adjust to the teaching role in Abu Dhabi public schools can be used to inform policy and decision making.

Although much research related to teacher recruitment exists on a national level in the USA, comparatively little research has been conducted in other nations. Research investigating self-initiated expatriation of teachers and subsequent teacher turnover in an international setting is most uncommon. The present research presents significance in its investigation of teacher recruitment and retention in the context of the Middle East, a place of traditionally high teacher turnover. Further, the study adds to the limited body of research that has materialised from the United Arab Emirates in general in addition to research related to the education reform in Abu Dhabi taking place at the time this study was undertaken (Badri & Al Khaili, 2014).

Finally, an integral part of the study involved the development and validation of an effective survey instrument that could be used to examine the factors that influence self-initiated expatriation of teachers to the United Arab Emirates along with factors that may influence teachers to leave. The study, along with the validated instrument

designed for the context of the United Arab Emirates, may prove useful to those wishing to carry out similar research or a replicate the current research.

1.5 Thesis Overview

The study is arranged into a total of six chapters. Chapter 1 introduced the context of the research, framing the background and setting of the study. A description of the research paradigm was included, followed by the conceptual framework that underpinned the research. The research objectives were described in detail before the significance of the study was outlined.

In Chapter 2, a review of the relevant literature related to the goals of the study was provided. Beginning with a review of international teacher migration within the push/pull framework that underpins the study, this chapter then focuses on teacher recruitment and retention, cultural adjustment and job satisfaction. One of the key objectives of the present study was the development and validation of a survey instrument to investigate what motivates teachers to relocate abroad for work and which factors in the destination country influence them to stay or leave. This chapter provides a review of prior research related to these areas along with established instruments developed and used in their evaluation.

Chapter 3 provides an account of the methodology and sampling procedures used in the study. Firstly, a description and justification of the research design is provided to address the first research objective of the study. Next, the each of the samples used in both the instrument development and, later, data collection process are described. Following this is a description of how the survey instrument was developed and how it was organised. Similarly, a description of the development of the questions used for interviews and the qualitative data collection process follows. A description of the evidence to support the validity and reliability of the survey is provided followed by the data analysis process used to explore the research objectives. Lastly, the ethical considerations that were taken into account throughout the research process is described.

Chapter 4 reports on the evidence to support the validity and reliability of the newly developed survey instrument to address the first and second research objectives. This chapter describes the development of each of the three elements of which the instrument is comprised in addition to detailing the results of the quantitative data analyses to evaluate the validity of each element.

Chapter 5 reports the results and analyses carried out in relation to the second, third and fourth research objectives, focusing specifically on examining both the relationships between factors that influences expatriate teacher international relocation, and the factors that influence expatriate teacher turnover. In addition, analyses of the qualitative data, derived from semi-structured interviews, are reported to provide causal explanations and further insight to the quantitative data.

Chapter 6 provides a conclusion to the study by summarising, interpreting, and discussing the results within the context of the research literature. In this chapter the limitations of the research are identified and outlined. A discussion surrounding the implications of the study along with recommendations for future research follows. A discussion of the significance of the research follows along with concluding remarks.

Chapter 2

REVIEW OF THE LITERATURE

2.1 Introduction

To a large degree, the goal of school systems world-wide involves providing a quality education to all students. This goal is largely dependent on the availability of quality, competent teachers who are willing and motivated to serve society in this capacity. In addition, education authorities must constantly strive to recruit and retain high quality teaching staff if they are to deliver a high standard of education. The ability of education authorities around the globe to achieve this task will greatly influence the quality of the education in schools in the years to come (Ronfeldt et al., 2013). In this sense, attracting and retaining quality teachers may be the most important issue in education at this time (Hanushek & Rivkin, 2007).

Although there appears to be little agreement as to a universal definition of what constitutes a quality teacher, the research literature is permeated with definitions of teacher quality centred around subject knowledge, pedagogical knowledge, and student achievement (Berliner, 2005). Hosotani and Imai-Matsumura (2011, p.1040) define high quality teachers as educators who have a level of academic and pedagogical competence sufficient for the supervision of new teachers and delivery of model lessons. In conduit, and within the scope of the present study, ADEC Human Resources set minimum standards for candidates in order to increase the likelihood of recruiting quality teachers. This included having several years of teaching experience in a public or private schooling system in the country of recruitment, a university degree in the related subject, and a valid teaching license that provides authorisation to teach in the country of recruitment.

Quality teacher recruitment and retention has become increasingly difficult and has remained an issue globally in recent decades (See et al., 2020). It is an issue that begs to be addressed, as the rate of teacher attrition in education is far higher than in other professions, with a greater percentage of teachers increasingly choosing to leave the profession and take up employment elsewhere (Carver-Thomas & Darling-Hammond,

2017; Liu & Meyer, 2005). Accurately identifying and understanding the key reasons behind turnover may assist in contributing to teacher retention, allowing schools to maintain organisational performance and preserve program continuity (Mancuso et al., 2010).

Whereas the previous chapter introduced the present research, this chapter provides a review of the pertinent literature in relation to the key areas which form the basis of the research reported in this study. These areas include an investigation of the reasons western expatriate teachers are attracted to relocate and work abroad in the UAE, along with examining the factors that may influence these teachers to leave prematurely. The review of the literature is reported under the following headings:

- Background to the Research (Section 2.2);
- International Migration within the Push/Pull Framework (Section 2.3)
- Teacher Recruitment and Retention (Section 2.4);
- Teaching Abroad and Cultural Adjustment (Section 2.5)
- Job Satisfaction (Section 2.6);
- Chapter Summary (Section 2.7).

2.2 Background to the Research

The UAE is a country rich in oil and gas reserves, yet, similar to other Gulf Cooperation Council (GCC) countries, in need of ongoing large-scale development. The pursuit of building a knowledge-based economy to reduce the dependency on oil and gas has created the need for a quality education system to educate the local Emirati population (Abu Dhabi Department of Education and Knowledge, n.d.). The UAE has long relied almost exclusively on an expatriate teaching workforce. Emiratis make up a minority of the population and enjoy significant support from the generous UAE government. Due to high levels of wealth, UAE Nationals have comparatively little economic need to join the workforce (Waxin et al., 2014). Enticing Emiratis into the teaching profession is particularly challenging. A study by Ibrahim and Teneiji (2019) found low levels of job satisfaction in those few Emirati male teachers in the local workforce who felt their peers earn more and work less in other government positions. Further, the UAE experiences particularly low levels of workforce participation

amongst females, creating further reliance on expatriate teaching staff in what has traditionally relied heavily on the female demographic. Attracting and retaining quality teachers in the midst of declining teacher supply has become an issue of major concern not only in the UAE, but to education industries worldwide (Carver-Thomas & Darling-Hammond, 2017; Ingersoll, 2001b).

The present study focuses on teacher recruitment and teacher retention as an important issue related to educational provision in the Emirate of Abu Dhabi in the United Arab Emirates. This context is largely unique for two reasons. Firstly, the UAE is one of the few countries in the world where expatriates make up the majority of the population. Secondly, the vast majority of research on expatriate teachers working overseas takes place in international schools. The present study focuses on local government administrated schools serving an almost exclusive local student population (as is the norm in most countries in public school settings) staffed by an almost exclusive expatriate workforce (as is the norm within international school settings). The ‘hybridisation’ of the normally two characteristically different education environments provides a relatively unique setting, with unique challenges. Very little research exists in this setting where the investigation of teacher recruitment and turnover has implications for both international schools and national government schools throughout Gulf Cooperation Council (GCC) countries. The present study aims to address this gap through the expansion of current literature in the UAE context in particular.

2.3 International Migration within the Push/Pull Model Framework

While the previous section detailed the background to the research, the present section provides a brief overview of the established and widely recognised models of international migration along with a theoretical background to Lee’s (1966) push/pull migration model in which the present study was framed.

A number of migration models have been put forward by scholars to explain migration in general, with several placing a focus on economic elements and providing migration explanations through the use of economic terms. In neoclassical economic models, an emphasis is placed on wage differentials and working conditions between host and

destination countries with relocation decisions based on maximising income (Massey et al., 1993; Todaro & Smith, 2006). By contrast, the new economics of migration theory considers migration as a strategy to maximise potential income and mitigate potential risk to family income within households. Other migration models have placed a focus on the place utility elements in explaining the process of migration, where individuals undertake migration as a regulative measure when the place utility in the destination country is greater than that of the country of origin (Wolpert, 1965). Dual labour market theory, popularised by Piore (1970), posits that migration determinants are less attributable to individuals but and more to the labour demands of developed nations. Piore argues that push factors play a very minor role in international relocation decisions and it is the pull factors of an unrelenting and urgent need of foreign labour in receiving countries that are primary migration determinants. In a similar vein, world systems theory of migration, first introduced by Wallerstein (1974), explains international relocation as an outcome of globalisation and the world market that has expanded over the past 400 years. In the world systems model, international migration is driven by capitalistic economic market penetration into non-capitalist nations on the periphery of powerful world economies (Massey et al., 1993).

Within the context of the present study, Lee's (1966) push/pull theory of migration has provided a lasting theoretical framework to explain the process of selective migration and the factors that are of key influence. Lee's theory suggests that migration is dictated by four key factors that influence migration: 1) factors related to the country of origin, 2) factors related to the country of destination, 3) intervening obstacles, along with 4) personal factors. Forces from both sides of the migratory equation influence mobility through 'push' and 'pull' factors (see Chapter 1). Push factors are generally present in donor countries and act to repel individuals to relocate, whereas pull factors are present in destination countries and serve to attract individuals to migrate. Further, Lee underscores that factors differ in relevance and strength according to the perception of the individual and as per individual situations. Intervening obstacles are those factors that may hinder or complicate an individual's relocation efforts.

The influence of Lee's (1966) push/pull model of migration has visibly permeated the body of subsequent research literature. Although almost universally adopted within migration research, the push/pull model has come under criticism for several

limitations as a tool to explain decision making in the process of migration. Specifically, the push/pull model has been criticised for making assumptions regarding how individuals respond to push/pull factors and does not take sufficiently into account the complexity involved in immigration and mobility (de Haas, 2008). Castles et al. (2014) highlight this point in suggesting the push/pull model does not sufficiently explain why individuals may respond in different ways to the same push or pull factors or why both international migration and return migration occur in the same area simultaneously. De Haas (2008) argues the push/pull model does not sufficiently consider how the conditions of both the destination and origin countries relate with factors that influence relocation decisions, for instance individual characteristics and circumstances over time. Although the assumptions made by the push/pull model highlight some inadequacies in describing the intricacies of international relocation, Boswell (2008) notes that the model is nonetheless highly useful in providing a means to calculate and forecast migration related behaviour. Despite the limitations, an abundance of migration research continues to augment the framework of Lee's push/pull model.

Although research literature that places a focus on the international relocation of teaching professionals is exceedingly rare, a substantial body of literature exists on the determinants of international migration in general within the push/pull framework (see for example, Kanayo et al., 2019; Morghem & Spetan, 2020; OECD, 2016). Wage differentials can act as both push factors (low wages in donor countries) and pull factors (higher wages in receiving countries). It has been well established in the literature that economic factors have considerable influence in migration decisions (Castelli, 2018; OECD, 2016), with several researchers asserting that economic pull factors in the receiving country are of greater influence than economic push factors in the donor country (Steiner & Wanner, 2019). Similarly, economic migration theories from which Lee's (1966) push/pull model stems posit that migration is largely influenced by economic structures and that individuals relocate when doing so would provide the best possible employment opportunities and financial returns in terms of wage differentials. From this perspective, a study by Borjas' (1989) placed a focus on the cost/benefit analysis that was understood to influence international migration choices in classifying both push/pull factors and intervening obstacles. Borjas found

that it was the level of income differential over time along with the policy environment that was most influential on international relocation decisions.

In examining intention to relocate internationally, a study in Portugal by Neto and Mullet (1998) focused on the pull factors of wage differentials, increased job opportunities and existing connections in destination countries. The findings showed that intentions to relocate was higher with those who had connections in the destination country and that the effect of differences in potential earnings on relocation intentions was greater when there were good opportunities for employment compared to when there were limited opportunities for employment. Neto and Mullet (1998) suggest that important pull factors such as potential earnings and job opportunities do not drive intent to relocate independently, but rather combine with other enabling factors such as connections in the destination country to guide relocation decisions.

Similar conclusions were drawn by Docquier et al. (2014) who investigated intent to relocate and the impact of pull factors such as connections in the destination country. The findings showed that the magnitude of the migrant pool along with the average earning potential in the destination country were the key pull factors influencing relocation decisions. Interestingly, the researchers found those who were college educated were more likely to actually relocate internationally but less likely to aspire to do so, suggesting that immigration is a process that requires a level of resources, both economic and other, that are not available to all, presenting a formidable intervening obstacle to migration.

The influence of networks and connections on guiding international relocation decisions was investigated by Epstein and Gang (2006). Noting that certain destinations will be more suitable for some individuals than others, Epstein and Gang (2006) found that potential migrants use others from their community who have international relocation experience to gather information and use as a model on which to base their own international movement patterns. This pattern of international relocation was later termed by Epstein (2008) as 'herd behaviour'.

Closer to the context of the present study, research by Gross and Schmitt (2012) examined the impact of skill levels on the probability of relocation. The researchers

found that the relative power held by each pull factor is largely dependent on the skill level of the individual. Specifically, they found that connections of family and friends and earning potential were most important to those with low skills when considering relocation. Conversely, pull factors of higher standards of living and opportunity to utilise their specific skillset were key influences in relocation decisions of highly skilled individuals.

Some studies have demonstrated that migration is positively related to educational achievement (Goldin et al., 2011; UNESCO, 2006) and that international migrants tend to be those who are most skilled. Similar to the findings of Docquier et al. (2014), Gross and Schmitt (2012) suggest that highly skilled individuals may have greater resources at their disposal, removing a potential intervening obstacle and allowing for considerably greater flexibility in potential relocation plans.

In a rare piece of research focusing on teacher migration from developing countries to developed nations, Bartlett (2014) argues that teacher relocation decisions are primarily motivated by financial pull factors that replace initial intrinsic motivations to enter the teaching profession. However, Bartlett notes that common intervening obstacles exist in that teachers must first reach the pinnacle of their career ladder in the donor country before gaining access to opportunities in developed destination countries where they will likely start at the base of the labour market once again. Further, Manik (2011) found that many teachers who have migrated to embark on an international teaching post go on to teach in two or more overseas countries, suggesting that initial experience in an international educational setting lessens the intervening obstacles for further teacher relocation and opens the door for additional opportunities.

Over the past two decades there has been a limited pool of studies focusing on international teacher migration within South Africa. One such study by Brown and Shulze (2007) investigated motivations that influenced teacher decisions to relocate to Botswana to work in government schools. The authors found that economic factors were the primary determinants of migration, however, it was those teachers from other African nations who were most influenced by economic reasons and teachers from European countries that were least influenced.

Although primarily focussing on the impact of international teacher migration on the education systems in Southern African countries, Appleton et al. (2006) touch on the topic of migration determinants. The authors identify the extensive and ongoing government expansion of the education system in Botswana over the past few decades that created rapidly growing labour demand and employment opportunities, acting as a powerful pull factor for migrant teachers. Coupled with the push factor of high unemployment in South Africa and other neighbouring countries, Appleton et al. highlight economic factors playing a primary role in teacher relocation decisions.

Based on the review of research literature, the topic of international teacher relocation motivations has received very limited attention and a substantial portion of the literature that does exist focuses on the countries of Southern Africa. The present study aims to address this gap in the literature and add a coherent explanation of the motivations behind expatriate teacher relocation.

2.4 Teacher Recruitment and Retention

Policies to support effective teacher recruitment and retention must be carefully developed. If improvement in teacher recruitment and turnover rates comes at the expense of teacher quality, student achievement may suffer as a result. In maintaining this delicate balance, school systems must have a sound understanding of what is needed in order to effectively attract and limit the turnover of quality teachers. Harris et al. (2019) suggest that the broader issue of teacher turnover has been unable to be effectively addressed as it has yet to be fully understood.

The previous section introduced the widely established models of international migration and provided a theoretical background to the push/pull model in which the present study is framed. The present section provides details of the fundamental research areas which underpin the present study including a review of previous research on the topics of teacher recruitment and retention (Section 2.4.1), teacher turnover (Section 2.4.2) and teacher shortages (Section 2.4.3).

2.4.1 Previous Teacher Recruitment and Retention Research

Much research related to teacher recruitment and retention has been conducted on a national level in the US (Boe et al., 2008; Guarino et al., 2006; Hanushek et al., 2004; Ingersoll, 2001b, 2007; Ingersoll & Smith, 2003; Johnson et al., 2005; Hancock & Scherff, 2010; Macdonald, 1999; Sorensen & Ladd, 2020; Sutchter et al., 2016). However, a more limited pool of research related to topics of teacher recruitment and retention have been conducted outside of the US (Falch & Strom, 2002; Fantilli & McDougall, 2009; Lindqvist, Nordänger, & Carlsson, 2014; Mancuso, 2010; O’Sullivan, 2006; Rhodes et al., 2004; See et al., 2020). Studies that investigate the underlying reasons for voluntary teacher expatriation along with teacher turn-over in an international setting are most rare (Chandler, 2010; Hardman, 2001; Joslin, 2002; Mancuso et al., 2010; Odland & Ruzicka, 2009). As a result, there is little information that addresses the questions of why expatriate teachers choose to work abroad, who is successful or unsuccessful in adjusting to their new job and setting, and why.

Given that schools in international settings have been characterised as having relatively high staff turn-over (Hayden & Thompson, 2008) in comparison with western school systems across the globe, it stands as an area in need of further investigation. Further, due to the integral role teachers play in the roll-out of the ambitious education reform underway in the UAE, the focus of the present study to address the gap in the literature in the local context is both pertinent and timely.

2.4.2 Teacher Turnover

Teacher turnover presents an ongoing concern for schools and school systems around the globe. Macdonald (1999) defines teacher turnover as the annual rate of teachers leaving their specific jobs in schools. The vast majority of literature investigates the negative impact of teacher turnover. However, turnover, to some degree, can be advantageous and even necessary (Sorensen & Ladd, 2020) as a very stable workplace can encourage complacency and limit the likelihood of introducing new resources and approaches to an unwilling teaching population, thus limiting the effectiveness of possible school improvement initiatives (Chapman, 1994). Indeed, some attrition is considered to be healthy as it provides a mechanism to weed out the lowest performers

and bring in new, motivated change agents (Ingersoll, 2001b). Still, teacher turnover is widely perceived as having a negative impact on the educational goals of the schools and the related communities.

Teacher attrition comes at a considerable cost to schools and is generally detrimental to student progress and learning (Guarino et al., 2006; Hanushek et al., 2016). Schools risk a genuine threat to instructional quality, and in turn student development and achievement if experienced teachers cannot be retained (Hanushek et al., 2016; Ronfeldt et al., 2013). The impact of a single teacher leaving a school may be minimal, but the impact from substantial teacher turnover is cumulative and debilitating (Ingersoll, 2001b). High numbers of teachers resigning may be especially problematic for school stability, curriculum coherence, instructional continuity, and efficient resource use (Ronfeldt et al., 2013; Shields et al., 2001). Ingersoll (2001b) suggests that high turnover is a cause of low organisational performance and ineffectiveness within schools, an alarming situation which in turn leads to even greater turnover. Similarly, turnover of highly effective teachers or those in key roles can disrupt the continuity of programs that play an essential part of overall school performance (Ingersoll, 2001b). If the loss of quality personnel within school systems is significant it can be deemed an organizational failure on the part of the employing organisation.

The investment in recruiting new teachers is substantial and, from both a business and an educational perspective, it is imperative that the new teachers are retained in order to gain a return on the investment. The high cost of replacing trained teachers eats into limited funding (Harris et al., 2019), and the investment is wasted if trained teachers leave the profession (Chapman, 1994). Which teachers who are leaving is of particular concern, as when those leaving are teachers who are more qualified and successful, a less capable pool of teachers remains to assume leadership roles (Ingersoll, 2001b; Thompson, 1995). Often, it is younger and more qualified teachers who are more likely to leave (Carver-Thomas & Darling-Hammond, 2017; Macdonald, 1999) which, in turn, accelerates the ageing of the profession, further exacerbating the issue as a greater proportion of the teaching population nears retirement. The change in demographics among teachers as a result of an ageing workforce consequently further contributes to teacher shortages (Ingersoll, 2003).

An accurate measure of teacher turnover is vital to governments, administrators, and school systems to effectively plan for staffing and resources. However, of even greater importance are the factors which may lead to teacher retention or turnover. Teacher turnover is often posed as an indicator of the relatively poor quality of working life in schools and overall teacher morale (Hanushek & Rivkin, 2007) although the reasons behind teacher turnover are many and vary across cultures, socio-economic situations, teachers' ages, and subject specializations (Carver-Thomas & Darling-Hammond, 2017; Gritz & Theobald, 1996).

2.4.3 *Teacher Shortages*

Over the past few decades, growing teacher shortages have placed employers under increasing pressure to staff schools with quality educators. Ingersoll (2003, 2007) argues that teacher shortages are not the result of a lack of teachers entering the system, but stem from the number of teachers who choose to leave the profession prematurely. Fittingly, Ingersoll (2007) suggests that the most efficient method to end teacher shortages is to focus efforts on retaining existing teachers along with convincing those who have left the profession to return. To address teacher shortages, governments have developed and implemented a range of incentives to increase the number of new teachers entering the profession. These include programs where professionals from related industries are incentivised to make a career change and enter teaching; fast-tracking or postponing formal certification of university graduates to allow immediate entry to teaching; sourcing teaching candidates from overseas; and a range of financial enticements that include student loan subsidies and loan forgiveness programs, signing bonuses, and increased salaries (OECD, 2005).

International schools in particular often offer a range of additional financial incentives to attract quality prospective teaching staff. These include higher salaries, contract completion bonuses, travel allowances, relocation allowances, settling in allowances and tuition fee reimbursement, among others. Despite the range of strategies to stem the flow of teachers leaving, current efforts have not had the intended effect. The current practice of replacing the revolving door of resigning teachers is a very expensive option (Harris et al., 2019). With the profession becoming less attractive, the USA is reflective of global patterns in witnessing extensive decreases in

enrolments in university teacher training programs (Sutcher et al., 2016). This leaves the current practice of simply hiring new teachers to replace those who leave as a solution that is quickly losing viability. In order to stem the flow of teacher attrition and put an end to increasing teacher shortages an alternative solution must be found.

2.5 The Challenges of Teaching Abroad

Whereas the previous section introduced the key areas of research that underpin the present study, the present section provides an overview of the phenomenon of culture shock (Section 2.5.1) along with cultural adjustment in the work (Section 2.5.2) and non-work environments (Section 2.5.3).

Globalisation has resulted in a greater number of job-seeking professionals, in particular teachers, searching for opportunities internationally (Morgan et al., 2005). Chandler (2010) suggests that location not only plays a key role in influencing a teacher's decision to relocate internationally, but also whether they continue or leave the teaching post. Many teachers see an international teaching post as simply continuing in the same role, but in a different country, often with no preparation for their new environment (Hayden, 2006).

The characteristics of the host country must be considered in both the recruitment and retention of teachers as different countries reflect very different cultures, climates, locations and related work and non-work experiences (Chandler, 2010). Although living and working abroad presents numerous new challenges to expatriate teachers, there are many who adjust and are more satisfied in their new environment than in their country of origin (Halicioglu, 2015). For example, in a study by Coulter and Abney (2009) burnout rates of Canadian teachers working abroad were reported to be lower than those working in Canada, with the authors suggesting a move abroad as an alternative to leaving the teaching profession altogether.

Chandler (2010) highlights that many self-initiated expatriate teachers choose not only a school to work in, but a country, and likewise often choose to leave a country and not only a school upon resignation. However, Roskell (2013) believes location

satisfaction is of lesser importance than satisfaction with the new school environment when evaluating overall adjustment of expatriate teachers.

2.5.1 *Cultural Shock and Cultural Adjustment*

The topic of expatriate adjustment has been increasingly researched in recent years (Hayden et al., 2000), perhaps owing to the rapid growth of multinational companies and increased economic globalization resulting in a considerable increase in international expatriation of globally mobile professionals. The rise in the number of teaching jobs in foreign countries has increased in tandem as more and more schools look to source teachers from other nations (American Federation of Teachers, 2009), and in particular teachers from English speaking nations (Von Kirchenheim & Richardson, 2005).

An abundance of research (Anderson, 2005; Black & Gregersen, 1990; Harrison & Shaffer, 2005; Selmer, 1999) suggests that cultural adjustment is a key element in predicting both the retention and performance of expatriates and that a failure to adequately adjust not only results in teachers leaving prematurely, but also has a negative impact on job performance (Black & Stephens, 1989; Hechanova et al., 2003; Ramsey, 2005; Shaffer & Harrison, 1998). Weaver (2000, p.1) defines culture as “a system of values and beliefs which we share with others, all of which give us a sense of belonging or identity”. In this sense, any form of international relocation brings with it a change in culture. The necessary transition and adjustment across cultures is generally considered to be a stressful and transformative experience (Roskell, 2013). In attempting to adjust to interactions within a new culture, expatriates may inevitably experience culture shock to some extent. The all-encompassing term ‘culture shock’ is universally used to describe the difficulties in adjusting to a new culture (Halicioglu, 2015). Hayden (2006) believes that teachers who relocate overseas should consider the experience of culture shock as a normal part of the adjustment process. Widely viewed as a negative process, severe culture shock can result in depression and mental breakdown (Roskell, 2013). However, Weaver (2000) suggests the potential for psychological development and growth that can also occur during the culture shock experience can be of substantial value to an individual.

In detailing the process of culture shock, Oberg's (1960) widely accepted model of cultural adjustment describes four distinct stages:

- A honeymoon period, where a euphoric fascination of the host country is overwhelmingly evident. This period may range considerably for each individual, from just a few days (Oberg, 1960) to several months (Roskell, 2013).
- A period of crisis, where hostile feelings may emerge when cultural differences are experienced. A critical point, it is here that the individual is either successful or unsuccessful in cultural adjustment. Austin (2007) notes that a failure to effectively communicate within a new culture often results in confusion, anxiety and aggression as symptomatic indicators of culture shock.
- A recovery period, where individuals find some success in beginning to identify culture-specific coping and communication strategies needed to converse successfully within in the new environment (Ward et al., 2001).
- An adjustment period, where cultural acceptance results in successful adjustment. The extent of success in the cultural adjustment is largely tied to the expatriate's individual characteristics (Caligiuri, 2000).

Ward. et al. (2001) note that culture shock can be more severe when the cultures of the host country and country of origin are very different. Further, Austin (2007) suggests that expatriate teachers are subject to 'double culture shock', having to adjust separately to the host county culture in both the work environment and non-work environment. Each environment presents unique challenges and levels of adjustment and satisfaction may vary considerably between the two contexts (Austin, 2007).

2.5.2 *Cultural Adjustment in the Work Environment*

In the work environment, successful adjustment is largely a product of an expatriate's prior experience and preparedness to adapt (Lin et al., 2012; Ramalu et al., 2010). Expatriates teaching in English medium schools to students who are not native English speakers are inevitably teachers of English as a foreign language, although often expatriate teachers are unaware of this and are ill-prepared for the situation

(Halicioglu, 2015). There is a universal expectation of teachers to be role models for their students, and those teachers who struggle with the challenges presented in adjusting to the host country culture may have a negative impact on their students (Halicioglu, 2015). Expatriate teachers may face challenges with classroom management, unfamiliarity with school policy, new curriculum, and different student learning styles, all of which contribute to culture shock (Dunn, 2011; Fee, 2011; Finney et al., 2002). Joslin (2002) underscores the importance of teachers accepting the difference in thinking and behaviour of students with different cultural backgrounds and adopting different teaching approaches accordingly. According to Hayden (2006), those teachers who are culturally unaware may experience feelings of ineffectiveness and frustration after realising their existing techniques do not have the desired effect. Continued experience of feeling de-professionalised can negatively impact teachers' self-confidence and professional identity (Austin, 2007) and, eventually, contribute to any intention to leave. Expatriate teachers must accept that students may react in unexpected ways when set with tasks. In order to adapt, teachers must adjust and understand that the cultural context may have an influence on what may be considered to be good teaching (Dunn, 2011).

Outside of the classroom, school colleagues of different cultural backgrounds than expatriate teaching staff present further intercultural communication challenges. Shaw (2001) reminds us that the greater the diversity in cultural backgrounds, the greater the challenges that may be presented. A well-documented source of discontent amongst locally hired and expatriate staff are inequalities in treatment within the school, either perceived or real (Cambridge, 2002). Differences in accepted behavioural norms amongst colleagues of different cultural backgrounds may present additional challenges. For example, research by Kemp and Williams (2013) investigated behaviour in meetings within the cultural setting of the United Arab Emirates, highlighting that there is often considerable flexibility in regard to meeting times, perceived lateness, and meeting interruptions (Kemp & Williams, 2013). The differences in interpretations of acceptable meeting behaviour between those with different cultural backgrounds has the potential to cause conflict. In recognition of the challenges presented by a diverse environment within schools, Halicioglu (2015) recommends that all cultures are valued and all staff act in close collaboration to create

a positive working environment that is conducive to the school fulfilling its ambitions and objectives

Odland & Ruzicka (2009) point to differences in leadership styles as a contributing factor commonly identified by teachers for leaving a school. There may be considerable differences between teachers and school administrations in international schools in regard to academic standards or integrity (Finney et al., 2002). In the Middle East in particular, DeBeer suggests expatriate teachers may struggle to accept certain expectations in regard to censorship of specific topics and amendment of texts according to the region's values and beliefs (as cited in Halicioglu, 2015, p. 249).

2.5.3 *Cultural Adjustment in the Non-Work Environment*

A considerable amount of literature (Akhal & Liu, 2019; Anderson, 2005; Black & Gregersen, 1990; Selmer, 1999) suggests that cultural adjustment facilitates an expatriate's ability to operate successfully both in the new work and non-work environments. Many expatriate employees are accompanied by a spouse or children and must also manage the stress of cultural adjustment of their families and of the educational development of their children (Cole, 2011).

Organisational support provided to expatriate employees and their families typically includes assistance in a range of pertinent areas such as temporary accommodation, relocation assistance, cross-cultural training, immigration guidance etc. (ORC Worldwide, 2008). In contrast, McNulty (2012) points out that relatively little consideration is given to those requirements necessary for expatriate spouses to make the adjustments that are required to be successful in their new host country. Job search assistance for spouses, resume preparation, training opportunities and working visa assistance are highly important along with more practical assistance of introductions to expatriate communities and memberships in sporting, social and networking groups. McNulty (2012) notes that although strong organisational support can positively impact expatriate success, a perceived lack of support may translate to employees feeling undervalued by an organisation which, in turn, can impact employee retention. In support of this notion, research by Cole and Nesbeth (2014) found that insufficient organisational support is the most common reason for expatriate employee turnover.

Very little research exists regarding the trailing spouse of expatriate teachers, however, there has been a considerable focus on the topic in other industries (Arieli, 2007; Black & Gregersen, 1991b; Black & Stephens, 1989; Cole, 2011; McNulty, 2012; Slobodin, 2019; Sterle et al., 2018). Several studies suggest that expatriate spouse dissatisfaction with international relocation can contribute to the expatriate employee's dissatisfaction (Anderson, 2005; Andreason, 2008; Black & Gregersen, 1991a; Haslberger & Brewster, 2008; Naumann, 1992) and that spouses attitudes towards international relocation can have a significant impact on the employees efforts made toward cultural adjustment (Borstorff et al., 1997; Sterle et al., 2018; Ward et al., 2001). In contrast, some research findings bring into question the strength of the influence of expatriate spouse. Selmer (2001) found that expatriate employees accompanied by a spouse may boost performance in the work environment, but it did little to enhance an employee's cultural adjustment.

The issue of expatriate spouse adjustment can be increasingly complicated if a career has been disrupted (Cole, 2011; Halicioglu, 2015) as difficulties with spouses seeking suitable employment can add considerable stress for a married couple (Harvey et al., 2007). In the past, traditional gender roles meant international relocation involved male expatriates accompanied by a trailing spouse who was a housewife and cultural adjustment of spouses was not an important consideration for employers. Today, dual-career couples may now be considered the norm (Cole, 2011).

As per the expatriate employee, trailing spouses must also overcome a similar range of obstacles in seeking employment in the host country including a language divide, non-recognition of qualifications or relevant experience, competition with local or other candidates, lack of suitable jobs and visa restrictions among others (Cole, 2011). Trailing spouses must deal with these challenges, establish new professional connections, and set up new support network alone while their partner dedicates themselves to settling into the new position (Shaffer & Harrison, 2001; Sterle et al., 2018).

Given the volume of qualified females in the workforce, they account for only a fraction of expatriate positions in comparison to their male colleagues (Selmer & Leung, 2003a; Shen, 2005) and, perhaps unsurprisingly, little research exists in this

area. Despite the increasing incidence of male trailing spouses, Selmer and Leung (2003b) suggest that one reason for the lack of research is that there remain comparatively few male trailing spouses to incorporate in research that has been undertaken.

Spousal complications are compounded when males are in the position of trailing spouse and a career has been put on hold as a result of international relocation (Linehan, 2002; Dowling et al., 2008). In addition, financial dependence on the female expatriate may prove to make adjustment more difficult for the male trailing spouse (Cole, 2011). International employers will need to recognise the importance of addressing spousal support requirements as the number of female expatriates with male spouses continues to grow (Linehan, 2002; Selmer & Leung, 2003b). Cole (2011) highlights the support of the trailing spouse in expatriate couples as an urgent condition to reduce the potential for expatriate failure.

For young couples with no children, or older couples whose children are already independent, trailing spouse employment is likely highly sought after as it makes up an important part of the spouse's individual identity. Conversely, dual career couples with young children have competing priorities which may complicate the importance of both partners seeking employment (Cole, 2011).

In many instances, expatriates have little option but to enrol their dependent children in private international schools. Once abroad, enrolment in public schools may not be a viable option given the level of language mastery required to continue learning progress. This may be especially true among older children who are at a more critical stage in their education. In recognition of the situation, a common strategy in international schools to attract and retain expatriate teaching couples is to provide free or greatly subsidised education for dependent children (Cambridge, 2002; Hardman, 2001). Education costs for dependent children can be significant in private schools regardless of the country and the provision of free education for the children of expatriate teaching couples likely presents a very attractive option. Zilber (2005) suggests that the quality of private or international schools is viewed as being higher than their public school counterparts, with access to private school education often financially out of reach for many expatriate teaching couples in their home country.

Although the expense of hiring teaching couples with dependents is far greater than hiring single teachers, there are considerable benefits to the school. Expatriate teachers with dependent children are often a sought-after addition to international schools as they are seen to be higher performers and more readily able to make the adaptations necessary for successful cultural adjustment (Wolfe, as cited by Zilber, 2005, p. 6). Teaching couples with dependent children have a greater commitment to the school, being more likely to complete employment contracts or extend upon completion (Hardman, 2001). Expatriate teachers whose children attend the school have a special interest in ensuring the quality of education is the best it could possibly be as it is the environment in which their own children will develop and grow (Zilber, 2005). Aside from the financial advantages, Zilber (2005) highlights the numerous and considerable shared benefits available to expatriate teachers whose dependent children are educated in the same school, including aligned schedules of the family, enhanced social integration, ease of communication and contact, awareness and understanding of the school, strengthening of family bonds, and the motivation to become better parent role models.

2.6 Job Satisfaction

The previous section provided an overview of culture shock and cultural adjustment in the work and non-work environments. The present section introduces the topic of job satisfaction by providing an overview of the existing related theories (Section 2.6.1) and the relationship between job satisfaction and teacher retention (Section 2.6.2). Subsequent sections provide an introduction to measuring job satisfaction (Section 2.6.3) and an overview of existing general job satisfaction instruments (Section 2.6.4) before focusing on the dimensions of teacher job satisfaction (Section 2.6.5) specifically.

Job satisfaction has long served as a major area of research interest in organizational behaviour. Spector (1997) points out that job satisfaction is the most frequently studied variable in the research of organizational behaviour as job satisfaction can influence the behaviour of employees that, in turn, affects organizational functioning. Job satisfaction can give indications of potential trouble areas within an organisation where

employee well-being and organizational success are seen as important (Furaker et al., 2012).

Existing as an abstract concept, job satisfaction can be difficult to accurately measure. Rhodes et al. (2004) emphasize that there are conceptual problems in investigating job satisfaction due to the lack of clarity and general agreement about what constitutes the concept. The literature suggests that there is no widely agreed upon definition of job satisfaction or commonly accepted theory to explain the phenomenon (Aziri, 2011; Evans, 1997). Hoppock (1935, p. 47) provides one of the earliest examples of a widely cited definition of job satisfaction as being “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’”. Vroom (1964, p. 99) gives job satisfaction a broader definition as “...affective orientations on the part of individuals toward work roles which they are presently occupying”. Locke (1976, p. 1304) defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience”.

From the earliest instances of research on the topic, a lack of job satisfaction has been consistently found to be linked to employee turnover across various occupations and organizations (Porter et al., 1974). Job satisfaction is recognized as an important predictor of teacher retention (Caprara et al., 2003; Stockard & Lehman, 2004). Conversely, a lack of job satisfaction amongst teachers has been found to be linked to high stress levels, absenteeism, illness, and turnover (Liu & Meyer, 2005; Pearson & Moomaw, 2005; Tickle et al., 2011).

As a result, numerous studies related to the topic of retention have utilised various forms of satisfaction surveys as the statistical approach that most appropriately models the phenomena being investigated. The impact of job satisfaction on retention has been researched in past studies with the focus of many being unspecific in regard to employee groups or occupations but focused on employees in general. Studies specific to particular occupations are less common, with studies focusing on educational contexts and teachers making up a small proportion of these (Cockburn, 2000, Evans, 1997; Fraser et al., 1998; Toropova, Myrberg & Johansson, 2021; Wilhelm et al., 2000). More specific to the present research, only a few studies have been conducted

in the United Arab Emirates (Buckner, 2017; Carson, 2013; Ibrahim & Teneiji, 2019). The present research aims to address the shortcomings of existing job satisfaction instruments through the development of a bespoke survey that places a focus on the specific context under review.

2.6.1 Conceptualization - Job Satisfaction Theories

A review of the relevant literature identified three main conceptual frameworks that attempt to explain job satisfaction. These frameworks are discussed in detail in the following sections and include content theory (Section 2.6.1.1), process theory (Section 2.6.1.2) and situational theory (2.6.1.3).

2.6.1.1 Content theory

Content theory is concerned with what satisfies people and suggests that job satisfaction takes place when an individual's needs and goals for growth and self-actualization are met by the job itself (Dunford, 1992). Widely recognized content theories include Maslow's (1954) hierarchy of needs, and Herzberg's (1967) two factor theory.

Maslow's (1954) 'hierarchy of needs' theory attempts to categorize human needs into five constructs: Physiological, Safety, Belongingness and Love, Esteem, and Self-Actualization. Maslow's theory suggests that human needs are met in a hierarchical order, with the lower needs needing to be met before moving to the next stage of development. Once the lower-level needs are met, they are no longer considered to act as motivators to reach the next level. Therefore, job satisfaction is likely to increase if a job allows growth and attainment of Maslow's higher-level needs and that the key to motivation lies in enabling individuals to meet the needs that may be identified as being as yet unsatisfied.

Originally designed to investigate job satisfaction in an industrial management context, Herzberg's Two Factor Theory (Herzberg et al., 1967) adds to Maslow's (1954) theory in proposing that there are two distinct sets of factors involved in job satisfaction; job 'satisfiers' and job 'dissatisfiers'. The theory suggests that causes of

job satisfaction are independent from the causes of job dissatisfaction. Job satisfaction is seen to be intrinsic to the nature of the work and includes achievement, responsibility, recognition, advancement, growth, and the work itself. Conversely, job dissatisfaction is seen to stem from the context in which the job takes place and includes policy, supervision, working conditions, salary, job security and relationships with supervisors and colleagues. These factors are necessary to avoid dissatisfaction but do not provide satisfaction by themselves. Herzberg reasoned that as the factors causing satisfaction and dissatisfaction differ, they cannot be considered to be at opposite ends of a continuum. Instead, it is suggested that the opposite of satisfaction is no satisfaction, whereas the opposite of dissatisfaction is no dissatisfaction. Job satisfaction is affected by these extrinsic factors and if expectations are not met they can result in dissatisfaction, regardless of intrinsic factors being sufficiently met or not. Hence, it is suggested that the two continuums of job ‘satisfiers’ and job ‘dissatisfiers’ should exist in parallel.

2.6.1.2 Process theory

Process theory is concerned with ‘how’ an individual may be satisfied, focusing on the process itself. Job satisfaction is explained through process theory by the degree to which an individual’s expectations and values are met by a particular job (Steers et al., 2004). In framing job satisfaction in a process perspective, Adams (1963) introduced the concept of equity theory in proposing that job satisfaction is dependent upon an individual’s perception of fairness in regard to how they are treated in comparison to others. Equity theory is based on a number of inputs and outcomes. Inputs include ability, effort, and experience while outcomes are salary, rewards, recognition, and opportunity. According to equity theory, an individual will be satisfied with a job when they perceive the outcomes or rewards they receive for their input or efforts is similar to others in the same or similar fields.

In following a similar process-oriented perspective, Locke’s (1976) range of affect theory bases job satisfaction on the discrepancy between what an individual wants in a job and what an individual has in a job. This theory adds that job satisfaction is impacted largely by the value an individual places on certain job facets. That is, the more value an individual places on a particular job facet, the greater the impact (either

positive or negative depending upon whether or not expectations are met) will be on an individual's job satisfaction. In contrast, the job satisfaction of an individual who places little value on a particular job facet will not be significantly affected.

2.6.1.3 Situational Theory

Quarstein et al.'s (1992) situational occurrences theory asserts that both 'situational characteristics' and 'situational occurrences' are the factors responsible for shaping job satisfaction. Situational characteristics are factors of the job that are taken into consideration by an individual when making an evaluation before accepting a job. Situational characteristics may include salary, working conditions and opportunities for promotion. Situational occurrences typically transpire upon taking a job and tend not to be pre-evaluated. Positive situational occurrences may include extra pay allowances, while negative occurrences might include relationship difficulties with supervisors.

Situational characteristics are generally constant or enduring features of a work environment, usually linked to particular management policies (e.g. pay scales and promotional prospects) and may change gradually over time (e.g. working conditions, working hours). Conversely, situational occurrences are comparatively short-lived. These items are generally not tackled in company policies and procedures and are subject to frequent change. For example, a broken office photocopier may be the root cause of dissatisfaction on any particular day, while a failing internet connection or noisy colleague may be the cause the next day.

Situational characteristics and situational occurrences also differ in regard to the time and cost required to change them. Situational characteristics (such as pay or benefits) usually involve considerable time and expense to improve. On the other hand, situational occurrences may be more easily improved (i.e. fixing a broken water dispenser). Additionally, situational characteristics (i.e. pay, promotion opportunities, working conditions, relationships with co-workers, supervision) are relatively finite in number and are widespread across many organisations. It is these items that the large majority of job satisfaction surveys seek to measure including the MSQ, JDI and JSS (Quarstein et al., 1992). In contrast, situational occurrences are specific to individual

situations and vary considerably between organisations and workplaces. Due to the unlimited number of possibilities, situational occurrences are problematic to categorize.

2.6.2 *Job Satisfaction and Teacher Retention*

Although somewhat difficult to measure, the study of job satisfaction is highly valuable as it has been demonstrated to be a predictor of both teacher retention (Ingersoll & Smith, 2003; Liu & Meyer, 2005; Pearson & Moowaw, 2005; Tickle et al., 2011) and teacher commitment (De Nobile & McCormick, 2008). Tickle et al. (2011) found job satisfaction to be the most significant predictor of intent to remain in the teaching profession. Pearson and Moomaw (2005) point out that the result of job dissatisfaction can lead to increased stress and premature burnout of teachers. Of particular relevance to the present study, teacher job satisfaction plays a critical role in the larger process of holistic educational reform (Bascia & Rottmann, 2011).

Teacher dissatisfaction, and subsequent turnover is often posed as an indicator of the relatively poor quality of working life in schools and overall teacher morale (Hanushek & Rivkin, 2007; Al Tayyar, 2014) although the reasons behind teacher turnover are many and vary across cultures, socio-economic situations, age and gender, and subject specializations (Chapman, 1994; Klassen & Chiu, 2010). The work of teachers has become intensified following the widespread application of policies aimed at professionalising the occupation (Hargreaves, 1994; Toropova, Myrberg & Johansson, 2021). Such policies have largely not had the intended effect of increasing teachers' sense of authority and organisational commitment, with outcomes in developed countries showing that teachers are increasingly dissatisfied with intensified administrative responsibilities and bringing in change, whilst simultaneously under pressure with heightened levels of accountability, supervision and role conflict (Al Tayyar, 2014; Carver-Thomas & Darling-Hammond, 2017; Macdonald, 1995).

An accurate measure of teacher turnover is vital to governments, administrators, and school systems to effectively plan for staffing and resources. Of even greater importance are the factors which may lead to teacher retention or turnover. Policy makers have long recognised the potential to improve teacher retention through a focus

on increasing teacher job satisfaction. However, job satisfaction is comprised of many elements and the task of increasing job satisfaction across the board is not a simple one. In attempts by researchers to identify triggers that impact teacher job satisfaction and, in turn, teacher turnover, several variables have been mapped. Career stage or age has long been identified in the research literature as being linked to teacher turnover. Ingersoll and Smith (2003) note that teacher turnover peaks within the initial years of entering the profession and that almost half of new teachers are likely to leave within the initial five years (Liu, 2007). Ingersoll (2007) found that the highest levels of teacher turnover usually occur in the early years of a teaching career when lives are transitioning to a more stabilized state in regard to relationships, marriage and child rearing. Findings by Guarino et al. (2006) suggest that such patterns have occurred for at least the past few decades, asserting that the highest levels of teacher turnover occur in the first ten years of the career before becoming comparatively low in the following 10 to 25-year period and increasing again late in careers as retirement comes about.

Through necessity, subject specialisation is a further area in which teacher turnover has been closely tracked and mapped in order to fill specific staffing requirements across school systems. Carver-Thomas & Darling-Hammond (2007) point out that substantial teacher shortages are typically evident within the subjects of Maths, Science and Languages, however, few studies have been undertaken to investigate the level of teacher turnover outside of these specific areas.

Teacher qualification and experience has also been extensively studied and mapped in relation to teacher turnover. Ingersoll (2007) suggests that graduates and younger teachers, along with teachers who are more highly qualified, are more likely to leave their jobs. Carver-Thomas & Darling-Hammond (2017) highlight that schools staffed with poorly prepared or qualified new teachers assigned to address teacher shortages frequently experience high turnover rates as the new teachers are often ill-equipped to deal with the challenges of teaching. It is well established in the literature that schools situated in low socio-economic areas or with low achieving student populations are more likely to experience higher teacher turnover (Boyd et al., 2005; Carroll et al., 2000; Hanushek et al., 2004; Scafidi et al., 2007). Burns (2007) highlights the concerns of educators in noting that teachers are often blamed for any issues contributing to

overall poor school performance as they have direct accountability for student achievement.

Behavioural climate of schools plays an important role in teacher turnover, with student behaviour identified as a key factor linked to teacher attrition (Harris et al., 2019). A study by Harrell and Jackson (2004) found that only salary was considered more important than the influence of student behaviour on teacher turnover. Given their lack of experience, managing student behaviour is often a primary concern for teachers in their first year (Liu, 2007). Additionally, student behaviour is linked to teacher job satisfaction. Ingersoll and Smith (2003) reported that with teachers who recounted being dissatisfied with their jobs, poor student behaviour was often referred to as the cause. Similarly, a strong relationship has been identified between student behaviour and job satisfaction of teachers, with positive student behaviour generating increased levels of job satisfaction for teachers (Harris et al. 2019). Lui and Meyer (2005) underscore the potential impact of student behaviour on teacher job satisfaction in finding dissatisfaction with student behaviour can be almost as powerful as dissatisfaction with salary.

An abundance of research has identified low teacher salaries as a key predictor to teacher attrition (Liu, 2007; Liu & Meyer, 2005; Harrell & Jackson, 2004; Loeb et al., 2005; Shann, 1998) and increasing teacher salaries have been consistently recognised as an effective strategy practised by education authorities to help retain teachers as a result (Ingersoll & Smith, 2003; Kelly, 2004; See et al., 2020).

2.6.3 *Measuring Job Satisfaction*

Although the topic of job satisfaction has been extensively researched (Okaro et al., 2010; Spector, 1997, Al Tayyar, 2014), somewhat less attention has been paid to the measurement of job satisfaction (Oshagbemi, 1999). Related quantitative research has generally utilised either single item or multiple item survey instruments to measure job satisfaction. Single item instruments are simplistic in measuring overall satisfaction in the broadest sense and may do so by inquiring directly about job satisfaction. These instruments have the advantage of being applicable to any occupation in any location, hence making it extremely useful for comparative studies where the intention is

comparing job satisfaction internationally (Lepold et al., 2018). Single item instruments have the advantages of reduced cost, minimal burden to participants, and ease of interpretation (Bowling, 2004). Additionally, single-item measures are advantageous in being able to “...eliminate item redundancy and therefore reduce the fatigue, frustration, and boredom associated with answering highly similar questions repeatedly” (Robins et al., 2001, p. 152). However, single item instruments measuring job satisfaction have several disadvantages. Gosling et al. (2003) highlight that single item instruments are generally psychometrically inferior to longer, multiple item measures. Moreover, the brevity of information obtained from single item instruments leaves little direction for action to be taken based on the results of data analysis as individual components that make up the area under investigation will not be identified. Additionally, there are some problems with interpretation with single item job satisfaction instruments as absolute levels of job satisfaction are more difficult to determine as compared to particular or specific items that may make up job satisfaction. Single or general item instruments may not be as accurate as multiple item instruments in measuring job satisfaction, as single item instruments may overestimate levels of job satisfaction while simultaneously underestimating levels of job dissatisfaction (Diamantopoulos et al., 2012; Pollard, 1996).

Multiple item instruments measure job satisfaction on specific facets relevant to particular jobs and contexts by inquiring about the numerous explicit components that make up job satisfaction (Gosling et al., 2003). Multiple item instruments allow distinctions to be made between different aspects of the job whilst still allowing an overall picture of job satisfaction to be identified. Consequently, multiple item instruments are often seen to be more reliable than single item instruments and data obtained can be used to identify areas of strength or weakness (Diamantopoulos et al., 2012; Robins et al., 2001).

2.6.4 Existing Job Satisfaction Instruments

There are several existing multiple item instruments that have been widely used on a global scale and, due to the extensive normative data collected, have largely evidenced the validity and reliability measures of these job satisfaction instruments. Among these is the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967).

The survey exists in both long (100 questions) and short (20 questions) forms that measure 20 identified scales of job satisfaction. As a multiple item survey, the MSQ provides detailed information in measuring an individual's job satisfaction on particular job facets. The MSQ is more specific than other job satisfaction instruments. However, Spector (1997) calls into question the discriminant validity of the MSQ, claiming that much of the content in the specific scales overlaps and that other instruments may be able to cover the same content with fewer, less specific scales.

Although not designed to measure job satisfaction exclusively, the Job Diagnostic Survey (JDS) was developed by Hackman and Oldham (1975) and measures job satisfaction under the scale "reactions to the job". Used in hundreds of studies, the JDS assesses growth, pay, security, social, supervision along with global satisfaction. However, it has received criticism for being limited in its scope and placing a heavy focus on job characteristics whilst ignoring labour market segmentation and individual cultural differences (Serhan & Tsangari, 2019; Spector, 1997).

Perhaps the most widely used measurement of job satisfaction is the Job Descriptive Index (JDI), developed by Smith et al. (1969). The JDI consists of five constructs as representative of the job satisfaction domain which are the work itself, pay, promotions and promotion opportunities, co-workers, and supervision. The JDI consists of 72 individual items and has had several revisions since its original inception. The instrument differs from many others in using a simple 'yes / no' item format. However, the universality of the instrument has been brought into question by some in noting that several of the items may not be applicable to some professions (Buffum & Konick, 1982). Spector's (1985) criticisms of the JDI detail that although the instrument is lengthy at 72 items, the instrument fails to adequately cover all the aspects of job satisfaction for some organizations.

Although less widely used than the aforementioned instruments, Spector's (1985) Job Satisfaction Survey (JSS) was developed in order to address perceived gaps in other established job satisfaction instruments targeting human service, public and non-profit sector organizations specifically. The multiple item JSS consists of 9 constructs to evaluate job satisfaction which are pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and

communication. Each scale is measured by 4 items. The JSS gives an overall score of satisfaction through the measurement of individual facets of a job.

Each of these widely used and validated instruments described attempt to define job satisfaction and measure the concept through specific constructs, yet the constructs that are used to measure job satisfaction differ substantially in each instrument. The design of particular instruments means that some will be more relevant for certain occupations but not ideal for others. In order to allow for a high level of comparability, instruments utilising a more generalised approach and limited context-specific detail may be compromised in their accuracy in measuring job satisfaction across different jobs in different contexts. Some instruments by design are simply not suitable to measure the job satisfaction of particular jobs and an increase in the comparability of an instrument will generally come at the expense of accuracy.

For the present research, a decision was made that the development of a bespoke instrument that is highly focussed on the specific job and local context would lend itself to capture more complete picture of the somewhat vague concept of job satisfaction and provide a more accurate evaluation of the particular context under review. A limitation of the narrowed focus inevitably means some comparability to other contexts and locations may be lost. However, this was seen as a reasonable compromise given that the context under investigation is unique in itself and other similar comparable contexts would likely be a scarce occurrence. As a result, it was envisaged that the study would be more useful to provide an accurate picture of the particular context under investigation rather than to compare levels of job satisfaction with other contexts.

2.6.5 *Dimensions of Teacher Job satisfaction*

Numerous empirical studies have offered evidence for conclusions on the topics of teacher recruitment and retention. The majority of existing studies that are related to both topics are quantitative in nature, although some relevant qualitative studies also exist. In this context, some quantitative studies have come under criticism due to the strong emphasis on the collection of data at pre-specified time periods, along with largely ignoring movement within the profession (Macdonald, 1999).

The extensive data collected by one survey instrument in particular has formed the basis of the vast majority of studies investigating various aspects of the education system in the United States. The US Census Bureau has conducted a total of seven 'Schools and Staffing Surveys' (SASS) for the National Center of Education Statistics of the United States department of Education (National Centre for Education Statistics, n.d.). After 2011 the SASS was redesigned and named the National Teacher and Principal Survey (NTPS) and continues to be utilised once every four years. The sample used in this extensive survey includes all elementary and secondary schools across the United States. The survey measures a wide variety of constructs and data collected is extensive and varied. The survey emphasizes teacher demand and shortage, teacher and administrator characteristics, school programs, and general conditions in schools. Along with this, the survey also collects data on many other topics, including principals' and teachers' perceptions of school climate and problems in their schools; teacher compensation; district hiring practices and basic characteristics of the student population. The first survey was conducted in 1987, and the most recent was conducted in 2015/2016. The second wave of this longitudinal study, the Teacher Follow-up Survey (TFS), is conducted in the year following each SASS and provides further additions to existing data to determine teacher movement or attrition. Many of the items on the survey are specific to USA schools, systems and conditions only, limiting its capacity for use in contexts outside of the USA.

Relatively few studies have focused on qualitative methods despite this being a valid option to account for the complexities involved in the career decisions teachers may make (Macdonald, 1999). An example of qualitative work in the area is a study by Ambrose et al. (2005) who used semi-structured interviews to collect detailed personal narratives from respondents regarding their experiences and any significant factors of critical incidences that affected their experiences. Qualitative methods were justified due to the small sample size focusing on respondents from one relatively small higher education institution only. The data was rearranged based on categories that emerged from the narratives recorded from the respondents. Two independent coders coded each set of interviews to identify the common issues. Although the non-directed approach taken by the semi-structured interviews produced data that accurately reflected the priorities and concerns of the respondents, Ambrose et al. (2005) reported

that some comparability of the survey was lost as respondents did not necessarily raise the same issues.

Willet and Singer (1991) suggested event history analysis as an effective method to provide longitudinal data, implying that such methods may better address shortcomings of the 'snapshot effect' of quantitative research. Marso and Pigge (1997) conducted a longitudinal study of persisting and non-persisting teachers' academic and personal characteristics, focusing on the transition from students to teachers. Personal characteristics were collected by using quasi-interval scales with questions seeking input on the time at which they decided to become teachers, the degree of assurance about their decision to teach, and self-ratings as expected effectiveness as future teachers. Seven years after initial data was collected at the start of respondent's teacher training, respondents were placed in one of four categories to measure degree of success in making transition from student to teacher; candidates who did not become certified teachers, candidates who became certified as teachers but did not teach, candidates who were part time teachers with less than 2 years full time teaching experience, and candidates who were full time teachers with more than 2 years full time teaching experience. However, relatively long-term data collection from participants in short-term contract international teaching posts would present substantial difficulties in the present research. Due to typically short contract periods and transient nature of working abroad in international education, ensuring continued participation of participants in sufficient numbers to a degree that would not leave the reliability of the study in danger could not be guaranteed.

In order to overcome the limitations of past surveys, the present study aimed to address several issues raised by relevant research. A mixed method approach to the data collection contributed to providing a better understanding of the research topics. For practical reasons, large sample sizes often lend themselves to quantitative data collection methods due to issues of data sorting, whereas qualitative research often utilise a smaller sample size while focusing on material in depth (Ambrose et al., 2005; Lichtman, 2012). It was determined that a survey instrument was best suited to cope with the potentially large sample size given the population of almost 2,300 western expatriate English Medium teachers. Qualitative methods such as interviews or observations were seen as impractical as the main data collection method given the

size of the sample and the resources available to the researcher. However, semi-structured interviews contributed to a part of the present research in forming the data collection of a small portion of the initial sample, specifically to collect data from participants who indicated an immediate intention to resign from their current post. The qualitative data helped validate the data collected from participants in the survey instrument by providing detailed causal relationships to help expand upon and explain initial survey responses. Ambrose et al. (2005) observe that in-depth interviews do not place a limit on the range of possible participant responses but serve to identify subjective insights from the objective experiences that have created them. Additionally, Maxwell (2013) notes that interviews can examine meaning for participants of the situation in which they are involved along with the context, any unanticipated influences, the process by which events unfold and any causal relationships. The interviews assisted in providing a more detailed representation of the topic under investigation and therefore a greater opportunity for deeper understanding of the quantitative data already collected (Creswell, 2019).

2.7 Chapter summary

This chapter provides a review of the literature related to teacher recruitment and retention which underpins the research reported in this study. The purpose of this chapter was to locate my study within the body of existing research and to establish a warrant for the study's research objectives (see Chapter 1) and interpretation of findings (See Chapter 6).

The chapter began (Section 2.1) by introducing the topic of teacher recruitment and retention and highlighting its importance in the global context. Given that the rates of teacher attrition in education is far higher than in other professions, providing insight into the reasons behind turnover may contribute to teacher retention and assist schools to better maintain organisational performance and preserve program continuity.

Section 2.2 introduced the background to the research and provided an introduction to the setting in which the study was carried out before describing the unique educational context in which the research was framed. Specifically, the 'hybridisation' of two education environments, where the government administered schools in the study

served an exclusively local student population staffed by an almost exclusively expatriate teaching workforce. The present study aimed to address the paucity of research that exists in this setting.

Section 2.3 then reviewed the literature related to the widely recognised models of international migration including neoclassical economic models, new economics of migration, place utility, dual labour market and systems theory of migration. A theoretical background to Lee's (1966) push/pull migration model, in which the present study was framed, was also provided in detail. Key areas of the push/pull model's weakness identified in the literature were addressed and justification of its importance to and inclusion in the present study was outlined.

Section 2.4 reviewed previous literature related to teacher recruitment and retention, placing a focus on both teacher turnover and teacher shortages. It was identified that although there is much research related to teacher recruitment and retention on a national level in the US, very little research exists outside of the US. Moreover, research placing a focus on self-initiated expatriate teachers in an international setting are most rare, with the present study aiming to fill the identified gap in the literature.

The literature reviewed in Section 2.5 provided an outline of the challenges of teaching abroad, with a focus on the phenomenon of culture shock along with the process of cultural adjustment in both the work and non-work environments. Oberg's (1960) widely accepted model of cultural adjustment was delineated, and the considerable influence family and dependents have in the adjustment process of expatriate teachers was outlined.

Section 2.6 reviewed the extensive research literature associated with job satisfaction and evidence of the established links between job satisfaction and teacher retention. The three main conceptual frameworks (content theory, process theory and situational theory) that attempt to encapsulate job satisfaction were identified and detailed. Then, the literature investigating the relationship between job satisfaction and teacher retention was reviewed. Finally, an overview of existing general job satisfaction instruments was provided before a focus was placed on the dimensions of teacher job satisfaction specifically.

Chapters 1 and 2 of this study provided the framework from which the research developed. Chapter 1 provided a background to and rationale for the study, while the present Chapter reviewed the literature that informed the course of the study and situated it within the body of relevant research literature. The review of the literature underscored the areas of limited research in relation to teacher recruitment and retention. The following Chapter (Chapter 3) explains the research methodology employed in the study.

Chapter 3

RESEARCH METHODS

3.1 Introduction

Whereas the previous chapter presented a review of relevant literature pertinent to the present study, this chapter describes the research methods used. Specifically, the review of the literature in the previous chapter led to the formulation of the research design presented in the current chapter. The key aim of the study was to investigate the factors affecting the attraction and retention of overseas teachers in the United Arab Emirates. In addition to the development of suitable surveys, the study involved a quantitative and qualitative component and consequently required the utilization of two distinct samples. This chapter describes the research methods used for the present study under the following headings:

- Research Design (Section 3.2);
- Samples (Section 3.3);
- Development of the Survey (Section 3.4);
- Qualitative Data Collection (Section 3.5);
- Analysis of the Data (Section 3.6);
- Ethical Considerations (Section 3.7); and
- Chapter Summary (Section 3.8).

3.2 Research Design

A mixed methodology approach was adopted in which both quantitative and qualitative data was collected in a sequential process (Creswell & Plano Clark, 2018). It has been suggested that through using both quantitative and qualitative methods in combination, a better understanding of the problem and questions can be gained than the use of either method alone allowing for stronger inferences to be made (Creamer, 2018; Creswell, 2019; Teddlie & Tashakkori, 2009). In addition, Patton (2015) suggests that trustworthiness may be strengthened through the use of multiple sources when collecting data. For the present research, large scale quantitative data was

gathered to gain a clearer focus of the phenomena at the broadest level. Qualitative data was collected from a smaller sample to provide a level of depth and to provide support and causal explanations to the subsequent findings of the study (Creswell, 2019; Kvale & Brinkman, 2014). For the present study, a triangulation design was utilized so that the qualitative data collection method could be used to expand on the quantitative findings. In this way, both methods could be utilized to overcome a weakness in one method with the strengths of another (Creswell, 2019; Teddlie & Tashakkori, 2003).

Data collection occurred in two phases. Phase one was focused on the collection of quantitative data through the development and implementation of a custom designed survey instrument; the Teacher Relocation and Retention Survey (TRARS). The TRARS was comprised of three individual surveys which evaluated three distinct elements of English medium teacher experiences in relation to their current job with the Abu Dhabi Education Council (ADEC) in the UAE. The first survey focused on factors that provided the motivation for teachers to seek new employment overseas and relocate to the UAE. The second survey investigated those factors that influenced teacher levels of satisfaction with their chosen location in the emirate of Abu Dhabi, UAE. The third survey investigated those factors which influenced teacher levels of satisfaction with their job.

A large sample of English medium teachers ($n=866$) completed the 36-item instrument in its entirety. Details of the sample are provided in Section 3.3 and details of the three surveys used in the TRARS are provided in Section 3.4. Research paradigms describe a worldview informed by underlying assumptions of truth, knowledge, and reality (Willis, 2007). The validity of research is enhanced through the acknowledgment of the research paradigms used by permitting the assumptions, methods and conclusions linked to a study to be evaluated and scrutinized (Maxwell, 2013). The research paradigm adopted in the quantitative element of the present research was deductive with a post-positivist worldview (Smith & Lovat, 1991). Quantitative research methods were used to investigate the reliability and validity of each of the three surveys of which the TRARS instrument was comprised. The second phase of the data collection process focused on the collection of qualitative data and involved in-depth, semi-structured exit interviews of those participants from the initial sample who

indicated an immediate intention to resign from employment. The interviews involved a sample of 128 teachers and drew on items included in the survey, in a bid to provide causal explanations, but also provided an opportunity for teachers to expand on their thoughts and express their views in greater depth and detail (Creswell, 2019; Kvale & Brinkman, 2014). Details of the interview sample are provided in Section 3.3.4. This phase of the study adopted an interpretative framework with elements of constructivism (Creswell, 2019; Morse, 2003; Willis, 2007) which served to allow a better understanding and interpretation of the phenomena taking place in addition to a greater capacity to determine meaning out of the qualitative data. All teachers participating in the study were provided with the opportunity to convey their opinions in both quantitative and qualitative means. The qualitative data collected through semi-structured interviews were used to support and find meaning from the data collected from the survey. The methods were mixed during the data analysis to assist in making sense of the more extensive quantitative data. It was intended that each method would reach into the realm of the other to produce a single mixed methods study (Yin, 2006).

In order to stay true to a mixed method approach, Yin (2006) suggests that integration must occur across five key procedures and include the relationship amongst the mixed methods in relation to the use of research objectives, units of analysis, samples for study, instrumentation and data collection methods, and analytic strategies. In the present research, both quantitative and qualitative data was utilised to contribute to the investigation in three out of the four research objectives; the only exception being research objective one which involved quantitative validation of the newly developed survey. The utilisation of both quantitative and qualitative data ensured the research objectives remain closely aligned with the mixed methods approach so that the findings would reflect both breadth and depth for each research objective (Creswell, 2019; Yin, 2006).

Though the analysis of the two data sets collected from the mixed methods approach differed, analytic integration of the data was attempted by juxtaposing the large-scale data collected from the surveys with the rich, descriptive interviews. Table 3.1 provides an overview of how the quantitative and qualitative data sources are related to each of the research objectives.

Table 3.1 Data sources and types used to investigate each research objective

Research Objectives	Survey (TRARS)	Exit Survey
	Quantitative data	Qualitative data
1. To develop and validate a survey that can be used to examine factors that influence expatriate teachers to relocate internationally to the UAE and factors that may influence teachers to leave.	✓	-
2. To examine the strength and direction of the relationships between factors that influence expatriate teachers to relocate to the UAE, and whether they remain for the duration of their contract and are satisfied with their location.	✓	✓
3. To examine the strength and direction of relationships between job satisfaction and contract completion and location satisfaction.	✓	✓
4. To examine the factors that influence teachers to leave their chosen employment in the UAE prematurely.	✓	✓

The samples for both data collection methods were nested within that of the other, in that the exiting teacher interview sample was within the larger survey sample. During the collection of the qualitative data, the exiting teachers interviewed were part of the larger survey sample focussing on all English medium teachers.

Although different types of instruments were used in the collection of quantitative and qualitative data, the data collection methods were deliberately overlapping in some areas to complement each other and avoid possible decomposition of the research into two single studies (Tashakkori & Creswell, 2007; Yin, 2006). Several interview questions were designed to investigate the same constructs as those in the survey. Although the measures are not identical in both instruments, efforts were undertaken to ensure comparable items. Table 3.2 details the survey constructs and corresponding interview questions in which overlap occurs.

Table 3.2 Overlap between survey constructs and interview questions

Survey Type	Survey Constructs	Interview Questions
AISJ	<ul style="list-style-type: none"> • Pay • Promotion and professional growth • Additional compensation • Work / life balance • Non-contingent rewards • Collegiality of EMT co-workers • School Administration support • Resource adequacy • Student support • Operational conditions 	What was the most satisfying thing about working for ADEC?
AISJ	<ul style="list-style-type: none"> • Pay • Promotion and professional growth • Additional compensation • Work / life balance • Non-contingent rewards • Collegiality of EMT co-workers • School Administration support • Resource adequacy • Student support • Operational conditions 	What was the least satisfying thing about working for ADEC?
AISL	<ul style="list-style-type: none"> • Lifestyle available in the host country • Climate / weather of the host country • Fit with host country’s culture • Perceived level of personal safety in the region • Travel opportunities from the host country • Social / recreational opportunities in the host country • Increased distance from family, partner or close friends in home country • Spousal or partner employment opportunities in the host country • Children’s schooling opportunities in the host country 	Would you recommend the UAE to others as a place to work?

3.3 Samples

Whereas the previous section provided a broad overview of the design of the current research, this section defines and describes the sample space for the current research (Section 3.3.1) along with the actual samples for the pilot study (Section 3.3.3), survey sample (Section 3.3.4) and exit interview sample (Section 3.3.5).

In determining the type of demographic data to be collected in the study, those items which were shown in the literature to have predictive associations with recruitment or retention were included. Demographic data pertaining to both teacher characteristics and school characteristics were collected. Table 3.3 details the recommendations in the literature for each demographic item included in the study.

Table 3.3 Recommendations in the literature to demographic items

	Demographic data	Literature links
1	Gender	Imazeki (2002); Heyns (1988)
2	Age	Ingersoll (2001a); Mancuso et al. (2010)
3	Country of citizenship	
4	Country of permanent residence	
5	Level of education	Sargent & Hannum (2005); Boe et al. (1997); Murnane & Olsen (1989)
6	Subject area specialization	Ingersoll (2001b); Santiago (2002)
7	Personal Characteristics	Total years teaching experience
8		Elfers et al. (2006); Hanushek et al. (2004)
9		Total years overseas teaching experience
10		Mancuso et al. (2010)
11		Total years of experience in current job
12		Al Tayyar (2014); Hughes (2006)
13		Marital status
14		Stinebrickner (2001); Schoepp (2011); Black & Stephens (1989)
15		Partner also employed as teacher
16		Mancuso et al. (2010)
17		Number of accompanying children
18		Stinebrickner (2001); Boe et al. (1997)
19		Size of school currently teaching in
20		Ingersoll (2001b); Bobbitt et al. (1991)
21	School characteristics	Grade level of student body taught (i.e. KG, Cycle 1, Cycle 2, Cycle 3)
22		Hughes (2006)
23		School location (region)

3.3.1 Sample Space

At the time of the research, ADEC was the educational authority for the Emirate of Abu Dhabi, United Arab Emirates. ADEC oversaw, regulated and drove the development initiatives in all education sectors in the Emirate of Abu Dhabi. This included both public and private P-12 education, and higher education. ADEC worked in coordination with the UAE Ministry of Education in planning education strategies within the federal framework of the United Arab Emirate's general education policy.

Most of the teachers employed by ADEC were expatriates from neighbouring Arab countries, with a very small amount comprising of local Emirati teachers. In addition to this, English medium teachers were utilised by ADEC to teach across two distinct year level cohorts; from K- 5, and from 10-12. The English medium teachers were native English-speaking teachers who completed their education and obtained teaching certifications in their home countries. The English medium teachers had a teaching role that landed in one of two areas; those in KG to grade 5 as generalist teachers, and those in grades 10 to 12 as English language subject teachers. The total body of English medium teachers was made up of almost 2,300 Western expatriate teachers from English speaking countries such as the USA, Canada, Australia, New Zealand, UK, Ireland, and South Africa.

To effectively define the scope of the research, it was necessary to identify a sample space that was large enough to adequately capture the opinions and experiences of English medium teachers and simultaneously sufficiently framed so as to be representative of the total body of English medium teachers so that a comparison of perspectives could be made. Under these guidelines, the sample space for the research was defined as all English medium teachers within the 2013-2014 academic year (September to August).

The sample space was comprised of almost 2,300 Western native English-speaking expatriate teachers who were from English speaking countries. Demographic data available for the sample space was provided to the researcher by ADEC's Human Resources Division.

Table 3.4 displays the distribution of teachers in the sample space regarding available demographic data that was pertinent to the research. Several items of demographic data collected in the survey were not available for the sample space. Although these items were considered important for the present study, this information was not collected by ADEC's Human Resources Division as it was not required for any internal administrative purpose. The items for which no information could be obtained from ADEC included:

- Marital status.
- Number of accompanying children.
- Number of years' experience teaching abroad.

Table 3.4 Demographic data for English medium teachers employed by ADEC

Demographic variable		Number of teachers employed by ADEC	%	
1	Gender	Male	410	18%
		Female	1872	82%
2	Age	20 - 29 years	274	12%
		30 - 39 years	958	42%
		40 - 50 years	593	26%
		Over 50 years	457	20%
3	Country of permanent residence	USA	1210	53%
		Canada	365	16%
		UK & Ireland	297	13%
		Australia	68	3%
		New Zealand	137	6%
		South Africa	138	6%
		Other	67	3%
4	Highest tertiary qualification (following initial employment with ADEC)	Bachelor Degree	981	43%
		Master Degree	1254	55%
		Doctorate Degree	43	2%
5	Level of student body taught	KG1 - KG2	708	31%
		Cycle 1	1209	53%
		Cycle 2	365	16%
6	Region of school location	Abu Dhabi	1004	44%
		Al Ain	959	42%
		Al Gharbia	319	14%
7	Number of years teaching experience (following initial employment with ADEC)	0 - 3	228	10%
		4 - 7	685	30%
		8 - 15	776	34%
		16 - 23	388	17%
		24 - 30	137	6%
		31 Above	68	3%
8	Number of years employed by ADEC	0 - 1	183	8%
		1 - 2	912	40%
		2 - 3	729	32%
		3 - 4	433	19%
		4 and Above	25	1%

In addition, data was collected by ADEC Human Resources Division only during the onboarding⁵ stage of each English medium teacher and was accurate at the time of initial employment with ADEC. However, the recorded data did not reflect any changes in status of teachers that may have occurred during the time of employment with ADEC. These items include:

- Additional years of experience gained whilst working in the current role as a teacher with ADEC.

⁵The onboarding stage can be defined as the time when employment was confirmed and staff integration into ADEC was underway.

- Additional tertiary qualifications attained.

Nonetheless, these items were seen as important to the research despite any discrepancy that may exist between the demographic data provided by ADEC and more accurate demographic data collected through the survey. However, it is recognized that these demographic items are of limited value when comparing the sample space for representativeness with the survey and interview samples.

Within this sample space, the samples utilised in the research are described in Section 3.3.2 (Expert Panel), 3.3.3 (Pilot Survey Sample), Section 3.3.4 (Sample for Survey Administration), and Section 3.3.5 (Sample for Interviews).

3.3.2 *Expert Panel*

Prior to distribution of the survey to a pilot sample, a panel of five industry experts were consulted to review the survey for face validity (see Section 3.4.4 for the role of the expert panel in the survey development process). The panel was comprised of highly experienced professionals with teaching backgrounds and included two ADEC Principals (USA), one ADEC International Human Resources Manager (Canada) and two long-serving ADEC Heads of Department with teaching roles (Australia and UK). The panel members were identified for their experience within the industry, and within ADEC, along with their familiarity and expertise regarding school and staffing operations in the local context. As such, the role of the expert panel dictated that representativeness was not a consideration that needed to be taken into account.

3.3.3 *Pilot Survey Sample*

During phase one, an important aspect of the instrument development stage (described in Section 3.4) involved pilot testing the survey to a group of teachers, selected using convenience sampling. This step was an essential element in determining face validity. The sample was made up of ten experienced English medium teachers (two male and eight female) who had vacated their teaching posts in the month prior to the pilot study to take up administrative positions within ADEC headquarters. Due to ADECs preference in increasing the numbers of Western expatriate teachers in ADEC schools,

a set number of existing English medium teaching staff were seconded to support ADEC Human Resources Division in an administrative capacity. As the change in role was recent, the pilot group were considered to be representative of school-based English medium teachers in terms of their experiences within schools and their recent secondment to administrative roles in ADEC headquarters. Further, this sample provided the researcher with relatively convenient access to the group.

The pilot sample consisted of teachers with diverse backgrounds of varying countries of origin, age and years of teaching experience. Most of the participants were from mainland USA (40%) and, to a lesser extent, Australia (10%), New Zealand (10%) and the UK (10%), with a few from Canada (2%). Pilot participants were mostly, in equal parts, mid or late in their teaching careers with 40% aged between 30-39 and 40% aged between 40-50 years as well as being highly experienced with 50% having between 16 and 23 years teaching experience and 20% having between 24 and 30 years' experience. Similarly, 60% of participants held a master's degree and 10% held a doctorate degree. Only 30% of participants did not exceed the minimum qualifications required (bachelor's degree) to be an English medium teacher.

However, the representativeness of the pilot sample was not considered to be of primary importance as the pilot participants were principally tasked with ensuring the suitability of the items in the initial design of the survey along with the suitability of its overall layout and time taken to complete the survey. The distribution of participants in the pilot survey sample including both the actual number of participants and the percentage of each can be found in Appendix 1.

3.3.4 Sample for Survey Administration

The first phase of the study involved administering the newly developed instrument to the sample group in order to confirm the validity of the TRARS. The instrument was administered online through a link emailed to all participants via official ADEC email and all English medium teachers were encouraged to participate in the study. A target of a minimum of 30% of the sample space was set for the survey; approximately 460 English medium teachers. It was intended that the sample be closely representative of

the larger body of English medium teachers according the available demographic data of the sample space (Section 3.4.1).

Consideration was given to a wide selection of sampling methods (see Cohen et al., 2017; Creswell, 2019; Fraenkel et al., 2019), however, none were utilized. Instead, at the request of ADEC, and due to the absence of any existing formal feedback processes, all English medium teachers were provided with the opportunity to participate in the study as it was the intention of ADEC to utilize the summarized data to explore current teacher perspectives through the anonymous responses. All teachers were afforded the option to voice their level of satisfaction with their current work situation through the survey. In addition, all exiting teachers were afforded the opportunity to express their views through the exit interviews. As there was no formal feedback avenue for teachers to express their views prior to the current research, it was predicted that teachers would be eager to voice their opinions and the survey and exit interview response rates would be high. It was planned that the unrestricted target sample response distribution would be reviewed for representativeness to the sample space described in Section 3.3.1. It was intended that, if required, the sample would undergo a filtration process upon completion of the data collection to ensure close representativeness to the sample space distribution.

In the first stage of the data collection (collection of the quantitative data) the TRARS was administered to almost 2300 participants. The instrument was administered online through a link emailed to all participants. In the same email, participants were provided with information about the research and it was emphasized that participation in the research was voluntary with any information obtained remaining confidential. The survey participant information sheet and accompanying email is included in Appendix 2. The survey was administered one month prior to the end of the academic year and the data collection window remained open for two months. The timing of the survey was important as it meant that those participants with intentions to resign, due to a required notice period of 2 months, were already committed to doing so.

A range of strategies were used to support participation in the survey to ensure a high response rate across the sample space. Emails were sent to all English medium teachers through the official ADEC School Operations Division email account to encourage

voluntary participation in the research. Two follow-up emails were sent in successive weeks to remind and encourage those who had not yet participated to do so. In addition, ADEC Education Advisors were requested to remind English medium teachers under their supervision of the survey and encourage participation. Finally, the researcher initiated contact with teachers with which previous working relationships had been developed to raise awareness of the research, encourage participation and to promote further participation to their extended peer group.

Out of the sample population of almost 2,300 English medium teachers, 1,003 responded to the survey, approximately 44% of the sample space. As recommended by Fraenkel et al. (2019) the collected survey data was meticulously reviewed and cleansed of incomplete, erroneous, or missing responses. A total of 137 responses were incomplete and were subsequently omitted leaving 866 remaining responses. It was anticipated that demographic data from the survey sample would reflect representativeness of the sample space. Following the administration of the survey, a comparison revealed the resulting survey sample was highly representative of the sample space and did not require further filtration. Similar to the participants in the pilot, the main survey sample consisted of 16% males and 84% females. The vast majority of participants originated from USA (61%), with the remainder from Canada (13%), UK and Ireland (11%), New Zealand (5%), South Africa (5%) and Australia (3%). Survey participants were largely established in their teaching careers with 39% aged between 30-39 years and 25% aged between 40 to 50 years. Likewise, participants were well experienced with 28% having between four and seven years' experience, 37% having between 8-15 years' experience and 15% having between 16 to 23 years' experience. Participants were highly qualified, with over half holding a masters degree (51%) or a doctorate degree (2%). Overall, the survey sample was closely representative of the sample space in all elements of demographic data collected. The actual number and percentage of survey sample participants that make up each element of the demographic data is included in Appendix 3.

3.3.5 *Sample for Interviews*

The qualitative stage of the data collection process involved semi-structured interviews with English medium teachers who had indicated an immediate intention

to resign from employment. This data was used to provide causal explanations to data collected in the quantitative data collection stage of the study.

The interview sample was comprised solely of the English medium teachers from the survey sample who indicated an immediate intention to resign and cease employment with ADEC. At the time of the data collection, out of the sample space of almost 2,300 English medium teachers, 136 formally submitted a notice of resignation from employment during the data collection period. From this, 128 English medium teachers committed to an interview and were eager to provide feedback for the present research regarding their time spent with ADEC. As such, 94% of the total number of English medium teachers who gave resignation notice opted to participate in voluntary exit interviews. All interview participants were provided with information about the research which also highlighted that participation was voluntary and any information obtained from the interview would remain confidential. The interview participant information sheet and consent form are included in Appendix 4.

The demographic data for each participant in the interview sample was recorded in order to determine the degree of representativeness in comparison to the survey sample. The actual number and percentage of interview sample participants that make up each element of the demographic data collected is included in Appendix 5.

3.4 Quantitative Data Collection

The current section describes how the survey was developed (Section 3.4.1). Following this is a description of the development process of the survey scales and individual items (Section 3.4.2) and a description of the response format, organisation and layout (Section 3.4.3). Finally, Sections 3.4.4 and 3.4.5 detail the expert panel review and pilot study used to assist in determining suitability of the initial survey design, respectively.

3.4.1 Development of the Survey

In order to investigate the topics of Western expatriate teacher recruitment and teacher retention within the context of UAE government schools, it became apparent early on

that the broad topics under investigation warranted a concentrated approach to the data collection process. To adequately encompass the areas of focus a decision was made to develop three separate surveys.

It was envisaged that by collecting data through separate surveys for each discrete but highly related topic, a clearer insight into the phenomena could be gained. Each of the surveys would shed light on the issues that drive teacher retention and teacher attrition along with the types of teachers who typically find success teaching abroad and the role expectations play in this situation. For practical purposes, the three surveys were administered as one instrument (TRARS). It was suspected that the completion of three separate surveys would present an unduly arduous task for participants and have a possible negative impact on the willingness of some participants to take part in the study. However, a single instrument, although similar in length, would appear both less demanding and time consuming and would allow participants the advantage of completing demographic data only once. Each of the three surveys that make up the TRARS focus on a distinct element:

Element 1: Relocation motivators – The first survey was developed to investigate the aspect of teacher recruitment through a focus on situational characteristics initially evaluated by participants upon considering a teaching post in the UAE. In this survey, participants indicated the importance of various motives in their self-initiated international relocation to the UAE.

Element 2: Location satisfaction - The second survey explored a particular aspect of teacher retention and was investigated through a satisfaction survey focused on location satisfaction. This was accomplished through exploring factors related to interaction and general living adjustment which are relevant to participants (and accompanying family members if applicable) in the local context. Factors that influence location satisfaction are tied with the geographical location of a country and its culture and therefore cannot be realistically influenced, manipulated, or adjusted as can many factors related to job satisfaction. However, it was deemed an important inclusion in the study as location plays a considerable role in intercultural adjustment and, in turn, job retention (Chandler, 2010; Halicioglu, 2015; Waxin, 2004).

Element 3: Job satisfaction - The third survey focused on job satisfaction. Job satisfaction has been shown to be an important predictor of teacher retention, with dissatisfaction linked with teacher turnover (Carver-Thomas & Darling-Hammond, 2017). Accordingly, measuring teacher job satisfaction through the use of a satisfaction survey was determined to be the approach that most appropriately investigated the phenomena under scrutiny. Overall job satisfaction was investigated by focus on a range of particular elements of job satisfaction. The present study did not attempt to produce an exhaustive account of all the factors that may be considered to make up overall job satisfaction, but instead focused on those elements of job satisfaction which may contribute to teacher attrition. Moreover, the intention of the present study was to gauge some of the factors that contribute to English medium teacher job satisfaction through focusing on specific elements that make up the job of teachers within the local context. An extensive range of existing key job satisfaction instruments were reviewed with three seminal multi-item instruments identified that have been extensively used on a global scale and widely accepted as being valid, reliable measures of overall job satisfaction. These included the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967), the Job Descriptive Index (JDI), developed by Smith et al. (1969), and Spector's (1985) Job Satisfaction Survey (JSS). These instruments are reviewed in detail in Chapter 2.

Although existing instruments were available (see Chapter 2 for a review of existing widely used job satisfaction instruments), the development of a new instrument was considered advantageous for two important reasons. First, no existing instrument adequately covered the scope of the topics under investigation. Second, the narrow focus of existing instruments did not allow for the range of dimensions under investigation in the present study to be sufficiently explored. Therefore, a customized instrument was developed in order to suitably investigate the three separate but interrelated topics that were the key focus of the study.

The content of the items within each construct was required to be specific to, and directly applicable to, the context in which it is intended to be used; rather than a more general approach in which overall job satisfaction may be alluded to. The instrument needed to adequately cover the dimensions of relocation motivations, location satisfaction and job satisfaction with each scale sufficiently encompassing all of the

identified areas of relevance within the local context. The intention was to allow items that may be specific to the local context to be clearly identified so that data can be provided to support options to affect change. The accuracy of a tailor-made multiple item instrument in measuring levels of satisfaction on aspects of the job specific to the context under investigation was considered to be more important than ease of comparability of results that would be provided from a general or single item instrument.

3.4.2 *Development of the Survey Scales and Individual Items*

The development of each of the three surveys followed a sequential, multi-stage approach. The steps taken were used to ensure both content and face validity. Stage one involved identifying salient scales. This stage involved two distinct parts. Part one involved conducting a range of informal interviews of existing English medium teachers to gain information offering an insight on each of the surveys with scales created from responses that were deemed appropriate. Part two involved reviewing the pertinent literature for established theories and research linked to employee self-initiated relocation, with the purpose of identifying the key components that were considered to be relevant and central to the environment of the population in the current research. Important research and theoretical insights were sought and, from these, elements central to the area under investigation were identified. Following on from this, each scale identified was defined in detail. The scales included in the surveys are described in Chapter 4.

The process of combining the total of individually measured elements of the job to make assumptions on overall job satisfaction has been well documented (Spector, 1997). The job elements included in the proposed research met the dual criteria of being both representative of aspects of the job along with being areas of the job that may be influenced or manipulated by managers and schools, administrators, education policy makers or government bodies. In this way, only those items that were seen to be changeable were kept whereas other job elements that did not fit both criteria were omitted from the instrument.

Consequently, the instrument places a lesser focus on intrinsic motivating factors that are inherent to the area of teaching children which are less open to adjustment by the employer. However, the instrument places a greater focus on the specific job environment and workplace conditions that are largely within the control of the employer to influence.

Stage two followed on from the development of salient scales and involved the creation of discrete individual items within each identified scale. This was done by utilizing two sources. The first involved examining relevant, validated instruments used in past studies. Where identified items from the relevant literature were deemed appropriate, they were adapted accordingly. The second involved conducting informal interviews of exiting English medium teachers to gain further insight into the areas of relocation, location satisfaction and job satisfaction. The presented reasons were taken into account and, where appropriate, were included. Further gaps were addressed by developing additional appropriate items for each scale where required. Particular attention was maintained on the unique environment of the population under focus when selecting the initial scales, along with the modification of each. Modifying and adapting existing scales from previously validated instruments, along with creating new scales to suit a specific environment has been well established (Aldridge et al., 2004; Fraser et al., 1996; Trinidad et al., 2005).

3.4.3 *Response Format, Organisation and Layout of the Surveys*

In assessing the response format, it was determined that the surveys would use a five-point Likert scale, with this format offering advantages in both usability and reliability (Likert, 1932). Two response formats were utilized for the TRARS; a four point Likert scale for the first survey (relocation motivators), and a five point Likert scale for the second and third surveys (location satisfaction and job satisfaction). This response format allowed participants to indicate the level of importance for the relocation items on the survey and level of satisfaction for the location satisfaction and job satisfaction elements of the survey. The fixed choice response format of Likert scales are designed to measure opinions, attitudes or levels of agreement / disagreement and the format assumes that the intensity of the experience is linear (Rovai et al., 2013).

The survey that made up the job satisfaction element of the TRARS was based on a number of widely established and validated existing instruments. Five item Likert response scales were most commonly utilized within existing, validated instruments and, as a result, this format was carried over intact to the job satisfaction and location satisfaction elements of the TRARS in the present study. With relatively few existing, validated instruments focussed on determinants of international relocation relevant to the present study, it was envisaged a slightly different approach to this element of the TRARS (WIR) would be appropriate in the form of a four item Likert response scale. Due to the lengthy nature of the job satisfaction element of the TRARS, it was envisaged that fewer response items would increase the quickness of use for participants, as recommended by Preston and Coleman (2000). Despite the wide range of recommendations in the literature pertaining to the optimal number of response categories, Fox and Jones (1998) suggest that many are based on tradition or convenience. Muniz et al., (2005) argue that the benefits of a greater number of scale points reach a plateau after four. Similarly, Lozano et al., (2008) argue that there is no difference in reliability and validity between the range of four to seven scale points.

Traditionally, in the field of psychology, items on a survey are arranged randomly to minimize faking as what it being measured is less obvious (Goodhue, 1998; McFarland et al., 2002). However, more recently, job satisfaction survey design has moved towards grouping items from a particular scale in blocks in an attempt to make them less confusing and, as a result, improving the quality of the measures by improving reliability (Weijters et al., 2014). Chapter 4 examines the response format, organisation and layout of the survey in greater detail.

3.4.4 *Review of Individual Items by an Expert Panel*

Following on from the development of salient scales and discrete items for all three surveys, the items were presented for review by a panel of five industry experts. This panel was comprised of two ADEC Principals, one ADEC International Human Resources Manager and two long-serving ADEC Heads of Department with teaching roles. The panel assessed the items for comprehensibility, lucidity, and freedom from ambiguity, along with assessing if the items were representative of their corresponding scales (Cohen et al., 2017). Along with assessing each item for suitability, the panel

also made suggestions for additional items. Based on the feedback from the panel, the items were adjusted where necessary, including the total number of individual items to ensure that the time required to complete the survey was reasonable. Specific care was given to any negatively-worded or any reverse-scored items as such items can create confusion amongst participants (Fraser, 2002). Barnette (2000) notes that reverse scored items are not necessarily direct opposites of positively worded equivalents. In addition, reverse scored items are likely to lower the overall accuracy of responses and can lead to measurement issues (Weijters & Baumgartner, 2012).

3.4.5 Initial Pilot Study

The final stage of instrument development involved the administration of each of the surveys included in the TRARS to a group of 10 former English medium teachers. Details of the participant demographic were detailed previously in this chapter (see Section 3.3.2). Following the completion of the surveys the pilot participants were asked a range of questions in order to ensure its suitability. Specifically, it was important to verify that responses to the items on the surveys were interpreted on the basis that was intended by the researcher. In addition, the administration process itself was evaluated. The timeframe for the respondents to complete the survey was assessed along with whether the participants were able to clearly understand the directions for answering.

3.5 Qualitative Data collection

Whereas the previous section described the development of the survey, the current section explains the processes undertaken to develop salient questions to be used in semi-structured interviews (Section 3.5.1) along with a description of how the data was collected (Section 3.5.2).

3.5.1 Development of Interview Questions

In addition to the quantitative data collected using the three surveys included in the TRARS, qualitative information was gathered using individual semi-structured interviews. The use of semi-structured interviews was considered to be the most

appropriate as this method guaranteed that the data gleaned from interviews were closely related to the relevant research objectives. Importantly, semi-structured interviews allowed the freedom of unrestricted exploration of the experiences and viewpoints (Cohen et al., 2017; Fraenkel et al., 2019). The data from the interviews would allow a layer of richness and depth to be added to the survey data.

The interviews were conducted with participants who had indicated an immediate intention to resign. These were conducted to record a summary of the thoughts and experiences of those exiting teachers who had given notice to resign in their capacity as an English medium teacher with ADEC in Abu Dhabi, UAE.

As per the TRARS, the interview questions were determined through a purposeful process. The development of the interview questions was guided by Kvale and Brinkman's (2014) seven stages of an interview investigation. Prior to any interviews being conducted, the purpose of the investigation was formulated in relation to the research objectives being explored and what information was required to be obtained from the interviews. In developing the questions, consideration was given to how this information could be most suitably obtained so that causal explanations may be provided to better understand the survey data. Previous studies utilizing similar interviews were reviewed, with relevant questions considered and adapted accordingly, guided by the research objectives in the current study. Subsequently, seven interview questions were developed that were deemed relevant and pertinent to the research objectives.

The appropriate approvals were then sought within ADEC regarding the content of the interview questions. It is important to note that the interview questions were approved by ADEC with the intention of gathering immediate data from exiting teachers in order to inform ongoing large-scale recruitment of English medium teachers. Recruiting managers at ADEC placed a focus on the satisfaction levels of exiting teachers with an intention to uncover key elements that may be addressed by ADEC Human Resource management in the short term in attempting to tackle the issue of employee turnover. Due to a sustained oversupply of qualified English medium teaching applicants, further focus as to why a potential candidate would leave their country of origin and relocate to the United Arab Emirates to live and work was not identified by

ADEC as an area of priority. As a result, the exit interviews did not contain questions investigating teacher motivations for international relocation but instead focused on the reasons influencing resignation.

The questions were assessed by the same panel of industry experts who evaluated the surveys included in the TRARS and relevant adjustments were made according to the advice provided by the panel members. Finally, the questions were piloted on the same group of 10 participants who were included in the pilot of the TRARS. Additional required adjustments were made accordingly, and the interview questions were finalised.

3.5.2 *Qualitative Data Collection Process*

In the second phase of data collection, important qualitative data from 128 semi-structured interviews was gathered over the same timeframe as the survey. Interviews with each participant lasted approximately 15 minutes, with the researcher prompting further responses from participants in order to elicit additional clarity and depth where necessary, as recommended by Kvale and Brinkman (2014). Semi-structured interviews assisted in providing a greater understanding of issues raised in the TRARS. The interviews provided the researcher with a structure to ensure consistency across all participants while still allowing a degree of flexibility so that exploration across relevant lines of interest could take place, allowing for additional topics to be explored as they were raised (Willis, 2007).

Several participants requested to conduct the interviews in groups rather than on an individual basis. The researcher respected the requests of the participants in these instances and a total of three interviews were conducted in groups of two teachers, and one interview with a group of three teachers. The researcher treated group interviews in the same manner as individual interviews and group interviews were recorded as a single data set. The description of the interview sample (see Section 3.3.4) does not distinguish between participants who took part in individual interviews and those who took part in interviews group interviews.

As recommended by Kvale and Brinkman (2014), interviews were audio-recorded in order to safeguard the data collected and allow accurate transcription on a verbatim basis. Sound files were backed up to a secure Dropbox account following each interview. Notes taken by the researcher during each interview were coded accordingly to be able to be matched with the corresponding sound file and stored in a locked filing cabinet at the researcher's residence along with the individual written consent forms and participant completed demographic data. Interviews were transcribed in full. The transcription process of initial interviews allowed careful reflection on the data collected to date and informed further interviewing. The researcher focused on reflecting on emerging themes with each interview, allowing identification of areas to pursue further in subsequent interviews. The researcher concentrated on ensuring a large portion of the interview sample had the opportunity to participate so that saturation could be achieved (Seidman, 2006).

3.6 Data Analysis

The previous section detailed the development of the interview questions (Section 3.5.1) used to collect the qualitative data along with information as to how the interviews took place (Section 3.5.2). The current section examines the analysis of the data to address each of the research objectives including evidence to support validity and reliability (Section 3.6.1), differences between the individual elements of the TRARS (Section 3.6.2), and factors influencing premature resignation (Section 3.6.3)

3.6.1 Evidence to Support the Validity and Reliability of the Surveys

The first research objective had the aim of developing and validating three surveys that could be used to examine factors that influence expatriate teachers to relocate internationally to the UAE and factors that may influence teachers to leave. To address this objective, all three survey instruments were developed through a sequential, multi-stage approach (see Section 3.4.2 for a detailed description of the stages of instrument development).

The surveys were necessarily grounded in validity and reliability throughout the development process. In order to delineate scales and constructs involved in

operationalising the topics of teacher recruitment and retention, an established process was followed. A focus was placed on satisfying the requirements of four key components of validity: content validity (Section 3.6.1.1), face validity (Section 3.6.1.2), convergent validity (Section 3.6.1.3) and discriminant validity (3.6.1.4).

3.6.1.1 Content Validity

Content validity is the extent to which the construct is defined and fully inclusive. Content validity of the survey instrument was fulfilled by following a sequential, multi-stage process in its development as detailed in Section 3.4.2. The elements within each construct must be relevant and representative of the construct itself (Fraenkel et al., 2019; Haynes et al., 1995). Scales for each of the surveys were identified through review of theoretical and research literature (presented in Chapter 2). A total of 18 scales were developed. See Chapter 4 for a detailed description of all scales.

Informal interviews with English medium teachers and a review of the literature for established theories and research related to employee relocation and job satisfaction was conducted to allow specific insight on the context. Existing, established instruments were reviewed, and elements adapted accordingly. Finally, a panel of five industry experts were consulted to review the developed individual items for a range of suitability aspects (Cohen et al., 2017) and, as a result, content validity was established.

3.6.1.2 Face Validity

Face validity refers to a construct's capacity to clearly reflect the items within it so that it will measure what it is intended to measure. The most appropriate indicator of face validity involves obtaining the input of participants in the research (Munby, 1997) and examining whether or not participants understood and answered items in the way that the researcher intended. Face validity was assessed through its administration to a pilot to a group of 10 former English medium teachers (see Section 3.3.2 for a detailed background of the pilot sample). To confirm face validity, the pilot participants were interviewed following completion of the survey to verify that responses to the items

were given on the basis that was intended by the researcher, with adjustments made according to relevant feedback.

3.6.1.3 Convergent Validity

A high level of correlation of items in a particular construct will indicate a high level of convergent validity. To assess convergent validity in the present research, exploratory factor analysis was conducted separately for each survey included in the TRARS (relocation motivators, location satisfaction, and job satisfaction). As per the suggestion of Field (2018), oblique rotation was applied in the primary component analysis of the individual items in the TRARS so that concise sets of factors could be extracted. In this process, factor loadings signified the strength of the relationship between each item and a particular factor, eigenvalues indicated the relative value of each factor, and cumulative variance indicated whether the total number of factors that had been retained was sufficient (Field, 2018). As recommended by Field (2018), each item was subject to two criteria to warrant its retention; it must have a factor loading in excess of 0.40 on its own scale in addition to a factor loading of less than 0.40 on any other scale. Content validity was further supported by retaining only those items that met these criteria. Additionally, internal consistency reliability provides support of content validity. A calculation of Cronbach alpha coefficient for each factor indicated internal consistency reliability in addition to an indication of whether the items in a scale were assessing the same construct, from which the adequacy of each scale could be established (Field, 2018). As recommended by Field (2018), items that did not reach a value of 0.8 were omitted. Hence, factor loadings and measures of internal consistency reliability confirmed the convergent validity in each of the surveys of which the TRARS was compiled.

3.6.1.4 Discriminant Validity

Discriminant validity dictates that items from different constructs should not be highly correlated. In determining discriminant validity, oblique rotation was conducted as part of exploratory analysis to elucidate a realistic illustration of the interrelatedness of factors (Brown, 2006; Field, 2018). It is important that the relationships between factors is moderately strong, however, an overlap of concepts, and subsequently poor

discriminant validity, will be evident in correlations above 0.80 (Brown, 2006). The resulting component correlation matrix generated from the process of oblique rotation confirms whether or not the requirements of discriminant validity are met by the correlation values. Discriminant validity may be confirmed when correlations between items in the same construct are stronger than with items from different constructs (Trochim & Donnelly, 2006). Items from different constructs should not be highly correlated (Field, 2018). Consequently, analysis of the correlation matrix generated by the oblique rotation ensured the aforementioned conditions of discriminant validity were met.

3.6.2 Differences: Relocation Motivators, Location Satisfaction and Job Satisfaction

The second research objective sought to examine whether differences exist between different groups of teachers (according to sex, marital status, years of employment), the strength and direction of the relationships between factors that influence expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract. As a first step, the average item mean and average item standard deviation were calculated. MANOVA was performed to investigate the differences between gender and marital status of participants for both relocation motivators and location satisfaction. Before performing MANOVA, assumption testing was conducted to check for normality, linearity, homogeneity of variance-covariance matrices and multicollinearity. To test multicollinearity, correlations between the dependent variables were found. These ranged from .01 between Exploration Factors and Lifestyle Enhancement to .30 between Economic Improvement and Connection Motives for the scales of the WIR, and from .07 between School Administrative Support and Adequacy of Student Support to .43 between Salary and School Administrative Support for the scales of the AISJ, suggesting the moderate correlations required for MANOVA to work best. Noteworthy, there was no variation between scales on the AISL. A few violations were noted in the tests for normality. The sample is negatively skewed, with participant responses tending to be in the lower range of possible answers for all three surveys. The Mahalanobis distance, which is the distance of a particular case from the centroid of remaining cases, identified 16 cases out of 866 as multivariate outliers. An examination of these 16 cases indicated that the difference

from the remaining cases and the mean values were very similar, and so these cases were retained.

Effect sizes were calculated to indicate the magnitude of the differences between genders and also between marital status of participants expressed in the number of standard deviations (as recommended by Field, 2018). The importance of the impact of the participant group on the different variable of the study were evaluated using the effect size statistic. The effect size or strength of association can then be calculated using the formula for Cohen's d, which is:

$$d = (m_1 - m_2) / \sqrt{(s_1^2 + s_2^2) / 2}$$

where m_1 and m_2 are the means and s_1 and s_2 are the standard deviations of Group 1 and Group 2. Cohen's d gives the differences between the groups in terms of the standard deviation units. J. Cohen (2013, p. 25) proposed that the effect size was small for $d = .2$, medium for $d = .5$ and large for $d = .8$.

3.6.3 Factors Influencing Premature Resignation

The third and fourth research objectives sought to examine:

1. The strength and direction of relationships between job satisfaction and contract completion and location satisfaction.
2. The factors that influence teachers to leave their chosen employment in the UAE prematurely.

Simple correlations are used to examine the bivariate relationships between the variables (Cohen et al., 2017). To examine the relationships between the scales on each survey and contract completion, location satisfaction and job satisfaction, simple correlation analysis and multiple regressions were used. First, simple correlations were used to examine the bivariate relationships between the variables (Cohen et al., 2017).

Second, Multiple regression, R, was used to enable a more sophisticated exploration of the relationships and provided information about which of the variables were the best predictors of outcomes. Using multiple regression analysis reduced the Type I error rate linked with simple correlation analysis. Additionally, multiple regression analysis allowed a more detailed interpretation of the influence of relocation motivations on contract completion, overall location satisfaction, satisfaction with family considerations, and job satisfaction. The scales for each survey were the dependent variable with contract completion, location satisfaction, location satisfaction (overall and with family considerations), and job satisfaction the independent variables. The beta value was interpreted to examine the contribution of an independent variable when controlling all other independent variables in the model constant.

3.6.4 Analysis of Interview Data

The qualitative data collected through in-depth semi-structured teacher exit interviews was also used to examine the second, third and fourth research objectives. The second research objective sought to examine the strength and direction of the relationships between factors that influence expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract. The third research objective sought to examine the strength and direction of relationships between job satisfaction and contract completion and location satisfaction. Finally, the fourth research objective sought to examine the factors that influence teachers to leave their chosen employment in the UAE prematurely. The interviews drew upon items included in the survey to provide an opportunity for participants to express their views in greater depth. The qualitative data was analysed to find meaning from and add insights to the quantitative data.

As recommended by Charmaz (2014), data analysis was ongoing while interviews were occurring with a continuous contrast and evaluation of viewpoints expressed by participants. Following the recommendations of Creswell (2020), the researcher was the sole interviewer of all participants. Multiple re-listening of each recorded interview and re-reading of each subsequent interview through the transcription process allowed the researcher to be immersed in the interview data. As such, the strong familiarization

with the qualitative data assisted the researcher in identifying emerging themes and supporting excerpts (Widodo, 2014). Qualitative data from the teacher interviews and the main survey were examined to confirm and explain the results obtained through the quantitative analyses. As recommended by Yin (2006), the results of the quantitative and qualitative analyses were considered holistically in drawing conclusions related to the relevant research objectives.

The qualitative data was analysed through a process of disassembly and subsequent reassembly (see Figure 3.1) as recommended by Yin (2016). The importance of initiating the qualitative analysis with an inductive process, as opposed to deductive, is highlighted by Merriam (2015).

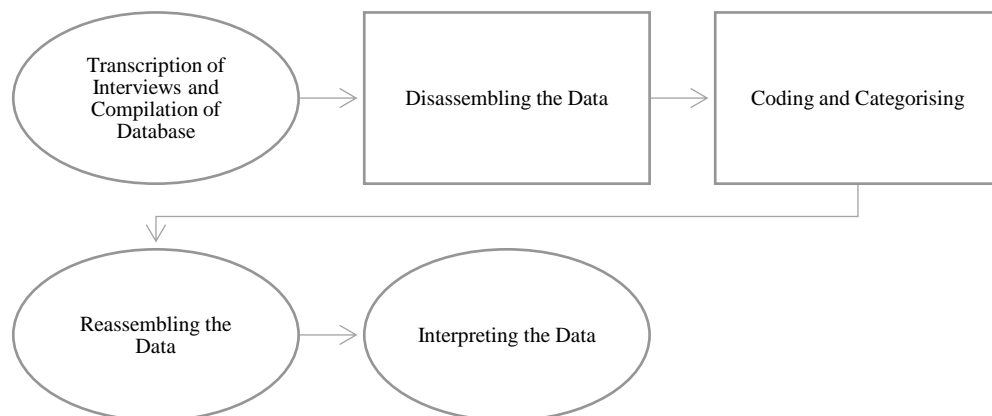


Figure 3.1 Qualitative data analysis process: Adapted from Yin (2016, p. 178)

The current section describes the components illustrated in Figure 3.1: the transcription of interviews and compilation of database (Section 3.6.4.1); disassembling the data; coding and categorising (Section 3.6.4.2); reassembling the data (Section 3.6.4.3); and interpreting the data (Section 3.6.4.4), along with the steps taken to ensure the trustworthiness of the data (Section 3.6.4.5).

3.6.4.1 *Transcription of Interviews and Compilation of Database*

Individual interviews were transcribed in full upon completion (See Section 3.5.2 for a description of the interview process). Interview transcriptions were then reviewed

along with corresponding field notes taken by the researcher at the time of interviewing. Preliminary disassembly was initiated by highlighting emergent themes. Responses were then recorded electronically using Microsoft Excel according to the themes emerging and the interview questions.

3.6.4.2 Disassembling the Data, Coding and Categorising

After the initial review of the data and the subsequent coding process, the data was disassembled and broken down, and converted to more organised and accessible format. Relevant themes and patterns emanating from the data could then be more readily identified (Berg, 2009). Open coding was used (as recommended by Strauss & Corbin, 2014) to generate broad categories to be used as a preliminary framework for analysis, done through breaking down the data into smaller pieces of information and categorising each (Merriam, 2015). As recommended by Yin (2016), at this stage the data was not subject to the researchers own views or opinions. Following this, a further phase of data disassembly was undertaken to refine existing categories. As recommended by Yin (2016), the data was compiled in a spreadsheet under each refined category to assist in the ordering and comparison process. Data analysis was inductive during this stage without the use of prior categories.

3.6.4.3 Reassembling the Data

The categories that had emerged from the disassembly and subsequent refinement of the data was again reviewed for recurring aspects and meaning through further comparisons with the interview data. The purpose was to tightly define conceptual parallels and uncover emerging patterns (Henning et al., 2009). Common categories defined in this process were represented in a chart to assist in providing causal explanations to the findings of the survey data.

3.6.4.4 Interpreting the Data

The total number of participant responses under each theme was quantified to offer a visual illustration to support the interpretation of the data. The rich descriptions used

in the presentation and interpretation of the data assisted in finding meaning and supporting the interpretations (Cohen et al., 2017).

3.6.4.5 *Ensuring Trustworthiness of the Data*

An emphasis was placed on three key objectives to support the trustworthiness and credibility of the data as recommended by Yin (2016). Firstly, a focus was placed on transparency of the data collection process, with detailed descriptions and documentation of the interview procedures along with the data being made available for all participants. Complete transparency in the data collection process and allowing close scrutiny by others demonstrates a level confidence in the trustworthiness of the data. Yardley (2009) underscores the importance of research being able to withstand critical examination by colleagues, peers or participants.

Secondly, a focus was placed on the research being conducted in a methodical way. As recommended by Yin (2016), the collection of the qualitative data followed an established, documented set of research procedures to ensure there was no deliberate or unexplained bias. The interview process was described in detail, including interviews that were conducted with participants singularly or in pairs. A transcription of sample interviews is included in the appendices of the research (Appendix 6). Eisenhart (2006, p. 574) suggests that in order to support the methodical process of the research, the researcher should be able to demonstrate in the fieldwork descriptions that they were “really and fully present - physically, cognitively and emotionally - in the scenes of action under the study”. In light of this recommendation, each interview was transcribed in full, allowing rich, descriptive detail to come through the data.

Lastly, a strict adherence to evidence was maintained throughout the research process. For the present study, evidence consisted of participant’s actual language and its context as participants largely detailed their own decision-making process (Willig, 2009). Interviews were transcribed in exact detail as it was taken as the representation of reality provided by the participants (Yin, 2016). Additionally, all participants interviewed had submitted a notice of resignation and were in the process of completing all administrative resignation requirements as part of ADEC’s exit process. By interviewing participants at this stage, resignation was assured. This added to the

trustworthiness of the data as opposed to conducting interviews with participants who had indicated an intention to resign only, which would have required further corroboration to determine whether or not resignation actually occurred.

3.7 Ethical Considerations

There were a range of ethical concerns that necessitated careful consideration both prior to commencing and throughout the research process. The ethical considerations that were addressed are detailed below under information and permissions (Section 3.7.1), informed consent (Section 3.7.2), privacy and confidentiality concerns (Section 3.7.3), potential risks and benefits (Section 3.7.4), and other considerations (Section 3.7.5).

3.7.1 Information and Permissions

Prior to study taking place, the researcher obtained confirmation of an ‘Approval of Research with Low Risk’ from the Human Research Ethics Committee in the sponsoring university as this process complies with the National Statement on Ethical Conduct in Human Research, Chapter 5.1.7 and Chapters 5.1.18 - 5.1.21 (<https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018>). The approval letter is included in Appendix 7.

Following the ethics approval, the data for the current research was collected from English medium teachers working in government schools under Abu Dhabi Education Council (ADEC). The appropriate permissions were sought and obtained from individual participants along with the Education Council itself as per detailed requirements. Before contacting schools, permission to conduct the research was sought through ADEC’s research office. In order to obtain approval to conduct the current research, the Abu Dhabi Education Council was provided with an outline of the research, along with ethics approval, that included the research objectives, methodology, timeline of the research process from commencement until completion, ethical considerations, and the benefits to ADEC and participants. Samples of information and permission letters, consent forms and survey instruments were

submitted to the Council for final approval. The approval letter from ADEC to conduct the proposed research is included in Appendix 8.

3.7.2 *Informed Consent*

Informed consent can be defined as the participant's choice to take part in research after being informed of the nature and purpose of the research along with the risks and benefits of all information that may impact their decision to do so (Anderson & Arsenault, 2005). For the present study, informed consent from all participants in the survey was ensured as each were provided with an information sheet through email and included details on the purpose of the research, the role of the participant along with potential benefits. It was explained that participation in the online study was anonymous and voluntary, with consent assumed upon completion of the survey. Instructions were given to participants detailing how they could withdraw from the study at any stage should they wish to do so. The information sheet that appeared in the body of the email to each survey participant is included in Appendix 2.

For the interviews, a similar process was followed. Participants were provided an information sheet in hard copy. The information sheet for interview participants contained the same details as per the email to survey participants regarding the purpose of the research, the role of the participant along with potential benefits and that participation in the study was both anonymous and voluntary. The information sheet and participant consent form for interview participants can be found in Appendix 4.

3.7.3 *Privacy and Confidentiality Concerns*

All of the participating teachers were informed that involvement in the research was voluntary and anonymous, with assurances given that individual responses would not be made available to the employer (ADEC) or used in any publications or theses. ADEC identity numbers were used to identify participants as opposed to individual names. Upon completion of the data analysis, the identity numbers were removed from the core data to further safeguard participant anonymity. All recorded survey and data was coded and stored in an electronic format in a cloud-based Dropbox account.

Similar to the survey data, interview data was identified using an identity unique to each participant. No names were recorded during the interview, and care was taken to ensure that any individuals or schools were not identifiable through references made by participants. Written consent forms along with the notes taken by the researcher in reference to each interview are kept in a locked filing cabinet in the researcher's place of residence. Only the researcher and Supervisor had access to the survey and interview data. All data will be kept for a period of 5 years before being deleted.

3.7.4 Potential Risks and Benefits

It was predicted that some participants would feel uncomfortable giving negative responses to the survey or during an interview, fearing negative consequences from their employer, line manager or colleagues should their identity be revealed. To alleviate these concerns, participants were assured of anonymity through the use of identity numbers, and not names, along with the knowledge that the survey was being conducted for research purposes by an independent third party (the researcher) with no affiliation or link to ADEC, schools or the individuals within either.

It was the researcher's intention that information from the research be available for use to develop or reform policy and procedures with a view to improve current and future practices of Western expatriate teacher recruitment and retention within Gulf Cooperation Council Countries. Moreover, this research was intended to offer information that would have positive ongoing implications in terms of improving the continuity of student learning within schools by which students themselves may benefit greatly from not being interrupted by teacher turn-over. If education institutions and policy makers can better grasp teachers' needs and causes of job satisfaction (along with dissatisfaction) then policy can be better designed to both satisfy teachers' needs and, in turn, meet educational goals.

3.7.5 Other Considerations

Time, along with willingness to participate, was a consideration as it was predicted that the length of the survey might impact the reliability of the data collected. With 98 individual items requiring input, along with three additional optional items, the survey

instrument took around 20 minutes to complete. This challenge was confronted in several ways. Firstly, the survey was conducted online so that the participants had the opportunity to complete it at a convenient time. The survey also allowed participants to stop the survey and come back to it at a later time without losing previously completed responses. It was envisaged that an online survey would be more efficient than hard copy, allowing for quicker completion, with no opportunity for lost or misplaced surveys.

Timing was also a consideration in scheduling the semi-structured interviews. This process was streamlined through cooperation with ADEC's English medium teachers support team. Interviews for the current research were scheduled at the same time as the ADEC exit process and was explained for exiting teachers by the English medium teachers support team.

3.8 Chapter Summary

This chapter provided a description of the research methods used in the current study. The study adopted a mixed method approach comprising of quantitative and qualitative components. For the quantitative component, three survey instruments were developed, validated and administered as one combined survey in order to investigate the factors affecting the attraction and retention of overseas teachers in the United Arab Emirates. The research paradigm adopted was objectivist post-positivist as there is a cause and effect investigated, and causal relationships explained (Willis, 2007).

In addition to the surveys, semi-structured interviews were conducted with resigning teachers as part of the qualitative component. An interpretivist paradigm with elements of constructivism (Mertens, 2019; Willis, 2007) was adopted for this phase of the study which allowed a more thorough interpretation of the phenomena taking place along with an increased opportunity to establish meaning from the quantitative data. Both data collection methods were utilized in addressing research objectives two, three and four to ensure they remained closely aligned with the mixed methods approach. In this way, the findings would reflect both breadth and depth for each research objective (Creswell, 2019; Yin, 2006).

A total of 2,282 English medium teachers made up the sample for the quantitative survey component of the research, of which 866 useable responses were obtained and retained. For the qualitative component, a total of 128 resigning teachers took part in semi-structured interviews. The sample space for the quantitative component were all teachers employed by the Abu Dhabi Education Council. Prior to the quantitative data collection, a pilot sample was defined and utilized to pilot the survey. For the qualitative data collection, all exiting teachers who had formally submitted resignation letters were interviewed. For practical purposes, the three surveys were administered as one instrument (TRARS). Each of the three separate surveys that make up the TRARS focus on a distinct element: 1) Relocation motivators (Why did I relocate?); 2) Location satisfaction (Am I satisfied with my location?); and 3) Job satisfaction (Am I satisfied with my job?).

The survey scales and individual items for each of the three surveys were developed following a sequential process. Stage one involved identifying salient scales through conducting informal interviews with existing teachers regarding the topics under investigation with scales created from responses that were deemed relevant. This stage also involved reviewing the literature for established theories and research linked to employee self-initiated relocation abroad to identify the components central to the environment of the population in the present research.

Stage two necessitated the creation of discrete individual items within each identified scale. This was undertaken through two processes. First, examining relevant, validated instruments used in past studies and adapting items accordingly. Second, conducting interviews of exiting teachers to gain a deeper understanding into the areas under investigation, with relevant responses adapted and included. The items were presented for review by a panel of five industry experts who evaluated the items for comprehensibility, lucidity, and freedom from ambiguity, along with assessing if the items were representative of their corresponding scales (Fraser, 2002). The final stage of survey development involved the instrument being administered as a pilot to a group of former teachers, with subsequent feedback incorporated into the surveys where appropriate to ensure suitability of the design.

Further to the quantitative data collected through the newly developed surveys, qualitative data was gathered through semi-structured interviews. This process involved the development of salient questions to be included in the interviews. The sample space included all those teachers who had submitted a formal notice of resignation. The development of the interview questions was informed by Kvale and Brinkman's (2014) seven stages of an interview investigation. Guided by the research objectives in the current research, previous research utilizing relevant interview questions was reviewed and questions considered relevant adapted accordingly. Seven interview questions were developed and subsequently evaluated by the same panel of industry experts who assessed the newly developed surveys. Adjustments were made based on the recommendations of the panel before the questions were used to conduct pilot interviews with the same participants who formed the sample space for the survey pilot. Additional adjustments were made, and the interview questions were finalised.

Both the quantitative and qualitative data was analysed to address three of the four relevant research objectives. For the quantitative data, delineating the scales and constructs involved in operationalising the topics under investigation was first necessary to identify and define the constructs. A focus was placed on determining four key elements of validity: face validity, content validity, convergent validity and discriminant validity.

Analysis of the qualitative data collected through teacher exit interviews was ongoing throughout the data collection process. The results of the quantitative and qualitative analyses were considered holistically in drawing conclusions related to the relevant research objectives as recommended by Yin (2006). Interviews were first transcribed before being reviewed along with the relevant field notes recorded during the interviews. The data was disassembled, broken down and converted to a more structured and manageable format to aid in the identification of emergent themes. This was done through open coding in order to develop broad categories used for an initial structure for analysis. Coding was conducted by disseminating the data in smaller fragments of information before categorising each. Total responses under each theme were computed to present a visual representation of the data to assist in supporting interpretation.

Potential ethical concerns were addressed through careful consideration prior to the initiation of the study. Approval for the research to be undertaken was confirmed by the sponsoring university's Human Research Ethics Committee, ensuring compliance with the National Statement on Ethical Conduct in Human Research. Subsequently, relevant approvals were confirmed from the Abu Dhabi Education Council and the individual participants that took part in the study.

The key potential benefit of the research included the information gleaned from the study could contribute to the development of policy and procedures to improve practices surrounding teaching recruitment and retention within the local environment. Greater teacher satisfaction, and in turn job retention, would have lasting benefits for student learning through improving teaching continuity by reducing teaching turnover.

Chapter 4

RESULTS

4.1 Introduction

The various research methods undertaken in the current study were outlined in Chapter 3 including: research design; research objectives; development of the instrument; description of the sample; data collection; and an outline of the analysis of the data. In this chapter, the reliability and validity of the instruments used in the present research are reported to address the second, third and fourth research objectives.

A key element of the present research was the development of three valid and reliable survey instruments that could be used to examine why expatriate teachers choose to relocate internationally to the UAE and the factors that may influence expatriate teachers to stay or leave. The present study did not attempt to produce an exhaustive account of all the factors that may be considered in expatriate teacher relocation and job satisfaction. However, it was imperative that the instruments provided pertinent information to guide those within the local context to those who are positioned to effect change such as schools, administrators, policy makers and government bodies.

The three surveys were used to examine expatriate English medium teachers': 1) motivations to relocate and work in the UAE; 2) level of location satisfaction within the UAE; and 3) level of job satisfaction. A total of $n=866$ usable responses were collected from participants (see Chapter 3 for a description of the sample).

In Chapter 2, a review of the literature related to teacher recruitment and retention was provided. The literature review provided the basis on which the three survey instruments were systematically developed through the steps described in Chapter 3. Important research and theoretical insights were sought and, from these, components central to the environment relevant to the study were identified.

As described in Chapter 3, an established process was followed to ensure construct validity and guide the data analysis process for the validation of the instruments. The

development and validation of the three instruments, known collectively as the TRARS, is organised under the following headings:

- Why Did I Relocate (WIR) survey scales (Section 4.2);
- Am I Satisfied with My Location (AISL) survey scales (Section 4.3);
- Am I Satisfied with My Job (AISJ) survey scales (Section 4.4);
- Chapter Summary (Section 4.5)

4.2 Development and Validation of the WIR Scales

The current section reports on the statistical evidence to confirm the reliability and validity of the first survey instrument: Why Did I Relocate (WIR). Evidence to support translation validity, including content validity (Section 4.2.1) and face validity (4.2.2) is reported along with an assessment of criterion validity in terms factor structure (4.2.3.1), internal consistency reliability (Section 4.2.3.2) and discriminant reliability (Section 4.2.3.3).

4.2.1 Content Validity of the WIR Scales

The WIR survey was developed to investigate the aspect of teacher recruitment. This was explored through a focus on a range of considerations seen as important by job seekers who are considering relocating internationally for employment purposes. This approach was taken to identify the extent to which different motivating factors were related to the self-initiated relocation of the English medium teachers moving from their home countries to take up a teaching position in the United Arab Emirates.

In the present section, the justification for the inclusion of each of the six scales that make up the WIR are described. Six scales were included in the WIR: economic improvement; career advancement; personal reasons; exploration factors; connection motives; and lifestyle enhancement. A brief description and justification for the inclusion of each scale is provided below.

Economic Improvement. Identified in the literature as an important consideration in teacher turnover, the economic improvement scale was developed to assess the level

of importance of various features of compensation in contributing to the decision to relocate internationally to take up new employment. In following the basic labour market principal of supply and demand, it is widely accepted that individuals will take up new or remain in existing teaching posts only if it is the most attractive option for them in comparison to all other opportunities at their disposal (Brown & Wynn, 2009; Guarino et al., 2006). Economic compensation i.e. salary, allowances, pay benefits, taxes etc. often plays a key role in the evaluating the attractiveness of a teaching opportunity (Hardman, 2001; Odland & Ruzicka, 2009). Sutchter et al. (2016) observe that teachers who are young and in an early stage of their teaching career along with those who are more highly qualified are most likely to leave their teaching posts and take advantage alternative better opportunities either within the education industry or beyond. Given the relative importance potential economic improvement may have in relocation decisions, this scale was developed to investigate the strength economic factors have as a relocation motive. Example items from this scale included a broad range of economic benefits relevant to teacher contracts with ADEC including salary, housing compensation, end of service benefits, and annual air ticket allowance.

Career advancement. The career advancement scale assesses work related factors that specifically address current and future career growth and career goals. Career advancement was identified throughout the relevant literature as an important factor in teacher turnover and encompasses several related elements including advancement opportunities, experience opportunities, challenges, professional development and employer reputation. Opportunities for relocation to countries where the profession is more highly regarded or better resourced can be strong incentives. Similarly, the opportunity for more challenging or meaningful work play an important role in influencing relocation decisions (Carr et al. 2005). Hardman (2001) found career-related factors, along with financial incentives, to be among the most powerful motivators in influencing teachers to join or remain in international schools. Similarly, Ingersoll (2001c) points out that factors related to career advancement opportunities are among the most prominent sources of teacher turnover.

Personal reasons. The personal reasons scale assesses factors that relate to an individual's particular situation or mind-set and are not captured in any other scale within the WIR. Examples of items from this scale include: an opportunity to help

make a positive difference to UAE society; contribute to education reform and affect change; and make a new start in life. It is recognized that the personal reasons scale encompasses items that are largely outside of the locus of control of schools or policy makers to manipulate. However, a scale representing this element was deemed an important area for inclusion as it has been identified in related literature as a frequently identified factor for teacher attrition (Elfers et al., 2006; Odland & Ruzicka, 2009). Elfers et al. (2006) suggests that personal reasons are often cited by teachers as the source behind an intention to leave the job or profession, however, a series of organisational factors are potentially linked to the decision to leave.

Exploration factors. The exploration factors scale was created to assess the extent to which potential new cultural-related opportunities influenced teachers' international relocation decisions. These exploration factors included adventure, travel, and the opportunity to meet new people and be immersed in a foreign culture. Carr et al. (2005) suggest that exploration factors can be one of the key determinants influencing self-initiated international relocation decisions, noting that individuals typically look to countries that are culturally similar but also provide opportunities for cultural diversity and contrast. Individual communities in the target country, in regard to nationality, ethnicity and religion typically have a strong positive influence on the decision of potential newcomers by providing a cultural 'safety-net', allowing expatriates to experience the excitement and diversity of a new culture whilst maintaining opportunities for cultural familiarity (Carr et al. 2005). Cultural exploration and adventure have long been regarded as strong relocation motivators (Doherty et al., 2011; Thorn, 2009).

Connection motives. The connection motives scale assesses the extent to which ancestral or cultural links may impact relocation decisions. Connection motives include family or personal connections, however distant, and / or a desire to explore and identify any ancestral, cultural or religious association with the target country. Such motives act as significant 'pull' factors in drawing concerned job seekers to the region (Castelli, 2018; Koser, 2016). Conversely, such motives can be an equally significant motivator to remain in the home country despite the advantages other factors may bring. Research by Konopaske et al. (2005) focussing on professional expatriates supports the potential importance of these factors in finding that having family who

were still living in the country of origin, along with attitudes of spouses, proved to be a crucial factor in determining plans to stay or leave.

Lifestyle enhancement. The lifestyle enhancement scale assesses the extent to which the advantages and disadvantages of the everyday living conditions of the host country affect relocation decisions. These factors may include the climate of the host country and the quality of life available (e.g., availability of domestic help, recreational club memberships, entertainment options etc.). As a result of existing conditions in an individual's home country, either temporary or permanent, international relocation to secure a better way life can be a strong 'pull' factor and is becoming increasingly more common (Benson & O'Reilly, 2009). Codo (2018) suggests that self-initiated expatriate teachers are driven not just by the notion of employment, but by often by lifestyle, travel and culture in searching for new experiences. Combined with the 'push' factors of perceived shortcomings of the home country, strong rationalisation for relocation may be presented beyond many of the other important factors that contribute to self-initiated relocation (Benson & O'Reilly, 2009).

4.2.2 Face Validity of the WIR Survey

As mentioned in Chapter 3, the survey underwent pilot testing with a convenience sample of 10 former English medium teachers. This process was undertaken to evaluate several aspects of the survey including:

- The suitability of the individual items in terms of comprehensibility, lucidity, and freedom from ambiguity.
- The responses to the items on the survey were given on the basis that was intended by the researcher.
- The administration process itself, including time taken to complete the survey, the clarity of the response format and the clarity of the instruction given.

At the conclusion of pilot testing the survey, the researcher conducted semi-structured interviews with each participant in order to gain feedback on the above-mentioned points. The feedback identified several items in need of revision. In order to ensure

ambiguity was removed, five items were reworded. For example, the item ‘quality of life’ was more narrowly defined as ‘work / life balance’. One item was modified in length to ensure it was as concise and simple as possible. The item ‘cultural experience for self and / or spouse / children’ was reduced in length to simply ‘cultural experience’. Two items were removed altogether. The item ‘manage debts’ was deemed redundant in that almost all other items within the same scale (salary, housing compensation, annual air ticket allowance, level of medical insurance, cost of living, value of host countries currency, end of service benefits) contributed to this item and largely overlapped this area. The item ‘to accompany spouse in following their career’ was also removed as it was also deemed redundant in that the item ‘family connection in the region’ provided ample opportunity for participants to provide the same response. Table 4.1 details the refinements made to items in the WIR following the consultation process.

Table 4.1 Changes made to WIR items as a result of the consultation process

WIR Scales	Original item	Amended item	Items removed
<i>Items modified to remove ambiguity</i>			
Economic	Improve job security	The employer's reputation in regard to level of job security	Manage debts
Personal reasons	Opportunity to contribute to Nation building	Opportunity to contribute to the education reform in the UAE	
Career advancement	Reputation of employer	Strength of the employer's reputation (e.g. recognized as prestigious and quality institution)	
Lifestyle	Quality of life	Potential work / life balance	
Connection motives	Increased distance from family	Increased distance from family, partner or close friends in home country	To accompany spouse in following their career
<i>Items modified to ensure conciseness</i>			
Exploration	Cultural experience for self and / or spouse / children	Cultural experience	

Overall, the responses of the pilot participants were in line with researcher expectations in that survey items were consistently interpreted in similar ways. Additionally, when interviewed by the researcher, participant responses indicated that items were interpreted as the researcher had intended.

The overall length of the survey was deemed appropriate, with none of the pilot participants believing the instrument was too arduous or demanding of their time to complete. However, a section at the end of the WIR encourages participants to include any additional highly important relocation motivation factors that are not already included among the existing items. Several of the participants noted that if they had further information they wished to add to this section then slightly more time would be needed to reach the end of the survey. Nonetheless, the section for comments was retained for two reasons. Firstly, as it was optional in nature, it would not increase the time burden for those participants who were time poor but instead provide an extra source of potentially valuable information that would otherwise not be available within predefined Likert scale responses. Secondly, due to the nature of the input required in this section (any additional relocation motivation factors that are deemed to be highly important), a very brief amount of time would be needed to conduct the amount of writing required.

This section provided evidence to support the validity of the WIR in terms of both content validity and face validity. To ensure content validity, the constructs were theoretically well defined, and an all-encompassing representation of the construct was evident. Once the required adjustments were made to the WIR scales (See Table 4.1 for all adjustments), it was confirmed that participants had a clear interpretation of the items, hence face validity was established. As a result, the researcher was confident that the wide-scale administration of the survey could be carried out as intended as the qualitative data gathered from the pilot participants supported the face validity.

4.2.3 Criterion Validity of the WIR Survey

This section reports the reliability and validity of the WIR survey in terms of factor structure (Section 4.2.3.1) internal consistency reliability (Section 4.2.3.2) and discriminant reliability (Section 4.2.3.3).

4.2.3.1 Factor Structure

Factor loadings and internal consistency reliability measures were calculated to verify convergent validity of the first dimension of the relocation motivators. As a first step, the Kaiser-Maiyer-Olkin measure was calculated to determine the adequacy of the data for further analysis. The KMO of 0.86 was well above the acceptable limit of 0.50 (as recommended by Field, 2018), thereby confirming that the data was appropriate for further analysis.

Principal factor analysis was conducted to extract salient factors and oblique rotation allowed the underlying factors to be correlated. Fundamental component analysis of the 34 items were extracted from the six concise scales in the WIR survey; economic improvement, career advancement, personal reasons, exploration factors, connection motives, and lifestyle enhancement. Two criteria were used for the retention of any item; it must have a factor loading of at least 0.40 on its own scale and less than 0.40 on any other scale (as recommended by Field, 2018; Thompson, 1992; Stevens, 2016). Factor loadings smaller than 0.40 were omitted from the study.

Out of an initial 34 items under the relocation motivators dimension of the instrument, five items did not load above the pre-determined criteria and were removed from all further analysis. Items removed included item 8 for the economic improvement scale, item 22 for the exploration scale and item 33 for the lifestyle enhancement scale. Two items, 14 and 15, were removed from the personal reasons scale. All of the items retained loaded above 0.40 on their *a priori* scale, ranging between 0.51 and 0.82 on their respective factor and below 0.40 on all other scales. Table 4.2 reports the factor loadings for those items that were retained.

Field (2018) notes that the process of factor loading gives a measure of the relative importance of each variable or item to a scale, eigenvalues detail the importance of each factor and cumulative variance can indicate if the number of scales that have been retained are sufficient. The analysis shows that the eigenvalue for each of the six scales was greater than 1. According to Kaiser (1960), scales that have a value greater than one should be retained so that the amount of factor variation explained by an eigenvalue is at an acceptable limit. The percentage of variance ranged from 4.85% (personal reasons) to 22.18% (lifestyle enhancement), with the cumulative variance for all 6 factors being 58.16%.

Table 4.2 Item factor loadings, and eigenvalue and percentage of variance for WIR scales

Item No	Factor Loading					
	Economic improvement	Career advancement	Personal reasons	Exploration factors	Connection motives	Lifestyle enhancement
1	.67					
2	.77					
3	.68					
4	.80					
5	.79					
6	.55					
7	.52					
9		.75				
10		.71				
11		.74				
12		.79				
13		.61				
16			.59			
17			.71			
18			.65			
19				.81		
20				.74		
21				.79		
23				.67		
24					.73	
25					.82	
26					.82	
27					.51	
28					.69	
29						.78
30						.80
31						.57
32						.53
34						.51
% Variance	10.26	6.80	4.85	9.09	4.94	22.18
Eigenvalue	2.97	1.97	1.40	2.63	1.43	6.43

Factor loadings smaller than 0.40 have been omitted.
N = 866 Teachers

4.2.3.2 Internal Consistency Reliability

To indicate the level of internal consistency reliability, Cronbach's alpha coefficient was computed for each factor. Cronbach's alpha is the most common measure of scale reliability and will indicate a scale's level of reliability, from which acceptability of the scale can be determined (Field, 2018). Although a cut-off is commonly accepted in exploratory research, the alpha should be greater than 0.70 in order to be deemed a satisfactory scale (Cohen et al., 2017). Individual scale reliabilities ranged from 0.70 for the personal reasons scale to 0.82 for the economic improvement scale. The resulting Cronbach's alpha coefficient for each factor was above 0.70 confirming the

reliability of the constructs (Table 4.3). This result, along with the factor loadings and internal consistency measure, established the convergent validity of the WIR survey.

Table 4.3 Internal consistency reliability (Cronbach Alpha Coefficient) for WIR scales

Scale	No of Items	Alpha Reliability
Economic improvement	7	.82
Career advancement	5	.81
Personal reasons	3	.70
Exploration factors	4	.80
Connection motives	5	.79
Lifestyle enhancement	5	.76

N = 866 Teachers

4.2.3.3 Discriminant Validity

Field (2018) explains that discriminant validity evaluates the uniqueness of a construct in relation to all other scales in an instrument. Discriminant validity is achieved when an item's correlation with other items within the same construct is higher than correlations with items from other constructs (Trochim & Donnelly, 2006). Oblique rotation in exploratory factor analysis provides an evaluation of how closely each factor is interrelated (Field, 2018). Field (2018) suggests that a moderate relationship between factors should be evident, whilst Brown (2006) suggests that correlations exceeding 0.80 indicate excessive overlap and poor discriminant validity. The component correlation matrix obtained from oblique rotation (reported in Table 4.4) indicated that the highest correlation was 0.30. According to Brown (2006), this result suggests that discriminant validity of the WIR was supported through values falling below the recommended cut-off.

Table 4.4 Component correlation matrix for WIR scales

Scales	Economic improvement	Career advancement	Personal reasons	Exploration factors	Connection motives	Lifestyle enhancement
Economic improvement	–					

Career advancement	.28	–				
Personal reasons	.14	.03	–			
Exploration factors	.24	.18	.18	–		
Connection motives	.30	.09	.03	.26	–	
Lifestyle enhancement	.12	.09	.11	.01	.04	–

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

The current section reported on the development and validation of the WIR survey and included a description of the scales used along with the process followed to ensure both face validity and criterion validity. The following section (Section 4.3) reports on the same to describe the development and validation of the AISL survey.

4.3 Development and Validation of the AISL Survey

This section reports on evidence to support the reliability and validity of the second instrument, the Am I Satisfied with My Location (AISL) survey. A description and justification for the inclusion of individual scales (Section 4.3.1) is included along with the results of the pilot study in terms of face validity (Section 4.3.2) and criterion validity (Section 4.3.3).

4.3.1 Description and Validation of the AISL Scales

The AISL survey was designed to contribute towards the investigation of English medium teacher retention through a focus on location satisfaction. Specifically, location satisfaction was examined through those elements related to interaction and general living adjustment in the new host country which are pertinent to participants involved in the study. These elements form part of Black's (1988) extensively recognised conceptualization of intercultural adjustment. The scales in the AISL survey serve in part to confirm the actual realization of several of the items in the WIR. That is, participants had the opportunity to verify whether or not several aspects of their current situation in the new country met the expectations and desired outcomes that initially motivated the relocation as indicated in the WIR.

It was recognised that factors influencing location satisfaction are inextricably linked with the geographical location of a country and its culture. As a result, these factors are less open to influence, manipulation, or adjustment as opposed to factors which are related to job satisfaction. Nonetheless, it was important to include such a focus in the present study as location has been identified as playing an essential role in intercultural adjustment and contributing to job retention (Chandler, 2010; Waxin, 2004).

In the present section, the justification for the inclusion of the scales that make up the AISL survey will be described. Two scales were included in the survey; location satisfaction (overall); and location satisfaction (family considerations).

Location satisfaction (overall). The location satisfaction (overall) scale was designed to evaluate the extent to which the participant is content with the location of the host country in terms indicators such as climate, cultural fit, levels of crime and social/recreational opportunities. This scale is tied with the location of the new host country itself and was designed to provide insight into levels of satisfaction that influence retention that go beyond job satisfaction alone and take into account external factors outside of the sphere of employment. Although employment is the primary concern, the location of the host country, and the advantages and disadvantages it offers as a result, provide ‘pull’ or ‘push’ factors that may hold substantial influence over a decision to stay or leave the adopted host county (Benson & O’Reilly, 2009).

Location satisfaction (family considerations). The location satisfaction (family considerations) scale was designed to assess levels of satisfaction with how the relocation to the host country has affected participants in terms of the impact of the move on family. This included a range of potential difficulties created by international relocation such as increased distance from extended family, spousal employment opportunities, children’s schooling opportunities, and family cultural adjustment in the host country. Professionals considering self-initiated relocation are often motivated by the opportunity to improve not only their own lives but those of immediate family, in particular children (Carr et al., 2005). The location of the host country brings into consideration a range of powerful ‘push’ or ‘pull factors that may increase or decrease the attractiveness of relocation. Family concerns can be primary factors influencing a decision to stay or leave. Cole (2011) found that successful adjustment of the spouse

and family positively affects employee adjustment. Conversely, unsuccessful spouse or family adjustment can influence the teacher's decision to leave prematurely (Gupta et al., 2012; Osman-Gani & Rockstuhl, 2009).

4.3.2 Face Validity of the AISL Survey

The AISL survey underwent the same process when assessing validity as the WIR and was subject to pilot testing with the same 10 former English medium teachers so that the validity of the survey could be evaluated. As per the validity evaluation of the WIR, an assessment was made of the suitability of the individual items in terms of comprehensibility, lucidity, and freedom from ambiguity, and items on the survey were understood in the way that they were intended to be by the researcher. In addition, the administration process itself was assessed, including time taken to complete the survey, the clarity of the response format and the clarity of the instructions given.

The researcher conducted semi-structured interviews with each participant upon completion of the AISL survey to gather feedback and assess the validity of the instrument. As a result of the pilot participants comments and suggestions, one item was reworded to remove any possible ambiguity. Aldridge et al. (1999) point out that negatively-worded items can cause confusion amongst participants and, consequently, affect the reliability of a survey. For the AISL survey, one negatively worded item was identified: 'Increased distance from family, partner or close friends in home country'. It was considered important to retain the item, so to avoid confusion, the item was not reworded but, rather, was reverse scored. That is, the item would be scored as five if participants indicated they were deeply satisfied with this item (instead of one as per the other items indicated as deeply satisfied in the scale). The remaining items were interpreted by the participants in the way that was intended by the researcher. This part of the survey was brief with just 11 items in two scales and was deemed appropriate in length.

Following the refinement, the pilot participants again viewed the survey to confirm the change suitably addressed the concerns raised. Subsequently, face validity of the AISL survey was supported.

4.3.3 Criterion Validity of the AISL Survey

This section describes the reliability and validity of the AISL survey regarding factor structure (Section 4.3.3.1), internal consistency reliability (Section 4.3.3.2) and discriminant reliability (Section 4.3.3.3).

4.3.3.1 Factor Structure

Factor loadings and internal consistency reliability measures were calculated to evaluate convergent validity for the AISL survey. The Kaiser-Meyer-Olkin measure of adequacy was 0.72. Again, this exceeded the acceptable limit of 0.50 (Field, 2018). In addition, Bartlett's test of Sphericity indicated that $df = 45$, $Sig = 0.00$. This confirmed the data was appropriate for further analysis.

Factor analysis was conducted in order to extract salient factors and oblique rotation allowed the underlying factors to be evaluated for correlation. Fundamental component analysis of the 11 items extracted the two concise sets of location satisfaction factors, those that may be most appropriately grouped under location satisfaction (overall) and those related to location satisfaction (family considerations). From a total of 11 items, only one item did not meet the pre-determined criteria (0.40) and was consequently removed from all further analysis (Table 4.5). Item 41 was removed from the scale location satisfaction (family considerations). All of the items retained loaded above 0.50 ranging between 0.52 and 0.82 on their respective factor and below 0.4 on all other scales. Table 4.5 reports the factor loadings for the items retained.

Table 4.5 Factor loadings, percentage of variance for the AISL survey

Item No	Factor Loadings	
	Location satisfaction (overall)	Location satisfaction (family considerations)
35	.83	
36	.53	
37	.70	
38	.68	
39	.52	
40	.77	
42		.82
43		.84
44		.84

45		.83
% Variance	25.80	30.43
Eigenvalue	2.58	3.04
Factor loadings smaller than 0.40 have been omitted. N = 866 Teachers		

The eigenvalue for both scales was well above Kaiser's (1960) acceptable limit of one, with location satisfaction (overall) and location satisfaction (family considerations) having values of 2.58 and 3.04 respectively. The percentage of variance ranged from 25.80% for location satisfaction (overall) to 30.43% for location satisfaction (family considerations), with the cumulative variance for both factors at 56.24%.

4.3.3.2 Internal Consistency Reliability

Cronbach's alpha coefficient was again computed for each scale under the dimension of location satisfaction to assess the level of internal consistency reliability. The resulting Cronbach's alpha coefficient for each factor was above 0.70 supporting the reliability of the constructs (see Table 4.6 for results). Reliabilities of the two scales were 0.76 for location satisfaction (overall) and 0.82 for location satisfaction (family considerations). These results, coupled with the factor loadings and internal consistency measure, support the convergent validity of the instrument.

Table 4.6 Internal consistency reliability (Cronbach Alpha Coefficient) for the AISL scales

AISL Scale	No of Items	Alpha Reliability
Location satisfaction (overall)	6	.76
Location satisfaction (family considerations)	5	.84
N = 866 Teachers		

4.3.3.3 Discriminant Validity

The component correlation matrix (Table 4.7) obtained from oblique rotation indicated that the correlation for both scales was 0.15. According to Brown (2006) these values meet the requirements for discriminant validity as only values that exceed 0.80 are

considered to have excessive overlap and show inadequate discrimination between scales.

Table 4.7 Component correlation matrix for the AISL scales

AISL Scales	Overall Satisfaction	Family and Location Satisfaction
Overall Satisfaction	–	.15
Family and Location Satisfaction	.15	–

Factor loadings smaller than 0.40 have been omitted.
N = 866 Teachers

This section described the process undertaken in the development and validation of the AISL survey and included a description of the scales used (Section 4.3.1) and the measures taken to ensure both face validity (Section 4.3.2) and criterion validity (Section 4.3.3). The next section follows the same structure in reporting the development and validation of the AISJ survey.

4.4 Development and Validation of the AISJ Survey Scales

The current section details the third and final survey instrument: Am I Satisfied with My Job (AISJ). This section describes and justifies the scales used (Section 4.4.1) and reports on the results of the pilot study in relation to face validity (Section 4.4.2) and criterion validity (Section 4.4.3).

4.4.1 Description of the Job Satisfaction Scales

The AISJ survey focuses on evaluating relevant elements of the job that contribute to overall job satisfaction. Both within the field of education and beyond, job satisfaction has a well-documented link to job retention (Hollas, 2011; Rhodes et al., 2004; Stempien & Loeb, 2002; Stockard & Lehman, 2004). This section highlights the justification for the inclusion of each of the scales included the AISJ survey. The ten scales that make up the survey include: pay; promotion and professional growth; additional compensation; work / life balance; non-contingent rewards; operational

conditions; collegiality of English medium teacher co-workers; school administration support; resource adequacy; and student support.

Pay. The scale pay assesses the extent remuneration contributes to job satisfaction in the current context. This scale was included in the AISJ survey as remuneration has been consistently shown to be a critical element in teacher retention and attrition (Hardman, 2001; Imazeki, 2002; Ingersoll, 2001c; Scheopner, 2010). Salary in comparison to potential income outside of teaching is a key factor related to teacher retention (Scheopner, 2010), with highly qualified teachers particularly responsive to relative wage fluctuations (Bacolod, 2007). Hardman (2001) points out that salary is among the most powerful incentives motivating teachers to join or remain in international teaching posts.

Promotion and professional growth. The promotion and professional growth scale evaluates the extent to which advancement opportunities impact the job satisfaction of English medium teachers. Potential advancement opportunities for teachers through appointments in middle and senior management can be powerful incentives to join or stay in an international teaching post (Thorn, 2009). In investigating incentives motivating teachers to join or remain in international schools, Hardman (2001) found that more teachers cited professional advancement opportunities as the most important consideration over any other factor. A lack of career progression opportunities can be a primary reason for teacher job dissatisfaction and, in turn, job departures (Ingersoll, 2001c).

Additional compensation. The additional compensation scale was included in the survey with the purpose of assessing the extent to which benefits aside from salary contribute to the job satisfaction of teachers. It is commonplace for the contracts of teachers in international locations to contain items of additional compensation separate from the cash salary component. Depending on the location and level of job designation, commonly provided allowances may include transport (car with or without driver), accommodation (apartment, hotel room, villa), furniture, communications (phone, data allowance, internet connection), air tickets to home country etc. Alternatively, employers may provide cash in lieu of the additional compensation items, either paid along with or separate to salary. Generally, in order to

attract candidates, overall teacher compensation must be relatively aligned to available salaries in a teacher's home country, taking into account the host country's cost of living (Odland & Ruzicka, 2009).

Work / life balance. The work / life balance scale sought to determine the extent to which current workloads affect job satisfaction. Work intensification and the increasing demands on teacher's time has been identified in several studies as a key source of dissatisfaction. In a study focussing on English and Finnish teachers, Webb et al. (2004) found that the lack of work / life balance reported by teachers was one of the biggest disincentives to remain in the teaching profession, with teachers citing they were unable to complete the work and preparation expected of them during the day and had no choice but to spend their evenings doing so. Similarly, in a study of the teaching labour market in the United Kingdom, Smithers and Robinson (2001) reported that a poor work / life balance due to an overly heavy workload was the most commonly cited reason for teacher departures. Trying to fit in all requirements from the school results in increased pressure on teachers' time in turn impacting not only the work / life balance but the overall quality of teachers' work (Webb et al., 2004). The resulting poor work / life balance can lead to the demoralisation and demotivation of the teaching fraternity (Webb et al., 2004).

Non-contingent rewards. The scale non-contingent rewards was included to measure the level of importance teachers place on such items in regard to overall job satisfaction. In the context of the present study, non-contingent rewards are the non-pecuniary rewards that are related to the specific job such as appreciation for the work done and opportunity to contribute to a worthy cause. This is opposed to contingent rewards that include such items as performance pay, promotions and pecuniary rewards (Spector, 1985). According to Maslow (1954), contingent rewards may fulfil basic lower-order needs but often fail to satisfy higher-order needs for self-esteem and self-actualization. The quality of school leadership has a strong impact on the organisational climate in a school that is linked to non-contingent rewards and conducive to teacher job satisfaction. Bogler (2001) points out that encouragement, recognition and positive feedback are typical behaviours of successful principals in the creation of a positive organisational climate who, in turn, play an important role in the provision of teachers' non-contingent rewards.

Operational conditions. The operational conditions scale evaluated the extent to which the conditions teachers are expected to work under influence job satisfaction. Operational conditions are referred to in the present study as the conditions in schools in which English medium teachers work and the level of autonomy and freedom afforded to those teachers in carrying out the job. This includes the perceived level of input into the school decision making process, the level of academic freedom with a class, perceived levels of academic standards and expectations within the school.

Collegiality of English medium teacher co-workers. The scale collegiality of English medium teacher co-workers was included to measure the extent to which working relationships influence job satisfaction. The working relationships with fellow English medium teacher co-workers can play a decisive factor in job satisfaction. Support in the form of regular and effective communication, informal mentoring, organisational socialization and opportunities to learn from co-workers can greatly enhance the effectiveness of new teachers and influence both teacher satisfaction and teacher retention (Hobson et al., 2009). Co-workers with whom positive relationships have been developed can provide emotional and psychological support, which is in turn linked to increasing workplace morale and job satisfaction (Bullough, 2005; Lindgren, 2005). On a grander scale, according to Ingersoll (2001a), a strong sense of cohesion and community amongst teachers can be critical to the success of the school.

School administration and support. The scale school administration and support was included to assess the extent to which such factors may affect the job satisfaction of teachers. Decisions to remain or leave a school are often directly impacted by administrative leadership and the overall school climate (Wynn et al., 2007). The working conditions in a school are heavily influenced by the leadership style of the principal (Chandra & Priyono, 2015; Darling-Hammond & Sclan, 1996). Teachers must feel supported in their work if they are to succeed. Successful school administrators have an acute awareness of the issues facing teachers and take a proactive role in support (Brown & Wynn, 2009). Moreover, effective school leaders share power and involve teachers in the decision-making process (Leithwood et al., 1998; Darling-Hammond, 2003). Further, Mancuso et al. (2010) found that a teacher's decision to stay at a school largely depends upon the principal and his or her leadership in the school.

Resource adequacy. The scale resource adequacy was included to assess to which extent available resources impact overall job satisfaction of English medium teachers. According to Johnson and Birkeland (2003), adequate resources are an important factor to support teaching and are linked to teachers' professional success and job satisfaction. Important indicators of resource adequacy include teaching equipment, books and reading materials, Internet access, student access to technology, and the physical environment of the classroom i.e. size and layout. The effects of the adequateness of resources in schools affects both what a teacher can teach along with how they can teach. A lack of teaching resources can limit the type of teaching and learning that a teacher may have at their disposal (Johnson et al., 2005). Teachers being forced to deal with a lack of resources may become dissatisfied by not being able to teach at their best and may feel a lack of respect as a professional (Johnson et al., 2005). Such factors can compound to greater dissatisfaction over time.

Student support. An important factor affecting teacher retention is the behaviour of the students they teach. The scale of student support was included to evaluate the impact the behaviour of students has on job satisfaction. Teachers must have the cooperation of the body of students they teach in order to achieve their required outcomes. Although teachers are trained to manage student behaviour through various strategies, the extent to which student behaviour supports the learning process plays a significant role in the effectiveness of the teacher and is closely linked to job satisfaction. A study by Webb et al. (2004) found that a quarter of the teacher population sampled asserted that poor student behaviour contributed to making the job increasingly demanding and less satisfying. Similarly, in a study by Salo (1995) 49% of teachers reported that student behaviour was the most common cause of stressful situations in their job.

4.4.2 Face Validity of the AISJ Survey

The AISJ survey was subject to the same process in assessing validity as per the two surveys described previously in this Chapter. Similarly, ten former English medium teachers were used as a pilot population to assess the AISJ survey in terms of suitability of the individual items, responses provided by pilot participants were similar to the way intended by the researcher, the appropriateness of the length of the survey and the clarity of the instructions.

In mirroring the validation process of the WIR and AISL surveys, semi-structured interviews were conducted with each of the pilot participants upon completion of the AISJ survey to gain feedback relating to the validity of the instrument. Several items were amended in accordance with the feedback from the pilot participants.

The feedback obtained through interviews with pilot participants identified several items in need of revision. To ensure an absence of ambiguity, three items were rewritten. Two items were reduced in length to ensure they were as concise and simple as possible and two items were removed altogether and replaced with additional items. The item ‘The promotion process (e.g. promotion is linked to performance)’ was removed as feedback from participants indicated that access to formal promotion processes utilised by ADEC was not available. Hence, there was no way to tell if such promotions were linked to performance and conclusions could not be confidently drawn regarding the promotion process. Accordingly, the item was replaced with ‘The number of opportunities provided for professional development and growth in comparison to schools in my home country’. Although slightly increased in length, the item was one which participants could confidently make comparisons and provide a clear response. The item ‘School policies and the degree to which they support student learning’ was also removed. Similarly, participant feedback indicated that although official school policies did support student learning, they were rarely followed or enforced. This created a dilemma for participants in providing a response and caused some confusion as to how to answer. As a result, the item was replaced with ‘The academic standards at my school’ as participants could make a confident judgement of this item without being forced to commit to causal judgements. Table 4.8 outlines the enhancements made to items in the AISJ survey items according to the feedback process.

Following the amendments, the survey was again administered to the pilot participants for further review. Participant responses indicated that the amended items were consistently interpreted as intended by the researcher, the response format was clear and the overall length of the survey was appropriate. Due to its optional nature, the section for comments was retained as it would not increase the time burden for those participants who were time poor while still offering a source of potentially valuable information that would otherwise not be available within predefined Likert scale

responses. As a result, the input of the pilot participants supported the face validity of the AISJ survey and confirmed that items did not require further adjustment.

Table 4.8 Changes made to the AISJ survey as a result of the consultation process

AISJ Scales	Original item	Amended item	Item removed	Item added
<i>Items modified to remove ambiguity</i>				
Promotion and professional growth			The promotion process (e.g. promotion is linked to performance)	The number of opportunities provided for professional development and growth in comparison to schools in my home country
Work / life balance	The proportion of time spent on non-teaching tasks	The amount of time I need to spend outside of student contact teaching time to complete my work		
Non-contingent rewards	The extent to which my school values me	The overall extent to which I feel I am valued as an essential part of the education reform		
Operational conditions			School policies and the degree to which they support student learning	The academic standards at my school
Collegiality of English medium teacher co-workers	Extent of friendliness among EMT co-workers at my school	Extent of camaraderie among EMT co-workers at my school		
<i>Items modified to ensure conciseness</i>				
Pay	Salary equity in comparison to others in other similar local institutions in the UAE	Salary level in comparison to other schools in the UAE		
	Current practices concerning raises in comparison with practices in other similar educational institutions in the UAE	Opportunity for salary increase		

4.4.3 Criterion Validity of the AISJ Survey

This section describes the reliability and validity of the AISJ survey insofar as factor structure (Section 4.4.3.1), internal consistency reliability (Section 4.4.3.2) and discriminant reliability (Section 4.4.3.3)

4.4.3.1 Factor Structure

Factor loadings and internal consistency reliability measures were calculated to evaluate convergent validity for the AISJ. The Kaiser-Maiyer-Olkin measure of adequacy was 0.92, substantially exceeding the acceptable limit of 0.50. Hutcheson and Sofroniou (1999) suggest that, while values of 0.50 indicate a level of adequacy, values above 0.90 are ‘superb’ indicating distinct and reliable factors. Bartlett’s test of Sphericity indicated $df = 1035$, $Sig = 0.00$. This confirmed the data was appropriate for further analysis.

As per the previous dimensions of the instrument, factor analysis was conducted in order to extract salient factors and oblique rotation allowed the underlying factors to be evaluated for correlation. Fundamental component analysis of the items extracted nine sets of job satisfaction scales; salary, professional growth, compensation, work/life balance, non-contingent rewards, collegiality, school administrative support, resource adequacy and student support. As with the other dimensions in the instrument, factor loadings smaller than 0.40 were omitted from the study.

Out of an initial 52 items under in the AISJ instrument, only 46 items were retained. All six items from the scale operational conditions did not load above the pre-determined criteria and were removed from all further analysis. Consequently, the scale itself was no longer included in the study. All 46 items retained in the job satisfaction dimension loaded above 0.40, ranging between 0.51 and 0.82 on their respective factor and below 0.40 on all other scales. Table 4.9 reports the factor loadings for the items that were retained.

Table 4.9 Factor loadings for the AISJ survey scales

Item No	Factor Loading								
	Salary	Professional Growth	Compensation	Work/life Balance	Non-contingent rewards	Collegiality	School Administrative Support	Resource Adequacy	Student Support
46	.76								
47	.43								
48	.72								
49	.81								
50	.81								
51		.79							
52		.60							
53		.86							
54		.84							
55		.63							
56			.59						
57			.73						
58			.76						
59			.68						
60			.64						
61				.82					
62				.81					
63				.86					
64				.83					
65				.63					
66					.87				
67					.87				
68					.63				
69					.49				
70					.69				
71					.56				
72						.82			
73						.91			
74						.83			
75						.93			

76						.93				
77							.84			
78							.87			
79							.92			
80							.86			
81							.91			
82								.74		
83								.75		
84								.69		
85								.75		
86								.57		
87									.91	
88									.93	
89									.92	
90									.90	
90									.87	
% Variance	8.61	3.49	3.07	4.74	26.77	7.12	3.80	4.24		6.84
Eigenvalue	3.96	1.60	1.41	2.18	12.31	3.27	1.75	1.95		3.14

As recommended by Field (2018), factor loadings smaller than 0.40 have been omitted from the table.

N = 866 Teachers

The analysis shows that the eigenvalue for each of the factors ranged from 1.41 to 12.31. The percentage of variance ranged from 3.07% to 26.77%, with the cumulative variance for all factors at 68.70%.

4.4.3.2 *Internal Consistency Reliability*

Cronbach's alpha coefficient was once again calculated for each factor under job satisfaction to determine the level of internal consistency reliability. The resulting Cronbach's alpha coefficient for each factor was above 0.70 which, again, gave support to the reliability of the constructs (Table 4.10). Reliabilities ranged from 0.74 for the compensation scale to 0.95 for both the school administrative support and student support scales. As a result, and combined with the factor loadings and internal consistency measure, the convergent validity of the AISJ survey was clearly established.

Table 4.10 Internal consistency reliability (Cronbach alpha coefficient) for AISJ survey scales

Scale	No of Items	Alpha Reliability
Salary	5	.82
Professional Growth	5	.87
Compensation	5	.74
Work/Life Balance	5	.81
Non-contingent Rewards	6	.89
Collegiality	5	.93
School Administrative Support	5	.95
Resource Adequacy	5	.77
Student Support	5	.95

N = 866 Teachers

4.4.3.3 *Discriminant Validity*

The component correlation matrix for the AISJ survey scales obtained from oblique rotation (Table 4.11) shows that the correlation for all nine scales retained ranged from 0.06 to 0.43. With correlations at well below 0.8, these values easily meet the requirements for discriminant validity according to Brown (2006).

Table 4.11 Component correlation matrix for AISJ survey scales

Scale	Salary	Professional Growth	Compensation	Work / Life Balance	Non-contingent Rewards	Collegiality	School Admin Support	Resource Adequacy	Student Support
Salary	–								
Professional Growth	.14	–							
Compensation	.21	.13	–						
Work/Life Balance	.28	.06	.18	–					
Non-contingent Rewards	.32	.29	.21	.22	–				
Collegiality	.29	.19	.20	.23	-.23	–			
School Admin Support	.43	.16	.28	.28	-.28	.27	–		
Resource Adequacy	.33	.29	.16	.13	.23	.26	.35	–	
Student Support	.15	.33	.16	.08	.28	.27	.07	.16	–

N = 866 Teachers

4.5 Chapter Summary

One of the key goals of the present research involved the development of a valid and reliable survey instrument: the TRARS. The TRARS was made up of three individual instruments: Why Did I Relocate survey (WIR); Am I Satisfied with My Location survey (AISL); and Am I Satisfied with My Job survey (AISJ). To be confident that the data could be used to assess why expatriate teachers choose to relocate internationally to the UAE along with levels of location satisfaction and the factors that may influence expatriate teachers to stay or leave, it was important that the validity and reliability of the surveys was established. Valid and reliable data and could be used to guide schools, administrators, policy makers and government bodies to address pertinent issues and effect change.

Construct validity of each instrument was evaluated according to both translation validity (comprised of content and face validity) and criterion validity (comprised of convergent validity and discriminant validity). For translation validity of the WIR survey, the development of scales identified in research literature as important considerations in teacher recruitment and turnover ensured content validity. Pilot testing the survey, followed by semi-structured interviews with each participant, identified items in need of revision. The refinements made based on participant feedback ensured face validity of the WIR survey. Convergent validity was verified through calculations of factor loadings and consistency reliability measures. Principal factor analysis was conducted to extract salient factors and oblique rotation allowed the underlying factors to be correlated. From the 24 initial items under the relocation motivators dimension of the WIR, five items did not load above the pre-determined criteria (0.40) and were removed from further analysis. The Cronbach's alpha coefficient for each factor was above 0.70 confirming the reliability of the constructs. This result, along with the factor loadings and internal consistency measure, established the convergent validity of the WIR survey. Further, the component correlation matrix obtained from oblique rotation indicated that the highest correlation was 0.30 which confirmed Brown's (2006) requirements for discriminant validity were supported.

For the AISL survey, the same structured process was followed to ensure translation validity as per the WIR. This included grounding the development of scales in established literature, pilot testing, interviewing participants and making necessary refinements based on feedback. Similarly, calculations of factor loadings and consistency reliability measures were used to confirm convergent validity of the AISL. Principal factor analysis and oblique rotation were conducted and from a total of 11 items on the WIR survey, only one item did not load above the meet the pre-determined criteria and was consequently removed from all further analysis. The resulting Cronbach's alpha coefficient for each factor was above 0.70, supporting the reliability of the constructs. Coupled with the factor loadings and internal consistency measure, these results supported the convergent validity of the AISL survey. Finally, the component correlation matrix obtained from oblique rotation indicated that the correlation for both scales met the requirements for discriminant validity.

Lastly, the AISJ survey underwent the same process to confirm both translation and criterion validity. The scales were developed through modifying those used in widely established and validated existing job satisfaction instruments. Following initial development, the instrument underwent pilot testing with the same participants used in pilot testing the other two surveys. Following semi-structured interviews with participants, required refinements were made. Convergent validity was established through calculations of factor loadings and consistency reliability measures. As per the two other surveys, factor analysis was conducted to extract salient factors and oblique rotation allowed the underlying factors to be evaluated for correlation. A total of 46 items were retained from an initial 52 items under the job satisfaction dimension. Each of the six items from the scale operational conditions did not load above the pre-determined criteria and the entire scale was subsequently removed from all further analysis. Internal consistency reliability was confirmed through calculation of Cronbach's alpha coefficient, with each factor above 0.70. Lastly, the component correlation matrix for the AISJ survey scales obtained from oblique rotation indicated that the correlation for each of the scales were well below 0.8 and thus met the requirements for discriminant validity.

Chapter 5

RESULTS

5.1 Introduction

The purpose of the previous chapter was to report evidence to support the validity of the instruments used in the present research to address the first research objective. The current chapter reports the results of analyses carried out to address the second, third and fourth research objectives.

A conceptual model that included the variables involved in the study was developed to illustrate the cycle related to expatriate English medium teacher motivations to relocate internationally and their subsequent adjustment in the destination country. The model, along with the conceptual framework which underpins it, is explained in detail in Chapter 1. Based on Lee's (1966) push / pull theory of migration, the conceptual model provides a practical application of migration theory to better fit the scenario investigated in the present study. As detailed in Chapter 1, the conceptual model introduces the influence of push and pull factors in an individual's decision to migrate. Pull factors influence an individual to remain in the origin country, whereas push factors repel them to move (Lee, 1975). Push factors are largely present in donor countries, whereas pull factors are largely linked to destination countries. De Haas (2010) highlights that both push and pull factor must be present simultaneously in order for relocation to take place. Push factors are numerous and may include economic pressures, limited suitable employment opportunities, political instability, high crime rates, poor living conditions, inhospitable climate, discrimination or restrictions of freedom (Parkins, 2010). Pull factors are those elements that appear favourable by comparison in the destination country and may include high economic development, high income potential, improved working and living conditions, improved education and medical care, improved safety and security and family links, among others (Parkins, 2010).

The conceptual model places a focus on representing the three key elements of the present research: relocation motivators, location satisfaction and job satisfaction. The

three elements were represented in the model under two distinct parts: 1) push / pull factors that exist in the country of origin prior to relocation, and 2) push / pull factors in the destination country post relocation. Firstly, the element of relocation motivators was examined through the first component of the model (push / pull factors prior to relocation). Secondly, the elements of location satisfaction and job satisfaction were examined through the second component of the model (push / pull factors post relocation) as the influence of these elements provides an indication of overall adjustment.

In addition to quantitative data collected on the three key elements of the present research using the three survey instruments (WIR, AISL, AISJ), qualitative information were gathered using semi-structured interviews with 128 currently employed teachers who had submitted formal notice of resignation. The qualitative data was used to provide causal explanations further to the quantitative findings. This chapter reports the analysis of both the quantitative data as well as the qualitative data under the following headings:

- Differences According to Sex (Section 5.2);
- Differences According to Marital Status (Section 5.3);
- Differences According to Years of Employment (Section 5.4);
- Differences According to Participants who Stayed or Resigned (Section 5.5);
- Differences According to Number of Contracts (Section 5.6);
- Associations Between Relocation Motivators and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations (Section 5.7);
- Associations Between Job Satisfaction and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations (Section 5.8);
- Chapter Summary (Section 5.9).

The following section (Section 5.2) investigates the differences between participants both in terms of reported of push / pull factors prior to relocation (relocation motivators) and push / pull factors post relocation (location satisfaction and job satisfaction), beginning with a focus on participant sex.

5.2 Differences According to Sex

Data collected from the TRARS was used to compare the difference between males ($n=138$) and females ($n=728$) in terms of relocation motivators (Section 5.2.1), and location satisfaction and job satisfaction (Section 5.2.2).

5.2.1 Differences in Relocation Motivators

This section reports the results of analysis used to examine whether differences exist between males and females in terms of the motivations behind self-initiated international relocation for employment purposes. The results indicated that female participants placed more importance than males on five out of the six relocation motivator scales, these being: career, personal, exploration, connection and lifestyle. The univariate ANOVA results indicated that the differences were statistically significant ($p<.05$) for four of these scales, with the exception being the personal scale. The only scale that male participants regarded as a more important pull factor than their female counterparts was the economic scale, the difference for which was statistically significant ($p<.05$). It is worth noting, however, that both males and females indicated economic factors as the most powerful pull-factor behind relocation motivations.

The effect sizes, used to approximate the magnitudes of between-participant sex differences (and accompanying statistical significance), for the five scales with differences of statistical significance, reported in Table 5.1, ranged between 0.20 and 0.49 of a standard deviation. According to Cohen's (1992) criteria, the results suggest the magnitude of the differences between participant sexes was moderate and therefore important in terms of relocation motivators on the relocation (WIR) survey.

Table 5.1 Average item mean, average item standard deviation, effect size and MANOVA results for differences between males and females for Relocation Motivators

Scale	Average Item Mean ^a		Average Item Standard Deviation		Difference	
	Male	Female	Male	Female	Effect	<i>F</i>

	Size ^b					
<i>Relocation Motivators</i>						
Economic	4.67	4.45	0.45	0.44	0.49	3.96*
Career	4.01	4.14	0.68	0.60	0.20	4.81*
Personal	3.99	4.01	0.65	0.63	0.03	0.17
Exploration	4.15	4.32	0.60	0.57	0.29	10.20**
Connection	2.78	2.96	0.69	0.71	0.26	7.18**
Lifestyle	3.96	4.08	0.62	0.53	0.21	6.01*

* $p < 0.05$, ** $p < 0.01$

$N = 866$ teachers, 138 of whom were male and 728 of whom were female.

a Average item mean = Scale mean divided by the number of items in that scale.

b Effect sizes show the difference between means expressed in standard deviation units.

5.2.2 Differences for Job and Location Satisfaction

The average item mean for scales related to job satisfaction and location satisfaction are reported in Table 5.2. Females scored higher for five of the scales under job satisfaction (professional growth, non-contingent rewards, school administrative support, resource adequacy, and student support) and males scored higher for the remaining four job satisfaction scales (pay, additional compensation, work life balance, and collegiality). Females scored higher in average item mean for both scales related to location satisfaction (location satisfaction, and satisfaction with family considerations). Interpretation of the univariate ANOVA results indicate that there were statistically significant ($p < .05$) differences for four of the nine scales: professional growth, non-contingent rewards, school administrative support, and student support. In all cases, female participants were more satisfied than their male counterparts.

Table 5.2 Average item mean, average item standard deviation, effect size and MANOVA results for differences between males and females for Job and Location Satisfaction

Scale	Average Item Mean ^a		Average Item Standard Deviation		Difference	
	Male	Female	Male	Female	Effect Size ^b	F
<i>Job Satisfaction</i>						
Pay	2.98	2.97	0.79	0.80	0.01	0.01
Professional Growth	2.39	2.58	0.90	0.83	0.22	5.63*
Additional Compensation	4.02	3.98	0.64	0.64	0.06	0.45
Work Life Balance	3.18	3.10	0.93	0.87	0.09	0.98
Non-contingent rewards	3.17	3.35	0.95	0.88	0.20	4.48*
Collegiality	3.96	3.80	0.87	0.91	0.18	3.66
School Administrative Support	2.66	2.92	1.21	1.12	0.22	6.36*
Resource Adequacy	2.84	2.86	0.84	0.89	0.02	0.11
Student Support	2.50	3.17	1.06	1.13	0.61	41.33**
<i>Location Satisfaction</i>						
Location Satisfaction	4.02	4.1	0.58	0.53	0.14	2.61
Satisfaction with Family Considerations	4.76	4.91	1.22	1.32	0.12	1.52

* $p < 0.05$, ** $p < 0.01$

$n = 866$ teachers, 138 of whom were male and 728 of whom were female.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

The effect sizes, reported in Table 5.2, for the four scales that had a statistically significant ($p < .05$) difference ranged from 0.18 to 0.61 standard deviations. According to criteria developed by Cohen (1992) these results suggest a moderate difference between male and female participant evaluations in the importance of job satisfaction.

5.2.3 Explaining Sex Differences: Qualitative Information

In the previous section, analysis of the quantitative survey data indicated that females scored higher for five scales under job satisfaction: resource adequacy, non-contingent rewards, student support, school administrative support, and professional growth, whereas males scored higher for the remaining four scales under job satisfaction: pay, additional compensation, work life balance, and collegiality. The present section presents an analysis of the data collected from the English medium teacher exit interviews in comparing differences between males ($n=18$) and females ($n=110$) in

order to provide causal explanations further to the quantitative data in regard to job satisfaction and location satisfaction.

At the time of the data collection, the Abu Dhabi education sector was undergoing large-scale reform and schools were seeing significant upgrades in terms of classroom teaching equipment and resources. In regard to resource adequacy, approximately 9% of interview participants who indicated that the resources in their schools were more than ample were females. For example, one of the female teachers commented: “Most of the schools are being updated and upgraded, so you have some of the resources like smartboards and computers in every classroom” [Participant 17784]. In comparison, none of the male interview participants indicated they were satisfied with school resource adequacy. This was largely consistent with the results obtained from the quantitative data.

A substantial proportion (approximately 31%) of all female interview participants indicated that non-contingent rewards played a role in influencing job satisfaction and enjoyment. In comparison, approximately 14% of male interview participants indicated the same. In the context of the present research, non-contingent rewards are the non-pecuniary rewards that are related to the job of an English medium teacher such as appreciation for the work done and opportunity to contribute to a worthy cause. Despite the numerous challenges of working as an expatriate English medium teacher in the UAE, a positive perception of being part of the ongoing push for education reform permeated throughout these interviews, with the following example taken from one teacher: “I think taking part of a reform like this, there was something exciting about it, even though it was difficult” [Participant 18039]. Likewise, when asked to describe the most satisfying thing about working for ADEC, a common pull factor that emerged was the enjoyment and satisfaction gained from interaction with their students and seeing learning and progress academically. One teacher exemplified this in the following comment: “The students. I loved my kids. The actual teaching has been amazing. I've loved my kids. There's been a lot of progress and that part I loved” [Participant 456123]. Similarly, a comment from another participant highlighted an important pull factor linked with the intrinsic satisfaction of witnessing progress with those teachers under their management: “As a Head of Faculty, I have loved making a

difference with my co-Arabic staff and with the students. That has been tremendously rewarding” [Participant 17285].

Expressions of broad satisfaction with local Emirati students and witnessing the level of progress are also invariably intertwined with levels of student support, with one not being possible without the other. This was more strongly echoed in female interview participant responses (19%) than in male interview participants responses (approximately 11%). For example, one female teacher clarified by commenting:

The kids. I work in grade two, the last year and a half, and just seeing the change from September until now, throughout the course of the year, they're like little sponges. And you know that that's because of you and it's just leaps and bounds, so it's definitely a rewarding feeling to see that. [Participant 17378]

Approximately 30% of female interview participants indicated that they valued the relationships formed with school administrations and the subsequent support provided to teachers. For example, one of the teachers commented: “Oh they were wonderful. Resources were given here and there, just like a family, and the entire school as a whole is very good” [Participant 19298]. Some credited in part their longevity in the role to the support received from school administration as a comment from one of the teachers demonstrates: “The school that I've been in has been wonderful. I have thoroughly enjoyed being at my school. I've had a wonderful administration team supporting me in the five years that I've been there” [Participant 18520].

Only 4% of female interview participants highlighted professional growth opportunities as one of the most satisfying things about working at ADEC. Conversely, this theme was not raised by any male interview participants. The training and development received was viewed in a more positive light by several of the female interview participants. For example, one teacher commented: “As a Head of Faculty I have really enjoyed the Tamkeen⁶ project and being part of the facilitation process,

⁶ The Tamkeen project was an initiative to build capacity amongst existing Arabic medium teachers through the delivery of continuous professional development. The project was designed and managed by an internal department within ADEK and implemented by English medium Heads of Faculty.

with all the training. That has been very rewarding” [Participant 17285]. Intercultural communication opportunities and the ethnically diverse composition of the school staff was largely seen as welcome addition to any school-based learning and development opportunity, as a comment from one of the teachers indicates:

Coming and meeting new people from around the world, being able to share different approaches and ideas to learning. I think that was really, really rewarding, and just to see how something could be taught from a different perspective was very, very interesting.
[17804]

As aforementioned, the survey data analysis revealed that male participants indicated greater satisfaction with the scales of pay, additional compensation, work life balance and collegiality in regard to job satisfaction. The qualitative data collected from interviews with exiting teachers largely supported this. Demonstrated as the most powerful pull factor, approximately 83% of male interview participants indicated that the salary was the most satisfying thing about working for ADEC, with approximately 55% indicating the same for additional compensation. In comparison, far fewer female participants (approximately 11% and 3% respectively) indicated the same. Several participant responses considered salary and additional compensation such as housing allowance, medical insurance, annual flight allowance etc. to be closely linked. For example, one of the teachers commented: “Great benefits. Medical and pay. Great pay, housing. Pay no tax. Well, the housing is wonderful” [Participant 777].

Approximately 11% of male interview participants indicated a level of satisfaction with the work-life balance in regard to items such as lesson preparation time, teaching load, non-student contact time, travel time, the length of working hours, length of vacation periods etc. In comparison, their female counterparts made little mention of this topic within the exit interviews. Male participants made mention of the lifestyle available while working in the role of an English medium teacher was more than acceptable: “I think the difficulties and the challenges in your job are outweighed by the lifestyle you have here and the travel opportunities too” [Participant 19196].

Lastly, although the quantitative data analysis showed that a greater proportion of males indicated the relationships formed with their colleagues was a contributing factor to job satisfaction, only two male interview participants from a total of 19 made a specific comment regarding this scale in the exit interviews. When asked about the most satisfying thing about his time working with ADEC, one male teacher commented: “I enjoyed my co-workers in the school. [The] relationships with other teachers” [Participant 777]. In response to the same question, another male teacher commented similarly:

I think relationships, really, forming relationships with people, both in the school... I was very fortunate at school, there was an excellent, I was going to say headmaster, but principal, and the administration are really friendly, and my fellow EMTs are really cool, so that was very positive [Participant 18174].

In the present section, the qualitative data analysis provides causal explanations to assist in understanding the quantitative data which described differences between male and female participants in regard to both location satisfaction and job satisfaction. The qualitative data was aligned with the findings of the quantitative data analysis in all five scales for which females indicated greater levels of satisfaction (resource adequacy, non-contingent rewards, student support, school administrative support, and professional growth). For the four scales in which males indicated greater levels of satisfaction, including pay, additional compensation, work-life balance, and collegiality, the qualitative interview data supported all but one scale (collegiality). Whilst the quantitative data suggested that, for males, positive relationships formed with work colleagues was an important factor that contributed to their job satisfaction, the qualitative information did not indicate that this was the case.

5.3 Differences According to Marital Status

Whereas the previous section reported the differences in responses according to participant sex, the present section reports on response differences according to participant marital status. Demographic data collected by ADEC Human Resources was done so with the purpose of meeting requirements for visa processing. As English

medium teacher contracts did not contain allowances for spouse or families (air tickets, housing etc.), all teachers were hired as singles regardless if they were partnered or not. Once in the UAE, those teachers with a spouse or children had the opportunity to amend their visa through the relevant government department at their own expense. With Islam as the official religion of the State, visas for foreign workers are issued as either married or single. Other forms of relationships are not recognised. Unmarried teachers could not sponsor partners to enter and live in the UAE.

It was considered important to investigate differences in responses between married and single participants given the implications between the two in the application of the conceptual model. For two of the three variables of the present study (relocation motivators and location satisfaction) married participants had to take into account not only their own needs but also include their partner's input in terms of relevant push / pull factors both prior to relocation and post relocation. In many cases, married participants also brought with them children. This added a further host of elements to be considered both prior to and post relocation, including education opportunities, recreational and developmental activities, and cultural differences among others. Results from the quantitative data taken from the surveys is reported in section 5.3.1, and results from analysis of the qualitative data taken from exit interviews is reported in section 5.3.2.

5.3.1 Differences in Marital Status: Quantitative Information

Analysis of the data sought to examine whether differences existed in terms of married participants ($n=424$) and single participants ($n=442$). Only two of the three surveys, namely location satisfaction and job satisfaction, revealed statistically significant ($p<.05$) differences between participant responses according to marital status and are reported in the current section. Differences in response means between participant marital statuses for scales under the relocation motivations survey were not statistically significant and, consequently, are not included.

The average item mean was calculated separately for married and single participants to evaluate the differences between each for both the job satisfaction and location

satisfaction survey responses (see Table 5.3). All analyses were conducted separately for each of the scales on both surveys.

Table 5.3 Average item mean, average item standard deviation, effect size and MANOVA results for differences for marital status (married or single) for Job and Location Satisfaction

Scale	Average Item Mean ^a		Average Item Standard Deviation		Difference	
	Married	Single	Married	Single	Effect Size ^b	F
<i>Job Satisfaction</i>						
Pay	3.02	2.93	0.81	0.78	0.11	3.22
Professional Growth	2.61	2.49	0.89	0.80	0.14	4.34*
Additional Compensation	3.96	4.01	0.66	0.63	0.08	1.76
Work Life Balance	3.19	3.04	0.89	0.87	0.17	6.04*
Non-contingent rewards	3.42	3.22	0.88	0.89	0.23	10.51**
Collegiality	3.88	3.78	0.85	0.96	0.11	2.69
School Administrative Support	2.95	2.80	1.16	1.12	0.13	3.66*
Resource Adequacy	2.96	2.75	0.90	0.86	0.24	11.94**
Student Support	3.12	3.01	1.12	1.17	0.10	1.92
<i>Location Satisfaction</i>						
Location Satisfaction	4.11	4.06	0.51	0.56	0.09	2.12
Satisfaction with Family Considerations	4.14	5.61	1.18	0.96	1.37	28.88**

* $p < 0.05$, ** $p < 0.01$

N = 866 teachers, 424 of whom were married and 442 of whom were single.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

In evaluating job satisfaction, the results of the analysis (see Table 5.3) showed that married participants scored higher levels of satisfaction than single participants for all but one scale (additional compensation), however, the difference was not statistically significant on this scale. There were statistically significant ($p < .05$) differences between the responses of married and single participants for five of the nine scales under job satisfaction, specifically professional growth, work life balance, non-contingent rewards, school administrative support, and resource adequacy. Similarly, one scale under location satisfaction (satisfaction with family considerations) showed a statistically significant ($p < .01$) difference between married and single participants, with single participants perceiving the situation of being away from family and friends in a more positive light than married participants.

The effect sizes for each scale under both job satisfaction and location satisfaction for those scales with a statistical significance ($p < .05$), as reported in Table 5.3, ranged between 0.13 and 0.24 standard deviations. These differences can be considered moderately important according to Cohen's (1992) criteria. The effect size for the location satisfaction scale for which there was a statistically significant difference ($p < .01$), satisfaction with family consideration, was 1.37 standard deviations. According to Cohen's (1992) criteria, these results suggest a moderately important difference between married and single participants in regard to evaluations of the importance of job satisfaction and location satisfaction.

5.3.2 *Explaining Differences in Marital Status: Qualitative Information*

The previous section provided an analysis of the quantitative data, suggesting that for job satisfaction, married participants held greater levels of satisfaction than single participants in all scales (pay, professional growth, additional compensation, work-life balance, non-contingent rewards, collegiality, school administrative support, resource adequacy, and student support) except one (additional compensation). Similarly, under location satisfaction, on one scale (satisfaction with family considerations) interview participants who were single viewed being separated from family and friends as less off-putting than did those participants who were married. However, analysis of the qualitative data indicated that participants who were married held greater levels of satisfaction with living and working in the UAE than those who were single. The current section presents an analysis of qualitative data that compares differences between married teachers ($n=58$) and single teachers ($n=70$) so that causal explanations can be provided to better understand the quantitative data.

Under location satisfaction, the qualitative data from the exit interviews conflicted with quantitative data from the surveys for the scale satisfaction with family consideration but aligned with the quantitative data for the scale location satisfaction. Most teachers were highly satisfied with living in the UAE, however, slightly more married teachers (approximately 82%) indicated so in the interviews than did single teachers (approximately 75%). For the scale satisfaction with family considerations, more single teachers (approximately 62%) indicated that they were unsatisfied with their situation in comparison to married teachers (approximately 51%).

For scales under job satisfaction, qualitative data derived from the exit interviews based on marital status aligned with the quantitative data from the survey. A greater number of married teachers indicated that they were satisfied with the scales pay, professional growth, additional compensation, work-life balance, non-contingent rewards, collegiality, school administrative support, resource adequacy, and student support than their single counterparts.

In regard to pay, both married and single interview participants indicated a high level of satisfaction, with no teachers mentioning otherwise. However, slightly more married exit interview participants (approximately 74%) indicated they were satisfied with their pay than did single participants (68%). Salaries paid by ADEC were highly competitive in order to attract appropriately qualified candidates from English speaking countries. For example, one teacher commented: “It’s probably the best teaching package in the world, I would say. Definitely in the Middle East” [Participant 17990]. The generous salary paid was widely recognized by exiting teachers as a powerful pull factor and this was reflected in several of the interviews. For example, when asked about the best thing about working for ADEC, one of the teachers commented: “Pay, great pay, housing. Pay no tax” [Participant 6666]. Another teacher answered the same question with a similar viewpoint: “As a teacher, if you want to earn... I mean you're not going to make much better money anywhere else, with my experience or with anyone's experience” [Participant 17395].

During the interviews, the topic of professional growth was not often raised. Approximately 4% of the teachers who were single made positive comments with respect to the scale professional growth and approximately 16% of married teachers did the same. For example, in declaring the appreciation of new skills acquired in their role, one married teacher commented:

As a six-year teacher, into my sixth year, I still had to learn how to teach students with behaviour issues. I was blessed with a school where I came from with no behaviour problems, so I gained mostly behaviour management, patience, flexibility, new cultural norms, all of that here. [Participant 19298]

Appreciative of the new skill learned, another married teacher commented along similar lines: “I learned so much in the last two years than I probably would have learned in maybe ten years in Canada, just with the strategies you need” [Participant 17990].

Work-life balance was commonly viewed by interview participants in a positive light, with 18% of married teachers indicating a high level of satisfaction with the same. Comparatively, only 8% of single teachers mentioned satisfaction with the work-life balance during the exit interviews. When asked if they would recommend the job to others, one married teacher commented “The hours are great. So, I would definitely recommend it” [Participant 16807]. Equally, some single teachers felt that the work-life balance was not acceptable, and that work required was simply too much. One single teacher explained how this became more of a push factor with subsequent trimesters with the following comment:

By the end of the trimester, I'm a shell, in a way. Like, trying to do my job, driving 40 minutes out into the desert, getting up at quarter past five, dealing with the kids and then the other side of it; the paperwork, the parents, the administration, and then try and go to the gym and keep healthy. It's tough. [Participant 17395].

A higher percentage of married interview participants (approximately 34%) made mention of being satisfied with non-contingent rewards than did single participants (approximately 24%). A number of examples of teacher comments related to non-contingent rewards were provided in section 5.2.3, with teachers seeing the progress of both students and junior colleagues as major contributors to their satisfaction. Married teachers made up a substantial proportion of those who made positive comments in regard to non-contingent rewards. Being able to contribute to the education reform underway in ADEC and having an input in the schoolwide learning process was seen as a rewarding experience. For example, one teacher commented:

And I went on to be part of the review team here for the learning objectives and also rewriting the learning outcomes. I've really enjoyed that side of my job. And I've been able to take it back, and

those at school who are willing, will come. So that's been very rewarding. [Participant 17285].

Married teachers indicated greater levels of satisfaction with relationships formed with English medium teacher co-workers than did single teachers. These statements were related to camaraderie, opportunities to learn, communication and levels of support in regard to English medium teacher co-workers. Although relatively few teachers raised the topic during the interviews, more married interview participants (approximately 12%) indicated satisfaction with collegiality than did single teachers (approximately 6%).

Not all teachers indicated that they were satisfied with school administrations. However, from those interview participants that did make positive comments with respect to school administrations, married teachers indicated greater levels of satisfaction (approximately 12%) with the scale school administrative support than did single participants (approximately 8%). For example, one of the married teachers commented: "The principal has always been lovely. She's never had a problem. I never had a problem with her, so that's really good" [Participant 20319].

The scale of resource adequacy was closely linked to the scale school administrative support, but relatively few teachers made positive comments with respect to the topic. As per the quantitative data, a slightly greater number of married interview participants (approximately 8%) indicated satisfaction with school administrative support than did the unmarried participants (approximately 4%).

A number of interview participants commented in respect to the student support scale, with more married teachers (approximately 16%) indicating satisfaction with the scale in the exit interviews than single teachers (approximately 8%). The relationships formed with students throughout each academic year had a significant impact on some teachers. In articulating the most satisfying thing about working for ADEC, one teacher commented: "I don't know if it's necessarily with ADEC but getting to know the students. I mean that was really most enjoyable, the personalities and, you know" [Participant 17711].

In the quantitative data analysis, additional compensation was the only scale in which single teachers expressed greater levels of satisfaction than married teachers. The same held true for the qualitative data, as during the exit interviews approximately 42% of single teachers positively acknowledged satisfaction with compensation outside of salary including housing allowance, furniture allowance, airfare allowance, medical insurance coverage and vacation days. In comparison, approximately 30% of married teachers indicated satisfaction with the same. In particular, additional compensation for housing was most commonly acknowledged by single participants as a powerful pull factor and contributing to a high standard of living. For example, one of the single teachers commented: “I have great housing. I have an amazing house maid. I have it all” [Participant 17990]. Some teachers recognized the stark contrast in treatment they received from ADEC in comparison to what would be affordable in their origin country, particularly in regard to the standard of housing available. For example, one of the teachers commented:

I've never imagined being a teacher, you would get put in a five star hotel, and flown somewhere and put in a brand new apartment that you don't have to pay a dime for. I mean, that sort of thing is amazing. I mean, I know some people... I hear people in the housing department, you know, EMT is complaining about them; they haven't got a swimming pool, they haven't got a gym. But my apartment, yeah, I think it's great. [Participant 17395].

In regard to scales under location satisfaction, the interview data conflicted with the quantitative data under the scale satisfaction with family considerations but aligned with the quantitative data for the scale location satisfaction. It is worth highlighting again here the populations from which the two sources of data (quantitative and qualitative) were collected. Survey participants comprised of all teachers, including those who were resigning and those who were staying. However, interview participants, from which the qualitative data was obtained, were resigning teachers who were undergoing the exit process. It may be assumed that these teachers were resigning in light of a lack of satisfaction with one or more key items that acted as significant push factors and, ultimately, led to a decision to resign. In this respect, it would be logical to assume that exiting teachers (interview participants) would likely

be less satisfied in general than their counterparts who were not resigning (survey participants).

Under the scale satisfaction with family considerations, both married and single exit interview participants consistently raised the issue of separation from family and friends as a source of discontent. However, a greater percentage (62%) of those teachers who were single indicated an issue with the situation in comparison to married teachers (51%). For example, one of the single teachers commented: “They can’t move my family and friends here. It will never be home” [Participant 9999]. The interviews revealed that separation from family was compelling push factor and influenced the decision of several single teachers to repatriate. For example, one teacher commented: ‘[I’m] Going home to be close to my family’ [Participant 17610]. Several teachers gave similar comments during the interview process, for example: “My main reason for leaving too is my family. It gets lonely when you’re here by yourself” [Participant 777]. Similarly, some exiting teachers felt that new joiners who were young and single would have greater difficulty adjusting to life in the UAE, without accompanying family. For example, one unmarried teacher commented: “I would recommend the UAE as a place to live if they were older and had family with them” [Participant 17694].

By the same token, those married participants with dependents brought with them other issues that were overlooked by single participants. Some teachers recognised that having family in country may provide an avenue of support in the adjustment process, but the situation also then exposes the family to the same challenges as experienced by the teacher. For example, one of the teachers commented: “But you can have your family here, [but] it’s hard on your family being here” [7777].

An additional key issue under the satisfaction with family considerations scale that consistently hindered the satisfaction of married teachers with living and working in the UAE were the difficulties in providing quality education for dependents. One married teacher provided an example of this with the following comment: “Part of my reason for leaving is American education for children is not what it is in America. The standards are so low, and I don’t want my kids falling behind” [Participant 7777]. For some teachers who were largely satisfied with living and working in the UAE, this

issue was a key push factor behind the decision to resign and leave. For example, one teacher commented: “If there were better schools for my children, I could guarantee them the same education they would receive at home, I would stay” [Participant 6666]. Several married teachers expressed disappointment not only with the realities of expatriate life in the UAE but also with level of education available. For example, one married teacher commented: “I would recommend the UAE for singles, but not for families. If you have dependents you need a house with a yard and a car that you own. And a good, strong education for kids” [Participant 16810].

Management positions within ADEC typically receive additional compensation in the form of an education allowance, to supplement the cost of providing a private school education to dependents. English medium teachers were largely aware of this and the fact that they did not receive any additional compensation for dependents for education purposes was a common theme that was reflected quite bluntly in several responses. For example, one of the teachers commented: “You can’t live here without an education allowance for your children” [Participant 18039]. Several married participants with dependents pointed to the expense of educating dependents as the key reason for leaving employment with ADEC, with one teacher commenting: “I have a family, so I have to consider educating my child and private education is the only option which is very expensive” [Participant 16574]. Some of the married participants felt that this push factor was stronger than the benefits of living in the UAE. For example, one teacher commented: “It’s a nice place, but it’s so expensive for schooling” [Participant 17858]. When asked what ADEC could have done to enable a reconsideration of resignation, a similar theme arose in the comments of several teachers: “ADEC could have helped with my children’s tuition fees” [17666] and “I needed help with school fees for dependents” [Participant 17771].

A further source of discontent that was consistently raised in the interviews with married teachers was that they must not only contend with individual challenges but also those faced by their spouse. The more complex dynamic faced by married teachers added an additional element in which location satisfaction was influenced by that of their spouse. Family factors have been firmly established as one of the key issues that can impact expatriate employee adjustment and may contribute to an intent to repatriate early (Gupta et al, 2012; Takeuchi et al., 2002). In particular, spouse

dissatisfaction and the general failure of families to adequately adapt to the destination country have been identified as key causes of early repatriation (Osman-Gani & Rockstuhl, 2009; Lee, 2007) and, conversely, successful spouse adjustment is a critical factor of expatriate adjustment success (Cole, 2011; Shaffer & Harrison, 1998). In particular, the career needs of a trailing spouse can add further strain to the situation (Harvey et al., 2007; Harvey, 1997). This was exemplified in the following comment by one teacher who was reluctant to resign and repatriate but communicated their partner was instrumental in coming to such a decision: ‘I couldn’t convince my fiancé to stay here’ [Participant 17575].

A common challenge articulated by participants was the difficulties in non-teaching spouse securing employment in the UAE. In the absence of a minimum wage, the pay of unskilled or semi-skilled workers in the UAE is not comparable to Western countries. This proved to be a significant barrier to entry to those spouses seeking unskilled or semi-skilled employment and was an issue not experienced by single teachers but very relevant to married teachers. Many felt that this is an area in which ADEC had an obligation to assist. For example, one married teacher commented: ‘They could have provided assistance for spouse jobs. Like a career fair’ [Participant 17844]. Another married teacher made a similar comment during an interview: ‘If ADEC had a program to help spouses find a job it would have been helpful’ [Participant 18016]. In many cases, the support of the expatriate communities was deemed as insufficient in this area as noted in the following comment by one teacher: ‘The expat communities are great but ADEC could have found a way to help spouses find employment’ [Participant 18235].

Finally, data from the exit interviews aligned with the quantitative data for the scale of location satisfaction. This scale investigated perceived levels of satisfaction with the lifestyle, climate, culture, level of safety, opportunity to travel and social / recreational opportunities available in the UAE. Although the vast majority of both married and single teachers who participated in the exit interviews made positive comments with respect to living and working in the UAE, a greater percentage of married teachers (approximately 82%) indicated satisfaction with the same than did single teachers (approximately 75%). When asked if they would recommend the UAE as a place to live and work, most exit interview teachers had positive responses. Some were

overwhelmingly convinced of the value of their destination country, as exemplified in one teacher's comment: "I think it's the best place on Earth!" [Participant 17990]. The location of the UAE in relation to Europe and Asia was a decided advantage for many. For example, one married teacher commented: "I really enjoy living here and the opportunity to travel and learning the culture" [16625]. The vast cultural diversity of the UAE was also seen as positive aspect as it facilitated a smooth transition in settling in and commonly permeated participant responses. For example, one married teacher commented:

It's a great place for... I mean I think it's the second most diverse country in the world? Like, I think America has I think 280 different nationalities, so it's a very diverse place. Like, there's no culture shock. You can come here and just sort of be who you are and just about any nationality, which is a good thing [Participant 17858].

The perceived safety of the region also proved to be a positive point for many teachers, with some finding a stark contrast between their destination country and that of their permanent home. For example, one married teacher explained:

People are good, in general. Yeah, definitely. It's peaceful, and very, I don't know. I think people are kind and I think they're good to each other. I think people are really caring and they're good to each other. It's a nice place to be [Participant 16697].

The present section provided the results of the qualitative data analysis in order to assist in explaining differences between married and single teachers in the quantitative data analysis in regard to both location satisfaction and job satisfaction. While the qualitative data supported the findings of the quantitative data for those scales under job satisfaction, it conflicted with the data for those scales under location satisfaction. In regard to job satisfaction, a greater number of married teachers indicated in the exit interviews satisfaction with the scales of pay, professional growth, additional compensation, work-life balance, non-contingent rewards, collegiality, school administrative support, resource adequacy, and student support. As per the quantitative

data, only in one scale (additional compensation) did a greater number of single teachers indicate satisfaction.

For location satisfaction, the qualitative data aligned with the scale location satisfaction but conflicted with the scale family considerations. Regarding the scale location satisfaction, a slightly greater percentage of married teachers indicated satisfaction with this scale than did single teachers. However, under the scale satisfaction with family considerations, although both married and single exit interview participants consistently raised the issue of separation from family and friends as a source of discontent, a greater number of single teachers indicated they were unhappy with the situation in comparison to married teachers.

5.4 Differences According to Years of Employment

Whereas the last section reported the differences in participant responses by marital status, this section reports the results for differences in responses of participants according to the number of years within current employment in regard to relocation motivators (WIR). The years of current employment of each participant was measured by units of one year. Specifically, less than one year ($n=97$), between one and two years ($n=363$), between two and three years ($n=250$), between three and four years ($n=144$) and more than four years ($n=12$). The results (reported in Table 5.4) indicated that there were statistically significant ($p<.05$) differences between the responses of those participants in regard to years of employment in two of the six scales under relocation motivators, specifically connection and lifestyle.

In following the process of expatriation and adjustment detailed in the conceptual model, it should be highlighted that expectations play a critical role in overall adjustment. Prior to relocation, both pull and push factors in the destination country are evaluated on an anticipated or theoretical basis, with expectations formed based on personal research or word-of-mouth information in the absence of any real on-the-ground experience in the destination country. Post relocation, the same pull factors are re-evaluated, this time with real world experience compared to prior expectations. The conceptual model suggests that the overall adjustment of a teacher depends upon the alignment of expectations with the reality on-the-ground in the destination country.

Some perceived pull factors may be relatively easy to anticipate with clear information upon which to base expectations. For example, under economic factors, items such as salary, housing allowance, medical insurance cover etc. are constant and easily measurable. However, other factors may be difficult to evaluate prior to relocation without in-country experience. For example, under lifestyle, items such as lifestyle available, work/life balance, potential fit with host country culture etc. may depend very much upon individual workplaces or preferences and may vary widely. Creating realistic expectations in the evaluation of push / pull factors prior to relocation may be beyond the control of some teachers.

Analysis revealed that participants who had been in their current employment the longest (more than four years) placed greater importance on four out of the six relocation motivator scales (economic, career, connection and lifestyle). Of those, the differences between participant responses for the scales connection and lifestyle were statistically significant ($p < .05$). Figure 5.1 below provides a graphical representation of the average item means for participant responses for relocation motivators.

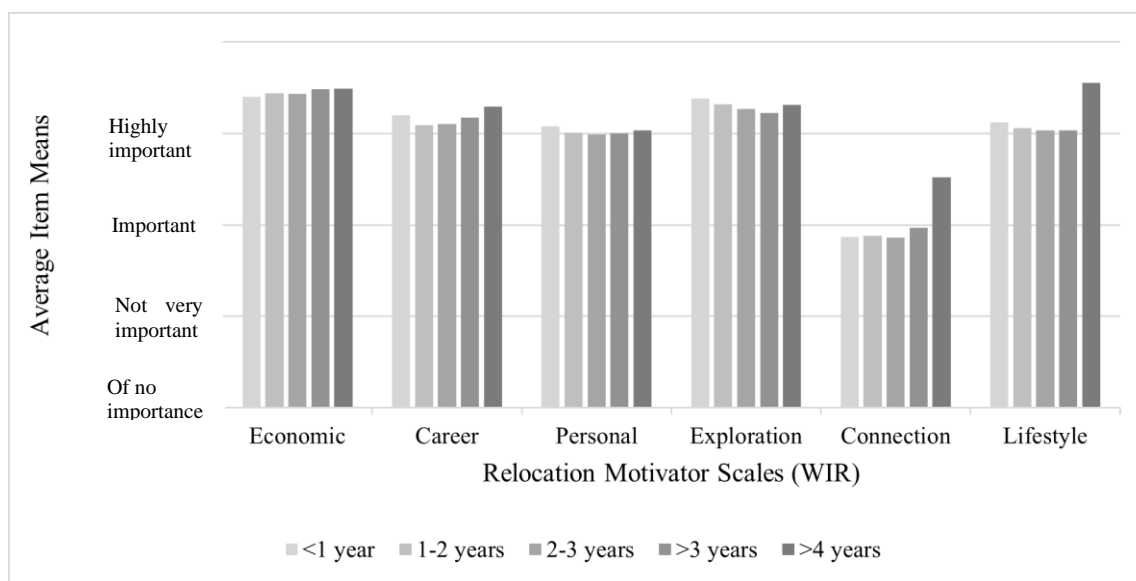


Figure 5.1 Average item means for Relocation Motivators by years of employment

The effect sizes for each scale were calculated to determine the magnitude of the differences between the responses of participants with varying years of experience in their current employment. The effect sizes for each pair of years are reported in Table

5.4 for all scales under relocation motivators. The effect sizes for the two scales with differences of statistical significance (as reported in Table 5.4) were 2.92 standard deviations (connection) and 3.05 standard deviations (lifestyle). According to Cohen's (1992) criteria, these results suggest a highly important difference between participants who stayed and those who resigned in terms of their evaluations of the importance of relocation motivators.

To interpret the statistically significant ($p < .05$) differences in the scores of each scale under relocation motivators identified through the ANOVAs reported in Table 5.5, Tukey's HSD multiple comparison procedure was applied to determine the statistical significance of differences between the 4 different pairs of years (i.e. <1 and 1-2, 1-2 and 2-3, 2-3 and 3-4, 3-4 and >4). In addition, the same comparison procedure was applied to less than one year and all other years, 1-2 and all other years, 2-3 and all other years, and 3-4 and all other years with comparisons showing statistical significance of differences being reported (i.e. <1 and 3-4 years, <1 and >4 years, 2-3 and >4). The asterisks in Table 5.5 indicate those scales (per comparisons of years) that are statistically significant ($p < .05$). Comparisons of each pair of years, reported in Table 5.5, show the statistically significant ($p < .05$) differences between each pair of years.

A complete interpretation of differences in teachers' relocation motivations based on the number of years of employment can be made by exploring the effect sizes, average item means (both reported in Table 5.4), and the results uncovered through statistical testing involving Tukey's multiple comparison procedure (reported in Table 5.5)

Pairwise comparisons, reported in Table 5.5, show the statistically significant changes ($p < .05$) between each pair of years as discussed below. Noteworthy, only comparisons between years which yielded statistically significant ($p < .05$) differences have been reported on here.

The results indicated that there were statistically significant ($p < .05$) differences in lifestyle scale scores for those teachers who had been working for ADEC in their current jobs between two and three years and those who had worked in their current job for more than four years. The effect size (1.09 standard deviations) can be

considered large according to Cohen's (1992) criteria. Likewise, a statistically significant ($p < .05$) difference in scores for both the connection scale and lifestyle scale was revealed for those teachers who had been ADEC employees for 1-2 years and those who had been employed by ADEC for more than four years. The magnitude of the differences in effect size (0.8 standard deviations and 0.10 standard deviations, respectively) can be considered moderate and large, respectively, according to Cohen's criteria. Scores for the connection scale also indicated a statistically significant ($p < .05$) difference for those teachers who have been working for ADEC for less than one year and those who have been employed by ADEC for more than four years. The effect size for this difference (0.84 standard deviations) can be, according to Cohen's criteria, considered as large. Finally, there was a statistically significant ($p < .05$) difference in the lifestyle scale scores for those teachers who have been working for ADEC 2-3 years and more than 4 years. The effect size (1.09 standard deviations) can be considered large according to Cohen's criteria..

Table 5.4 Average item mean, average item standard deviation and years of employment differences (effect size and MANOVA) results for Relocation Motivators

Scale	Average Item Mean					Average Item Standard Deviation					Difference	
	<1 year	1-2 years	2-3 years	>3 years	>4 years	<1 year	1-2 years	2-3 years	>3 years	>4 years	Effect Size ^b	F
Economic	4.4	4.44	4.43	4.48	4.49	0.46	0.44	0.42	0.46	0.59	0.17	0.60
Career	4.2	4.09	4.10	4.17	4.29	0.59	0.59	0.62	0.64	0.85	0.12	1.16
Personal	4.08	4.01	3.99	4.00	4.03	0.61	0.64	0.60	0.69	0.77	0.07	0.42
Exploration	4.38	4.32	4.27	4.22	4.31	0.54	0.57	0.55	0.64	0.32	0.16	1.47
Connection	2.87	2.88	2.86	2.97	3.52	0.70	0.69	0.69	0.76	0.84	0.84	2.92*
Lifestyle	4.12	4.06	4.03	4.03	4.55	0.48	0.56	0.51	0.59	0.44	0.93	3.05*

* $p < 0.05$

$N = 866$ teachers of whom 97 had been with ADEC for less than a year, 363 for 1 to 2 years, 250 for 2 to 3 years, and 144 for 3 to 4 and 12 for more than 4 years.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

Table 5.5 Effect size and Tukey's HSD multiple comparison for statistical significance of difference between each pair of years at ADEC for Relocation Motivators

Scale	Effect Size & Tukey HSD								
	<1 and 1-2 years	1-2 and 2-3 years	2-3 and >3 years	>3 and >4 years	1-2 and >3 years	1-2 and >4 years	<1 and >3 years	<1 and >4 years	2-3 and >4 Years
Economic	0.09	0.02	0.11	0.02	0.09	0.10	0.15	0.17	0.12
Career	0.56	0.01	0.11	0.16	0.13	0.27	0.05	0.12	0.26
Personal	0.11	0.03	0.01	0.04	0.02	0.03	0.12	0.07	0.06
Exploration	0.11	0.09	0.08	0.18	0.17	0.02	0.27	0.16	0.09
Connection	0.01	0.03	0.15	0.69	0.12	0.80*	0.14	0.84*	0.86
Lifestyle	0.11	0.06	0.00	0.10*	0.05	0.10*	0.17	0.90	1.09*

* $p < 0.05$, ** $p < 0.01$

$N = 866$ teachers of whom 97 had been with ADEC for less than a year, 363 for 1 to 2 years, 250 for 2 to 3 years, and 144 3 to 4 and 12 for more than 4 years.

Effect size is the difference in means expressed in standard deviation units and was calculated using the formula: $d = M_1 - M_2 / \sqrt{[(\sigma_1^2 + \sigma_2^2) / 2]}$

5.5 Differences According to Participants who Stayed or Resigned

Whereas the last section reported the differences in participant responses according to years of employment, this section investigates differences between participants who resigned and participants who stayed on in current employment in regard to relocation motivators (Section 5.5.1), job satisfaction and location satisfaction (Section 5.5.2).

5.5.1 Response Differences for Relocation Motivators

This section investigates differences between the relocation motivators for teachers who stayed ($n=666$) and teachers who resigned ($n=197$). The average item mean (see Table 5.6), calculated separately for those teachers who stayed and those who resigned, indicated that those teachers who stayed placed a greater importance on all but one of the scales (economic, career, personal, connection and lifestyle), with the scales career and lifestyle being statistically significant ($p<.05$). Only the exploration scale was perceived as more important by those participants who resigned in comparison to those who stayed.

Table 5.6 Average item mean, average item standard deviation, effect size and MANOVA results for differences for teachers who resigned and those who stayed for Relocation Motivators

Scale	Average Item Mean ^a		Average Item Standard Deviation		Difference	
	Stayed	Resigned	Stayed	Resigned	Effect Size ^b	F
<i>Relocation Motivators</i>						
Economic	4.45	4.39	0.44	0.45	0.13	2.51
Career	4.17	3.94	0.59	0.66	0.37	22.28**
Personal	4.02	3.95	0.63	0.65	0.11	2.06
Exploration	4.29	4.32	0.57	0.58	0.05	0.34
Connection	2.95	2.87	0.72	0.67	0.12	1.70
Lifestyle	4.08	3.98	0.53	0.58	0.18	4.94*

* $p<0.05$, ** $p<0.01$

$N = 666$ teachers who stayed and 197 teachers who resigned.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

The effect sizes for each scale under relocation motivators (WIR) were calculated to examine whether differences between the responses of participants who stayed and participants who resigned existed. The effect sizes for the two scales with differences of statistical significance (as reported in Table 5.6) were 4.94 (lifestyle) and 22.28 (career) standard deviations. According to Cohen's (1992) criteria, these results suggest a large effect size and important difference between participants who stayed and those who resigned in terms of their evaluations of the importance of relocation motivators.

5.5.2 Response Differences for Job Satisfaction (AISJ) and Location Satisfaction (AISL)

The present section examines differences between teachers who stayed and those who resigned for both job satisfaction and location satisfaction. The average item mean was calculated separately for those teachers who stayed and those who resigned to investigate similarities and differences between each of the two survey responses (see Table 5.7). All analyses were conducted individually for each of the scales.

The results (see Table 5.7) suggested that there were statistically significant ($p < .05$) differences between the responses of participants who stayed and who resigned for six of the nine scales under job satisfaction, specifically professional growth, work life balance, non-contingent rewards, school administrative support, resource adequacy and student support. Similarly, the location satisfaction scale, under location satisfaction, indicated a statistically significant difference ($p < .01$) between those participants who stayed and those who resigned.

Those participants who stayed indicated greater overall satisfaction with their jobs in all nine scales on the job satisfaction survey (AISJ). Similarly, for the location satisfaction survey (AISL), stayers indicated higher levels of satisfaction with the scale location satisfaction but indicated lower satisfaction with the items under the scale satisfaction with family considerations.

Table 5.7 Average item mean, average item standard deviation, effect size and MANOVA results for differences for teachers who resigned and those who stayed for Job and Location Satisfaction

Scale	Average Item Mean ^a		Average Item Standard Deviation		Difference	
	Stayed	Resigned	Stayed	Resigned	Effect Size ^b	F
<i>Job Satisfaction</i>						
Pay	2.98	2.94	0.79	0.83	0.05	0.43
Professional Growth	2.61	2.33	0.84	0.83	0.34	16.38**
Additional Compensation	3.99	3.98	0.65	0.64	0.02	0.00
Work Life Balance	3.15	2.99	0.87	0.90	0.18	5.19*
Non-contingent rewards	3.42	2.98	0.86	0.92	0.49	38.07**
Collegiality	3.83	3.81	0.90	0.94	0.02	0.03
School Administrative Support	2.94	2.68	1.13	1.16	0.23	7.93**
Resource Adequacy	2.90	2.72	0.87	0.92	0.20	6.26*
Student Support	3.11	2.90	1.12	1.22	0.18	4.89*
<i>Location Satisfaction</i>						
Location Satisfaction	4.12	3.97	0.51	0.58	0.27	11.87**
Satisfaction with Family Considerations	4.87	4.97	1.30	1.33	0.08	0.89

* $p < 0.05$, ** $p < 0.01$

$N = 666$ teachers who stayed and 197 teachers who resigned.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

The effect sizes for each scale under both job satisfaction and location satisfaction were calculated to investigate the extent of the differences between the responses of those teachers who stayed and those who resigned. The effect sizes for the scales under job satisfaction with differences of statistical significance (as reported in Table 5.7) ranged between 0.18 and 0.34 standard deviations. The effect sizes for the two scales under location satisfaction ranged between 0.08 and 0.27 and standard deviations however, as mentioned a statistically significant ($p < .01$) difference between those participants who stayed and those who resigned existed in only one scale (location satisfaction). According to Cohen's (1992) criteria, these results again suggest a moderately important difference.

5.5.3 Understanding Why Teachers Resigned: Qualitative Information

The previous section provided an analysis of the quantitative data for job satisfaction and location satisfaction, comparing differences between those teachers who stayed

and those who resigned. The data showed that those participants who stayed indicated greater satisfaction in all nine scales under job satisfaction. However, under location satisfaction, stayers indicated higher levels of satisfaction with the scale location satisfaction but indicated lower satisfaction with the items under the scale satisfaction with family considerations. Given that the data was gathered only from teachers who resigned, the present section describes results that helps to explain information related to these teachers.

Interviews conducted with exiting teachers provided insight into each of the scales under both job satisfaction and location satisfaction. Under job satisfaction, approximately 19% of exit interview participants cited student behaviour issues as an important push factor negatively impacting satisfaction levels in working for ADEC, while approximately 31% cited the same for administrative support. Several teachers stressed the vast differences in behaviour of students in ADEC schools in comparison to experience teaching in their home countries. For example, one teacher commented “This year in specific, the grade twos, the behaviour of the grade twos, is completely out of control” [Participant 15915]. Student behaviour issues were expected to be managed by teachers. Some teachers felt unprepared to deal with the scope of behaviour management required in the UAE, with one teacher describing in detail the reality of the challenges faced in some schools with the following comment:

Behaviour for the first year, and last year was... every day was an adventure. I mean my desk was broken into ten pieces at one point in a fight. My laptop was thrown on the floor at one point last year. I mean it was just one thing after another, after another. This year, the school didn't want to handle anything. When we got back from Christmas break, you know, I walked in and the kids were on their own agenda. I had my shirt torn, I had my car keys stolen, I had my iPhone stolen. I had very little or no support whatsoever from anybody. The school's response was to call the parent and the parent would deny anything that the child would do and then it just continued, and it got worse and worse. I was spit at. I was called names. It was just one thing after another, to a point where I actually

resigned, in January, to leave in March. I was that miserable.
[Participant 18172]

Several teachers noted that student behaviour and administrative support are strongly linked as both items are largely dependent upon each other. During interviews, it was reported that the level of support provided by school administration to assist teachers in managing student behaviour was a contributing factor to the continuation of behaviour management issues and the ineffectiveness of behaviour management strategies employed by teachers. For example, one teacher summarised how a lack of administrative support contributed to the behaviour management issues through the following comment:

More or less, the main reason is that the behaviour in the classroom is just, the stress, it's just too much. At the end of the day it's... A lot of times I'd say it's behaviour management. Behaviour management is there in the classroom, but it's just, there's no follow through with any of this stuff. The students are fighting, you send them to the social worker, they send them back with a sticker or a lolly pop and say they won't fight again. These are vicious fights. These kids... I mean I've never... I was in a different area that I'd never seen like the fights and yes, at the end of it, they'll just go and sit back down, no big deal, but by then, knowing that they can keep getting away with it, and they will keep coming back to the class and there's no suspension, they're not afraid of anything. The students don't have any... they know they will get away with it at the end of the day. So, to be able to tell them 'You need to sit. You need to listen'. To get the behaviour right, it's very difficult because there's no repercussions for them and they're... at grade two they're aware of it. Like in grade twelve okay, but when they've already become aware of that in grade two... [Participant 17858]

The issue was summarized by one teacher in a powerful statement, clarifying the gravity of the problem and why it led to eventual resignation in the following comment: "Whether it be behaviour, or support or lack of support in the class, I just

can't be the teacher that I want to be, basically" [Participant 16807]. This feeling was echoed by others. For example, another teacher commented: "You just can't teach. There's this feeling that all your education experience and talent is wasted" [Participant 18132].

Outside of behaviour management, a lack of administrative support was widely perceived as an important contributor to dissatisfaction. The level of administrative support some teachers felt was required was often not met. For some, this held true for even the most basic levels of communication between school administration and teaching staff, resulting in a 'sink or swim' environment. For example, one teacher commented:

I just feel that there is really no communication skills whatsoever, and the lack of support really being as... I was a new teacher when I came here. I really haven't received any valuable professional development, or any skill development on teaching strategies, anything like that. I've asked so many times, and I've documented asking, and I've tried and tried, but... and I just got to a certain point where I was waving a white flag and saying "Help". And I would just leave my classroom because you know, I had absolutely no idea what to do. I wasn't afraid to say that. I wasn't ashamed, but I just didn't receive any support or help. [Participant 16625]

A sense of helplessness was evident in the descriptions of some teachers when asked the least satisfying thing about their job. For example, one teacher commented:

The lack of support. Period. I got thrown into a classroom with 28 boys that... In fourth grade I had assumed from what I had been told in interviews, from what the school was wanting to promote, that these kids would have some basic grasp of the English language, and at the end of the year we were still studying the letter A. [Participant 18172].

Others admired the concept of the education reform but suggested there was a gap between planning and implementation. For example, one teacher suggested that schools were under-prepared for the reality on the ground with the following comment:

I was told that I would have support from the administration. I had no support. And the lack of any English curriculum. It's make it up on your own as you go, with unrealistic expectations. I mean, I honestly cannot imagine my son being thrown into a classroom with a teacher that spoke nothing but Arabic that might know five words of English and be expected to actually learn the language. [Participant 18172]

Some teachers expressed that being exclusively responsible for the learning outcomes of their students was an insurmountable task in the face of severe discipline issues and without support from the school administration. For example, one teacher commented:

The possibility of success just isn't high enough, meaning a person could very possibly end up at a 'high risk' school and be held solely responsible for the holistic success of 50 plus students. The lack of support, it's just not worth it. [Participant 17402].

Under location satisfaction, some single teachers mentioned that being separated from friends and family at home had influenced a decision to leave. Single teachers did not have a partner with them to act as a support structure as did married teachers and needed to create new friendships in the host country. For example, when asked the reason for resigning, one unmarried teacher commented: "Just because I only was going to come here for two years, and I stayed an extra year. And my family and friends...I want to go home. I miss everybody" [Participant 16697]. Adapting to cultural differences was a greater challenge than expected by some and was mentioned as a key consideration in forming a decision to leave. For example, another single teacher commented: "It's a difficult culture to interact with" [1111]. Others underscored the differences between cultures as being vast. One unmarried teacher highlighted this by mentioning: "Culture is so different to what we know as Americans" [17666]. Others echoed the difficulties they had in adjusting to the culture

and the complications presented by this, with one teacher commenting: “I never felt welcome here by my Arab Medium Teacher colleagues or the community, so it’s not the greatest for making cross-cultural friendships” [17656].

Married teachers were in a position where they needed to consider the needs of their partners along with their own in evaluating a decision to leave or stay. In some situations, partners were the catalyst in coming to a decision to leave, becoming a powerful push factor. For these teachers, the job and location became irrelevant in their decision to resign. For example, one teacher commented:

I think if I hadn't met him, if I was still single living here, I would still work for ADEC. I would work for ADEC next year. It may look different. I may have asked for a transfer, but I would still stay with ADEC [Participant 16490].

5.6 Differences According to Number of Contracts

Whereas the last section reported the associations between relocation motivators and contract completion, location satisfaction, and satisfaction with family considerations, this section investigates differences between teachers who stayed ($n=666$) and those who resigned ($n=197$) for relocation motivators. Only one of the relocation motivators scales (career) revealed statistically significant ($p<.01$) differences between participant responses according to those who stayed and those who resigned and is reported in the present section. Differences in response means between those participants who stayed and those who resigned for all remaining relocation motivator scales were not statistically significant and were omitted from further analysis.

The average item mean was calculated separately for teachers who broke contract, those who completed one contract, and those who completed two contracts to investigate the differences between each for the relocation motivator responses (see Table 5.8). All analyses were conducted separately for each of the scales.

Table 5.8 Average item mean, average item standard deviation, effect size and MANOVA results for differences for teachers who resigned and those who stayed for Relocation Motivator responses

Scale	Average Item Mean ^a			Average Item Standard Deviation			Difference F
	Broke Contract	Completed One Contract	Completed Two Contracts	Broke Contract	Completed One Contract	Completed Two Contracts	
Economic	4.42	4.40	4.44	0.54	0.47	0.44	0.40
Career	4.04	3.93	4.14	0.64	0.66	0.61	4.58**
Personal	4.09	3.93	4.01	0.81	0.65	0.63	0.49
Exploration	4.23	4.32	4.30	0.63	0.61	0.57	0.14
Connection	2.77	2.85	2.94	0.57	0.66	0.72	1.05
Lifestyle	4.05	4.02	4.07	0.60	0.56	0.54	0.36

** $p < 0.01$

$N = 666$ teachers who stayed and 197 teachers who resigned.

a. Average item mean = Scale mean divided by the number of items in that scale.

b. Effect sizes show the difference between means expressed in standard deviation units.

Analysis of the results (see Table 5.8) suggested that there were statistically significant ($p < .01$) differences between the responses of teachers who stayed and teachers who left in only one of the six scales under relocation motivators, specifically career.

Those teachers who broke contract indicated a higher level of importance for four out of the of a total of six of the relocation motivator scales in comparison to those teachers who completed one contract, which were economic, career, personal and lifestyle, of which only one was (career) was statistically significant ($p < .01$). However, those teachers who completed two contracts placed the highest level of importance in comparison to both those who completed one contract and those who broke contract on four out of the six relocation motivator scales (economic, career, connection and lifestyle). Teachers who had completed two contracts placed the least importance on one scale (personal) in comparison to those who broke contract and those who completed one contract. Additionally, teachers who completed one contract placed a higher level of importance in comparison to the other two groups on the exploration scale, followed closely by those teachers who had completed two contracts. Teachers who broke contract indicated that the exploration scale was of less importance to them in comparison to the other two groups under analysis.

The effect sizes for the scales under relocation motivators in the WIR survey were calculated to examine the extent of the differences between the responses of those teachers who stayed and those who left at different stages of contract completion (see Table 5.9). A statistically significant ($p < .05$) difference was revealed in scores for the career scale (effect size = 0.33) between those teachers who completed one contract and those who completed two contracts, which is considered small according to Cohen's (1992) criteria. This was the only scale in which differences between teacher responses were of statistical significance.

Table 5.9 Effect size and Tukey's HSD multiple comparison for statistical significance of difference between those who resigned and those who stayed at ADEC for Relocation Motivators

Scale	Effect Size & Tukey HSD		
	Broke Contract and One Contract	Broke Contract and Two Contracts	One Contract and Two Contracts
Economic	0.04	0.04	0.09
Career	0.04	0.16	0.33*
Personal	0.22	2.89	0.12
Exploration	0.15	0.12	0.03
Connection	0.13	0.26	0.13
Lifestyle	0.05	0.03	0.09

* $p < 0.05$, ** $p < 0.01$

$N = 866$ teachers of whom 15 broke contract, 92 completed one contract and 759 completed more than 2 contracts.

Effect size is the difference in means expressed in standard deviation units and was calculated using the formula: $d = M_1 - M_2 / \sqrt{[(\sigma_1^2 + \sigma_2^2) / 2]}$

5.7 Associations Between Relocation Motivators and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations

Simple correlation and multiple regressions were used to investigate the associations between the importance of each of the five relocation motivator scales and the contract completion, location satisfaction and satisfaction with family considerations of teachers. Multiple regression analysis was used to reduce a potential Type I error rate linked with simple correlation analysis in addition to providing a more detailed depiction of the combined influence of relocation motivations on contract completion, location satisfaction, and satisfaction with family considerations. Regarding regression

analysis, the six relocation motivator scales were the dependent variable with contract completion, location satisfaction, and satisfaction with family considerations the independent variables. The results of each are reported in Table 5.10.

Table 5.10 Simple correlation and multiple regression analysis for associations between the importance of Relocation Motivators and Contract Completion, Location Satisfaction and Satisfaction with Family Considerations

Scale	Satisfaction-Outcome Associations					
	Contract Completion		Location Satisfaction		Satisfaction with Family Considerations	
	<i>r</i>	β	<i>r</i>	β	<i>r</i>	β
Economic	-.03	-.01	.01	-.16**	-.08	-.06
Career	-.08	-.08	.23**	.13**	-.03	.01
Personal	-.01	.01	.11**	.03	-.02	.02
Exploration	-.01	.02	.28**	.20**	.13**	.16**
Connection	-.05	-.03	.20**	.09**	-.14**	-.13**
Lifestyle	-.02	.01	.29**	.23**	-.06	-.03
Multiple Correlation (<i>R</i>)		.01		.16**		.22**

* $p < 0.05$, ** $p < 0.01$

N = 866 teachers

For contract completion, simple correlation analysis indicated that none of the participant responses under the relocation motivator scales were statistically significant ($p < .01$). Similarly, the multiple correlation (*R*) and beta values were investigated but were not statistically significant.

For location satisfaction, the results of the simple correlation analysis determined that five of the six relocation motivator scales were statistically significant ($p < .01$), with four positive (career, exploration, connection and lifestyle) and one negative (economic) in direction. The multiple correlation (*R*) was both positive in direction and statistically significant ($p < .01$). Beta values indicated that five of the six location satisfaction scales (economic, career, exploration, connection, lifestyle) were independent predictors of location satisfaction ($p < .01$).

Lastly, for satisfaction with family considerations, simple correlation analysis revealed that two of the six relocation motivator scales (exploration and connection) were statistically significant. One of these scales (exploration) was positive in direction whereas the other (connection) was negative. The multiple regression (R) was statistically significant ($p < .01$) and positive in direction. Beta values indicated that two scales (exploration and connection) were statistically significant ($p < .01$) independent predictors of satisfaction with family considerations, with exploration being positive and connection being negative in direction.

5.8 Associations Between Job Satisfaction and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations.

Simple correlation and multiple regressions were also used to investigate the associations between the importance of each of the ten job satisfaction scales and the contract completion, location satisfaction and satisfaction with family considerations of teachers. As mentioned previously, multiple regression analysis was utilised to reduce Type I error rate associated with simple correlation analysis in addition to providing a more detailed depiction of the combined influence of job satisfaction on contract completion, location satisfaction, and satisfaction with family considerations. Regarding the regression analysis, the nine job satisfaction scales were the dependent variable and contract completion, location satisfaction, and satisfaction with family considerations the independent variables. The results are reported in Table 5.11.

For contract completion, the simple correlation results indicated that participant responses to only two of the nine job satisfaction scales (non-contingent rewards and student support) were positively and statistically significantly ($p < .05$) related. The multiple correlation (R) was positive and statistically significant ($p < .05$). Beta values were examined to determine which job satisfaction scales were independent predictors of contract completion. The results indicated that one scale (non-contingent rewards) was positive in direction and statistically significant ($p < .01$).

Table 5.11 Simple correlation and multiple regression analysis for associations between Job Satisfaction and Contract Completion, Location Satisfaction and Satisfaction with Family Considerations

Scale	Satisfaction-Outcome Associations					
	Contract Completion		Location Satisfaction		Satisfaction with Family Considerations	
	<i>r</i>	β	<i>r</i>	β	<i>r</i>	β
Pay	.03	.03	.21*	-.03	.07*	.01
Professional Growth	-.02	.03	.31**	.05	.07*	.11**
Additional Compensation	.04	.04	.34**	.23**	.17*	.20**
Work Life Balance	-.02	.01	.27**	.01	-.02	.07
Non-contingent rewards	.11**	.17**	.45**	.35**	-.03	.07
Collegiality	.02	.04	.24**	.08	.00	-.01
School Administrative Support	.04	.02	.26**	-.05	-.00	.03
Resource Adequacy	-.01	.02	.27**	.04	-.05	-.10*
Student Support	.07*	.04	.24**	.05	-.04	.02
Multiple Correlation (<i>R</i>)		.15*		.23**		.23**

* $p < 0.05$, ** $p < 0.01$

N = 866 teachers

For location satisfaction, simple correlation analysis indicated that all nine job satisfaction scales were positively and statistically significantly related. Statistical significance was at $p < .01$ for all scales except pay ($p < .05$). The multiple correlation was both positive and statistically significant ($p < .01$). Beta values indicated that two of the nine job satisfaction scales (additional compensation and non-contingent rewards), were independent predictors of location satisfaction ($p < 0.1$).

Finally, for satisfaction with family considerations, the results of the simple correlation indicated that three of the nine job satisfaction scales (pay, professional growth, additional compensation) were positively and statistically significantly ($p < .05$) related. The multiple correlation was positive and statistically significant ($p < .01$). Beta values indicated that two job satisfaction scales (professional growth and additional compensation) were statistically significant ($p < .01$) and positive independent predictors of satisfaction with family considerations.

5.9 Chapter Summary

The present Chapter reports the results obtained from the study that are associated with the second, third and fourth research objectives. The findings summarised here are discussed in the following Chapter.

Research objective two was to examine the strength and direction of the relationships between factors that influence expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract and are satisfied with their location. In the current Chapter, the quantitative survey data gleaned from the TRARS were explored through the comparison of differences between participants for relocation motivators (WIR), location satisfaction (AISL) and job satisfaction (AISJ). Specifically, the results of the analysis were used to determine if participant differences existed in terms of sex, marital status, years of employment and whether participants left or stayed. In addition, qualitative findings from semi-structured interviews ($n=128$) were analysed and pertinent insights highlighted to help explain the quantitative findings throughout.

In terms of differences in participant sex, the survey data was analysed for all three survey elements of the TRARS (relocation motivators, location satisfaction and job satisfaction). For relocation motivators, female participants placed greater importance in five of the six relocation motivator scales (career, personal, exploration, connection and lifestyle), whereas males regarded only one scale (economic considerations) as more important than the females. For job satisfaction, statistically significant ($p<.05$) differences existed for the scales of professional growth, non-contingent rewards, school administrative support, and student support, with female participants indicating greater satisfaction than males on these scales. For location satisfaction, the differences between male and female participants were not statistically significant.

Difference in participant responses per years of employment indicated statistically significant ($p<.05$) differences for relocation motivators under the scales of connection and lifestyle. Those participants who had been employed for more than four years placed greater importance on four relocation scales (economic, career, connection and

lifestyle), with differences between participant responses for the scales connection and lifestyle being statistically significant ($p < .05$).

An analysis was also carried out focusing on the differences between participant responses of those who stayed and those who resigned in regard to relocation motivators. Only the career scale showed statistically significant ($p < .01$) differences between participant responses for those who stayed and those who resigned. As differences between participant responses for other scales were not statistically significant, they were omitted from further analysis. Average item means were calculated separately for those participants who broke contract, those who completed one contract and those who completed two contracts to investigate the differences in responses between each. Statistically significant ($p < .01$) differences existed between the responses of those participants who stayed and those who left in one of the relocation motivations scales (career).

Teachers who broke contract placed greater importance on four relocation motivator scales (economic, career, personal and lifestyle), with the career scale being statistically significant ($p < .01$). Teachers who completed two contracts placed greater importance on four relocation motivator scales (economic, career, connection and lifestyle) and placed the least importance on one scale (personal). In addition, teachers who completed one contract placed greater importance on the exploration scale, whereas teachers who broke contract indicated that the exploration scale was of less importance than reported by other groups of participants under analysis.

The final section focusing on quantitative data analysis looked at the differences between participant responses of those who resigned and who stayed in current employment in regard to relocation motivators. First, a focus was placed on the differences between the relocation motivators for teachers who stayed and teachers who resigned, with average item means calculated. The analysis indicated that there were statistically significant ($p < .05$) differences between the responses of those participants who stayed and those who resigned in the relocation motivator scales of both career and lifestyle.

Those participants who stayed placed greater importance than those who left on the economic, career, personal, connection and lifestyle relocation motivator scales. Noteworthy, the exploration scale was indicated to be of greater importance by those participants who left in comparison to those who stayed. Only the career and lifestyle scales were observed to have differences of statistical significance ($p < .05$) between participants who stayed and participants who resigned.

Differences between teachers who stayed and those who resigned for both job satisfaction and location satisfaction were also examined. The results revealed that there were statistically significant ($p < .05$) differences between the responses of participants who stayed and who resigned in the professional growth, work life balance, non-contingent rewards, school administrative support, resource adequacy and student support scales under job satisfaction. The location satisfaction scale also showed a statistically significant ($p < .05$) difference between those participants who stayed and those who resigned. Those participants who stayed indicated greater overall satisfaction with their jobs in all job satisfaction scales along with indicating higher levels of location satisfaction on the location satisfaction scales.

Chapter 6

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study investigated the factors affecting the attraction and retention of overseas teachers in public schools within Abu Dhabi, the United Arab Emirates. Framed by the objectivist post positivist paradigm, a mixed method approach was implemented in two phases. Phase one focused on the collection of quantitative data, with phase two involving the collection of qualitative information in order to provide causal explanations to the quantitative findings.

The first phase of the study involved the development and administration of a bespoke survey instrument; the Teacher Retention and Recruitment Survey (TRARS). The instrument was comprised of three individual surveys, each evaluating a distinct element of English medium teacher experiences. The first survey focused on factors that motivated teachers to relocate to the UAE for employment purposes. The second survey focused on factors that influenced teacher levels of satisfaction with the new host country. Finally, the third survey investigated the factors that influenced teacher levels of job satisfaction. From a sample space of almost 2,300 teachers, a total of $n=866$ teachers completed the TRARS in full. A detailed description of the process involving the development of the survey instrument can be found in Chapter 3 (Section 3.4).

In the conceptual stage of the research, it was recognised that a mixed methods approach would help to provide a more detailed picture than either a quantitative or qualitative approach alone. To complement the TRARS, the second phase of the study involved the collection of qualitative data in the form of semi-structured interviews of exiting teachers ($n=128$). Teachers participating in the interviews had formally initiated resignation and were at various stages in the completion of the process. The interviews were to provide causal explanations to better understand the findings of the quantitative data gathered from the TRARS (Creswell, 2019; Kvale & Brinkman, 2014). Additionally, it was envisaged that the trustworthiness of the data may be

strengthened by using multiple sources of data collection (Patton, 2015). This phase of the data collection adopted an interpretative framework with elements of constructivism. A detailed description of the steps involved in developing the interview questions along with the data collection process can be found in Chapter 3 (Section 3.5).

This chapter provides a discussion of the major findings of the study, research limitations, suggestions for potential future research and the significance of the research. The chapter is arranged under the following headings:

- Discussion of Major Findings (Section 6.2);
- Limitations of the Study (Section 6.3);
- Recommendations for Future Research (Section 6.4);
- Significance of the Study (Section 6.5); and
- Concluding Remarks (Section 6.6).

6.2 Discussion of Major Findings

This section provides a discussion of the major findings of the study, framed around the four research objectives which guided the research:

1. To develop and validate a survey that can be used to examine factors that influence expatriate teachers to relocate internationally to the UAE and factors that may influence teachers to leave.
2. To examine the strength and direction of relationships that influence expatriate teachers to relocate to the UAE, and whether they remain for the duration of their contract and are satisfied with their location.
3. To examine the strength and direction of relationships between job satisfaction and contract completion and location satisfaction.
4. To examine the factors that influence teachers to leave their chosen employment in the UAE prematurely.

6.2.1 *Development and Validation of the Teacher Relocation and Retention Survey*

In order to investigate the relationships between factors that influence international relocation of expatriate teachers and factors that influence premature repatriation, it was necessary to develop and validate a survey instrument that could be used to collect the pertinent data (research objective one). Three surveys, known collectively as the TRARS, were developed with each designed to examine a different element: 1) the first, Why did I Relocate (WIR), examined teachers' motivations to relocate to the UAE; 2) the second, Am I Satisfied with my Location (AISL), examined teachers' level of location satisfaction within the UAE; and 3) the third, Am I satisfied with my Job (AISJ), investigated teachers' level of job satisfaction. The data collected from the sample of $n=866$ teachers who completed the TRARS in its entirety was used to validate and confirm the reliability of each of the three surveys. In this section, after a summary detailing the development of the TRARS (Section 6.2.1.1), key findings of the results from the data analysis are discussed separately for each survey: the WIR (Section 6.2.1.2), the AISL (Section 6.2.1.3) and the AISJ (Section 6.2.1.4).

6.2.1.1 *Development of the TRARS*

Each of the three individual surveys that make up the TRARS was developed following a specific, purposeful sequence. The first stage involved informal interviews with existing teachers to identify salient scales for each of the three topics under investigation. A review of the pertinent literature linked to the three topics under investigation was conducted to identify and corroborate key components linked to the environment of the sample population in the study. The second stage involved the development of individual items under each scale and included two processes. Firstly, related existing, validated instruments were reviewed, and relevant items identified and adapted accordingly. Secondly, interviews were conducted with existing teachers and relevant responses were adapted and included. Next, an expert panel of industry experts reviewed and evaluated all items and constructs in the draft surveys. Finally, the draft TRARS instrument was administered in its entirety as a pilot to a sample of former teachers, with feedback integrated into the survey where appropriate.

The validity and reliability of all three of the surveys that made up the TRARS was examined through a range of data analysis methods. Principal axis factor analysis with oblique rotation was carried out to allow the underlying factors to be correlated and the factor structure established. Following this, Cronbach's alpha coefficient was computed for each factor to establish internal consistency reliability. Finally, the component correlation matrix obtained from oblique rotation was used to establish discriminant validity.

6.2.1.2 Validity and Reliability of the WIR instrument

The major findings regarding the validity and reliability of the WIR instrument are summarised below:

- The Kaiser-Maiyer-Olkin measure of adequacy (0.86) was well above Field's (2018) recommended limit of 0.50, confirming the appropriateness of the data for further analysis.
- In determining factorial validity, 29 of the initial 34 items in six scales met the requirements to be retained by loading above 0.40 on their *a priori* scale and below 0.40 on all other scales. Those items removed were item 8 in the economic improvement scale, item 22 in the exploration scale, item 33 in the lifestyle enhancement scale, and items 14 and 15 in the personal reasons scale.
- The eigenvalue for each of the six scales was greater than one, as recommended by Kaiser (1960), with the cumulative variance being 58.16%.
- Cronbach's alpha coefficient was used to determine internal consistency reliability coefficients and ranged from 0.70 to 0.82, with each scale's alpha value deemed satisfactory (Cohen et al., 2017).
- Discriminant validity for all scales was well below 0.80, as recommended by Brown (2006), with the highest correlation being 0.30, thus confirming the distinctiveness of each scale.

6.2.1.3 Validity and Reliability of the AISL instrument

The key findings related to the validity and reliability of the AISL instrument are summarised below:

- It was confirmed that the data was appropriate for further analysis through the results of the Kaiser-Maiyer-Olkin measure of adequacy (0.72), which was above Field's (2018) recommended limit of 0.50, and Bartlett's test of Sphericity (df = 45, Sig = 0.00).
- From the initial 11 items under two scales, 10 were retained as they met the requirements for factorial validity by loading above 0.40 on their *a priori* scale and below 0.40 on the other. Item 41 in the scale family considerations was removed.
- The eigenvalue for both scales was above Kaiser's (1960) limit of one, with the cumulative variance being 56.24%.
- Internal consistency reliability was assessed by Cronbach's alpha coefficient and ranged from 0.76 to 0.82, both greater than 0.70 as recommended by Cohen et al. (2017).
- Discriminant validity for both scales was well under Brown's (2006) recommendation of 0.80, with the correlation for both scales being 0.15, confirming the scales did not overlap excessively.

6.2.1.4 Validity and Reliability of the AISJ instrument

The key findings regarding the validity and reliability of the AISJ instrument are summarised below:

- The appropriateness of the data for further analysis was confirmed through the Kaiser-Maiyer-Olkin measure of adequacy (0.92), as recommended by Field (2018). Hutcheson and Sofroniou (1999) suggest that values above 0.90 are 'superb' indicating very distinct and reliable factors. Bartlett's test of Sphericity indicated df = 1035, Sig = 0.00.

- From an initial 52 items, all six items from the operational conditions scale were not retained as they did not load above 0.40 on their a priori scale or below 0.40 on the other.
- Eigenvalues for each factor ranged from 1.41 to 12.31, with the cumulative variance for all factors at 68.70%.
- Internal consistency reliability was assessed with Cronbach's alpha coefficient, ranging from 0.74 to 0.95, well above the limit of 0.70 recommended by Cohen et al. (2017).
- Discriminant validity for all scales easily met the requirements of below 0.8 recommended by Brown (2006), with the highest correlation being 0.43.

In regard to the first research objective, the findings suggest that the three surveys (WIR, AISL, AISJ) that collectively make up the TRARS were both reliable and valid. This provided assurance that the collected data could be utilised to address the three remaining research objectives. In addition, the newly developed TRARS instrument now provides a valid option for expatriate teacher research specifically in examining factors that influence international relocation, relationships between factors that influence international relocation, and factors that influence repatriation.

6.2.2 *Differences According to Sex*

Quantitative data from the TRARS instrument was analysed to compare males ($n=138$) and females ($n=728$) with the key differences reported separately for relocation motivators (Section 6.2.2.1), and location and job satisfaction (Section 6.2.2.2).

6.2.2.1 *Differences According to Sex for Relocation Motivators*

- Female participants placed greater importance than males on five out of six relocation motivator scales (career, personal, exploration, connection and lifestyle). Four of these scales were statistically significant ($p<.05$), with the personal scale being the exception.
- Males placed greater importance on just one scale: economic, with the difference being statistically significant ($p<.05$).

- Effect sizes for the five scales with statistically significant differences ranged between 0.20 and 0.49 of a standard deviation which, according to Cohen (1992) is a moderate and therefore important difference.

Perhaps it is unsurprising that the findings revealed male participants differed from females in the level of importance placed on items concerning financial compensation. According to social role theory, socio-cultural expectations concerning gender roles position men as primary breadwinners (Steffens & Viladot, 2015). As reported in several other studies, males may generally place greater importance on pay and job status than do females due to traditional societal expectations to serve as the primary earners in a family unit (Mawhinney & Rinke, 2019; Pepperell & Smedley, 1998). The findings support the acknowledgments of the UK government's Teacher Training Agency (1995, as cited in Bates et al., 1999) who list pay and career opportunity as among the key determining factors in attracting and retaining male teachers. This also corroborates research by Podgursky (2007) who found that as primary earners, male teachers subsequently move into administrative roles at much higher rates than females in order to pursue increased income. In this regard, traditional societal expectations related to gender are not limited to teachers and apply across the board. International relocation can be a hugely expensive exercise, resulting in a significant drain on financial resources. With traditional gender roles in place, it might be expected that males are the primary providers for the traditional family model and, accordingly, males would likely differ from females in terms of the level of importance placed on the economic aspects of the job when considering relocation.

6.2.2.2 Differences According to Sex for Location and Job Satisfaction

- For location satisfaction, the findings indicated that there were no statistically significant differences between males and females.
- Under job satisfaction, males were more satisfied with four scales (pay, additional compensation, work life balance, and collegiality), however, the differences were not statistically significant.
- Females were more satisfied with five scales (professional growth, non-contingent rewards, school administrative support, resource adequacy, and

student support), with the differences in all scales, with the exception of student support, being statistically significant ($p < .05$).

- The four scales with statistically significant differences ranged from 0.18 to 0.61 standard deviations which, according to Cohen (1992), is a moderate difference.

Although males placed higher levels of importance on economic aspects (as reported in the previous section) as the most powerful pull factor in evaluating relocation motivators, both sexes indicated high levels of satisfaction with economic related scales (pay, additional compensation) under job satisfaction. This is perhaps expected given that teacher salaries paid by ADEC at the time of data collection were amongst the highest in the world, and tax free. However, a considerably higher proportion of male teachers acknowledged during exit interviews that the salary was the most satisfying thing about working for ADEC. This supports research by King (1993), who found that salary was a more important motivator for male teachers than for female teachers. Several studies have established perceived low salaries as a key source of dissatisfaction for male teachers entering or remaining in the profession (Berge, 2004; Drudy et al., 2005). In a similar vein, the findings support research by Hanushek et al. (2004) who found that for male teachers in particular, salary increases were positively related to a decision to change schools. However, it is also important to recognise that a lack of acknowledgement of a satisfactory salary does not mean it was regarded as unsatisfactory. During the collection of the qualitative data, no teachers, regardless of sex, implied they were dissatisfied with the level of pay. Certainly, the higher levels of satisfaction indicated by females for work-related scales support the notion that, unlike males, females did not seem as pressured by financial aspects as per traditional gender roles and were free to first focus on areas that were related to the work of teaching.

6.2.3 *Differences According to Marital Status*

Analysis of the data collected from the TRARS examined the differences between married participants ($n=424$) and single participants ($n=442$). From the three survey elements of which the TRARS is composed (relocation motivators, location satisfaction, job satisfaction) it was found that one (relocation motivators) did not

reveal statistically significant differences in response means according to marital status and was subsequently omitted from further analysis. The key findings for participant differences according to marital status for location and job satisfaction are reported here.

- Under job satisfaction, married teachers were statistically significantly ($p < .05$) more satisfied than single teachers for five scales, specifically professional growth, work life balance, non-contingent rewards, school administrative support, and resource adequacy.
- The effect sizes for scales with statistically significant differences ranged from 0.13 to 0.24 standard deviations which, according to Cohen (1992) can be considered moderately important.
- Under location satisfaction, only one scale (satisfaction with family considerations) showed a statistically significant ($p < .01$) difference, with married teachers less satisfied than single teachers about being away from family and friends. The effect size for the scale was 1.37 standard deviations which suggested a large and important difference (Cohen, 1992).

For location satisfaction, the findings indicated that married teachers were more satisfied with the location satisfaction (overall) scale than single teachers, although the differences were not statistically significant. Qualitative data from teachers who conducted exit interviews aligned with this finding. However, quantitative data from the AISL also showed married teachers were less satisfied than singles regarding the distance from family and friends in their home country. This finding was contradicted by the qualitative data where slightly more single teachers taking part in the exit interviews (62%) were less satisfied with being away from their family and friends than married teachers (51%). It is well documented in research literature that the level of an expatriate employee's satisfaction with an international location can be greatly influenced by the spouse's level of satisfaction (Anderson, 2005; Gupta et al., 2012; Haslberger & Brewster, 2008). Several studies have found that an unhappy spouse can greatly contribute to a teacher's decision to leave, even prior to completion of the contract (Black & Gregersen, 1991b; Osman-Gani & Rockstuhl, 2009) and it is possible that within the context of the present study, the findings echo those of previous research into the influence of the spouse on expatriate employee adjustment

and satisfaction. In this sense, it is possible that the partners of English medium teachers were more dissatisfied with being away from family and friends by living in Abu Dhabi than the teachers themselves. According to Gupta et al. (2012), if the spouse is reluctant to undertake the relocation overseas initially, the likelihood of untimely repatriation is higher. For those married teachers who were resigning, it may be that other push factors, deemed more important than distance from friends and family, played a greater role in influencing the decision to leave. It should be noted that examining the views of the expatriate teacher spouse was beyond the scope of the present study. Although the topic has received considerable attention in other occupations (Cole, 2011; Harvey, 1998; McNulty, 2012; Rosenbusch & Cseh 2012; Wilkinson & Singh, 2010), very little research exists with a focus on expatriate teachers. It remains an area that warrants further research given the implications for expatriate teacher adjustment.

For job satisfaction, the familiar support network provided by teachers' spouses may have helped to navigate the adjustment process, with a supportive outlook assisting and motivating teachers to adapt to the new work environment. The findings support those of numerous studies investigating the relationship between job satisfaction and marital status, with married teachers having higher levels of job satisfaction than unmarried teachers (Cetin, 2006; Hagedorn, 2000; Leung et al., 2000). Conversely, single teachers may have lacked the support network and level of familiarity provided by a spouse when dealing with the adjustment process in the work environment. The sudden shrinking of social networking opportunities caused by international relocation may have compounded adjustment difficulties for singles more so than married teachers. With less impact in regard to changes to their daily lives, married teachers may have found adjustment less difficult.

6.2.4 Differences According to Years of Employment and Relocation Motivators

The TRARS survey data was analysed to compare differences in participant responses according to the number of years of employment in regard to relocation motivators (WIR). Years of employment was measured in units of one year: Less than one year ($n=97$), between one and two years ($n=363$), between two and three years ($n=250$),

between three and four years ($n=144$) and more than four years ($n=12$). The key findings are reported here.

- Teachers who had been employed for more than four years placed more importance on four from a total of six scales (economic, career, connection and lifestyle), of which the differences in two scales (connection and lifestyle) were statistically significant ($p<.05$).
- Effect sizes for both scales with statistically significant differences (connection and lifestyle) were 2.92 and 3.05 standard deviations respectively which, according to Cohen (1992) suggests the differences between groups of participant evaluations of the importance of relocation motivators was large and highly important.
- Tukey's HSD multiple comparison procedure determined statistical significance of differences between different pairs of years. Under the lifestyle scale, statistically significant differences ($p<.05$) existed between those teachers who had been employed by ADEC between two and three years and those who had worked in their current job for more than four years. The effect size of 1.09 standard deviations is considered large (Cohen, 1992).
- Statistically significant differences ($p<.05$) in scores for the connection and lifestyle scales was revealed for teachers employed for 1-2 years and teachers employed for over four years. Effect sizes for the two scales were 0.8 (connection) and 1.0 (lifestyle) and considered moderate and large respectively according to Cohen (1992).
- A statistically significant difference ($p<.05$) existed for the connection scale for teachers employed by ADEC for less than one year and teachers employed for over four years. The effect size of 0.84 is considered large according to Cohen (1992).
- A statistically significant difference ($p<.05$) existed between lifestyle scale scores for teachers employed for 2-3 years and over 4 years. The effect size of 1.09 is considered large according to Cohen (1992).

For relocation motivators (WIR), those teachers who had been employed the longest placed greater value than their peers on the connection and lifestyle scales. Factors that

provide a connection to the region may understandably ease the adjustment process by lessening perceptions of being an outsider. The existence of family or friends in the region or sharing a religious or cultural background with the host country were seen by some teachers as compelling pull factors when considering initial relocation. Similarly, a favourable lifestyle was also seen as a convincing pull factor. The large effect size in the differences between those teachers who had been employed by ADEC for longer suggests that lifestyle plays an important role in attracting and retaining teachers who prioritise a search for the good life, which may have otherwise been unattainable in the country of origin. This finding corroborates numerous other such studies. For example, Rey et al. (2020) found lifestyle migration can act as a key pull factor and that teachers motivated by seeking improvements in lifestyle make up the core of those in international education. In a study based in UAE schools, Ibrahim and Al Teneji (2019) found that the location and lifestyle offered in the UAE were highly valued by teachers once in the country and acted as a compelling pull factor to remain in the UAE.

6.2.5 Differences According to Participants who Stayed or Resigned

Data from the TRARS was analysed to compare teachers who stayed ($n=666$) and teachers who resigned ($n=197$). The key findings for differences in teacher responses are reported according to relocation motivators (Section 6.2.5.1), and location and job satisfaction (Section 6.2.5.2).

6.2.5.1 Differences According to Those Who Stayed or Resigned and Relocation Motivators

- Teachers who stayed revealed statistically significant differences ($p<.05$) between responses on two of the four relocation motivator scales (career and lifestyle).
- Effect sizes for both scales with statistical significance were 4.94 (lifestyle) and 22.28 (career) standard deviations which indicate a large and important difference according to Cohen (1992).

For relocation motivators, the results indicated that those teachers who stayed were possibly more likely to be those who were primarily seeking an agreeable lifestyle balanced with the enhanced career opportunities that an international posting would add to their professional resume. For many, the fact that they had stayed the longest may evidence that the aspirations, indicated in their relocation motivators, had to a large extent been met by the host country and it is possible that Abu Dhabi provided teachers with the lifestyle and career benefits they had hoped for prior to relocation. The finding is consistent with research by Rey et al. (2020), who found that many recruitment agencies purposefully market international teaching careers to potential candidates through a focus on exploration, travel and lifestyle.

It is noted, however, that items related to both lifestyle and career can be highly individual. The lifestyle available may be ideal for some, yet intolerable for others. Similarly, career advancement, a challenging yet workable environment, or constructive professional development opportunities are not standard experiences that are equally available, or valued to the same extent, for all. Odland and Ruzicka (2009) suggest that teacher job satisfaction and attrition are highly dependent on personal circumstances. Causal explanations, provided through qualitative findings, indicated that it is possible that both of these scales were influenced by the location of the school in which teachers were posted. It was generally accepted in the Abu Dhabi teaching community that schools close to the city centre held many perceived advantages over those in rural areas. High quality teacher accommodation options were widely available and in close proximity to schools located on Abu Dhabi island near the city centre, requiring a short, easy commute. In addition, a wide range of lifestyle enhancing amenities such as gyms, clubs, restaurants and cafes, beaches, organised sports, and shopping malls, among others, were concentrated in the city area making it a highly sought-after location. Perhaps at odds with the scenario often observed in Western nations, the profile of the student body was generally perceived to be considerably different between the city and rural areas, with behaviour management issues far less prevalent in the city compared to schools that catered for the more isolated, traditional Bedouin communities located further into the desert. Conversely, teachers posted outside of the city centre faced long commutes, limited accommodation options, and very few entertainment options. Overall, the random

assigning of teachers meant that the potential teacher experience could vary considerably.

6.2.5.2 Differences According to Those Who Stayed or Resigned and Job and Location Satisfaction

- For job satisfaction, teachers who stayed indicated greater satisfaction with all nine scales, with six scales (professional growth, work life balance, non-contingent rewards, school administrative support, resource adequacy and student support) revealing statistically significant differences ($p < .05$).
- Effect sizes for the six scales with statistically significant differences ranged from 0.18 and 0.34 standard deviations, suggesting a small but important difference according to Cohen's (1992) criteria.
- For location satisfaction, teachers who stayed indicated greater levels of satisfaction with the scale location satisfaction, revealing a statistically significant difference ($p < .01$).
- Effect size for the scale with statistically significant difference (location satisfaction) was 0.27, suggesting a small but important difference according to Cohen (1992).

Unsurprisingly, teachers who stayed indicated greater levels of job satisfaction than those teachers who left. In this regard, the findings of the present study support those of prior research carried out in other countries where job dissatisfaction has long been linked to teacher turnover (Borman & Dowling, 2008; Guglielmi & Tatrow, 1998; Hanushek et al., 2004; Imazeki, 2002; Ingersoll, 2003; Ingersoll & Smith, 2003; Johnson et al., 2005; Kersaint et al., 2007; Larwood & Trentham, 1998; Loeb et al., 2005; Macdonald, 1999; Mancuso, 2010; Mancuso et al., 2010; Odland & Ruzicka, 2009; Rhodes et al., 2004; Stockard & Lehman, 2004). Ingersoll (2003) underscores the considerable impact of job satisfaction on teacher turnover in attributing over 40% of resignations amongst teachers in the USA to job dissatisfaction and highlighting this as the most important reason for teacher turnover.

For location satisfaction, perhaps as indicated by the act of resignation, those teachers who resigned were less satisfied with the host country than those teachers who stayed.

This supports research by Hayden (2006) who found the location of a school, in terms of the country, may be a strong contributory factor as to why teachers choose to stay or leave. Most self-initiated expatriate teachers choose not only an educational institution but a country to work in and often choose to leave a country when leaving an institution (Chandler, 2010). Despite increasing globalisation leading to an ever-greater number of teachers relocating overseas for work, very little research exists regarding the role of location in expatriate teacher retention. In a rare study, Chandler (2010) conducted an investigation into the relative importance of location to expatriate teachers. With a focus on international schools in Europe, Africa, South East Asia and the Middle East, the study found wide variance of location satisfaction within each location. Corroborated by the findings of the present study, it is possible that it is the individual preference of teachers, rather than the location itself, plays the most important role in location satisfaction (Chandler, 2010). It is logical to assume that some locations have greater appeal to some teachers than to others and hence why there are self-initiated expatriate teachers working in different locations around the world (Chandler, 2010). Given the paucity of existing research, the role location plays in expatriate teacher adjustment and satisfaction is an area that future research may be of benefit.

6.2.6 Differences According to Number of Contracts

Survey data was analysed to compare differences between teachers according to the number of employment contracts completed. The major findings under relocation motivators (WIR) are reported here.

- In comparison to those teachers who completed one contract or who broke their contract, teachers who completed two or more contracts revealed statistically significant differences ($p < 0.01$) between responses in the career scale.
- Effect size for the only scale which indicated differences of statistical significance (career) was 0.33, which may be considered small according to Cohen's (1992) criteria.
- The differences revealed in all other comparisons according to the number of contracts were not statistically significant but are mentioned below:

- In comparison to those teachers who completed one contract or who broke their contract, teachers who completed two or more contracts indicated greater level of importance in an additional three of six scales (economic, connection and lifestyle).
- Teachers who completed two contracts indicated a greater level of importance on four scales (economic, career, connection and lifestyle) in comparison to those teachers who broke contract and those who completed one contract.
- Teachers who completed two contracts indicated the least importance on the personal scale when compared to teachers who broke their contracts and teachers who completed one contract only.
- Teachers who completed one contract place greater importance on the exploration scale in comparison to both teachers who completed two contracts and teachers who broke contract.
- Teachers who broke contract placed the least level of importance on the exploration scale in comparison to those who completed either one or two contracts.

For relocation motivators, the findings indicated that those teachers who chose to stay longer in the job (those who completed two contracts) placed higher importance on the career scale than those who completed only one contract or those who broke contract. It is possible that those who stayed placed a focus on longer-term commitment to seek career advancement opportunities within ADEC. Causal explanations, provided through qualitative findings suggested that, despite the difference in responses being relatively small, those teachers who stayed were perhaps more focused on promotion and career advancement and conceivably more committed to stay to work towards this goal. These findings are consistent with Bobek (2002) who suggests that teacher career advancement opportunities accompanied by adjustments in levels of pay, level of responsibility and position provide visible progression pathways and may support long term commitment. The qualitative findings also indicated that some teachers may have considered their new position in Abu Dhabi as a temporary one, with the intention to return home after a set window of time regardless of the quality of the experience or potential of career advancing opportunities within ADEC. Several exit interviews confirmed this as teachers reported resigning to return home to previous jobs from

which they had taken a leave of absence for one or two years. However, in contrast others had made purposeful steps towards starting or continuing a career in international schooling.

6.2.7 Relationships between Factors that Influence Expatriate Teacher Relocation and Job Retention.

Simple correlation and multiple regression analysis were used to examine the relationships between the factors that influence teachers to relocate internationally to the UAE and factors that influence teachers to leave. A focus was placed on the relationships between two key areas: Associations between relocation motivators and contract completion, location satisfaction, and satisfaction with family considerations (Section 6.2.7.1), and associations between job satisfaction and contract completion, location satisfaction, and satisfaction with family considerations (Section 6.2.7.2).

6.2.7.1 Associations Between Relocation Motivators and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations.

The major findings for the relationships between relocation motivators and contract completion, location satisfaction and satisfaction with family considerations are summarised below.

- For relocation motivators and contract completion:
 - Simple correlation analysis indicated that none of the relocation motivator scales were statistically significantly related to contract completion. Similarly, investigation of multiple correlation (R) and beta values revealed the same.
- For relocation motivators and location satisfaction:
 - Five out of the six relocation motivator scales were statistically significant ($p < .01$). Four of the scales (career, exploration, connection and lifestyle) were positive and, one scale, economic, was negative negative in direction.

- Of the six relocation motivator scales, beta values indicated that five scales (economic, career, exploration, connection, lifestyle) were independent predictors of location satisfaction ($p < .01$).
- For relocation motivators and satisfaction with family considerations:
 - Two of the six relocation motivator scales (connection and exploration) were statistically significantly related ($p < .01$), with the exploration scale positive and the scale connection negative in direction.
 - The multiple correlation (R) was statistically significant ($p < .01$) and positive in direction.
 - Beta values revealed that the exploration and connection scales were statistically significant ($p < .01$) independent predictors of satisfaction with family considerations, with connection being negative and exploration being positive in direction.

For associations between relocation motivators and contract completion, the findings revealed that none of the six scales under relocation motivators were directly related to teacher's contracts completion.

For relocation motivators and location satisfaction, the findings showed that five of the six scales were directly related to location satisfaction. Overall, the findings suggest that the greater the level of importance teachers placed on the relocation motivators of career, exploration, connection and lifestyle, the more likely they were to be satisfied with their location in the host country in terms of the non-work environment. There is a dearth of research that has explored this topic. However, the findings of the present study support one recent related study by Dos Santos (2019) who found both lifestyle and exploration to be key pull factors for teachers when considering relocation to teach abroad along with being key determinants to their satisfaction with the location, contributing to subsequent retention. However, research by Chandler (2010) found considerable variance in location satisfaction between participants and offered a conclusion that it is not the location itself that establishes location satisfaction inasmuch as it is the personal preference of the individual.

Moreover, the findings of the present study indicate that the more importance teachers placed on the economic scale of the relocation motivators, the less likely they were to

be satisfied in their new location in the host country. This finding corroborated research by See et al. (2020) who found that pay incentives can act as motivators to teachers although it is often of short-term value, as ongoing retention suffers if financial compensation fails to account for the opportunity costs of not being part of higher paying occupations. The finding of the present study also supported research by Dos Santos (2019) who reported an absence of any link between salary and retention in teachers working in international schools in overseas locations.

According to the findings, a number of teachers indicated financial reasons as the primary pull factor to relocate and work abroad. Certainly, ADEC teacher pay was amongst the most attractive teacher compensation packages anywhere globally. Causal explanations, provided through qualitative findings, indicated that resigning teachers were satisfied with pay, with no participants listing pay directly as a reason for leaving. However, it may be that for those teachers whose relocation was primarily financially motivated, other potential pull factors related to the location in the host country were not considered or not valued. Although a strategic goal of financial advancement was being met, it is possible the experience of reluctantly relocating and living abroad in the host country was more difficult and required greater sacrifice than anticipated. Additionally, those teachers with families were burdened with added responsibilities and potential issues. The influence of the spouse and family has been found to play a considerable role in the adjustment of expatriate employees in the host country. Gupta et al. (2012) found that expatriate employees whose spouses were reluctant to relocate initially have higher possibility of premature repatriation. Moreover, the burden of providing schooling for dependent children may have eroded the possibility of planned savings. The lack of an additional allowance for the education of dependent children made the prospect of local private school enrolment prohibitively expensive for those English medium teachers with a family.

For the relationships between relocation motivators and satisfaction with family considerations, the findings indicate that two of the six relocation motivator scales (exploration and connection) were directly related to satisfaction with family considerations. The findings suggest that when considering relocation, the greater the level of importance teachers placed on the pull factor of exploration, the greater the level of satisfaction with the new location in the host country in regard to family

considerations. Oberg's (1960) model of cultural adjustment suggests that expatriate relocation is usually associated with an initial level of excitement and euphoric fascination with the host country, termed the honeymoon phase (see Chapter 2, section 2.4). This corroborates the findings of several studies where the spouse's level of motivation to relocate internationally greatly impacts the level of cultural adjustment in the new location (Andreason, 2008; Cole, 2011; Gupta et al., 2012). Further, Black and Gregersen (1991b) suggest that successful adjustment to the host country is largely dependent on the length of time expatriates and their families could maintain the initial excitement and fascination of the new location and culture. With a strong emphasis on exploration prior to relocation, it is possible that both the expatriate teacher and accompanying family maintained positivity with the move and valued the learning experiences associated with the new location and culture.

On the other hand, the more importance teachers placed on the pull factor of connection, the less likely they were to be satisfied with their relocation in relation to family considerations. This makes intuitive sense as those who placed most importance on family and friends would be most affected by the degree of distance and isolation that can initially accompany international relocation. It is possible that for this group, more so than others after relocating abroad, the increased distance from family and friends in the home country played a significant role in the level of satisfaction with the new location. In addition, it is also possible that the importance of connection factors in the new location were not as strong as initially envisaged prior to relocation or were diminished by other more pertinent factors once on the ground in combination with forfeiture of the familiarity, continuity and structure previously enjoyed in the home country (Adler, 2007). It is also possible that difficulties with spousal employment opportunities and overall adjustment to the new environment may have also had a negative impact on satisfaction with family considerations. This corroborates the findings of numerous studies which highlight the dissatisfaction of the spouse contributing to the dissatisfaction of the expatriate employee (Anderson, 2005; Black & Gregersen, 1991a; Gupta et al., 2012). Further, this supports the findings of several studies that suggest negative spousal attitudes towards the international relocation can greatly influence the expatriate employee's efforts towards cultural adjustment (Borstorff et al., 1997; Osman-Gani & Rockstuhl, 2009; Ward et al., 2001).

6.2.7.2 *Associations between Job Satisfaction and Contract Completion, Location Satisfaction, and Satisfaction with Family Considerations*

Building on the previous section, the major findings for the relationships between job satisfaction and contract completion, location satisfaction, and satisfaction with family considerations are summarised here.

- For job satisfaction and contract completion:
 - For contraction completion, two of the nine job satisfaction scales (student support and non-contingent rewards) were positively and statistically significantly ($p < .05$) related.
 - The multiple correlation (R) was statistically significant ($p < .05$) and positive in direction.
 - Beta values indicated that the scale non-contingent rewards was statistically significant ($p < .01$) and positive in direction.
- For job satisfaction and location satisfaction:
 - All nine scales were positively and statistically significantly related at ($p < .01$) except for the scale pay which was ($p < .05$).
 - The multiple correlation (R) was both statistically significant ($p < .01$) and positive in direction.
 - Beta values revealed two scales (non-contingent rewards and additional compensation) were statistically significant ($p < .01$) and positive independent predictors of location satisfaction.
- For job satisfaction and satisfaction with family considerations:
 - Three scales (professional growth, pay, additional compensation) from a total of nine were positively and statistically significantly ($p < .05$) related.
 - The multiple correlation was positive and statistically significant ($p < .01$).
 - Beta values revealed two scales (additional compensation and professional growth) were statistically significant ($p < .01$) and positive independent predictors of satisfaction with family considerations.

The findings revealed that two, from a total of nine, scales under job satisfaction were associated with contract completion. The scale student support was positively and statistically significantly related to contract completion. However, beta values

indicated that only the scale non-contingent rewards was a statistically significant and positive independent predictor of contract completion. Non-contingent reward aspects of the job of English medium teachers were considered to include the opportunity to contribute to the nation's education reform, the opportunity to make a positive difference in local society, feeling valued as part of the education reform, being recognised for the work, a sense of accomplishment and a sense of enjoyment in the job. The findings suggest that the more satisfied teachers were with non-contingent rewards aspects of their job, the more likely they were to remain in their job and complete their contract. It is possible that those teachers who felt satisfied with the non-contingent rewards of the job were primarily motivated to undertake the job for its own sake and the feeling of self-accomplishment it may have provided. These results support the findings of Putwain et al. (2012) who highlight the potential impact of intangible rewards in suggesting that contingent incentives may not result in anticipated benefits due to the increase in extrinsic motivation that instead encourages a focus on the reward and not the task itself.

For job satisfaction and location satisfaction, the findings suggest that the more satisfied teachers were with the non-contingent rewards and additional compensation aspects of their jobs, the more likely they were to be satisfied with their location and family situation following the international relocation. Herzberg's two factor theory of motivation (Herzberg et al., 1967) suggests that hygiene or maintenance factors relating to the employee's environment, including adequate salary and related remuneration, are not effective employee motivators, but their absence can greatly contribute to employee dissatisfaction. Fittingly, in situations where hygiene factors are adequately met, Herzberg's model suggests that employees can then place a focus on motivators that promote satisfaction. These motivators include non-contingent rewards such as achievement, recognition, the work itself, growth and advancement (Herzberg et al., 1967). The findings of the present study support Herzberg's model whereby the presence of more than sufficient hygiene factors allowed teachers to seek motivators that encouraged satisfaction. In addition to a highly competitive tax-free salary, additional compensation for English medium teachers included free housing of a very high standard, complete medical coverage, a generous furniture allowance upon arrival to assist with set up costs, yearly flight tickets to their home country, and a generous end of service benefit package. It is possible that the standard of living

available to teachers along with the savings potential helped to shape a positive view of the new location. As suggested by Haslberger and Brewster (2008), it is possible that those teachers who experienced a level of success in the cultural adjustment process in both the new work and non-work environments may have developed a more positive view of the new location than those who may have had a less positive experience with the cultural adjustment process. This supports the findings of Naumann (1992) who suggests the challenge of successfully learning about and adapting to the new distinct cultural environment contributes to expatriate satisfaction if efforts to do so are successful.

For job satisfaction and satisfaction with family considerations, three scales were associated with satisfaction with family considerations. However, Beta values revealed that only two scales under job satisfaction (additional compensation and professional growth) were independent predictors of satisfaction with family considerations. The findings suggest that the more satisfied teachers were with additional compensation and professional growth, the more likely they were to be satisfied with family considerations in the host country. Again, this finding fits with Herzberg's model (Herzberg et al., 1967) where satisfaction with hygiene factors associated with additional compensation provided teachers with the freedom to focus on higher-order aspects to support satisfaction, such as professional growth. It is also possible that with budgetary needs being adequately met, teachers were afforded the financial freedom and time to focus on the needs of their families and those aspects that could contribute to their adjustment and overall satisfaction.

6.2.8 *Factors Influencing Teachers to Leave Prematurely*

Further to the findings of the survey data, the interview process identified a broad variety of factors attributing to teacher decisions to resign. Teacher interviews helped to provide causal explanations to better understand the findings from the TRARS. However, some interviews introduced data that were not able to be captured in sufficient detail by the TRARS. Two key areas were identified from the interview data that are of particular significance to the UAE in terms of factors contributing to teacher resignations: Education opportunities for dependent children (Section 6.2.8.1) and employment opportunities for trailing spouse (Section 6.2.8.2). These areas have not

been reported in past studies, however, this is possibly due to the context in which the present study took place with labour market conditions in the region creating a somewhat unique environment.

6.2.8.1 Education Opportunities for Dependent Children

Of the 866 teacher participants in the TRARS, 152 indicated that they had one or more dependent children accompanying them. Of these, 33 participants (22%) indicated that they were dissatisfied with children's schooling opportunities in the host country, and 40 participants (26%) indicated that they were deeply dissatisfied. Further, of the 128 resigning teachers who had conducted exit interviews, 26 had one or more dependent children accompanying them. Of these, a total of 10 teachers (38%) identified a lack of suitable schooling options for dependents as a primary reason driving the decision to resign. These teachers highlighted that available schooling options were either unaffordable or below an acceptable standard.

Subsidised or free education in government schools is not an option that is available to the expatriate community in the UAE. Subsequently, this gap is largely filled by for-profit private schools which are not subsidized by the UAE government. Many private international school education options exist within the emirate of Abu Dhabi to cater for the large proportion of expatriate families residing and working in the emirate. Gillies (2001) highlights that fee-based private schools are substantially different than public schools. The diversity in expatriate nationalities drives private school sector demand and profitability for a range of potential markets. At the time of data collection, private schools in Abu Dhabi were not regulated and yearly fees were set by individual schools. Although a range of private schools catered for most nationalities in terms of the language of instruction and the curriculum followed, the quality of the facilities and level of education provided are commensurate to the fees charged. Tuition fees commanded by private schools vary immensely and are mostly reflective of the income levels expected of expatriate nationalities targeted by the school. For example, international schools with British or American curriculums cater to English speaking Western expatriates. Generally, fees are set according to the expected incomes of the targeted demographic within the UAE and schools are resourced to the standards expected by that demographic. Given that Western

expatriates in the UAE are mostly highly educated and experienced white-collar professionals with tax-free incomes, private schools targeting this demographic are often extremely well equipped in terms of facilities and resources and mostly target the higher end of the demographic in setting the price point for fees. Although ADEC salaries for English medium teachers were comparatively amongst the highest globally, the steep fees of suitable private schools in Abu Dhabi mostly made this option financially out of reach.

Employment contracts for English medium teachers did not include education support options for dependents. To attract and retain quality teaching staff, it is common practice for private international schools to offer teachers a range of additional compensation options, including free or subsidised tuition for dependents (Hardman, 2001). However, English medium teachers were recruited by ADEC to work in public government schools. Expatriates in the UAE do not have the option to enrol dependents within public schools as places are reserved exclusively for UAE nationals. As such, teachers were left with no choice other than to seek suitable options within the private school sector.

6.2.8.2 Employment Opportunities for Trailing Spouse

Of the 866 TRARS teacher participants, 317 indicated they were married and accompanied by their spouse. From this group, 15 teachers (5%) indicated they were dissatisfied with employment opportunities for their spouse in the host country and 19 (6%) indicated they were deeply dissatisfied. From the 128 resigning teachers who conducted exit interviews, 44 (34%) were accompanied by a trailing spouse. A total of 23 (53%) of these teachers mentioned in exit interviews that their spouse could not find suitable employment in the UAE.

The interviews revealed that the trailing spouses of many exiting teachers were part of the low skilled or semi-skilled labour workforce in their country of origin. Due to minimum wage policies in the Western nations from which English medium teachers were recruited from, employment opportunities requiring low or semi-skilled labour affords a comparatively adequate income. The UAE does not set a minimum wage, instead leaving this value to be determined by the market. Since the discovery of oil

mid-20th century, the UAE has undergone continuous rapid development and economic growth on a tremendous scale. The vast expatriate workforce required for the relentless development has necessitated drawing on a constant labour supply and the UAE, along with all GCC nations, has established strong ties with neighbouring countries to meet labour needs. The close proximity of the UAE in relation to South Asia and the MENA region combined with the comparatively limited work opportunities in these surrounding nations have long made the UAE a magnet for foreign workers. As such, the large supply of low and semi-skilled labour from surrounding nations coupled with an absence of minimum wage dictates that workers' salaries are a fraction of those in comparative positions in Western countries. The trailing spouses of English medium teachers who were part of the low or semi-skilled workforce in their home countries were faced with the realisation that similar positions with comparative salaries were non-existent in the UAE. Without considerable prior research into the workings of the labour supply market in the UAE, expatriate teachers may have been unaware of this situation.

Gupta et al. (2012) highlight that unhappy spouses can have a great influence on whether teachers renew contracts or resign. Ward et al. (2001) found that the influence of spouses on the adjustment of expatriate employees was substantial, both in the work and non-work environment. The influence of the trailing spouse has far reaching consequences, suggesting that regardless of how successful an expatriate teacher has been in adjusting to a new work environment, an unhappy spouse will likely have an impact on a teacher's work performance Halicioglu (2015). Perhaps most relevant to the findings of the exit interviews, Harvey et al. (2007) assert that the often-stressful experience of expatriate adjustment can be greatly intensified if trailing spouses experience difficulty in finding work to continue their careers in the destination country.

Although a range of financial incentives were offered to English medium teachers by ADEC during recruitment phases, a mechanism to support employment of trailing spouses was not amongst these. The interviews revealed that several exiting teachers made it clear that support from ADEC in finding suitable employment for their spouse was something that was expected, and that the absence of support greatly influenced the decision to resign. A glimpse of insight on the topic was mentioned in Hardman's

(2001) study in international schools, where the importance of suitable incentives in retaining quality teaching staff was highlighted, citing the provision of working opportunities for spouses as amongst these.

Figure 6.1 presents the adjusted theoretical model of key determinants of expatriate English medium teacher adjustment and reflects the two new additional elements: education opportunities for dependent children, and employment opportunities for trailing spouse.

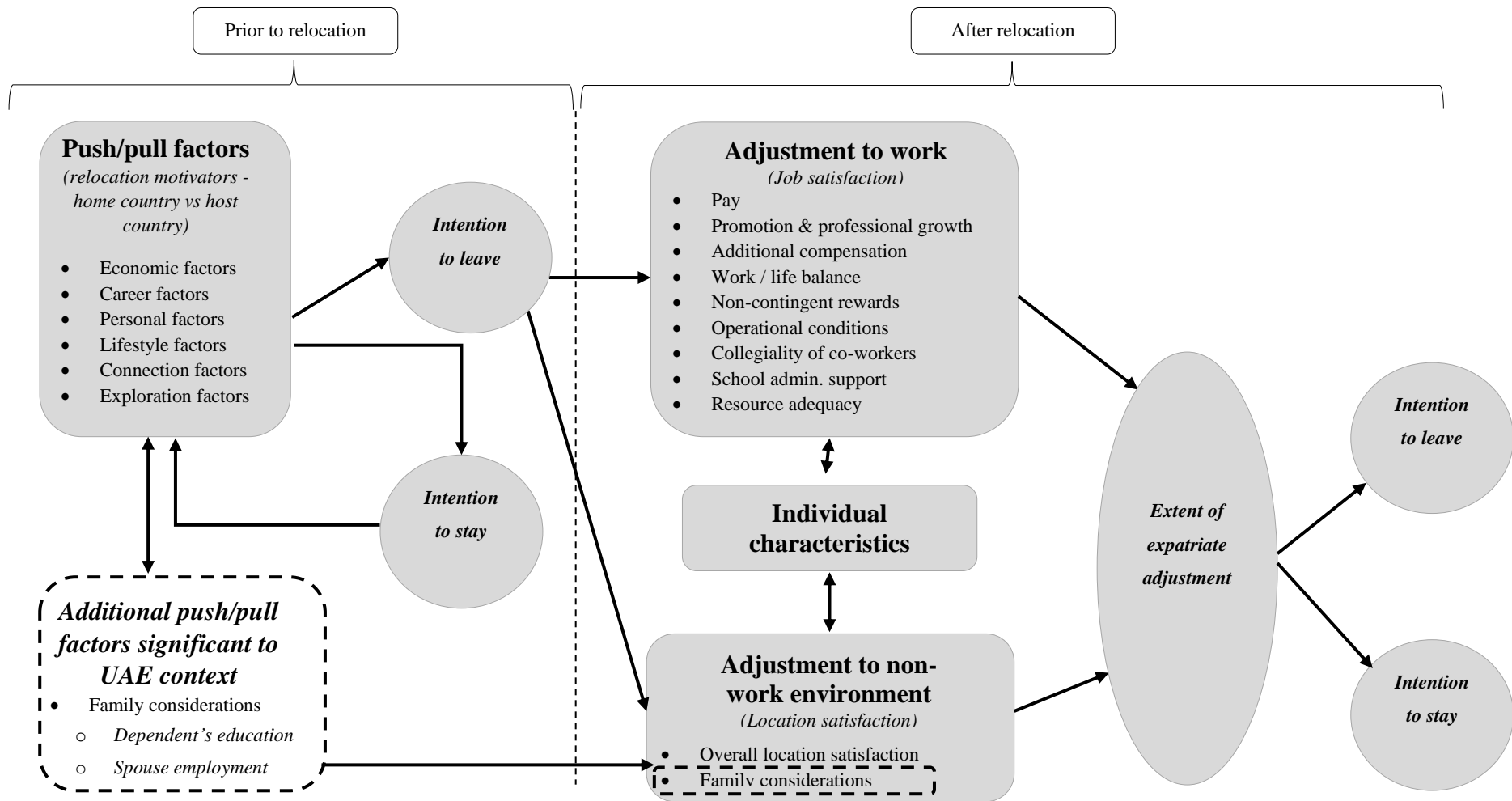


Figure 6.1 English medium teacher adjustment model

6.3 Implications of the Findings

Attracting sufficient numbers of quality expatriate English medium teachers is critical to the education reform taking place in the UAE. Globally, an increasing need for education professionals continues to drive the numbers of those relocating internationally for work (Halicioglu, 2015; Morgan et al., 2005) as the number of teaching posts increases in line with growth in the number of international schools (Hayden & Thompson, 2008). As competition for quality international teaching candidates continues to intensify, attracting top teaching talent is presenting a growing challenge.

Unpacking the findings of the present study provides a clear profile of a potentially successful candidate teacher, as well as identifying key areas that are most likely to positively impact and support teacher retention. At the interview stage, being able to effectively screen potential teaching candidates is of critical advantage. By identifying those qualified candidates who may be more likely to adjust to the new location, commit to the new post and remain until contract completion, or beyond, teacher retention can be proactively and effectively addressed. Given that several thousand expatriate English medium teachers make up a key part of the ongoing education reform, the combined costs of any form of teacher turnover over such a scale are substantial. Replacing English medium teachers who have succumbed to expatriate failure places a considerable drain on resources, poses a risk to organisational performance, and presents an ongoing challenge to the continuity of student learning. Identifying particular attributes linked to existing teachers who have successfully adjusted to their life in their new job in the host country can provide valuable insight to inform the candidate screening process of future teachers and decisions made by hiring managers during recruitment drives.

The findings reveal that relocation motivations of male and female teachers differ. Males are more likely to be primarily motivated by economic factors pull factors, however, the findings also show that those teachers driven by financial gains are less likely to be satisfied with the location. In contrast, female teachers are more likely to be motivated by the pull factors of exploration, career and connection, with each of these linked to an increased likelihood of job or location satisfaction.

Married teachers are more likely to be satisfied with a wide range of factors related to job satisfaction than their single counterparts, including professional growth, work/life balance, non-contingent rewards, school admin support and resource adequacy. However, the findings show that an important caveat exists whereby this generally holds true only if they are satisfied with family considerations. To address satisfaction with family considerations and in turn, reduce the possibility of premature repatriation, it is paramount that a focus is placed on the support of spouse and dependents to assist in the adjustment process. Within the present research, two key areas were identified in the context under investigation (see Section 6.2.8) as having impacted teacher attrition: 1) employment opportunities for trailing spouse, and 2) education opportunities for dependent children. Both are areas within which education authorities and schools can exert considerable control and subsequent impact. Effective strategies for supporting the successful adjustment of spouse may take the form of various types of employment assistance such as job search assistance, resume preparation, creation of job fairs, introduction to professional connections, assistance with work permits, access to training and qualification courses, among others. Providing access to quality, affordable education options for dependent children through measures such as salary allowances, fee subsidies etc. may remove a significant obstacle to family adjustment and leave teachers free to focus on their own job and cultural adjustment. Additionally, the organisational support mechanisms provided will help to assure teachers of the commitment of their employer to both themselves and their family.

Those teachers placing an emphasis on pull factors related to exploration (adventure, cultural experience, travel, learning a new language, meeting new people, and creating new social networks) may be more likely to value the cultural differences in the new location by remaining in the 'honeymoon phase' of cultural adjustment for longer and, in turn, be more satisfied with family considerations. It may, therefore, be of benefit to identify and give precedence to those qualified potential teaching candidates who place an emphasis on exploration factors prior to employment and subsequent relocation.

Those teachers prioritising the pull factors of connection, lifestyle, and career are more likely to remain longer. In order to better retain effective teachers, clear and visible

professional development and career advancement that allows consistent growth in role, responsibility and compensation must be made available. Teachers must see that long-term, fulfilling career paths exist and are available to the right candidates. Well-defined career paths offer the potential to better engage teachers to stay and work towards longer-term career goals. Although factors related to lifestyle and connection are principally not in the locus of control of education authorities, supporting an agreeable work/life balance and promoting a positive workplace climate that values collegiality may assist in these areas. Certainly, promotion of the available lifestyle in the host country during the recruitment process may help to identify those teachers who hold this value highly. Similarly, a connection to the region in the form of family or friends may help to facilitate the adjustment process by reducing the perception of being an outsider. Thus, the identification of teachers at the interview stage who indicate a connection to the region may be of value.

The findings show non-contingent rewards to be a highly important factor for those teachers who stay longer and for those teachers who are satisfied with the location. According to Maslow (1970), while contingent rewards may meet lower-order needs, non-contingent rewards contribute towards satisfying higher-order needs for self-esteem and self-actualization. To exploit the positive impact effective non-contingent rewards can have on teacher retention, education authorities must encourage the development of strategies within schools to recognise and value the work of teachers and their contribution to both the school's and nation's educational and developmental goals. School leaders must place a focus on creating a positive organisational climate where encouragement, recognition and positive feedback are routine. Schools must be aware of the issues teachers face in the classroom and take a proactive role in providing support by ensuring the teaching environment is challenging, yet enjoyable, where a clear sense of accomplishment can be gained over time. Most importantly for educational authorities, non-contingent rewards do not impact finances yet can have a considerable impact on teacher retention.

Von Kirchenheim and Richardson (2005) highlight that when measuring expatriate success, whether or not an expatriate leaves prematurely from an overseas assignment is the metric most commonly used in the literature. This measurement was also adopted as being the most appropriate for the present research, with expatriate English medium

teachers considered to be successful upon adequately adjusting to their new work and non-work environments and choosing to remain in their current employment in Abu Dhabi. Figure 6.2 illustrates the key expatriate English medium teacher success traits identified in the current research along with the inputs required by the employer to increase the likelihood of successful adjustment in the host country.

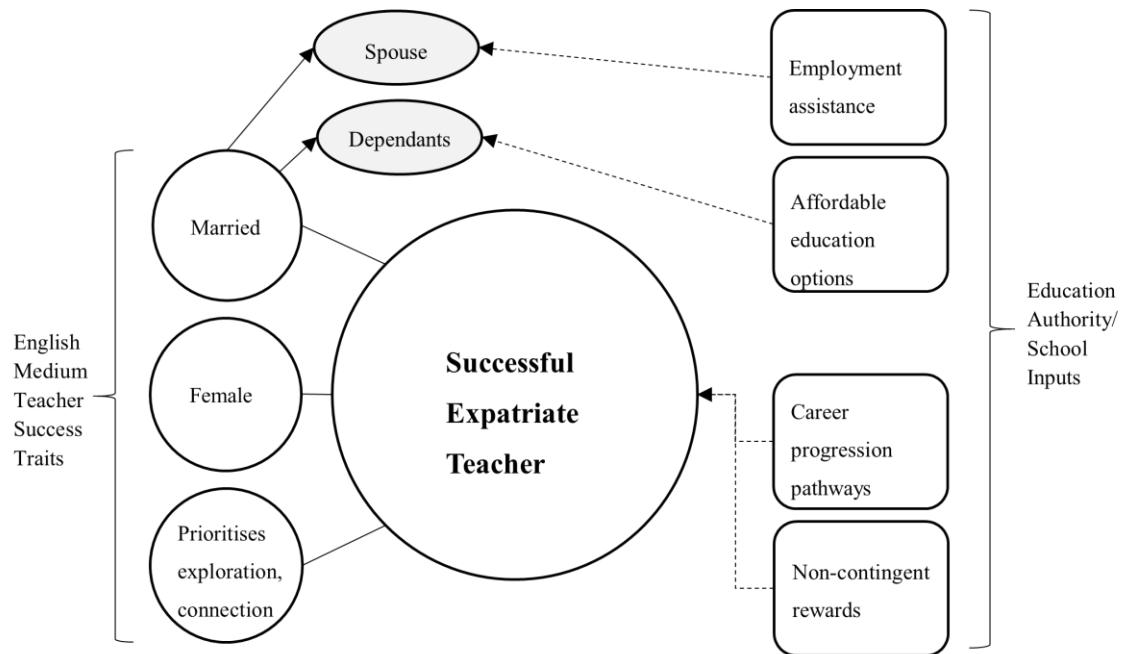


Figure 6.2 Identified prerequisites to successful English medium teacher adjustment

6.4 Limitations of the Study

This section provides an overview of the limitations of the study that need to be taken into consideration before any possible generalisations of the results can be considered.

Collecting qualitative data from participants who had already resigned presented a considerable challenge and potential limitation to the study. This is due primarily to difficulties involved in finding participants that had already left the organization under investigation, as well as problems in reaching adequate response rates (Johnsrud & Rosser, 2002). Collecting data from participants who indicated an immediate intention to leave and who had initiated the resignation process addressed this limitation as

intent to leave has been found to be an accurate indication of actual turnover (Bockermann & Ilmakunnas, 2009). Data was collected from participants to address factors related to actual turnover in real time without the need to locate participants who had already left the organization in the past.

Similarly, a further limitation was identified in regard to the qualitative data collected from exit interviews with teachers who had initiated the resignation process. From a population of 136 resigning teachers, the response rate of 94% was more than acceptable and meant that the sample and population were close to identical. The interview data played an integral role in helping to provide causal explanations to the survey data of resigning teachers. However, it is recognised that using the qualitative data collected only from resigning teachers to help to provide causal explanations to the quantitative data collected from those teachers who decided to remain must be taken with some caution. It may be assumed that those teachers who were resigning were doing so in light of a lack of satisfaction with a range of key items that acted as powerful push factors, and that resigning teachers might therefore be less satisfied in general than their counterparts who were staying. If the present research was to be duplicated, it is suggested that the compatibility of data between the two groups be taken into account whereby interview data might also be collected with a random sample of the population of teachers who remained.

An additional limitation existed in regard to the semi-structured questions approved by ADEC for use during exit interviews. The interview questions were modified by ADEC with the intention of gathering immediate data from exiting teachers in order to inform ongoing large-scale recruitment of English medium teachers. Recruiting managers at ADEC placed a focus on the satisfaction levels of exiting teachers with an intention to uncover key elements that may be addressed by ADEC Human Resource management in the short term in attempting to tackle the issue of employee turnover. Due to a sustained oversupply of qualified English medium teaching applicants, further focus as to why a potential candidate would leave their country of origin and relocate to the United Arab Emirates to live and work was not identified by ADEC as an area of priority. As a result, the exit interviews did not include questions investigating teacher motivations for international relocation but instead focused on the reasons influencing resignation. Unfortunately, this resulted in the absence of

causal explanations in those parts of the analysis (see Chapter 5) focused on relocation motivators. If the conditions allow, future mixed method studies may benefit from a closer focus on interview questions that could be used to provide causal explanations on all aspects of the quantitative data.

A further limitation must be acknowledged in that retrospective reporting by survey participants may be prone to bias. However, retrospective reporting was seen as justified in order to allow the entire cohort of English medium teachers to participate and the opportunity to have their voice heard rather than limit participation to a smaller percentage of those most recently hired. Further, the participation of the entire cohort of English medium teachers was preferred by ADEC Human Resources rather than a targeted sample in the collection of feedback from resigning teachers.

A final limitation that was identified is that the additions to the conceptual model may be context bound to the UAE and surrounding Gulf Cooperation Council countries where the labour market conditions essentially mirror those of the UAE. It is acknowledged that the absence of these conditions in other countries eliminates the relevance of the additions to the conceptual model. For countries outside of the GCC, some of the lessons learned in the present research may be applicable where they have chosen to invest the resources for similar large scale education reform.

6.5 Recommendations for Future Research

As with all research, the present study generated numerous pathways to direct new research options. A range of pertinent future research possibilities that could extend the findings of the present study are discussed here.

The primary purpose of the semi-structured exit interviews used to collect qualitative data was to provide an avenue for feedback for those English medium teachers who were resigning. ADEC approved interview questions used in the qualitative data collection process were not developed exclusively for the purpose intended by the researcher of offering additional data to provide causal explanations and a deeper insight into the quantitative data collected from the TRARS instrument. Interview questions more closely aligned with the TRARS may have revealed more complete

data. It is recommended that future studies wishing to replicate the mixed method approach of the present research ensure semi-structured interview questions are developed exclusively for the intended purpose and are aligned with all dimensions under investigation in the quantitative data collection.

Although a considerable body of research exists on the influence of family on expatriate employee assignments in regard to business people, international students or aid workers, there appears to be no literature on the topic in relation to rapidly increasing number of self-initiated expatriate teachers in an international setting. Given the implications for expatriate adjustment highlighted in the findings of the present study, this area warrants further research.

Through a mixed method approach, the qualitative data collected in the present study revealed pertinent data that the quantitative data collection was unable to detect. It may be beneficial for future research wishing to extend on the investigation of challenges faced by expatriate teachers in the host country to explore the expanded use of qualitative data collection measures.

Given the paucity of research focused on expatriate teachers working abroad in government schools, future research could be undertaken to extend the present study outside of the UAE context and explore the potential of increased generalisability of the findings.

Given the implications of the spouse on expatriate employee adjustment, future research should consider an expanded focus to include the experiences and views of the spouse.

Given the international context of teachers working in Abu Dhabi government schools, future research on teacher recruitment and retention should consider an expanded focus to include the experiences of Arabic medium teachers.

Due to the sensitivity of investigation into the private and working lives of teachers, it is imperative that future research continue to place an emphasis on effective processes to assure the anonymity of teacher participants.

6.6 Significance of the Study

The findings of the study are of significance for a number of reasons within the context of which it was conducted. This section provides an overview of the significance of the study in regards to theoretical contributions (Section 6.6.1), contributions to recruitment efforts (Section 6.6.2), contributions to English medium teachers working in Abu Dhabi public schools (Section 6.6.3), contributions to the ongoing education reform in Abu Dhabi (Section 6.6.4), and contributions to English medium teacher recruitment and retention in the broader region (Section 6.6.5).

6.6.1 *Theoretical contributions*

The very limited existing research literature related to expatriate teacher recruitment and retention is largely focused on the context of international schools. Studies involving expatriate teachers in government schools abroad are rare and the findings of the present study make a significant contribution to this area. Moreover, the present study makes a unique contribution to the existing research literature through the identification of two new elements that form an additional part of the theoretical model developed for the study (see Figure 6.1). The theoretical model illustrates the key determinants of English medium teacher expatriation and adjustment in relation to pull factors prior to relocation, adjustment to both the work and non-work environments and the influence of individual characteristics in the decision to stay or leave. The findings have filled a gap in the research by highlighting important elements that have an impact on expatriate teacher retention. The theoretical contributions have not been reported in previous studies, although this is possibly due to the context of the present research which is unique to the region.

6.6.2 *Contributions to Recruitment Efforts*

The development of the TRARS instrument used in the study is of methodological significance. The TRARS provides a validated tool to inform recruitment decisions so that suitably qualified English medium teacher candidates identified in the selection process will be those who are more likely to be both satisfied with and suitably adjusted to their new job and environment. Ultimately, it is these teachers who will be more

likely to remain in the job. Existing instruments designed to evaluate job satisfaction have generally placed a focus on universality and being applicable to any occupation, with comparative studies being a key intention. With such a generalised approach, it is inevitable that the level of relevance of the constructs will vary considerably between occupations and a focus on comparability comes at a cost of lessened accuracy. It is therefore significant that the development and validation of the new TRARS instrument is highly focused on the job and location within the local context through the inclusion of dimensions specific to self-initiated expatriate teachers in an international setting. Hence, the TRARS captures a more complete image of the often-imprecise concept of job satisfaction within the context of the study in addition to the added elements measured by the instrument.

6.6.3 *Contributions to English Medium Teachers working in Abu Dhabi Public Schools*

The study provided an important avenue for job and location related feedback for over 1,200 English medium teachers in Abu Dhabi public schools. Working within a highly centralised education system, and without a formal avenue to provide feedback, the inputs of English medium teachers in ADEC have been largely overlooked in decision making linked to the policy setting process (Al-Teneiji & McLeod, 2008). As a comprehensive example of a feedback mechanism for teachers in Abu Dhabi schools where no such avenue had been provided previously, both the TRARS and exit interviews may be considered a benefit to all those who participated in the study.

6.6.4 *Contributions to the Ongoing Education Reform in Abu Dhabi*

High teacher turnover presents a considerable risk to ongoing education reform efforts within the emirate of Abu Dhabi, as high levels of teacher attrition generally threaten gains in instructional quality and student progress (Guarino et al., 2006; Macdonald, 1999; Ronfeldt et al., 2013). In particular, the coherence and continuity of reform efforts that are central to driving school performance are at risk. The findings of the present study can be used to inform continued efforts to address teacher turnover through the identification of context specific job and location dimensions that influence teacher satisfaction and adjustment in order to minimise the negative impact

on reform efforts. The findings of the study address the issue of teacher turnover through two areas. Firstly, by identifying those teachers from the pool of potential candidates who are most likely to be satisfied with working and living in the UAE and, consequently, most likely to remain in the job. Secondly, by identifying the key areas on which Abu Dhabi schools and education authorities can place a sustained focus to support the likelihood of teacher retention.

6.6.5 *Contribution to English Medium Teacher Recruitment and Retention in the Broader Region*

As the context in which the present study was undertaken, the theoretical contributions from the findings firmly apply to government schools in the United Arab Emirates. However, the findings may be of similar benefit to education authorities in surrounding GCC countries where the conditions mirror those of the UAE. Additionally, as a validated instrument to evaluate expatriate teacher relocation motivations, job satisfaction, and location satisfaction, the TRARS may be of value in the context of the broader region for future research.

6.7 Concluding Remarks

In just a few decades, the UAE has undergone tremendous transformation in a truly rags to riches fashion. Long valued by the UAE government as key to boosting the nation's development and progress and an essential part of the nation's future, a firm emphasis has been placed on the development of robust and effective education system. However, in the Emirate of Abu Dhabi, concerns regarding the inadequacies of the education system have highlighted the need for far-reaching reform. An ambitious overhaul and modernisation of the education system led to the widescale recruitment of thousands of English medium teachers to drive the reform. It is within this context that the present study, through the use of a comprehensive survey instrument, provides valid and reliable information as to what motivates expatriate teachers to relocate internationally to the UAE and become part of the education reform, and which teachers will be more likely to successfully adjust to the new location and teaching role in Abu Dhabi public schools.

The results of the present study suggest that there is considerable opportunity for a targeted approach to address identified areas linked to both job and location satisfaction of Western expatriate teachers in Abu Dhabi and to reduce premature teacher turnover. The present study provides the means for Human Resource Departments responsible for the employment of teachers in Abu Dhabi public schools to undertake more effective recruitment campaigns and make informed recruitment decisions. Specifically, the present study resulted in the development of the TRARS instrument which provides a validated tool to guide the candidate selection process and ensure suitably qualified teachers are more likely to be satisfied with the new environment in the host county, adjusted to their new job and, in turn, more likely to be retained. Further, the findings of the present study identify key areas that influence expatriate English medium teacher job and location satisfaction, highlighting where support efforts can be best directed for maximum effect to improve teacher satisfaction and reduce turnover. Ultimately, retaining quality teachers will assist schools to better preserve organisational performance, maintain teaching and learning continuity, and more effectively contribute to the UAE's ambitious education reform.

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Appendix 1

DEMOGRAPHIC DATA OF PARTICIPANTS IN THE PILOT SURVEY SAMPLE

Sr.	Demographic variable	<i>n</i>	%	
1	Gender	Male	2	20%
		Female	8	80%
2	Age	20 - 29 years	1	10%
		30 - 39 years	4	40%
		40 - 50 years	4	40%
		Over 50 years	1	10%
3	Country of permanent residence	USA	4	40%
		Canada	2	20%
		UK & Ireland	1	10%
		Australia	1	10%
		New Zealand	1	10%
		South Africa	1	10%
		Other	0	0%
4	Marital status	Married - (Spouse also a teacher working for ADEC)	0	0%
		Married - (Spouse not a teacher working for ADEC)	6	60%
		Married - (Not presently accompanied by spouse)	2	20%
		Not Married	2	20%
5	Number of accompanying children	No Children	9	90%
		1 Child	0	0%
		2 Children	1	10%
		3 or more Children	0	0%
6	Highest tertiary qualification	Bachelor Degree	3	30%
		Master Degree	6	60%
		Doctorate Degree	1	10%
7	Level of student body taught	KG1 - KG2	1	10%
		Cycle 1	6	60%
		Cycle 2	3	30%
8	Region of school location	Abu Dhabi	7	70%
		Al Ain	2	20%
		Al Gharbia	1	10%
9	Number of years teaching experience	0 - 3	0	0%
		4 - 7	1	10%
		8 - 15	2	20%
		16 - 23	5	50%
		24 - 30	2	20%
		31 Above	0	0%
10	Number of years' experience teaching abroad	No Experience	3	30%
		0 - 3	5	50%
		4 - 7	2	20%
		8 - 15	0	0%
		16 - 23	0	0%
		24 - 30	0	0%
11	Number of years employed by ADEC	31 Above	0	0%
		0 - 1	0	0%
		1 - 2	0	0%
		2 - 3	3	30%
		3 - 4	7	70%
		4 and Above	0	0%

Appendix 2

INFORMATION SHEET AND CONSENT FOR SURVEY PARTICIPANTS

Curtin University of Technology
Science and Mathematics Education Centre

Survey Participant Information Sheet

My name is Damon Lalich and I am currently conducting research as part of a Doctor of Philosophy Degree at Curtin University of Technology. I am employed by Abu Dhabi Education Council as an Education Advisor (School Operations Division).

Purpose of the research

I am investigating factors affecting the attraction and retention of Western expatriate English Medium teachers in the United Arab Emirates. More specifically, I wish to examine the factors that influence Western expatriate teachers to relocate internationally, the strength and direction of the relationships between factors that influence Western expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract, and the factors that influence teachers to leave their chosen employment in the UAE prematurely.

Your Role

I would like to find out your thoughts on this subject through the use of an online questionnaire. This questionnaire will take approximately 15 minutes to complete.

Potential benefits

Information from this research could be used to develop or reform policy and procedures with a view to improve current and future practices of Western expatriate teacher recruitment and retention within Gulf Cooperation Council Countries. Moreover, this study may offer information that would have positive implications in terms of improving the continuity of student learning within schools by which students themselves may benefit greatly from not being interrupted by teacher turn-over. If education institutions and policy makers can better grasp the needs of teacher and causes of job satisfaction (along with dissatisfaction) then policy can be better designed to both satisfy those needs and, in turn, meet educational goals.

Consent to participate

Your involvement in the research is entirely voluntary. You have the right to withdraw at any stage without it affecting your rights or my responsibilities. If you complete the online questionnaire it will be assumed that you have agreed to participate and allow the use of your data in this research. If you wish to withdraw your data from the study at any time please contact me to do so.

Confidentiality

The information you provide will be kept separate from your ADEC employee number and identities of all participants will remain anonymous in any published material. Individual data will not be identifiable or made available for any purpose. Only the researcher and the supervisor will have access to this information. In adherence to university policy, all participant information will be stored on a password protected electronic data storage device for at least five years before a decision is made as to whether it should be destroyed.

Further Information

This study has been approved under Curtin University's process for lower-risk studies (Approval Number SMEC-49-12). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21). If you would like further information about the study, please feel free to contact me on +97126150297 or by email at damon.lalich@postgrad.curtin.ed. Alternatively, you can contact my supervisor Dr Jill Aldrige on +61 8 9266 3592 or by email at J.Aldridge@curtin.edu.au. Any complaints regarding ethical issues should be directed to the Human Research Ethics Committee (Secretary) on +61 8 9266 2784 or hrec@curtin.edu.au or in writing C/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, WA, 6845.

ONLINE SURVEY CONSENT FORM

Title of the study: Investigating factors affecting the attraction and retention of overseas teachers in the United Arab Emirates.

- I understand the purposes of the study.
 - I have been provided with the participation information sheet.
 - I understand that the procedure itself may not benefit me.
 - I understand that my involvement is voluntary and I can withdraw at any time without prejudice.
 - I understand that no personal identifying information will be used in any published materials.
 - I understand that all information will be securely stored for at least 5 years before a decision is made as to whether it should be destroyed.
 - I have been given the opportunity to ask questions about this research.
 - I understand that by completing the online questionnaire it will be assumed that I have given my consent and I agree to participate in the study as outlined to me.
-

Thank you for your involvement in this research.

Your participation is highly valued.

Appendix 3

DEMOGRAPHIC DATA OF PARTICIPANTS WHO RESPONDED TO THE SURVEY

Appendix 4

**INFORMATION SHEET AND CONSENT FORM FOR INTERVIEW
PARTICIPANTS**

Curtin University of Technology
Science and Mathematics Education Centre

Exit Interview Participant Information Sheet

My name is Damon Lalach and I am conducting research as part of a Doctor of Philosophy Degree at Curtin University of Technology. I am currently employed by Abu Dhabi Education Council as an Education Advisor (School Operations Division).

Purpose of the research

I am investigating factors affecting the attraction and retention of Western expatriate English Medium teachers in the United Arab Emirates. More specifically, I wish to examine the factors that influence Western expatriate teachers to relocate internationally, the strength and direction of the relationships between factors that influence Western expatriate teachers to relocate to the UAE and whether they remain in their post for the duration of their contract, and the factors that influence teachers to leave their chosen employment in the UAE prematurely.

Your Role

I would like to record a summary of your thoughts and experiences in working as a teacher in Abu Dhabi through a semi-structured interview. This will take approximately 15 minutes to complete.

Potential benefits

This information could be used to develop or reform policy and procedures with a view to improve current and future practices of Western expatriate teacher recruitment and retention within Gulf Cooperation Council Countries. Moreover, this study may offer information that would have positive implications in terms of improving the continuity of student learning within schools by which students themselves may benefit greatly from not being interrupted by teacher turn-over. If education institutions and policy makers can better grasp the needs of teachers and causes of job satisfaction (along with

dissatisfaction) then policy can be better designed to both satisfy those needs and meet educational goals.

Consent to participate

Your involvement in the research is entirely voluntary. You have the right to withdraw at any stage without it affecting your rights or my responsibilities. If you wish to withdraw your data from the study at any time please contact me to do so.

Confidentiality

The information you provide will be kept separate from your ADEC ERP number and identities of all participants will remain anonymous in any published material. Individual data will not be identifiable or made available for any purpose. Only the researcher and the supervisor will only have access to participant ERP numbers. In adherence to university policy, all participant information will be stored on a password protected electronic data storage device for at least five years, before a decision is made as to whether it should be destroyed.

Further Information

This study has been approved under Curtin University's process for lower-risk studies (Approval Number SMEC-49-12). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21). If you would like further information about the study, please feel free to contact me on +97126150297 or by email at damon.lalich@postgrad.curtin.edu. Alternatively, you can contact my supervisor Dr Jill Aldrige on +61 8 9266 3592 or J.Aldridge@curtin.edu.au. Any complaints regarding ethical issues should be directed to the Human Research Ethics Committee (Secretary) on +61 8 9266 2784 or hrec@curtin.edu.au or in writing C/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, WA, 6845.

INTERVIEW CONSENT FORM

Title of the study: Investigating factors affecting the attraction and retention of overseas teachers in the United Arab Emirates.

- I understand the purpose and procedures of the study.
- I have been provided with the participation information sheet.
- I understand that the procedure itself may not benefit me.
- I understand that my involvement is voluntary and I can withdraw at any time without prejudice.
- I understand that no personal identifying information will be used in any published materials.
- I understand that all information will be securely stored for at least 5 years before a decision is made as to whether it should be destroyed.
- I have been given the opportunity to ask questions about this research.
- I have given my consent and I agree to participate in the study as outlined to me.

ADEC ERP number:

Signature:

Date:

Thank you for your involvement in this research.

Your participation is highly valued.

Appendix 5

DEMOGRAPHIC DATA OF PARTICIPANTS IN THE INTERVIEW SAMPLE

Sr	Demographic variable		<i>n</i>	%
1	Gender	Male	18	14%
		Female	110	86%
2	Age	20 - 29 years	18	14%
		30 - 39 years	58	45%
		40 - 50 years	31	24%
		Over 50 years	21	16%
3	Country of permanent residence	USA	81	63%
		Canada	17	13%
		UK & Ireland	18	14%
		Australia	2	2%
		New Zealand	6	5%
		South Africa	3	2%
		Other	1	1%
4	Marital status	Married - (Spouse also a teacher working for ADEC)	6	5%
		Married - (Spouse not a teacher working for ADEC)	44	34%
		Married - (Not presently accompanied by spouse)	8	6%
		Not Married	70	55%
5	Number of accompanying children	No Children	102	80%
		1 Child	13	10%
		2 Children	9	7%
		3 or more Children	4	3%
6	Highest tertiary qualification	Bachelor's Degree	64	50%
		Master's Degree	64	50%
		Doctorate Degree	0	0%
7	Level of student body taught	KG1 - KG2	38	30%
		Cycle 1	67	52%
		Cycle 3	23	18%
8	Region of school location	Abu Dhabi	88	69%
		Al Ain	32	25%
		Al Gharbia	8	6%
9	Number of years teaching experience	0 - 3	38	30%
		4 - 7 years	28	22%
		8 - 15 years	40	31%
		16 - 23 years	12	9%
		24 - 30 years	5	4%
		31 years and above	5	4%
10	Number of years' experience teaching abroad	No Experience	102	80%
		0 - 3 years	13	10%
		4 - 7 years	9	7%
		8 - 15 years	2	2%
		16 - 23 years	2	2%
		24 - 30 years	0	0%
		31 years and above	0	0%
11	Number of years employed by ADEC	0 - 1 years	8	6%
		1 - 2 years	65	51%
		2 - 3 years	44	34%
		3 - 4 years	10	8%
		4 years and Above	1	1%

Appendix 6

SAMPLE TRANSCRIPTION OF EXIT INTERVIEW PARTICIPANT

Participant 16490

I Okay, the ERP number is 16490 and the date is 11th of June.
Can you tell me your main reasons for leaving ADEC?

P I'm getting married. With my fiancé who has a place in DC.
As well as a job to go to.

I That job you mentioned? You've already secured a job?

P No, but he does. He has a job that he needs to go home to, so....

I Okay. No problem. Do you have any other reasons besides that one? This is the primary reason why you're going to leave, right?
Any other issues?

P Yep. I think if I hadn't met him, if I was still single living here,
I would still work for ADEC. I would work for ADEC next year. It
may look different. I may have asked for a transfer, but I would still
stay with ADEC.

I Okay. Very interesting. What was the most satisfying thing
about working for ADEC?

P The salary. The friendships.

I Do you mean, within the schools, or with social interactions?

P Within the schools. Yes, all of my friends I have either worked
with directly at the school or with ADEC.

I Yep. Makes sense.

P Yeah. Because when we started, we came all on the same
plane. So, we landed, and then we immediately made good

friendships. And so that has really helped us bond through some of the misery.

I Okay. That's what they say at first, it brings people together.

P Yeah. I mean, it's at the end of the year, so you can always say "Oh, it wasn't that bad", but, like, I enjoyed the girl's schools. I enjoyed Grade one, because they have such clean slates. In Grade one, they really don't have any language or any academic ability yet, and so the growth potential with Grade one was amazing. It was beautiful.

I You could see the progress they made, and it was satisfying to see that?

P Yes. Very satisfying.

I And, you mentioned about the girls' school?

P Yes. I worked at an all girls' school for two years, and then here, as head of faculty for one year.

I Which one? You said you liked the girls?

P I preferred the students, the girls, yes. The administration in both schools was very weak.

I We're getting on to that. Now perhaps that's the next question. The least satisfying thing about working for ADEC? What would you say?

P The enormous dichotomy between Arabic and English work ethic.

I So, perhaps the inconsistency there, would you say? Or is it more than that? Inconsistencies of the standards and expectations?

P That seems like a....

I A nice way to put it? [Laughs] Don't let me make it nice.

P Yeah. It's enormous, the differences between our work ethics. And that wears you down.

I Work ethic. I mean, and is this the expectations? Of what was...

P You know, what is their job to do, they don't do. They give to you to do. You can't argue with them. Because then you are going to lose your job. You're afraid of that, so you do it for them. You have to keep a smile on your face, you have to just get to it. That's what I've learned being in administration this year. The Arabic half. I mean, I did everything. I'm doing the PDs now at the end of the year, and he brings me flowers, he brings me the papers, he made me a nice plaque. And this happened throughout the year. You know, because he is always trying to buy that, sort of, "Here, I'm going to be really nice to you. You do all the work".

I Okay. It was like that, was it?

P It was like that, so, you can't fight it though. You just have to....

I Did it work?

P For him? [Laughs] For him it did. It worked because I didn't fight it. And because then, in the beginning of the year I was fighting even _____ that came, but I just quickly realised "Don't fight it. Do your job. Do whose ever job it needs to take to get through the

day”. And I was going home, and I was feeling actually much better. I was doing a lot more work, but I'd feel much better that I wasn't fighting.

I You didn't have it hanging over you, like “I've got to stop this”.

P Yes. I just had to say “Fine, you know. I'll do it, no problem”. But, it's not right, you know? And then, I was also teaching half time, as well as being full time head of faculty. It didn't turn into half head of faculty. It was still full-time head of faculty, plus doing the Arabic head of faculty's job. So, it was too much.

I Okay. So you would say that the work load expected of you...?

P Was too much. And there was no one monitoring it. Like the principal wasn't saying “Well, no, no. _____ does this”. There was no one monitoring it.

I So no one's really aware even of what you are doing?

P No one is aware. No one appreciates. Because everyone is in their own kind of struggle mode, so no one really appreciates anyone.

I So there's not really much communication between everyone or what? Or is it that they are not aware?

P I'm not sure if they're aware. You don't hear it. So, yeah, no communication. No. Very little communication. But that being said, because of the logistics of what ADEC is, I don't blame the teachers for being “miserable”. I mean now everyone has a new pep in their step, but during the year everyone is just “ahhh”, and it's because there's not enough non-contact time for the English teachers. Thirty hours is too much for them.

I For planning and that sort of stuff?

P For planning, and then after school we load all this PD on them. I don't blame them for just, kind of, being negative. It's tough. But, at the same time, I really respect those teachers, and I was one of those who just got to it any ways, just did it. And those are the teachers that are successful, and those are the teachers whose students really excelled. The ones who just lived in that misery just did no use in it. But now that I'm in the interviews, saying all of the problems and I'm mentioning it all, but throughout the year you just look past it and you get through it, and you carry on because you have to. We have teachers here who didn't do that, and a lot of them are leaving., which is good, or being transferred. So that's good. And I hope they'll find the teachers who are like four year, at the beginning year teachers, and even third year teachers, those are the ones who are the most negative.

I Okay. Less experience?

P The ones with less experience with ADEC. They're coming in. Because with ADEC every year the expectations get higher. And so, if you started out first year, that's with zero expectations, you are doing nothing, so those teachers want to continue doing nothing every year. And now that _____ and I have come in, and we have higher expectations, those newer teachers, they are saying "Okay, this is what we have to do, great!" But those fourth and third year teachers are saying "No way! Why are we doing this? ADEC's not there yet. We shouldn't be doing this". It's like "Well, that's where ADEC wants to go".

I It's hard to take something away from someone, if they've already had that, with no expectations and all, and suddenly you give them expectations, and they don't want to deal with it.

P It is, and I can understand, you know. It was the dance between “I understand where teachers are coming from, but let's get to it”.

I That's the reality.

P So, you don't make friends, because, you know, you have to tell them what they don't want to hear, but then, you didn't have that consistency with the Arabic staff. So _____ and I were telling the English staff that they needed to up their expectations, but then the Arabic staff weren't doing it. So, they're saying “Why should we do it?”. And you can't blame them. It's tough.

I Do you think that the expectations for the Arabic teachers have been raised over time as well? They're still not matching but...

P In theory, yes. In theory. But the administration in the schools, who are supposed to then monitor those higher expectations, well they are not. So, yes, in theory, they're getting the PD, but they're not doing it.

I Okay. What do you think, looking back on your three years here, do you feel like, is there something you could have done differently that would have made your time here more successful?

P You know, I'm even working right to the very bitter end with this LRC, because I want the teachers to have a better use of their books. I really don't think so. I want to leave ADEC with all of its' good and bad. I want to leaving going “I've done the best I could”. But I started a health reform, at my last school, and it was met with constant resistance. But now that I've gone, I guess the principal is trying to continue what I've started, and she appreciated what I did, and she didn't when I was there. So, I really feel like I really tried to do the best I could and made change. And I know change doesn't happen overnight, but I made, the school where I was at, I made them

now aware of healthy food. They're still not eating the healthy food, but they're aware of what it is, more so than they were before, so I feel like, like I really do feel like I've done the best I could. And even here.

I You wouldn't have approached things differently or anything like that?

P When I first got hired with ADEC, I was... I feel like ADEC has helped me, personally and professionally in so many ways. When I first started with ADEC, I was like, demanding. I couldn't believe that things were working the way they were, and I expected, you know, if they got me to fill in a form once, why did I have to fill it in again? I was very unkind, and I learned to really be flexible, accepting, accommodating, and so much more open minded and easy going. And ADEC has really taught me to do that.

I I don't know if ADEC taught you to do that intentionally?

P No! Not intentionally. Not at all.

I You've had to deal with it, so you discovered another way to operate.

P Right, so I thank them so much, because I'm a different person. I really am.

I ADEC PD, we'll call that one.

P Thank you, yes.

I That's interesting. What do you reckon ADEC could have done to make you stay here a bit longer, apart from keep your fiancé here?

P You know, ADEC, they provide me with great health things. They provide me with a great salary, so that part of the package, nothing. I mean, that's what keeps teachers here, to be honest. As far as my job itself, we just need more effective leadership. And that would make me a more effective teacher leader.

I Would you say...

P We need more support.

I Okay. Leadership and Support. Would you say that's at a school level, or would it be at a higher level, like within the strategy and operations within the HQ? Or both?

P Yes. Both.

I Management at all levels.

P Yep.

I Okay. Very interesting. Would you recommend ADEC as an employer to other people, before you go back home? And they say "What do you reckon about ADEC? Should I go and work there?". What will you tell them?

P I guess, I think I would ask them, first, like, what are their intentions. If their intentions are to travel, I want to make this money, I want to pay off my debt, I've been a Primary school teacher for five years, so I have a good basis to be a Primary teacher, I would say "Go for it. Definitely go for it". But I would then make sure that they knew what they were up for. But if it's a new teacher, and they want to make a difference, and they were one of those, then I would say, I don't know if ADEC is the right road for you.

I That's very interesting. So perhaps not for brand new teachers?

P Perhaps not for brand new teachers, or teachers who are, like, really strong in their curriculum pedagogy base. I know you need to come in with high expectations. I think, more so maybe it's the personality. I think if you have a really strong personality, you might, like what happened with me, you either survive or you don't. And I survived, and I'm a better person for it. But a lot of teachers just cannot handle it and complain the entire time and they end up leaving. But overall, in general, I would recommend it.

I Overall?

P Overall. I would recommend it. But I would have many questions to ask them first.

I Many depending questions?

P Yes.

I What about, would you recommend the UAE as a country in general to work in, as a place, teaching or no teaching?

P Yes. Absolutely. There are amazing opportunities here for you professionally and growth potential within your profession. I mean, I can only speak from my experience.

I Exactly. That's why I'm asking.

P Yes. And I've been teaching for only six years, and I already got a leadership role. Back home that would never have happened. You know, if you demonstrate being a great teacher, then there are good opportunities for you. And it's safe, here. The weather is amazing. You make great money, great package, and there's so many places to travel. I mean, it's great.

I Yeah. I hope you took advantage of all those travel opportunities.

P I did. I did. I mean there's always places that I want to go but didn't go but I feel satisfied. And I took advantage of the activities side. Like the triathlons, and the marathons. That side of it as well. There're so many great clubs that you can join.

I Social opportunities.

P Also recreational. Sports. Beach volleyball with Du-play.

I That is great. I think that's about all I've got.

P Okay.

Participant 16807

I Your ERP number is 16807 and the date is 13th June. The first question is can you explain why you are leaving ADEC?

P I need a change of scene [laughs]. I've been here for a long time and I need a change. I need a new challenge and it's not because I don't like Abu Dhabi, it's just really for family and friends' reasons – personal reasons.

I Personal reasons. I like that one. That's a good one. That covers everything.

P Yeah.

I I understand you're going to London, right?

P I'm going to be going to London.

I Okay. What did you find was the least satisfying thing about working for ADEC?

P I thought I would be learning a lot more, to be perfectly honest. I moved from a private school, from good behaviour, a lot of structure, where things were very organised, to ADEC, like, because I thought I would learn a lot more. And I have learned things, definitely, but I haven't learned as much as I want to, and to be perfectly honest with you, I just can't be the teacher that I want to be.

I You're not moving forward, is that what you're saying?

P Yeah, exactly. Whether it be behaviour, or support or lack of support in the class, I just can't be the teacher that I want to be, basically.

I I understand. So, there are those things that are hindering you, behaviour issues, and lack of structure and stuff and that sort of stuff and you can't concentrate on your teaching?

P Exactly. And like normally before I taught KG1, KG2, grade one and grade two in a private school, so I had more students in the class. I had up to 35 students in a class, but there was a lot more structure. Kids... they had like, extra curricula activities for example, in the school. They were swimming, they were doing music, ballet. They were doing different things where the kids were more interested in coming to school. They were happier in school. The classes were shorter and more dynamic. There was support. We had a classroom assistant. There was just a lot more structure. They were brought up with small group work. Here you were just sort of left in the class on your own. And we're just trying to organise a zoo, basically. [laughs]

I I understand.

P I mean it differs from year to year. My first year was a bit chaotic but it was fine. Last year was great, you know, lovely kids. This year we were under resourced in the school. We don't have enough Arabic teachers. So, when I'm teaching, I'm just completely on my own.

I You don't have a partner/teacher?

P No. No. There's not. Last year I had a partner/teacher so with the two of us together we had some kind of organisation and could control things. But especially with kids from EAL, they're coming from large families, you know, they don't get much attention at home, so they're coming to school trying to drain your attention, and you can only give so much to 25 kids, on your own, in second language.

I That's tough.

P It might not be as bad as I'm portraying right now but it's not easy, to be perfectly honest.

I And so, you mentioned about, you are not moving forward because of these things. Would you say the lack of professional development opportunities, or those things are hindering you as well or not?

P I thought I would get maybe more quality professional development. Our professional development is power point presentations, so sitting down getting a power point presentation about differentiation, but we're not actually seeing differentiation. Our PDs are on differentiation, for example. You know, like, the children are visual learners, they have to see things, do things. I'm also a visual learner, but I'm not seeing things or doing things. I'm seeing a power point presentation and a handout. So, they're telling us to teach in one way but they're not teaching us that way themselves. Do you know what I mean?

I Of course. I understand.

P So like for example, they say to make more use of the outdoor area, learning through play, this, that and the other. It would be great if they could actually have a model classroom of that, or a videotape of that actually happening. And for us to go and see it and you know, see the benefits of it. You would be much more motivated to put that into practice, rather than reading about it in a little square.

I Who does that for you? Is it the PD division?

P We have _____. They come. I mean the woman is lovely and she's great and all the rest of it but, it just doesn't really work for me personally, and I don't think it works with the other staff either. It's

like when you go to a lecture when you're in college. You get the lecture notes and all the rest of it and it goes into the bag and you don't read it.

I Right.

P Right. Like it would be lovely like they were saying, you know, sand box, water box, and painting area outside, all these amazing things, and I would love to be a teacher like that. But it's just not possible. First of all, they don't have the resources. Second of all, you don't have the extra pair of hands or eyes in the classroom with you. Any mother will tell you even having one or two kids is madness, never mind 25, and they don't speak English and all the rest of it, so... you're kinda like "This is amazing, I want to work in a school like this. I want to do all these things, but I just can't here".

I But it's not here.

P I just can't here. I'm not superwoman. I cannot do everything.

I Okay. Those are very good points though. Thanks. What did you find was the most satisfying thing about working here?

P The most satisfying was seeing the English progress in the kids. Like, they come in with not a word, and, you know, to see them understanding and following directions and instructions by the end of the two years, or even at the end of the first year, is amazing. So, definitely the language development has been really, really rewarding. It's been a different experience working with the local staff. That's been great. I've formed really good friendships with the local Arabic staff, so that's been really rewarding. The teaching hasn't been all negative. Don't get me wrong.

I Yes. I know. I mean I am asking specifically for some negative things and I'm asking for some positive things like that. So it gives you a chance to do both.

P Sure.

I Is there anything that you could have done differently in the last couple of years, your three years, to make your time here more successful?

P Ummm.

I That's a tough question

P Yeah. It is a tough question. Professionally or personally?

I Well, professionally. Looking back, you know, what could you have done, if you knew then what you know now, would you have done things differently?

P I can honestly say no. There's nothing I can think of right now that I would have done differently. Sorry.

I Good answer. Fair enough. Could ADEC have done anything to convince you to remain here, in your job, apart from all those issues?

P They could give me a pay increase [laughs]. But to be perfectly honest, I'm not really a person like that. If I had my mind made up to go, to leave, for personal reasons then I'll go. It doesn't matter even if they offered a load of money at me. Then I would obviously think about it but ultimately if I wanted to go, I would go, regardless of the money. But it is frustrating when I know of people coming in on more money and you're still here. It makes you that bit resentful.

I Of course. I understand that. I mean it's just the thing here. Would you recommend ADEC as an employer to other people?

P Yes. I would. Yes.

I Why would you say that?

P Regardless of everything, I mean it's still a fun exciting place to work. You get the opportunity to work with a mixture of people that you would never normally have the opportunity to work with. Be it Americans, Canadians, South Africans, Arabic staff, Syrians, Jordanians, Egyptians. I mean it's quite hard to get that kind of a mix anywhere else.

I It is, isn't it?

P Yeah. And it's fun. It's fun learning from people and all the rest of it. ADEC, yeah, they offer a great package. You know, they do look after you in terms of pay and accommodation. I mean, they really do. There's a reason why a lot of the people leave the private schools to come to the public schools. Sometimes, you know, you are basically selling out, because you can't be the teacher you say you would otherwise, but you know, for more money and this that and the other, and the hours are great. So I would definitely recommend it.

I You have to look after yourself at some stage, as well.

P Yeah. And I mean, don't get me wrong, private schools aren't the bees knees either. There're problems in every school. You know what I mean? Just because it's private doesn't mean that it's perfect, but, you know, normally it does just have a little bit more structure. The consistency varies in a public school, for example. So, it wouldn't so much in a private school. It's like, you know, with the educational group, the management group, you know, they can't

have the same standards. Throughout. But no, I would definitely recommend ADEC too. I have done.

I What about the UAE in general as a place to live and work?

P Most definitely. Most definitely, yes. I've been here for seven years. I've had an amazing seven years. It's given me opportunities that I would have never had if I was living in Ireland or England, just because of distance, location, money, all the rest of it. Absolutely. And to be honest with you I can see myself possibly coming back here. You know, it gives me a wonderful quality of life here. It's just that, at this time in my life I'm just looking for something a little bit different. But, in a couple of years, yeah. For me in Abu Dhabi, I was able to save money, study and travel, and still have a good lifestyle. I mean, there's nowhere else really in the world that I could have done that.

I It's pretty hard, isn't it?

P Yeah. Sometimes I'm questioning "Why am I leaving?". But I just have to follow through with this decision.

I Well, you can always come back.

P That's it.

I Alright. That is great. Thank you very much. Is there anything else you wanted to add?

P Please give me a job if I ever come back [laughs]. Just kidding!

Participant 17285

I Your ERP number is 17285 and the date is 13th June. I was going to ask you a couple of questions about your time here at ADEC. What's your main reason for leaving ADEC now?

P My main reason for leaving ADEC, is I have a husband. Number two, I have a job back in New Zealand and number three, my age. I really believe that I now need to be taking this energy in to the next position that I have.

I Okay. What are you going to do back in New Zealand?

P I'm going to be working for the ministry of Education, and hopefully part of my position will be stepping in and relieving for principals who either take study leave, or there's an emergency situation or sick leave, and it's a position that I've undertaken before. I'm looking forward to that.

I Fantastic. Since you've been here at ADEC, what's been the most satisfying thing, working for ADEC?

P As an English medium teacher and as a Head of Faculty, I have loved making a difference with my co Arabic staff and with the students. That has been tremendously rewarding. As a Head of Faculty I have really enjoyed the Tamkeen project and being part of the facilitation process, with all the training. That has been very rewarding, and the third one I have to say, is the experience I've gained from other countries from around the world, because in my particular situation, I've worked with five different English medium teachers.

I Okay. From different countries?

P Um, United States, England, South Africa, and Canada, and New Zealand. plus, you know, our Arabic teachers. It's been good.

I So it's very diverse?

P Very diverse. I have found that the curriculum has been very easy because its slightly variation of the New Zealand curriculum, so coming with that on board, the teaching side of it was very easy. But as a Head of Faculty, my job was to apply the new school model, and that presented its challenges with the other countries who have different systems. While not saying all systems is the right system, but in this particular system, making those adaptations to some of those teachers were challenging. And my role in that was to manage anger and frustration and add a constructive need to be kind, to be understanding, and to be a mother to the English teachers. So that was a challenge. I'm very, very proud, that I can walk away and say, "I made a difference".

I Fantastic. Okay. What was the least satisfying thing to working with ADEC?

P I think the least satisfying thing, number one would be the lack of support, when we had difficulties within the school. That was very difficult.

I From ADEC?

P From when I... like I called ADEC for help. I called ADEC in to "Come and support me. I'm having difficulties with two EMTs in particular. Not only are they being difficult with myself, but with the Arabic staff and with other teachers. Now we're a small team. We need to find a resolution for this". However, there's always two sides to a story, and the EMTs I understand are supported right through, it doesn't matter now. So, I had to find my place in there. And I've

always risen above a challenge and I felt it was to lead by example and I had to find my own solutions for that.

I So there wasn't much support?

P The best one was to develop positive relationships with my principal, the vice principal and the Arabic HOF, and its gone on. And the rewards that have come back through that, have been wonderful. So that's been... and the current PD has given me an opportunity to be able to facilitate my pedagogical knowledge and best practice. And also, for me, I'm a really confident person. I have done quite a lot of stage work and all those sorts of things, so for me that's helped. And I think the other main contribution to that success was that I was competent on teaching grade ones to grade five. That's it. If you can teach grade five, not a problem. So as a Head of Faculty, you're more than just a Head of Faculty. You're everything. And you're expected to be an expert. And I think the key success for me was being able to manage those girls in grade five.

I Okay. So that was the hardest one?

P Yeah. So I just got it and stuck it [laughs].

I Okay. Looking back on your time, and you've been here for a couple of years now, do you think you would have done anything different had you ... ?

P What a good question. Yes. I would have developed networking systems very, very early on. When I was appointed Head of Faculty, I was appointed in my first school by the principal. And I went into vacation thinking I was coming back to be the Head of Faculty in a provider-based school where there was support systems well embedded. However, I was transferred to a school five minutes away which had no provider, a very difficult school where the

previous Head of Faculty had been fired. Now on my first day, I got no support. I was told by the current EMTs there, plus the management, that they did not like the previous Head of Faculty, who was African American, and basically, I was told to do what they expected.

I What they wanted?

P What they wanted, and I was tied. And that was my message, the first day I arrived at school. And the EMTS had the power, because they helped feed it. Apparently. And they basically told me they could pick up the phone any time and complain. And that's what they did for two years. But I still managed to lead by example and carry on and doing the job to the best of my ability in very difficult circumstances. They tried everything. But I just kept going back to my principal, and keeping her currently informed on what was happening, saying "This is what we're doing". So I just quietly worked and did it that way.

I Okay. Great. Could ADEC have done anything to convince you to stay a bit longer?

P Yes, ADEC. I would have liked to have completed one more year if I'd been given the support when I asked for it this year. Because the two ladies they supported this year, and I was witness along with all other teachers, that their behaviour and conduct of ignoring, bullying other staff members, and being discourteous to our principal and our facilitator, continued right up to this very day. And it's happening now.

I It's still going on?

P It's still going on. But we do the right thing. And one of the... I've been really lucky; I've received support from the seven ladies.

They know I've been doing the right thing and they know I've done a difficult job with no support and I lead by example. That's where I'm coming from. It's about the issues, it's not about personalities. And I would have loved to have stayed on. My principal, my vice principal, Nord Anglia, they've all asked "Why are you going? We need you to set up the new school". I would have loved to be involved in that. But the energy required to survive in this very difficult environment, I... six months ago I applied for a job back home [laughs], so I got it. I informed ADEC immediately. So, but there has been tears, and I've really.... you know, no matter what age you are, there's always something you can learn about yourself and about a system. And talking about thinking outside the box, I had to use those particular skills time and time again. And I just referred back to that. Number two, I developed a very strong network eventually, when we began our training. And the ladies that I met with, how would you say it, are respected by ADEC. Very respected. And I went on to be part of the review team here for the learning objectives and also rewriting the learning outcomes. I've really enjoyed that side of my job. And I've been able to take it back, and those at school who are willing, will come. So that's been very rewarding.

I Would you recommend ADEC as an employer to other people?

P Yes. I would. Honestly, the support ADEC gives our teachers is amazing, you know. The salary is very good. It's the best in the world. The free accommodation. The free health. Sure enough, there are hiccups along the way, but they are doing the vision, the overall vision, of bringing the education reforms in, it's admirable, it is very admirable. And I will definitely, in fact, through my job, when I return to New Zealand, because I live in a university town, and we have a college, and I would like to be recruitment officer, and I would like to be involved in encouraging teachers to come to the

Middle East, to get that international experience. The skills that you gain are fabulous, you know? It gives you confidence. You see things through different eyes.

I Good opportunities here.

P Great opportunities. And, ___ said to us that those skills are being adaptable, flexible, okay? Very important in this job. Now most people sign those, but when they get there, and the ladies that I work with, they just take closed minds, they just close down. And I can understand why, but at the end of the day we're talking about adults who've signed the dotted line and should have read the small print. And at the end of the day they are our employers, and you've got to just get on with it. Yeah. Its about problem solving. And that's part of the twenty first century skills, is learning to problem solve. And you've got to do that. And I've probably... a support system is very vital for people, to get things off their chest, because anger and frustration seeps in. And of course, they dig in, and then they make things tough for themselves. But that's my opinion. Others might have complete opposite [laughs] of ideas.

I I know. It sounds very like what I've been hearing about all this stuff. Like you say, people either love it or hate it. It's about how you deal with it and shaping your experience, isn't it?

P Oh it is. You can either go down that way or go down that way, and I see some of the younger ones coming down and they are beautiful and then after a while their face is set, and you really... it's only going to shorten their lives, so you need to get them and say "Well, hey, come on. We need to see you smiling, relax, and what are you doing? Let's problem solve and overcome this". But some countries, some of them are not willing, a wall goes up. So, you've just got to leave it and just focus on your job.

I Yeah. You can't deal with everyone. I understand. What about the UAE as a place to live in general? Do you think it's alright?

P We loved Abu Dhabi. Love it! Honestly, everyone back home said "Oh, you're going to like Dubai". No, it's Abu Dhabi. We've just enjoyed the culture, the sport, and everything that's offered. We've been to rock concerts, to sporting events, we've been involved, and we've been part of Aussie abroad, and you know, that's the other part, you know, your job. There're three components, isn't there? Your work, its work/balance lifestyle. We've travelled all over. We've been up to the western region, been out to Al Ain, and I've got wonderful strong good friends that I've friended up there who are in those regions so I've gone out and I keep reminding my lovely ladies, "Hey, look. This is so lucky; we've been teaching girls. Strike that on the list". So, we've enjoyed it very, very much and we've had friends visit. And my husband has been back three times since he's returned to New Zealand, so we consider Abu Dhabi next to London as our second home, which is good. It does help, my son, our oldest son is a New Zealand diplomat. He's based in London, and he appointed the New Zealand ambassador here and the consulate in Saudi Arabia, so we've got those connections as well and that up here has opened up a door for me.

I Fantastic, that's great. I think that's all I've got for you. That you for your feedback. It was really good of you.

Appendix 7

**CONFIRMATION OF 'APPROVAL OF RESEARCH WITH LOW RISK'
FROM THE HUMAN RESEARCH ETHICS COMMITTEE**

Memorandum

To	Damon Lalich, SMEC
From	Pauline Howat, Administrator, Human Research Ethics Science and Mathematics Education Centre
Subject	Protocol Approval SMEC-49-12
Date	12 December 2012
Copy	Jill Aldridge, SMEC

Office of Research and Development

Human Research Ethics Committee

Telephone 9266 2784

Facsimile 9266 3793

Email hrec@curtin.edu.au

Thank you for your "Form C Application for Approval of Research with Low Risk (Ethical Requirements)" for the project titled "*Science factors affecting the attraction and retention of overseas teachers in the United Arab Emirates*". On behalf of the Human Research Ethics Committee, I am authorised to inform you that the project is approved.

Approval of this project is for a period of twelve months **12th December 2012 to 11th December 2013**.

The approval number for your project is **SMEC-49-12**. *Please quote this number in any future correspondence.* If at any time during the twelve months changes/amendments occur, or if a serious or unexpected adverse event occurs, please advise me immediately.



PAULINE HOWAT
 Administrator
 Human Research Ethics
 Science and Mathematics Education Centre

Please Note: The following standard statement must be included in the information sheet to participants:
This study has been approved under Curtin University's process for lower-risk Studies (Approval Number SMEC-49-12). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21).
 For further information on this study contact the researchers named above or the Curtin University Human Research Ethics Committee. c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 or by telephoning 9266 9223 or by emailing hrec@curtin.edu.au.

Appendix 8

APPROVAL LETTER FROM ADEC TO CONDUCT THE RESEARCH



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

Date: 24 September 2013	التاريخ: 24 سبتمبر 2013
Ref:	الرقم:
To: Public Schools Principals,	السادة / مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ Damon Lalich , to complete her research on: Investigating factors affecting the attraction and retention of Western expatriate English Medium teachers in the United Arab Emirates	ونود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/ دامون لاليش Investigating factors affecting the attraction and retention of Western expatriate English Medium teachers in the United Arab Emirates
Please indicate your approval of this permission by facilitating his meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سيده على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
 محمد سالم محمد الظاهري المدير التنفيذي لقطاع العمليات المدرسية	

Appendix 9

TEACHER RELOCATION AND RETENTION SURVEY

Teacher Relocation and Retention Survey (TRARS)

Part 1. Demographic data

Participant directions

For each item, please tick (✓) the answer that best describes you. Please answer all items. If you wish to change your answer, please tick (✓) your new answer and cross out the answer you do not want.

1- Please indicate your ADEC ERP number (employee number).

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2- Please indicate the job title of your current position.

<input type="checkbox"/>	English Medium Teacher
<input type="checkbox"/>	Head of Faculty
<input type="checkbox"/>	Education Advisor

3- Please indicate your gender.

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

4- Please indicate your age.

<input type="checkbox"/>	20-29 years
<input type="checkbox"/>	30-39 years
<input type="checkbox"/>	40-50 years
<input type="checkbox"/>	Over 50 years

5- Please indicate your region of permanent residence outside of the UAE.

<input type="checkbox"/>	USA
<input type="checkbox"/>	Canada
<input type="checkbox"/>	UK or Ireland
<input type="checkbox"/>	Australia
<input type="checkbox"/>	New Zealand
<input type="checkbox"/>	South Africa
<input type="checkbox"/>	Other (please indicate) _____

6- Please indicate your marital status according to the following criteria.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Married - (Presently accompanied by spouse who is ALSO a teacher working for ADEC) |
| <input type="checkbox"/> | Married - (Presently accompanied, or plan to soon be accompanied, by current spouse who is NOT a teacher working for ADEC) |
| <input type="checkbox"/> | Married - (Not presently accompanied by spouse and do not plan to be accompanied by spouse) |
| <input type="checkbox"/> | Not married |

7- Please indicate if you have children accompanying you.

- | | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | No children accompanying |
| <input type="checkbox"/> | 1 child accompanying |
| <input type="checkbox"/> | 2 children accompanying |
| <input type="checkbox"/> | 3 or more children accompanying |

8- Please indicate your highest tertiary qualification gained.

- | | |
|--------------------------|------------------|
| <input type="checkbox"/> | Bachelor degree |
| <input type="checkbox"/> | Master degree |
| <input type="checkbox"/> | Doctorate degree |

9- Please indicate the total number of years teaching experience you have since gaining your teaching certification before starting with ADEC (Only include years of classroom teaching in which you were solely responsible for teaching a class of school aged children from grades K-12).

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | 0-3 years |
| <input type="checkbox"/> | 4-7 years |
| <input type="checkbox"/> | 8-15 years |
| <input type="checkbox"/> | 16-23 years |
| <input type="checkbox"/> | 24-30 years |
| <input type="checkbox"/> | 31+ years |

10- Please indicate the number of years you have been employed by ADEC.

- Between 0 – 1 years
- Between 1 – 2 years
- Between 2 – 3 years
- Between 3 – 4 years
- More than 4 years

11- Please indicate the total number of years of experience you have had teaching abroad before coming to the UAE. Please DO NOT include the time you have been working in your current job for ADEC.

- No experience teaching abroad
- 0-3 years teaching abroad
- 4-7 years teaching abroad
- 8-15 years teaching abroad
- 16-23 years teaching abroad
- 24-30 years teaching abroad
- 31+ years teaching abroad

12- Please indicate grade level of the student body you spend MOST of your time teaching.

- KG1 / KG 2
- Cycle 1
- Cycle 3
- Common Cycle

13- Please indicate the region in which your school is located.

- Abu Dhabi
- Al Ain
- Al Gharbia

Part 2. Relocation motivators

Participant directions:

This part of the survey aims to evaluate the relative importance of a variety of relocation motivators. Please read the directions carefully and answer all items accordingly. If you wish to change your answer, please circle your new answer and cross out the answer you do not want.

For each factor, draw a circle around:

- 1 if you consider the factor to be *Highly Important*
- 2 if you consider the factor to be *Important*
- 3 if you consider the factor to be *Not Very Important*
- 4 if you consider the factor to be *Of No Importance*

Please indicate the importance of each of the following items in making your decision to relocate internationally and take up an offer of employment to teach in Abu Dhabi, UAE.

14- Economic factors

	Highly Important	Important	Not Very Important	Of No Importance
1 Salary	1	2	3	4
2 Housing compensation	1	2	3	4
3 Level of medical insurance coverage	1	2	3	4
4 Annual air tickets allowance	1	2	3	4
5 End of service benefits	1	2	3	4
6 Value of host country's currency	1	2	3	4
7 Cost of living	1	2	3	4
8 The employer's reputation in regards to level of job security	1	2	3	4

15- Career factors

9 Career advancement opportunities	1	2	3	4
10 Opportunity to gain international career experience	1	2	3	4
11 Opportunity for a career challenge	1	2	3	4
12 Professional development opportunities	1	2	3	4
13 Strength of the employer's reputation (e.g., recognized as prestigious and quality institution)	1	2	3	4

16- Personal factors

14	Opportunity to contribute to education reform in the UAE	1	2	3	4
15	Opportunity to make a difference within the UAE society	1	2	3	4
16	Personal reasons	1	2	3	4
17	Make a new start	1	2	3	4
18	Opportunity to improve financial position	1	2	3	4

17- Exploration factors

19	Adventure	1	2	3	4
20	Cultural experience	1	2	3	4
21	Travel experience	1	2	3	4
22	Opportunity to learn a new language	1	2	3	4
23	Opportunity to meet new people and create new social networks	1	2	3	4

18- Connection factors

24	Cultural connection in the region	1	2	3	4
25	Family connection in the region	1	2	3	4
26	Religious connection to the region	1	2	3	4
27	Increased distance from family, partner or close friends in home country	1	2	3	4
28	Existing friends in the region	1	2	3	4

19- Lifestyle factors

29	Potential lifestyle available	1	2	3	4
30	Potential work-life balance	1	2	3	4
31	Climate / weather of the UAE	1	2	3	4
32	Annual leave allowance	1	2	3	4
33	Potential fit with host country's culture	1	2	3	4
34	Perceived level of personal safety in the region	1	2	2	4

20 - Any other relocation motivation factors you see as HIGHLY IMPORTANT that are not already outlined here (please specify):

Part 3. Location satisfaction (Overall and Family Considerations)

This section of the survey aims to evaluate your level of satisfaction or dissatisfaction with living in the UAE.

Please indicate your level of satisfaction or dissatisfaction with the factors below according to your experience in the UAE.

21 - Location Satisfaction (Overall)

	Deeply satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Deeply dissatisfied
35 Lifestyle available in the host country	1	2	3	4	5
36 Climate / weather of the host country	1	2	3	4	5
37 Fit with host country's culture	1	2	3	4	5
38 Perceived level of personal safety in the region	1	2	3	4	5
39 Travel opportunities from the host country	1	2	3	4	5
40 Social / recreational opportunities in the host country	1	2	3	4	5

22 - Location Satisfaction (Family considerations)

	Deeply satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Deeply dissatisfied	Not Applicable
41 Increased distance from family, partner or close friends in home country	5	4	3	2	1	0
42 Spousal or partner employment opportunities in the host country	1	2	3	4	5	0
43 Children's schooling opportunities in the host country	1	2	3	4	5	0
44 Spouse / Partner's adjustment to everyday life in the host country	1	2	3	4	5	0
45 Children's adjustment to everyday life in the host country	1	2	3	4	5	0

Part 4. Job satisfaction

This section of the survey aims to evaluate your level of job satisfaction or dissatisfaction on a number of different job categories.

Please indicate your level of satisfaction or dissatisfaction with the following aspects of your job according to your experience in the UAE.

23 - Pay		Deeply satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Deeply dissatisfied
46	The salary paid for the workload required	1	2	3	4	5
47	Opportunity for salary increase	1	2	3	4	5
48	Salary level in comparison to other schools in the UAE	1	2	3	4	5
49	The salary paid for my level of qualifications and experience	1	2	3	4	5
50	The salary in comparison to schools in my home country	1	2	3	4	5

24 - Promotion and professional growth

51	The opportunity for promotion	1	2	3	4	5
52	Opportunities provided for professional development and growth that is relevant to my needs	1	2	3	4	5
53	Promotion opportunities in comparison with practices in other similar institutions in the UAE	1	2	3	4	5
54	The extent of transparency in the promotion process	1	2	3	4	5
55	The number of opportunities provided for professional development and growth in comparison to schools in my home country	1	2	3	4	5

25 - Additional compensation

56	The level of medical insurance coverage	1	2	3	4	5
57	The monetary amount provided for housing	1	2	3	4	5
58	The amount of paid vacation days	1	2	3	4	5
59	The monetary amount provided for a furniture allowance	1	2	3	4	5
60	The monetary amount provided for annual return airfares to home country	1	2	3	4	5

26 - Work / life balance

61	The amount of time I need to spend outside of student contact teaching time to complete my work	1	2	3	4	5
62	My teaching load in comparison with other teachers at my school	1	2	3	4	5
63	Amount of non- student contact time available to me	1	2	3	4	5
64	My teaching load	1	2	3	4	5
65	Travel time required to get to my school	1	2	3	4	5

27 - Non contingent rewards

66	Opportunity to contribute to the UAE's education reform	1	2	3	4	5
67	Opportunity to make a positive difference in society	1	2	3	4	5
68	The overall extent to which I feel I am valued as an essential part of the education reform	1	2	3	4	5
69	The extent of public recognition of my work	1	2	3	4	5
70	Sense of accomplishment in my current job	1	2	3	4	5
71	Extent to which my current job is enjoyable	1	2	3	4	5

28 - Operational conditions

72	The flexibility of the rules that I am expected to follow	1	2	3	4	5
73	The academic standards at my school	1	2	3	4	5
74	The extent to which initiative is encouraged	1	2	3	4	5
75	The level of influence I have in school decision making	1	2	3	4	5
76	Average class sizes (e.g. student numbers per class)	1	2	3	4	5
77	Degree of academic freedom I have with my class	1	2	3	4	5

29 - Collegiality of EMT co-workers

78	Extent of meaningful collaboration with EMT co-workers at my school	1	2	3	4	5
79	Extent of camaraderie among EMT co-workers at my school	1	2	3	4	5
80	Opportunities to learn from other EMT co-workers	1	2	3	4	5
81	Level of support from EMT co-workers at my school	1	2	3	4	5
82	Level of communication between EMT co-workers	1	2	3	4	5

30 - School administration support

83	Level of communication between EMT staff and school administration	1	2	3	4	5
84	School administration's awareness of the problems faced by EMTs at my school	1	2	3	4	5
85	School administration's approachability to discuss concerns	1	2	3	4	5
86	The ability of school administration to solve problems	1	2	3	4	5
87	The level of support from school administration	1	2	3	4	5

31 - Resource adequacy

88	The teaching equipment and resources supplied	1	2	3	4	5
89	The selection of books and reading materials in the school library	1	2	3	4	5
90	Internet access at the school	1	2	3	4	5
91	Student access to computers	1	2	3	4	5
92	Physical classroom size and layout	1	2	3	4	5

32 - Student support

93	The level of respect students show to teachers	1	2	3	4	5
94	The behavior of students in class	1	2	3	4	5
95	The extent to which students are cooperative with teachers	1	2	3	4	5
96	The level of politeness of students	1	2	3	4	5
97	The amount of time I need to spend on classroom management	1	2	3	4	5

Part 5. Attrition and retention motivators

Below are the job satisfaction categories that you commented on in the previous section.

33 - Given your current situation, please tick (✓) the ONE category you are LEAST satisfied with and would be most likely to lead to you LEAVING your current teaching post at or before the end of your contract.

- | | | | |
|--------------------------|-----------------------------------|--------------------------|--------------------------------|
| <input type="checkbox"/> | Pay | <input type="checkbox"/> | Collegiality of EMT co-workers |
| <input type="checkbox"/> | Promotion and professional growth | <input type="checkbox"/> | School Administration support |
| <input type="checkbox"/> | Additional compensation | <input type="checkbox"/> | Resource adequacy |
| <input type="checkbox"/> | Work / life balance | <input type="checkbox"/> | Student support |
| <input type="checkbox"/> | Non-contingent rewards | <input type="checkbox"/> | Operational conditions |
| | | <input type="checkbox"/> | NONE of these categories |

34 - Given your current situation, please tick (✓) the ONE category you are MOST satisfied with and would be most likely to lead to you *REMAINING* in your current teaching post until the end of your contract or beyond.

<input type="checkbox"/>	Pay	<input type="checkbox"/>	Collegiality of EMT co-workers
<input type="checkbox"/>	Promotion and professional growth	<input type="checkbox"/>	School Administration support
<input type="checkbox"/>	Additional compensation	<input type="checkbox"/>	Resource adequacy
<input type="checkbox"/>	Work / life balance	<input type="checkbox"/>	Student support
<input type="checkbox"/>	Non-contingent rewards	<input type="checkbox"/>	Operational conditions
		<input type="checkbox"/>	NONE of these categories

35 - Any other aspects of your job you are DEEPLY DISSATISFIED with that are not outlined here (please specify):

36 - Any other aspects of your job you are DEEPLY SATISFIED with that are not outlined here (please specify):

End of Survey – Thank you