

Attracting and retaining male Emirati teachers in Abu Dhabi schools: An action plan

A Portfolio submitted for the
award of a professional Doctorate through
Central Queensland University.

Sulaiman Al Nuaimi

2010



Attracting and retaining male Emirati teachers in Abu Dhabi schools: An action plan

A research project component submitted for the award of a Professional
Doctorate through Central Queensland University-Australia.

Sulaiman Al Nuaimi

Submitted 14 May 2010

**Attracting and retaining
male Emirati teachers in
Abu Dhabi schools:
An action plan
Volume 1**

A research project component submitted for the award of a
Professional Doctorate through Central Queensland University.

FOREWORD

The portfolio for the Professional Doctorate program has two parts. Volume 1 of the Portfolio is the research component. Volume 2 is the course work component.

The research project in Volume 1 is a structured report contains nine chapters: a reference section and related appendices. A summary of the project is shown in the Abstract.

Volume 2 provides the work completed for the coursework component. Six assignments that include the research proposal are presented. As well all documentation concerning ethical clearance for the research is provided.

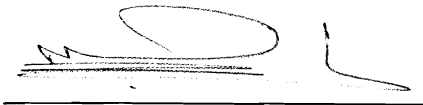
ABSTRACT

This research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in Abu Dhabi schools. The research also aims to identify the critical factors that can increase retention and attraction of male Emirati teachers in Abu Dhabi schools. In addition, this research will be used to propose an action plan that can be implemented by ADEC (Abu Dhabi Education Council) in order to enhance the participation, attraction and retention of male Emirati teachers in the education system.

DECLARATION

I declare that the work presented in this project is to the best of my knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted either in whole or part for a degree at this or any other university.

The submission of this project is in partial fulfillment of the requirements of the Doctor of Education at Central Queensland University.

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a vertical line and a horizontal stroke.

Sulaiman Al Nuaimi

Noosa, Queensland, Australia

May 2010

DEDICATION

This dedication is dedicated to His Highness Sheikh Mohamed Bin Zayed Al Nahyan who gave me the opportunity to pursue my higher education studies.

To my mother with lots of love for everything she did for me and who always has been, and always will be, a source of inspiration.

ACKNOWLEDGEMENTS

I wish to acknowledge the inspiration provided by his Highness Sheikh Mohammed bin Zayed Al Nahyan , Crown Prince of Abu Dhabi. May god preserve him.

I would like to extend my thanks and gratitude to the persons who have played a prominent role in my research journey.

My profound thanks and appreciation go to my academic supervisor, Dr. Mike Horsley. His guidance, patience and valuable advice, and efficient supervision, suggestions and encouragement have helped me plan and conduct and write up this research for the benefit of Abu Dhabi.

I would like to thank Professor John Dekkers for his sincere and good advice and friendship that have gone a long way in helping me complete this research.

A special thank also goes to Dr. Clive Graham for his help and assistance in answering my many questions. Other special thanks are for Dr. Alison Owens, for her support of me during my graduate studies. I also express my thanks and gratitude to Dr Alsawaei , my friend Saeed Alneyadi, Professor David Hamilton, Dr Ali Abusalem, Jonathan Sibley and everyone who assisted in data collection for this study.

I am much indebted to my family for the support and assistance that they have provided me.

My thanks also go to Denise Beckinsale for the editing, and Tanya Burgess for the word processing of the project.

TABLE OF CONTENTS

FOREWORD.....	iii
ABSTRACT.....	iv
DECLARATION.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
Chapter 1	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background.....	1
1.3 Rationale and Significance.....	4
1.4 Aim.....	4
1.5 Research Questions.....	5
1.6 Research objectives.....	6
1.7 Scope and limitation.....	7
1.8 Chapter structure.....	7
Chapter 2	9
CHARACTERISITICS OF THE CONTEXT OF THE STUDY.....	9
2.1 Introduction.....	9
2.2 Overview of the school system.....	9
2.3 Education system governance initiatives.....	10
2.4 Teachers in Abu Dhabi.....	11
2.5 Conclusion.....	16
Chapter 3	17

LITERATUREVIEW.....	17
3.1 Introduction.....	17
3.2 Overview of the literature.....	17
3.3 Paradigms and disciplines in the literature.....	18
3.4 Approaches and disciplines for examining teacher attraction and retention.....	19
3.5 The influence of traditions and customs in Emirate families in career choice.....	23
3.6 Conclusion.....	25
Chapter 4.....	27
RESEARCH METHODOLOGY AND DESIGN.....	27
4.1 Introduction.....	27
4.2 Qualitative and quantitative research.....	28
4.3 Research Design.....	30
4.4 Data collection instruments.....	31
4.5 Sample.....	36
4.6 Ethical clearance.....	37
4.7 Conclusion.....	38
Chapter 5.....	39
INSTRUMENT DESIGN AND DEVELOPMENT.....	39
5.1 Introduction.....	39
5.2 Design, development and administration of the instruments.....	39
5.3 Draft questionnaires.....	42
5.4 Interview instrument design and development.....	47
5.5 Administration of instrument.....	51
5.6 Conclusions.....	51
Chapter 6.....	53
RESULTS.....	53
6.1 Introduction.....	53
6.2 Presentation of results.....	53
6.3 Description of sample.....	54
6.4 Questionnaire results.....	54

6.5 Results from interviews using Albarza and Leqa.....	80
6.6 Results of other analysis.....	85
6.7 Conclusion.....	86
Chapter 7.....	87
FINDINGS AND DISCUSSION OF RESEARCH QUESTIONS.....	87
7.1 Introduction.....	87
7.2 Finding 1 Reasons for low attraction of male Emirati teachers.....	87
7.3 Finding 2 Reasons for low retention and high attrition of Emirati male teacher.....	91
7.4 Finding 3 How families interpret financial incentives and the status of teaching compared to other professions?.....	93
7.5 Conclusion.....	95
Chapter 8.....	97
CONCLUSIONS AND RECOMMENDATIONS.....	97
8.1 Introduction.....	97
8.2 Limitations.....	97
8.3 Conclusions.....	98
8.4 Recommendations and strategies.....	104
8.5 Areas for further research.....	107
8.6 Benefits from the research.....	108
8.7 Concluding remarks.....	109
Chapter 9.....	111
REFLECTIONS.....	111
9.1 Introduction.....	111
9.2 Reflections on coursework component.....	112
9.3 Reflections on the research project.....	115
REFERENCES.....	119
Table of Appendices.....	123
Appendix A.....	124
Appendix B.....	125
Appendix C.....	135
Appendix D.....	140

LIST OF TABLES

Table 2.1	Schooling structure in Abu Dhabi and the UAE.....	10
Table 2.2	Size, ethnicity and gender composition of the UAE and government teaching force of the UAE	11
Table 2.3	Size, ethnicity and gender composition of the Abu Dhabi government teaching force 2009.....	12
Table 4.1	Questionnaires used.....	31
Table 4.2	<i>Lega</i> and <i>Albarza</i> interview schedules.....	32
Table 4.3	Composition of meeting groups.....	34
Table 4.4	<i>Albarza</i> and <i>Lega</i>	37
Table 5.1	Questionnaire for teachers currently in the profession.....	43
Table 5.2	Questionnaire for teachers leaving the profession.....	44
Table 5.3	Questionnaire for family's perception of the teaching profession.....	45
Table 5.4	Common items in the questionnaire.....	45
Table 5.5	Themes used in each questionnaire.....	46
Table 7.1	Summary of family and social factors in deciding to teach.....	88
Table 7.2	Family questionnaire responses of the role of family in career choice.....	89
Table 7.3	Teaching skills and competencies response of male Emirati teachers currently in the profession.....	89
Table 7.4	Former teachers teaching skills and competencies.....	92

LIST OF FIGURES

Figure 2.1	Emirati teacher gender composition.....	13
Figure 2.2	Non-Emirati teacher gender composition.....	13
Figure 4.1	Research design.....	30
Figure 5.1	Process for questionnaire development.....	40

INTRODUCTION

1.1 Introduction

Abu Dhabi is providing educational leadership for the Emirates that comprise the United Arab Emirates (UAE). Abu Dhabi is the capital and most populous Emirate. To provide educational leadership within Abu Dhabi and for the entire UAE, the Abu Dhabi Education Council (ADEC) was established in 2004. One of the reasons for its establishment was to develop the education system and manage the considerable investment being made in the Abu Dhabi, and the wider Emirati, education system. As part of its diversification strategy, the Abu Dhabi government is investing in human capital to prepare for a future that will require a highly skilled workforce. This investment in education and human capital is recent, and the education system is undergoing rapid and large scale change.

Currently, non-Emirati teachers provide the majority of teachers in Abu Dhabi and the other Emirate states. The nationalities represented in these non-Emirati teachers (in order of highest to lowest representation) are Egyptian, Jordanian, Syrian, Sudanese, Iraqi, Tunisian, Moroccan and Lebanese. These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system. However, non-Emirati teachers reflect the cultures and traditions of their own societies. As a result, they are unable to promote Emirati identity and culture in an Abu Dhabi educational context.

ADEC has determined that, to encourage the development of Emirati culture, new ways need to be found to encourage Emirati males to be attracted to and retained in the education system. The research project explores the factors and issues that can influence attraction and retention of Emirati male teachers in schools, as well strategies that can be used to build policies for attracting and retaining such teachers.

1.2 Background

Currently, the majority of Emirati teachers are females, as teaching is a popular career choice for Abu Dhabi females. This career choice is encouraged in many families and, in most other countries; teaching is an occupation that has been feminised. It is only in the last ten years that Emirati males have been attracted to the teaching profession. However, the number of Emirati females entering the teaching profession has increased significantly, and they represent a

majority of teachers in the Emirate's teaching workforce. There has been no associated increase in the proportion of male Emirati teachers in the last decade (Al Bayan, 2008).

One of the consistent issues and problems in the development of Abu Dhabi's education system is the lack of male Emirati teachers. Emirati teachers carry with them Emirati culture. This culture includes the traditional understandings of what it means to be Emirati; a cultural tradition that goes back thousands of years; an understanding of Emirati students and their behaviour, family and social context. As well, each Emirate has a slightly different culture. This difference has a significant impact on student behaviour and family life. Emirati teachers are aware of these differences and their impact on Emirati students. The Abu Dhabi education system wishes to preserve its rich culture, and introduce new generations to the society and the Emirate's way of life. As a result, there is a need to attract and retain Emirati males to teaching to preserve the shared understandings of the Emirati culture. Attracting and retaining Emirati teachers is also a key part of the Emiratisation of the educational sector in Abu Dhabi, and is one of the strategic objectives that the Abu Dhabi Education Council is seeking to achieve in developing the education system.

Specifically, this research will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools; as well strategies that can be used to build policies for attracting and retaining such teachers. The results are then intended to be used by ADEC to develop human resource plans as a springboard for the future; to overcome the problems created by having few Emirati male teachers in the teaching force.

1.2.1 The research problem

This research is concerned with attracting and retaining male Emirati teachers in Emirati schools. According to current ADEC (2009) research, there is at present within the Emirati schools system:

- A significant and increasing Emirati gender gap in teaching;
- Difficulty in attracting male Emirati teachers;
- A growing drift of students from state to private schools; and
- Lack of male Emirati cultural transmission to the new generation of Emirati boys.

CHAPTER 1

As well, there is a perception by the Abu Dhabi Supreme Council that there is a significant student achievement gap between Government schools and private schools. As well, the lack of male Emirati teachers is seen to reduce the effectiveness of the process of Emiratisation of the education system.

1.2.2 Emiratisation

The United Arab Emirates (UAE) is an emerging economy that is investing heavily in education. According to the Abu Dhabi Education Council (2008) a main priority is the increased participation of Emirate citizens in the teaching process.

Emiratisation is the process of replacing expatriates with Emirati nationals in different fields. Education is one of the methods by which nations achieve their development and sustain their national heritage. Education is critical to the implementation of the Emiratisation process. Sheikh Khalifa bin Zayed Al Nahyan (2009), President of the United Arab Emirates and Ruler of Abu Dhabi, defined education as “a pillar that will enable Abu Dhabi to meet standards of excellence achieved in the most highly educated countries of the world” Abu Dhabi Government, (2009).

The UAE has progressed with efforts towards ensuring high literacy rates; putting in place a modern education system reflecting international standards; and increasing women’s participation in education and society. As a result, the UAE devotes about 25 percent of total federal government spending to education. In part, this is due to the fact that, currently, the UAE has one of the lowest pupil-to-teacher ratios (15:1) in the world.

In implementing Emiratisation, the Abu Dhabi Education Council (ADEC) has a critical role. In respect of teacher attraction and retention, ADEC (2009) developed plans to persuade parents to encourage their sons to join the teaching profession by offering incentives, such as:

- Salary increases;
- Increasing moral support for teachers by government;
- Developing more suitable learning environments for students and teachers;
- Reducing teacher workload;
- Increasing offers of guidance and counseling for families to encourage them to consider choosing teaching as a profession;

CHAPTER 1

- Increasing media support of teachers through cultural programs on the role of teachers in society; and
- Providing government support to all those men who choose teaching as a profession.

1.3 Rationale and Significance

There is no documented research in the Emirates' context that has addressed the problems and issues in attracting and retaining male Emirati teachers. To solve the research problem it is necessary to identify the factors and issues that may affect male Emirati teacher attraction and retention.

Male Emirati teachers are likely to promote Emiratisation in the classroom; to share knowledge about Emirati society with students; and to provide momentum to pass on the society's values to the younger generation. It is, therefore, critically important to train well prepared Emirati male teachers.

This research explores the reasons behind the low participation of Emirate males in the education system, as well as reasons for the difficulties that new male teachers encounter. As well, this research explores the difficulties of Emiratisation in the education system, with specific reference to ways of increasing the proportion of male Emirati teachers.

The significance of the research is that it is the first time that such research has been undertaken in the Abu Dhabi context. In this respect, the results from this research can be used to present knowledge and insights to ADEC that can form the basis for strategies to attract male teachers and to increase Emirati male teacher retention.

1.4 Aim

The central aim of the research is to explore attraction and retention of Emirati teachers in Abu Dhabi schools. Specifically, this research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in schools in Abu Dhabi. It also aims to identify the critical factors that influence retention and attract male Emirati teachers to schools in Abu Dhabi. These aims are directed toward research outcomes that can be used to:

- contribute to solutions to the problem of low participation by male Emirati teachers in the education system of Abu Dhabi;
- develop strategies to be implemented by ADEC in the context of the “Emiratisation” of the education system; and
- generate policies that propose solutions to the problems of attracting and retaining male Emirati teachers.

1.5 Research Questions

To address the aims noted above, the following research questions have been developed.

RQ 1 What are the critical factors in retaining male Emirati teachers in ADEC schools?

RQ 1.1 What cultural issues affect retention of male Emirati teachers?

RQ 1.2 What role do schools and the incentives in the education system play in the retention of male Emirati teachers?

RQ 2 What are the critical factors in attracting male Emirati teachers to the ADEC schools?

RQ 2.1 What cultural issues affect attraction of male Emirati teachers?

RQ 2.2 How can we conceptualise Emirati participation in teaching in Abu Dhabi?

RQ 3 What policies could ADEC implement to attract and retain male Emirati teachers in boys’ middle schools in Abu Dhabi?

RQ 3.1 What policies have been developed internationally to attract and retain male teachers?

RQ 3.2 Which of these policies can be applied to the cultural context of the UAE’s education system?

RQ 4 What strategies could the Abu Dhabi Education Council (ADEC) develop to attract and retain male Emirati teachers in schools in Abu Dhabi?

RQ 4.1 What strategies have been developed to attract and retain Emirati male teachers?

CHAPTER 1

RQ 5 How does the structure and leadership of Emirati families influence career choice?

RQ 5.1 How are career decisions made in Emirati families?

RQ 5.2 How do Emirati families interpret social and economic incentives in educational employment?

1.6 Research objectives

To address each of the research questions required the following objectives to be met.

1. Undertake a review of the international literature to identify the factors and issues that may influence attraction and retention of males in teaching. This will include:
 - 1.1 a review of the literature that focuses on factors and issues in male teacher attraction and retention (*RQ 2.1*) and;
 - 1.2 a review of the international policy literature on teacher attraction and retention (*RQ 3*)
2. Examine the literature and government policy from ADEC to establish new strategies that could be used to attract and retain male Emirati teachers. These will include:
 - 2.1 policies for attracting and retaining teachers; (*RQ 3.1*)
 - 2.2 a review of current studies on Emiratisation in the workforce; (*RQ 2.1*)
 - 2.3 investigate the current state of the Emirati teaching service; (*RQ 3*)
 - 2.4 identify the critical factors in Emirati career decision making; (*RQ 2.2*)
 - 2.5 investigate the nature of Emirati family leadership and communication and its relationship to a teaching career choice (*RQ 5.1*)
3. Survey teachers to explore the family and personal decision making process among Emirati males in joining or leaving teaching. This includes Emirati culturally based *Albarza* and *Leqa* to explore the social and cultural aspects of teachers' decisions to join or leave teaching. (*RQ1&RQ 1.2, RQ5*)
 - 3.1 *Albarza* and *Leqa* investigate the social and cultural aspects of decisions to join or leave teaching (*RQ1 & RQ1.2, RQ5*).
4. Interview family members through Emirati communication channels to explore ways that males can be attracted to the teaching profession.
5. Use the analysis of data to generate a framework and guidelines that can be used to address the existing problems concerning male teachers' employment; (*RQ4*)

5.1 Propose strategies and policies that will address current problems of teacher retention; (RQ 3.1)

1.7 Scope and limitation

The research is confined to male teachers in Abu Dhabi. It explores the attraction and retention of Emirati male teachers in the profession and the reasons male teachers leave the profession. This then is the scope of the research.

The following limitations of the research are noted:

- The study only concerns the attraction and retention of teachers in ADEC schools. Therefore, the findings of the study cannot be applied to all schools in Abu Dhabi, nor all those in the UAE.
- The data collection is confined to only three groups of respondents. This is a limitation as the sample is not representative of the entire range of teachers in schools, nor that of families in the community. The views of other groups in the education sector are not canvassed, eg. school principals, female teachers, ADEC personnel; and
- The research has assumed that the samples in each group are representative of all those in the potential sample. However, this may not be the case.

1.8 Chapter structure

Chapter 1 – Introduction

This chapter will introduce aspects of teacher retention and attraction in the Emirati context. The chapter will also define the scope of the research, and state the significance and rationale for undertaking the project. It will also state the aims and objectives and the research questions. It will then conclude with an outline of the structure of this project.

Chapter 2 – Characteristics of the context of the study

This chapter puts the research into context through a discussion of the literature, with particular reference to the Emirates and Abu Dhabi. Factors that may affect retention and attraction of male teachers are to be identified and used to inform the research.

Chapter 3 – Literature review

This chapter details selection of the research design and of the project methodology to be used to examine the stated research questions. This chapter will introduce the Emirati communication strategies developed in this research, and the way that *Albarza* and *Lega*,

CHAPTER 1

contribute to the collection of critical cultural data at the focus of the research questions. These chapters will also overview the questionnaires developed and the strengths of this method of data analysis.

Chapter 4 – Results and discussion

This chapter is devoted to the description of the results from the data analysis. Data collection results will be explained with respect to the original research questions.

Chapter 5 – Instrument design and development

This chapter outlines the design and development of the research instruments used in this research project. It then details the development of the culturally appropriate *Albaza* and *Legat* communication research methods that are a feature of the research.

Chapter 6 – Results

This chapter presents the findings of the study, their implications and will then conclude with some recommendations. Emergent themes in the analysis phase are considered in terms of a set of factors that are critical toward developing a framework and guidelines that address retention and attraction of Emirati male teachers.

Chapter 7 – Discussion of results

This chapter considers the results in relation to the research questions presented in chapter 1. The results are interpreted and the findings considered in terms of the state research questions.

Chapter 8 – Conclusion and recommendations

This chapter presents the overall conclusions of the study. It will also provide a context for the development of strategies and policies and outline future research to inform and provide new insights into this area of study and research.

Chapter 9 – Reflection

This chapter documents the professional research journey undertaken in this professional doctorate. The reflection highlights my interpretation of the current literature in this area and its weaknesses and strengths and details my increased understanding of both the research and the research area as the research unfolded. The reflection also documents the way that my understanding of Emirati research and culture are at the core of educational research in Abu Dhabi.

CHARACTERISITICS OF THE CONTEXT OF THE STUDY

2.1 Introduction

Education policy in Abu Dhabi is developed by the Abu Dhabi Education Council (ADEC). ADEC was established in 2005 and manages the school system in three education zones in Abu Dhabi; Abu Dhabi, Al Ain and Western.

ADEC provides the education system in Abu Dhabi, develops educational policies, curriculum, assessment and school funding procedures. ADEC seeks to improve and develop the school system to allow students to enhance achievement and outcomes. ADEC particularly seeks to create an educational system to meet international standards as reflected in the OECD societies. In 2011 for the first time Abu Dhabi will participate in the OECD PISA (Program for International Student Evaluation) student assessment.

2.2 Overview of the school system

The UAE has achieved much in the field of education in building a comprehensive education system in a very short time frame. The momentum in this investment in human capital stems from a real awareness that constant updating of policy and continual investment in infrastructure is required to ensure that graduates are properly equipped to enter the workforce and assist the development of Abu Dhabi and the UAE. Primary and secondary education is provided for all UAE citizens.

The existing educational structure, which was established in the early 1970s, is a four-tier system, covering 14 years of education.

Education is compulsory through to the ninth grade, although this requirement is not enforced. Government policy is to provide staff/student ratios of 1:20 at kindergarten and primary levels; and 1:15 at intermediate and secondary levels. The current staff/student ratios are well within this range. Table 2.1 provides summary details of the schooling structure in Abu Dhabi.

CHAPTER 2

Table 2.1 Schooling structure in Abu Dhabi and the UAE

No	Grade	Age
1	Kindergarten	4-6
2	Primary	6-12
3	Preparatory	12-15
4	Secondary	15 - 18

Source: MOE 2009

Young children commence school in Kindergarten approximately at the age of four and a half. In 2006, primary school participation rates were 85% of males, and 82% of females. 97% of school entrants at Kindergarten reach 5th grade (UNICEF, 2006). Secondary school enrolment figures are lower than those for primary school, with retention rates at 62% for males, although retention is higher for females, at 66% (UNICEF, 2006).

In 2004–5 approximately 10% percent of students in grades one through from grade one to five, and 8.3% percent of students in grades six through from grades six to nine did not complete their education;. This rate rose to 9.3% percent in grades 10–12 (UNICEF, 2006).

2.3 Education system governance initiatives

In the education sector, the strategic plan of the UAE is to improve the quality and level of education, so that UAE students can better contribute to the country's development, as detailed in the Abu Dhabi Policy Agenda (Abu Dhabi Government, 2009). The policy indicates that the development goals of the United Arab Emirates will be achieved only with the support of a sophisticated and entrepreneurial workforce. In order to meet standards of excellence achieved in the OECD countries, a series of reforms is to be implemented to allow Abu Dhabi to evolve as an education centre for the Emirates and the region. The reform effort has begun with administrative restructuring so that the Government reduces its role in the direct provision of educational services and strengthens the private sector to deliver more educational services on its behalf.

CHAPTER 2

The current governance strategy is focused on the government becoming a regulator and supervisor of an education system with newly created standards, matching the world's best educational practices.

In relation to attracting and retaining Emirati teachers, the success of this strategy will require increased participation of Emirati nationals in teaching and educational administration. A key feature of the educational policies promoted by ADEC is to increase the proportion of Emirati teachers in general and male Emirati teachers specifically. A key measure and indicator of the success of the ADEC policies and governance will be the extent to which Emirati teachers will comprise a larger proportion of the teaching service in Abu Dhabi and the UAE.

2.4 Teachers in Abu Dhabi

Table 2.2 provides data on the size, ethnicity and gender composition of the UAE government school teaching service.

Table 2.2 Size, ethnicity and gender composition of the UAE government school teaching force 2008

Teachers	Male	Female	Total
Non-Emirati	5511	9423	14934
Emirati	910	14095	15005

Source: Ministry of Education 2008

The data shows that the number of male Emirati teachers in all schools is 910, representing only 6% of all Emirati teachers. In comparison, the number of Emirati female teachers is 14095, or 94% (90 %). In the non Government school sector in the UAE there are no male Emirati teachers and only a few high profile Emirati female principals. The total number of Emirati males in the educational leadership positions in the Government school system (principals, senior administrators) in all 552 government schools about 301 (in 2008).

Table 2.3 illustrates the size, gender and ethnic composition of the Abu Dhabi government school teaching service in all three educational zones in Abu Dhabi.

CHAPTER 2

Table 2.3 Size, ethnicity and gender composition of the Abu Dhabi government school teaching force 2009

	Gender	Abu Dhabi	Al Ain	Western	Total
Emirati	Female	2,231	2,461	277	4,969
	Male	402	421	24	847
	Total	2,633	2,882	301	5,816
Non-Emirati	Female	1,138	879	640	2,657
	Male	1,696	1,794	580	4,070
	Total	2,834	2,673	1,220	6,727
Grand Total		5,467	5,555	1,521	12,543

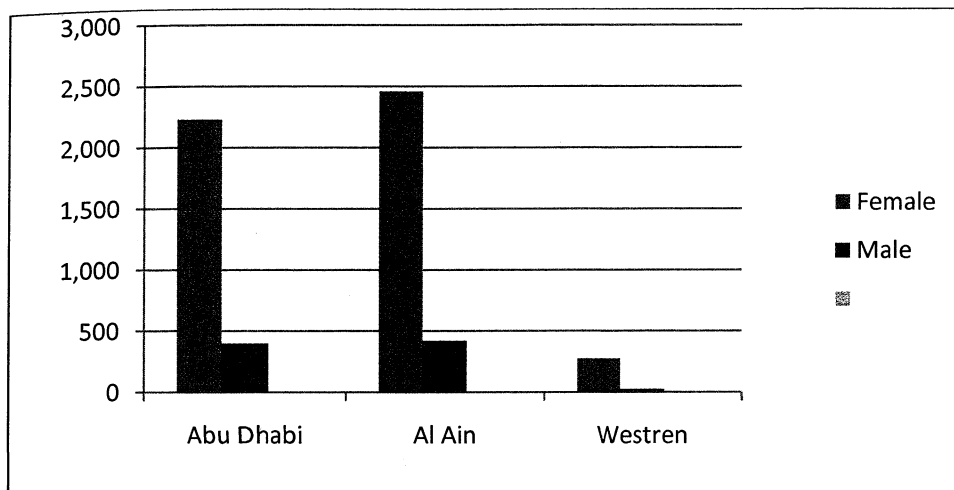
Source: ADEC 2009

Table 2.3 clearly shows the small proportion of Emirati male teachers (in public schools) in the three zones. In the Western zone male Emiratis comprise only 2 percent of the entire teaching service or 1 Emirati male teacher per 3 schools. In Al Ain zone the proportion of male Emirati teachers is 7 percent, or 3 Emirati male teachers per school. In the Abu Dhabi zone male Emirati teachers comprise only 7 percent of the entire teaching service, approximately 2.5 male Emirati teachers per school. Teaching is a feminized profession in Abu Dhabi government and non-Government schools.

Figure 2.1 below illustrates that in all three educational zones in the Government schools females comprise over 90% of the Emirati teaching service. However, in the non-Emirati teaching service female teachers comprise only 40 percent of the teaching service with many more non-Emirati males than females as shown in Figure 2.2. This imbalance and the low level of Emirati male participation in teaching is the most significant characteristic of the composition of the Abu Dhabi teaching service.

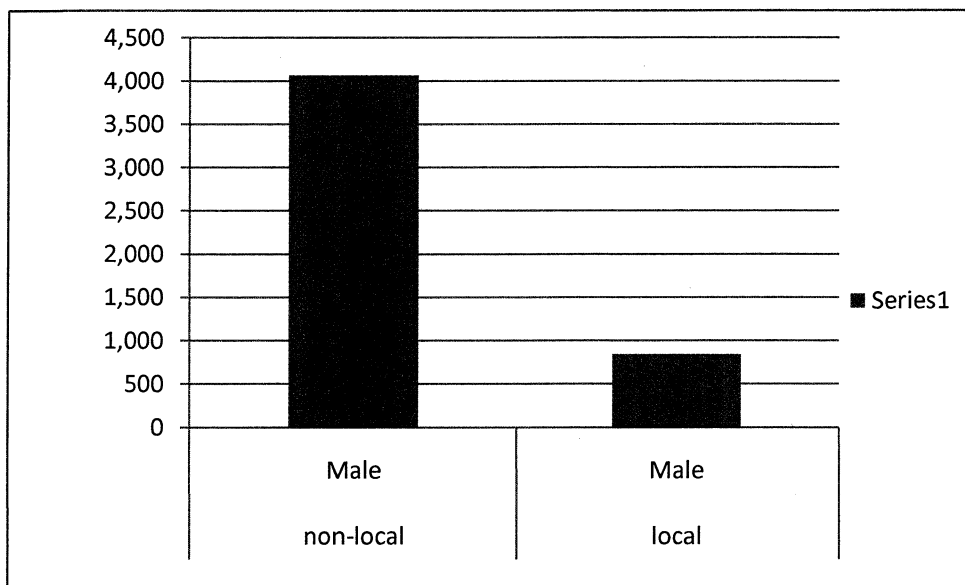
CHAPTER 2

Figure 2.1 Emirati teacher gender composition



Source: ADEC 2009

Figure 2.2 Non- Emirati teacher gender composition



Source: ADEC 2009

CHAPTER 2

2.4.1 Teacher training and teacher professional development in Abu Dhabi

Teacher education can be a critical influence on teacher attrition and teacher retention. The decision to enter teaching has been the subject of considerable research that is discussed in the literature review in Chapter 3. The decision to enter teaching can be linked to the decision to stay in teaching.

Teacher education can be critical in preparing new teachers realistically for the school and social context of teaching, and in supporting new teachers entering the profession through explication of career phases, pathways for professional preparation and certification.

Teacher education can provide high quality experiences for teachers that include induction and staged and supported entry into the profession. To be employed as a teacher, potential teachers must complete a minimum four year Bachelors degree and a minimum three month teacher education training program. In Abu Dhabi and UAE, teacher training programs are planned by ADEC. Taken after the Bachelors degree has been completed teacher education programs are aimed to equip prospective national teachers with attitudes, knowledge, behaviors and skills they require to enable them to performing different educational tasks in an effective manner in classrooms, schools and in the community within which they live and interact. Training national teachers will also help in retaining them.

National teacher training programs in Abu Dhabi are conducted within United Arab Emirates University. All Emirati teachers have entered teaching through the United Arab Emirates University teacher education program. Non-Emirati teachers must be four degree trained and have teaching experience of three years to meet certification requirements to teach in all Abu Dhabi schools.

Many international teacher training agencies and institutions and other Universities in Abu Dhabi contribute to the teacher education program through providing elements and components of training programs.

Central to the development of teacher expertise and professional experience is the role of teacher professional development. As a relatively new education system, in the context of significant new investment, ADEC aims to provide increased professional development opportunities for teachers to support their professional growth.

CHAPTER 2

Once teachers have commenced teaching teachers are selected for further training based on reviews of their performance and recommendations received from Head Teachers or school principals.

Another important criterion for selecting teachers for further training is based on Abu Dhabi's market needs. ADEC seeks to fill training gaps by announcing training on special topics, such as behavior management. ADEC also provides salary and workload incentives for those teachers who participate in further training. Around 10% of national teachers in Abu Dhabi are encouraged to participate in regularly conducted training sessions.

Research has shown that schools who encourage further teacher training demonstrate improved educational outcomes for students.

2.4.2 Teacher retention data

Abu Dhabi exhibits a unique teacher retention profile. For the last decade, approximately 120 Emirati male graduates are accepted into and graduate from the UAE teacher education programs. These graduates commence teaching in Abu Dhabi government schools. ADEC data shows that 50% of these male Emirati teachers leave teaching within 5 years of entering service. Those male Emiratis retained in teaching after 5 years, tend to stay in teaching.

The retention pattern for Emirati female teachers is different. Approximately 250 female Emirati graduates are accepted into and graduate from UAE teacher education programs and commence teaching in Abu Dhabi Government schools. However, ADEC data shows that only 20% of female Emiratis leave teaching within 5 years of service. 80% of female Emirati teachers tend to stay in teaching.

This pattern of entry and retention has been consistent over a number of years. Exploring the reasons for this pattern of attraction and retention is the source of this research. In particular one of the most important issues to research is to know why qualified and experienced Emirati male teachers are leaving the profession; and why so few are attracted to teaching in the first place.

High quality teacher recruitment and retention is a national problem in the UAE. Abu Dhabi needs to find quality teachers and retain them to impact the profession and provide the

CHAPTER 2

necessary support so talented, experienced, dedicated and highly qualified teachers are attracted and retained over the long term.

2.5 Conclusion

The UAE devotes 25% of total federal government spending to education. As a result, the education system in the UAE is witnessing transformation; restructuring and expansion. New strategic plans and projects are being launched by ADEC and the Ministry of Education, which will help to meet the challenges of the new millennium and assist Abu Dhabi to achieve its long-term goals.

As this chapter has shown, at the present time, the UAE suffers a high turnover of Emirati male teachers. In a bid to resolve this chronic and serious problem of Emirati male teacher attraction and high teacher turnover, ADEC wishes to prepare a plan to ensure Emirati male teacher attraction and retention.

LITERATURE REVIEW

3.1 Introduction

The aim of this study is to develop research that supports the attraction and retention of Emirati male teachers. The research will be trans-disciplinary. It will explore incentives for teaching and teacher supply and demand in the market for teaching in Abu Dhabi. It will also explore the way that individuals within Emirati families gain knowledge of the teaching profession (Emirates Foundation, 2009). This exploration will occur within the cultural framework of the operation of an Emirati family. Incentives, expectancy values and career choices will be scaffolded for the family; and interpreted and mediated by the wider family and its leadership for individuals in Emirati culture. This family process of interpreting the incentives and values of teaching reflects Emirati culture. As a result, the research will explore a range of paradigms within the current research and literature; but also identify a trans-disciplinary framework provided by the culture of the Emirati family. The purpose of the review is twofold:

- to examine the existing literature concerning attraction and retention of male teachers, with a view of informing the research; and
- to provide an explanation of the context of the proposed research in terms of Emiratisation.

The context of the research is the Abu Dhabi school system, and this review of the literature commences with a consideration of the Emiratisation policy in Abu Dhabi, followed by an exploration of a range of government policies that have been developed to attract and retain teachers. The Abu Dhabi government's Emiratisation policy that is currently being implemented in the education system is also discussed.

3.2 Overview of the literature

There is a significant volume of research in the international literature that has explored the attraction and retention of teachers and, more recently, that concerning male teachers. This literature can be used to inform this research. This literature and its associated research has been driven, in part, by the predictions of a teacher supply shortage in the OECD countries (Dolton, 2006), problems in early career teacher retention (Hunt et al, 2003), and concerns that not enough males are entering teaching and that teaching is becoming more feminised.

As a result, the OECD produced a major report, *"Teachers matter: attracting, developing and retaining effective teachers"* (OECD, 2005).

CHAPTER 3

This report built on a number of new quantitative studies, conducted mostly in the discipline of economics, and summarised by Dolton (2006) in the Handbook of the Economics of Education 2 (2006). The OECD report also reflected a number of qualitative studies on teacher attraction and retention, associated with the publication of “No Dream Denied: A pledge to America’s children”, published by the National Commission on Teaching and America’s Future (2003), a body representing America’s leading teacher educators.

This literature review will concentrate on the following:

- The main factors that may influence attraction and retention from the perspectives of a number of disciplines; and
- Gaps in the literature, particularly from an Abu Dhabi cultural perspective.

A summary review of the literature reveals that:

- the attraction and retention of teachers has been extensively researched across a wide range of discipline areas;
- different paradigms have been used to explore teacher attraction and retention; and
- significant gaps in the literature can be identified, especially in the area of the impact of Emirati cultural traditions on teaching as a career choice.

A recent review of research on retaining teachers of colour in the United States (Achinstein, Ogawa and Sexton 2010) identified some general categories of influence that contribute to teacher attraction and retention. In relation to attraction these categories include; the personal and professional experiences of teachers, their home communities and their career phases and, finally, their pathways to professional preparation and certification. In relation to school contexts linked to retention, the categories included characteristics of the student body; the schools’ financial, human and social capital linked to their teacher retention; and power structures in schooling.

3.3 Paradigms and disciplines in the literature

From the review of the literature above the following conclusions can be made.

The factors that affect attraction include:

- Government support;
- Increased salary and financial remuneration;

CHAPTER 3

- Improved teaching conditions in schools; and
- The expectancy value of teaching;
- The role of status of teaching.

The factors that affect retention include

- Working conditions;
- Job satisfaction;
- Perceptions on the role and status of teaching;
- Financial incentives for teachers; and
- Supply and demand and salaries in other professions and the general economy.

Despite the foregoing, it is noteworthy that most of the literature on attraction and retention is from a Western perspective, employing western originated research questions and methodologies. There are currently no published studies from an Arabic or Emirati perspective that incorporates critical elements of Emirati or Arabic culture. Therefore, this review has established that there is this gap in current research.

3.4 Approaches and disciplines for examining teacher attraction and retention

A number of approaches or paradigms exist for exploring teacher attraction and retention. Current literature from three of these disciplinary approaches are examined that can inform this research.

3.4.1 Approaches from the discipline of economics

The dominant approach in the literature is represented by the discipline of economics. Economists have considered teacher attraction and retention in terms of the structure of the underlying market for teacher supply and demand. Furthermore, economists have utilised methodologies that allow them to understand the forces impacting on the market for teachers (Dolton, 2006). A key study reflecting this approach was conducted by Wooden, Webster and Marks (2008). This research locates teacher attraction and retention within the framework of incentives that reflect aspects of teacher supply and demand. The Wooden, Webster and Marks' study identifies salaries, conditions, wage compression and salary distribution as the key explanatory variables influencing teacher attraction and retention.

CHAPTER 3

Key studies in this area have been published by Dolton (2006), the OECD (2005), Odden and Kelley (1997) and Hanushek, Kain and Rivkin (1995).

In regard to male teachers, Horsley and Stokes (2005) also applied a salary analysis to teacher attraction and retention. They developed data examining male teacher attraction and retention by choosing teaching subjects with a high proportion of male teachers, and then analysing salary relativities in these subject areas with cognate professions outside teaching. These approaches reflect an economic paradigm. Horsley and Stokes (2005) claimed that the main challenge for retaining the education workforce in NSW, Australia is the system of wage determination for teachers in NSW. The study explored how teachers' salaries were comparable to those of other professions and professionals. This research has generally assumed that teacher attraction and teacher retention are similar phenomena and that incentives act on teacher attraction and retention in the same way.

3.4.2 Expectation/motivation paradigms

A contrasting paradigm to explain the decision to enter or leave teaching has been developed through the research of Richardson and Watt (2006). Their research focuses on individual motivations to explain why people chose to teach or leave teaching. In a series of publications (Richardson and Watt, 2005, 2006, 2008) have developed an expectancy value model of career decision making (Wigfield and Eccles 2002). This model construes entry to teaching as reflecting positive pre-teaching experiences. This model is sourced from the discipline of educational psychology, and the expectancy value methodology has been used previously to explain how learners approach the learning of mathematics.

Richardson and Watt (2006) conducted a study on 1653 educational students enrolled at three Australian universities. Their research explored career (attraction) motivation for individuals choosing the teaching profession. The research concluded that the motivation for choosing teaching as a profession is due to perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution, shape the future and work with children.

Richardson and Watt (2005) also conducted another study to explore the reasons behind graduates' decisions to pursue teaching as a career. A survey collected data about respondents' reasons for choosing teaching as a career, with open-ended questions eliciting rich qualitative data to elaborate on rating-scale responses. Richardson and Watt (2005) found five factors

CHAPTER 3

related to the choice of teaching as a career. These factors are related to social status, career fit, **prior** considerations, financial reward and time for family.

In relation to expectations and motivation paradigms the key to attracting teachers is for potential teachers to experience positive prior teaching and learning experiences, as well as a desire for job security, job transferability and time for family (Watt and Richardson, 2008). In addition, the research reported that pre-service teachers rated teaching as a highly satisfying career, but perceived teaching as relatively low in social status, and as paying a low salary.

Although similar factors to attraction influence retention in the expectation motivation paradigms, some of the attraction factors do not endure and decay. Difficult working conditions, working with difficult children in isolated or hard to staff schools mean that difficult professional features of teaching begin to outweigh the personal expectancies that lead to the decision to enter teaching in the first place.

3.4.3 Career choice and personal development concerns

This literature indicates that career choice and career development, for most people is a long process reflecting school and family factors and the economy and employment situation at the time of leaving school and entering the workforce. Changes in school and higher education policies, the opportunities for vocational education, and social and family influences all contribute to individuals decisions to pursue certain careers and employment. Some young people develop occupational foreclosure as a result of experiences and expectations of certain types of employment. However, most young people's career choices are shaped by the local economy and its employment profile and educational opportunities and training possibilities.

Most career choices are taken during at toward the end of high school. Family and community appear to see these decisions as an indication that students are planning for life beyond school in the world of work. Decisions at this time are very important, as they can determine work opportunities in the future.

The career choices that high school students make are affected by their maturity in choosing a career path and by their perceptions of various professions. In addition, as alluded to earlier in this Chapter, choosing a profession is not a simple process, and is influenced by many factors. Knowledge and understanding may indicate a student's suitability for a considered profession, and influence the choice process (Watson, Quatman and Edler, 2002).

CHAPTER 3

This literature indicates that, concerning job choice, it is important to take the following issues into consideration:

- Students should understand their strengths and weaknesses, both educationally and personally. They need to understand that attaining a job requires more than just obtaining qualifications. It's also about making the right choice. It is important for students to assess their values and beliefs before choosing careers;
- Students should choose careers themselves, despite pressure from family and friends. In other words, students should not choose careers just to please parents or other relatives, although it is acknowledged that parents want the best for their children. Others should keep in mind that students have to live with their choices (Katie, 2009);
- Students should collect the information necessary for career selection. This can involve career experts, who may inform students about difficulties and challenges associated with particular careers. This assists students to assess if they are mentally, emotionally and physically suitable for various professions (Schwebel et al, 1996); and
- Teachers are important providers of career education.

3.4.4 Policy perspectives in the literature

The OECD (2005) published an international study of policies for attracting, developing and retaining effective teachers in schools. The OECD reported that if teaching is not perceived as an attractive profession, and teaching does not change in fundamental ways, there is a risk that the quality of schools will decline. The OECD project focused on teacher policy issues in 25 countries: Australia; Austria; Belgium (Flemish Community); Belgium (French Community); Canada (Quebec); Chile; Denmark; Finland; France; Germany; Greece; Hungary; Ireland; Israel; Italy; Japan; Korea; Mexico; the Netherlands; Norway; the Slovak Republic; Spain; Sweden; Switzerland; the United Kingdom and the United States.

The study revealed that there are differences among countries in their approaches to teacher recruitment, teacher education, teacher pay and working conditions, teacher employment and evaluation and career structures. Such an international analysis provides people in different countries with an opportunity to learn more about themselves by examining their experiences against those of other countries, as well as building evidence of the impact of different approaches to teacher policy. The report recommended that the teaching profession needs to be

CHAPTER 3

competitive with other occupations in order to attract talented and motivated people. In addition, there should be a strategy to improve the status of teaching in general. Moreover, more incentives for teachers should be provided. The report surveyed studies from a variety of research paradigms.

3.5 The influence of traditions and customs in Emirate families in career choice

The literature appears devoid of factors concerning family matters and issues that may influence career choice and, particularly, the attraction and retention of teachers. This is an aspect that, whilst not documented in the literature, could be a factor in Abu Dhabi and is considered in this section. This gap arises from the western focus of the literature, and the way that research questions and research methodologies reflect western cultural understandings (Bishop, 2005).

The Emirate people enjoy customs and traditions with deep roots developed a long time ago, inherited by generations from ancient times (Alkhaleej, 2009). One of these traditions is that each family is represented by the head of family, who is directly responsible for major family decisions (Zayed Bin Sultan Al-Nahyan, 2009). The head of the family maybe the father or grandfather, or the eldest person in the family which usually consists of 10 to 30 people and, in some cases, it may reach 100 or more. It is Emirati cultural practice that the head of the family is responsible for all major decisions such as financial matters, living arrangements and marriage and social networks (Alittihad, 2009). This responsibility extends to career and study choice. Western conceptions of the nuclear family and the prime notion of individual choice in careers is not reflective of the communal choice made by large extended families in non-western cultural contexts (Bishop, 2005; Horsley and Walker, 2005)

The head of an Emirati family, usually the father, determines his sons' futures through taking decisions in planning, which includes education, choice of career specialization and profession and future studies. In most, but not all cases, the father chooses his sons' specialization, based on his personal preferences, rather than the expressed wishes of children. Many of these decisions are made without discussion (Abtsaam, 2008). In the Emirati cultural tradition most children will follow the choice of the head of the family and comply with such decisions.

CHAPTER 3

These cultural traditions have a significant impact on the gender balance of the Emirati teaching workforce. Traditionally, some parents choose special professions for their daughters, such as teaching and nursing.

Many factors may influence the head of the family's decision in planning the future of their sons' careers. Some of these factors include:

- The working conditions for each career or profession;
- The future vision of the career;
- Avoiding repetition of the same professions and careers in the family;
- Better opportunities for promotion in employment and access to higher qualifications;
- Community perception in regard to the career and profession and family; and
- The closeness to the place of residence.

Most parents would rather not choose their sons' future in the career of teaching due to:

- Perceived workload;
- Community perceptions of teachers;
- The belief that the teaching profession is for those who are unable to secure entry to other professions; and
- Lack of financial incentives.

In circumstances where families promote teaching as a career, there is a great deal of success for male teachers from these families.

In the area of teacher attraction and retention in Abu Dhabi, in some cases, individuals may have chosen the teaching profession against the wishes of the head of the family. In these circumstances, heads of families will continue to exert pressure to persuade family members to leave the teaching profession.

It follows from the foregoing that this research deemed it necessary to explore how Emirati families influence attraction and retention of teachers, and investigate the importance of their roles in choosing teaching as a profession for their children, in particular, their sons. Moreover, this research will examine the main reasons that make parents reject teaching as a profession for their children.

3.6 Conclusion

The literature review has overviewed the literature on teacher attraction and retention. The research reviewed has identified three different paradigms for investigating teacher attraction and retention; incentives mostly developed from an economic perspective on supply and demand conditions in teaching and other professions; an expectation and motivation model based on an expectancy value approach to explain the attraction of individuals to teaching and their retention after gaining experience and a career approach reflecting research paradigms on career development and career choice. All of these approaches to research on teacher attraction and retention have employed a western epistemology that reflects individual agency and decision making in explaining the decision to enter and stay in teaching.

However, a major conclusion of the literature review is that the cultural factors critical to explaining career choice in an Emirate context have been neglected. Few studies of teacher attraction and retention have been undertaken in more collective cultures where families are very large and family decision making is more collective and decisions do not necessarily reflect individual agency, but are determined by family authority and family leadership. These factors in male teacher attraction and retention are important in Abu Dhabi and the other Emirates that constitute the UAE. The research methodology and design explored in chapters 4 and 5 seek to identify the role of family and individual factors in explain male Emirati teacher attraction and retention.

CHAPTER 2

RESEARCH METHODOLOGY AND DESIGN

Introduction

This chapter presents the research design, methodology and data collection processes that were undertaken in this project in Abu Dhabi. The research approach was framed by a number of factors that were critical to the research design and methodology adopted. These factors were identified in the review of the literature presented in Chapter 3 as being critical to the overall research project design. These factors include:

- The culture of the country is an important consideration in the research, as the motivation to teach and to stay in the teaching profession is influenced by socio-cultural practices.
- Formal data collection instruments used, questionnaires were applied in ways that reflect Emirati cultural practices. Arabic was the language chosen for the data collection, as it was deemed that this would facilitate more accurate responses to interview questions and other collection instruments.
- People in Abu Dhabi usually use traditional communication channels, or *Leqa*, when discussing significant issues. *Leqa* refers to a meeting, when families come together to discuss issues that concern *mastqaba*, the future of the family and the wider Abu Dhabi society; and *Leqa* methods are used to develop family perspectives on career choice.
- In this context the views of families were sought in *Leqa*; and the data collection process will use *Albarza*, an Emirati method of collecting the views of family leaders that reflects the leadership traditions of Emirati society.
- The use of traditional Emirati communication methods for the data collection was identified in the review of the literature, as presented in Chapter 3, as a significant gap in the research about attraction and retention of male Emiratis in the teaching profession.

To summarise, the project will use *Leqa* and *Albarza*, traditional Emirati ways to consider issues that are critical to the future of the family.

In this research both qualitative and quantitative data was obtained. Questionnaires addressed to families, teachers who are still in the career and those who changed their career to

CHAPTER 4

investigate the social and cultural aspects of decisions to join or leave teaching. These tools will help to establish issues that may effectively attract and retain teaching.

4.2 Qualitative and quantitative research

4.2.1 Introduction

This section, following a brief overview of qualitative and quantitative approaches to research, considers the case for using a mixed methodology for this research project. The researcher's position is then presented.

4.2.2 Defining qualitative and quantitative research

Quantitative and qualitative research approaches are based on different epistemological assumptions about the nature of the investigated issue. According to Denzin and Lincoln (2005), quantitative research methods measure and analyse causal relationships between variables. Quantitative research is based on a positivism that supports empirical research. On the other hand, qualitative research examines the process of assigning meanings in articulated contexts. It is based on interpretation, taking into account that there exist many realities and truths (Denzin and Lincoln 2005). Qualitative research is a field of inquiry that cuts across disciplines and subject matters and aims to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour (Denzin and Lincoln 2005).

Lee (1994) insists that quantitative research methods derived from the natural sciences. Quantitative research stresses objectivity, measurement, reliability and validity (Lee 1994) that reflects the social sciences. Quantitative research, according to Lee (1992), has become 'increasingly inadequate, especially in cross-cultural research. Attention has been devoted to a search for effective alternatives, and this leads to the qualitative approach which emphasizes the description of culture and meaning'. In some areas of the social sciences, such as anthropology, qualitative research has long been the primary strategy for developing and testing hypotheses. Qualitative research has, likewise, had a long history in education, dating back at least to Barker's (1964) *Large Schools, Small Schools* project, which presented overwhelming evidence of the benefits of small schools for the personal and social growth of adolescents. In another sense, however, qualitative research in education is a new field. Recent theorists have pointed out that, since human behaviour is complex, and often highly subjective, interpretive research strategies are necessary to supplement traditional, quantitative educational research (Erickson, 1986).

CHAPTER 4

New approaches in qualitative research reflected in the writings of Bishop (2005) and Horsley (2007) argue that western approaches to qualitative research have ignored non-western approaches to epistemology. In this respect, recent qualitative approaches to research acknowledge non-western communication patterns and cultural structures in developing qualitative research design.

4.2.3 Using quantitative and qualitative approaches

Quantitative and qualitative researchers have simply responded in different ways to the challenge posed by the fact that experimental control, in the tradition of physics and biology, is clearly impossible in education and the other social sciences. Quantitative researchers have responded by developing or applying numerical data collection processes, research designs, and statistical procedures that enable research and measurement in social sciences to parallel closely the work of natural science researchers. According to Daly (1992) qualitative researchers, on the other hand, have responded by using strategies focusing on the objective analysis of subjective meaning.

4.2.4 Mixed methodology approach

This research used mixed methods to explore research questions, in order to address the research questions stated in Chapter 1. This approach also allows the researcher to triangulate data as much as possible. Items that are included in the questionnaires are used as the basis for interviews, based on traditional communication patterns in Emirati culture.

The nature of this project requires that both closed and open ended instrument be adopted. Questionnaires that use a Likert scale explore respondents' general reactions to the items investigated in the scale. A deeper probe of participants' responses through a more open ended approach occurs using the *Leqa* and *Albarza* framed interview research.

4.2.5 The researcher's position

Based on Section 4.2.2, using a mixed methods approach is most suited to this research for the following two reasons. Firstly, there is a need for the researcher to obtain some base line data about the problems and issues that are faced by all the participants, that is, teachers, families and others in Abu Dhabi. This is done using questionnaires that explore the following matters:

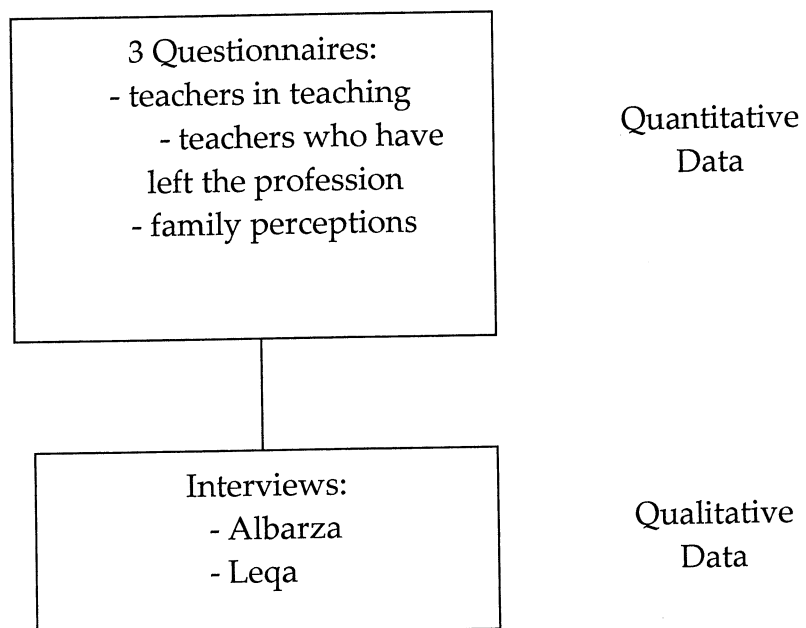
CHAPTER 4

- Reasons for leaving teaching ;
- Reasons for choosing teaching as profession
- What is so different about being a male teacher in Abu Dhabi;
- Reasons for a family to influence the choice of teaching as a career; and
- How a family influences Emirati males' career choices.

4.3 Research Design

Based on the foregoing, the research design consists of 2 stages, as shown in Figure 4.1 below:

Figure 4.1: Research design



As can be seen from Figure 4.1, the research design includes the questionnaires and interviews with teachers currently in the teaching profession, and teachers who have left the profession. These research instruments were supplemented by *Leqa* and *Albarza* with families who exert cultural influences on the decision making processes of males joining and leaving the teaching profession (see section 4.7).

Male Emirati teachers who resigned to establish other careers are provided the opportunity to outline their reasons for leaving.

CHAPTER 4

4.4 Data collection instruments

4.4.1 Overview of questionnaires

This section provides an overview of the questionnaires and interviews used as data collection methods for this research. Details concerning the design and development of the questionnaires and interviews are presented in Chapter 5.

Table 4.1 shows the links between the questionnaire instruments and the variables and factors being considered in this research.

Table 4.1: Questionnaires used

Variables	Participation Characteristics	Instruments
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Teachers currently in the profession (TQ-IP)	Questionnaire for 150 teachers in ADEC schools
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Teachers who have left the profession (TQ-LP)	Questionnaire for 150 teachers in ADEC schools
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Family incentives in the teaching profession in ADEC schools (FOAT)	Questionnaire for 75 families in Abu Dhabi

The table above also identifies that the questionnaires will be used with three participant groups:

- teachers currently in the profession;
- teachers who have left the profession; and
- families who have a family member in the teaching profession.

Table 4.1 presents and overview of the questionnaires used.

The variables that are examined are the same for each of the questionnaires, and were identified in the literature review, as discussed in Chapter 3.

CHAPTER 4

Interview schedules were developed and used with the same groups listed in Section 4.4.2.

Table 4.2 presents an overview of variables used, participants' characteristics and instruments used. The remainder of this section will explain in greater detail the approach that was used.

Table 4.2: Leqa and Albarza Interview schedules

Variables	Participation Characteristics	Instruments
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Teachers currently in the profession	Albarza & Leqa for 150 teachers in ADEC schools
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Teachers who have left the profession	Albarza & Leqa for 150 teachers in ADEC schools
1-Incentives/Working conditions 2-Culture/Frameworks 3-Expectancy 4-Education policy	Family incentives in the teaching profession in ADEC schools	Albarza & Leqa for 75 families in Abu Dhabi

Questionnaires and interview results obtained from the various samples were used to explore the variables influencing attraction and retention of male teachers in Abu Dhabi.

Ultimately, this exploration of these variables were analysed to develop data that can inform human resources' policy and practice in the area of male teacher attraction and retention. This will allow the research to contribute to the following objectives:

- create a framework of guidelines that can be used to address the existing problems concerning male teacher employment; and
- propose policies that will address the current problem of teacher retention.

4.4.2 Introduction to *Albarza* and *Leqa*

In some of the data collection, the interviews needed to conform to *Leqa* and *Albarza* cultural norms. There is a strong case for this approach, supported by new developments in epistemology and research. For example, research in the South Pacific (Tonga and Samoa) has

CHAPTER 4

led to a re-evaluation of research instruments and research methodology in the Pacific. In particular, the bounded nature of much western sourced and based qualitative research, its disempowering impact, and its neglect of the links between what is said and who said it have led to the development of a *taloanoa* approach in the Pacific to research methodologies. *Taloanoa* does not reflect western concepts of reliability and validity, but the researchers' understanding of and trust in the contribution of the group's culture to wellbeing through connectedness. In summary this approach to research:

- Avoids researchers retelling stories from their perspectives, making judgments and, thus, appropriating the narrative
- Avoids ignoring loyalty, kin and spiritual and cultural order;
- Avoids ignoring the cultural order that affects the realities of everyday behaviour;
- Answers the question about who this research will benefit;
- Highlights potentiality;
- Promotes holistic intermingling of researchers' emotions, knowledge and experiences;
- Promotes the provision of space, time and conditions for co-construction of stories and, hence, meaning that is culturally bound to the group involved in the discussion;
- Promotes talking things over; being in possession of the oratory and verbal negotiation required in Emirati culture; and
- Sees the participants select who should talk and decide what should be said?

The collective sociocultural base of experience is highlighted by this research approach. This research approach also uses the language of the group and the collective.

Albarza and *Leqa* are similar concepts in that some data can only be collected and interpreted using traditional Emirati ways of discussing problems, and understanding how Emirati culture provides systems for influencing career choice.

4.4.3. *Albarza* and *Leqa* cultural research frameworks

Albarza is a kind of social gathering where various interest groups and families within the community meet to discuss diverse social issues. Such events often result in changes of view and newly accepted values that have an impact on the future of the community.

CHAPTER 4

Albarza is usually chaired by the person of highest social status in the community; this person may be a sheikh or the head of a well-respected family. Due to its significance, *Albarza* is usually held at the home of the chairperson once a week, or as often as needed.

Albarza gatherings often host a minimum of 20 community members of high social standing but the number may reach up to 100 or more, depending on the subjects raised for discussion, which may vary between social, economic or educational matters. During such times, the community members sit in a formal and structured manner with their attention focused on the chairperson of the event for that day.

During an *Albarza* gathering, the sheikh or the chairperson manages the discussions, giving the members an opportunity to speak when he deems it fitting. All participants have the right to speak and to be listened to without interruption.

4.4.4 *Albarza* methodology

For the purpose of conducting this research, the researcher had decided to employ *Albarza* and *Leqa* based research in Abu Dhabi's three educational zones, as they are classified by the emirate's educational council, the ADEC.

As a result, the researcher established *Albarza* and *Leqa* in the Emirate's 3 educational areas, designated by the council, on different occasions where a number of community members were gathered to discuss an array of topics regarding education. This information is summarised in Table 4.3.

Table 4.3 Composition of meeting groups

ADEC zones	Number of Community Members Present
Abu Dhabi Education Zone	25
Al Ain Education Zone	25
Western Education Zone	25

As can be seen from Table 4.3 above *Albarzas* were hosted with a specific number of community members, who were prominent in the education system; some of whom worked as school supervisors, administrators, teachers or head teachers.

CHAPTER 4

Once official permission was granted by the chairperson for the researcher to attend, interview, and record the content of the session, a questionnaire was prepared and distributed to the community members to collect their views on education related issues.

Each of the *Albarza* gatherings followed a specific course as follows:

- The Sheikh made the opening statement at the *Albarza* and set forth the points of discussion.
- The Sheikh then briefed the attendees about the current situation as it stood and welcomed the researcher. He emphasised the importance of this research and how it will have a positive impact on the overall educational system.
- Discussions were launched and interviews with all community members were conducted and recorded.
- Towards the end of the gathering, the questionnaire was distributed to the community members, who were given ample time to complete them.
- Upon collection of the questionnaires, an analysis was made of the findings in consultation with the recordings already made during each of the sessions.

4.4.5 Use of Leqa

Leqa is a type of meeting where two or more people gather to present or exchange information, plan joint activities, make decisions, or carry out actions. *Leqa* is part of Emirati culture. It is worth noting that almost every group activity or project between two or more persons requires a *Leqa* to be convened.

For the *Leqa* to be efficient and effective participants' ideas should be heard; decisions should be made through discussion and with reasonable speed; and activities are focused on desired results. Good *Leqas* help generate enthusiasm for the subject under discussion; build deep understandings for the others' point of view; and provide participants with techniques that may benefit them in their future concerns, social life and even careers.

The following points should be kept in mind by the person who calls for a *Leqa*:

- Have a clear objective;
- Make sure that only people, who support the *leqa*, attend;
- Choose an appropriate venue;

CHAPTER 4

- Agree on a time frame for the meeting and stick to it; and
- Provide an agenda.

4.4.6 *Leqa* methodology

For the purpose of conducting qualitative research it was decided to convene three *Leqa* in Abu Dhabi's three educational areas, as they are classified by ADEC. The *Leqa* was used as a research tool to meet people and explore their ideas.

Each of the Leqas followed a specific procedure, which may be summarised as follows:

- Prior to contacting potential participants, ADEC approval was sought to establish *Leqa*;
- Appropriate participants in the three education zones in ADEC were contacted to participate in *Leqa*.

4.5 Sample

Sample groups consisted of Emirati teachers and educators in a variety of schools; the questionnaires having been distributed to members of the organisational staff upon management approval to conduct the study. The study also sampled family groups, using *Leqa* and *Albarza* to explore the views of families and how families influence male career choice in teaching.

Details of the data collection instrument used for each of the groups are presented in chapter 5.

The three different groups selected in this research were as follows:

- *50 male Emirati male citizens, who used to be teachers but changed their profession*

The researcher had decided to research the three educational areas of Abu Dhabi as they are classified by the ADEC. All authorizations granted, the researcher is planning to visit the three educational zone (Abu Dhabi, Al Ain, Western).The researcher located appropriate participants by ADEC zones, asking teachers who were certified and left the profession to call the researcher for an interview. MOE was contacted as well as school district Human Resource Directors to help locate possible candidates for this part of the study.

All of the participants were selected through snowball sampling.

CHAPTER 4

- 50 Emirate Male citizens who are still at the teaching profession

The researcher used the three educational zones of Abu Dhabi as they are classified by the ADEC. The researcher located participants by visiting different schools at the educational zones and asking teachers who are certified and still at the profession whether they accept being interviewed for the research and to fill the accompanied questionnaire. Once possible candidates were identified, initial communication was made to discuss more fully the scope of the study and willingness to participate. The initial communications occurred via telephone contact and an interview time and meeting place were secured.

- 50 Emirate families

For the purpose of conducting *Albarza* the researcher used the three educational zones as they are classified by ADEC.

After all authorizations were granted, the researcher visited the three educational zones as designated by the ADEC to meet community members to discuss an array of topics regarding education in *Albarza*.

The schedule of visits was as follows:

Table 4.4 Albarza and Leqa conducted

ADEC zones	Date of Visit	Number of Community Members Present
Abu Dhabi Education Zone	Dec 6, 2009	25
Al Ain Education Zone	Dec 9, 2009	25
Western Education Zone	Dec 14, 2009	25

These *Albarzas*, being family social gatherings, hosted a number of community members who were prominent in the education system, some of whom worked as school supervisors, administrators, teachers or head teachers.

4.6 Ethical clearance

Ethical clearance was sought after the development of the research methodology and research design. An ethics application was submitted to the Central Queensland University Human Research Ethics Committee, in December 2009. The application was considered at the January meeting of the committee. The committee accepted the application and made a number of suggestions to improve the research design, enhance the participant information statements and provide contacts addresses at Central Queensland University for participants in

CHAPTER 4

the research to communicate to in the event that participants reported adverse events. The committee approved the research and provided ethical clearance in early February 2010 and the research was conducted with no adverse ethical events in February, March, and April in 2010.

4.7 Conclusion

This chapter has detailed the research methodology and the research design for the investigation. Chapter 5 details the design and development of the instruments referred to in this chapter.

INSTRUMENT DESIGN AND DEVELOPMENT

5.1 Introduction

Chapter 4 provided details of the research design methodology to be used to address the research questions. The types of data collection methods to be used were also considered.

The first part of this chapter presents details of the design and development of the questionnaires used with male teachers in the profession; and those used with those male teachers who have left the profession; and with members of families, in which there is a teacher.

The second part of this chapter presents details concerning the design and development of the interviews schedule, using *Albarza* and *Lega*.

5.2 Design, development and administration of the instruments

5.2.1 Overview

This section covers the steps used in the design and development of the 3 questionnaires – one for each of the sample groups, namely:

Teachers in the Profession – (TQ-IP): This is a sample of teachers presently in the profession.

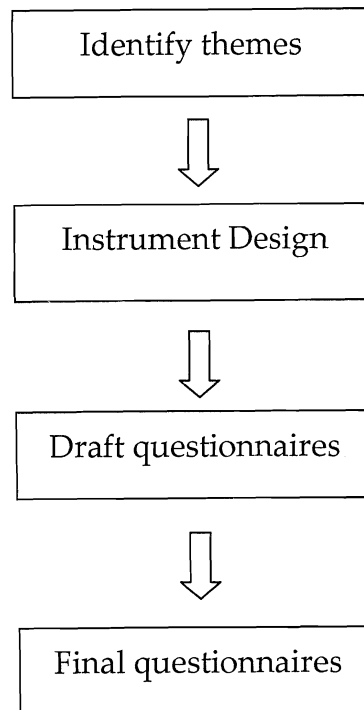
Teachers who have Left the Profession – (TQ-LP): This is a sample of teachers who have left the profession.

Family Opinion about Teaching – (FOAT): This is a sample of family members (usually the father) where there is a teacher in the family.

The process used to develop these quantitative research instruments is shown in Figure 5.1. It can be seen that there are three stages. These are considered in the following sections.

CHAPTER 5

Figure 5.1 Process for questionnaire development



5.2.2 Identification of the themes for questionnaire

Based on the review of the literature presented in Chapter 3, the researcher's professional background and experience and information from ADEC, four main themes were used in the questionnaires. These themes were:

- Motivation
- Teaching skills and competencies
- Family and Social issues
- Economic and financial incentives

An explanation of each of the themes is as follows:

- Motivation

This theme is framed by study of the motivations that influenced teachers to shift from the teaching profession to other professions. It includes items that were selected by the researcher before inclusion in the questionnaires so as to make sure that different types of motivation, as they may relate to Abu Dhabi, were considered.

CHAPTER 5

- **Teaching skills and competencies**

This theme is framed by the researcher's intent to measure the impacts of expectancy **values** such as teaching skills and competencies, on male teachers' decisions to leave the **profession** and move to new professions. A range of possible expectancy related issues and **influences** were included.

- **Family and Society**

This theme was framed in the questionnaires through the intent to capture, and then **analyse**, family and social circumstances, that could influence male Emirati teachers to **enter** other professions to satisfy the desires of the family and wider society

- **Economic and financial incentives**

This theme was framed around economic incentives and aspects of decisions to enter stay in and leave teaching.

5.2.3 Design of instrument

5.2.3.1 Introduction

The literature was examined to find out if existing questionnaires on attraction and retention of teachers were available. As shown in Chapter 3, no previous similar research has been undertaken in Abu Dhabi and, therefore, no suitable questionnaires existed. However, the literature did help in establishing the themes to be used, and also served as a basis for generating the questions. The remainder of this section describes matters addressed in the design of the questionnaires.

5.2.3.2 Questionnaire design considerations

It was decided that three distinct groups of respondents were to be used in this part of the research. This had implications for the design of the questionnaires.

- Same type of questionnaire for all respondents.

It was deemed necessary to use the same type of questionnaire with similar items for each of the questionnaire target groups. This enabled the more valid and reliable comparison of results from the questionnaire across the groups. However, it was found that only 6 common items could be used, as discussed in Section 3.

CHAPTER 5

- **Type of questionnaire.**

People in Abu Dhabi are not very used to completing questionnaires. On this basis it was decided to use a questionnaire design that was

- easy to undertake
- easy for participants to complete
- did not take much time to complete

- **Language used**

The most common language in Abu Dhabi is Emirati Arabic. Therefore, all the questionnaires used Arabic. For the purpose of this project's presentation, English language translations have been used.

5.3 Draft questionnaires

5.3.1 Draft 1 – Generation of item pool

This draft concerned the preparation of a list of items. In this respect, the literature review was extensively consulted to derive question items. The researcher's professional background and information from ADEC also helped to generate items for the questionnaire.

An initial pool of 45 items was generated. These were cohered into the major category groups of items in terms of the themes as indicated in Section 5.2.2. Both the researcher and his supervisors did the categorisation. The three versions of the instrument that were prepared for the purposes of each of the three groups are shown in Tables 5.1, 5.2 and 5.3 respectively. It had been hoped that similar items could be used for each of the 3 groups. However, this was not possible. However, it was possible to include the same 6 items for each of the three groups of participants.

The items generated, and the category each belongs to, are presented in Table 5.4.

CHAPTER 5

*Table 5.1: Questionnaire for Teachers Currently in the Profession
(TQ-IP)*

Motivation (M), Teaching Skills & Competencies (TS&C), Family & Society Roles (F&SR)

No	(TQ-IP)	Theme	RQ
1	School environments encourages citizens to become teachers	M	2
2	Personal motivation was behind your choice of teaching as a	M	1.1
3	Emirati teachers earn good money.	M	2.2
4	National motives had a role in my choice of becoming a teacher.	M	4
5	Emirati teachers' working conditions are satisfactory	M	3
6	Media has a significant role in encouraging citizens to join the teaching.	M	3.2
7	ADEC encourages citizens to join the teaching career.	M	3
8	My family had a role in my choosing teaching as a career.	F&S R	5.1
9	UAE families encourage their children to have a teaching	F&S R	5.2
10	The community had a role in my becoming a teacher.	F&S R	5
11	Emirati males are interested in teaching.	F&S R	5
12	My father had a role in my selecting teaching as a career.	F&S R	5.1
13	Teaching is a female-dominated career.	F&S R	5
14	Society has a positive attitude towards Emirati male teachers.	F&S R	5.1
15	Emirati teachers can understand students better than non Emirati teachers.	TS & C	1.1
16	Emirati teachers offer a better role model for the new Emirati male generation.	TS & C	1.2
17	Emirati teachers have the same vision.	TS & C	1.1
18	In Emirati teachers' classrooms, students behave well.	TS & C	1.1
19	School management leadership encourages creativity in the teaching career.	TS & C	2.2
20	Emirati teachers face problems in preparing for classes	TS & C	2.1
21	Emirati teachers are cooperative in schools,	TS & C	3.1

CHAPTER 5

Table 5.2 Questionnaire for Teachers Leaving the Profession (TQ-LP)

Motivation (M), Teaching Skills & Competencies (TS&C), Family & Society Roles (F&SR)

No	TQ-LP	Theme	RQ
1	Money was behind the change of your career.	M	3.1
2	Motivation was behind the change of your career	M	4.1
3	Emirati teachers' working conditions are not very satisfactory	M	4.1
4	Presence in a non-motivating school environment made you change your career.	M	3.2
5	Emirati teachers earn good money	M	2.1
6	Availability of other job opportunities was behind your career change.	M	4
7	Limited opportunities for promotion was behind your career change	M	4.1
8	The difficulty of the teaching profession was behind your career change.	M	3.1
9	Society has a positive attitude towards Emirati teachers	F&S R	5.1
10	Emirati society has a positive attitude towards teaching	F&S R	5.2
11	Emirati males are interested in teaching	F&S R	3.1
12	Emirati teachers have no social lives	F&S R	1.2
13	Your family played a role in changing your career.	F&S R	5.1
14	Social status of teachers has had a role in changing your career.	F&S R	5.1
15	Lack of family support had a role in changing your career.	F&S R	5.2
16	Teaching is a female-dominated profession	F&S R	5.2
17	Burden on teachers played a role in changing your career.	T S & C	3.1
18	The lack of managerial competency is the reason behind the career change	T S & C	3.1
19	Emirati teachers have a role in changing the profession	T S & C	4.1
20	Emirati teachers lack skills and qualifications	T S & C	2.1
21	Foreign teachers had a role in changing your career.	T S & C	3.2
22	Students are better behaved in Emirati teachers' classrooms.	T S & C	3.2
23	Lack of opportunity for promotion had a role in changing career.	T S & C	4.1
24	Students' problems have motivated the teachers to change careers.	T S & C	3.1
25	Difficulty in managing classroom & student behaviour was behind your career change.	T S & C	3.1

CHAPTER 5

Table 5.3 Questionnaire for Families' Perceptions of the teaching Profession (FOAT)
Motivation (M), Economical (E), Social (S)

No	FOAT	Theme	RQ
1	Choosing teaching as a career has become a national imperative	M	2.1
2	The media have a role in choosing teaching is a career.	M	2.1
3	ADEC had a role in motivating citizens to work as teachers.	M	3.1
4	My teaching career from this family's point of view is encouraging.	M	3.1
5	My teaching career from this family's point of view is motivating.	M	2.1
6	The teaching profession is as good as other professions.	M	4.1
7	It is of national importance that there are more Emirati teachers	E	4.1
8	Incentives in the teaching profession have a role in selecting it as a career choice.	E	4.1
9	Emirati teachers earn good money.	E	2.2
10	Emirati society has a positive attitude towards teaching	F&SR	4.1
11	Society has a positive attitude towards Emirati teachers	F&SR	4.1
12	Family social status affects career choice.	F&SR	5.2
13	Family history has a role in the selection of the teaching career.	F&SR	5.1
14	The family leader has a role in career selection.	F&SR	5.2
15	Emirati teachers can understand students more effectively than Foreign teachers.	F&SR	1.1
16	Emirati teachers offer a role model for the new male generation.	F&SR	1.1
17	Emirati teachers have the same mission.	F&SR	1.1
18	Emirati teachers have the same vision.	F&SR	1.2
19	Teaching is a female-dominated career.	F&SR	4.1
20	Customs and traditions have a role in the choice of career	F&SR	5
21	The Emirati family feels proud when a family male member becomes a teacher.	F&SR	5.1

Table 5.4: Common Items in the Questionnaire

Q.No	Items description	Questionnaire Name		
		T-IP	T-LP	FOAT
1	Emirati teachers earn good money (M)	*	*	*
2	Emirati teachers' working conditions are satisfactory (M)	*	*	
3	The community had a role in my becoming a teacher(F&SR)	*		*
4	Emirati males are interested in teaching(F&SR)	*	*	
6	My father had a role in my selecting teaching as a career F&SR)	*		*
7	Teaching is a female-dominated career (F&SR)	*	*	
8	Emirati society has a positive attitude towards teaching(M)	*	*	
9	Your family played a role in changing your career(M)		*	*
10	Emirati teachers have the same national mission and vision (M)	*		*

CHAPTER 5

It can be seen from this table that TQ-IP and TQ-LP have more items in common than FOAT has in the other questionnaires. The above nine (9) items will be analysed specifically in Chapter 6 for comparison purposes.

5.3.2 Draft 2 - Selection of response scale

When the item questions were generated it had not yet been decided as to the response scale to be used. Many different item response scales can be located in the literature. In discussion with my supervisor, it was decided to use a Likert type scale. This type of scale is used extensively in the social sciences and is deemed very reliable and valid (De Vaus, 2005). Likert scales are also easy to use, as indicated by their popularity in the literature.

The Likert scale chosen for this research is a 5 point Likert scale.

Strongly Agree Agree Don't know Disagree Strongly Disagree

Following this decision, items generated were checked to align their expression with a Likert type response scale. This required a number of items to be changed to fit the response scale.

5.3.3 Draft 3 - Preparation of final versions of questionnaires

Three versions of the questionnaire were prepared in both Arabic and English, as shown in Appendix B. A breakdown of the number of items used in each of the questionnaires is shown in Table 5.5 below. It can be seen that FOAT contrasts greatly from the TQ-IP and TQ-LP in that it focuses on wider family, economic and social themes.

Table 5.5 Themes used in each questionnaire

Questionnaire	Theme			
	Motivation	Teaching Skills & knowledge	Family & Social	Economic
TQ-IP	7	6	7	0
TQ-LP	8	8	9	0
FOAT	6	0	12	3

CHAPTER 5

5.4 Interview instrument design and development

5.4.1 Overview

This section provides a description of *Albarza* and *Leqa*. It provides details of the considerations made in the use of *Albarza* and *Leqa*. As well, questions developed for the research using this technique, are presented.

Albarza has the following features:

- *Albarza* is a kind of social gathering where various interest groups and families within the community meet to discuss diverse social issues; such events often result in changes of view and newly accepted understandings that have an impact on the future of the community.
- *Albarza* is usually chaired by the person of highest social status in the community; this person may be a Sheikh or the head of a well-respected family. Due to its significance, *Albarza* is usually held at the home of the chairperson once a week, or as often as needed.
- *Albarza* gatherings often host a minimum of 20 community members of high social standing, but the numbers may reach up to 100 or more, depending on the subjects raised for discussion, which may vary between social, economic and educational subjects. At such times, the community members sit in a formal and structured manner, with their attention focused on the chairperson of the event for that day.
- During an *Albarza* gathering, the Sheikh or the chairperson manages the discussions, giving the all the attending family members an opportunity to speak when they see fit. All family leaders and members are provided with an opportunity to speak, and represent their families and their ideas are listened to without interruption by the entire group.

5.4.2 Describing the *Albarza* process

Calling the Albarza meeting

The head of the family, or the Sheikh, usually calls for *Albarza* by sending invitation letters to participants. *Albarza* is usually conducted on a bi-weekly basis, just after the afternoon prayer, in the salon of the head of the family's place. *Albarza* can also be conducted whenever an urgent issue emerges, or when an important subject that concerns the community needs an urgent decision.

CHAPTER 5

Attendees

Heads of local families residing in the village, key persons in the local community and landlords are usually invited to attend *Albarza*. In addition, visitors, whose participation can bring added value to subjects, may be invited by the Chairman to attend.

Encouragement to attend

Invitations are usually sent to participants three to four days before conducting *Albarza*. Invitations include the provisional agenda for *Albarza*, which is prepared according to subjects of high priority that could be raised by the head of the family. *Albarza* agendas may contain subjects of common interest to the community, political issues, economic concerns, social and religious events, or other matters of interest. Participants are encouraged to recommend including certain subjects for discussion at *Albarza*, but this is conditional on presenting a brief review on the subject or problem, its current status, recommended ways of resolving the problem and support needed.

Duration of meetings

Albarza meetings may extend from afternoon prayer to dinner time, which is considered enough time to discuss agenda items. In case the time allowed is not sufficient to cover points of discussion, then another meeting can be called for within one or two days at the most. For instance, in some critical cases where the community faces a real danger or threat, *Albarza* meetings will be declared as open sessions and continue until the issue is resolved.

Speakers and order of presentation

For this research, participants received an invitation from the head of the family that stated the purpose of the meeting and listed the agenda topics. The major subject on the agenda was my research. The head of the family opened the meeting by welcoming the participants and presenting the topics for this *Albarza* discussion. He introduced the researcher and encouraged all participants to cooperate and express their thoughts freely and frankly, because their responses would be reflected in the outcomes of the research, and would be of great importance to the development of the community. Then the head of family requested each

participant to introduce themselves to the researcher. When all participants introduced themselves, the Chairman gave the researcher the floor to brief the meeting on the purpose of the research and to start the *Albarza* process.

Recording of the meeting

The entire *Albarza* was recorded on a digital tape recorder. It was found that the respondents participated actively in the interview, and the questions were seen as important to the future of their children and the development of the country.

After concluding the meeting of *Albarza*, the researcher listened to the tape recording of the whole interview twice. A third listening was made to check contents against the notes made during the *Albarza*. This helped rule out inconsistent information. After this process, interview data was grouped according to similarities in responses to questions. These results are presented in Chapter 6.

5.4.3 Questions for the *Albarza* and *Lega*

Questions for the *Albarza* and *Lega* were generated by the researcher, in consultation with his supervisors. Three groups of question themes were used; Motivation, Family and Society Roles and Teaching Skills and Competencies.

The questions used are as follows:

A-Motivation:

- *What do you think about the Abu Dhabi Educational Council in terms of motivating youth towards selecting teaching as a future career?*
- *Do you think financial earnings and incentives may affect your planning for your son's future profession?*
- *From the perspective of Emirati families, how should the development of education be encouraged?*
- *What role do salaries and other financial rewards play in entering and leaving teaching?*

CHAPTER 5

B-Family & Society Roles

- *Has your family played a role in selecting your current profession?*
- *What do you think about teaching as a profession for your son?*
- *What is the social status of teachers in your region?*
- *In your opinion, does your son's joy and happiness lie in standing alone at the pinnacle of success or in leading a life together with his family, relatives and friends?*
- *Should a child make a few compromises and choose a career that enables him to live with his family?*
- *Should a child pursue a career to suit only his interests and aptitudes, even if it means he would end up far away from home and family?*
- *Does your son's personality have a role in his selecting his profession?*
- *Do you think that Abu Dhabi society has a well developed educational system that may affect your decision in choosing teaching as a profession for your son?*
- *In your opinion, what is the role of the family in choosing their sons' professions?*

C-Teaching Skills & Competencies

- *What is the role of parents in encouraging their children to join the teaching profession?*
- *What is the rank and status of the teaching profession in your opinion, in comparison to other professions?*
- *Is the role of the Emirati teacher important for the development of the educational process?*
- *Are you in favour of having all teachers in the UAE from the Emirati population?*
- *What role may a teacher play in building up a well developed generation?*

5.4.4 Development testing of Albarza session questions

The questions used for *Albarza* and *Lega* were tested to establish their validity and reliability. For this purpose development testing was done. The procedure involved 15 community members who agreed to participate in a trial and pilot of the questions. A briefing was done by the researcher, and documentation provided to each participant, as shown in Appendix C.

CHAPTER 5

5.5 Administration of instruments

5.5.1 Administration of the questionnaires

All of the administration of the questionnaires was done in schools by the researcher over a 6 week period. When participants agreed to take part, each was provided with a briefing document for the project. This document is presented in Appendix D.

5.5.2 Administration of the interviews

For the administration of the interviews, three different locations were used:

- Teachers in the profession
This was undertaken at the participants' schools
- Teacher who have left the profession
This was undertaken and completed in the participants' new work places
- Family participants
Family and community views and perspectives were considered in two *Albarza* sessions. The sessions were conducted over a period of 2 months.

All participants received the information statement about the project, and completed the participants ethics agreement, as shown in Appendix D.

5.6 Conclusions

This chapter has presented details for the design and development of questionnaires and interviews/*Albarza* used with study participants. Chapter 6 presents the results from data collection using the above instruments.

CHAPTER 6

RESULTS

6.1 Introduction

The previous chapter presented details of the data instrument to be used for addressing the research questions stated in Chapter 1. This chapter presents the results of data collected using the questionnaires, focus groups and interview schedules. The first part of the chapter presents preliminary analysis of the questionnaires data, the focus groups and interview data. Then a more detailed analysis of all results is then undertaken. Summaries of all results are then presented.

6.2 Presentation of results

6.2.1 Questionnaires

The results of questionnaire items were grouped using the categories as shown in Table 6.1 as follows.

- Teachers currently in the profession (TQ-IP)
 - Motivation;
 - Family & Social Roles; and
 - Expectancy variables such as teaching skills and competencies.
- Teachers leaving the profession (TQ-LP)
 - Motivation;
 - Family & Society Roles; and
 - Expectancy variables such as teaching skills and competencies.
- Families perceptions about the teaching profession (FOAT)
 - Motivation;
 - Economic incentives; and
 - Social and family perceptions.

Table 6.1 Presentation of Questionnaire results

Questionnaires	Motivation	Family & Society Roles	Expectancy variables	Economic incentives	Social
TQ-IP	x	x	x		
TQ-LP	x	x	x		
FOAT	x			x	x

The order of presentation of results in the following sections is in the order as shown above.

CHAPTER 6

6.2.3 Interviews/*Albarza*/*Lega*

The interviews used the *Albarza* and *Lega* traditional Emirati communication methods to allow the researcher to clarify, probe and contextualize the answers of the respondents. Respondents could choose Arabic or English as their medium of expression, and they had the opportunity to freely express their opinions, as a result of the format of *Albarza* and *Lega*. Before the *Albarza* and *Lega*, respondents were informed that the exchanges were to be tape-recorded.

6.3 Description of sample

A total of 150 Emirati teachers currently teaching in the profession, were selected to reflect current teachers. 150 Emirati teachers who had left the profession of teaching to move to other professions were also sought for the sample for the questionnaire. Finally, 75 Families whose children attend ADEC schools were sought for *Albarza* and *Lega* to ascertain family perceptions about the profession of teaching and the roles that families play in teaching career choice.

The characteristic of the samples are presented in Appendix A and are discussed in chapter 7.

6.4 Questionnaire results

6.4.1 Teachers currently in the profession (TQ-IP).

6.4.1.1 Motivation

Q1. School environment encourages citizens to join the teaching profession.

The Table below shows that 54 % of respondents agreed that the “school environment encourages Emiratis to join the teaching profession”.

Table 6.2 The school environment encourages citizen to join the teaching profession

	Frequency	Percent	Cumulative Percent
Strongly Disagree	15	28.8	28.8
Disagree	13	25.0	53.8
Don't Know	9	17.3	71.1
Agree	10	19.2	90.3
Strongly Agree	5	9.7	100.0
Total	52	100.0	

CHAPTER 6

Q2. Personal motivation was behind my choice of teaching as a career.

The table below shows that about 55 % of respondents agreed that “personal motivation was behind their choice of a teaching career”. However 11.5% of respondents disagreed with the statement.

Table 6.3 Personal motivation was behind your choice of teaching as a career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	6	11.5	11.5
Disagree	7	13.5	25.0
Don't Know	10	19.2	44.2
Agree	20	38.5	82.7
Strongly Agree	9	17.3	100.0
Total	52	100.0	

Q3. Emirati teachers earn good money.

The table below shows that 75% of respondents strongly disagreed or disagreed that “Emirati teachers earn good money”. Only 11.5% of participants agreed that Emirati teachers earn good money.

Table 6.4 Emirati teachers earn good money.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	29	55.8	55.8
Disagree	10	19.2	75.0
Don't Know	7	13.5	88.5
Agree	6	11.5	100.0
Total	52	100.0	

Q4. National motives had a role in my choice of being a teacher.

The Table shows that over 65 % of respondents agreed that “national motive has a role in choosing to be a teacher”.

Table 6.5 National motive has a role in my choice for being a teacher

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	9.6	9.6
Disagree	3	5.8	15.4
Don't Know	10	19.2	34.6
Agree	23	44.2	78.8
Strongly Agree	11	21.2	100.0
Total	52	100.0	

CHAPTER 6

Q5. Working conditions for Emirati teachers are satisfactory

The following table shows that about 54 % of respondents disagreed with the statement that “working conditions for Emirati teachers are satisfactory”. A further 23 % strongly disagreed with this statement. However, 26 % of the respondents agreed with the statement.

Table 6.6 Conditions in which Emirate teachers are working are satisfying

	Frequency	Percent	Cumulative Percent
Strongly Disagree	12	23.1	23.1
Disagree	16	30.8	53.8
Don't Know	10	19.2	73.1
Agree	8	15.4	88.5
Strongly Agree	6	11.5	100.0
Total	52	100.0	

Q6. The Media has a significant role in encouraging citizens to join the teaching profession.

The following table below shows that 65 % of respondents disagree or strongly disagree that the “media has a significant role in encouraging citizens to join the teaching profession”.

Table 6.7 Media has a significant role in encouraging citizens to join the teaching profession.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	21	40.4	40.4
Disagree	13	25.0	65.4
Don't Know	7	13.5	78.8
Agree	6	11.5	90.4
Strongly Agree	5	9.6	100.0
Total	52	100.0	

Q7. The Abu Dhabi Education Council encourages citizens to join the teaching profession.

The table below shows that about 53 % of respondents disagree that “Abu Dhabi council encourages citizens to join the teaching profession”. However, 30% agree with the statement.

CHAPTER 6

Table 6.8 The Abu Dhabi Education Council encourages citizens to join the teaching profession.

	Frequency	Percent	Cumulative Percent
Valid Strongly Disagree	19	36.5	36.5
Disagree	9	17.3	53.8
Don't Know	8	15.4	69.2
Agree	12	23.1	92.3
Strongly Agree	4	7.7	100.0
Total	52	100.0	

6.4.1.2– Teaching skills and competencies

Q1. Emirati teachers can understand students better than non Emirati teachers.

The table below shows that about 80 % of respondents agreed or strongly agreed that “Emirati teachers can understand students better than non Emirati teachers”.

Table 6.9 Emirati teachers can understand students better than foreign teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	3.8	3.8
Disagree	5	9.6	13.5
Don't Know	4	7.7	21.2
Agree	14	26.9	48.1
Strongly Agree	27	51.9	100.0
Total	52	100.0	

Q2. Emirati teachers offer a better role model for the new Emirati male generation.

The table below shows that 83 % of respondents either strongly agree or agree with the statement that “Emirati teachers offer a better role model for the new Emirati male generation”.

Table 6.10 Emirati teachers offer a better role model for the new Emirati male generation

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	3.8	3.8
Disagree	3	5.8	9.6
Don't Know	4	7.7	17.3
Agree	19	36.5	53.8
Strongly Agree	24	46.2	100.0
Total	52	100.0	

CHAPTER 6

Q3. Emirati teachers have the same national vision.

The following table shows that over 80 % of respondents either strongly agree or agree with the statement that “Emirati teachers have the same national vision”.

Table 6.11 Emirati teachers have the same national vision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	1.9	1.9
Disagree	5	9.6	11.5
Don't Know	4	7.7	19.2
Agree	21	40.4	59.6
Strongly Agree	21	40.4	100.0
Total	52	100.0	

Q4. During Emirati teachers' classroom sessions students behave well

The following table shows that 73 % of respondents strongly agree or agree that “during Emirati teachers' classroom sessions students behave well”.

Table 6.12 During Emirati teachers' classroom sessions students behave well

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	7.7	7.7
Disagree	2	3.8	11.5
Don't Know	8	15.4	26.9
Agree	18	34.6	61.5
Strongly Agree	20	38.5	100.0
Total	52	100.0	

Q5. School management and leadership encourages creativity in the teaching career.

The following table shows that 75 % of respondents either strongly agree or agree that “school management and leadership encourages creativity in the teaching career”.

CHAPTER 6

Table 6.13 School management and leadership encourages creativity in the teaching career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	7.7	7.7
Disagree	3	5.8	13.5
Don't Know	6	11.5	25.0
Agree	21	40.4	65.4
Strongly Agree	18	34.6	100.0
Total	52	100.0	

Q6. Emirati teachers face problems in schools.

The table shows that nearly 70 % of respondents disagreed or strongly disagreed that "Emirati teachers face problems in schools". However over 20% agreed with the statement.

Table 6.14 Emirati teachers face problems in schools

	Frequency	Percent	Cumulative Percent
Strongly Disagree	21	40.4	40.4
Disagree	15	28.8	69.2
Don't Know	6	11.5	80.8
Agree	10	19.2	100.0
Total	52	100.0	

Q7. Emirati teachers are cooperative at schools.

The following table shows that over 82 % of respondents either strongly agree or agree that, "Emirati teachers are cooperative at school", and 5.8 % disagree that Emirati teachers are cooperative at schools.

Table 6.15 Emirati teachers are cooperative at schools

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	5.8	5.8
Disagree	3	5.8	11.5
Don't Know	3	5.8	17.3
Agree	22	42.3	59.6
Strongly Agree	21	40.4	100.0
Total	52	100.0	

CHAPTER 6

6.4.1.3 Family and social roles

Q1. My family had a role in my choosing teaching as a career.

The table below shows a mixed response. Nearly 54 % of respondents either agree or strongly agree with the statement that “my family had a role in my choosing teaching as a career”. However, over 32 % of respondents disagreed with the statement.

Table 6.16 My family had a role in my choosing teaching as a career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	7.7	7.7
Disagree	13	25.0	32.7
Don't Know	7	13.5	46.2
Agree	22	42.3	88.5
Strongly Agree	6	11.5	100.0
Total	52	100.0	

Q2. UAE families encourage their children to enter the teaching profession.

The following table shows that there is a mixed response to the statement with a slightly higher percentage of respondents disagreeing with the statement.

Table 6.17 UAE families encourage their children enter the teaching profession

	Frequency	Percent	Cumulative Percent
Strongly Disagree	15	28.8	28.8
Disagree	11	21.2	50.0
Don't Know	9	17.3	67.3
Agree	11	21.2	88.5
Strongly Agree	6	11.5	100.0
Total	52	100.0	

Q3. The community has a role in my becoming a teacher.

The following table below shows that over 32 % of respondents indicate “don’t know” about the statement. However, 34% of respondents agreed with the statement and 34% of respondents strongly disagreed or agreed with the statement.

CHAPTER 6

Table 6.18 The community has a role in my becoming a teacher

	Frequency	Percent	Cumulative Percent
Strongly Disagree	7	13.5	13.5
Disagree	10	19.2	32.7
Don't Know	17	32.7	65.4
Agree	14	26.9	92.3
Strongly Agree	4	7.7	100.0
Total	52	100.0	

Q4. Emirati males are interested in teaching.

The table below demonstrates a most mixed response to the statement.

Table 6.19 Emirati males are interested in teaching

	Frequency	Percent	Cumulative Percent
Strongly Disagree	11	21.2	21.2
Disagree	7	13.5	34.6
Don't Know	11	21.2	55.8
Agree	14	26.9	82.7
Strongly Agree	9	17.3	100.0
Total	52	100.0	

Q5. My father had a role in my selecting teaching as a career.

Whilst the following table shows a wide variety of responses, 50% of respondents agreed and strongly agreed that their father played a role in their selection of teaching as a career. Fewer than 25 % strongly disagreed or disagreed with this statement.

Table 6.20 My father had a role in my selecting teaching as a career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	7.7	7.7
Disagree	9	17.3	25.0
Don't Know	13	25.0	50.0
Agree	20	38.5	88.5
Strongly Agree	6	11.5	100.0
Total	52	100.0	

CHAPTER 6

Q6. Teaching is a female-dominated career.

The following table shows that over 83 % of respondents or agreed or strongly agreed with the statement.

Table 6.21 Teaching is a female-dominated career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	3.8	3.8
Disagree	5	9.6	13.5
Don't Know	2	3.8	17.3
Agree	17	32.7	50.0
Strongly Agree	26	50.0	100.0
Total	52	100.0	

Q7. Society has a positive attitude towards Emirati male teachers.

Whilst about 50 % of respondents agreed with the statement; 23% “didn’t know;” and over 25% disagreed with the statement.

Table 6.22 Society has a positive attitude towards Emirati male teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	15.4	15.4
Disagree	6	11.5	26.9
Don't Know	12	23.1	50.0
Agree	20	38.5	88.5
Strongly Agree	6	11.5	100.0
Total	52	100.0	

6.4. 2 Teachers leaving the profession (TQ-LP)

6.4.2.1 Motivation

Q1. Money was behind the change to your career.

The following table below shows that 54% of respondents agreed that “Money was behind the change to their career”. However, a similar percentage disagreed or strongly disagreed with this statement (38%).

CHAPTER 6

Table 6.23 Money was behind the change to your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	11	22.0	22.0
Disagree	8	16.0	38.0
Don't Know	4	8.0	46.0
Agree	16	32.0	78.0
Strongly Agree	11	22.0	100.0
Total	50	100.0	

Q2. Friends' encouragement was behind the change to your career.

The following table shows that 40% of respondents indicated that "Friends' encouragement was behind the change to your career". However, a similar percentage disagreed or strongly disagreed (44%).

Table 6.24 Friends' encouragement was behind the change to your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	14	28.0	44.0
Don't Know	8	16.0	60.0
Agree	15	30.0	90.0
Strongly Agree	5	10.0	100.0
Total	50	100.0	

Q3. Conditions in which Emirati teachers work are not very satisfactory.

The following table shows that over 70% of respondents agreed that "conditions in which Emirati teachers work are not very satisfactory".

Table 6.25 Conditions in which Emirati teachers work are not very satisfactory

	Frequency	Percent	Cumulative Percent
Strongly Disagree	20	40.0	40.0
Disagree	16	32.0	72.0
Don't Know	8	16.0	88.0
Agree	3	6.0	94.0
Strongly Agree	3	6.0	100.0
Total	50	100.0	

CHAPTER 6

Q4. Presence in a non-motivating school environment made you change your career.

The Table shows that 66 % of respondents strongly agreed or agreed with this statement.

Table 6.26 Presence in a non-motivating school environment made you change your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	10.0	10.0
Disagree	4	8.0	18.0
Don't Know	8	16.0	34.0
Agree	23	46.0	80.0
Strongly Agree	10	20.0	100.0
Total	50	100.0	

Q5. Emirati teachers earn good money.

The following table shows that over 72% of respondents disagreed or strongly disagreed with the statement.

Table 6.27 Emirati teachers earn good money

	Frequency	Percent	Cumulative Percent
Strongly Disagree	16	32.0	32.0
Disagree	20	40.0	72.0
Don't Know	8	16.0	88.0
Agree	6	12.0	100.0
Total	50	100.0	

Q6. Availability of other job opportunities was behind your career change.

The table shows that this statement produced a mixed result.

Table 6.28 Availability of other job opportunities was behind your career change

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	10.0	10.0
Disagree	13	26.0	36.0
Don't Know	8	16.0	52.0
Agree	18	36.0	88.0
Strongly Agree	6	12.0	100.0
Total	50	100.0	

CHAPTER 6

Q7.Limited opportunities for promotion were behind your career change.

The following table below shows that nearly 70% of respondents indicated that the fact that they have “limited opportunities for promotion were behind your career change”.

Table 6.29 Limited opportunities for promotion were behind your career change

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	4.0	4.0
Disagree	5	10.0	14.0
Don't Know	9	18.0	32.0
Agree	21	42.0	74.0
Strongly Agree	13	26.0	100.0
Total	50	100.0	

Q8.The difficulty of the teaching profession was behind your career change.

The table below shows that 64% of respondents agreed with the statement that” the difficulty of the teaching profession was behind your career change”. However, 28% disagreed with the statement.

Table 6.30 The difficulty of the teaching profession was behind your career change

	Frequency	Percent	Cumulative Percent
Strongly Disagree	6	12.0	12.0
Disagree	8	16.0	28.0
Don't Know	4	8.0	36.0
Agree	20	40.0	76.0
Strongly Agree	12	24.0	100.0
Total	50	100.0	

6.4.2.2Teaching skills and competencies

Q1.Difficulties in teaching played a role in changing your career.

The following table shows that 72% of respondents agreed with the statement “difficulties in teaching played a role in changing your career”.

CHAPTER 6

Table 6.31 Difficulties in teaching played a role in changing your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	6.0	6.0
Disagree	7	14.0	20.0
Don't Know	4	8.0	28.0
Agree	15	30.0	58.0
Strongly Agree	21	42.0	100.0
Total	50	100.0	

Q2. The lack of managerial competencies (educational leadership) is the reason behind the career change.

The following table shows mixed responses for the statement.

Table 6.32 Lack of managerial competencies (leadership) is the reason behind the career change

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	14	28.0	44.0
Don't Know	6	12.0	56.0
Agree	18	36.0	92.0
Strongly Agree	4	8.0	100.0
Total	50	100.0	

Q3. Non Emirati Arab teachers had a role in changing your profession.

The table shows that 66% of respondents agreed with the statement, “Non Emirati Arab teachers had a role in changing your profession”.

Table 6.33 Foreign Arab teachers had a role in changing your profession

	Frequency	Percent	Cumulative Percent
Strongly Disagree	20	40.0	40.0
Disagree	13	26.0	66.0
Don't Know	9	18.0	84.0
Agree	6	12.0	96.0
Strongly Agree	2	4.0	100.0
Total	50	100.0	

CHAPTER 6

Q4. Emirati teachers lack skills and qualifications.

The following table shows that 84% of respondents agreed or strongly agreed with the statement.

Table 6.34 Emirati teachers lack skills and qualifications

	Frequency	Percent	Cumulative Percent
Strongly Disagree	27	54.0	54.0
Disagree	15	30.0	84.0
Don't Know	4	8.0	92.0
Agree	3	6.0	98.0
Strongly Agree	1	2.0	100.0
Total	50	100.0	

Q5 Non Emirati national teachers had a role in changing your career.

The following table below shows that 84% of respondents strongly disagreed or disagreed with the statement.

Table 6.35 Non Emirati national teachers had a role in changing your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	22	44.0	44.0
Disagree	20	40.0	84.0
Don't Know	3	6.0	90.0
Agree	5	10.0	100.0
Total	50	100.0	

Q6. During Emirati teachers' classroom sessions students are better behaved.

The table shows that 68% of respondents agreed with the statement.

Table 6.36 During Emirati teachers' classroom sessions students are better behaved

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	6.0	6.0
Disagree	7	14.0	20.0
Don't Know	6	12.0	32.0
Agree	14	28.0	60.0
Strongly Agree	20	40.0	100.0
Total	50	100.0	

CHAPTER 6

Q7. Lack of promotional opportunities had a role in changing your career.

The following table shows that 78% of respondents agreed with the statement “lack of promotional opportunities had a role in changing your care.

Table 6.37 Lack of promotional opportunities had a role in changing your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.0	2.0
Disagree	2	4.0	6.0
Don't Know	8	16.0	22.0
Agree	24	48.0	70.0
Strongly Agree	15	30.0	100.0
Total	50	100.0	

Q8. Students' problems have motivated the teachers to change careers.

The table shows that there is a mixed response to the statement. However a greater proportion of respondents agreed with the statement.

Table 6.38 Students' problems have motivated the teachers to change careers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	9	18.0	34.0
Don't Know	10	20.0	54.0
Agree	17	34.0	88.0
Strongly Agree	6	12.0	100.0
Total	50	100.0	

Q9. Difficulty of managing classroom and student behaviour was behind your career change.

The following table shows that 54% of respondents indicated that the “difficulty of managing classroom and student behaviour was behind your career change”.

CHAPTER 6

Table 6.39 Difficulty of managing classroom and student behaviour was behind your career change

	Frequency	Percent	Cumulative Percent
Strongly Disagree	15	30.0	30.0
Disagree	12	24.0	54.0
Don't Know	7	14.0	68.0
Agree	7	14.0	82.0
Strongly Agree	9	18.0	100.0
Total	50	100.0	

6.4.2.3 Family and Social Roles

Q1. Society has a positive attitude towards Emirati teachers.

The table shows that there is a relatively mixed response for this question, with 44% of respondents either agreeing or disagreeing with the statement.

Table 6.40 Society has a positive attitude towards Emirati teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	9	18.0	18.0
Disagree	13	26.0	44.0
Don't Know	8	16.0	60.0
Agree	14	28.0	88.0
Strongly Agree	6	12.0	100.0
Total	50	100.0	

Q2. Emirati society has a positive attitude towards teaching.

The following table shows that 60% of respondents strongly agreed or agreed that “Emirati society has a positive attitude towards teaching”.

Table 6.41 Emirati society has a positive attitude towards teaching

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	10.0	10.0
Disagree	5	10.0	20.0
Don't Know	10	20.0	40.0
Agree	18	36.0	76.0
Strongly Agree	12	24.0	100.0
Total	50	100.0	

CHAPTER 6

Q3. Emirati males are interested in teaching.

The following table shows that 46% of respondents agreed with the statement and 28% indicated “don’t know.”

Table 6.42 Emirati males are interested in teaching

	Frequency	Percent	Cumulative Percent
Strongly Disagree	6	12.0	12.0
Disagree	7	14.0	26.0
Don't Know	14	28.0	54.0
Agree	20	40.0	94.0
Strongly Agree	3	6.0	100.0
Total	50	100.0	

Q4. Emirati teachers have reduced social life due to the demands of teaching.

The table shows that 54% of respondents agreed with the statement, but also 36% disagreed.

Table 6.43 Emirati teachers have reduced social life due to the demands of teaching

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	4.0	4.0
Disagree	16	32.0	36.0
Don't Know	5	10.0	46.0
Agree	13	26.0	72.0
Strongly Agree	14	28.0	100.0
Total	50	100.0	

Q5. Your family played a role in changing your career.

The following table shows that there is a mixed response to the statement. However, 30% of respondents indicated strong and very strong agreement that families played a role in changing from teaching to another profession.

CHAPTER 6

Table 6.44 Your family played a role in changing your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	8.0	8.0
Disagree	16	32.0	40.0
Don't Know	15	30.0	70.0
Agree	10	20.0	90.0
Strongly Agree	5	10.0	100.0
Total	50	100.0	

Q6. Social status of teachers has had a role in changing your career.

The following table shows that 46% of respondent agreed with the statement, but 28% indicated “don’t know”.

Table 6.45 Social status of teachers has had a role in changing your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	8.0	8.0
Disagree	9	18.0	26.0
Don't Know	14	28.0	54.0
Agree	11	22.0	76.0
Strongly Agree	12	24.0	100.0
Total	50	100.0	

Q7. Lack of family support had a role in changing your career.

The following table shows mixed responses to the statement. However, 30% of responses indicated “don’t know”.

Table 6.46 Lack of family support had a role in changing to your career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	13	26.0	42.0
Don't Know	15	30.0	72.0
Agree	10	20.0	92.0
Strongly Agree	4	8.0	100.0
Total	50	100.0	

CHAPTER 6

Q8. Teaching is a female-dominated profession.

The following table shows that most of the teachers agree or strongly agree. 74% of respondents indicated that they felt that “teaching is a female-dominated profession”.

Table 6.47 Teaching is a female-dominated profession

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	8.0	8.0
Disagree	5	10.0	18.0
Don't Know	4	8.0	26.0
Agree	21	42.0	68.0
Strongly Agree	16	32.0	100.0
Total	50	100.0	

6.4.3 Families perceptions about the teaching profession (FOAT)

6.4.3.1 Motivation

Q1. Choosing teaching as a career has become a national priority.

The table below shows that 60% of respondents agreed with the statement, “teaching as a career has become a national priority,” but 24% of respondents disagreed with the statement.

Table 6.48 Choosing teaching as a career has become a national priority

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	10.0	10.0
Disagree	7	14.0	24.0
Don't Know	8	16.0	40.0
Agree	15	30.0	70.0
Strongly Agree	15	30.0	100.0
Total	50	100.0	

Q2. Media played a role in me choosing a teaching career.

The table below shows that 56% of respondents agreed that “visual media played a role in teachers choosing their teaching career”, but 28% disagreed with the statement.

CHAPTER 6

Table 6.49 Visual media played a role in me choosing a teaching career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	7	14.0	14.0
Disagree	7	14.0	28.0
Dont Know	8	16.0	44.0
Agree	16	32.0	76.0
Strongly Agree	12	24.0	100.0
Total	50	100.0	

Q3. ADEC had a role in motivating citizens to work as teachers.

The table below shows that 30% of respondents indicated “don’t know” in response to this question that “ADEC has a role in motivating citizens to work as teachers”. However 44% of respondents indicated they agreed with the statement.

Table 6.50 ADEC had a role in motivating citizens to work as teachers.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	12	24.0	24.0
Disagree	10	20.0	44.0
Don’t Know	15	30.0	74.0
Agree	8	16.0	90.0
Strongly Agree	5	10.0	100.0
Total	50	100.0	

Q4. My teaching career from this family's point of view is encouraging.

The table below shows that 56 % of respondents agreed that their “teaching career from their family’s point of view is encouraging”, and 38% disagreed with the statement.

Table 6.51 My teaching career from this family's point of view is encouraging

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	11	22.0	38.0
Don’t Know	3	6.0	44.0
Agree	13	26.0	70.0
Strongly Agree	15	30.0	100.0
Total	50	100.0	

CHAPTER 6

Q5. My teaching career from this family's point of view is motivating.

The table below shows the results are relatively mixed with, 50% of respondents agreeing with the statement.

Table 6.52 My teaching career from this family's point of view is motivating

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	16.0	16.0
Disagree	10	20.0	36.0
Don't Know	7	14.0	50.0
Agree	16	32.0	82.0
Strongly Agree	9	18.0	100.0
Total	50	100.0	

Q6. The teaching profession is as good as other professions.

As with the previous question, the results are very mixed.

Table 6.53 The teaching profession is as good as other professions

	Frequency	Percent	Cumulative Percent
Strongly Disagree	10	20.0	20.0
Disagree	7	14.0	34.0
Don't Know	11	22.0	56.0
Agree	11	22.0	78.0
Strongly Agree	11	22.0	100.0
Total	50	100.0	

Q7. It is of national importance that there are more male Emirati teachers.

The Table shows that 92% of respondents agreed that “it is of national importance that there are more male Emirati teachers”.

CHAPTER 6

Table 6.54 It is of national importance that there are more male Emirati teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.0	2.0
Disagree	2	4.0	6.0
Don't Know	1	2.0	8.0
Agree	11	22.0	30.0
Strongly Agree	35	70.0	100.0
Total	50	100.0	

6.4.3.2 Economic Incentives

Q1. Incentives in the teaching profession play a role in making teaching a career choice.

The Table shows a mixed response to the statement.

Table 6.55 Incentives in the teaching profession play a role in making teaching a career choice

	Frequency	Percent	Cumulative Percent
Strongly Disagree	10	20.0	20.0
Disagree	14	28.0	48.0
Don't Know	10	20.0	68.0
Agree	8	16.0	84.0
Strongly Agree	8	16.0	100.0
Total	50	100.0	

Q2. Emirati teachers earn good money.

The table shows that 56% of respondents disagreed that “Emirati teachers earn good money”.

Table 6.56 Emirati teachers earn good money

	Frequency	Percent	Cumulative Percent
Strongly Disagree	16	32.0	32.0
Disagree	12	24.0	56.0
Don't Know	8	16.0	72.0
Agree	7	14.0	86.0
Strongly Agree	7	14.0	100.0
Total	50	100.0	

CHAPTER 6

6.4.3.3 Social

Q1. Emirati society has a positive attitude towards teaching.

The table below shows that 62% of respondents agreed that “Emirate society has a positive attitude towards teaching”. However 26% disagreed with the statement.

Table 6.57 Emirate society has a positive attitude towards teaching

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	10.0	10.0
Disagree	8	16.0	26.0
Don't Know	6	12.0	38.0
Agree	17	34.0	72.0
Strongly Agree	14	28.0	100.0
Total	50	100.0	

Q2. Society has a positive attitude towards Emirati teachers.

The table shows that 62% of respondents agree or strongly agree that “society has a positive attitude towards Emirati teachers”.

Table 6.58 Society has a positive attitude towards Emirati teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	8.0	8.0
Disagree	5	10.0	18.0
Don't Know	10	20.0	38.0
Agree	12	24.0	62.0
Strongly Agree	19	38.0	100.0
Total	50	100.0	

Q3. Family social status affects career choice.

The table shows that 66% of respondents agree or strongly agree that “family social status affects the choice of career”.

CHAPTER 6

Table 6.59 Family social status affects career choice

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.0	4.0
	Disagree	5	10.0	14.0
	Don't Know	10	20.0	34.0
	Agree	20	40.0	74.0
	Strongly Agree	13	26.0	100.0
	Total	50	100.0	

Q4. Family history has a role in the selection of the teaching career.

The table below shows that 58% of respondents indicated that they agreed with “family history has a role in the selection of the teaching career”.

Table 6.60 Family history has a role in the selection of the teaching career

		Frequency	Percent	Cumulative Percent
	Strongly Disagree	6	12.0	12.0
	Disagree	6	12.0	24.0
	Don't Know	9	18.0	42.0
	Agree	23	46.0	88.0
	Strongly Agree	6	12.0	100.0
	Total	50	100.0	

Q5. The family leader has a role career selection.

The table below shows a mixed response to the statement. However 50 % agreed or agreed strongly with the statement.

Table 6.61 The family leader has a role career selection

		Frequency	Percent	Cumulative Percent
	Strongly Disagree	4	8.0	8.0
	Disagree	9	18.0	26.0
	Don't Know	12	24.0	50.0
	Agree	17	34.0	84.0
	Strongly Agree	8	16.0	100.0
	Total	50	100.0	

CHAPTER 6

Q6. Emirati teachers can understand students more effectively than non Emirati teachers.
The table below shows that 84 % of respondents agreed with the statement.

Table 6.62 Emirati teachers can understand students more effectively than non Emirati teachers

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	4.0	4.0
Disagree	2	4.0	8.0
Don't Know	4	8.0	16.0
Agree	17	34.0	50.0
Strongly Agree	25	50.0	100.0
Total	50	100.0	

Q7. Male Emirati teachers offer a role model for the new male generation.
The following table shows that over 82 % of respondents agreed with the statement.

Table 6.63 Male Emirati teachers offer a role model for the new male generation

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	4.0	4.0
Disagree	2	4.0	8.0
Don't Know	5	10.0	18.0
Agree	17	34.0	52.0
Strongly Agree	24	48.0	100.0
Total	50	100.0	

Q8. Emirati teachers have the same national mission.
The following table shows that 78 % of respondents agreed with the statement.

Table 6.64 Emirati teachers have the same national mission

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	6.0	6.0
Disagree	3	6.0	12.0
Don't Know	5	10.0	22.0
Agree	21	42.0	64.0
Strongly Agree	18	36.0	100.0
Total	50	100.0	

CHAPTER 6

Q9. Emirati teachers have the same national vision.

The table shows that 76 % of respondents agreed that “Emirati teachers have the same national vision”.

Table 6.65 Emirati teachers have the same national vision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.0	2.0
Disagree	6	12.0	14.0
Don't Know	5	10.0	24.0
Agree	18	36.0	60.0
Strongly Agree	20	40.0	100.0
Total	50	100.0	

Q10. Teaching is a female-dominated career.

Whilst the following table shows that 60% of respondents agreed with the statement, 24% disagreed.

Table 6.66 Teaching is a female-dominated career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.0	2.0
Disagree	11	22.0	24.0
Don't Know	8	16.0	40.0
Agree	14	28.0	68.0
Strongly Agree	16	32.0	100.0
Total	50	100.0	

Q11. Customs and traditions have a role in the choice of career.

The following table shows somewhat mixed results. However 52% of respondents did agree or strongly agree with the statement.

CHAPTER 6

Table 6.67 Customs and traditions have a role in the choice of career

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	4.0	4.0
Disagree	9	18.0	22.0
Don't Know	13	26.0	48.0
Agree	17	34.0	82.0
Strongly Agree	9	18.0	100.0
Total	50	100.0	

Q12. The Emirati family feels proud when a male family member becomes a teacher.

The following table shows that the result is a mixed response. However 42% agreed with the statement.

Table 6.68 The Emirati family feels proud when a male family member becomes a teacher

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	8.0	8.0
Disagree	10	20.0	28.0
Dont Know	15	30.0	58.0
Agree	10	20.0	78.0
Strongly Agree	11	22.0	100.0
Total	50	100.0	

6.5 Results from interviews using *Albarza* and *Lega*

6.5.1 Introduction

As detailed in Chapter 5, tape recordings were made of each of the *Albarza* sessions. Data from sessions were then grouped in terms of common aspects that arose from each of the sessions. Eleven aspects were from *Albarza 1*, which concerned family views and perspectives. Seven aspects were generated from *Albarza 2*, which concerned the communities' views and perspectives.

Results presented below are the views and perspectives of participants in the two *Albarza* sessions.

6.5.2 Albarza family views and perspectives

1. *The importance of the educational field and parents' councils within ADEC's education zones, to participate in marketing the concept of Emirati male teacher recruitment.*

The participants highlighted the importance of engaging teachers and parents' councils in the three ADEC zones, to encourage and support the concept of increasing the numbers of Emirati and male Emirati teachers. From their perspective, it is preferable to employ Emirati teachers, rather than expatriates, because Emirati teachers belong to the same community as students and parents; and they share the same culture, habit, social standards and understandings.

2. *The necessity to offer financial rewards and moral incentives to attract and retain nationals to the teaching profession*

Some of the suggestions aimed at encouraging Emirati nationals to choose teaching as a future career were to grant special allowances for national teachers, providing them with financial support and rewards. They also recommended adopting any policy that would enhance the image of Emirati teachers, granting them great respect and focusing on their importance to the nation.

3. *Retention of Emirati teachers*

The participants highlighted the need for a concerted effort to ensure the retention of Emirati teachers. It was suggested that ADEC should do all it could to ensure a high level of job satisfaction among Emirati and Emirati male teachers through the provision of financial and moral incentives. This should include providing continuous professional development and training for Emirati teachers; and the provision of special allowances or grants, aligned to improvements in performance.

4. *The important role of family in a child's choice of profession*

Parents play an important role in influencing their children's career choices. It was suggested, therefore, that it is important to raise parents' awareness of the financial and moral incentives and the prestige attached to the perception that Emirati teachers are the most educated and respected members of society, so children will understand the importance to society and the country at large of Emirati teachers. This will encourage children, especially boys to consider teaching as a profession, an ambition that should be encouraged by parents.

CHAPTER 6

5. *The role of the Emirati teacher, especially males, in managing classroom behaviour better than non-Emirati teachers, due to their understanding of culture and tradition.*

Participants acknowledged that Emirati teachers could expect to manage classroom behaviour better than non-Emiratis because expatriate teachers lack shared cultural, traditional and moral perspectives/understandings. For these reasons, students may show little respect to expatriate teachers because shared understanding about behavior and cultural norms may be very different from those in the Emirates.

6. *Emirati teachers have greater awareness of their students.*

Emirati teachers understand the cultural imperatives that may drive student behavior, and understand influences that may affect student performance. They are more aware of their students' culture, habits, practices and traditions than non Emirati teachers.

7. *Educational outcomes at girls' schools are considered to be better than at boys' schools because most Emirati teachers are female.*

There are more female than male Emirati teachers, and this explains why girls' schools are more successful than boys' schools, and report fewer adverse incidents and issues. Education outcomes at schools with a low number of male Emirati teachers are poorer than at schools with a high number of Emirati teachers. Since many schools have very few male Emirati teachers, one way to improve education significantly is the need to encourage more Emirati males to choose teaching as their profession, and teach in boys schools.

8. *The teaching profession is not attracting undergraduates at present.*

The teaching profession is not attracting undergraduate students at present, mainly due to low wages for Emirati teachers, lack of other financial incentives and lack of training and continuous education programs for Emirati teachers.

9. *Education cannot be developed and improved unless delivered by Emiratis.*

The quality of education provided by male Emirati teachers should be compared to that provided by non-Emirati, or expatriate, teachers. Education provided by non-Emirati teachers is often inferior due to the cultural, habitual and moral gaps in the expatriate teachers' knowledge and cultural skills. These gaps in understanding cannot be filled except by national teachers, who share cultural and moral standards with their students.

10. *Expatriate teachers bring with them inappropriate values and attitudes, quite alien to our culture, and disseminate them among students.*

The continuing focus on recruiting mainly expatriate teachers harms our society. This is because teachers coming from expatriate cultural backgrounds lack understanding of our culture and thus transfer and transmit inappropriate attitudes and values to our students.

Students may try to imitate their teachers in different ways including adopting fashions, moral concepts; and political and social attitudes that are in contrast with the tenants of our society and its culture.

6.5.3 Albarza 2 and 3 Community views and perspectives

1. *The community has no knowledge of the vision of the Abu Dhabi Education Council and has no role in highlighting the importance of recruiting Emirati teachers.*

Lack of communication and community awareness on ADEC's vision constitutes a weakness in the current education system that needs to be resolved. It is quite important to enhance community awareness, and get community members involved in the objectives and priorities of ADEC, including those related to the importance of recruiting male and female Emirati teachers for Abu Dhabi schools. The community should be aware of ADEC's ideas, and should be involved in planning for the future. This will enhance awareness and serve the objective of encouraging our children, especially boys to select teaching as a career.

2. *At present, the teaching profession is not attracting Emiratis because of poor financial and moral rewards.*

ADEC should announce a set of reforms, policies and educational re-structuring to promote teaching careers among Emiratis, as the present incentives are not encouraging recruitment, and retention. Factors that will support attracting increasing numbers of Emirati teachers should be explored to achieve this objective. The working and living conditions provided for Emirati teachers should be improved to boost the image of national teachers in Emirati society to an image promoting dignity and respect.

CHAPTER 6

3. *It is expected that ADEC will give priority to improving the status of Emirati teachers in the community in several ways.*

Some of the reforms that are expected to be initiated by ADEC aim to improve the image of male Emirati teachers, who should be given substantial salaries, incentives, bonuses, grants, promotion, health insurance coverage, annual increments on base salaries, good annual leave entitlements, continuous training and development, capacity building and access to senior management to discuss any problems they may have.

4. *Emirati teachers are able to communicate with parents, thus improving education outcomes.*

Another advantage Emirati teachers have is their ability to communicate with parents and provide advice and guidance on their children's school performance. Emirati teachers are considered to have the power to convince parents to improve education outcomes, because they speak the same language and share the same understandings, culture, beliefs and objectives.

5. *Expatriate teachers are foreigners in our community and they have a limited role.*

Employing so many non Emirati, or expatriate, teachers creates a socio-cultural and behavioural barrier between students and parents on the one side, and expatriate teachers on the other. This barrier creates difficulties that prevent the attainment of targeted educational objectives.

6. *Emirati teachers lack access to professional development and training that would assist them to attain the desired standards.*

Emirati teachers should be supported by continuous professional development and training programs; they should utilise part of their summer vacation attending training courses and conferences; participating in conducting research; and working on performance indicators. They should also receive training in modern education techniques and skills, and they should be granted scholarships and leave with pay to attend specialised courses and pursue higher educational degrees at renowned universities in the region and overseas. National teachers should be empowered to deliver high quality education.

7. *Expatriate teachers who are employed should be limited to those with high performance levels*

CHAPTER 6

Recruiting expatriate teachers should be limited to vacant positions that no Emirati teachers, especially males, are available to fill. The selection of expatriate teachers should be made against special criteria related to selecting high-level performing teachers. If a case is to be made for the employment of expatriate teachers, it should be made on the basis of filling a gap, where Emirati teachers of the requisite qualifications and experience are not available.

6.6 Results of other analysis

6.6.1 Characteristics of the teachers currently in the profession

Data was collected on the characteristics of the teachers in the profession who completed the questionnaire. This is set out in table 6.69 below.

Table 6.69 Characteristics of the sample teachers currently in the profession

46% are secondary school teachers?
98% of the sample have Bachelor's degrees
48% of the study sample has between 11 and 15 years' experience
46% of the study sample is aged between 36 and 45.
94% of the study sample is married

6.6.2 Characteristics of the teachers who had left the profession

Data was collected on the characteristics of the teachers who left the profession who completed the questionnaire. This is set out in table 6.70 below

Table 6.70 Characteristics of the sample teachers who left the profession

98 % of the teachers who left the profession had Bachelor's degrees.
Most of the teachers (56.86%) who had left the profession had between 11 to 15 years of teaching experience.
Younger teachers who had left the profession (below 30 years of age) had left after on average after three years teaching.
The majority of the teachers who had the profession were aged between 36-45 years old.
All teachers (100%) of the study sample were married.

6.7 Conclusion

The conclusions and implications of these results will be discussed in chapter seven which considers the meaning of these results.

FINDINGS AND DISCUSSION OF RESEARCH QUESTIONS

7.1 Introduction

The research developed data to answer the research questions and analyse the following issues that formed the basis of the research questions outlined in chapter 1. These research questions contained the following issues:

- the reasons for low attraction of male Emirati teachers;
- the reasons of low retention and high attrition of Emirati male teachers;
- the link between attraction and retention factors;
- the role of the Emirati family, particularly Emirati fathers in the career choice of their sons;
- the way that families interpret the financial incentives for teaching compared to other professions;
- the importance that families and communities attach to having more male Emirati teachers; and
- family and family leader perceptions of factors that contribute to increasing the status of teaching.

This analysis will now be presented as three major findings that reflect the research questions.

7.2 Finding 1 Reasons for low attraction of male Emirati teachers

Overall, the results show that more than half of families discourage their sons to go into teaching. This is one of the critical reasons for the low attraction of Emirati males into teaching.

The main reason for the low attraction of Emirati males into teaching reflects the way that the family and fathers influence career and study choice. The Emirati family, through fathers and family leaders, interpret a profession's financial and other incentives such as career status and promotion possibilities from the perspective of the ultimate contribution of this profession to the family. The remuneration incentives, social status, and career and promotion possibilities, and study options and qualifications of a range of professions are compared by families. In the

CHAPTER 7

opinion of many families teaching does not compare as well as other professions on these *indices*.

As a result, many fathers provide guidance and advice and study options not to pursue teaching as a career but to pursue other professions for their sons as a result of such interpretations. As a result, many males are not encouraged to go into teaching as a profession by their families. This decision is made in the wider family. In these cases it is not possible for the young males in these families to develop any expectancy values about teaching, and to make career decisions on the basis of either their career preferences, or on the basis of successful career experiences.

This finding is confirmed by the questionnaire results for male Emirati teachers both currently in the profession, and those who have left the profession; and by the *Albarza* and *Lega* discussions.

Table 7.1 Summary of family and social factors in deciding to teach

No	Factors	TQ-IP
1	Family role in career	53% agree
2	Children encouraged to be teacher	Mixed opinion
3	Community has role in becoming teachers	Mixed opinion
4	Emirati males want to teach	Mixed opinion
5	Father has role in choice of teaching career	56% agree
6	Teaching is a female dominated career.	83% agree
7	The society has a positive vision towards Emirati male teachers.	50% agree; 23% no opinion

Table 7.1 shows that the majority of male Emirati teachers currently engaged in teaching attribute career choice (items 1, 2 and 7) to family decision making. This is also confirmed in table 7.2 which shows family responses to the questionnaire administered to many families. This table shows that families also agree that they play a key role in career choice for their sons, with the majority of respondents agreeing that they make career choices for their sons and daughters.

CHAPTER 7

Table 7.2 Family questionnaire responses to the role of family in career choice

No	Factors	FOAP
1	Choose teaching as a career promotes society	60% agree
2	Visual media roles in career choice	56% agree
3	ADEC has a role in promoting teaching	46% disagree; 30% no opinion
4	Family encouragement of teaching career choice	56% agree
5	Family motivates teaching career choice	50% agree
6	Teaching profession as good as other profession	Mixed
7	National importance of more Emirati male teachers	92%

The data contained in this table was confirmed during the *Albarza* and *Lega* with family leaders. In *Albarza* and *Lega* family leaders outlined how they provided career guidance and made decisions for their sons and daughters.

The data also reveal that (as would be expected) that a number of families do not play this role in their sons' career choice and the decision to enter the teaching profession was a more personal, individual choice. As a result, some Emirati males (a very small proportion) have been attracted to and commenced a teaching career. For these Emirati males the family has either encouraged them to enter teaching, or played no role in their career choice, or they have defied family guidance and decision making in relation to career choice. Emirati males in teaching responded to the questionnaire by agreeing or strongly agreeing that they presented good role models, had more success than other teachers, had improved classroom management and shared the national cultural vision with their students, and made a difference to their students; similar expectancy type factors that are shared by teachers all over the world. This is illustrated in table 7.3 which summarises questionnaire responses from teachers in the profession in the area of teaching skills and competencies.

Table 7.3: Teaching skills and competencies responses of male Emirati teachers currently in the profession

No	Factors	TQ-IP
1	Emirati teachers are better	79% agree
2	Emirati teachers are role models	82% agree
3	Emirati teachers share the same national vision	80% agree
4	Students behave better with Emirati teachers	73% agree
5	Creativity in teaching career	74% agree
6	Emirati teachers have school problems	73% disagree
7	Emirati teachers are cooperative	82% agree

CHAPTER 7

Overall, this group of respondents chose to become teachers because they wanted to; and **viewed** being a teacher as an important job that contributed to the improvement of the country **and made** a difference to the students.

It is **noteworthy** that the questionnaire results indicated that the work environment and other **aspects**, such as remuneration issues such as salaries, did not appear to be motivations for **becoming** a teacher.

The questionnaire data from teachers still engaged in teaching and teachers who left the profession need to be considered in the light of the role that families play in decision to enter and leave teaching. Whereas individuals completed the questionnaire items on general motivation factors, economics incentives, the role of family and society and expectancy factors and teaching conditions, it must be remembered that personal responses may not be important in actual decision making for some of these respondents as these factors are actually interpreted by families who play a significant role in career decision making.

One surprising finding is that there is a growing awareness of the importance of male Emirati teachers to society by families and the community. Over 92% of family respondents agreed or strongly agreed that having more Emirati men in teaching is important. Families can see the impact in girls' education of having a significant and growing number of Emirati female teachers. The expectation expressed in *Albarza* and *Lega* is that a greater number of Emirati males in teaching will have similar uplifting impact on the education of boys. There was strong agreement from families that in Emirati society, and Abu Dhabi society specifically, there should be more teaching done by Emirati teachers in general and male Emirati teaches specifically. The family, particularly fathers, were seen as critical in being able to motivate their sons and daughters to become teachers. The results indicated that although females are more likely to become teachers than males, perceptions about teaching as a desirable profession for males are gradually changing.

There are a number of clear implications of this finding. One is that any policies developed to attract male Emirati teachers, needs to target families and family leaders, as well as individuals.

CHAPTER 7

Also, since family decisions occur over extended periods of time and involve study choice, attraction policies will be less dependent on the final stages of students study in Bachelor degrees.

The *Albarza* and *Lega* also revealed that the preservation of Emirati cultural traditions through education was important, and that this idea could form the basis of policies to increase the status of the teaching profession that may appeal to families.

7.3 Finding 2 Reasons for low retention and high attrition of Emirati male teachers

Although some degree of teacher turnover is healthy and unavoidable, research by Marvel et al (2007) indicates that a high turnover rate diminishes the overall capacity of educational institutions and depresses school and student performance. The high turnover rate and limited retention rate of male Emirati teachers compared to their Emirati female colleagues was specifically researched in this research project.

Overall, teachers who had left the profession indicated that a lack of incentives or motivations to stay in the profession were the main reasons to leave teaching. Better opportunities and remuneration were offered by other careers. Limited promotion opportunities and poor working conditions were also cited as major reasons for leaving the profession.

Another key reason advanced by male Emiratis for leaving the profession were difficulties in fulfilling the role of a teacher, particularly in the areas of classroom control and management (specifically problems with classroom control and managerial matters). These former teachers indicated that they lacked the skills and qualifications to cope with teaching. In addition the work environment was not seen as conducive to a long term careers. Despite this, former teachers considered that Emirati teachers were superior to non Emirati teachers and considered there to be a great need to increase the numbers of male Emirati teachers.

These results need to be interpreted from the perspective of families and family decision making in relation to career choice. In many ways the reasons advanced by former teachers for leaving teaching refer to economic incentives and the low status of teaching, factors that resonate with the views of many fathers and family leaders in their advice to sons not to enter teaching. Since these are feelings common to many families, teachers who have left the

CHAPTER 7

profession are agreeing with wider family attitudes and perceptions. For examples some male Emiratis reject their fathers' advice and decisions and enter teaching. However, in some cases continual family pressure will be brought to bear to force sons to change their career choice away from teaching.

Overall economic incentives were not a significant factor identified by former teachers in leaving the profession. However, one difference between attraction and retention factors relating to career choice found in the research relates to working conditions, promotion and teaching skills. Former teachers indicated that they found teaching a difficult profession, lacked skills and that other professions provided better working conditions.

Table 7.4 Former teachers teaching skills and competencies

No	Factors	TQ-LP
1	Difficulties in teaching role	72% agree
2	Lack of management skill	Mixed result
3	Non Emirati Arabic teacher has role in career change	66% agree
4	Emirati teachers lack skill and quality	84% agree
5	Foreign teacher has role in teaching career	84% agree
6	Emirati teachers' classrooms are better	68% agree
7	Lack of promotional opportunities	78% agree
8	Problems with students caused me to change career	Mixed result
9	Difficulties in class room	54% agree

In particular they identified lack of promotional opportunities as a key factor in motivating career change.

There are a number of clear implications of this finding. One is that any policies developed to retain male Emirati teachers, needs to also target their families and family leaders, as well as teachers currently in the profession.

Also, since working conditions and lack of promotion opportunities have been advanced as key reasons for changing careers out of teaching policies that target teacher induction, early career support and assistance and promotion pathways may act to improve retention. Since induction and early career support and ultimately promotion depend on developing new skills and

qualifications policies aimed at further training and promotion may improve male teacher retention.

7.4 Finding 3 How families interpret financial incentives and the status of teaching compared to other professions?

Views and perspectives from the *Albazra* sessions provided a number of useful insights into how a range of factors relating to attraction and retention of male Emirati teachers are interpreted by Emirati families.

The importance of the leadership of Emirati families in steering and directing career choice is evident from the results. During the last two decades, the UAE has witnessed huge development in construction, the introduction of telecommunications businesses, satellite television and share trading and other financial services, each of which attracted investment from Emiratis. These businesses have provided good returns on investment and have created employment opportunities that have diverted the interest of Emiratis from other careers, including education.

It is these other professions that have high profiles and are constantly in the media. At the same time tertiary education opportunities have been developed very rapidly in a range of professions, (including business) leading to increasing expectations that Emirati can aspire to high qualification professions. Furthermore it was expected that an Emirati family will have a number of different high qualification professions represented among its children and reflected in the family.

The *Albarza* and *Lega* data indicated that families considered that salaries and working conditions are superior in these high profile professions, especially business professions. As well, the rapid expansion of the economy, the rise of oil prices in the 2007 to mid 2008 period and the rapid pace of Emiratisation created a labour market rewarding highly qualified Emiratis with professional positions with opportunities for rapid advancement.

In this context the financial incentives to enter teaching and the social status of teaching declined in relation to other professions. Emirati families then encouraged males into other profession rather than teaching, as they compared professions and interpreted their advantages for the family as well as the individual.

Although the *The Albarza* and *Leqa* found that families, particularly fathers, are considered to exert important influences over their children's career choices, another important finding was that the vision of Emiratis was that teachers have an important role in society.

The results suggest mixed views concerning how families or fathers can and should influence career choice discussions. The role of family leaders in career choice could also assist in the attraction and retention of male Emirati teachers if interpretations of the incentives and social status teaching were changed to reflect Emirati social goals. The success of female Emirati teaches in girls schools, changes in the economy with lower oil prices and the financial crises of 2009 in Dubai, combined with community unease over the preservation and strengthening of Emirati cultural traditions provide both a changed context and an opportunity to assist families reinterpret the status of teaching.

It was therefore seen as crucial to convince family leaders that the interests of students, including cultural and traditional considerations will best be served by increasing the number of male Emirati teachers; and to enlist the support of family leaders to address the imbalance between male and female Emirati teachers and expatriate teachers in all UAE schools.

There are a number of clear implications of this finding. One is that policies aimed at increasing the status of teaching and its financial rewards should be targeted at families This will allow families to reinterpret these features of teaching to make teaching a more attractive profession compared to other professions.

Secondly it is important to raise parents' awareness of the financial and moral incentives and the prestige attached to the perception that Emirati teachers are the most educated and respected members of society. This will allow families and children to understand the importance to society and the country at large of the role of Emirati teachers. This will encourage children to consider teaching as a profession, an ambition that should be encouraged by parents for both boys and well as girls.

In this respect one finding is that ADEC should engage with the parents and family leaders in new ways that focus the families' attention on ADEC policies to attract and retain male Emirati teachers. This will encourage family leaders to reinterpret ADEC policies from the perspective

CHAPTER 7

of the family. This may encourage family leaders to reevaluate the incentives and status of teaching as contributing to the preservation of Emirati culture and values; in the opinion of many a critical task important for the future of Abu Dhabi and the entire UAE.

7.5 Conclusion

In addressing the research questions, it is clear that Abu Dhabi and in particular ADEC can address the problems and issues that have been identified. This matter is further considered in Chapter 8, Conclusions and Recommendations.

CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction

This research project was initiated with the support of ADEC to explore the factors important in attracting and retaining male Emirati teachers. The research question arose from the difficulties that schools are having in attracting and retaining male Emirati teachers. So few male Emiratis are attracted and retained in teaching that a whole generation of boys attending ADEC schools are unlikely to be taught by male Emiratis. Teacher attraction and retention, especially for male teachers is an issue in many countries, what makes this problem unique in Abu Dhabi is the extremely low numbers of male Emirati teachers in the entire school system.

This chapter initially considers the limitations of the research presented in this research project. It then provides conclusions drawn from the results presented in Chapter 6. Recommendations arising out of the research are then presented as well as actions that are intended to address the factors identified in attracting and retaining male Emirati teachers.

8.2 Limitations

There are a number of limitations in the design of this research. These are briefly considered below as they have implications for the conclusions that can be made from the research.

- The study is confined to government schools in Abu Dhabi in the UAE. Thus findings cannot be generalized for schools other than government schools managed by ADEC. However, it is possible to generalise the findings to the UAE in general because government schools in the education systems of other Emirati states have similar difficulties in attracting and retaining male Emirati teachers.
- The respondents in the sample may not have been representative of the population of male teachers currently in the profession and those who left teaching for other professions. All participants provided voluntary participation and may therefore not have been representative of both the male teachers currently in the profession or amongst those who have left the teaching profession. Despite this caveat, it needs to be remembered that the sample of 50 male teachers who responded to the questionnaire represented approximately one sixth of the male Emirati teaching force in ADEC schools in Abu Dhabi.

CHAPTER 8

- Family members who participated in the study were chosen on the basis of a willingness to participate. All had teachers in their families. Hence the participants may not have been representative of a typical Abu Dhabi family.
- The samples used were relatively selective. For example, Emirati female teachers were not involved in the teacher samples or in the study itself. Also, views of other school staff such as principals and administrators did not participate in the study.

The above limitations warrant further research in which more representative samples can be used.

8.3 Conclusions

This research has drawn heavily upon the existing research literature to identify possible factors that could influence attraction and retention of teachers. Four factors were identified:

- Motivation factors
- Teacher knowledge and skills factors
- Social and family factors
- Economic incentives

In this research each of these factors were found to have influenced teachers to enter the profession and commence teaching and to make choices about continuing and leaving the profession.

The major contribution of this research is to identify and conceptualise cultural factors in decisions to enter and leave teaching. Specifically, decisions made about career and career choice can be affected by the wishes of the family. It is traditional in Emirati culture that fathers play important roles in providing career advice and guidance for both sons and daughters. Currently, fathers have been advising their daughters to enter and commit to teaching careers. As a result, the number of female Emirati teachers has grown rapidly in ADEC schools. So far fathers have not been providing advice and guidance to their sons to enter and commit to teaching, because they have not regarded teaching as a profession with

CHAPTER 8

high social status and sufficient economic incentives and rewards compared to other professions.

Despite this contrast in the advice provided to both daughters and sons, the research also showed that fathers, families and the community are increasingly considering that the teaching profession is a national priority if Abu Dhabi is to have a high quality education system as discussed in Chapter 2. In this regard the *Albazra* results in Chapter 5 indicated that fathers, the family and community are more likely to place a higher priority on encouraging their sons as well as daughters to become teachers. This increasing likelihood reflects concerns among families that Emirati cultural and social values and shared understandings can only be underpinned by increasing male Emirati teacher involvement in the education of Emirati boys.

A significant result that arose from the *Albazra* data (and also evident from the questionnaire data) is that teaching is not seen (or perceived) to have a high social standing. Similar results have been reported in research cited in Chapter 3. In Abu Dhabi a critical issue for fathers and families is that their children, especially males choose a career that they consider to be of a high social status. If more Emirati males are to be attracted to enter teaching through the advice and guidance of fathers and families the perceived low social status of teaching needs to be addressed by the government and ADEC. The research found that almost 50% of male teachers had entered teaching as a result of the advice and guidance of their fathers. Therefore, addressing the issue of the status of teaching, requires the government and ADEC to promote the status of teaching to heads and leaders of families in Abu Dhabi society.

The *Albarza* data provides a valuable source both for these conclusions and for recommendations to address the factors identified in the research. These conclusions are presented below in two parts: Conclusions from family perspectives and those from a community perspective. During the *Albarza* fathers and community leaders provided advice about how the status and role of teaching could be promoted and strengthened in ways that may them to change their advice to their sons and encourage them to join the teaching profession.

CHAPTER 8

8.3.1 Family perspectives in teaching career choice

1. *The importance of educational leaders, parents' councils and the Abu Dhabi Education Council in promoting and raising the profile and status of teaching among family leaders.*

The participants highlighted the importance of engaging educational leaders (more and more school principals are Emiratis, both female and male) and parent's council in discussions about national priorities for the education of boys and the role of male Emirati teachers in advancing the achievement of students in the education system. In particular the *Albarza* participants supported the need to employ Emirati teachers who belong to the same community of students and parents and who share them the same culture, habits, social standards and meanings.

2. *The necessity to enhance financial rewards and highlight moral incentives for teaching.*

The participants in *Albarza* suggested a number of ways to encourage Emirati nationals to select teaching as a future career by granting and providing special allowances for national teachers, providing them with much greater financial support and incentives. In addition, it was recommended that highlighting the contribution of Emirati teachers to the preservation of Emirati culture and society be regarded as a special moral contribution to the community. They recommended adopting any policy that increased the profile and the image of national teachers in the community, as a way to promote increasing respect for teaching as making a difference to the long term future of Emirate society.

3. *Retaining teachers in ADEC schools.*

The research found that the factors influencing male Emirati teacher attraction were almost the same as those responsible for male teacher retention. As a result *Albarza* participants tended to view teacher retention through the same prism as teacher attraction. Male Emirati teachers could be retained through financial incentives, professional development. This will include providing continuous education programs for Emirati teachers, engaging them in planning and budgeting for developing education and related programs in the country. In addition, they should be granted special allowances or grants according to their performance improvement and degree of initiative personality and thoughts. All these measure were also seen to be policies that would also raise the status of teachers and thus encourage more fathers and families to consider teaching for their sons.

CHAPTER 8

4. The important role of family in guiding career choice.

Parents play an important role in influencing choice of future careers. Raising parent's awareness about Emirati teachers and their financial and moral incentives, perceiving them as the most educated and respected members of the society were considered as helpful in bringing the attention of children to the importance of Emirati teachers for the society and country. Such policies it was felt would encourage children to express their willingness to become teachers in future, an issue that should be enforced and encouraged by parents.

5. The role of the male Emirati teacher in controlling students in classroom more than others due to the well understanding of customs and traditions.

Albarza participants expressed the view that male Emirati teachers were more likely to manage classrooms and student behavior better than non Emirati teachers. Family leaders expressed the view that expatriate teachers often lacked the shared cultural, traditional and moral standards of Emirati teachers. Accordingly they believed that students would be more engaged and more likely to achieve if taught by Emirati rather than expatriate teachers. Emirati teachers were expected to be well aware of their student's culture, habits, practices and traditions.

6. Education in schools for girls is considered more successful because most of the Emirati teachers are female.

Emirati female teachers are a growing proportion of the teachers in ADEC schools comprising almost 40% of the teaching service. Family leaders expressed the view that they encouraged their daughters to enter teaching. There was also a strong perception by the community that the increasing proportion of female teachers was having a very positive impact on the education of girls and improving the educational achievement of girls. Generally it was felt that schools with a high proportion of Emirati teachers were more successful than schools with fewer Emirati teachers. In *Albarza* these views were extrapolated, so that there were strong views that increasing the number of Emirati male teachers could have a significant impact on boys education.

7. Career choice timing.

Choice of teaching as a career was related to specific education milestones. One of the critical waypoints was towards the end of undergraduate degrees. At this time the choice of entering the profession was open to prospective teachers. At this time fathers, sons and other family leaders were considering the range of options for post graduate study and career entry. At this particular time when families and undergraduates were making career choices, teaching was perceived as being uncompetitive in relation to financial incentives and social status compared

CHAPTER 8

to other professions. As well, teaching careers were also perceived to lack the professional development and training compared to other professions. The short duration of teacher training especially were seen as lacking professional development. At this stage very few males elect teacher education and training compared with female undergraduates.

8. *The balance between government and non government education and the communities values.*

The education system of Abu Dhabi features a government education system managed by ADEC that provides the majority of places for Emirati children. However, there is also a large non government school sector of private schools catering for the needs of a large expatriate population. This non government school sector is almost totally staffed by expatriate teachers. Increasingly Emirati parents seek to enroll their children in these private schools to maximize the educational achievement of their children. However, such education opportunities lead to a loss of Emirati cultural traditions and question the preservation of Emirati culture.

Expatriate teachers also provide the majority of government school teachers, though the process of Emiratisation is gradually reducing the proportion of expatriates in the government school system. The *Albarza* participants expressed the view that increasing the number of male Emirati teachers would both increase the educational achievement of boys in ADEC schools, but also contribute to the preservation of Emirati culture and traditions.

8.3.2 Community perspective conclusions

1. *The community does not know the vision of Abu Dhabi Education Council and has no role in highlighting the importance of Emirati teacher.*

Lack of communication and community awareness of the vision of ADEC and its plans for the education system, especially in relation to the attraction and retention of male Emirati teachers, presents an issue that needs to be addressed. It is important to enhance community awareness and involve the community, especially family leaders, about the objectives and priorities of ADEC in relation to teacher attraction and recruitment. The community should share ADEC's plans and be involved in planning for future. This will enhance awareness and serve ADEC's objectives of encouraging children, especially males to select teaching as a career for future.

2. *Teaching profession is not encouraging attraction and retention of males.*

ADEC should announce a set of reforms, policies and educational re-structuring to promote teaching as a career among Emirati men, as the present incentives are not sufficient. Pull

CHAPTER 8

factors such as financial incentives, should be explored to promote this objective. A new enhanced image of the role of Emirati teachers and their importance in the society can promote the dignity of teaching and respect for this career choice.

3. *It is expected that the Abu Dhabi Education Council will give priority to improving the status of male Emirati teachers in the community.*

Some of the reforms that are expected to be initiated by ADEC aim to improve the financial incentive to join and stay in teaching include salary incentives, bonuses, further education grants, health insurance coverage, annual increments of base salary, improved annual leave vacation. To enhance retention policies could include continuous training and development, development of clearer career promotion tracks and structures and a policy of active engagement with male teachers and their families in relation to improved communication.

4. *Promoting teaching and higher education standards through continuing professional development.*

Emirati teachers, especially males should be more supported by continuing education programs; they should utilize their part of their summer vacation in receiving training courses, attending conferences, participating in conducting research and working on standards and performance indicators. Such continuing education is a feature of other professions in Abu Dhabi. A system of scholarships and leave with pay to attend specialised courses and higher degrees at universities in the region and the world, could provide a way of increasing the status and profile of teaching among Emirati fathers and families. National teachers should be empowered to deliver high quality education.

8.3.3 Summary

Regarding the importance of motivation as a factor the research findings are similar to that reported in other research studies as considered in Chapter 2. It is evident from the results that teacher attraction could be enhanced if the following aspects of the teaching career were addressed:

- Higher salaries and other financial incentives;
- Increased status and profile of the profession in the wider community;
- Improved communication with fathers and families about the importance of teaching for men in the Abu Dhabi community;

CHAPTER 8

- Increasing the status of teaching by stressing the importance of teaching in the preservation and promulgation of national culture; and
- Development of specific incentives to raise the status of teaching and the quality of teaching, such as leave to visit overseas countries and study.

These aspects were all of greater importance to the teachers who had left the profession and had accepted new jobs.

Although this research has shown that the factors relating to male Emirati teacher attraction are also critical for teacher retention, male Emirati teachers who had left the profession identified a range of workplace factors that mitigated against them remaining in the profession. These included:

- Problems with classroom control;
- Lacking teaching skills and teaching and learning strategies;
- Limited opportunities for professional development and training;
- Limited promotion opportunities compared to other professions; and
- A strong labour market with many of professional opportunities that resonated with the wider family and community.

As in male teacher attraction, economic incentives were also a considerable factor in retention. These financial aspects also concerned promotion and future career prospects.

8.4 Recommendations and strategies

Chapter 7 and the conclusions from the previous section have been used in this section to provide specific recommendations and suggested strategies to address the problems examined in this research project.

8.4.1 Recommendations for the government and ADEC

ADEC can make considerable contributions to address the male Emirati teacher attraction and retention problem. Recommendations are:

- *ADEC provide greater financial incentives for Emirati teachers to enter and stay in the profession especially for male teachers;*
- *ADEC publicize these incentives among family leaders and the community;*

CHAPTER 8

- *ADEC increases the availability of Emirati teacher professional development and training, and further study;*
- *ADEC promotes of the benefit to the community of Emirati males choosing a teaching career, and shares these benefits with the community; and*
- *ADEC audits and assess male teacher induction and support and develop ways to support male teachers who enter teaching to overcome problems identified in the areas of teaching and working conditions.*

The above recommendation would help make teaching more appealing and attract and retain male teachers. In this regard possible specific actions by ADEC are:

- *to undertake specific promotions that target the community and family leaders in regard to the improvements that ADEC is making in financial incentives and the status of teaching; and*
- *develop specific strategies to reach out to undergraduates to consider a career in teaching; and*
- *the government, through ADEC, develop specific strategies to support new male Emirati teachers at the commencement of their teaching career and to promote this support to families and community leaders.*

8.4.2 Recommendations for the family and community

The following recommendations are based mainly on the discussion of the *Albazra* participants.

- *The head of the family plays a critical role in career choice and guidance. As a result heads of families need to display more responsibility in canvassing career options and take specific responsibility for improved communication with ADEC to encourage teaching as a career for their sons*
- *Heads of families should discuss career choices more widely in the extended family and seek advice outside the family, especially with local schools, parents councils and ADEC to more fully familiarize themselves with new ADEC policies to promote males into teaching; and*

CHAPTER 8

- *Family leaders should visit schools as schools develop programs to discuss teaching career options for males with family leaders and fathers. Family leaders should take advantage of this opportunity.*

8.4.3 Recommendations for teachers

Recommendations proposed are:

- *Emirati teachers become more involved in the teaching career choice process in Abu Dhabi.*

This research has shown that having *Emirati* teachers in the schools leads to improved educational outcomes for Emirati children. Emirati teachers should also provide positive advice for schools children about the benefits of teaching as a career and be encouraged to provide teacher career advice for senior students in ADEC schools. Male Emirati teachers should be especially encouraged to promote positive views about teaching to boys as part of a structured career choice program.

- *Training for Emirati teachers should use the latest educational programs.*

The results from this research show that a continuous education program should be planned and put in place to include all *Emirati* teachers. They should be provided with the latest and up-dated education techniques and methods. National teachers of high performance should be granted scholarships to pursue higher education at universities in the region and all over the world. This will raise the status and profile of teaching. Encouraging exchange of experiences in schools will permit male Emirati teachers in particular, to share the career programs that they develop for their students.

- *A special teacher education and teacher training centre to develop and encourage Emirati teachers, needs to be established.*

Both the questionnaires data and *Albarza* indicate a need for further training. An Emirati teacher education centre could be developed to promote teacher education and teaching as a career, with international organizations that deal with developing and empowering education, like UNESCO, and with regional organizations, private intuitions or universities.

CHAPTER 8

- *Implement incentives for Emirati teachers to remain in teaching.*

These recommendations extend those provided in Section 8.4.1. The research in Chapter 6 indicates that Emirati teachers would benefit from enhanced incentives to stay in teaching. It is highly recommended to work on changing the policy of education in a way to ensure retention of male Emirati teachers. These changes may include both financial and status incentives such as salary enhancement, special allowances, educational grants, housing grants, annual bonuses based on outcome and performance and improving the image of Emirati teachers in our community.

- *Provide help from female Emirati teachers to teach the second phase in order to bridge the gap in decreasing of the number of male Emirati teachers.*

It is recommended to make use of the high number of female Emirati teachers to teach senior secondary phases to overcome the lack of male Emirati teachers and to provide positive Emirati teacher role models. Emirati male teachers should also be deployed to senior classes to avoid having expatriate teachers at higher grades as much as possible.

8.5 Areas for further research

Other studies could be conducted to complement and support this comprehensive research. Some of these studies could tackle the following:

- *Retrospective studies on assessing reasons behind Emirati teacher attrition in the past can provide additional evidence that can be used to adopt/amend policies related to retaining Emirati teachers;*
- *Conducting studies on cultural and behavioral aspects of expatriate teaching and its impact on student achievement and student culture and student attitudes;*
- *Auditing and assessing the working environment of Emirati teachers. Such research could provide ideas for induction programs, and to develop an evidenced based approach to providing the appropriate support to new male and female Emirati teachers so that this support can afford retention; and*

CHAPTER 8

- *Further research on family leaders and family attitudes to teaching and how to appeal to the family to promote teaching through consideration of the role that teachers can play in preserving Emirati culture.*

8.6 Benefits from the research

Improving the existing situation of having very low number of male Emirati teachers is to be addressed through convergent efforts by two key parties, namely government and family leaders. Generating and developing policies to attract and retain male Emirati teachers by providing acceptable work environment is needed. In addition, an important contribution from the Emirati society, mainly family leaders, is needed encourage and promote teaching as a future profession and highlighting the good image of teacher in society.

Finally, the research has provided a basis for other research to be done and hopefully solutions will be found to address the problem.

In summary the research is expected to provide the following benefits:

- Fill a gap in the literature which deals with the fact that UAE citizens' refrain from engaging in teaching. This benefit will assist future researchers investigating the process and problems of Emiratisation;
- Inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in teaching. This will inform future refinements of attraction and retention policies;
- Pave the way for more empirical research on improving the teaching environment for UAE citizens, in the light of the findings of the research;
- Assist policymakers and teacher education to rethink and reassess the components of teacher preparation programs;
- Explicate career choice in a Emirati family and individual context; and
- Provide policy makers and recruiters in UAE with ideas about the best ways to attract and retain teachers who can implement technology, successfully in their teaching.

CHAPTER 8

8.7 Concluding remarks

This research is the first in Abu Dhabi in the area of male teacher attraction and retention that has used data from teachers, teachers who left the profession and families. It has also been done by the researcher who is an Emirati.

The major finding in the research has been the role of the family and the Emirati culture itself as being a major influence in male teacher attraction and retention. Hence solutions to the problems will need to focus on this unique aspect of teacher attraction and retention in Abu Dhabi.

REFLECTIONS

9.1 Introduction

A professional doctorate was commenced by the researcher as a result of the researchers interest in a significant problem for the Abu Dhabi (and wider Emirate) education system. This was to find ways to help the Abu Dhabi school system attract and retain male Emirati teachers. As Chapter 2 illustrated male Emiratis comprise only 6% of the Abu Dhabi teaching service. My research problem was to study the reasons for this very low participation rate in teaching and then to develop an action plan to increase the proportion of men attracted into and retained in teaching. Up to the present time there had been no research conducted in Abu Dhabi to develop a greater understanding of the circumstances under which male Emiratis had not been attracted or retained in the teaching service. Furthermore I was the first Emirati to conduct research about this issue in Abu Dhabi.

The professional doctorate program suited me because it had a course work component, and a research project component. This meant that I could align my course work to the reason for my study and undertake discussions in ADEC and the wider education community before I commenced my research project and during it as the research unfolded. In the last fifteen years Emiratis have played increasingly important roles in education and by 2010 comprised over 40% of the teaching service. Emirati women have been attracted to the teaching profession and have stayed in teaching, leading to improvements in the education of girls. Many in the Abu Dhabi community expect that increased attraction of male Emirati teachers will have a similar impact on boys' education; and play a role in the preservation and renewal of Emirati culture, especially for boys.

For a number of years I have been employed in ADEC as a manager in the area of human resources, and teacher recruitment and appraisal. In this role I have come to reflect on the need for the ADEC teaching service to employ more male teachers and to improve the ratio of male Emirati teachers to those of Emirati females and expatriate teachers. Recently, this objective has become ADEC policy and senior ADEC policy makers assisted me to define and explicate the research problem.

CHAPTER 9

As the pace of Emiratisation increased, many new Emirati female teachers came to play more prominent roles in education and teaching and influenced the culture and operation of ADEC schools. This has been a widely discussed issue in ADEC and formed the genesis for the research question and my enrolment in the professional doctorate.

This chapter is about my experience in two parts; reflections about the coursework component of my professional doctorate (Volume 2) and is presented in Section 9.2 below. Then I present reflections on the research component contained in this Volume 1 in Section 9.3.

The reflection presented in Section 9.2 is descriptive and presents judgments about the value of the course work program in providing the necessary tools to complete the research project and assisting in building the solutions to the work based problem.

The reflection presented in Section 9.3 comments on how the ideas of the Professional Doctorate have influenced the development, analysis and results of the research project component. It also outlines the outcomes of the research project.

9.2. Reflections on coursework component

9.2.1 Coursework

The coursework component of the program was designed to develop research skills and capacities in candidates to equip us to undertake workplace focused research. In reflecting on the course work component a number of valuable concepts were impressed on me. I ultimately incorporated these into the research project. These critical concepts and ideas included Mode 2 and trans-disciplinary knowledge, and scenario building. These concepts provided a framework to add value to existing and future work practices from my perspective as a senior ADEC human resource expert undertaking research on the attraction and retention of male Emiratis in ADEC's school system.

The Professional Doctorate at this coursework component stage supported my work practice, reflection on the research problem and research challenge that would help in determining my future research direction. The coursework program provided me with the opportunity to explore a range of key issues in work place research and to explore a study area that helped me achieve my future research aims and objectives.

CHAPTER 9

9.2.2 Trans-disciplinary knowledge

The trans-disciplinary perspective of the Professional Doctorate and the course work in this area offered me the opportunity of generating relevant skills and knowledge, new ways of solving research problems focused on work place issues and problems, and legitimised the research associated with this project.

Trans-disciplinary approaches alerted me to the various perspectives that researchers can use to develop their research questions and research methodologies. Continual change in the school of Abu Dhabi, as ADEC tries to build a world class education system, has placed new demands on schools and teachers. At the same time there is community unease that although educational standards are improving these are coming at the expense of Emirati cultural and social traditions. One solution for this conundrum is to attract and retain male Emirati teachers to both enhance the education of boys and to preserve Emirati culture.

By reflecting on how career choices are made in the Emirati family I came to see that the research should concentrate on the way that the family, particularly fathers, influenced career choice of their sons. Trans-disciplinary study of other cultures, especially South Pacific cultures, allowed the researcher to compare the way that career decisions for males in Emirati culture contrasted with the research paradigms that have been used to explore teacher attraction and retention in western cultures.

Examining research on the way that families in other culture assisted in career and other choices that are considered personal decisions in western cultures allowed me to unpack and explore my own culture more fully, and provided me with a new paradigm to consider teacher attraction and retention in the Emirates.

9.2.3 Mode 2 knowledge

In reflecting and thinking about the course work component I came to see that mode 2 knowledge is at the heart of the Professional Doctorate program. It provided an ideal framework for considering solutions to such an intractable problem in the Abu Dhabi schools system.

Mode 2 knowledge proposes that practical work place problems combine public evidence based knowledge with the craft and operation of the workplace knowledge which reflects the

specific social and cultural conventions in the work place that reside in the shared understandings of the collaborative teams in the work place. The knowledge gained from working together in collaborative work place teams through this framework is essential for both framing and dealing with the issues and problems that I pursued in this research project.

Understanding the focus of both mode 2 knowledge and trans-disciplinary knowledge provided me with an opportunity to draw from different sources. This has led to a more innovative problem solving approach as I was more informed by many disciplines, ideas, theories and attitudes. This has resulted in a more focused approach in looking at capacities, and possibilities for change, and attempting to create preferable futures for my workplace.

9. 2.4 Scenario building

Scenario building was a course based process that offered me a strategy to frame my research project and its research questions. Scenario building provided me with an approach that generated robust and resilient strategies that resulted in my questioning broad assumptions and arriving at better decisions, and therefore creating the opportunity for distinct research improvement. The idea of generating a sustainable solution for a problem lies at the heart of my research project.

Additionally, the process highlighted the fact that there is more than one solution in any given scenario, and any solution put forward can generate a number of contradictions that in themselves are the case of future problems. This is in line with the definitions for an inventive problem an inventive problem includes a contradiction and for which a path to the solution is unknown.

While a possible solution can be considered the need to investigate the contradictions from that solution is equally paramount. These ideas were central to my research project and added value to the problem solving approach undertaken. I specifically added the idea of exploring family operations and Emirati communication systems, which ultimately came to reframe my original research proposal, and lead me to consider the way career choices were made in an Emirati cultural and social context. Thus ultimately led to me include the community as research co-participants as they discussed policies and action plans to explore the issues and overcome the research problem.

9.2.5 Conclusion

The coursework components of the professional Doctorate program introduced a number of concepts that provided useful tools in developing the research proposal and to apply a future perspective to the research. The course work program provided me a valuable and lasting insight into the research process and how such research can provide sustainable solution to problems experienced in the work place environment.

9.3 Reflections on the research project

9.3.1 Development of the research problem

The research problem was selected by the researcher in cooperation with ADEC. The research problem reflected the importance of this issue to both ADEC and the researcher. The strategy underpinning the selection of the research problem was to find a road map to reach and answer the research problem. The research sought to that could be used for tailoring policies that could be applied to improve male Emirati teacher attraction and retention. It was also important to present a report to ADEC that could be useful in generating discussions with educational leaders and the community more widely about the shape of the problem and likely solutions in policy and practice.

9.3.2 Research project report structure

At the commencement of the research project a research supervisor was appointed in Australia. In Abu Dhabi an industry supervisor was also appointed to support the researcher and the research project. The supervisors provided models of research report structure and, after several deliberations a work place report structure was adopted. This allowed the research project to develop with a strong community and Emirati contextual focus. At each step and stage in the research process, ADEC staff and community leaders overviewed the progress of the research and its development and provided feedback and advice that enhanced the final research report and its structure.

CHAPTER 9

9.3.3 Literature review

In researching the background for the report I was made aware of the need to review the literature associated with the research project.

This was undertaken to ascertain research previously undertaken in the relevant field and to establish a theoretical framework to conduct the research.

The literature review covered a number of disciplinary paradigms that proceeded from western concepts of the family the balance between individual and collective decision making. This trans-disciplinary approach included exploration of the literature from economics, career choice and expectancy value (educational psychological perspectives). However, the study of family decision making and research from other cultural reference frames underpinned the use of *Albarza* and *Lega* and the exploration of the role of the family in career choice for males.

This literature review widened my understanding of the relevant subject matter, and focused my attention on the role of the family. This provided the basis of my industry research presentation which allowed me to present the research literature to my colleagues and peers in ADEC. This industry presentation provided me with feedback from both the work place and the community.

9.3.4 Methodology

The literature review allowed me to develop and frame the research methodology. I gradually developed my knowledge about various methodologies, how they are applied and their influence and implications for research outcomes. For this research a mixed methodology approach was undertaken using quantitative and qualitative methods. Knowledge of research methodology will enhance future research. A gap in the literature review identified, was that no studies in Abu Dhabi had used techniques that reflected Emirati communication modes such as *Albarza* and *Lega* in collecting and distilling the voices of Emirati families. This methodology allowed the research to reflect Emirati cultural norms and values and allowed the research to enhance the cultural fit of the research by utilising deep aspects of Emirati culture.

CHAPTER 9

9.3.5 Providing solutions and presenting the recommendations

A significant aspect of the Professional Doctorate research project is to develop recommendations and solution to the research problem that motivated the research. These recommendations and solutions will be presented to ADEC to assist in the development of new policies and procedures to design professional development for principals. In this way the Professional Doctorate is aimed at developing insights that can inform policy and practice. In reflecting on the results to develop the recommendations and solutions I was extremely mindful of both the limitations of the research and its role in generating discussion about the way forward. Part of this reflection was to identify the areas where further research needs to be undertaken to provide even more insights for the development of further recommendations and solutions.

REFERENCES

- Albayan, A. (2008). *Education adopt names new batch of teachers*. Retrieved 28 August, 2008 from <http://www.albayan.ae/servlet/Satellite?c=Article&cid=1218377906874&pagename=Albayan%2FArticle%2FFullDetail>
- Abtsaam, G. (2008). *The fathers on inclinations solidified the sons. For the mother on them?* Retrieved 25 June, 2009 from http://thawra.alwehda.gov.sy/_print_veiw.asp?FileName=37435756920080925221211
- Abu Dhabi Government (2009). *Abu Dhabi government policy agenda 2007-08*. Retrieved 16 February, 2009 from http://www.uaeinteract.com/docs/Abu_Dhabi_Government_unveils_its_Policy_Agenda_2007-08/26412.htm
- Abu Dhabi Education Council (ADEC) (2009a). *Number of teachers (local and non local) in the Emirates*. Resource Department General Manager Office. Abu Dhabi Education Council, Abu Dhabi, United Arab Emirates. Retrieved 28 June, 2009 from <http://www.adec.ac.ae/>
- Abu Dhabi Education Council (ADEC). (2009). *Policy Agenda 2008-2009: The Emirate of Abu Dhabi*. Retrieved 10 August 2009, from http://www.abudhabi.ae/egovPoolPortal_WAR
- Alkhaleej, J. (2009). *Culture generation responsibility?* Retrieved 24 June 2009 from <http://www.alkhaleej.ae/portal/5acbe044-61f5-4223-97be-7eb1d3d6d05c.aspx>
- Alittihad, J. (2009). *Heritage resources and the rest of our history*. Retrieved 24 June, 2009 from <http://www.alittihad.ae/print.php?id=9114&adate=2009>
- Achinstein, B., Ogwa, R., Sexton, D., & Freitas, C. (2010) Retaining Teachers of Colour: A pressing problem and a potential strategy for 'hard to staff' schools. *Review of Educational Research*. 80(5) 71-107.
- Barker, R., & Gump, P. (1964). *Big School, Small School*. Palo Alto, CA: Stanford University Press.
- Bishop, R. (2005) Freeing ourselves from neocolonial domination in research: A kaupapa maori approach to creating knowledge. In Denzin, N. & Lincoln, Y. *The Sage Handbook of Qualitative Research* (3rd ed.) London: Sage Publishers. 109 – 138.
- Daly, K. (1992). The fit between qualitative research and characteristics of families. In J. Gilgun, K. Daly, & G. Handel (Eds.). *Qualitative methods in family research*. Newbury Park, CA: Sage Publications.
- Denzin, K. & Lincoln, Y. S. (Eds.). (2005). *The Sage Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage.
- Dolton, P.J, (2006), Teacher supply. *Handbook of the Economics of Education*, 2(3), 78-82.

REFERENCES

- Emirates Foundation (2009). *Social development, request for proposal - family challenges abuse against children in the UAE*. Retrieved 24 June, 2009 from http://www.emiratesfoundation.ae/English/about/chairman.aspx?Men_ID=16&Men_Type=CI&ef=cor
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed.). New York: Macmillan.
- Hanushek, E., Kain, J. & Rivkin, S. (1999) Do higher salaries buy better teachers? Working Paper 7899. *National Bureau of Economic Research*.
- Horsley, M. (2007). Explorations in the Economy of Prestige: Textbook competitions and the judgement of quality: The Australian Awards for Excellence in Educational Publishing 9th *IARTEM Conference*. Tonsberg: Norway
- Horsley, M. and Walker, R. (2005) 'Pasifika Australia: Culturally Responsive Curriculum and Teaching'. In McInerney, D. (Ed) *Effective Schools. Volume 5 Research on Sociocultural Influences on Motivation and Learning*, Information Age Publishing: Greenwich. 327-351.
- Horsley, M. and Stokes A. (2005) Teacher Salary Relativities: A Benchmarking Approach. *Journal of Australian Political Economy*. No. 55 pp 94 – 122.
- Hofstede, G. & Hofstede, J. (2005). ***Cultures and Organizations: Software of the Mind. Revised and expanded 2nd Edition***. New York: McGraw-Hill USA.
- Hunt, J. & Carroll, T. (2003). *No Dream Denied: A Pledge to America's Children*. National Commission on Teaching and America's Future. <http://www.tc.edu.nctaf>.
- Lee, S. K. (1992). Quantitative versus qualitative research methods: Two approaches to organisation studies, in Asia Pacific. *Journal of Management*, 9(1) pp, 87-94.
- OECD. (2005). *Teachers matter attracting, developing and retraining effective teachers: Education and training policy*. OECD: Paris. Retrieved 25 June, 2009 from http://www.oecd.org/document/9/0,3343,en_2649_39263231_11969545_1_1_1_1,00.html.
- Richardson, P. & Watt, H. (2005). I've decided to become a teacher a teacher's influence on carrier change. *Teaching and Teacher Education*, 21(5), 475-489.
- Richardson, P. & Watt, H. (2006). Who chooses teaching and why? Profiling characteristics and motivation across three Australian universities. *Asia Pacific Journal of Teacher Education*, 34(1), 27-56.
- Schwebel, A. I., Schwebel, B. L., Schwebel, C. R. & Schwebel, M. (1996). *The student teacher's handbook* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- UNICEF (2006). *Country statistics for the UAE*. Retrieved 25 May 2009 from http://www.unicef.org/infobycountry/uae_statistics.html#46

REFERENCES

- Watson**, C. M., Quatman, T., & Edler, E. (2002). *Career aspirations of adolescent girls: effects of achievement level*. Retrieved 25 June, 2009 from Questia database:
<http://www.questia.com/PM.qst?a=o&d=5000654870>
- Watt**, H.M.G. & Richardson, P.W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*. 18(5). 405-407.
- Wigfield**, A., & Eccles, J. S. (Eds.). (2002). *Development of achievement motivation*. San Diego, CA: Academic Press.
- Wooden**, M., Webster, E. & Marks, G (2008). Reforming the labour market for Australian teachers, *Australian Journal of Education*, 50(2),185-202.

APPENDICES

Table of Appendices

Appendix A	117
Appendix B	118
Appendix C	128
Appendix D	132

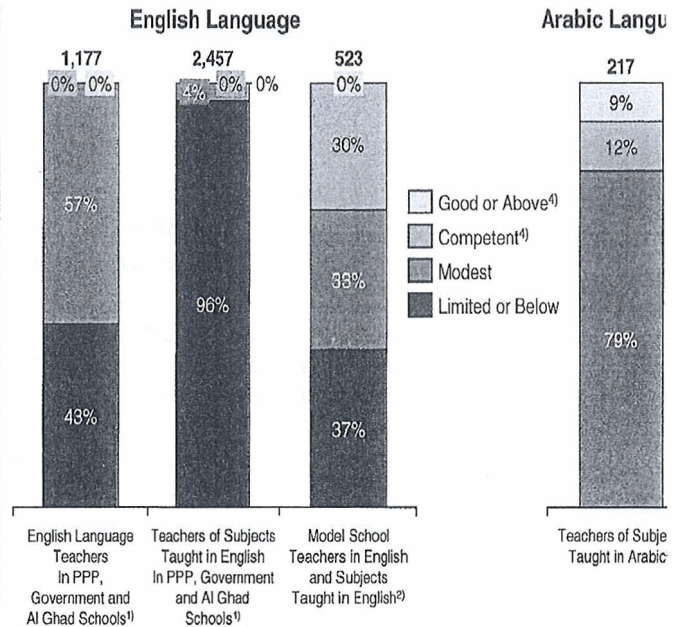
Appendix A

In order to achieve high quality education, we will have to overcome fundamental problems and challenges: Challenges with the quality of our teachers.....

Our teachers do not have the skills to deliver the designed curricula

- Less than 10% of the tested English teachers across all public schools meet the ADEC minimum requirements of English proficiency
- Around 5% of teachers of subjects taught (or to be taught) in English meet the minimum English competency requirements
- Less than 3% of teachers have a Masters degree - the minimum qualification for teachers in best-in-class benchmarks
- Arabic language test results show that only 9 % of the total amount of teachers reach the suggested requirement of "Good", with 79 % failing to reach level "Competent"

Public School Teachers Language Skills



- 1) Tests designed by ELS and administered in 2008 to teachers in Government, Al Ghad and PPP schools. The test is intended as an "approximated test score" comparable to the international adopted IELTS test. The assessment did not include the newly recruited 126 teachers from Tunisia who have presented IELTS results. Subjects taught in English include Maths, Sciences, Library teachers
- 2) Tests administered in 2007
- 3) Assessment prepared by UAEU
- 4) "Competent" is the minimum required language proficiency level set by ADEC while "Good" is the required level for teachers of Arabic language subjects
- Source: ADEC; English & Arabic Language Diagnostic Analysis Reports, Dec 2008; ADEC Team Analysis

APPENDICES

Appendix B – Questionnaires



To: Central Queensland University (CQU)/ AUSTRALIA

Re: Data collection from Abu Dhabi Education Council (ADEC)

This is to inform you that ADEC grants permission to Mr. **Sulaiman Al Nuaimi** to collect data from ADEC schools for his doctoral thesis entitled: **Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained?**

This permission includes collecting data from principals, administrators, teachers, Families, and students. Data collected for this research project must be used only for the purpose of educational research. The researcher must not reveal any personal information. Rather all personal information must be kept confidential.

Regards,

Masood Badri

Head of Research, Planning and Performance Management



APPENDICES

دراسة عزوف المعلمين المواطنين عن مهنة التدريس وكيفية المحافظة عليهم (فئة المعلم المواطن العامل حالياً)

أخي المدرس المواطن ..

السلام عليكم ورحمة الله وبركاته،،،

بدايةً نشكر لكم تعاونكم معنا، ونبارك جهودكم الخيرة والعظيمة بالمساهمة بتعليم أبناء الوطن وبناته، أمل الحاضر وعدة المستقبل. ولأنكم أصحاب تجربة وخبرة، وتضحية ندر وعز مثيلها، ولما لآرائكم من أهمية مباشرة في إثراء هذه الدراسة، ومن أجل التعرف على إيجابيات وسلبيات هذه المهنة والعوامل المؤثرة فيها، والخروج بنتائج من شأنها أن تسهم في تشجيع شبابنا المواطن على الالتحاق بهذه المهنة العظيمة فإننا نضع بين أياديكم الأمانة المنتمة الخبرة هذه الاستبانة، والتي هي بمثابة الإطار الذي تصب فيه آراؤكم ومقترحاتكم. آملي منكم مراعاة الدقة في الإجابة عن فقراتها. علماً بأن نتائج هذه الدراسة ستستخدم لغايات البحث العلمي فقط آخذين بعين الاعتبار كل ما تقدمونه من آراء ومقترحات.

الباحث

سليمان راشد النعيمي

APPENDICES

البيانات الشخصية:

اسم المدرسة (اختياري):

المدرس (اختياري):

☐ ثانوي ☐ مشترك

الحلقة التعليمية: ☐ أولى ☐ ثانية

☐ بكالوريوس ☐ ماجستير ☐ دكتوراه

المؤهل العلمي: ☐ ثانوي ☐ دبلوم

☐ إداري ☐ فني ☐ مدرس

المركز الوظيفي: ☐ مدير ☐ مساعد مدير

☐ 15 - 11 ☐ 20-16 ☐ أكثر من 20 سنة

الخبرة الوظيفية: ☐ أقل من 5 سنوات ☐ 5-10 سنوات

☐ 45 - 36 ☐ 55-46 ☐ أكثر من 55

العمر: ☐ أقل من 25 سنة ☐ 25-35

☐ مطلق ☐ أرمل

الحالة الاجتماعية: ☐ متزوج ☐ أعزب

APPENDICES

Questionnaire Addressed for Teachers Who Still at their Career

Domains	NA	Strongly disagree	disagree	don't know	agree	strongly agree
I- Motivation						
School environment encourages citizen teachers to join the teaching career.	0	1	2	3	4	5
Personal motivation was behind your choice for teaching as a career.	0	1	2	3	4	5
Emirate teachers earn good money.	0	1	2	3	4	5
National motive has a role in my choice for being a teacher.	0	1	2	3	4	5
Conditions in which Emirate teachers are working are satisfying.	0	1	2	3	4	5
Media has a significant role in encouraging citizens to join the teaching.	0	1	2	3	4	5
Abu Dhabi Council encourages citizens to join the teaching career.	0	1	2	3	4	5
II- Family & Society Roles						
My family has a role in me choosing teaching as a career.	0	1	2	3	4	5
UAE's families encourage their children to have the teaching career.	0	1	2	3	4	5
The community has a role in me be coming a teacher.	0	1	2	3	4	5
Emirati males are interested in teaching.	0	1	2	3	4	5
My father's had a role in me in selecting teaching as a career.	0	1	2	3	4	5
Teaching is a female-dominated career.	0	1	2	3	4	5
The society has a positive vision towards Emirati male teachers.	0	1	2	3	4	5
III- Teaching Skills & Competencies						
Emirati teachers can understand students better than Foreign teachers.	0	1	2	3	4	5
Emirati teachers offer a better role model for the new Emirati male generation.	0	1	2	3	4	5
Emirati teachers have the same vision.	0	1	2	3	4	5
During Emirati teachers classroom sessions students be have well.	0	1	2	3	4	5
School management citizenship encourages creativity in the teaching career.	0	1	2	3	4	5
Emirati teachers face problems in preparing..	0	1	2	3	4	5
Forward teachers are cooperative at schools.	0	1	2	3	4	5

0 Not Applicable 1 Strongly disagree 2 don't know 3 disagree 4 agree 5 strongly agree

APPENDICES

الجذب والمحافظة على المعلمين المواطنين في مهنة التدريس في أبوظبي

يحتوي هذا الاستبيان على مجموعة من الاسئلة يجب الاجابة عليها عن طريق اختيار ما يناسبك من المعايير المقترحة وهي خمسة على الشكل التالي:
 اوافق بشدة (أ.ش) ، اوافق (أو) ، لا تعليق (ل.ت) ، اعارض بشدة (أ.ب) ، اعارض (أ.ع)
 استمارة موجهة للمعلمين اللذين ما زالوا في مهنة التعليم

المجال	أ. ب	أ.ع	ل. ت	أو	أ. ب
أ. الدافع					
01 البيئة المدرسية تشجع المعلمين المواطنين على الإلتحاق بمهنة التعليم.	5	4	3	2	1
02 الإبداع كان وراء اختيارك التعليم كمهنة .	5	4	3	2	1
03 المعلمونالمواطنون يجنون امولاً جيّدة من التعليم.	5	4	3	2	1
04 الدافع الوطني له دورٌ في اختيار التعليم كمهنة.	5	4	3	2	1
05 الظروف التي يعمل بها المعلمون المواطنون مواتمة.	5	4	3	2	1
06 إعلام له دورٌ فعّال في تشجيع المواطنين على اختيار مهنة التعليم.	5	4	3	2	1
07 تشجيع مجلس أبو ظبي للتعليم للمواطنين كان له دورلإلتحاق بمهنة التعليم.	5	4	3	2	1
ب. دور العائلة والمجتمع:					
01 عائلتي لها دورٌ في اختياري التعليم كوظيفة.	5	4	3	2	1
02 العائلات الإماراتية تشجع ابناءها على الألتحاق بمهنة التعليم.	5	4	3	2	1
03 المجتمع له دور في التشجيع على اختيار التعليم.	5	4	3	2	1
04 الذكور المواطنون مهتمون بالتعليم.	5	4	3	2	1
05 دور الاب فعال في اختيار التعليم كمهنة.	5	4	3	2	1
06 التعليم مهنة مسيطر عليها من قبل الأناث.	5	4	3	2	1
07 المجتمع له رؤية ايجابية نحو المعلمين المواطنين الذكور.	5	4	3	2	1
ج. المهارات والكفاءات التعليمية:					
01 المعلمون المواطنون بإمكانهم فهم التلاميذ بفعالية أكثر من المعلمين الوافدين.	5	4	3	2	1
02 المعلمون المواطنون يقدمون نموذجاً أفضل لجيل الشباب الإماراتي الجديد.	5	4	3	2	1
03 المعلمون المواطنون لهم ذات الرؤية والرسالة.	5	4	3	2	1
04 خلال ساعات وحصص المعلمين المواطنون تقل نسبة مشاكل التلاميذ.	5	4	3	2	1
05 الإدارة المدرسيّة المواطنّة تشجع الإبداع في مهنة التعليم.	5	4	3	2	1
06 المعلمون المواطنون يواجهون مشاكل في التحضير لصفوفهم وفي ضبطها.	5	4	3	2	1
07 المعلمون المواطنون متعاونون في المدارس.	5	4	3	2	1

APPENDICES

Questionnaire Addressed for Teachers Who Changed their Career

Domains	NA	Strongly disagree	disagree	don't know	agree	strongly agree
I- Motivation						
Money was behind the change of your career.	0	1	2	3	4	5
Motivation was behind the change of your career	0	1	2	3	4	5
Conditions in which Emirate teachers are working are not very satisfying	0	1	2	3	4	5
Presence in a non motivating school environment made you change of career.	0	1	2	3	4	5
Emirate teachers earn good money	0	1	2	3	4	5
Availability of other job opportunities was behind your career change.	0	1	2	3	4	5
Limited opportunities for promotion was behind your career change	0	1	2	3	4	5
The difficulty of the teaching profession was behind your career change.	0	1	2	3	4	5
II- Family & Society Roles						
The society have a positive vision towards Emirate teachers	0	1	2	3	4	5
The Emirate society have a positive vision towards teaching	0	1	2	3	4	5
Emirate males are interested in teaching	0	1	2	3	4	5
Emirate Teachers are not living any social live	0	1	2	3	4	5
Your family played a role in changing your career.	0	1	2	3	4	5
Social status of teachers has had a role in changing the career.	0	1	2	3	4	5
Lack of family support had a role in changing the career.	0	1	2	3	4	5
Teaching is a female-dominated profession	0	1	2	3	4	5
III- Teaching Skills & Competencies						
Burden on teachers played a role in changing your career.	0	1	2	3	4	5
The lack of managerial competencies is the reason behind the career change	0	1	2	3	4	5
Inward teacher has a role in changing the profession	0	1	2	3	4	5
Emirate teachers lack of skills and qualifications	0	1	2	3	4	5
Foreign teacher has a role in changing the career.	0	1	2	3	4	5

APPENDICES

6	During Emirate teachers classroom sessions students are less misbehaving.	0	1	2	3	4	5
7	Promotion ladder regarding the job degree had a role in changing the career.	0	1	2	3	4	5
8	Students' problems have motivated the teachers to change the career.	0	1	2	3	4	5
9	Difficulty of managing classroom and student behavior was behind your career change.	0	1	2	3	4	5

0 Not Applicable 1 Strongly disagree 2 don't know 3 disagree 4 agree 5 strongly agree

APPENDICES

الجذب والمحافضة على المعلمين المواطنين في مهنة التدريس في أبوظبي

يحتوي هذا الاستبيان على مجموعة من الاسئلة يجب الاجابة عليها عن طريق اختيار ما يناسبك من المعايير المقترحة وهي خمسة على الشكل

التالي : أوافق بشدة (أ.ش) ، أوافق (أو) ، لا تعليق (ل.ت) ، أعارض بشدة (أ.ب) ، أعارض (أ.ع)

استمارة موجهة للمعلمين اللذين غيروا مهنة التعليم

المجال	أ. ب	أ.ع	ل. ت	أو	أ. ب
أ. الدافع					
01 المال كان الدافع وراء تغييرك لمهنتك.	1	2	3	4	5
02 التشجيع كان الدافع وراء تغييرك لمهنتك.	1	2	3	4	5
03 الظروف التي يعمل بها المعلمون المواطنون مناسبة.	1	2	3	4	5
04 التواجد في بيئة مدرسية غير محفزة دفعني لتغيير مهنتي.	1	2	3	4	5
05 المعلمون المواطنون يجنون اموال جيدة.	1	2	3	4	5
06 توفر فرص عمل أخرى كان وراء تغيير مهنتك	1	2	3	4	5
07 الفرص المحدودة للتقدم في التعليم كان وراء تغيير مهنتك	1	2	3	4	5
08 مصاعب مهنة التعليم كان وراء تغيير مهنتك	1	2	3	4	5
ب. دور كل من العائلة والمجتمع:					
01 المجتمع له رؤية إيجابية نحو المعلمين المواطنين.	1	2	3	4	5
02 المجتمع الإماراتي له رؤية إيجابية نحو مهنة التعليم.	1	2	3	4	5
03 الشباب المواطنون يهتمون بالتعليم.	1	2	3	4	5
04 المعلمون الإماراتيون لا يعيشون حياة اجتماعية طبيعية.	1	2	3	4	5
05 عائلتك لعبت دوراً في تغييرك لمهنتك.	1	2	3	4	5
06 المكانة الاجتماعية للمعلمين لعبت دوراً في تغييرهم لمهنتهم.	1	2	3	4	5
07 نقص الدعم العائلي لعب دوراً في تغييرك لمهنتك.	1	2	3	4	5
08 التعليم مهنة مسيطر عليها من قبل الإناث.	1	2	3	4	5
ج. المهارات والكفاءات التعليمية:					
01 الأعباء على كاهل المعلمين لعبت دوراً في تغييرهم مهنتهم.	1	2	3	4	5
02 نقص الكفاءات الإدارية هو السبب وراء تغيير المهنة.	1	2	3	4	5
03 المعلم الوافد له دور في تغيير المهنة.	1	2	3	4	5
04 المعلمون المواطنون ينقصهم المهارات و المؤهلات.	1	2	3	4	5
05 المعلم الأجنبي له دور في تغيير المهنة.	1	2	3	4	5
06 خلال حصص المعلمين المواطنون يكون التلاميذ أقل مشاكل وازعاجاً.	1	2	3	4	5
07 سلم الترقيات بغض النظر عن درجة الوظيفة له دور في تغيير المهنة.	1	2	3	4	5
08 مشاكل التلاميذ دفعت المعلمين لتغيير مهنتهم	1	2	3	4	5
09 صعوبة ادارة الصف وسلوك التلاميذ كان وراء تغيير المهنة	1	2	3	4	5

APPENDICES

Questionnaire Addressed to Families Investigating their Opinion about Teaching as a Career

Domains	NA	Strongly disagree	disagree	don't know	agree	strongly agree
I- Motivation						
Choosing teaching as a career has become a national motive	0	1	2	3	4	5
Visual media have a role in me choosing a teaching career.	0	1	2	3	4	5
DEC had a role in motivating citizens to work as teachers.	0	1	2	3	4	5
My teaching career from this family's point of view is encouraging.	0	1	2	3	4	5
My teaching career from this family's point of view is motivating.	0	1	2	3	4	5
The teaching profession is as good as other professions.	0	1	2	3	4	5
It is of national importance that there are more Emirati teachers.						
II- Economical						
Incentives in the teaching profession have a role in me selecting as a career choice.	0	1	2	3	4	5
Emirate teachers earn good money.	0	1	2	3	4	5
III- Social						
The Emirate society have a positive vision towards teaching.	0	1	2	3	4	5
The society have a positive vision towards Emirate teachers.	0	1	2	3	4	5
Family social status affects career choice.	0	1	2	3	4	5
Family history has a role in the selection of the teaching career.	0	1	2	3	4	5
The family leader has a role in career selection.	0	1	2	3	4	5
Emirate teachers can understand students effectively than Foreign teachers.	0	1	2	3	4	5
Emirate teachers offer a role model for the new male generation.	0	1	2	3	4	5
Emirate teachers have the same mission.	0	1	2	3	4	5
Emirate teachers have the same vision.						
Teaching is a female-dominated career.	0	1	2	3	4	5
Customs and traditions have a role in the choice of career.	0	1	2	3	4	5
The Emirati family feels proud when a family male member becomes a teacher.	0	1	2	3	4	5

APPENDICES

الجذب والمحافظة على المعلمين المواطنين في مهنة التدريس في أبوظبي

استبيان للذكور

يحتوي هذا الاستبيان على مجموعة من الاسئلة يجب الاجابة عليها عن طريق اختيار ما يناسبك من المعايير المقترحة وهي خمسة على الشكل التالي : أوافق بشدة (أش) ، أوافق (أو) ، لا تعليق (ل.ت) ، أعارض بشدة (أ.ب) ، أعارض (أع)

استمارة موجهة للعائلات لاختيار مهنة التعليم كوظيفة

المجال					
أ. ب	أو	ل. ت	أع	أ. ب	
أ. الدافع					
1	2	3	4	5	1 إختيار التعليم كوظيفة أصبح هدف وطني.
1	2	3	4	5	2 الإعلام المرئي له دورٌ في إختيار مهنة الأطفال المستقبلية.
1	2	3	4	5	3 مجلس أبو ظبي للتعليم له دور تشجيعي لحث المواطنين على العمل كمعلمين.
1	2	3	4	5	4 مهنة التعليم من وجهة نظر العائلة مشجعة.
1	2	3	4	5	5 مهنة التعليم من وجهة نظر العائلة محفزة.
1	2	3	4	5	6 مهنة التعليم تضاهي المهن الأخرى من حيث الجودة
1	2	3	4	5	7 من الاهداف الوطنية المهمة أن يكون هنالك اساتذة مواطنين أكثر
ب. الاقتصاد:					
1	2	3	4	5	1 الحوافز في مهنة التعليم لها دورٌ في إبتقاء التعليم كخيار وظيفي.
1	2	3	4	5	2 المعلمون المواطنون يجنون أموالاً جيدة من مهنة التعليم.
ج. المجتمع:					
1	2	3	4	5	1 المجتمع الإماراتي له رؤية إيجابية نحو التعليم.
1	2	3	4	5	2 المجتمع الإماراتي له رؤية إيجابية نحو المعلمين المواطنين.
1	2	3	4	5	3 مركز العائلة الإجتماعي يؤثر في اختيار الوظيفة.
1	2	3	4	5	4 تاريخ العائلة له دورٌ في الانتماء لمهنة التعليم.
1	2	3	4	5	5 ولي الأمر في العائلة له دور في إختيار الوظيفة.
1	2	3	4	5	6 المعلمون المواطنون بإمكانهم فهم التلاميذ بشكل فعال أكثر من المعلمين الوافدين.
1	2	3	4	5	7 المعلمون المواطنون يقدمون نموذجاً أفضل لجيل الشباب الجديد.
1	2	3	4	5	8 المعلمون المواطنون لهم ذات الرسالة.
1	2	3	4	5	9 المعلمون المواطنون لهم ذات الرؤية.
1	2	3	4	5	10 التعليم مهنة مسيطر عليها من قبل الإناث.
1	2	3	4	5	11 العادات و التقاليد لها دورٌ في إختيار الوظيفة
1	2	3	4	5	12 تشعر العائلة الاماراتية بالفخر حين يصبح أحد أبنائها الذكور معلماً

Appendix C

Open Questions for *Albarza & Leqa*

Development testing

Dear Colleague

I am in the process of developing testing the above named questions for my research. The main purpose of the questions is to establish and identify the factors that influence attraction and retention of male teachers to teaching in Abu Dhabi schools. The findings will then serve to help address current and future the problems and issues in this area.

Your input at this stage is most valuable as I want to make sure the “right” questions are being asked and if some of the questions below are not suitable or should be changed. You are in a good position to provide this information.

A full copy of the questions that is to be completed in the study itself is attached.

Your suggestions and recommendations will help make sure that the questionnaire will provide valid and useful data on these matters that are being addressed before its wider administration in Abu Dhabi.

Thank you again for participating in the development testing of the questions.

Sulaiman Al Nuaimi

Researcher

Open Questions for *Albarza* & *Lega*

Directions:

1. You do not need to complete each of the three(3) questionnaire
2. Read each question and address each of the following questions
 - *Are the instructions for completion of the questionnaire clearly explained for respondents?* If no, please list the questions with poor instructions.
 - *Are the questions well constructed and not ambiguous?* If no, please list the problematic questions.
 - *Does the questionnaire cover all the important problems and issues related to the topic?* If no, please indicate what problems issues are not included?
3. above for each of the questions using the *comments* column
4. If you think the question needs to be changed do so by writing the changes on the questions
5. For any additional questions write these in the comments column

APPENDICES

These are the questions that are to be used in the study

No.	Questions	Comments
1	Had your family a role in selecting your current profession?	
2	How do you think about teaching as a profession for your son?	
3	What is the social status of teachers in you region?	
4	Do you think that Abu Dhabi society has a well developed educational system that may affect your decision in choosing teaching as a profession to your son?	
5	What is the role of parents in encouraging their children to join the teaching profession?	
6	Does the role of the Emirate teacher important for the development of the educational process?	
7	How is the development of education should be carried from the perspective of Emirate families	
8	In your opinion, what is the role of the family in choosing their son's profession?	
9	Are you in favor of having all teachers in UAE from emirate citizens?	
10	What role a teacher may play in building up a well developed generation?	
11	Do you think the financial earnings may affect your planning's for your son's future profession?	
12	What do you think about Abu Dhabi Educational Council in terms of motivating youth towards selecting teaching as a future career?	
13	What is the rank of teaching profession in your opinion when comparing it with others professions?	
14	Does your son's personality have a role in selecting your son's profession?	
15	Should a child grow up to work according to his interest and aptitude only, far away from home and family?	
16	Should a child make a few compromises and choose a career that enables him to live with his family?	
17	In your opinion, does your son's joy and happiness lie in standing alone at the pinnacle of success or in leading a life together with his family, relatives and friends?	

Ethic Application: Sulaiman Al Nuaimi

Central Queensland University

APPENDICES

Human Ethics Committee (EC00158)

Project Number TBA

Title of Project: Attracting and retaining male Emirati teachers in Abu Dhabi:

An action plan.

Interview Schedule for Albarza & Leqa

1. Had your family a role in selecting your current profession?
2. How do you think about teaching as a profession for your son?
3. What is the social status of teachers in you region?
4. Do you think that Abu Dhabi society has a well developed educational system that may affect your decision in choosing teaching as a profession to your son?
5. What is the role of parents in encouraging their children to join the teaching profession?
6. Does the role of the Emirate teacher important for the development of the educational process?
7. How is the development of education should be carried from the perspective of Emirate families
8. In your opinion, what is the role of the family in choosing their son's profession?
9. Are you in favor of having all teachers in UAE from emirate citizens?
10. What role a teacher may play in building up a well developed generation?
11. Do you think the financial earnings may affect your planning's for your son's future profession?
12. What do you think about Abu Dhabi Educational Council in terms of motivating youth towards selecting teaching as a future career?
13. What is the rank of teaching profession in your opinion when comparing it with others professions?
14. Does your son's personality have a role in selecting your son's profession?
15. Should a child grow up to work according to his interest and aptitude only, far away from home and family?
16. Should a child make a few compromises and choose a career that enables him to live with his family?
17. In your opinion, does your son's joy and happiness lie in standing alone at the pinnacle of success or in leading a life together with his family, relatives and friends?

APPENDICES

Appendix D

Attracting and retaining male Emirati teachers in

Abu Dhabi schools: An action plan

Ethics Approval Project Number

PARTICIPAT INFORMATION SHEET

You are invited to participate in *Albarza & Leqa* in a research project about how can male Emirati teachers be attracted and retained in Abu Dhabi?

The project has three components. You are invited to participate during *Albarza & Leqa* to find good solution to Attracting and retaining male Emirati teachers in Abu Dhabi. Participants in the research will have the opportunity to express their views about the importance of teaching and the role of Emirati teachers in maintaining Emirati culture through schooling. Participants will have the opportunity to put forward their views and those of their family about the structure of incentives in teaching in Abu Dhabi to their political and educational leadership. Participants will be able to directly inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in the teaching. This will inform future refinements of attraction and retention policies. The research will also explicate teaching career choice in a Emirati family and individual context for the participants.

The project:

The researcher will follow HREC monitoring principles. The researcher will report regularly to the supervisors on the ethical conduct of the research and will have the National Statement on Ethical Conduct in Human Research with them in Abu Dhabi at all times. The researcher will monitor the *Albarza* and *Leqa* process. At this stage there is discussion of the principal supervisor attending the *Albarza* and *Leqa* sessions to monitor ethical compliance and assist with the research.

Specifically the project seeks to investigate:

This research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in schools in Abu Dhabi. The research also aims to identify the critical factors that can reduce retention and attraction male Emirati teachers in schools in Abu Dhabi. In addition, this research will be used to propose an action plan that can be implemented by the ADEC in order to enhance the participation, attraction and retention of

APPENDICES

male Emirati teachers in the education system. In particular, the study will allow the Abu Dhabi education system to:

Overcome the problems of low participation by male Emirati teachers in the education of middle schools boys in Abu Dhabi;

Identify the strategies to be implemented by (ADEC) in the context of “Emiratisation” of the educational system;

Supply policies proposing solutions to the problems of attracting and retaining male Emirati teachers; and

Develop new knowledge about how Emirati family structures influence individual career choice; and interpret the structure of social and economic employment incentives in the Emirati culture.

The interview:

The *Albarza & Lega* will consist of questions about how can male Emirati teachers be attracted and retained.

- *Are the critical factors in retaining male Emirati teachers of the ADEC schools?*
- *What are the critical factors in attracting male Emirati teachers to the (ADEC) schools?*
- *What policy could (ADEC) implement the attract and retain male Emirati teachers in middle schools boys Abu Dhabi?*
- *What strategies could the Abu Dhabi Education Council (ADEC) develop to attract and retain male Emirati teachers in schools in Abu Dhabi?*
- *How does the structure and leadership of Emirati families influence career choice?*

Is supported by ADEC. *Albarza & Lega* will be organized at a time mutual Convenience.

Your involvement

Your participation in the research is voluntary and any information you provide will be anonymous. You may withdraw from the study if you wish and you can do so at any time. You have the right not to answer any question if you wish to do so.

Some interviews will be taped but your permission will be sought before this is done and you have the right to decline this request.

APPENDICES

How we will use the information

The information you provide will be combined with the information provided by other participants and analysed to determine current trends to Attracting and retaining male Emirati teachers in Abu Dhabi. The information obtained will be presented in a PhD thesis and might be published. The data collected in this study may be kept for a period of 5 years in accordance with the Deakin University's code of conduct.

Your permission

We need your consent in writing to confirm your involvement. You can give this consent by completing and signing the attached 'consent' form. Signing the form means you have agreed to participate in the study but it does not stop you from withdrawing if you change your mind later on.

If you decide to withdraw, please write or telephone the researcher at the address below:

Confidentiality

All information received from you during the study will be kept confidential. It will not be divulged to any one that could reveal your identity. All raw information collected in this study will be kept under lock and key and information in electronic format will be kept in a repository that will be password protected.

For contacts and further information

If you would like further information on the research you may write, telephone or email the researcher:

Sulaiman Al Nuaimi

Central Queensland University

Mackay Mail Centre

Mackay 4740, QLD, Australia

Tel: +61 4 2227838

e-mail: tsnuaimi@hotmail.com

Or the Principal Supervisor:

Dr Mike Horsley

Faculty of Informatics & Communication

Central Queensland University

Rockhampton, Queensland 4702, Australia

Phone: 00-61-418413855

Email: m.horsley@cqu.edu.au

APPENDICES

الجذب والمحافظة على المعلمين المواطنين الذكور في أبوظبي
كيف يمكن جذب المعلمين المواطنين الذكور والمحافظة عليهم؟
أخلاقيات الموافقة على المشروع رقم:
بطاقة المعلومات الخاصة بالمشارك

انتم مدعو للمشاركة في اللقاء وحضور البرزة والخاصة بمشروع بحثي يهدف الى دراسة كيفية جذب المعلمين المواطنين الذكور والمحافظة عليهم في أبوظبي.

يتكون البحث من ثلاثة عناصر.

انت مدعو للمشاركة خلال اللقاء وحضور البرزة لمناقشة اختيار مهنة التدريس في سياق الأسرة الإماراتية والفردية للمشاركين.

وسوف تتاح الفرصة للمشاركين في البحث للتعبير عن آرائهم حول التعليم ودور المعلمين الذكور المواطنين ، والثقافة الإماراتية.

كما وستتاح للمشاركين الفرصة ايضا لطرح آرائهم واءاء أسرهم فيما يتعلق بهيكلية المحفزات في مجال التدريس في أبوظبي من وجهة نظرهم وكذلك وجهة نظراسرهم بلاضافة الى فرصة مناقشة عملية الجذب والمحافظة على المعلمين المواطنين الذكور في أبوظبي.

المشروع:

يسعى البحث بشكل خاص إلى دراسة لأستقصاء العوامل التي تجذب المعلمين المواطنين الذكور للعمل في مدارس إمارة أبوظبي والعوامل التي تمنعهم من المشاركة فيها. كما ويهدف البحث أيضا إلى تحديد العوامل الحاسمة التي يمكن أن تقلل من والجذب والمحافظة على المعلمين المواطنين الذكور في مدارس أبوظبي. وسيسهم المشروع في تطوير معارف جديدة حول كيفية تأثير هيكلية الأسرة الإماراتية على اختيار الفرد للمهنة ؛ وتفسير هيكلية الحوافز الوظيفية والاجتماعية والاقتصادية في الثقافة الإماراتية من وجهة نظر الأسرة.

اللقاء وحضور البرزة:

سيتم طرح مجموعة من الاسئلة من خلال اللقاء والبرزة حول كيفية الجذب والمحافظة على المعلمين المواطنين الذكور في مدارس إمارة أبوظبي. بعض من هذه الاسئلة هي التالية:

1. ما هي العوامل الحاسمة التي تؤدي الى جذب المعلمين المواطنين الذكور في المدارس التابعة لمجلس أبوظبي للتعليم؟
2. ما هي العوامل الحاسمة التي تؤدي الى الاحتفاظ بالمعلمين المواطنين الذكور في المدارس التابعة لمجلس أبوظبي للتعليم؟
3. ما هي السياسات التي يمكن أن ينفذها مجلس أبوظبي للتعليم من أجل اجتذاب والمحافظة على المعلمين المواطنين الذكور في مدارس مجلس أبوظبي للتعليم؟
4. ما هي الاستراتيجيات التي يمكن لمجلس أبوظبي للتعليم تطويرها بهدف الجذب والمحافظة المعلمين المواطنين الذكور في مدارس مجلس أبوظبي للتعليم؟
5. كيف يمكن أن تؤثر هيكلية الاسرة والطبيعة القيادية لها على اختيار الوظيفة لفرد من افرادها؟

مشاركتم

إن مشاركتكم في البحث هو أمر تطوعي والمعلومات التي تقدمونها ستبقى مجهولة المصدر. يمكنكم الانسحاب من هذه الدراسة إذا رغبتكم كما أنه لكم الحق في عدم الإجابة أو الرد على أي سؤال في أي وقت تشاؤون . قد يكون هناك بعض المقابلات المسجلة ولكن موافقتكم على ذلك ستكون مطلوبة قبل إجراء التسجيل ولديكم الحق في رفض هذا الطلب.

كيف سنستخدم المعلومات

المعلومات التي ستقدمونها سوف تدمج مع المعلومات التي تقدم من مشاركين آخرين لتحليلها. المعلومات المقدمة سيتم عرضها في أطروحة الدكتوراه وربما يتم نشرها. البيانات المجمعة في هذه الدراسة ربما تبقى لفترة خمسة سنوات طبقاً للكود الخاص بقواعد السلوك في جامعة سنترال كوينزلاند استراليا.

موافقتكم

نحن فى حاجة لموافقتكم المكتوبة لتأكيد مشاركتكم. يمكنكم إعطاء هذه الموافقة باستيفاء وتوقيع النموذج المرفق. توقيعكم على هذا النموذج يعنى أنكم وافقتم على مشاركتكم فى هذه الدراسة ولكن لا توقفكم من الانسحاب فى حالة تغيير رأيكم فيما بعد. إذا قررتم الانسحاب نرجو إجراء مكالمة تليفونية للباحثين أو الكتابة لهم على العنوان التالى:

السرية

جميع المعلومات التى أستلمها منكم خلال إجرائى للبحث سوف تظل سرية ولن يتم الكشف عنها لأى أحد يمكنه الكشف عن هويتكم. كما ستكون جميع المعلومات النادرة التى تم جمعها فى هذه الدراسة محفوظة "بالقفل والمفتاح" والمعلومات الألكترونية ستبقى فى مستودع ومحمية بكلمة سرية.

لمزيد من المعلومات والاتصالات

إذا أردتم مزيد من المعلومات عن الباحث يرجى الكتابة أو إجراء مكالمة تليفونية أو إرسال بريد إلكترونى:

سليمان راشد محمد النعيمي

100/507 هاربير إسبلاند

دوكلاندز , ملبورن 3008

فكتوريا , استراليا

هاتف: 01969114 61 4 / +971506436166

البريد الإلكتروني: tsnuaimi@hotmail.com

أو إلى المشرف الرئيسى:

دكتور مايك هورسلي

جامعة سنتركوينز لاند

روكهامبتون

4702 كوينز لاند

استراليا

هاتف: 3855 1841 00-61-4

البريد الإلكتروني: m.horsley@cqu.edu.au

Sulaiman Al Nuaimi

**Attracting and retaining male Emirati teachers
in
Abu Dhabi schools: An action plan**

Volume 2

Professional Doctorate

Coursework component

May 2010

Table of Contents

Assignment 1	1
Assignment 2	12
Assignment 3	22
Assessment 4.....	30
Assignment 5	39
Research Proposal.....	52
Ethical Clearance	80

Mode-2 Knowledge Production

TABLE OF CONTENTS

1. The proposed topic title and contextualization statement.....	3
2. Research problem statement.....	5
3. Rationale statement.....	5
4. Significance statement.....	5
5. Research aim statement.....	6
6. Research questions statement.....	7
7. Research objectives statement.....	8
8. Knowledge production statement.....	9
9. References.....	11

1. The proposed topic title and contextualization statement

1.1 The Title:

Attracting and retaining male Emirati teachers in Abu Dhabi schools: An action plan

1.2 Background and contextualization of the proposed research:

Abu Dhabi is providing educational leadership for the emirates that comprise the United Arab Emirates (UAE). Abu Dhabi is the capital and most populous emirate. To provide educational leadership within Abu Dhabi and for the entire UAE, the Abu Dhabi Education Council (ADEC) was established in 2004. One of the reasons for its establishment was to both develop the education system, and manage the considerable investment being made in the Abu Dhabi education system. As part of its diversification strategy, the Abu Dhabi government is investing in human capital to prepare for a future that will require a highly skilled workforce. This investment in education and human capital is recent and its education system is undergoing rapid and large scale change (Abu Dhabi Policy Agenda 2007).

One of the consistent issues and problems in the development of Abu Dhabi' education system is the lack of male Emirati teachers. Emirati teachers carry with them Emirati culture. This culture includes the traditional understandings of what it means to be Emirati; a cultural tradition that goes back thousands of years; an understanding of Emirati students and their behavior, family and social context. As well, each emirate has developed a slightly different culture. This difference has a big impact on student behavior and family life. Emirati teachers are aware of these differences and their impact on Emirati students.

The Abu Dhabi education system wishes to preserve its rich culture, and introduce new generations to the shared Emirati understandings that reflect society and the style of life. As a result there is a need to attract and retain Emirati males to teaching to preserve the shared understandings of the Emirati culture. Attracting and retaining Emirati teachers also is a key part of the Emiratisation. This is a process of replacing the expatriates with, Emirati people in different fields) of the educational sector in Abu Dhabi and is one of the strategic objectives that the Abu Dhabi Education Council is seeking to achieve, in developing the education system (ADEC 2009).

Assignment - 1

Currently the majority of Emirati teachers are female. Teaching is a popular career choice for Abu Dhabi females. This career choice is encouraged in many families, and other countries teaching is an occupation that has been feminized. It is only in the last ten years that Emirati males have been attracted to the teaching profession. The number of Emirati women entering teaching has increased significantly, and they represent a majority in the female teaching force. However, there has been no associated increase in male Emirati teachers in the last decade (Al Bayan 2009).

Currently non-Emirati male teachers provide the majority of male teachers in Abu Dhabi and the other emirates. The nationalities represented of these non- Emirati male teachers in order of importance are Egyptian, Jordanian, Syrian, Sudanese, Iraqi, Tunisian, Moroccan, and Lebanese. These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system (Al Bayan 2009).

However, non-Emirati teachers reflect the culture and traditions of their own societies. As a result they are unable to promote Emirate identity and culture in Abu Dhabi educational context. The ADEC has determined that to encourage the development of Emirati culture that new ways need to be found to encourage Emirati males to be attracted and retained in the education system (Emirate of Abu Dhabi Executive Council General Secretariat 2008).

Non- Emirati teachers are experiencing a number of difficulties in their teaching of Emirati children. These difficulties include, lack of knowledge of Emirati culture, lack of knowledge of behavioral norms and expectations. Many of these teachers are new to teaching and experience the problems of beginning teaches everywhere. Many parents are aware of these problems and as a result are increasingly seeking private educational opportunities for their Emirati children (Rashed 2009).

The research will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools. As well the research will seek to identify strategies that can be used in building policies for attracting and retaining such teachers. The results are then intended to be used the ADEC to develop human resource plans as a springboard for the future to overcome the problems created by having few Emirati male teachers in the teaching force (Mills. Martino. Lingard 2004).

Assignment - 1

Research problem statement

This research is concerned with attracting and retaining male Emirati teachers in Emirati schools. Based on ADEC (2009) document. There is at present within the Emirati schools system:

- A significant and increasing Emirati gender gap in teaching;
- Difficulty in attracting male Emirati teachers;
- A growing drift of students from state to private schools; and
- Lack of male Emirati cultural transmission to the new generation of Emirati boys.

As well this situation is perceived by the Abu Dhabi Supreme Council that there is a lowering student achievement in Government schools. As well, the lack of male Emirati teachers is seen to reduce the effectiveness of the process of Emiratisation of the education system.

3. Rationale statement

There exists limited research that addresses the reasons for low attraction and retention of Emirati teachers in the Emirates. In part, to solve this problem it is necessary to identify the factors and issues that may affect male Emirati teacher retention and attract them to the profession of teaching. Male Emirati teachers in education are likely to be more active in the classroom, more likely to share knowledge about Emirati society with students; and are more aligned and provide momentum to align the society's culture and values to the younger generation. It will be critically important to develop well prepared Emirati male teachers in schools. This research will explore the reasons behind the low participation of Emirate males in the education of middle school boys as well as reasons for difficulties new teachers.

4. Significance statement

There is no documented research in the Emirates context that has addressed the problem and issues in attracting and retaining male Emirati teachers.

This research will study the difficulties of Emiratisation in the education system with specific reference to increasing the proportion of male Emirati teachers. In addition, the study is intended show the effect of benefits that Emiratisation of workforce in the educational sector can bring to the economic and social environment of the country.

Assignment - 1

This study is significant because it attempts to identify the factors and issues that can be used to address this problem in attracting and retaining male Emirati teachers.

The research results can potentially be used to address the problems identified so far in this proposal. The research is also significant because it can address related problems in the process of Emiritisation in the entire workforce. Thus the research is a significant national priority. The research is expected to provide the following:

- Fill a gap in the literature which deals with the fact that UAE citizens' refrain from engaging in teaching;
- Inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in the teaching;
- Pave the way for more empirical research on improving the teaching environment for UAE citizens, in the light of the findings of the research;
- Assist policymakers and teacher education to rethink and reassess the components of teacher preparation programs;
- Explicate career choice in a Emirati family and individual context;
- Provide policy makers and recruiters in UAE with ideas about the best ways to attract and retain teachers who can implement technology, successfully in their teaching;

Because the research will take place in Abu Dhabi, the research issues in attracting and retaining male Emirati teachers will be contextualized with an Emirati cultural perspectives for the first time. In particular the research will be the first to explore career choice within Emirati families and social structures.

5. Research aim statement

This research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in schools in Abu Dhabi. The research also aims to identify the critical factors that can reduce retention and attraction male Emirati teachers in schools in Abu Dhabi. In addition, this research will be used to propose an action plan that can be implemented by the ADEC in order to enhance the participation, attraction and retention of male Emirati teachers in the education system. In particular, the study will allow the Abu Dhabi education system to:

- Overcome the problems of low participation by male Emirati teachers in the education of middle schools boys in Abu Dhabi;

Assignment - 1

- Identify the strategies to be implemented by (ADEC) in the context of “Emiratisation” of the educational system;
- Supply policies proposing solutions to the problems of attracting and retaining male Emirati teachers; and
- Develop new knowledge about how Emirati family structures influence individual career choice; and interpret the structure of social and economic employment incentives in the Emirati culture.

6. Research questions statement

To address the above aims the following research questions have been developed:

RQ 1 What are the critical factors in retaining male Emirati teachers of the ADEC schools?

RQ 1.1 What cultural issues affect retention of male Emirati teachers?

RQ 1.2 What role do schools and the incentives in the education system play in retaining male Emirati teachers?

RQ 2 What are the critical factors in attracting male Emirati teachers to the (ADEC) schools?

RQ 2.1 What cultural issues affect attraction of male Emirati teachers?

RQ 2.2 How can we conceptualise Emirati participation in teaching in Abu Dhabi?

RQ 3 What policy could (ADEC) implement the attract and retain male Emirati teachers in middle schools boys Abu Dhabi?

RQ 3.1 What policies have been developed internationally to attract and retain male teachers?

RQ 3.2 Which of these policies can be applied to the cultural context of UAE education system?

RQ 4 What strategies could the Abu Dhabi Education Council (ADEC) develop to attract and retain male Emirati teachers in schools in Abu Dhabi?

RQ 4.1 what strategies have been developed to attract and retain Emirati male teachers?

Assignment - 1

RQ 5 How does the structure and leadership of Emirati families influence career choice?

RQ. 5.1 How are career decisions made in Emirati families?

RQ 5.2 How do Emirati families interpret social and economic incentives in educational employment?

7. Research objectives statement

The following objectives will be utilised to address each of above research questions;

1. Undertake a review of the international literature to identify the factors and issues that may influence attraction and retention of males in teaching. This will include; (RQ 3.1)
 - 1.1. A review of the literature that focuses factors and issues on male teacher attraction and retention ;(*RQ 2.1*)
2. Examine the literature and government policy from ADEC to establish new policy that could be used to attract and retain teachers. These include survey and/or interview to. (RQ 3 & RQ 3.2)
 - 2.1. Policies in attracting and retaining teachers ;(RQ 3.1)
 - 2.2. Review of current studies on Emiratisation in the workforce generally ;(*RQ 2.1*)
 - 2.3. Investigate current nature of the Emirati teaching service ;(RQ 3)
 - 2.4. Identify the critical factors in Emirati career decision making; (*RQ 2.2*)
 - 2.5 Investigating the nature of Emirati family leadership and communication and its relationship to career choice (*RQ 5.1*)
3. Survey and or interview teachers to explore the family and personal decision making process in joining or leaving teaching for Emirati males. This includes survey and or interview to. Investigate the social and cultural aspects of decisions to join or leave teaching.(*RQ 1 & RQ 1.2, RQ 5*)
4. Explore the family and personal decision making process in joining or leaving teaching for Emirati males; (*RQ 4, RQ 5*)
 - 4.1 The social and cultural aspects of decisions to join or leave teaching ;(*RQ 1.1*)
 - 4.2 To establish issues that may effectively attract and retain teaching ;(RQ 4)
 - 4.3 Interview Emirate male teachers who resigned to establish their reasons for leaving ;(RQ 1)

Assignment - 1

4.4 Survey the Emirate university students in order to determine their future career choice ;(RQ 3.2)

5. Use the analysis of data of information generated from the above objectives to;

5.1 create a framework of guidelines that can be used to address the existing problems concerning male teacher's employment ;(RQ4)

5.2 propose policy that will address current problem of teacher's retention; (RQ 3.1)

8. Knowledge production statement

The research rationale for the proposed study has been developed in the context of its application, and is designed to shape practices and conversations in this context.

The research background and rationale are framed by an important issue in Abu Dhabi education (ADEC 2009). The research problem is complex and attracts comments and ideas from the spectrum of the Emirati community. Both political and educational leaders are concerned with Emirati culture being preserved in the younger generation through the attraction and retention of male Emirati teachers.

The development of the research problem and question has resulted from a conversation within the educational community in Abu Dhabi. The proposed study has been designed to be both reflexive and dialogic. The research will be reflexive as it will shape and enhance the conversation about how to increase the number of Emirati males in teaching. As set out in the rationale, the research will inform the development of policies and human resources plans. As a result the proposed research is iterative and related to other research and policy developments in this educational community.

The research is dialogic because it will not only ask questions about teacher attraction and retention, but generate new knowledge that will shape not only the continuing conversation about this important research topic, but develop new questions and ideas to further influence the way that the research problem is conceptualised and framed.

Furthermore, the proposed research will include a wide variety of Abu Dhabi participants and their perspectives. The new knowledge generated by the research will reflect the heterogeneity of these participants and the cultural context of their perspectives. In this way the proposed research is mode 2 knowledge "knowledge is generated in the context of an environment in which theoretical/experimental and practical problems are identified, innovative methodologies are developed, aimed at uses, and the process of invention and application is concluded in a relatively short time"(Graham & smith 2007).

Assignment - 1

As the rationale presented above indicates that the research has a transdisciplinary nature as it can integrate, integrating research from disciplines such as economics, psychology and educational psychology. The literature review presented in Assignments 2 and 3 outline will the current disciplinary thinking about how male teachers can be attracted and retained. However, the proposed research will develop new knowledge by integrating these disciplinary insights. This integration will be accomplished by using the transdisciplinary lens of Emirati cultural knowledge of family and career choice. Specifically this new knowledge will result from an exploration of how Emirati families interpret incentives and personal choices in influencing career choice. This transdisciplinary approach reflects a mode 2 approach to the development of knowledge.

The foregoing in this assignment has noted that the Abu Dhabi education system is undergoing rapid and sustained change. Investment in human capital is increasing. Most of these changes and development have proceeded from a western disciplinary paradigm that locates expertise in expert consultants, published research and disciplinary ways of approaching research problems. This research will build on multiple perspectives of Emirati cultural knowledge from Emirati families. It will inform a long term conversation within the professional community. And it will locate the research in a transdisciplinary, reflecting both western subject disciplines, and Emirati culture. It represents mode 2 knowledge production.

Assignment - 1

9. References

- Abu Dhabi Government (2009). *Abu Dhabi Government policy agenda 2007-08*. Retrieved 16 February, 2009 from http://www.uaeinteract.com/docs/Abu_Dhabi_Government_unveils_its_Policy_Agenda_2007-08/26412.htm
- Abu Dhabi Education Council (2009). *Number of teachers (local and non local)in the Emirates* .Resource Department General Manager Office, Abu Dhabi Education Council, Abu Dhabi ,United Arab Emirates.
- Abu Dhabi Executive Council General Secretariat (2008). *Policy and strategy*. Retrieved 11 February, 2009 from <http://gsec.abudhabi.ae/Sites/GSEC/Navigation/EN/PolicyAndStrategy/social-and-human-resources.html#id89942>>
- Albayan ,A. (2008). *Education adopt names new batch of teachers*. Retrieved 28 August, 2008 from <http://www.albayan.ae/servlet/Satellite?c=Article&cid=1218377906874&pagename=Albayan%2FArticle%2FFullDetail>
- Graham ,C & Smith, R. (2007). *Transdisciplinary knowledge production and learning management*. Sydney: Pearson Education Australia .
- Mills, M., Martino , W. & Lingard, B. (2004). Attractig,recuiting and retaining male teachers:Policy issues in the male teacher debate, *Education – Overseas , British Journal of Sociology of Education*, 25, pp 355-369. Retrieved 28 June, 2009 from <http://www.bl.uk/welfarereform/issue62/educover.html>
- Rashed , H. (2009). *The most important problems facing the new teacher*. Retrieved 28 June , 2009 from <http://salekon.com/sal/articles-action-show-id-7.htm>

Transdisciplinary Research

Assignment - 2

TABLE OF CONTENTS

1. Introduction.....	14
2. Paradigms and disciplines in the literature.....	15
3. References.....	20

Sources of the literature

1. Introduction

1.1 The Title

Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained?

1.2 Transdisciplinary research

Transdisciplinarity has been described as an ‘all encompassing framework that addresses the problem of integration and the need for a common conception of the world’ (Kockelman 1979). Transdiscipline research then develops overarching frameworks ‘that transcend the narrow scope of the disciplinary world view’ (Miller 1982). A transdisciplinary approach to research problems is most appropriate for the complex and multidimensional unstructured research problems that face professional communities. Transdisciplinary research also emphasizes connections across the communities.

To identify the transdisciplinary nature of the research in this project an extensive literature review was undertaken. This review was undertaken to explore the disciplinary paradigm sources of the literature. This literature is presented in this assignment along with comments of its transdisciplinary nature.

1.2 The transdisciplinary research and policy context

The policy and context of the research present a complex and transdisciplinary research problem.

There has been significant volume of research that has explored the attraction and retention of teachers, and more recently male teachers in the international literature. This literature and its associated research been driven in part by predictions of a teacher supply shortage (Dolton 2006) in the OECD countries, problems in early career teacher retention (Hon, James & Hunt 2003) and concerns that not enough males are entering teaching and that teaching is becoming more feminized. As a result, the OECD produced a major report *Teachers matter, attractive, developing and retaining effective teachers* (OECD 2005). This report built on a number of new quantitative studies conducted mostly in the discipline of economics and summarized by

Assignment - 2

Dolton (2006) in the *Handbook of the Economics of Education* (2006). The OECD report also reflected a number of qualitative studies on teacher attraction and retention associated with the publication of *No Dream Denied: A pledge to America's Children* (2003) published by the National Commission on Teaching and America's Future. This publication was developed by America's leading teacher educators.

All of these major document combined with research from a range of disciplines explore the above pressing educational problem. As the main international policy literature they provide an orientation to the complex and multidimensional nature of teacher shortages and teacher supply and demand.

The research problem presented in this project concerns the implementation of the major Government policy of Emiratisation and its impact on the supply and demand for Emirati male teachers. The policy context in Abu Dhabi echoes that of other nations in providing male teachers for their schools. However, the Emirati context of the research problem means that the research problem will require not only application of other research approaches represented in the international policy literature, but the development of new knowledge that applies transdisciplinary approaches in researching the problem of attracting and retaining Emirati male teachers.

2. Paradigms and disciplines in the literature

The published research on teacher attraction and retention proceeds from a range of different disciplines. The research then reflects a variety of research approaches, methodologies and data sets.

The dominant approach in the literature is represented by the discipline of economics. Economists consider teacher attraction and retention in terms of the structure of the underlying market for teacher supply and demand. Furthermore economists utilize methodologies that allow them to understand the forces impacting on the market for teachers (Dolton 2006). A key study reflecting this approach was conducted by Wooden & Webster and Marks (2008). This research locates teacher attraction and retention within the framework of incentives that reflects aspects of teacher supply and demand. The Wooden, Webster and Marks study identifies salaries, conditions, wage compression and wage distribution as the key explanatory variables influencing teacher attraction and retention.

Assignment - 2

Key studies in this area have been developed by Dolton (2006) , OECD (2005), Odden & Kelley (1997) , Hanushek, Kain & Rivkin (1995), Horsley & Stokes (2005), Wooden, Webster & Marks (2008), Richardson & Watt(2006), Kockelman(1979) and ADEC (2009).

In regard to male teachers, Horsley & Stokes (2005) also applied a salary analysis to teacher retention and attraction. They developed data examining male teacher attraction and retention by choosing teaching subjects with a high proportion of male teachers, and then analyzing salary relativities in these subject areas with cognate professions outside teaching. These approaches reflect an economic paradigm. Horsley & Stokes (2005) claimed that the main challenge for retaining the education workforce in NSW Australia is the system of wage determination for teachers in NSW. The study insisted that teachers' salaries should be compatible to those of other professionals.

A contrasting paradigm to explain the decision to enter or leave teaching has been developed through the research of Richardson & Watt (2006). Their research focuses on individual motivations to explain why people chose to teach or leave teaching. In a series of publications (2005, 2006, 2008) they have developed an expectancy value model of career decision making. This model construes entry to teaching as reflecting positive pre teaching experiences. This model is sourced from the discipline of educational psychology and their expectancy value methodology has been used previously to explain how learners approach to the learning of mathematics.

Richardson & Watt (2006) conducted a study on 1653 educational students enrolled at three Australian universities. Their research explored teaching career motivation for individuals choosing teaching employment. The research concluded that the motivation for choosing teaching as a profession is due to perceived teaching abilities, the intrinsic value of teaching, and the desire to make a social contribution, shape the future, and work with children.

Richardson & Watt (2005) also conducted a study to explore the reasons behind graduates' decisions to pursue teaching as a career. A survey collected data about respondents' reasons for choosing teaching as a career, with open-ended questions eliciting rich qualitative data to elaborate on rating-scale responses. Richardson & Watt (2005) found five factors related to the choice of teaching as a carrier. These factors are related to social status, career fit, prior considerations, financial reward and time for family.

Assignment - 2

The key in attracting teachers is for potential teachers to experience positive prior teaching and learning experiences, job security, job transferability and time for family (Watt & Richardson 2008). Finally the research reported that pr-service teachers rated teaching as a highly satisfying career, but perceived teaching as relatively low in social status, and as paying a low salary.

A further key paradigm in the literature reflects a psychological approach to the individual issues in career choice. Career development for most people is a long process of choosing employment chances available in world of work (Watson, Quatman & Edler 2002). There are many factors that influence this process. These include:

- The environment where the people live.
- Their ability to learn.
- Their educational achievement experience and skills.

The most important point in students' lives is the time they make career choice in high school. Family and community consider this as the start for work readiness (Lobel, et al 1993). This decision plays a very important role in putting the young people (especially males) on a path that opens or closes work opportunities.

The career choice that students make is affected by their perception of ideal job and their maturity in choosing a job. In addition, choosing a profession is not a simple process. It is influenced by many factors. How the individual understands the ideal job reveals how the job is appropriate to him/her and influences career choices (Watson, Quatman & Edler 2002).

Research by Katie (2009) has shown that at the individual level that when choosing certain careers it is important for students to take the following points into consideration:

- The student should understand their strong and weak points, not only educationally, but also personally. Attaining a job does not only mean achieving the appropriate qualifications but understanding the wider work conditions.
- The student should choose the job himself. He should choose a career that he wants and enjoys.
- He should not choose a job just to please his parent or relatives. Although parents want to the best for their children it should be kept in mind that the student has to live with his choice (Katie 2009).

Assignment - 2

- The student should collect the necessary information for chosen careers and ask career experts about difficulties and challenges they met in the job. This helps the student to know if he is fit for the job mentally, emotionally, and physically (Schwebel et al, 1996).

There is a significant policy literature that explores national policies in the area of teacher attraction and retention through case studies and comparative analysis. The OECD (2005) published an international study of policies for attracting, developing and retaining effective teachers in schools. The OECD reported that if teaching is not perceived as an attractive profession, and teaching does not change in fundamental ways, there is a risk that the quality of schools will decline. The project focuses on teacher policy issues in 25 countries: Australia; Austria; Belgium (Flemish Community); Belgium (French Community); Canada (Quebec); Chile; Denmark; Finland; France; Germany; Greece; Hungary; Ireland; Israel; Italy; Japan; Korea; Mexico; the Netherlands; Norway; the Slovak Republic; Spain; Sweden; Switzerland; the United Kingdom and the United States.

The OECD study revealed that there are differences among countries in their approaches to teacher recruitment, teacher education, teacher pay and working conditions, teacher employment, and evaluation and career structures. International analysis provides countries with an opportunity to learn more about themselves by examining their experiences against those of other countries, as well as building up evidence on the impact of different approaches to teacher policy. The report recommended that the teaching profession needs to be competitive with other occupations in attracting talented and motivated people. In addition, there should be a strategy to improve teaching's status in general. Moreover, more incentives for teachers should be provided. The report surveyed studies from a variety of research paradigms.

2.1 Transdisciplinary nature of the literature and the Research Topic

The above literature review reveals that the majority of studies in this research field proceed from long standing disciplines. As a result the current research is not transdisciplinary. It is not easy to identify transdisciplinary approaches sources of literature. The majority of studies reflect the disciplines of economics (and economics of education) and psychological and educational psychology approaches. The research problem is complex, multidimensional and multifaceted. Perhaps this is why disciplinary studies have not achieved major breakthroughs in providing policy advice for successful solutions to the research problem in this research field.

Assignment - 2

The research literature has been unable to develop a transdisciplinary approach that has made connections between the various disciplines that dominate research in this field. My research proposes to develop a transdisciplinary approach by overcoming this gap in the literature. My research proposes to develop an approach that incorporates an Emirati cultural perspective into career choice. Assignment 3 on gaps in the research literature shows that current research ignores family influence on career choice.

Emirati families exercise a significant influence on career choice as part of their cultural tradition. The research proposes to explore this aspect of Emirati families on male career choice in teaching. The research will attempt interpret the research from other separate disciplines from the perspective of career decision making within the Emirati family context. This research proposal then plans to integrate the research from other disciplines in a truly transdisciplinary approach that uses the lens of Emirati family and culture to interpret the incentives, expectancy value and individual choice provided by the disciplines of economics, psychology and educational psychology. The research will be future oriented; it will provide an Emirati over arching framework to consider the results from western sourced disciplines to a critical research problem in Abu Dhabi.

Assignment - 2

3. References

- Bruder, M.B. (1994). *Working with members of other disciplines: collaboration for success*. In M. Wolery & J.S. Wilbers (Eds.), *Including children with special needs in early childhood programs* (pp. 45-70). Washington, DC: National Association for the Education of Young Children. Retrieved 24 June, 2009 from <http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea4lk28.htm>
- Chen, C.P. (1997). Career projection: Narrative in context. *Journal of Vocational Behaviour*, 54(3), pp 279-295.
- Cuppett, K. (2009). *Student assures a job for himself by starting his own company*. Retrieved 25 June 2009 from <http://live.psu.edu/story/39734>
- Dolton, P.J.,(2006), Teacher supply. *Handbook of the Economics of Education*, 2(3), pp78-82.
- Fenton, A. & Brown, D. (2007). *Teacher Recruitment Strategies for Diverse Candidates from Middle Schools, High Schools, and Two-Year Institutions*. Retrieved 25 June, 2009 from http://www.allacademic.com/meta/p_mla_apa_research_citation/1/4/2/6/5/pages142658/p142658-1.php
- Horsley, M. & Walker, R. (2005). *Culturally responsive curriculum and teaching*. In D.M. McInerney & S. Van Etten (Eds), *Focus on Curriculum*. Greenwich, Connecticut: Information Age Publishing.
- James, B. Hunt, J.R. . (2003). *No dream denied a pledge to Americas children*. National Commission Teaching and Americas Futures Report. Washington, DC .
- Lobel, T. E., Agami-Rozenblat, O., & Bempechat, J. (1993). Personality correlates of career choice in the Kibbutz: A comparison between career and non-career women sex role.: *A Journal of Research*, 29(5-6),pp 359-363. Retrieved 25 June, 2009 from Questia database: <http://www.questia.com/PM.qst?a=o&d=5000243553>
- OECD. (2005) *Teachers matter attracting,developng and retraining efective teachers,education and training policy*. Retrieved 25 June, 2009 from http://www.oecd.org/document/9/0,3343,en_2649_39263231_11969545_1_1_1_1,00.html
- Richardson, P. & Walt, H. (2006). Who chooses teaching and why? Profiling characteristics and motivation across three Australian universities. *Asia Pacific Journal of Teacher Education* 34(1), pp 27-56.
- Richardson, P., and Walt, H. (2005). I've decided to become a teacher a teacher's influence on carrier change. *Teaching and Teacher Education*, 21(5), pp 475-489.
- Schwebel, A. I., Schwebel, B. L., Schwebel, C. R., & Schwebel, M. (1996). *The student teacher's handbook* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved 25 June, 2009 from Questia database: <http://www.questia.com/PM.qst?a=o&d=9115591>

Assignment - 2

- Super, D.E., Savickas, M.L., & Super, C.M. (1996). *The life-span approach to careers*. In D. Brown, L. Brooks, & Associates (Eds.) *Career choice and development*. San Francisco: Jossey-Bass.
- Watson, C. M., Quatman, T., & Edler, E. (2002). *Career aspirations of adolescent girls: effects of achievement level*. Retrieved 25 June, 2009 from Questia database:
<http://www.questia.com/PM.qst?a=o&d=5000654870>
- Watt, H. & Richardson, P. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers, *Learning and Instruction* ,2(5), pp 408-428, Retrieved 25 June, 2009 from
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VFW-4T4WKWD-2&_user=409397&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&searchStrId=940228414&_rerunOrigin=google&_acct=C000019483&_version=1&_urlVersion=0&_userid=409397&md5=e36f4ed85b4b153dbe9f630621f4607f
- Wooden, M., Webster, E. & Marks, G (2008). Reforming the labour market for Australian teachers, *Australian Journal of Education* ,50(2), pp 185-202.

Applied Research

Assignment - 3

Table of Contents

1. Conclusions from the literature.....	24
2. Exploring the gap in the literature.....	25
3. Benefits of the study.....	27
4. References.....	29

1. Conclusions from the literature

In Assignment 2 a substantial literature review was presented. The literature had proceeded from a traditional disciplinary approach. It made the following conclusions:

The factors that affect retention are:

- Work conditions;
- Job satisfaction;
- Financial incentives for teachers.
- The factors that affect attraction are:
 - Government support;
 - Increased salary;
 - Improved teaching conditions in schools;
 - The expectancy value of teaching;

Most of the literature on retention and attraction is from a Western perspective employing western originated research questions and methodologies. There are currently no published studies from an Arabic or Emirati perspective that incorporates critical elements of Emirati culture. Therefore this review has established this gap in current research. This gap also exists in practice, as no policies have been developed to take into account Emirati cultural and family traditions and culture in making career choices. Policy in this area is undeveloped because no research has been developed in this area.

The above review also has shown that career choice and attraction to teaching can be influenced by the family. Existing research has not considered this key aspect in explaining attracting and retaining Emirati male teachers. Specifically cultural influences that affect attraction and retention are an area needing investigation.

Emirati family and communication cultural patterns need to be embedded in research instruments, methodology and data collection and the interpretation of results. This gap in both research and policy and practice will be explored in the next section

2. Exploring the gap in the literature

The literature appears devoid of factors concerning family matters and issues that may influence attraction and retention of teachers. This is an aspect that whilst not documented in the literature could be a factor in Abu Dhabi and is considered in this section. This gap arises from the western focus of the literature and the way that research questions and research methodologies reflect western cultural understandings (Bishop 2005). It also arises from the disciplinary basis of existing research which has neglected multiple perspectives, non professional community views and cultural aspects of education. By neglecting transdisciplinary approaches the research has neglected a critical factor in career choice and decision making: the Emirati family.

The Emirate people enjoy customs and traditions with deep roots developed a long time ago and inherited by generations from ancient times (alkhaleej, 2009). One of these traditions is that each family is represented by the head of family, who is the directly responsible for major decisions in the family (Zayed Bin Sultan Al-Nahyan 2009) "We need to improve the care of the children the proper direction and guidance, all our official sponsor, and we need to improve the care of God as the best care". The head of the family maybe the father or grandfather or the eldest person in the family which usually consists of 10 to 30 people and in some cases it may reach 100 or more. It is Emirati cultural practice that the head of the family is responsible for all major decisions such as financial and money matters, living arrangements, marriage and social networks (alittihad 2009). This responsibility extends to career choice and study. Western conceptions of the nuclear family and the prime notion of individual choice in careers is not reflective of the communal choice made by large extended families in non-western cultural contexts (Bishop 2005, Horsley & Walker 2005)

The head of an Emirati family, usually the father, determines his sons' future through taking decisions in planning which includes education, choice of specialization and future studies. In most, but not all cases, the father chooses his sons' specialisation based on his personal preferences rather than expressed wishes of children. Many of these decisions are made without discussion (Abtsaam 2008). In the Emirati cultural tradition most children will follow the choice of the head of the family and comply with such decisions.

Assignment - 3

These cultural traditions have a significant impact on the gender balance of the Emirati teacher workforce. Traditionally, some parents choose special professions for their daughters such as teaching and nursing.

Many factors may influence the head of the family's decision in planning the future of their sons' career. Some of these factors include:

- The working conditions for each specialisation profession;
- The future vision of the specialization;
- Avoiding repetition of the same specialisation in the family;
- Better opportunities for promotion in employment and access to higher qualifications;
- Community perception in regard to specialisation and family;
- The closeness to the place of residence;

Most parents would rather not to choose their son's future in the domain of teaching due to:

- Perceived workload;
- Community perceptions of teachers;
- The belief that teaching profession is for those who have no profession;
- Lack of financial incentives;
- Lack of incentives for teachers;

in circumstances where families promote teaching as a career, there is a great deal of success for such for male teachers from these families.

In the area of teacher attraction and retention in Abu Dhabi, in some cases, individuals may have chosen the teaching profession for their careers against the wishes of the head of the family. In these circumstances, heads of families will continue to exert pressure to change careers out of teaching.

This research will explore how Emirati families influence attraction and retention of teachers, and investigate the importance of their role in choosing teaching as a profession for their children, in particular their sons. Moreover this research will try to identify the main reasons that make parents reject teaching as a profession.

Assignment - 3

The research will be transdisciplinary. It will explore incentives and teacher supply and demand in the market for teaching in Abu Dhabi. It will also explore the way that individuals within Emirati families develop knowledge of the teaching profession (Emirates Foundation 2009). However, this exploration will occur within the cultural frame of the operation of an Emirati family. Incentives, expectancy values and career choices will be scaffolded and interpreted and mediated by the wider family and its leadership. This family process of interpreting the incentives and values of teaching reflects Emirati culture. As a result, the research will explore a range of paradigms for research within the transdisciplinary frame provided by the culture of the Emirati family.

3. Benefits of the study

The main priority of the Abu Dhabi Executive Council (2009), the key decision making body in Abu Dhabi, is to increase participation of Emirate citizens in all areas of employment. In education, this process is known as Emiratisation of the teaching service.

The Abu Dhabi Education Council (ADEC) has a critical role in implementing Emiratisation in the school system. Currently, ADEC (2009) plans to assist parents to encourage their sons to join the teaching profession through developing a range of attraction incentives such as:

- Increases in salary;
- Improve teacher facilities such accommodation;
- Reduce teacher workload;
- Increase guidance and counseling for the family;
- Increase media support to the teacher through cultural programs on the important role of teachers in society;
- Improve government support to all who choose teaching as a future profession.

Despite this new policy development, there is no documented research in the Emirates context that has addressed the problem and issues in attracting and retaining male Emirati teachers.

This research will directly benefit the explication, development and implementation of this ADEC policy. It will assist ADEC to further refine the policy because it will attempt to identify the factors and issues that can be used to address this problem in attracting and retaining male Emirati teachers through study of teaching career choice in Emirati families.

Assignment - 3

The research will provide a range of other benefits. The research can address related problems in the process of Emiritisation in the entire workforce. As the literature review has indicated research on career choice has neglected Abu Dhabi family and cultural traditions. It is expected that the research will have general applications outside education as it seeks to explore the role of the family in wider career choice. As a result it will directly benefit the Abu Dhabi Executive Council in the process of Emiritisation. As a result the research is a significant national priority.

In summary the research is expected to provide the following benefits;

- Fill a gap in the literature which deals with the fact that UAE citizens' refrain from engaging in teaching. This benefit will assist future researchers investigating the process and problems of Emiritisation;
- Inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in the teaching. This will inform future refinements of attraction and retention policies;
- Pave the way for more empirical research on improving the teaching environment for UAE citizens, in the light of the findings of the research;
- Assist policymakers and teacher education to rethink and reassess the components of teacher preparation programs;
- Explicate career choice in a Emirati family and individual context;
 - Provide policy makers and recruiters in UAE with ideas about the best ways to attract and retain teachers who can implement technology, successfully in their teaching;

Because the research will take place in Abu Dhabi, the research issues in attracting and retaining male Emirati teachers will be contextualized with an Emirati cultural perspectives for the first time. In particular the research will be the first to explore career choice within Emirati families and social structures.

4. References

- Abtsaam, G. (2008). *The fathers on inclinations solidified the sons. For the mother on them?* Retrieved 25 June, 2009 from
<http://thawra.alwehda.gov.sy/_print_veiw.asp?FileName=37435756920080925221211>
- Abu Dhabi Government (2009). *Abu Dhabi government policy agenda 2007-08*. Retrieved 16 February, 2009 from
<http://www.uaeinteract.com/docs/Abu_Dhabi_Government_unveils_its_Policy_Agenda_2007-08/26412.htm>
- Abu Dhabi Education Council (2009). *Number of teachers (local and non local)in the Emirates* .Resource Department General Manager Office, Abu Dhabi Education Council, Abu Dhabi ,United Arab Emirates 16 February, 2009.
- Alkhaleej ,J.(2009). *Culture generation responsibility?*.Retrieved 24 June, 2009 from
< <http://www.alkhaleej.ae/portal/5acbe044-61f5-4223-97be-7eb1d3d6d05c.aspx>>
- Alittihad, J.(2009). *Heritage resources and the rest of our history when*. Retrieved 24 June, 2009 from <http://www.alittihad.ae/print.php?id=9114&adate=2009>
- Bishop, R. (2005). *Freeing ourselves from neocolonial domination in research: A kaupapa maori approach to creating knowledge*. In N. Denzin, & Y. Lincoln (Eds). *The Sage Handbook of Qualitative Research* (3rd Edn). London: Sage Publications.
- Emirates Foundation (2009). *Social development, request for proposal - family challenges abuse against children in the UAE*. Retrieved 24 June, 2009 from
<http://www.emiratesfoundation.ae/English/about/chairman.aspx?Men_ID=16&Men_Type=CI&ef=cor
- Zayed Bin Sultan Al-Nahyan (2009). *Commander's*. Retrieved 24 June, 2009 from
< <http://zayed.dwttna.com/category/zayed-say>>

Futures Dimension

Table of Contents

1. Introduction.....	32
2. The Four Scenarios.....	34
3. Conclusion.....	37
4. References.....	38

1. Introduction

This assignment is related to the research question *Attracting and retaining male Emirati teachers in Abu Dhabi: How can male teachers be attracted and retained?* In particular, in considering futures scenarios the assignment will focus on the strategies that the Abu Dhabi Education Council (ADEC) of School Education may implement under different future scenario conditions.

This paper explores four possible scenarios under which strategies to involve Emirate males in teaching in Abu Dhabi may be developed. Scenario planning is defined as a strategic planning method that can be used to make long term plans based on generating a number of hypothetical but possible situations. Hiejden et al (2002) suggest that 'scenario planning is a process of preceding multiple, plausible and uncertain futures'. Yeoman and McMahon-Beattit (2005) add that 'scenario planning is a process that provides the capability to think about the future'. Scenario planning is a way to develop future plans with various endings or outcomes (Neff, 2007). The endings are based on interpreting and extrapolating current and predicting future events.

Generally, the result from this planning is a group of different situations such as the best case, the worst case, and the middle case scenarios (Godet, 2001). In addition, De Geus (1988) defines scenario planning as a thinking process that links policies and actions. Finally, in conclusion scenario planning is a process through which understanding can be developed regarding a certain issue (Willmore, 2001). It is a method used to predict the future impact of forces affecting particular situations (Schoemaker, 1987). Scenario planning is helpful because it involves planning the future of a profession (Ratcliffe, 2000).

Today, the UAE offers a comprehensive education to all male and female students from kindergarten to university, with education for the country's citizens being provided free at all levels. In 2005 the Abu Dhabi Education Council (ADEC), was established by his Highness Sheikh Khalifa Bin Zaid Al-Nahyan, the UAE President, the Supreme Commander of the Armed Forces and the Ruler of Abu Dhabi, in order to assist in the development of education and educational institutions in the Emirate. The council works closely with the Ministry of Education in formulating the Emirate's education plan within the framework of the UAE's general education policy. In general ADEC aims to develop education and educational institutions in the Emirate of Abu Dhabi, implement modern educational policies, plans and

Assignment - 4

programs that aim to improve education, and support educational institutions and staff to achieve the objectives of national development. A key aim of ADEC is to promote the Emiratisation of teaching staff in government schools. To achieve this aim ADEC has developed a number of strategies. These include:

- Increase the desire of citizens to join the teaching profession;
- Change society's perception of the profession of teacher;
- Family support for the educational process and encourage the recruitment of their children to work as teachers;
- Increase the duration of teacher education to improve teacher education;
- Improve school facilities;
- Enhance student results and achievement of educational outcomes;
- Develop new curriculum;
- Provide more encouragement for male Emirati teachers to enter teaching and stay in teaching; and
- Promote higher professional learning and advanced professional study.

Many factors can affect the involvement of Emirate males in the teaching process in general and in teaching in middle schools in particular. One of these factors is the strong encouragement given by ADEC to Emirate male teachers. ADEC believes that Emirate males should be encouraged to be teachers. This can be achieved by empowering the willingness of the citizens to enrol in the teaching profession. Increasing number of Emirati male teachers will change the vision of the Emirate society towards teaching and teachers. Emirati male teachers will become role models for a new generation of Emirati male teachers.

At this point there is a need to stress the importance of teachers' role in society. The starting point suggested in this research project is to focus research at the level of Emirate families. Moreover, the ADEC should continue to develop its strategies in order to implement its strategic plans. There should be an increase in the number of the training hours for Emirate teachers. In addition school building is an important factor that should be taken into consideration. High facility school buildings and infrastructure could be a significant factor in enhancing the involvement of Emirate males in the teaching process. Reforming curriculum is essential in the development of any educational system. Curriculum should be relevant to the

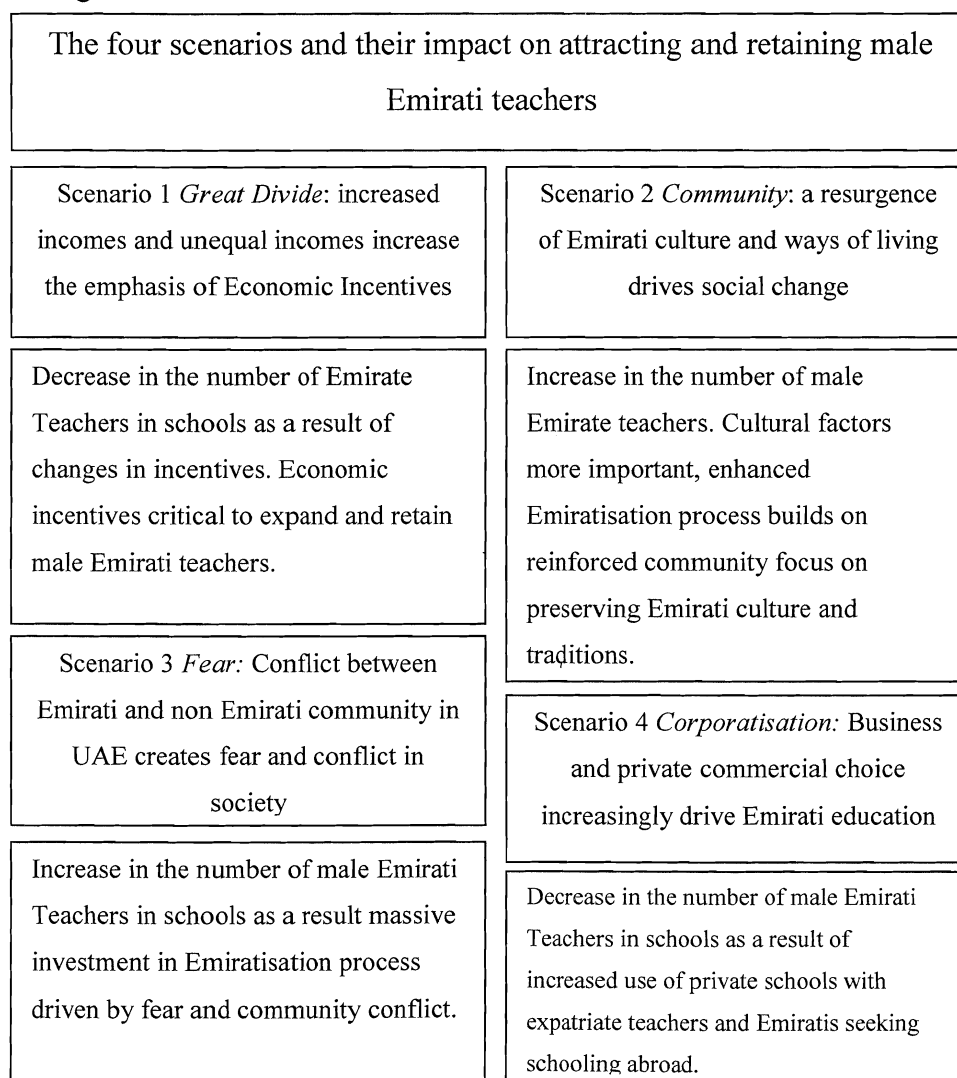
interests and expectations of students and teachers. Emirate male teachers should be encouraged. This encouragement can take the forms of improved incentives and wages increase.

2. The Four Scenarios

2.1 Introduction

The scenarios have been developed by reference to the four scenarios developed for futures focused professional training in Australia. Teaching for uncertain times (Teaching for Uncertain Times 2008).

Building on the OECD Schooling for the Future project in 2001, Teaching for uncertain times postulates four potential future scenarios facing schools and attraction and retention of teachers in the future. These scenarios are termed *The Great Divide*; *Community*; *Fear*; and *Corporatisation*. They have been adapted for the social, economic, cultural, religious and educational trends that are observed in the UAE and Abu Dhabi today. The scenarios are illustrated in the diagram below.



2.2 First Scenario: The great divide

In scenario 1 *The Great Divide* the community becomes more polarised and divided as incomes between Emiratis and non Emiratis (in an Abu Dhabi interpretation of this scenario) diverge even more, and as income gap between private sector and public sector employment widen in Abu Dhabi. There is a likely future. Between June 2007 and June 2008 the Gross Domestic Product of the UAE doubled due to the rising price of oil. This produced great disparities in the community as some salaries increased markedly, others remained the same and inflationary pressures forced up the price of non traded goods and services. The impact of economic incentives in teaching are magnified in this scenario of increased inequality in the community.

Economic incentives are critical in career choice. This scenario is a worst case scenario for attracting male Emirati teachers because employment in some ways depends on increased salaries in the public sector. Towards the end of 2008 the Abu Dhabi government doubled salaries for UAE nationals working in the public sector because of the distorting effect of increased incomes in the private sector and the rise in inflation. Economic incentives to attract and retain teachers by ADEC has been designed to overcome these problems in salary changes and economic incentives. My research will explore how families respond to these economic incentives and influence the career choice of Emirati males in regard to teaching.

2.3 Second Scenario: Community

In scenario 2 *Community* the community becomes more harmonious and tolerant and schools increasingly reflect their community and culture. Emiratis respond less to the process of globalisation and strengthen their traditional and long standing culture. Teaching becomes more desirable as the Emirati community wishes to increase the pace of Emiratisation and reintroduce Emirati cultural conventions in all aspects of education and life.

To a certain extent this trend and process can be observed in Emirati society. The process of Emiratisation has both strengthened traditional Emirati culture in all aspects of life, and it has produced many Emirati role models who play leading roles in Emirati life and culture. A strengthening of this process of Emiratisation could accelerate the move of young men into teaching. My research will explore how Emirati families discuss career choices in teaching and how families value Emiratisation and the attraction and retention of male Emirati teachers in schools.

2.4 Third Scenario: Fear

In scenario 3 *Fear* the Emirati community becomes more anxious and worried. This is because Emirati people are a minority in both Abu Dhabi and the UAE. Rising prices and inflation fuelled riots by expatriate workers during 2007. The economic and educational boom in the UAE has attracted a huge expatriate workforce, and encouraged illegal immigration on a huge scale. In particular many of the illegal immigrants bring unwelcome attitudes and values to Abu Dhabi and the UAE. This fear could drive an enhanced Emiratisation process that requires many Emiratis to be forced into teaching as Abu Dhabi attempts to maintain their culture as a minority in their own society.

In some way this is the most likely scenario and is driving the government's investment in Emiratisation and Emirati human capital. One of the aims of ADEC is to provide male Emirati role models for the younger generation of males in schools. This secondary cycle of Emiratisation is much discussed in the Emirates as the first generation of Emiratisation to some extent are reintroducing Emirati cultural practices in the life of UAE. The fear driving this development is partly a result of the demographic changes in the population. This development would mean that my research was of increased significance to ADEC.

2.5 Fourth Scenario: Corporatisation

In scenario 4 *Corporatisation* Abu Dhabi is increasingly globalised and Emirate traditions are neglected and lost under the weight of corporatisation. Business dominates all aspects of life. Emiratis increasingly seek education in private schools or in overseas educational institutions and the process of Emiratisation in education is abandoned.

This is also a worst case scenario for the future impact of my research. We can see some emerging aspects of this scenario in the increased use of expatriate teachers and a drift of Emirati students to private schools. However, the government is determined to promote Emiratisation and is investing heavily in encouraging male Emirati teachers as a way of preserving Emirati culture in the future.

3. Conclusion

Based on the above information mentioned in the four scenarios, I think that the scenario most likely is Scenario 3. This potential scenario has positioned my research and led to my enrolment and the joint development of my research questions with my sponsor ADEC.

Scenario 3 underlines the importance of the low involvement and participation of male teachers in the schools. In addition, this scenario is focusing the high involvement of the governmental sector and the public sector to achieve the Emirate educational targets. Such a scenario will facilitate the implementation of the educational policy. In addition it will provide job opportunities for large number of citizens. Moreover, it focuses on the importance of teachers and their role in the society.

4. References

- Abu Dhabi Education Council (2009). *Number of teachers (local and non local) in the Emirates* Resource Department General Manager Office, Abu Dhabi Education Council, Abu Dhabi, United Arab Emirates. Retrieved 28 June, 2009 from <http://www.adec.ac.ae/>
- De Geus, A. (1988). Planning as learning. *Harvard Business Review*, 66(2), pp 70-74.
- Godet, M. (2001). *Creating futures: scenario planning as a strategic management tool*. London: Economica.
- Hiejden, K., Van Der Bradfield, R., Burt, G., Carirus, G. & Wright, G. (2002). *The sixth sense: accelerating organizational learning with scenarios*. Chichester: Wiley.
- Neff, M. (2007). Scenario planning for wildlife management. *Human Dimensions of Wildlife: An International Journal*, 112(4), pp 219 – 226.
- Neville Freeman Agency (2008). *Teaching for uncertain futures*. Canberra: Teaching Australia
- Ratcliffe, J. (2000). Scenario building: a suitable method for strategic property planning? *Property Management*, 18 (2), pp 127-144.
- Schoemaker, P. (1987). When and how to use scenario planning: A heuristic approach with illustration. *Journal of Forecasting*. 10 (6), pp 549-564.
- Willmore, J. (2001). Scenario planning: creating strategy. *Information Outlook*, 5,(9), pp15-35.
- Yeoman, I. & McMahon-Beattie, U. (2004). Developing a scenarios planning process using a blank piece of paper. *Tourism and Hospitality Research*, 5(3), pp 273-285.

Research Method

Table of Contents

Introduction and the research problem.....	41
--	----

PART A:

1. Central concept to be explored.....	41
2. Scope and limitation.....	42
3. Choosing the methodology.....	42
3.1 Introduction.....	42
3.2 Qualitative and quantitative research.....	43
4. Research design.....	47
4.1 Introduction.....	47

PART B:

5. Case Studies.....	48
6. References.....	51

Introduction and the research problem

This assignment presents details of the proposed research design and methodology to be used to explore the research project topic title '*Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained*'.

Currently, non-Emirati teachers provide the majority of teachers in Abu Dhabi and the other emirates. The nationalities represented of these non- Emirati teachers in order of importance are Egyptian, Jordanian, Syrian, Sudanese, Iraqi, Tunisian, Moroccan, and Lebanese. These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system.

However, non-Emirati teachers reflect the culture and traditions of their own societies. As a result they are unable to promote Emirate identity and culture in Abu Dhabi educational context. The ADEC has determined that to encourage the development of Emirati culture that new ways need to be found to encourage Emirati males to be attracted and retained in the education system.

The research project will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools. As well strategies that can be used in building policies for attracting and retaining such teachers will result from the study.

The assignment has two parts:

PART A: Proposed research design and methodology.

PART B: Case studies of similar studies.

PART A:

1. Central concept to be explored

Central concepts to be explored are:

- Attraction of male Emirati teachers; and
- Retention of teachers.

The factors that influence retention and attraction of teacher have been extensively researched. However, this research has proceeded from a western cultural perspective and has been published mostly in English in the 'west'. As a result the factors identified for attraction and retention of male teachers may not apply in an Abu Dhabi cultural context. A gap in the

Assignment - 5

Literature is research on the influence of Abu Dhabi culture and family. This will be the focus of this research project.

Information has been presented in previous Assignments which has explored attraction and retention of teachers in terms of:

- Economic models;
- Expectancy values; and
- Career choice considerations;

In summary the literature review also showed that:

- There is limited research on the topic in the UAE;
- Culture /family factors have not been previously considered but could be important factors in the Abu Dhabi education and cultural context.

2. Scope and limitation

The scope of the study is an exploration concerning male teaching in government schools in Abu Dhabi.

As study will be limited to Abu Dhabi Education Council (ADEC) schools the findings of this study cannot be generalized for all schools in Abu Dhabi.

The study is also limited to data collection in the second semester of the academic year 2009/2010 using four group of respondents (teachers, family and family leaders, students in university, teachers who leave teaching) .This a significant limitation as the sample is not representative of the range of males in the population. As a result the study will not collect data on a significant proportion of males in employment in Abu Dhabi.

3. Choosing the methodology

3.1 Introduction

The project research data collection is to be undertaken in Abu Dhabi. As a result a number of factors influence the research design and methodology. These are:

- The culture of the country is an important consideration. The use of formal data collection instruments and other ways of collecting data need to be used that are

Assignment - 5

consistent with customs for exchanging information in Abu Dhabi. For instance people in AD usually use traditional communication channels (*Leqa* in Arabic) in discussing issues together of significance. *Leqa* methods will be used to develop family perspectives on career choice.

- *Leqa* in this context means that the data collection process for family views will use *barza*, a traditional Emirati way of collecting the views of family leaders that includes the traditional leadership of Emirati society.
- *Leqa* refers to a meeting when families come together to enter into discussion about issues that concern *mastqba*, the future of the family and the wider Abu Dhabi society.

The language to be used in the project research is be Arabic .This will lead participants to more accurately respond to interview questions. To collect information from the above sample will require ways of collecting data that well give reliable and informed data in an Abu Dhabi context.

As a result the project will use *barza*, traditional Emirati ways of considering issues critical to the future of the family.

- Other data will be collected in more usual qualitative ways from teachers and students.

The data sample is being used will include:

- Males teachers in government schools;
- Male teachers who have left from teaching ;
- Family leaders in *leqa* and *barza* formats; and
- Students in universities.

3.2 Qualitative and quantitative research

3.2.1 Defining Qualitative and quantitative research

Quantitative and qualitative research approaches are based on different epistemological assumptions about the nature of the investigated issue. According to Hughes (1990) the history of qualitative and quantitative researchers retains back to the seventeenth century. According to Denzin, and Lincoln (2005) quantitative research method measures and analyses casual relationships between variables. Quantitative research is based on a positivism that supports empirical research. On the other hand qualitative research examines the process of assigning meanings in articulated contexts. It is based on interpretation, taking into account that there

exist many realities and truths (Denzin & Lincoln (2005). Qualitative research is a field of inquiry that crosscuts disciplines and subject matters and aims to gather an in-depth understanding of human behavior and the reasons that govern such behaviour (Denzin & Lincoln 2005).

Lee (1994) insists that quantitative research methods derived from the natural sciences. The qualitative research stresses on objectivity, measurement, reliability and validity (Lee 1994) reflects the social sciences. Quantitative research, according to Lee (1992), has become increasingly inadequate especially in cross-cultural research. Attention has been devoted to a search for effective alternatives, and this leads to the qualitative approach which emphasizes the description of culture and meaning'. In some areas of the social sciences, such as anthropology, qualitative research has long been the primary strategy for developing and testing hypotheses. Qualitative research has likewise had a long history in education, dating back at least to Barker's (1964) Large Schools, Small Schools project, which presented overwhelming evidence of the benefits of small schools for the personal and social growth of adolescents. In another sense, however, qualitative research in education is a new field. Recent theorists have pointed out that since human behavior is complex and often highly subjective interpretive research strategies are necessary to supplement traditional, quantitative educational research (Erickson, 1986).

New approaches in qualitative research reflected in the Bishop (2005) and Horsley (2007) argue that western approaches to qualitative research have ignored non western approaches to epistemology. In this respect recent qualitative approaches acknowledge non western communication patterns and cultural structures in developing qualitative research design.

3.2.2 Using quantitative and qualitative approaches

Quantitative and qualitative researchers have simply responded in different ways to the challenge posed by the fact that experimental control, in the tradition of physics and biology is clearly impossible in education and the other social sciences. Quantitative researchers have responded by developing or applying numerical data collection processes, research designs, and statistical procedures that enable research and measurement in social sciences to parallel closely the work of natural science researchers. According to Daly (1992) qualitative researchers, on the other hand, have responded by using strategies focusing on the objective analysis of subjective meaning.

3.2.3 The researcher's position

Based on Section 3.2.1 it is clear that using a qualitative approach is most suited for this research for the following two reasons.

Firstly there is a need for the researcher to obtain an in depth understanding of the problems and issues that are faced by the all of participants, that is teachers, family, and others in Abu Dhabi. This will require undertaking in depth interviews and explore matters including:

- Reasons for leaving teaching ;
- Choice of becoming a teacher;
- What is so different about being a male teacher in Abu Dhabi;
- Reasons for a family to influence the choice of teaching as a career; and
- How a family influences the choice of careers for males.

Secondly and as a result of the above the research requires an Abu Dhabi cultural focus and perspective. In this it is more likely to generate information using interviews rather than other techniques. In some of the data collection the interviews will need to conform to *leqa* and *barza* cultural norms. There is a strong case for this approach as supported by new developments in epistemology and research. For example research in the South Pacific (Tonga and Samoa) has led to a re-evaluation of research instruments and research methodology in the Pacific. In particular the bounded nature of much traditional qualitative research, its disempowering impact, and its neglect of the links between what is said and who says it have led to the development of a *taloanoa* approach to research methodologies. *Taloanoa* does not reflect the traditional concepts of reliability and validity but the learning of researchers and participants that in trustworthiness contributes to their group and family culture, and well being through connectedness. In summary this approach to research,

- Avoid researchers retelling stories from their own sense making stances, and appropriating the narrative;
- Avoids ignoring loyalty, kin, spiritual and cultural order;
- Avoids ignoring the cultural order that affects the realities of everyday behaviour;
- Answers the question who is this research going to be useful for;
- Highlights potentiality;
- Promotes Tala – holistic intermingling of researchers emotions, knowing and experiences;

Assignment - 5

- Promotes Noa – provision of space, time and conditions for co-construction of stories and hence meaning;
- Talanoa – researchers must deeply partake of the research experience rather than stand back and analyse;
- Talanoa – subjective, role, collaborative, resistant to rigid institutional hegemonic control;
- Talking things over, being in possession of the oratory and verbal negotiation required in pacific culture (especially in limiting writing.
- Toli – deciding and selecting how to talk. Tui – who should say? Luva – giving,

The collective sociocultural base of experience is highlighted by this research approach.

This research approach also uses the language of the group and collective.

Barza and leqa are similar concepts in that some data can only be collected and interpreted using traditional Emirati ways discussing problems and understanding how Emirati culture provides systems for influencing the choice of careers.

3.2.4 Data collection method

As noted above, the proposed methodology of the study is a qualitative approach. Data will be collected through interviews, and observations with participants, *leqa* and *barza* approaches to seeking the views of family leaders will be developed. The study will also conduct interviews with male teachers, students in university, and teachers who leave teaching.

The proposed sample group will consist of responses from 100-200 UAE national teachers and educators in a variety of schools with the questionnaire distributed to members of the organisational staff upon management approval to conduct the study.

The study will also sample family groups using *leqa* and *barza* to explore the views of families and how families influence male career choice in teaching.

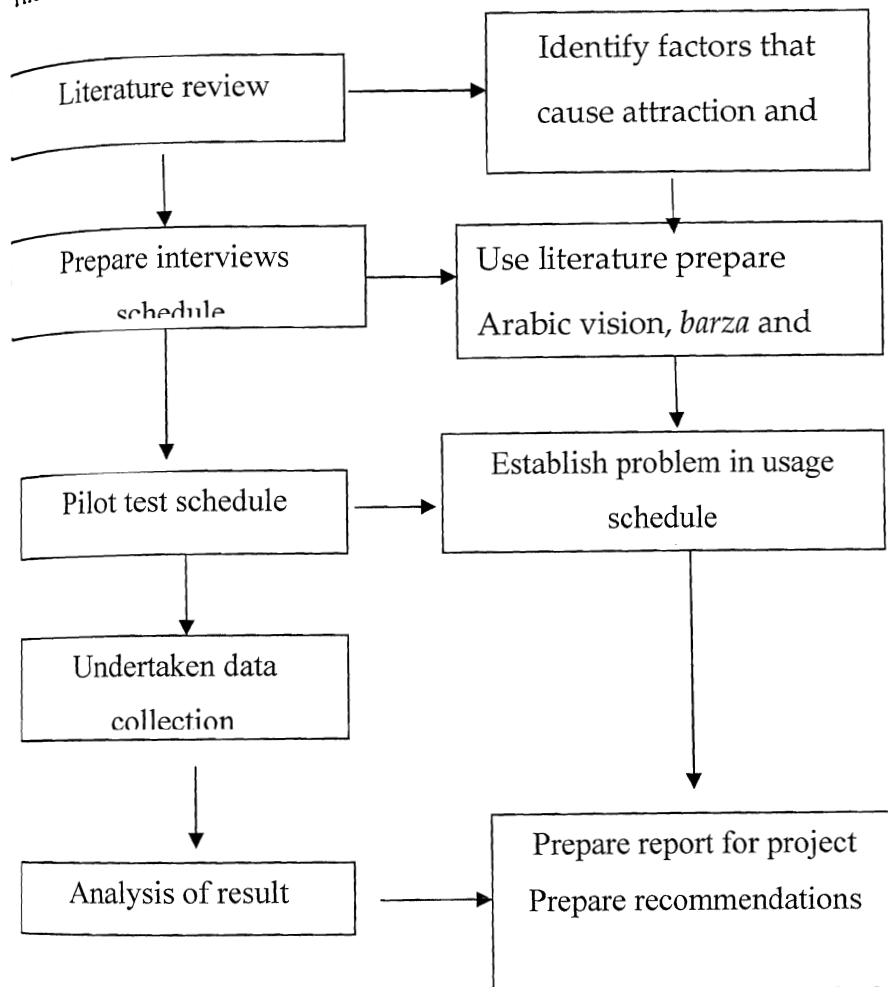
The interview schedule will involve a series of semi-structured interviews targeted at several different layers of educators within different educational and teaching environments. The interviews will be structured using many closed-ended questions regarding perspectives on reasons that make UAE nationals opt not to join teaching job, and the impact of this on the socio-economic life of the UAE citizens. The semi-structured approach was considered as it will provide the interview respondents with an opportunity to discuss issues not originally considered in the interview design to provide unique insights into the phenomenon under question.

Assignment - 5

4. Research design

4.1 Introduction

Research design to be adopted has been informed by the literatures as considered above
The research design will be as follows



The proposed sample group will consist of responses from 100-200 UAE national teachers and educators in a variety of schools with the questionnaire distributed to members of the organisational staff upon management approval to conduct the study.

As well meetings of family groupings and family leaders will be conducted using *leqa* and *barza* approaches to developing conversations in an Emirati context.

The approach to data collection and will involve the researcher using of an appropriate interview schedule designed to elicit questions regarding teaching environment incentives attracting UAE nationals to engage in teaching jobs to generate data on the contemporary subjects' viewpoints of motivational rewards.

PART B:

5. Case Studies.

5.1 Case Studies 1

Name of the Author and the study: Ee-gyeong Kim & You-Kyung Han. (2002)

Title of the study: Korean Educational Development Institute Attracting.
Developing and Retaining, Effective Teachers. OECD

Purpose of study:

This study was a country case study (South Korea) in a series of country case studies published by the OECD, as an international guide to policies and research on how to attract and retain teachers in the OECD countries. The purpose of this study was to describe the attraction and retention problems and the looming shortage of teachers in the Korean elementary education system. The study also identifies that the problem of teacher shortage could affect the political, economic, and social systems of the South Korean republic.

Description of Study:

The study is a descriptive study. The study presented the measures taken by the Korean education system in order to overcome teacher shortages.

Study outcomes:

Recent changes in the Korean education system strengthened the Korean teachers union, lowered teachers retirement age, and implemented a new curriculum. These developments contributed to teacher shortages. As a result new attraction and retention policies were developed.

The study referred to these measures as 'Comprehensive Measures to Develop the Teaching Profession. The policy and strategy aimed to reinforce teacher morale and professionalism. The policies were designed to overcome the fact that many people were not willing enter teaching due to the low income provided by teaching as a profession, and the weak educational management system. The Korean educational system is trying to increase the incentives provided for teachers in general, and those of the elementary system in particular, in order to attract and recruit talented people into teaching, even for those who do not have any experience in teaching.

Assignment - 5

Such a measure is still in debate between the educational system and the teachers union. The Korean education system is trying to develop an in-service training program in order to increase teachers' professionalism. As well, changes in the recruitment system are being made. These changes rely more on interviews and testing the instructional skills of potential teachers, instead of being based on paper and pencil recruitment test.

Usefulness of case study for present work:

This study is useful for the present study since it shows the measures taken by the Korean education system in order to increase the number of elementary teachers. This study provided a range of policies that both succeeded in attracting teachers and other that policies that failed to increase the number of elementary teachers. These policies have informed the development of my research questions and the literature review.

5.2 Case Studies 2.

Name of the author and study: *Gulf Talent, Gulf Compensation trends 2008*

Purpose of study:

This study aims to identify comparative salary relativities between different professions across the different nations in the GCC countries. The study is produced annually. It is widely published and reported in the press in the GCC countries. Most employers, employees and families become aware of professional and national salary relativities through this annual report. The results of this study in 2008 showed that there is an increase in the salaries at the private sector at the Gulf area in general and UAE in particular compared to public sector employment such as teaching.

Description of Study:

The data on salary relativities is developed through GCC nations statistics collection and the use of data from human resource and career placement services. The data is current and topical and is used to structure salary packages. In 2008 the results showed that the biggest salary increases occurred in the construction, banking, finance, and teaching industries as Ministry of Education's sought to attract teachers through salary incentives. The study is also published in Arabic to assist families to understand the employment market.

Assignment - 5

Usefulness of case study for present work:

- The study documents salary relativities for teaching and other professions, The results of the study will be discussed with families. The study can be used to develop questions for interviews with teacher, students and families.
- The study provides contemporary, current data on economic incentives for teaching and can be used in the literature review.
- The study can be used to explore how incentives and salary and conditions can be developed to attract teachers and retain them. These aspects of the study can be directly used in the interviews and discussions with families.
- GCC countries try to increase the salaries of their public sector staff as a result of global changes such as increasing oil prices and food commodities, rising rents and housing. The study provides details on these aspects of attracting staff.

Assignment - 5

6. References

- Barker, R. (1964). *Large schools, small schools: High school size and student behavior*. Stanford, CA: Stanford University Press.
- Bishop, R. (2005) *Freeing ourselves from neocolonial domination in research: A kaupapa maori approach to creating knowledge*. In Denzin, N. & Y, Lincoln. *The Sage Handbook of Qualitative Research*: (3rd ed.). London: Sage
- Daly, K. (1992). *The fit between qualitative research and characteristics of families*. In J. Gilgun, K. Daly, & G. Handel (Eds.), *Qualitative methods in family research*. Newbury Park, CA: Sage Publications.
- Denzin, N. & Lincoln, Y. (2005). *The sage handbook of qualitative research: (3rd ed.)*. London: Sage
- Erickson, F. (1986). *Qualitative methods in research on teaching*. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.). New York: Macmillan.
- Horsley, M. & Walker, R. (2005) *Culturally Responsive Curriculum and Teaching*. Focus on Curriculum: research on sociocultural approaches. New York. Information Age Publishing
- Hughes, J. A. (1990). *The philosophy of social research*. London: Longman.
- Lee, S. K. (1992). Quantitative versus qualitative research methods: Two approaches to organisation studies, in Asia Pacific. *Journal of Management*, 9(1) pp, 87-94.

Research Proposal

Research Proposal

Table of Contents

1. Introduction.....	54
2. Topic identification and background to the study.....	54
3. Rational and significance of the study.....	55
4. Contribution to knowledge, expected outcomes and utilization of result.....	56
4.1 Contribution to knowledge.....	56
4.2 expected outcomes and utilization of results.....	57
5. Research aim, questions and objectives.....	57
6. Literature review.....	60
6.1. <i>The purpose of the review</i>	60
6.2. <i>Emiritisation</i>	60
7. <i>Conclusions</i>	68
8. <i>Research methodology and design</i>	68
8.1 <i>Qualitative and quantitative research</i>	69
9. <i>Research design</i>	73
9.1 <i>Introduction</i>	73
10. <i>Scope and limitation of the research</i>	74
11. <i>Projected chapter structure</i>	74
Chapter 4 – <i>Results and discussion</i>	74
Chapter 6 – <i>Conclusions and Recommendations</i>	75
12. <i>Timeline</i>	75
13. <i>Operational Definition of Terms</i>	76
14. <i>References</i>	77

Research Proposal

1. Introduction:

Abu Dhabi is providing educational leadership for the emirates that comprise the United Arab Emirates (UAE). Abu Dhabi is the capital and most populous emirate. To provide educational leadership within Abu Dhabi and for the entire UAE, the Abu Dhabi Education Council (ADEC) was established in 2004. One of the reasons for its establishment was to develop the education system and manage the considerable investment being made in the Abu Dhabi education system. As part of its diversification strategy, the Abu Dhabi government is investing in human capital to prepare for a future that will require a highly skilled workforce. This involve investment in education and human capital is recent and its education system is undergoing rapid and large scale change.

Currently non-Emirati teachers provide the majority of teachers in Abu Dhabi and the other Emirate states. The nationalities represented of these non- Emirati teachers in order of highest to lowest representation are Egyptian, Jordanian, Syrian, Sudanese, Iraqi, Tunisian, Moroccan, and Lebanese. These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system.

However, non-Emirati teachers reflect the culture and traditions of their own societies. As a result they are unable to promote Emirate identity and culture in Abu Dhabi educational context. The ADEC has determined that to encourage the development of Emirati culture that new ways need to be found to encourage Emirati males to be attracted and retained in the education system.

The project concern an exploration of the factors and issues that can influence attraction and retention of Emirati male teachers in schools as well strategies that can be used in building policies for attracting and retaining such teachers.

2. Topic identification and background to the study

Currently the majority of Emirati teachers are female. Teaching is a popular career choice for Abu Dhabi females. This career choice is encouraged in many families, and other countries teaching is an occupation that has been feminized. It is only in the last ten years that Emirati males have been attracted to the teaching profession. The number of Emirati women entering teaching has increased significantly, and they represent a majority in the female teaching force.

Research Proposal

However, there has been no associated increase in male Emirati teachers in the last decade (Al Bayan 2009).

One of the consistent issues and problems in the development of Abu Dhabi's education system is the lack of male Emirati teachers. Emirati teachers carry with them Emirati culture. This culture includes the traditional understandings of what it means to be Emirati; a cultural tradition that goes back thousands of years; an understanding of Emirati students and their behavior, family and social context. As well, each Emirate has a slightly different culture. This difference has a big impact on student behavior and family life. Emirati teachers are aware of these differences and their impact on Emirati students. The Abu Dhabi education system wishes to preserve its rich culture, and introduce new generations to the society and Emirates style of life. As a result there is a need to attract and retain Emirati males to teaching to preserve the shared understandings of the Emirati culture. Attracting and retaining Emirati teachers also is a key part of the Emiratisation of the educational sector in Abu Dhabi and is one of the strategic objectives that the Abu Dhabi Education Council is seeking to achieve, in developing the education system.

Specifically this research will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools; as well strategies that can be used in building policies for attracting and retaining such teachers. The results are then intended to be used by the ADEC to develop human resource plans as a springboard for the future to overcome the problems created by having few Emirati male teachers in the teaching force.

3. Rational and significance of the study

3.1 Rationale statement

There is no documented research in the Emirates context that has addressed the problem and issues in attracting and retaining male Emirati teachers. To solve this problem it is necessary to identify the factors and issues that may affect male Emirati teacher attraction and retention. Male Emirati teachers in education are likely to be more active in the classroom, more likely to share knowledge about Emirati society with students; and are more aligned and provide momentum to align the society's culture and values to the younger generation. It will be critically important to develop well prepared Emirati male teachers in schools. This research will explore the reasons behind the low participation of Emirate males in the education of middle school boys as well as reasons for difficulties new teachers. As well this research will

Research Proposal

study the difficulties of Emiratisation in the education system with specific reference to ways of the proportion of male Emirati teachers. In this respect the results from this research can be used to present a case to ADEC for strategies to use to attract male teachers and to reduce retention.

3.2 Significance statement

This study is significant because it attempts to identify the factors and issues that can be used to address this problem in attracting and retaining male Emirati teachers. Because the research will take place in Abu Dhabi, the research issues in attracting and retaining male Emirati teachers will be contextualized with an Emirati cultural perspectives for the first time. In particular the research will be the first to explore career choice within Emirati families and social structures.

The research results can potentially be used to address the problems identified so far in this proposal. The research is also significant because it can address related problems in the process of Emiratisation in the entire workforce. In the respect the result from the research can be used to present a case of benefits that Emiratisation of workforce in the educational sector can bring to the economic and social environment of the country.

4. Contribution to knowledge, expected outcomes and utilization of result

4.1 Contribution to knowledge

The Contribution to knowledge will be as follows:

- Fill a gap in the literature which deals with the fact that UAE citizens' refrain from engaging in teaching;
- Inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in the teaching;
- Pave the way for more empirical research on improving the teaching environment for UAE citizens, in the light of the findings of the research;
- Assist policymakers and teacher education to rethink and reassess the components of teacher preparation programs;
- Explicate career choice in a Emirati family and individual context;

Research Proposal

- Provide policy makers and recruiters in UAE with ideas about the best ways to attract and retain teachers who can implement technology, successfully in their teaching;

4.2 expected outcomes and utilization of results

The outcomes of this project will be to:

- Document a teacher development strategy that will contribute to the wider strategic plan of Abu Dhabi, this can be used to:
- improve the quality and level of education;
- Promote teaching as a career for Emirati males;
- Strengthen Emirati culture in education through an increase in Emirati male teachers;
- Attracting better Emirati teachers with higher qualifications.
- Document methods that can be used to attract and retain Emirati male teachers;
- Document policies for ADEC to use attract and retain male teachers;

Document framework to support the strengthening of Emirati classroom relationships and classroom management in the education system;

5. Research aim, questions and objectives

5.1 Project Aim

This research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in middle boys' schools in Abu Dhabi. The research also aims to identify the critical factors that influence retention and attrite male Emirati teachers in Abu Dhabi schools. In particular, the study will aim to specifically to

- Find solutions to the problem of low participation by male Emirati teachers in the education of middle schools boys in Abu Dhabi;
- Develop the strategies to be implemented by (ADEC) in the context of “Emiratisation” of the educational system;
- Generate policies proposing solutions to the problems of attracting and retaining male Emirati teachers.

Research Proposal

5.2 Research questions statement

To address the aims noted above the following research questions have been developed:

RQ 1 What are the critical factors in retaining male Emirati teachers of the ADEC schools?

RQ 1.1 What cultural issues affect retention of male Emirati teachers?

RQ 1.2 What role do schools and the incentives in the education system play in retaining male Emirati teachers?

RQ 2 What are the critical factors in attracting male Emirati teachers to the (ADEC) schools?

RQ 2.1 What cultural issues affect attraction of male Emirati teachers?

RQ 2.2 How can we conceptualise Emirati participation in teaching in Abu Dhabi?

RQ 3 What policy could (ADEC) implement the attract and retain male Emirati teachers in middle schools boys Abu Dhabi?

RQ 3.1 What policies have been developed internationally to attract and retain male teachers?

RQ 3.2 Which of these policies can be applied to the cultural context of UAE education system?

RQ 4 What strategies could the Abu Dhabi Education Council (ADEC) develop to attract and retain male Emirati teachers in schools in Abu Dhabi?

RQ 4.1 what strategies have been developed to attract and retain Emirati male teachers ?

RQ 5 How does the structure and leadership of Emirati families influence career choice?

RQ. 5.1 How are career decisions made in Emirati families?

RQ 5.2 How do Emirati families interpret social and economic incentives in educational employment?

5.3. Research objectives statement

The following objectives will be utilised to address each of above research questions;

- 1. Undertake a review of the international literature to identity the factors and issues that may influence attraction and retention of males in teaching. This will include; (RQ 3.1)

Research Proposal

- 1.1. A review of the literature that focuses factors and issues on male teacher attraction and retention ;(*RQ 2.1*)
- 1.2 A review of the international policy literature;(RQ 3)
- 2. Examine the literature and government policy from ADEC to establish new policy that could be used to attract and retain teachers. These will include :
 - 2.1. Policies in attracting and retaining teachers ;(RQ 3.1)
 - 2.2. Review of current studies on Emiratisation in the workforce generally ;(*RQ 2.1*)
 - 2.3. Investigate current nature of the Emirati teaching service ;(RQ 3)
 - 2.4. Identify the critical factors in Emirati career decision making; (*RQ 2.2*)
 - 2.5 Investigating the nature of Emirati family leadership and communication and its relationship to career choice (*RQ 5.1*)
- 3. Survey and / or interview teachers to explore the family and personal decision making process in joining or leaving teaching for Emirati males. This includes survey and/ or
 - 3.1.interviews to. Investigate the social and cultural aspects of decisions to join or leave teaching.(*RQ 1&RQ 1.2, RQ 5*)
 - 3.2. I investigate other problem a respects (*RQ2*)
- 4. Explore the family and personal decision making process in joining or leaving teaching for Emirati males; (*RQ 4, RQ 5*)
 - 4.1The social and cultural aspects of decisions to join or leave teaching ;(*RQ 1.1*)
 - 4.2To establish issues that may effective a attract and retain teaching ;(RQ 4)
 - 4.3 Interview Emirate male teachers who resigned to establish their reasons for leaving ;(RQ 1)
 - 4.4 Survey the Emirate university students in order to determine their future career choice ;(RQ 3.2)
- 5. Use the analysis of data of information generated from the above objectives to;
 - 5.1 create a framework of guidelines that can be used to address the excising problems concerning male teacher's employment ;(RQ4)
 - 5.2 propose policy that will address current problem of teacher's retention; (RQ 3.1)

Research Proposal

6 Literature review

6.1. The purpose of the review

The aim of this study is to develop research that assists in the attraction and retention of Emirati male teachers. The research will be transdisciplinary. It will explore incentives and teacher supply and demand in the market for teaching in Abu Dhabi. It will also explore the way that individuals within Emirati families develop knowledge of the teaching profession (Emirates Foundation 2009). However, this exploration will occur within the cultural frame of the operation of an Emirati family. Incentives, expectancy values and career choices will be scaffolded and interpreted and mediated by the wider family and its leadership. This family process of interpreting the incentives and values of teaching reflects Emirati culture. As a result, the research will explore a range of paradigms for research within the transdisciplinary frame provided by the culture of the Emirati family. The purpose of the review is two fold

- To provide an explanation of the context of the proposed research in terms of Emiratisation
- To examine the existing literature concerning retention and attraction with a view of informing the research

The context of the research is the Abu Dhabi school system this review of the literature commences with a consideration of the Emiratisation policy in Abu Dhabi followed by an exploration of a range of government policies that have been developed to attract and retain teacher. As well as the government's Emiratisation policy that is currently being implemented by the education system is discussed.

6.2. Emiratisation

6.2.1 Introduction

Emiratisation is the process of replacing expatriates with Emirati nationals in different fields. Education is one of the methods through which nations achieve their development and sustain their national heritage and this is critical in the implementation of the Emiratisation process. Sheikh Khalifa bin Zayed Al Nahyan (2009), President of the United Arab Emirates and Ruler of Abu Dhabi, defined education as "a pillar that will enable Abu Dhabi to meet standards of excellence achieved in the most highly educated countries of the world" (Abu Dhabi Policy Agenda 2007). United Arab Emirates (UAE) is one of the countries that are highly investing in

Research Proposal

Education. According to Abu Dhabi Executive Council (2009) a main priority is to be increased participation of Emirate citizens in the teaching process.

UAE has progressed with efforts of ensuring high literacy rates, a modern education system reflecting international standards and increasing women's participation in education and society. The UAE devotes about 25 percent of total federal government spending to education. Currently The UAE has one of the lowest pupil-to-teacher ratios (15:1) in the world. Education is compulsory through the ninth grade, although this requirement is not enforced.

Concerning the implementation of Emiritisation, ADEC has a critical role. In this respect, concerning teacher attraction and retention, ADEC (2009) plans to assist parents to in encourage their sons to join teaching profession through some incentives such as:

- Increase in Salary
- Increase moral support to teachers by government
- Preparing suitable learning atmosphere for the student and the teacher
- Reduce teacher workload
- Increase guidance's and counseling for the family to choose teaching profession as a way to build up new well educated generation
- Increase media support to the teacher through cultural programs on the role of teachers in society.
- Submit government support to all who choose teaching as a future profession.

6.3 Overview of the literature

There is a considerable body of research literature concerning teacher attraction and retention. There has been significant volume of research that has explored the attraction and retention of teachers, and more recently male teachers in the international literature. This literature can be used to inform the proposed project. This literature and its associated research been driven in part by predictions of a teacher supply shortage (Dolton 2006) in the OECD countries, problems in early career teacher retention (Hunt et al 2003) and concerns that not enough males are entering teaching and that teaching is becoming more feminized. As a result, the OECD produced a major report Teachers matter, attractive, developing and retaining effective teachers (OECD 2005). This report built on a number of new quantitative studies conducted mostly in the discipline of economics and summarized by Dolton (2006) in the Handbook of

Research Proposal

the Economics of Education 2 (2006). The OECD report also reflected a number of qualitative studies on teacher attraction and retention associated with the publication of No Dream Denied: A pledge to America's Children (2003) published by the National Commission on Teaching and America's Future. This publication was developed by America's leading teacher educators. This review will concentrate on the following.

- The main factors that may influence attraction and retention from a transdisciplinary perspective that reflects research on teacher retention and attraction in a number of disciplines.
- Gaps in the literature, particularly from an Abu Dhabi cultural perspective. This review will include aspects of Emirati family and cultural structure pertinent to the research topic.

In summary a preliminary review of the literature reveals that:

- The attraction and retention of teachers has been extensively researched across a wide range of discipline areas;
- Different paradigms have been used to explore teacher attraction and retention;
- Significant gaps in the literature can be identified, especially in the area of the impact of Emirati cultural traditions in career choice in teaching.

6.4 Paradigms and disciplines in the literature

The published research on teacher attraction and retention proceeds from a range of different disciplines. The research then reflects a variety of research approaches, methodologies and data sets.

6.4.1 Approaches from the discipline of economics

The dominant approach in the literature is represented by the discipline of economics. Economists see teacher attraction and retention in terms of the structure of the underlying market for teacher supply and demand. Furthermore economists utilize methodologies that allow them to understand the forces impacting on the market for teachers (Dolton 2006). A key study reflecting this approach was conducted by Wooden & Webster and Marks (2008). This research locates teacher attraction and retention within the framework of incentives that reflects aspects of teacher supply and demand. The Wooden, Webster and Marks study identifies salaries, conditions, wage compression and wage distribution as the key explanatory variables influencing teacher attraction and retention. Key studies in this area have been

Research Proposal

developed by Dolton (2006) , OECD (2005), Odden and Kelley (1997) , Hanushek,kain,rivkin (1995).

In regard to male teachers, Horsley and Stokes (2005) also applied a salary analysis to teacher retention and attraction. They developed data examining male teacher attraction and retention by choosing teaching subjects with a high proportion of male teachers, and then analyzing salary relativities in these subject areas with cognate professions outside teaching. These approaches reflect an economic paradigm. Horsley and Stokes (2005) claimed that the main challenge for retaining the education workforce in NSW Australia is the system of wage determination for teachers in NSW. The study insisted that teachers' salaries should be compatible to those of other professionals.

6.4.2 Expectation/ motivation paradigms

A contrasting paradigm to explain the decision to enter or leave teaching has been developed through the research of Richardson and Watt (2006). Their research focuses on individual motivations to explain why people chose to teach or leave teaching. In a series of publications (2005, 2006, 2008) they have developed an expectancy value model of career decision making. This model construes entry to teaching as reflecting positive pre teaching experiences. This model is sourced from the discipline of educational psychology and their expectancy value methodology has been used previously to explain how learners approach to the learning of mathematics.

Richardson and Watt (2006) conducted a study on 1653 educational students enrolled at three Australian universities. Their research explored (2006) teaching career motivation for individuals choosing teaching employment. The research concluded that the motivation for choosing teaching as a profession is due to perceived teaching abilities, the intrinsic value of teaching, and the desire to make a social contribution, shape the future, and work with children.

Richardson and Watt (2005) also conducted a study to explore the reasons behind graduates' decisions to pursue teaching as a career. A survey collected data about respondents' reasons for choosing teaching as a career, with open-ended questions eliciting rich qualitative data to elaborate on rating-scale responses. Richardson and Walt (2005) found five factors related to the choice of teaching as a carrier. These factors are related to social status, career fit, prior considerations, financial reward and time for family.

Research Proposal

The key in attracting teachers is for potential teachers to experience positive prior teaching and learning experiences, job security, job transferability and time for family (Watt&Richardson 2008). Finally the research reported that preservice teachers rated teaching as a highly satisfying career, but perceived teaching as relatively low in social status, and as paying a low salary.

6.4.3 Career choice and personal development concerns

Career development for most people is a long process of choosing employment chances available in world of work. There are many factors that influence this process as:

- The environment where the people live.
- Their ability to learn.
- Their educational achievement exp.

The most important point in students' lives is the time they make career choice in high school. Family and community consider this as a start to be ready to work (Lobel,et al 1993). However, this decision plays a very important role in putting the young man in a path that opens or closes work opportunities.

The career choice that students make is affected by their perception of ideal job and their maturity in choosing a job. In addition, choosing a profession is not a simple process. It is influenced by many factors. How the individual understands at the ideal job reveals how the job is appropriate to him/her. And of course influence him choice process (Watson, Quatman, Edler 2002).

The literature indicates that concerning job choice it is important to take the following points into consideration:

The student should understand their strong and weak points, not only educationally but also personally. Attaining a job doesn't only mean getting a degree but also having the rights lowers it. Patience and hard working are important to become an entrepreneur in addition to how to process a bus, because profits are not achieved in away. People who like to wait in groups should think of job in marketing (Chen 1997). People who long for service should think of a job in government or of its related section.

Research Proposal

A student should assess his beliefs, concepts and values or things are very important later if what he works is contrary to what he believes in. Working in court is an example of things, when a lawyer has to defend his client whether he is guilty or innocent (Super, Savickas 1996).

The student should choose his job himself. Whatever family or friends pressure in. He should choose a career that he wants and enjoys. He should not choose a job just to please his parent or relatives. Although parents want to be best for their children. We should keep in mind that the student has to live with his choice (Katie 2009).

The student should collect the necessary information for his chosen job and ask career experts about difficulties and challenges they met in the job. This helps the student to know if he is fit for the job mentally, emotionally, and physically (Schwebel et al, 1996).

From another perspective Barnett (2004) insists that teachers are the main providers of good education. According to Barnett (2004) teachers should be highly qualified and educated. Barnett (2004) insisted that "Better educated preschool teachers with specialised training are more effective". Barnett (2004) called for an educational strategy that should rely on the following. Firstly, teachers should be of four year college graduates. Secondly, universities and colleges should take their responsibilities in preparing well trained teachers. Thirdly, a system should be created in order to help teachers to continue their studies. Finally, any system for recruitment should take into consideration the ability to attract professional teachers (Fenton & Brown 2007).

6.4.4 Policy perspectives in the literature

The OECD (2005) published an international study of policies for attracting, developing and retaining effective teachers in schools. The OECD reported that if teaching is not perceived as an attractive profession, and teaching does not change in fundamental ways, there is a risk that the quality of schools will decline. The project focuses on teacher policy issues in 25 countries: Australia; Austria; Belgium (Flemish Community); Belgium (French Community); Canada (Quebec); Chile; Denmark; Finland; France; Germany; Greece; Hungary; Ireland; Israel; Italy; Japan; Korea; Mexico; the Netherlands; Norway; the Slovak Republic; Spain; Sweden; Switzerland; the United Kingdom and the United States.

The study revealed that there are differences among countries in their approaches to teacher recruitment, teacher education, teacher pay and working conditions, teacher employment, and

Research Proposal

evaluation and career structures. International analysis provides countries with an opportunity to learn more about themselves by examining their experiences against those of other countries, as well as building up evidence on the impact of different approaches to teacher policy. The report recommended that the teaching profession needs to be competitive with other occupations in attracting talented and motivated people. In addition, there should be a strategy to improve teaching's status in general. Moreover, more incentives for teachers should be provided. The report surveyed studies from a variety of research paradigms.

6.4.5 Traditions & Customs in Emirate Family

The literature appears devoid of factors concerning family matters and issues that may influence attraction and retention of teachers. This is an aspect that whilst not documented in the literature could be a factor in Abu Dhabi and is considered in this section. This gap arises from the western focus of the literature and the way that research questions and research methodologies reflect western cultural understandings (Bishop 2005).

The Emirate people enjoy customs and traditions with deep roots developed a long time ago and inherited by generations from ancient times (alkhaleej 2009). One of these traditions is that each family is represented by the head of family, who is the directly responsible for major decisions in the family (Zayed Bin Sultan Al-Nahyan 2009) "We need to improve the care of the children the proper direction and guidance, all our official sponsor, and we need to improve the care of God as the best care". The head of the family maybe the father or grandfather or the eldest person in the family which usually consists of 10 to 30 people and in some cases it may reach 100 or more. It is Emirati cultural practice that the head of the family is responsible for all major decisions such as financial and money matters, living arrangements, marriage and social networks (alittihad 2009). This responsibility extends to career choice and study. Western conceptions of the nuclear family and the prime notion of individual choice in careers is not reflective of the communal choice made by large extended families in non-western cultural contexts (Bishop 2005, Horsley & Walker 2005).

The head of an Emirati family, usually the father, determines his sons' future through taking decisions in planning which includes education, choice of specialization and future studies. In most, but not all cases, the father chooses his sons' specialisation based on his personal preferences rather than expressed wishes of children. Many of these decisions are made

Research Proposal

without discussion (abtsaam 2008). In the Emirati cultural tradition most children will follow the choice of the head of the family and comply with such decisions.

These cultural traditions have a significant impact on the gender balance of the Emirati teacher workforce. Traditionally, some parents choose special professions for their daughters such as teaching and nursing.

Many factors may influence the head of the family's decision in planning the future of their sons' career. Some of these factors include:

- The working conditions for each specialisation profession.
- The future vision of the specialisation.
- Avoiding repetition of the same specialisation in the family.
- Better opportunities for promotion in employment and access to higher qualifications.
- Community perception in regard to specialisation and family.
- The closeness to the place of residence.

Most parents would rather not to choose their son's future in the domain of teaching due to:

- Perceived workload;
- Community perceptions of teachers;
- The belief that teaching profession is for those who have no profession;
- Lack of financial incentives;
- Lack of incentives for teachers;

In circumstances where families promote teaching as a career, there is a great deal of success for such for male teachers from these families.

In the area of teacher attraction and retention in Abu Dhabi, in some cases, individuals may have chosen the teaching profession for their careers against the wishes of the head of the family. In these circumstances, heads of families will continue to exert pressure to change careers out of teaching.

This research will explore how Emirati families influence attraction and retention of teachers, and investigate the importance of their role in choosing teaching as a profession for their children, in particular their sons. Moreover this research will try to identify the main reasons that make parents reject teaching as a profession.

Research Proposal

7. Conclusions

From the above review of the literature the following conclusions can be made

The factors that affect retention are:

- Work conditions;
- Job satisfaction;
- Financial incentives for teachers.

The factors that affect attraction are:

- Government support;
- Increased salary;
- Improved teaching conditions in schools;
- The expectancy value of teaching;

Most of the literature on retention and attraction is from a Western perspective employing western originated research questions and methodologies. There are currently no published studies from an Arabic or Emirati perspective that incorporates critical elements of Emirati culture. Therefore this review has established a gap in current research.

The above review also has shown that career choice and attraction to teaching can be influenced by the family. Such research has not considered this key aspect in explaining attracting and retaining Emirati male teachers. Specifically cultural influences that affect attraction and retention are an area needing investigation.

The above review of the literature will inform the proposed research in the following ways

- The factors that affect retention and attraction will be used in the development of the data collection instruments for the research project.
- Emirati family and communication cultural patterns need to be embedded in research instruments, methodology and data collection and the interpretation of results.

8. Research methodology and design

8.1 Introduction

The project research data collection is to be undertaken in Abu Dhabi. As a result a number of factors influence the research design and methodology. These are:

Research Proposal

- The culture of the country is an important consideration. The use of formal data collection instruments and other ways of collecting data need to be used that are consistent with customs for exchanging information in Abu Dhabi. For instance people in AD usually use traditional communication channels (*Leqa* in Arabic) in discussing issues together of significance. *Leqa* methods will be used to develop family perspectives on career choice.
 - *Leqa* in this context means that the data collection process for family views will use *barza*, a traditional Emirati way of collecting the views of family leaders that includes the traditional leadership of Emirati society.
 - *Leqa* refers to a meeting when families come together to enter into discussion about issues that concern *mastqba*, the future of the family and the wider Abu Dhabi society.

The language to be used in the project research is Arabic. This will lead participants to more accurately respond to interview questions. To collect information from the above sample will require ways of collecting data that will give reliable and informed data in an Abu Dhabi context.

As a result the project will use *barza*, traditional Emirati ways of considering issues critical to the future of the family.

- Other data will be collected in more usual qualitative ways from teachers and students.

The data sample is being used will include:

- Males teachers in government schools;
- Male teachers who have left from teaching ;
- Family leaders in *leqa* and *barza* formats; and
- Students in universities.

8.2 Qualitative and quantitative research

8.2.1 Defining Qualitative and quantitative research

Quantitative and qualitative research approaches are based on different epistemological assumptions about the nature of the investigated issue. According to Hughes (1990) the history of qualitative and quantitative research retains back to the seventeenth century. According to Denzin, and Lincoln (2005) quantitative research method measures and analyses casual

Research Proposal

relationships between variables. Quantitative research is based on a positivism that supports empirical research. On the other hand qualitative research examines the process of assigning meanings in articulated contexts. It is based on interpretation, taking into account that there exist many realities and truths (Denzin & Lincoln (2005). Qualitative research is a field of inquiry that crosscuts disciplines and subject matters and aims to gather an in-depth understanding of human behavior and the reasons that govern such behaviour (Denzin & Lincoln 2005).

Lee (1994) insists that quantitative research methods derived from the natural sciences. The qualitative research stresses on objectivity, measurement, reliability and validity (Lee 1994) reflects the social sciences. Quantitative research, according to Lee (1992), has become 'increasingly inadequate especially in cross-cultural research. Attention has been devoted to a search for effective alternatives, and this leads to the qualitative approach which emphasizes the description of culture and meaning'. In some areas of the social sciences, such as anthropology, qualitative research has long been the primary strategy for developing and testing hypotheses. Qualitative research has likewise had a long history in education, dating back at least to Barker's (1964) Large Schools, Small Schools project, which presented overwhelming evidence of the benefits of small schools for the personal and social growth of adolescents. In another sense, however, qualitative research in education is a new field. Recent theorists have pointed out that since human behavior is complex and often highly subjective interpretive research strategies are necessary to supplement traditional, quantitative educational research (Erickson, 1986).

New approaches in qualitative research reflected in the Bishop (2005) and Horsley (2007) argue that western approaches to qualitative research have ignored non western approaches to epistemology. In this respect recent qualitative approaches acknowledge non western communication patterns and cultural structures in developing qualitative research design.

8.2.2 Using quantitative and qualitative approaches

Quantitative and qualitative researchers have simply responded in different ways to the challenge posed by the fact that experimental control, in the tradition of physics and biology is clearly impossible in education and the other social sciences. Quantitative researchers have responded by developing or applying numerical data collection processes, research designs, and statistical procedures that enable research and measurement in social sciences to parallel

Research Proposal

closely the work of natural science researchers. According to Daly (1992) qualitative researchers, on the other hand, have responded by using strategies focusing on the objective analysis of subjective meaning.

8.2.3 The researcher's position

Based on Section 3.2.1 it is clear that using a qualitative approach is most suited for this research for the following two reasons.

Firstly there is a need for the researcher to obtain an in depth understanding of the problems and issues that are faced by the all of participants, that is teachers, family, and others in Abu Dhabi. This will require undertaking in depth interviews and explore matters including:

- Reasons for leaving teaching ;
- Choice of becoming a teacher;
- What is so different about being a male teacher in Abu Dhabi;
- Reasons for a family to influence the choice of teaching as a career; and
- How a family influences the choice of careers for males.

Secondly and as a result of the above the research requires an Abu Dhabi cultural focus and perspective. In this it is more likely to generate information using interviews rather than other techniques. In some of the data collection the interviews will need to conform to *leqa* and *barza* cultural norms. There is a strong case for this approach as supported by new developments in epistemology and research. For example research in the South Pacific (Tonga and Samoa) has led to a re-evaluation of research instruments and research methodology in the Pacific. In particular the bounded nature of much traditional qualitative research, its disempowering impact, and its neglect of the links between what is said and who says it have led to the development of a *taloanoa* approach to research methodologies. *Taloanoa* does not reflect the traditional concepts of reliability and validity but the learning of researchers and participants that in trustworthiness contributes to their group and family culture, and well being through connectedness. In summary this approach to research,

- Avoid researchers retelling stories from their own sense making stances, and appropriating the narrative;
- Avoids ignoring loyalty, kin, spiritual and cultural order;
- Avoids ignoring the cultural order that affects the realities of everyday behaviour;
- Answers the question who is this research going to be useful for;

Research Proposal

- Highlights potentiality;
- Promotes Tala – holistic intermingling of researchers emotions, knowing and experiences;
- Promotes Noa – provision of space, time and conditions for co-construction of stories and hence meaning;
- Talanoa – researchers must deeply partake of the research experience rather than stand back and analyse;
- Talanoa – subjective, role, collaborative, resistant to rigid institutional hegemonic control;
- Talking things over, being in possession of the oratory and verbal negotiation required in pacific culture (especially in limiting writing.
- Toli – deciding and selecting how to talk. Tui – who should say? Luva – giving,

The collective sociocultural base of experience is highlighted by this research approach.

This research approach also uses the language of the group and collective.

Barza and leqa are similar concepts in that some data can only be collected and interpreted using traditional Emirati ways discussing problems and understanding how Emirati culture provides systems for influencing the choice of careers.

8.2.4 Data collection method

As noted above, the proposed methodology of the study is a qualitative approach. Data will be collected through interviews, and observations with participants, *leqa* and *barza* approaches to seeking the views of family leaders will be developed. The study will also conduct interviews with male teachers, students in university, and teachers who leave teaching.

The proposed sample group will consist of responses from 100-200 UAE national teachers and educators in a variety of schools with the questionnaire distributed to members of the organisational staff upon management approval to conduct the study.

The study will also sample family groups using *leqa* and *barza* to explore the views of families and how families influence male career choice in teaching.

The interview schedule will involve a series of semi-structured interviews targeted at several different layers of educators within different educational and teaching environments. The interviews will be structured using many closed-ended questions regarding perspectives on reasons that make UAE nationals opt not to join teaching job, and the impact of this on the socio-economic life of the UAE citizens. The semi-structured approach was considered as it

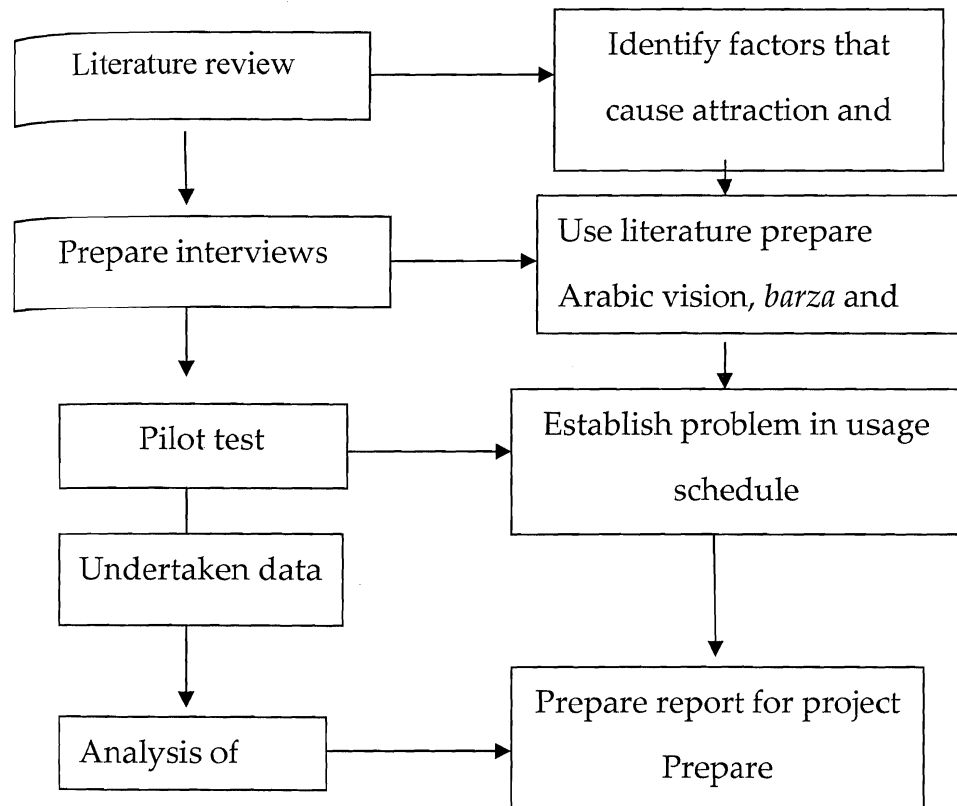
Research Proposal

will provide the interview respondents with an opportunity to discuss issues not originally considered in the interview design to provide unique insights into the phenomenon under question.

9. Research design

9.1 Introduction

Research design to be adopted has been informed by the literatures as considered above
The research design will be as follows



The proposed sample group will consist of responses from 100-200 UAE national teachers and educators in a variety of schools with the questionnaire distributed to members of the organisational staff upon management approval to conduct the study.

As well meetings of family groupings and family leaders will be conducted using *leqa* and *barza* approaches to developing conversations in an Emirati context.

The approach to data collection and will involve the researcher using of an appropriate interview schedule designed to elicit questions regarding teaching environment incentives attracting UAE nationals to engage in teaching jobs to generate data on the contemporary subjects' viewpoints of motivational rewards.

Research Proposal

10. Scope and limitation of the research

The study is limited to male teachers in Abu Dhabi. This is limitation because

- The study will be limited to Abu Dhabi Education Council (ADEC) schools Therefore, the findings of this study cannot be generalized for all schools in ADEC.
- The study is limited a data collection in to the second semester of the academic year 2009/2010.Using 4 group of respondents. This a limitation as the sample in not representatives of borm range of males in the population .This could be limitation because opinions and view of other group are not concerned.

11. Projected chapter structure

Chapter 1 – Introduction

This chapter will introduce the aspect of teacher retention and attraction the Emirati context,the chapter will also define its scope and state the significance and rationale for carrying it out. It will also state the aims and objectives and the research questions. It will then conclude with an outline of the structure of the thesis.

Chapter 2 – Literature review

This chapter will put the research into context through a discussion of the literature with particular reference to the Emirates. Factors that may affect retention and attraction of male teachers are to be identified and use to inform the research.

Chapter 3 – Research Methodology

This chapter will detail selection of the and research design of the project methodology to be used to examine the stated .The way interviews are used is discussed as is the method of data analysis.

Chapter 4 – Results and discussion

This chapter will be devoted to the description of the results from the data analysis. Data collection results will be explained with respect to original research questions.

Research Proposal

Chapter 6 – Conclusions and Recommendations

This chapter will present the findings of the study, its implications and then conclude with some recommendations. Emergent themes in the analysis phase will be considered in terms of a set of factors that are critical toward developing a framework and guidelines that address retention and attraction of male teachers. Areas for further research are considered.

12. Timeline

The following timeline was proposed for this research.

Date	Task	Project write up progress	
Sept- Nov 2009	Finalise research proposal Develop methodology		Submit proposal for approach
	Submit Ethical clearance for approach Finalise data collection	Prepare draft Literature Prepare draft Methodology chapter	
Dec- Jan 09-2010	Commence analysis of data	Commence write-up of data analysis	
Feb-april 2010	Continue data analysis	Draft literature review Chpt Draft methodology Chpt	
May-Tune 2010		Draft 1 of data analysis Prepare a data draft of all chapters	
			Submit project for examination

13. Operational Definition of Terms

The following terms will be used in this dissertation and need some clarification.

UAE: United Arab Emirates.

ADEC: Abu Dhabi Education Council.

MOE: Ministry Of Education.

Emiratisation: the process of replacing the expatriates with, Emirati people in different fields.

Research Proposal

14. References

- Abtsaam, G. (2008). *The fathers on inclinations solidified the sons. For the mother on them?* Retrieved 25 June, 2009 from
<http://thawra.alwehda.gov.sy/_print_veiw.asp?FileName=37435756920080925221211>
- Abu Dhabi Education Council (2009). *Number of teachers (local and non local)in the Emirates* .Resource Department General Manager Office, Abu Dhabi Education Council, Abu Dhabi ,United Arab Emirates 16 Feb 2009.
- Abu Dhabi Government (2009), *Abu Dhabi Government policy agenda 2007-08*. Retrieved 16 February, 2009 from
<http://www.uaeinteract.com/docs/Abu_Dhabi_Government_unveils_its_Policy_Agenda_2007-08/26412.htm>
- Abu Dhabi Executive Council General Secretariat (2008). *Policy and strategy*. Retrieved 11 February, 2009 from
<<http://gsec.abudhabi.ae/Sites/GSEC/Navigation/EN/PolicyAndStrategy/social-and-human-resources.html#id89942>>
- Albayan , A. (2008). *Education adopt names new batch of teachers*. Retrieved 28 August , 2008 from
<<http://www.albayan.ae/servlet/Satellite?c=Article&cid=1218377906874&pagename=Albayan%2FArticle%2FFullDetail>>
- Alkhaleej ,J. (2009). *Culture generation responsibility?*. Retrieved June 24 2009 from
< <http://www.alkhaleej.ae/portal/5acbe044-61f5-4223-97be-7eb1d3d6d05c.aspx>>
- Alittihad,J.(2009). *Heritage Resources and the rest of our history when*. Retrieved June 24 2009 from <http://www.alittihad.ae/print.php?id=9114&adate=2009>
- Bruder, M.B. (1994). *Working with members of other disciplines: collaboration for success*. In M. Wolery & J.S. Wilbers (Eds.), *Including children with special needs in early childhood programs* (pp. 45-70). Washington, DC: National Association for the Education of Young Children. Retrieved June 24 2009 from
<http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea4lk28.htm>
- Chen, C.P. (1997). Career projection: Narrative in context. *Journal of Vocational Behavior*, 54(3), pp 279-295.
- Dolton, P.J, (2006), Teacher supply. *Handbook of the Economics of Education*, 2(3), pp 78-82.

Research Proposal

- Emirates Foundation (2009), *Social development, request for proposal - family challenges abuse against children in the UAE*, Retrieved 24 June, 2009 from
<http://www.emiratesfoundation.ae/English/about/chairman.aspx?Men_ID=16&Men_Type=CI&ef=cor
- Fenton, A. and Brown, G. (2007). *Teacher Recruitment Strategies for Diverse Candidates from Middle Schools, High Schools, and Two-Year Institutions*. Retrieved June 25, 2009 from
http://www.allacademic.com/meta/p_mla_apa_research_citation/1/4/2/6/5/pages142658/p142658-1.php
- James, B. Hunt, J.R. (2003). *No dream denied a pledge to Americas children*. ,National Commission Teaching and Americas Futures Report. Washington, DC .
- Horsley, M. & Walker, R. (2005). *Culturally responsive curriculum and teaching* . In D.M.Mc Inerney & S. Van Etten (Eds), Focus on Curriculum. Greenwich, Connecticut: Information Age Publishing
- Katie Cuppett. (May-2009). *Student assures a job for himself by starting his own company*. Retrieved 25 June, 2009 from <http://live.psu.edu/story/39734>
- Lobel, T. E., Agami-Rozenblat, O., & Bempechat, J. (1993). Personality correlates of career choice in the Kibbutz: A comparison between career and non-career women sex role.: *A Journal of Research*, 29(5-6),pp 359-363. Retrieved 25 June ,2009 from Questia database: <http://www.questia.com/PM.qst?a=o&d=5000243553>
- OECD. (2005) .*Teachers matter attracting, developng and retraining efective teachers, education and training policy*. Retrieved 25 June ,2009 from
http://www.oecd.org/document/9/0,3343,en_2649_39263231_11969545_1_1_1_1,00.html
- Richardson, P. & Walt, H. (2006). Who chooses teaching and why? Profiling characteristics and motivation across three Australian universities. *Asia Pacific Journal of Teacher Education* 34(1), pp 27-56.
- Richardson, P., and Walt, H. (2005). I've decided to become a teacher a teacher's influence on carrier change. *Teaching and Teacher Education*, 21(5), pp 475-489.
- Schwebel, A. I., Schwebel, B. L., Schwebel, C. R., & Schwebel, M. (1996). *The student teacher's handbook* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved 25 June, 2009 from Questia database: <http://www.questia.com/PM.qst?a=o&d=9115591>
- Super, D.E., Savickas, M.L., & Super, C.M. (1996). *The life-span approach to careers*. In D. Brown, & L. Brooks (Eds.). Career choice and development. San Francisco: Jossey-Bass.
- Watson, C. M., Quatman, T., & Edler, E. (2002). *Career Aspirations of Adolescent Girls: Effects of Achievement Level*. Retrieved June 25, 2009, from Questia database:
<http://www.questia.com/PM.qst?a=o&d=5000654870>

Research Proposal

Watt, H. & Richardson, P. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers, *Learning and Instruction*, 2(5), pp 408-428, Retrieved 25 June, 2009 from http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VFW-4T4WKWD-2&_user=409397&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&_searchStrId=940228414&_rerunOrigin=google&_acct=C000019483&_version=1&_urlVersion=0&_userid=409397&md5=e36f4ed85b4b153dbe9f630621f4607f

Wooden, M. Webster, E. Marks, G. (2008). Reforming the labour market for Australian teachers, *Australian Journal of Education*, 50(2), pp 185-202.

Zayed Bin Sultan Al-Nahyan (2009), *Commander's*. Retrieved 24 June, 2009 from < <http://zayed.dwltna.com/category/zayed-say>>

Ethical Clearance

Ethical Clearance

Secretary, Human Research Ethics Committee

Ph: 07 4923 2603

Fax: 07 4923 2600

Email: ethics@cqu.edu.au

5 February 2010

Mr Sulaiman Al Nuaimi
Abu Dhabi Education Council
507/100 Harbour Esplanade
Melbourne Docklands VIC 3008

Dear Mr Al Nuaimi

HUMAN RESEARCH ETHICS COMMITTEE APPROVAL: PROJECT H10/01-002

***ATTRACTING AND RETAINING MALE EMIRATI TEACHERS IN ABU DHABI: HOW CAN
MALE EMIRATI TEACHERS BE ATTRACTED AND RETAINED?***

Thank you for submitting your application to the Human Research Ethics Committee. The committee noted that this is an interesting project and are eager to see your final report as to the outcomes of your study.

The Human Research Ethics Committee is an approved institutional ethics committee constituted in accord with guidelines formulated by the National Health and Medical Research Council (NHMRC) and governed by policies and procedures consistent with principles as contained in publications such as the joint Universities Australia and NHMRC *Australian Code for the Responsible Conduct of Research*. This is available at http://www.nhmrc.gov.au/publications/synopses/_files/r39.pdf.

On 5 February 2010, the committee acknowledged compliance with the conditions placed upon ethical approval for your research project, *Attracting and retaining male Emirati teachers in Abu Dhabi: how can male Emirati teachers be attracted and retained?* (Project Number H10/01-002).

The period of ethics approval will be from 5 February 2010 to 26 June 2010. The approval number is H10/01-002; please quote this number in all dealings with the Committee.

The standard conditions of approval for this research project are that:

- (a) you conduct the research project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments required to be made to the proposal by the Human Research Ethics Committee;
- (b) you advise the Human Research Ethics Committee (email ethics@cqu.edu.au) immediately if any complaints are made, or expressions of concern are raised, or any other issue in relation to the project which may warrant review of ethics approval of the project. (*A written report detailing the adverse*

Ethical Clearance

occurrence or unforeseen event must be submitted to the Committee Chair within one working day after the event.)

(c) you make submission to the Human Research Ethics Committee for approval of any proposed variations or modifications to the approved project before making any such changes;

(d) you provide the Human Research Ethics Committee with a written "Annual Report" by no later than 31 January each calendar year and "Final Report" by no later than one (1) month after the approval expiry date; *(A copy of the reporting pro formas may be obtained from the Human Research Ethics Committee Secretary, Sue Evans please contact at the telephone or email given on the first page.)*

(e) if the research project is discontinued, you advise the Committee in writing within five (5) working days of the discontinuation;

Please note that failure to comply with the conditions of approval and the *National Statement on Ethical Conduct in Human Research* may result in withdrawal of approval for the project.

You are required to advise the Secretary in writing within five (5) working days if this project does not proceed for any reason. In the event that you require an extension of ethics approval for this project, please make written application in advance of the end-date of this approval. The research cannot continue beyond the end date of approval unless the Committee has granted an extension of ethics approval. Extensions of approval cannot be granted retrospectively. Should you need an extension but not apply for this before the end-date of the approval then a full new application for approval must be submitted to the Secretary for the Committee to consider.

The Human Research Ethics Committee is committed to supporting researchers in achieving positive research outcomes through sound ethical research projects. If you have issues where the Human Research Ethics Committee may be of assistance or have any queries in relation to this approval please do not hesitate to contact the Secretary, Sue Evans or myself.

Yours sincerely,

Associate Professor Lorna Moxham
Chair, Human Research Ethics Committee

Cc: Project File
Professor John Dekkers, Dr Othman Alsawaei and Dr Mike Horsley (Supervisors)

Application Category: A

Ethical Clearance

Commercial-in-Confidence

National Ethics Application Form

Version 2008 - V2.0

Proposal title: Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained?

For submission to:

Central Queensland University's Human
Research Ethics Committee (EC00158)

Name: Mr SULAIMAN AL NUAIMI

Address: 507/100 Harbour Esplanade

Docklands 3008- Melbourne VIC

P.o.box 23199 Al Ain United Arab

Emirates

Abu Dhabi Education Council

Deputy Director Al Ain Education

Zone

MELBOURNE VIC 3008

U.A.E

Contact: (Bus) +97137214328

(AH) +97137845647

(Mob) +971506436166

(Fax) +97137214328

Proposal status: Complete

Proposal description:

Currently non-Emirati teachers provide the majority of teachers in Abu Dhabi and the other Emirate states. These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system.

Currently the majority of Emirati teachers are female. Teaching is a popular career choice for Abu Dhabi females. This career choice is encouraged in many families, and as a result teaching has become a feminised occupation.

Whereas the number of Emirati women entering teaching has increased significantly, and they represent a majority in the female teaching force. It is only in the last ten years that Emirati males have been attracted to the teaching profession. However, there has been no associated increase in male Emirati teachers in the last decade (Al Bayan 2009).

This research aims to explore how Emirati males can be attracted to teaching and retained in teaching. The project will explore the factors and issues that can influence attraction and retention of Emirati male teachers in schools.

Specifically this research will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools; as well strategies that can be used in building policies for attracting and retaining such teachers.

The research will use traditional emirati communication forums of Albarza and Leqa to discuss teaching as a career choice for males with family leaders in Abu Dhabi. It will also administer surveys to current and former emirati male teachers to triangulate the data collected through Albarza and Leqa.

Commercial-in-Confidence

Previously submitted to:

Commercial-in-Confidence

Administrative Section

1. TITLE AND SUMMARY OF PROJECT

1.1. Title

Ethical Clearance

1.1.1 What is the formal title of this research proposal?

Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained?

1.1.2 What is the short title / acronym of this research proposal (if applicable)?

How can male Emirati teachers be attracted and retained?

1.2. Description of the project in plain language

1.2.1 Give a concise and simple description (not more than 400 words), in plain language, of the aims of this

project, the proposal research design and the methods to be used to achieve those aims.

Currently non-Emirati teachers provide the majority of teachers in Abu Dhabi and the other Emirate states.

These non-Emirati teachers have played an important role in staffing an expanding Abu Dhabi education system.

Currently the majority of Emirati teachers are female. Teaching is a popular career choice for Abu Dhabi females. This career choice is encouraged in many families, and as a result teaching has become a feminised occupation.

Whereas the number of Emirati women entering teaching has increased significantly, and they represent a majority in the female teaching force. It is only in the last ten years that Emirati males have been attracted to

the teaching profession. However, there has been no associated increase in male Emirati teachers in the last decade (Al Bayan 2009).

This research aims to explore how Emirati males can be attracted to teaching and retained in teaching.

The

project will explore the factors and issues that can influence attraction and retention of Emirati male teachers

in schools.

Specifically this research will identify and examine the factors and issues that can influence attraction and retention of Emirati male teachers in schools; as well strategies that can be used in building policies for attracting and retaining such teachers.

The research will use traditional emirati communication forums of Albarza and Leqa to discuss teaching as a

career choice for males with family leaders in Abu Dhabi. It will also administer surveys to current and former

emirati male teachers to triangulate the data collected through Albarza and Leqa.

Page 3 of 29

Commercial-in-Confidence

2. RESEARCHERS / INVESTIGATORS

2.2. Principal researcher(s) / investigator(s)

2.2.0 How many principal researchers / investigators are there? 1

2.2.1. Principal researcher / investigator 1

2.2.1. Name and contact details

Name: Mr SULAIMAN AL NUAIMI

Address: 507/100 Harbour Esplanade Docklands 3008- Melbourne VIC

P.o.box 23199 Al Ain United Arab Emirates

Abu Dhabi Education Council

Deputy Director Al Ain Education Zone

MELBOURNE VIC 3008

U.A.E

Organisation: CQU

Area: FABIE

Position: Professional Doctorate Student

Contact (Bus) +97137214328 (AH) +97137845647

(Mob) +971506436166 (Fax) +97137214328

Email: salem-ua@hotmail.com

2.2.2... Summary of qualifications and relevant expertise NS 4.8.7 NS 4.8.15

Ethical Clearance

Bachelor of Education UAE University

Graduate Certificate of Educational Leadership UAE University

Former School Principal and Education Leader in Abu Dhabi Schools

Manager of Schools region with a specific role in attracting and recruiting teachers and developing professional development plans.

Head of the middle school in Al Ain Education zone

Head of strategy planning in an educational region.

2.2.2... Please declare any general competing interests

I am Head of Strategy Planning in ADEC. This might be seen as a competing interest but my work in this area is supervised by ADEC senior management, who will assist in the proper performance of my duties and my research.

2.2.2... Name the site(s) for which this principal researcher / investigator is responsible.

The researcher will be responsible for the three sites that the research will be conducted in. The Al Ain, The

Abu Dhabi and the Western education zones in Abu Dhabi.

2.2.3 Describe the role of the principal researcher / investigator in this project.

The principal researcher is undertaking the professional doctorate. This research project is the basis of the professional doctorate dissertation. The principal researcher has prepared the literature review. Under supervision, the principal researcher has designed the research methodology and the research instruments

to be used in the study. An industry advisor in the UAE, has also been appointed by CQUniversity to support and supervise the principal researcher during the course of the research.

2.2.4 Is the principal researcher / investigator a student? Yes

2.2.4...What is the educational organisation, faculty and degree course of the student?

Organisation Professional Doctorate at CQUniversity

Faculty FABLE

Degree course Professional Doctorate

2.2.4... Is this research project part of the assessment of the student? Yes

2.2.4... Is the student's involvement in this project elective or compulsory? Compulsory

2.2.4... What training or experience does the student have in the relevant research methodology?

The student has completed and passed the initial six courses (year 1 in the professional doctorate program)

including research methodology, confirmation of candidature presentation and independent review of the

Page 4 of 29

Commercial-in-Confidence

proposed research. The Industry partner has also provided supervision and support and has liaised with the

educational authorities in the UAE.

2.2.4... What training has the student received in the ethics of research?

The student has received ethics training in courses 4 (Applied research) and 5 (Research method) in the initial six courses of the professional doctorate in year 1. In addition my research proposal was developed and submitted to the Abu Dhabi Education Council in July 2009. This proposal considered ethical issues. In

year two of the professional doctorate the Research project is being developed. To complete the ethics requirements of this Research project Dr. Horsley has organised workshops on the National Statement on

Ethical Conduct in Human Research for me and the other Abu Dhabi professional doctorate student.

2.2.4... Describe the supervision to be provided to the student. NS 4.8.8

Dr. Horsley and Professor Dekkers provide regular, targeted supervision in professional doctorate supervision. In addition to regular contact by mail and email and phone; Dr. Horsley requires attendance at

intensive week long research workshops at the Noosa campus. Under the terms of the professional doctorate program the researcher is obliged to meet with their industry supervisor in UAE every week to explicate and enhance the research program.

2.2.4... How many supervisors does the student have? 3

2.2.4...Supervisor 1

Ethical Clearance

2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor

Title Dr

First Name Mike

Surname Horsley

Summary of qualifications and relevant expertise

Dr. Horsley is an experienced doctoral supervisor and an active researcher. In his previous position he was an Associate Professor at the University of Western Sydney.

2.2.4...Supervisor 2

2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor

Title Dr

First Name Othman

Surname Alsawaei

Summary of qualifications and relevant expertise

Associate Professor in the Faculty of Education at UAE University.

Appointed by CQUniversity as an industry advisor.

PhD in mathematics education.

See attached CV

2.2.4...Supervisor 3

2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor

Title Prof

First Name John

Surname Dekkers

Summary of qualifications and relevant expertise

Emeritus Professor and the leading post graduate supervisor in the School of Learning and Innovation.

2.3. Associate researcher(s) / investigator(s)

2.3.1 How many known associate researchers are there? (You will be asked to give contact details for these associate researchers / investigators at question 2.3.1.1)

0

2.3.2 Do you intend to employ other associate researchers / investigators? No

2.4. Contact

Provide the following information for the person making this application to the HREC.

2.4.1. Name and contact details

Name: Mr SULAIMAN AL NUAIMI

Page 5 of 29

Commercial-in-Confidence

Address: 507/100 Harbour Esplanade Docklands 3008- Melbourne VIC

P.o.box 23199 Al Ain United Arab Emirates

Abu Dhabi Education Council

Deputy Director Al Ain Education Zone

MELBOURNE VIC 3008

U.A.E

Organisation: CQU

Area: FABIE

Position: Professional Doctorate Student

Contact (Bus) +97137214328 (AH) +97137845647

(Mob) +971506436166 (Fax) +97137214328

Email: salem-ua@hotmail.com

2.5. Other personnel relevant to the research project

Ethical Clearance

2.5.1 How many known other people will play a specified role in the conduct of this research project?

0

2.5.2 Is it intended that other people, not yet known, will play a specified role in the conduct of this research project?

No

2.6. Certification of researchers / investigators

2.6.1 Are there any relevant certification, accreditation or credentialing requirements relevant to the conduct of this research?

No

2.7. Training of researchers / investigators

2.7.1 Do the researchers / investigators or others involved in any aspect of this research project require any additional training in order to undertake this research?

No

Page 6 of 29

Commercial-in-Confidence

3. RESOURCES

3.1. Project Funding / Support

3.1.1. Indicate how the project will be funded

3.1.1... Type of funding.

[Please note that all fields in any selected funding detail column (with the exception of the code) will need to be completed.]

Sponsor

Name of Grant / Sponsor UAE President Ministry

Amount of funding Prof Doc

Code (optional) 13 1301/13 1399

Confirmed / Sought Confirmed

Detail in kind support The researcher will be provided with the research support provided by CQUniversity. The researchers is also supported by the Abu Dhabi Education Council.

Indicate the extent to which the scope of this

HREC application and grant are aligned

There is close alignment between the research scholarship from the President to investigate the factors leading to attraction and retention of Emirati male teachers and the HREC application

3.1.1... How will you manage a funding shortfall (if any)?

The research scholarship to complete the CQUniversity Professional Doctorate as an international student

also provides funds to conduct the research in the Abu Dhabi educational community.

3.1.2 Will the project be supported in other ways eg. in-kind support/equipment by an external party eg. sponsor

No

3.2. Duality of Interest

3.2.1 Describe any commercialisation or intellectual property implications of the funding/support arrangement.

No IP commercialisation anticipated.

3.2.2 Does the funding/support provider(s) have a financial interest in the outcome of the research?

No

3.2.3 Does any member of the research team have any affiliation with the provider(s) of funding/support, or a financial interest in the outcome of the research?

No

3.2.4 Does any other individual or organisation have an interest in the outcome of this research

Yes

Ethical Clearance

3.2.4... Indicate the interested party and describe the interest.

The President of the UAE and the Abu Dhabi Education Council (ADEC) have jointly contributed to the general area of the research topic in partnership with the student.

This joint contribution was the basis of the awarding of the student a scholarship to undertake the Professional Doctorate and investigate this topic through study at CQUniversity.

The scholarship meets the current international research student doctorate fees and sustenance to the value of 50,000 per annum.

ADEC will support the research by developing the Albarza and Leqa communication methods and their associated forums proposed in the research and described later in this application.

3.2.5 Are there any restrictions on the publication of results from this research? No

Page 7 of 29

Commercial-in-Confidence

4. PRIOR REVIEWS

4.1. Ethical review

4.1.0. Duration and location

4.1.0... In how many Australian sites, or site types, will the research be conducted? 0

4.1.0... In how many overseas sites, or site types, will the research be conducted? 3

Provide the following information for each site or site type (Australian and overseas, if applicable) at which the research is to be conducted

4.1.0...Site / Site Type 1

4.1.0... Site / Site Type Name

Al Ain Education Zone

4.1.0... Site / Site Type Location

The Abu Dhabi education system is divided into three education zones. Each zone constitutes a major educational region for the purposes of educational administration and management.

Al Ain is one of the three education zones in Abu Dhabi.

Al Ain zone is located in Al Ain city.

4.1.0...Site / Site Type 2

4.1.0... Site / Site Type Name

Abu Dhabi Education Zone

4.1.0... Site / Site Type Location

The Abu Dhabi education system is divided into three education zones. Each zone constitutes a major educational region for the purposes of educational administration and management.

Abu Dhabi is one of the three education zones in Abu Dhabi.

Abu Dhabi is located in the capital of UAE, Abu Dhabi.

4.1.0...Site / Site Type 3

4.1.0... Site / Site Type Name

Western Education Zone

4.1.0... Site / Site Type Location

The Abu Dhabi education system is divided into three education zones. Each zone constitutes a major educational region for the purposes of educational administration and management.

Western is one of the three education zones in Abu Dhabi.

Western zone is located in Western area of Abu Dhabi.

4.1.0...Provide the start and finish dates for the whole of the study including data analysis

Anticipated start date 26/02/2010

Anticipated finish date 26/06/2010

4.1.0... Are there any time-critical aspects of the research project of which an HREC should be aware?

No

4.1.1 To how many Australian HRECs (representing site organisations or the researcher's / investigator's organisation) is it intended that this research proposal be submitted?

1

4.1.1...HREC 1

4.1.1... Name of HREC Central Queensland University's Human Research Ethics Committee (EC00158)

Ethical Clearance

4.1.1...Provide the start and finish dates for the research for which this HREC is providing ethical review.

Anticipated start date or date range 26/02/2010

Anticipated finish date or date range 26/06/2010

Page 8 of 29

Commercial-in-Confidence

4.1.1... For how many sites at which the research is to be conducted will this HREC provide ethical review?

3

4.1.1...Site 1

4.1.1... Name of site Al Ain Education Zone

4.1.1... Which of the researchers / investigators involved in this project will conduct the research at this site?

Principal Researcher(s) Associate Researcher(s)

Mr SULAIMAN AL NUAIMI

4.1.1...Site 2

4.1.1... Name of site Abu Dhabi Education Zone

4.1.1... Which of the researchers / investigators involved in this project will conduct the research at this site?

Principal Researcher(s) Associate Researcher(s)

Mr SULAIMAN AL NUAIMI

4.1.1...Site 3

4.1.1... Name of site Western Education Zone

4.1.1... Which of the researchers / investigators involved in this project will conduct the research at this site?

Principal Researcher(s) Associate Researcher(s)

Mr SULAIMAN AL NUAIMI

4.1.2 Have you previously submitted an application, whether in NEAF or otherwise, for ethical review of this research project to any other HRECs?

No

4.2. Research conducted overseas

4.2.1 Are there any local requirements which are necessary for the conduct of this research?

Yes

4.2.1... Describe the requirements and how they will be met?

The research will need to use traditional emirati communication strategies and their associated forums to access the views of families in investigating the factors relating to attracting and retaining emirati males in teaching.

This is because in Emirati culture often families specify the university study and courses undertaken by sons.

Two traditional methods of communicating will be used to undertake discussions with a sample of emirati families. These traditional methods of culturally responsive communication are Albarza and Leqa. Albarza and Leqa are a traditional meeting process in emirati culture.

In Albarza a male sheik or family leader related to the royal family acts to chair the meeting. This indicates the importance of the topic and provides an open forum to gather different ideas from all the families involved in the discussion. Use of Albarza allows families through their family leaders to express their ideas

freely and indicates the importance of the topic. Because the meeting is chaired by a leading member of the royal family all views are privileged and have equal weight in the meeting and more open discussion is encouraged.

Leqa occurs after Albarza. The format of the meeting forum is the same but Leqa includes senior female family leaders.

Ethical Clearance

This traditional method meets the needs of this research. In the UAE family leaders shape and direct male career paths. This communal aspect of career choice has been neglected in western theories of career choice.

The use of traditional Emirati forums and communication methods is designed to assist the research to access family views, attitudes and behaviour in terms of males entering and staying in teaching.

4.3. Peer review

Page 9 of 29

Commercial-in-Confidence

4.3.1 Has the research proposal, including design, methodology and evaluation undergone, or will it undergo, a peer review process? NS 1.2

Yes

4.3.1... Provide details of the review and the outcome. A copy of the letter / notification, where available, should be attached to this application.

The research has been peer reviewed through presentation at confirmation of candidature at CQUniversity. The entire research proposal was reviewed at the confirmation of candidature. In addition, an industry advisor Dr. Alsawaie, from the UAE University in Al Ain has also reviewed the research methodology and research instruments and research plan. In addition, the Abu Dhabi Education Council has evaluated the research proposal and has provided a certificate to indicate that they support the project, collection of data

and that the project meets their research requirements.

Page 10 of 29

Commercial-in-Confidence

Ethical Review Section

Summary

Applicant / Principal Researcher(s)

Mr SULAIMAN AL NUAIMI

Bachelor of Education UAE University

Graduate Certificate of Educational Leadership UAE University

Former School Principal and Education Leader in Abu Dhabi Schools

Manager of Schools region with a specific role in attracting and recruiting teachers and developing professional development plans.

Head of the middle school in Al Ain Education zone

Head of strategy planning in an educational region.

Potential conflicts of interest

I am Head of Strategy Planning in ADEC. This might be seen as a competing interest but my work in this area is

supervised by ADEC senior management, who will assist in the proper performance of my duties and my research.

Other Relevant Personnel

Dr Mike Horsley

Dr. Horsley is an experienced doctoral supervisor and an active researcher. In his previous position he was an

Associate Professor at the University of Western Sydney.

Dr Othman Alsawaie

Associate Professor in the Faculty of Education at UAE University.

Appointed by CQUniversity as an industry advisor.

PhD in mathematics education.

See attached CV

Prof John Dekkers

Emeritus Professor and the leading post graduate supervisor in the School of Learning and Innovation.

Page 11 of 29

Commercial-in-Confidence

Ethical Clearance

5. PROJECT

5.1. Type of Research

5.1.1 Tick as many of the following 'types of research' as apply to this project. Your answers will assist

HRECs in considering your proposal. A tick in some of these boxes will generate additional questions relevant to your proposal (mainly because the National Statement requires additional ethical matters to be considered), which will appear in Section 9 of NEAF.

This project involves:

☒ Research using qualitative methods NS 3.1

☒ Research on workplace practices or possibly impacting on workplace relationships NS 4.3

☒ Research conducted overseas involving participants NS 4.8

5.1.2 Does the research involve limited disclosure to participants? NS 2.3 No

5.1.3 Are the applicants asking the HREC / review body to waive the requirement of consent? NS 2.3.5

No

5.2. Research plan

5.2.1 Describe the theoretical, empirical and/or conceptual basis, and background evidence, for the research

proposal, eg. previous studies, anecdotal evidence, review of literature, prior observation, laboratory or animal studies (4000 character limit). NS 1.1

One of the consistent issues and problems in the development of Abu Dhabi' education system is the lack of

male Emirati teachers. Emirati teachers carry with them Emirati culture. This culture includes the traditional

understandings of what it means to be Emirati; a cultural tradition that goes back thousands of years; an understanding of Emirati students and their behavior, family and social context. As well, each emirate has developed a slightly different culture. This difference has a big impact on student behavior and family life. Emirati teachers are aware of these differences and their impact on Emirati students.

As a result there is a need to attract and retain Emirati males to teaching to preserve the shared understandings of the Emirati culture. Attracting and retaining Emirati teachers also is a key part of the Emiratisation. This is a process of replacing the expatriates with, Emirati people in different fields) of the educational sector in Abu Dhabi and is one of the strategic objectives that the Abu Dhabi Education Council

is seeking to achieve, in developing the education system.

Current research has proposed three theoretical paradigms to explain teacher attraction and retention.

These include economic approaches (the structure of incentives, salary, conditions, in teaching and other professions); expectancy value approaches (the structure of personal motivation, experiences in teaching,

peer attitudes); career choice (personal development and career path, work experiences).

The literature appears devoid of factors concerning family matters and family issues that may influence attraction and retention of teachers. This is an aspect that whilst not documented in the literature could be a

factor in Abu Dhabi and is considered in this section. This gap arises from the western focus of the literature

and the way that research questions and research methodologies reflect western cultural understandings (Bishop 2005).

The Emirate people enjoy customs and traditions with deep roots developed a long time ago and inherited

by generations from ancient times (alkhaleej 2009). One of these traditions is that each family is represented by the head of family, who is the directly responsible for major decisions in the family (Zayed Bin Sultan Al-Nahyan 2009) The head of the family maybe the father or grandfather or the eldest person in

Ethical Clearance

the family which usually consists of 10 to 30 people and in some cases it may reach 100 or more. It is Emirati cultural practice that the head of the family is responsible for all major decisions such as financial and money matters, living arrangements, marriage and social networks (alittihad 2009). This responsibility extends to career choice and study. Western conceptions of the nuclear family and the prime notion of individual choice in careers is not reflective of the communal choice made by large extended families in non-western cultural contexts (Bishop 2005, Horsley & Walker 2005).

The head of an Emirati family, usually the father, determines his sons' future through taking decisions in planning which includes education, choice of specialization and future studies. In most, but not all cases, the father chooses his sons' specialisation based on his personal preferences rather than expressed wishes of children. Many of these decisions are made without discussion (abtsaam 2008). In the Emirati cultural tradition most children will follow the choice of the head of the family and comply with such decisions. These cultural traditions have a significant impact on the gender balance of the Emirati teacher workforce.

Page 12 of 29

Commercial-in-Confidence

This research will explore how Emirati families influence attraction and retention of male teachers, and investigate the importance of their role in choosing teaching as a profession for young men

5.2.2 State the aims of the research and the research question and/or hypotheses, where appropriate.

This research aims to identify the factors that attract and the factors that prevent the participation of male Emirati teachers in schools in Abu Dhabi. The research also aims to identify the critical factors that can reduce retention and increase attraction of male Emirati teachers in schools in Abu Dhabi. In addition, this research will be used to inform plans to increase the attraction and retention of Emirati male teachers. The research will also develop new knowledge about how Emirati family structures influence individual career choice; and interpret the structure of social and economic employment incentives for teaching in the Emirati culture.

5.2.3 Has this project been undertaken previously? No

5.3. Benefits/Risks

5.3.0 Does the research involve a practice or intervention which is an alternative to a standard practice or intervention?

No

5.3.2 What expected benefits (if any) will this research have for the wider community?

The main benefit to the community of this research is to provide policy makers in the UAE with ideas about the best ways to attract and retain male teachers in the education system. Increasing the number of male Emirati teachers is also a national educational priority as noted in the 2050 Abu Dhabi National Education Strategy.

Subsidiary benefits for the community include developing research that will assist future researchers in investigating the emiratisation of the teaching force. Also the research aims to raise the profile and visibility of teaching in Abu Dhabi and the UAE.

5.3.3 What expected benefits (if any) will this research have for participants? NS 2.1

Participants in the research will have the opportunity to express their views about the importance of teaching

and the role of Emirati teachers in maintaining Emirati culture through schooling.

Participants will have the opportunity to put forward their views and those of their family about the structure

of incentives in teaching in Abu Dhabi to their political and educational leadership.

Participants will be able to directly inspire policy makers and educators to look for innovative methods to better attract UAE citizens to engage in the teaching. This will inform future refinements of attraction and retention policies

The research will also explicate teaching career choice in a Emirati family and individual context for the

Ethical Clearance

participants.

5.3.4 Are there any risks to participants as a result of participation in this research project? NS 2.1

Yes

5.3.5 Explain how the likely benefit of the research justifies the risks of harm or discomfort to participants.

NS 1.6

Emiratisation of the teaching force is a national priority. Attracting and retaining male Emirati teachers is a national priority explicated in the national education strategy.

5.3.8 Are there any other risks involved in this research? eg. to the research team, the organisation, others

No

5.3.9 Is it anticipated that the research will lead to commercial benefit for the investigator(s) and or the research sponsor(s)?

No

5.3.11 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional, social or financial well-being, or to their employability or professional relationships - or to their communities?

No

5.4. Monitoring

Refer to NS 3.3.19 - 3.3.25

5.4.1 What mechanisms do the researchers / investigators intend to implement to monitor the conduct and progress of the research project? NS 5.5

The researcher will follow HREC monitoring principles. The researcher will report regularly to the supervisors

Page 13 of 29

Commercial-in-Confidence

on the ethical conduct of the research and will have the National Statement on Ethical Conduct in Human Research with them in Abu Dhabi at all times. The researcher will monitor the Albarza and Leqa process.

At

this stage there is discussion of the principal supervisor attending the Albarza and Leqa sessions to monitor

ethical compliance and assist with the research.

Page 14 of 29

Commercial-in-Confidence

6. PARTICIPANTS

6.1. Research participants

6.1.1 The National Statement identifies the need to pay additional attention to ethical issues associated with research involving certain specific populations.

This question aims to assist you and the HREC to identify and address ethical issues that are likely to arise in your research, if its design will

include one or more of these populations. Further, the National Statement recognizes the cultural diversity of Australia's population and the

importance of respect for that diversity in the recruitment and involvement of participants. Your answer to this question will guide you to additional

questions (if any) relevant to the participants in your study.

6.1.1 Tick as many of the following 'types of research participants' who will be included because of the

project design, or their inclusion is probable, given the diversity of Australia's population. If none apply,

please indicate this below.

a) Primary intent of research c) Design specifically excludes

People whose primary language is other

than English (LOTE)

☒ ☐

People in existing dependent or unequal

Ethical Clearance

relationships NS 4.3

☒ ☐

Aboriginal and/or Torres Strait Islander

peoples NS 4.7

☐ ☒

6.2. Participant description

6.2.1 How many participant groups are involved in this research project? 3

6.2.2 What is the expected total number of participants in this project at all sites?

150

6.2.3. Group 1

6.2.3... Group name for participants in this group

Al Ain Education Zone: Educational community family leaders

6.2.3... Expected number of participants in this group

50

6.2.3... Age range

24 - 60

6.2.3... Other relevant characteristics of this participant group

The targeted participants in this group are the family leaders of students in grade 12 (final year) at Khalid Secondary School, the largest school in the Al Ain education zone. The family leaders of these final year school students will be invited to Albarza and Leqa.

Male emirati teachers and former male emirati teachers from this zone will be identified by ADEC and asked

to participate in the research by completing a questionnaire.

6.2.3... Why are these characteristics relevant to the aims of the project?

The research targets the family leaders of these final year students as career choice and choice of university

studies for final year studies in Abu Dhabi/UAE is shaped and directed by family leaders; unlike the personal

based decisions in a western context.

6.2.3. Group 2

6.2.3... Group name for participants in this group

Abu Dhabi Education Zone: Educational community family leaders

6.2.3... Expected number of participants in this group

50

6.2.3... Age range

24-60

6.2.3... Other relevant characteristics of this participant group

The targeted participants in this group are the family leaders of students in grade 12 (final year) at Khalifa Secondary School, the largest school in the Abu Dhabi education zone. The family leaders of these final year school students will be invited to Albarza and Leqa.

Page 15 of 29

Commercial-in-Confidence

Male emirati teachers and former male emirati teachers from this zone will be identified by ADEC and asked

to participate in the research by completing a questionnaire.

6.2.3... Why are these characteristics relevant to the aims of the project?

The research targets the family leaders of these final year students as career choice and choice of university

studies for final year studies in Abu Dhabi/UAE is shaped and directed by family leaders; unlike the personal

based decisions in a western context.

6.2.3. Group 3

6.2.3... Group name for participants in this group

Western Education Zone: Educational community family leaders

6.2.3... Expected number of participants in this group

50

6.2.3... Age range

Ethical Clearance

24-60

6.2.3... Other relevant characteristics of this participant group

The targeted participants in this group are the family leaders of students in grade 12 (final year) at Alruwais

Secondary School, the largest school in the Western education zone. The family leaders of these final year

school students will be invited to Albarza and Leqa.

Male emirati teachers and former male emirati teachers from this zone will be identified by ADEC and asked

to participate in the research by completing a questionnaire.

6.2.3... Why are these characteristics relevant to the aims of the project?

The research targets the family leaders of these final year students as career choice and choice of university

studies for final year studies in Abu Dhabi/UAE is shaped and directed by family leaders; unlike the personal

based decisions in a western context.

6.2.4. Your response to questions at Section 6.1 - Research Participants' indicates that the

following participant groups are excluded from your research. If this is not correct please return to section 6.1 to amend your answer.

Aboriginal and/or Torres Strait Islander peoples

6.2.4... Have any particular potential participants or groups of participants been excluded from this

research? In answering this question you need to consider if it would be unjust to exclude these potential

participants. NS 1.4

The research is being conducted in Abu Dhabi using traditional communication formats and forums in UAE

culture. It will not include Aboriginal and Torres Strait Islander people.

6.3. Participation experience

6.3.1 Provide a concise detailed description, in not more than 200 words, in terms which are easily understood by the lay reader of what the participation will involve.

Participants will be invited to an Albarza and Leqa, a traditional meeting convened by a member of the royal

family to discuss openly matters of importance to Abu Dhabi society. Albarza and Leqa are chaired by the a

member of the royal family. An Albarza and leqa is normally 3 or fours long to enable each family leader to

speak to represent the views of their family. The structure of the Albarza and Leqa will be managed by the

researcher who will ask the interview questions and distribute the survey for full discussion by each family leader. Albarza and leqa involve also some refreshments during the course of the discussion. A family

leader participating would expect to be in attendance for up to four hours.

Male emirati teachers and former male emirati teachers from this zone will be identified by ADEC and asked

to participate in the research by completing a questionnaire that will take approximately 20 minutes to complete. ADEC will provide these questionnaires to current and former Emirati male teachers addresses with a return envelope for response.

6.4. Relationship of researchers / investigators to participants

6.4.1 Specify the nature of any existing relationship or one likely to rise during the research, between the

potential participants and any member of the research team or an organisation involved in the research.

The researcher has worked for ADEC and will be known to most participant family leaders. There is an existing relationship based on professional expertise in managing schools and as a participant in previous Albarza and Leqa that have considered other matters of importance to Abu Dhabi society. The use of the

Ethical Clearance

Albarza and Leqa is designed to indicate the importance of the research and the research topic. The chairing of the Albarza and Leqa by a member of the royal family means that the views of all family leaders will be considered equally.

Page 16 of 29

Commercial-in-Confidence

6.4.2 Describe what steps, if any, will be taken to ensure that the relationship does not impair participants'

free and voluntary consent and participation in the project.

Family leaders have the opportunity to attend the Albarza or Leqa or not to attend. Family leaders will make

this decision themselves based on their own considerations.

6.4.3 Describe what steps, if any, will be taken to ensure that decisions about participation in the research

do not impair any existing or foreseeable future relationship between participants and researcher / investigator or organisations.

The traditional Albarza and Leqa communication method is designed to allow family leaders to discuss matters of social importance without disturbing or impairing future relationships.

6.4.4 Will the research impact upon, or change, an existing relationship between participants and researcher / investigator or organisations.?

No

6.4.5 Is it intended that the interview transcript will be shown or made available to participants? 3.1.15

No

6.5. Recruitment

6.5.1 What processes will be used to identify potential participants?

The researcher will prepare a letter of invitation to be sent to the largest school in each education zone. These schools are Khalid Secondary School (Al Ain Zone); Khalifa Secondary School (Abu Dhabi zone) and

Alruweis Secondary School (Western Zone). The letter will be sent by ADEC to the principal for distribution

to year 12 student family leaders. The letter will invite family leaders of these year 12 students to Albarza and Leqa meetings in each zone.

6.5.2 Is it proposed to 'screen' or assess the suitability of the potential participants for the study?

No

6.5.3 Describe how initial contact will be made with potential participants.

Contact will be made to family leaders by the school principal of the schools chosen in the 3 school sample.

It is anticipated that approximately 50 family leaders will respond to the invitation to Albarza and Leqa in each

of the three zones.

Male emirati teachers and former male emirati teachers from each zone will be identified by ADEC and asked to participate in the research by completing a questionnaire that will take approximately 20 minutes to

complete. ADEC will provide these questionnaires to current and former Emirati male teachers addresses by

mail with a return envelope for response.

6.5.3... Do you intend to include both males and females in this study? Yes

6.5.3... What is the expected ratio of males to females that will be recruited into this study and does this

ratio accurately reflect the distribution of the disease, issue or condition within the general community?

Family leaders attending Albarza are male. Leqa meetings occurring after the Albarza will also include senior

female family leaders.

6.5.4 Is an advertisement, e-mail, website, letter or telephone call proposed as the form

Ethical Clearance

of initial contact with potential participants?

Yes

6.5.4... Provide details and a copy of text/script.

مجلس أبوظبي للتعليم
عزيزي ولي أمر الطالب
المدرسة
يرجى من سيادتكم حضور البرزة واللقاء مع الباحث سليمان راشد النعيمي.
هذا وسوف يناقش جنب واستبقاء المعلمين المواطنين في أبوظبي.
وسيرأس
وستعقد على عدة مرات
في مسرح المدرسة.
وتفضلوا بقبول فائق التقدير والاحترام

Header: Abu Dhabi Education Council

Dear parent's student ----- grade-----

School ----

We request you to kindly attend the Albarza and Leqa with the researcher Sulaiman Rashed Al Nuaimi.

This will discuss attracting and retaining male Emirati teachers in Abu Dhabi.

The Albarza and Leqa will be chaired by -----

The Albarza and Leqa will be held on times -----

In the school theatre.

Please accept my deep appreciation and respect

Page 17 of 29

Commercial-in-Confidence

6.5.5 If it became known that a person was recruited to, participated in, or was excluded from the research, would that knowledge expose the person to any disadvantage or risk?

No

6.6. Consent process

6.6.1 Will consent for participation in this research be sought from all participants? Yes

6.6.1... Will there be participants who have capacity to give consent for themselves? Yes

6.6.1... What mechanisms/assessments/tools are to be used, if any, to determine each of these participant's

capacity to decide whether or not to participate?

Family leaders may respond to the Albarza and leqa invitations or not respond.

6.6.1... Are any of the participants children or young people? No

6.6.1... Will there be participants who do not have capacity to give consent for themselves?

No

6.6.1... Describe the consent process, ie how participants or those deciding for them will be informed about,

and choose whether or not to participate in, the project.

Family leaders make decisions on behalf of the wider family. In Abu Dhabi the family leaders would make these decisions on behalf of up to 25- 50 people.

This form of family leadership is a strong part of Abu Dhabi Emirate culture.

Family leaders can choose to participate or not in this project.

6.6.1... If a participant or person on behalf of a participant chooses not to participate, are there specific

consequences of which they should be made aware, prior to making this decision? 4.6.6 - 4.6.7

No

6.6.1... Might individual participants be identifiable by other members of their group, and if so could this

identification could expose them to risks?

No

6.6.1... If a participant or person on behalf of a participant chooses to withdraw from the research, are there

specific consequences of which they should be made aware, prior to giving consent?

No, the family leaders may withdraw at any time with no penalty or impairment.

Ethical Clearance

6.6.1... Specify the nature and value of any proposed incentive/payment (eg. movie tickets, food vouchers)

or reimbursement (eg travel expenses) to participants.

No incentives or payments are envisaged or planned.

6.6.1... Explain why this offer will not impair the voluntary nature of the consent, whether by participants' or

persons deciding for their behalf. NS 2.2.10 - 2.2.11

N/A

6.6.1... Are the participants from which you are recruiting attending for therapeutic care? If yes please

provide the details of this care.

No

6.6.3 Do you propose to obtain consent from individual participants for your use of their stored data/samples for this research project?

No

6.6.3... Give justification

Attendance at Albarza and Leqa will be taken as an indication of consent.

Page 18 of 29

Commercial-in-Confidence

7. PARTICIPANTS SPECIFIC

7.1. Participants whose primary language is other than English (LOTE)

You have indicated that the project involves persons whose primary language is other than English (LOTE)

7.1.1 Describe what steps will be taken to ensure each participant's free and voluntary consent and

participation in the project given that the person's language is other than English ?

The letter invitation will be in Arabic the mother tongue of family leaders.

The information sheet describing the project will be provided in arabic as well.

The Albarza and Leqa will be conducted in arabic under the leadership of a member of the royal family.

The discussion data will be collected in arabic as well.

7.1.2 In what language(s) will the research be conducted?

[X] Other

7.1.2... Specify the language(s)

Arabic (UAE Arabic)

7.1.2... Will an interpreter to be present during discussions with the participants about the research project?

No

7.1.2... Why will an interpreter not be present during discussions with participants about the research project?

The researcher is Emirati and a fluent UAE arabic speaker.

7.1.3 Will participants be provided with written information in the language in which the research will be conducted?

Yes

7.4. People in dependent or unequal relationships

You have indicated that the project involves persons in dependent relationships. You may need to reconsider your answers in Section 6.4 to

ensure that the information provided is accurate and consistent.

7.4.1 Describe the dependent relationship between the participants and the researcher / investigator,

members of the research team, and/or any person involved in the recruitment/consent process.

NS 4.3.6

The researcher is a senior member of ADEC and is well known as an education expert and an educational

leader. Also, as a leader of his family, he is well known to other family leaders.

7.4.2 How will the process of obtaining consent enable persons in dependent relationships to give voluntary consent

Ethical Clearance

Voluntary consent for participation will be ensured by the processes of Albarza and Leqa. Family leaders will

be able to attend or not to attend.

7.4.3 Will there be any specific risks to participants in this research project as a result of the dependent relationship?

No

7.4.4 If a participant chooses to withdraw from the research, how will the ongoing dependant relationship with the participant be maintained?

Family leaders may elect to attend or not attend Albarza and Leqa. They will continue to be family leaders and may attend future Albarza and Leqa.

7.5. People in other countries

You have indicated that the project involves research conducted overseas.

7.5.1 In what language(s) will the research be conducted?

☒ Other

7.5.1... Specify the language(s)

Arabic (UAE Arabic)

7.5.1... Will an interpreter to be present during discussions with the participants about the research project?

No

7.5.1... Why will an interpreter not be present during discussions with participants about the research project?

The researcher is Emirati and a fluent UAE arabic speaker.

7.5.2 Will participants be provided with written information in the language in which the Yes

Page 19 of 29

Commercial-in-Confidence

research will be conducted?

7.5.3 Describe the procedures by which overseas participants can obtain further information or complain about the research project?

The details of CQuniversity research ethics contacts will be provided in arabic in the project information sheet. Participants may also contact the industry supervisor Dr. Alsawaie, at UAE University, whose details

will also be provided.

7.5.4 What cultural sensitivities are relevant to the participants in this research project?

The research will be using the traditional Emirati ways of communication to discuss issues of importance to society.

Page 20 of 29

Commercial-in-Confidence

8. CONFIDENTIALITY/PRIVACY

8.1. Do privacy guidelines need to be applied in the ethical review of this proposal?

8.1.1 Indicate whether the source of the information about participants which will be used in this research

project will involve:

☒ collection directly from the participant

8.1.1... Information which will be collected for this research project directly from the participant

8.1.1... Describe the information that will be collected directly from participants. Be specific where appropriate.

Three types of information will be collected.

1. The responses of each family leader to the key interview questions raised by the researcher will be noted and recorded.

2. The survey instrument will be completed and returned to the researcher towards the conclusion of the Albarza and Leqa.

3. Traditionally Albarza and Leqa conclude with suggestions from family leaders about future directions.

Ethical Clearance

These will also be reported and recorded.

8.1.1... The information collected by the research team about participants will be in the following form(s).

Tick more than one box if applicable.

☒ non-identifiable

8.1.1... Consent process

You have indicated that you will be varying the conditions of or waiving consent. See questions in section 6.6

8.1.1... Will consent be specific or extended or unspecified? NS 2.2.14 - 2.2.18 Specific

8.1.1... Provide reasons why this form of consent has been chosen. You may need to revise your answer at

6.6.1.1.3 to provide details on the consent process

This form of consent has been chosen as a result of the way that the Albarza and Leqa meetings have been constructed.

8.2. Using information from participants

8.2.1 Describe how information collected about participants will be used in this project.

The information will be collated and used to populate categories established in the research interview questions and research questionnaire instrument. The data will be collected, analysed and presented in such a way the individual responses will not be identifiable.

8.2.2 Will any of the information used by the research team be in identified or re-identifiable (coded) form?

No

8.2.4 List ALL research personnel and others who, for the purposes of this research, will have authority to

use or have access to the information and describe the nature of the use or access. Examples of others are:

student supervisors, research monitors, pharmaceutical company monitors .

The researcher and the researcher's supervisors' Dr. Horsley at CQUniversity and Dr. Alsawaie at UAE University.

8.3. Storage of information about participants during and after completion of the project

8.3.1 In what formats will the information be stored during and after the research project? (eg. paper copy,

computer file on floppy disk or CD, audio tape, videotape, film)

Data from the Albarza and Leqa will be recorded, transcribed and entered into files for coding and entry into

coding programs such as leximancer and ethnograph. The data will be stored on the researcher's computer

and sent to the supervisor for storage on CQUniversity systems. The files will be transferred to a CD Rom and the original files deleted.

8.3.2 Specify the measures to be taken to ensure the security of information from misuse, loss, or unauthorised access while stored during and after the research project? (eg. will identifiers be removed and

at what stage? Will the information be physically stored in a locked cabinet?)

The data will be stored in a locked cabinet in a locked office.

8.3.5 The information which will be stored at the completion of this project is of the following type(s). Tick

more than one box if applicable.

Page 21 of 29

Commercial-in-Confidence

☒ non-identifiable

8.3.6 For how long will the information be stored after the completion of the project and why has this period

been chosen?

All data will be stored for a period of 5 years in a locked filing cabinet. This period will allow the researcher to

revisit the data for purposes of verification, clarification, and /or comparison to other data sets. This duration

Ethical Clearance

has been chosen as it is in accordance with the CQUniversity research code of conduct.

8.3.7 What arrangements are in place with regard to the storage of the information collected for, used in, or generated by this project in the event that the principal researcher / investigator ceases to be engaged at the current organisation?

Should the researcher and supervisor leave the organisation then all the project data would be destroyed.

8.4. Ownership of the information collected during the research project and resulting from the research project

8.4.2 Who is understood to own the information resulting from the research, eg. the final report or published form of the results?

The researcher

8.4.3 Does the owner of the information or any other party have any right to impose limitations or conditions on the publication of the results of this project?

No

8.5. Disposal of the information

8.5.1 Will the information collected for, used in, or generated by this project be disposed of at some stage?

Yes

8.5.1... At what stage will the information be disposed?

After 5 years the information and data will be disposed of.

8.5.1... How will information, in all forms, be disposed?

The paper will be shredded, the files deleted and the discs will be wiped.

8.6. Reporting individual results to participants and others

8.6.1 Is it intended that results of the research that relate to a specific participant be reported to that participant?

No

8.6.1... Explain/justify why results will not be reported to participants.

The results from the data collection will be used to complete the professional doctorate thesis. After the thesis has been examined a report on the results will be prepared by ADEC for the participants involved in

the research. This report will be provided to the schools for families who have participated in the research,

so that each family has access to the research report.

8.6.2 Is the research likely to produce information of personal significance to individual participants?

No

8.6.3 Will individual participant's results be recorded with their personal records? No

8.6.4 Is it intended that results that relate to a specific participant be reported to anyone other than that participant?

No

8.6.5 Is the research likely to reveal a significant risk to the health or well being of persons other than the participant, eg family members, colleagues

No

8.6.6 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional, social or financial well-being, or to their employability or professional relationships - or to their communities?

No

8.6.7 How is it intended to disseminate the results of the research? eg report, publication, thesis

Publication in a professional doctorate thesis.

Publication in a report to ADEC for dissemination to the educational community in each educational zone.

Publication in papers in refereed journals.

8.6.8 Will the confidentiality of participants and their data be protected in the

Ethical Clearance

dissemination of research results?

Yes

8.6.8... Explain how confidentiality of participants and their data will be protected in the dissemination of research results

The individual family leaders in the Albarza and Leqa will not be identifiable in the dissemination. Their
Page 22 of 29

Commercial-in-Confidence

confidentiality will be protected.

Page 23 of 29

Commercial-in-Confidence

9. PROJECT SPECIFIC

9.8. Research on workplace practices or possibly impacting on workplace relationships

You have indicated that the project involves research in the workplace.

9.8.0 Indicate at whose workplace the research is to be conducted (tick more than open if applicable):

One or more of the
investigator's

9.8.1 What is the relationship of the researcher / investigator to the workplace , eg. proprietor, student, consultant, employee? Past or present?

The researcher is a former school principal and education leader in Abu Dhabi Schools.

He was a manager of a schools region with a specific role in attracting and recruiting teachers and developing professional development plans.

In addition he was head of the middle schools in Al Ain Education zone and head of strategy planning in an
educational region.

Although he plays these role in ADEC, the research will be conducted with family leaders in traditional Albarza and Leqa under the supervision of a member of the royal family.

9.8.2 What is the status in the workplace of all of the proposed participants, eg. Employee, client, consultant?

The research participants are not in the workplace. They are family leaders whose children attend year 12 (final year) in the three largest schools in the ADEC education zones. As family leaders they make all the key decisions about their family and its affairs.

9.8.3 What measures will be taken to minimise the risk to workplace relationships?

The research will be conducted with family leaders in traditional Albarza and Leqa under the supervision of a
member of the royal family.

9.9. Research conducted overseas

9.9.1 You have indicated that this research will be conducted overseas. Please list the countries/jurisdictions that this research will be undertaken in.

The research will be undertaken in Abu Dhabi in the UAE.

9.9.2 How will the principal researcher / investigator monitor the conduct of the members of the research team who will be working overseas? NS 4.8.10

The researcher will be monitored by the Industry supervisor from the University of UAE. Dr. Alswaie, who has been appointed by CQUniversity. Dr. Horsley will also be supervising the research.

9.9.3 How have the researchers / investigators taken into account the opinions and expectations of

participants and their communities about the effect of any limits of resources on: (a) the way the research

will be conducted; (b) participants' post-research welfare; and (c) application of the results of the research?

NS 4.8.12

The research has been designed to align with traditional Emirati cultural practices. It conforms with ethical norms in the UAE. The research is fully supported by the Abu Dhabi Education Council, the supreme educational body in both Abu Dhabi and the UAE. (see attached letter)

Ethical Clearance

9.9.4 On what basis is the research lawful in the jurisdiction(s) where it is to be conducted? NS

4.8.13

The research has been approved by the President Ministry of Abu Dhabi and by the Abu Dhabi Education Council (ADEC),

You have indicated that the project involves research conducted overseas.

9.9.5 Will this research project involve access to, use, collection or acquisition of culturally sensitive artefacts?

No

9.9.6 Are there local factors which make it problematic to comply with ethical standards expressed in the National Statement

No

Page 24 of 29

Commercial-in-Confidence

10. DECLARATIONS AND SIGNATURES

10.1 Project Title

Attracting and retaining male Emirati teachers in Abu Dhabi: How can male Emirati teachers be attracted and retained?

10.2 Human Research Ethics Committee to which this application is made

Central Queensland University's Human Research Ethics Committee (EC00158)

10.3 Signatures and undertakings

Applicant / Principal Researchers (including students where permitted)

I/we certify that:

- All information is truthful and as complete as possible.
- I/we have had access to and read the National Statement on Ethical Conduct in Research Involving Humans.
- the research will be conducted in accordance with the National Statement.
- the research will be conducted in accordance with the ethical and research arrangements of the organisations involved.
- I/we have consulted any relevant legislation and regulations, and the research will be conducted in accordance with these.
- I/we will immediately report to the HREC anything which might warrant review of the ethical approval of the proposal NS 5.5.3 including:
 - serious or unexpected adverse effects on participants;
 - proposed changes in the protocol; and
 - unforeseen events that might affect continued ethical acceptability of the project.
- I/we will inform the HREC, giving reasons, if the research project is discontinued before the expected date of completion NS 5.5.6 see NS 5.5.8(b);
- I/we will adhere to the conditions of approval stipulated by the HREC and will cooperate with HREC monitoring requirements. At a minimum annual progress reports and a final report will be provided to the HREC.

Applicant / Chief Researcher(s) / Principal Researcher(s)

Mr SULAIMAN AL NUAIMI _____/_____/_____

CQU Signature Date

Supervisor(s) of student(s)

I/we certify that:

- I/we will provide appropriate supervision to the student to ensure that the project is undertaken in accordance with the undertakings above;
- I/we will ensure that training is provided necessary to enable the project to be undertaken skilfully and ethically.

Dr Mike Horsley _____/_____/_____

Signature Date

Dr Othman Alsawaei _____/_____/_____

Signature Date

Prof John Dekkers _____/_____/_____

Signature Date

Heads of departments/schools/research organisation

I/we certify that:

Ethical Clearance

- I/we are familiar with this project and endorse its undertaking;
- the resources required to undertake this project are available;
- the researchers have the skill and expertise to undertake this project appropriately or will undergo appropriate training as specified in this application.

Page 25 of 29

Commercial-in-Confidence

Title First name Surname

Position Organisation name

/ /

Date Signature

Page 26 of 29

Commercial-in-Confidence

11. ATTACHMENTS

This page and all pages that follow don't need to be submitted to your HREC.

11.1 List of Attachments

Core Attachments Attachments which may be required/appropriate.

Recruitment/invitation Copy of advertisement, letter of invitation etc

Participant Information Copy or script for participant

Copy or script for parent, legal guardian or person responsible as appropriate

Consent Form Copy for participant

For parent, legal guardian or person responsible as appropriate

For, optional components of the project eg. genetic sub study

Peer review Copy of peer review report or grant submission outcome

HREC approvals Copy of outcome of other HREC reviews

Attachments specific to project or participant group

Attachments which may be required/appropriate.

Research conducted in the workplace
or possibly impacting on workplace
relationships

Evidence of support/permission from workplace where research will be
conducted

Research conducted overseas
involving participants

English translation of participant information/consent forms

Evidence of support/permission from overseas organisations involved in
the research

People whose primary language is
other than English (LOTE)

English translation of participant information/consent forms

Aboriginal and/or Torres Strait

Islander peoples

Evidence of support / permission of elders and/or other appropriate
bodies

Page 27 of 29

Commercial-in-Confidence

11.2 Participant information elements

Core Elements

Ethical Clearance

Provision of information to participants about the following topics should be considered for all research projects.

Core Elements Issues to consider in participant information

About the project Full title and / or short title of the project

Plain language description of the project

Purpose / aim of the project and research methods as appropriate

Demands, risks, inconveniences, discomforts of participation in the project

Outcomes and benefits of the project

Project start, finish, duration

About the investigators / organisation Researchers conducting the project (including whether student researchers are involved)

Organisations which are involved / responsible

Organisations which have given approvals

Relationship between researchers and participants and organisations

Participant description How and why participants are chosen

How participants are recruited

How many participants are to be recruited

Participant experience What will happen to the participant, what will they have to do, what will they experience?

Benefits to individual, community, and contribution to knowledge

Risks to individual, community

Consequences of participation

Participant options Alternatives to participation

Whether participation may be for part of project or only for whole of project

Whether any of the following will be provided: counselling, post research follow-up, or post research access to services, equipment or goods

Participants rights and responsibilities That participation is voluntary

That participants can withdraw, how to withdraw and what consequences may follow

Expectations on participants, consequences of non-compliance with the protocol

How to seek more information

How to raise a concern or make a complaint

Handling of information How information will be accessed, collected, used, stored, and to whom data will be disclosed

Can participants withdraw their information, how, when

Confidentiality of information

Ownership of information

Subsequent use of information

Storage and disposal of information

Unlawful conduct Whether researcher has any obligations to report unlawful conduct of participant

Financial issues How the project is funded

Declaration of any duality of interests

Compensation entitlements

Costs to participants

Payments, reimbursements to participants

Commercial application of results

Results What will participants be told, when and by whom

Will individual results be provided

What are the consequences of being told or not being told the results of

Page 28 of 29

Commercial-in-Confidence

Core Elements Issues to consider in participant information

Ethical Clearance

research

How will results be reported / published

Ownership of intellectual property and commercial benefits

Cessation Circumstances under which the participation of an individual might cease

Circumstances under which the project might be terminated

Research Specific Elements

Provision of information to participants about the following topics should be considered as may be relevant to the research project.

Specific to project or participant group

Additional issues to consider in participant information

Research conducted in the workplace
or possibly impacting on workplace
relationships

Whether employee performance will be measured

Whether results (identified or aggregate) will be provided to employer

Aboriginal and/or Torres Strait

Islander peoples

describe consultation process to date and involvement of leaderswhether

ATSI status will be recorded

Page 29 of 29__