Factors Affecting the Motivation of Expatriate English as a Foreign Language (EFL) Teachers in the Sultanate of Oman

Submitted by Sarah Zafar Khan to the University of Exeter as a thesis in part fulfilment for the degree of Doctorate of Education (Ed.D.) in Teaching English to Speakers of Other Languages in September 2011. This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

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ABSTRACT

Research in the area of English as a Foreign Language (EFL) teacher satisfaction and teacher motivation has recently gained momentum, and several studies completed in different parts of the world have contributed to this growing field (Al Hashmi, 2004; Al-Maawali, 2003; Dörnyei, 2001; Gheralis-Rouss, 2003; John, 2011; Kızıltepe, 2008; Manuel and Hughes, 2006; Menyhárt, 2008; Shoaib, 2004). However, studies from Oman, particularly with expatriate teachers, are still limited. The purpose of the current naturalistic qualitative research is to explore the factors that motivate and discourage expatriate EFL teachers in a public university in Oman.

The conceptual framework of this study is based on the Needs Hierarchy theory (Maslow, 1954) and the Motivation-Hygiene theory (Herzberg, 1976). An exploratory methodology was used, and the sample selected for this study comprised exclusively expatriate teachers whose average number of years of experience in Oman is 18.75 years. In-depth semi-structured interviews with sixteen expatriate teachers revealed several intrinsic and extrinsic factors that motivated teachers to work and live in Oman, such as, interaction with students, job security, and living in Oman. Teachers also expressed several discouraging factors that affected their personal and professional life in Oman. Examples include difficulties in getting promoted, faculty evaluation surveys, and bureaucratic administrative policies.

This study is significant in giving voice to experienced expatriate teachers who share their vast experience and suggestions and offer recommendations to administrators and managers on adopting policies that are holistic and present optimal working conditions to teachers.

Key words and phrases: motivation, Oman, expatriate teachers, exploratory research, teacher welfare.
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ABBREVIATIONS USED

EFL—English as a Foreign Language
ELT—English Language Teaching
ELU—English Language Unit
SQU—Sultan Qaboos University
TESOL—Teaching English to Speakers of Other Languages
UAE—United Arab Emirates
UK—United Kingdom
USA—United States of America
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CHAPTER 1: INTRODUCTION

Teaching is about passion, love of education and learning, inspiration, compassion, consideration of the other, dedication to trusting students, belief in the power of knowledge, and an incessant attempt to make a difference to the lives of others.

Troudi (2011)

This opening statement by Troudi (2011) places high altruistic value on the teaching profession, and indicates a way of working that is shared by many teachers. Based on the above premise that most teachers enjoy teaching and are committed to the cause of knowledge and learning, the question arises, what inspires teachers to dedicate themselves to teaching? Expatriate teachers in particular seek out diversity and adapt to different work environments. According to Johnston’s holistic definition (1999), ‘expatriate teacher’ refers to “any teacher who is a citizen of one country but working in another,” (p. 256). An important question that arises is why do expatriate teachers choose to come to a certain place and what influences their decision to stay or leave that place? Concerning those decisions, Johnston says,

In moving to a foreign country to live and work, expatriate teachers are almost by definition embracing diversity and seeking out new voices and cultural values. Another way of expressing this idea is to say that they are seeking to define themselves in relation to the context in which they find themselves: that they would in a very real sense not be the same people if they were in a different setting. (p. 270)

This study aims to explore some of the factors that inspire and motivate expatriate teachers of English as a Foreign Language (EFL), as well as those that discourage and demotivate. This introductory chapter will discuss these issues and outline the problem as framed by the researcher, provide a rationale for the study, and assert its importance in contributing to the research concerning expatriate EFL teachers, the EFL teaching profession and educational management.
1.1 Nature of the Problem

The general topic of this study is motivation of teachers, particularly motivation of expatriate EFL teachers. The word “motivation” stems from the Latin word *movere* which means to move or to carry on. It can be described as the force that makes one move or do things. Several definitions of motivation have been proposed in recent years, and one such definition is presented by Dörnyei and Otto (1998) who succinctly state:

> motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out.

(p. 65)

According to this definition, motivation is dynamic and can change a person’s level of interest and involvement in a task. Molander and Winterton (1994) provide a useful definition of employee motivation as “the willingness of employees to expend effort and exhibit desired patterns of work behaviour in terms of levels of performance and commitment to the enterprise” (p.133). This definition indicates employee motivation with a focus on results or performance as proof of dedication to a project. Another definition from McShane and Von Glinow (2005) in the field of organizational psychology describes motivation as:

> the forces within a person that affect his or her direction, intensity, and persistence of voluntary behaviour. Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction).

(p. 140)

This definition focuses on three important aspects of motivation: intensity, persistence, and direction. The common aspect in all three definitions is the implication that motivation is a dynamic force that provides impetus to employees to start or continue a certain task.
Researchers and teachers alike have discussed several factors that affect the motivation of students and teachers. Sigmund Freud’s (1966) study of basic instincts can be taken as the basis for understanding deep permeating drives and instincts that have powerful impact on human behaviour. Many of the content theories (also called control theories) in motivation focus on inner needs. Maslow’s needs hierarchy theory (Maslow, 1954) is important in understanding the inner needs of individuals and the impact of these needs on motivation. Behaviourist psychologists studied the impact of reinforcement, rewards, and punishment on human behaviour, notably B.F. Skinner whose theory of operant conditioning (1968) has become the source of several goal theories (also called process theories) in motivation. According to Skinner, motivation is a result of outer forces or stimuli that direct human behaviour. In other words, human behaviour is a reaction to external forces surrounding an individual. I agree with goal theorists but I also believe that motivation is influenced by internal factors in relation to external factors. Herzberg’s motivation-hygiene theory (1959) can be used as a reference point in understanding the external factors that match with certain internal factors to cause motivation, or discouragement and demotivation.

Nias (1981) believes that teachers’ identities are complex social construction where work and self are not readily separable. Dörnyei (2001) describes teachers as “motivational socialisers,” and emphasises that teachers have a strong influence on their students by transferring their enthusiasm, sense of commitment, and trust to them. Very often they also attract students to positive learning behaviours (Dörnyei, 2001). In a similar vein, unhappy or disappointed teachers may also transfer their resentment. Atkinson (2000) suggests that there is evidence of “the fact that the lynch pin in sustaining, enhancing or decreasing motivation is very often the teacher, and that their influence upon pupil demotivation is an important factor that cannot be ignored” (p. 46). Dörnyei’s definition of teacher motivation covers four motivational aspects: the intrinsic component, the social contextual component (micro and macro factors contributing to extrinsic motivation), the temporal dimension and the negative influences on teachers’ motivation. This research will focus on two of these motivational aspects mentioned by Dörnyei,
namely, the social contextual component and the negative influences on teachers’ motivation.

Findings from previous studies conducted on teacher motivation in various parts of the world including Egypt, Tanzania, Turkey, Hungary, Mexico, and Slovenia indicate intrinsic, extrinsic and altruistic factors that affect teachers' motivation. Most of the motivating factors were intrinsic and altruistic (responsiveness of students, enjoying teaching, etc.) whereas factors that discouraged teachers were mainly extrinsic (salary, work load, class-size, etc.). The problem of teacher motivation should be studied through a socio-cultural lens in order to capture the nuances within a society, the educational context and the meaning individual teachers give to their interaction within the macro and micro contexts.

1.2 Rationale for the Study

In my current job as an EFL teacher in an intensive foundation English programme in a government university in Muscat, Oman, I have observed that the majority of the students entering university are placed in the intensive English programme. These students come from various urban and rural areas of Oman, and may or may not have studied English extensively prior to entering the university. In order to study through the medium of English at the university, they have to take intensive English courses and are expected to develop their proficiency in a relatively short time.

The academic staff in the intensive English programme within the foundation programme includes teachers from thirty different countries who bring diversity and experience to the team. Some of the expatriate teachers in the department have lived and worked in Oman at the university chosen for this research for over two decades and want to continue working at the same university until retirement or until they are ready to relocate to another country. There are some other expatriate teachers who feel burnt out and discouraged in many ways.
As an expatriate teacher, I too have experienced different levels of motivation originating from multiple sources. I have also observed fluctuations in motivation among my expatriate colleagues. The various factors that continue to affect the personal and professional lives of expatriate teachers are, in my view, worth researching and documenting. According to Johnston (1999), “teachers’ lives are lived out in a world that...is both fragmented and united, and in which the breaking up of old unities is accompanied by transcultural encounters and juxtaposition of every kind,” (p. 260). At present, an insight into expatriate EFL teachers’ personal and professional lives and their motivation are under-researched areas in the Middle East, particularly in Oman, where many English language teachers are part of the large expatriate population and may have various reasons to teach in the Middle East. Previous studies on the motivation of teachers in Oman have been few and limited in scope, and I believe that it is necessary to conduct a current study with a broader focus that examines the micro and macro contexts affecting the motivation of exclusively expatriate EFL teachers in a government university in Oman.

The issue of teacher motivation lends itself to investigation of the social phenomena (in the macro and micro contexts) that affect expatriate EFL teachers’ motivation and job satisfaction in Oman. English is widely used in Oman (chapter 2), and the Omani Ministry of Education places great importance on studying and teaching English. My research aims to study the phenomena of teacher motivation and job satisfaction in an English language foundation-level programme at a government university in Oman.

Exploratory research is a favourable methodology because at present there is a dearth of research in the area of teacher motivation in Oman. The most recent relevant research on teacher motivation in Oman is by Al-Hashmi (2004), who studied the motivation of Omani EFL teachers across various government schools in Oman. Particular emphasis was placed on understanding the differences in teachers’ motivation based on their demographics.

A previous study completed by Al Maawali (2003) is similar to the proposed research and focused on Herzberg's motivation-hygiene theory in order to understand the motivation
of English teachers in a pre-university language programme in Oman. Al Maawali’s study used a small sample and indicated a need for further research with a bigger sample and an in-depth analysis of motivating factors. The current study will fill gaps in teacher motivation research by providing findings from Oman that focus exclusively on expatriate teachers’ motivation. This study will be significant in continuing research in Oman that was started by Al-Hashmi (2004) and Al Maawali (2003).

Al-Hashmi’s (2004) research sample comprised Omani teachers in government schools in Oman, whereas random sampling in Al Maawali’s (2003) study comprised both Omani and expatriate teachers, and focused on testing Herzberg’s motivation-hygiene theory in the Omani context. In both the cited studies there was no evidence of exclusive focus on expatriate teachers; therefore, factors that may motivate or discourage expatriate EFL teachers in Oman are still not apparent. Expatriate EFL teachers “form more than half of the ELT manpower in Oman,” (Issa, 2008). The current study will use an exploratory approach in filling existing gaps in previous research, and in collecting data on expatriate university-level EFL teachers.

Research on motivation of teachers in Oman is necessary because it is a relatively under-researched area. Teacher motivation is essential in encouraging students to learn; hence, identifying the sources of teachers’ motivations may prompt changes at an institutional level in an effort to maximise those benefits.

The lack of empirical data makes it difficult to ascertain how to motivate teachers. Therefore, the purpose of this study is to investigate the various personal and professional aspects that motivate expatriate EFL teachers in the selected government university in Oman. This study will also investigate discouraging factors for expatriate teachers in their workplace and in the general socio-cultural context in Oman.
1.3 Significance of the Study

The area of teacher motivation is wide open to research, and it is expected that findings from the current study will provide useful insights into the area of motivation of expatriate EFL teachers in Oman and in the areas of TESOL (Teaching English to Speakers of Other Languages) educational management and teacher welfare. Since it is an under-researched area at present, the current study will explore professional and socio-cultural aspects that open doors for future research.

The purpose of the present study is to explore the factors that motivate and discourage expatriate EFL teachers in the largest government university in Muscat, Oman. The current research aims to fill the gaps concerning motivation of TESOL educators in Oman. Findings may be extended to an understanding of teacher motivation in the region, and will contribute to teacher welfare, which has a significant impact on teaching practice and student learning (Dörnyei, 2001). This study will contribute to teacher welfare and educational management reforms in the current research context by sharing findings of the study with senior management of the department. I will submit a comprehensive report and arrange a meeting with the Director of the department and the heads of key units in the department to discuss changes recommended by research participants that can further improve the organisational climate and quality of work in the department.

The key question the proposed study hopes to answer is what aspects of the job and other internal and external factors motivate and discourage teachers to teach English as a foreign language in Oman. Findings of the current study will be shared with EFL teachers in the institution and in the region through conference presentations and publications. These findings will be significant in understanding how EFL teachers can achieve and sustain motivation in their professional lives. Findings of the study may also be useful for administrators who may want to revisit faculty recruitment and retention policies. Leaders and educationalists need information in order to sustain the motivation of expatriate EFL teachers, while at the same time minimise or remove factors that discourage and demotivate expatriate EFL teachers. The ultimate goal of this study is to identify factors
that may have a positive or negative role in creating a stimulating work environment for EFL teachers in order to optimise the teaching and learning process.

1.4 Research Questions

1. What factors contribute to the motivation of EFL teachers in their professional and personal experience at a government university in Oman?
   a. Are there any intrinsic needs that govern EFL teachers’ motivation?
   b. Are there any extrinsic needs that govern EFL teachers’ motivation?

2. What factors discourage EFL teachers in their career and lead to demotivation?
   a. What aspects of professional life do EFL teachers find demotivating?
   b. What aspects of personal life do EFL teachers find demotivating?

1.5 Summary

The main goal of the current study is to identify and promote factors that motivate expatriate EFL teachers, and to identify and reduce or eliminate factors that discourage and demotivate expatriate EFL teachers in their professional experience in Oman. This goal can be succinctly summarised by quoting Fullan and Hargreaves (1992) who stated that “the greatest problem in teaching is not how to get rid of the deadwood; but how to create, sustain and motivate good teachers throughout their careers,” (p. 84).
CHAPTER 2: CONTEXT

This chapter describes the research context and background of the study and focuses on both the macro and the micro context and how it affects the lives of expatriate teachers.

2.1 Macro Context: Oman

Oman is one of the oldest traditional countries in the Gulf region. It is located in the east of the Arabian Peninsula and shares its borders with United Arab Emirates, Yemen, and Saudi Arabia. Oman has coastlines with the Gulf of Oman and the Arabian Sea. The country was ruled by the Portuguese until the eighteenth century, and ruled parts of Pakistan and Zanzibar until the nineteenth century. Oman still has historical links with these two countries, and as a result of heavy migration in the nineteenth century, many migrants from these two countries are now resident Omanis but have retained their distinct tribal heritage. Oman also has strong ties with the United Kingdom, whose military and political support has been invaluable to the history of Oman. The administration regions in Oman comprise nine units, four of which are called governorates (Muscat, Dhofar, Musandam and Al Buraimi) and the remaining five are called regions (Al Batinah, Al Dakhiliyah, Al Sharqiyyah, Al Dhahirah, and Al Wusta). Muscat is the capital of Oman, and is a busy cosmopolitan city with many foreigners living and working there.

2.1.1 Political Context

His Majesty Sultan Qaboos Bin Said Al Said is the current ruler of Oman, in power since 1970, and is a respected leader for his vision and contribution to the elimination of poverty, and his promotion of education and literacy. The country has enjoyed great economic times, technological advancement, and educational reforms during the current Sultan’s rule, and modernisation and development in Oman have been carefully planned and steadily maintained. In recent years, the process of “Omanization,” or building the national workforce, has been a successful endeavour. Oman is a progressive country, and women actively participate in all areas of work. According to the Personal Status Law in Oman, women have equal rights in education and employment (Ministry of Information,
We call upon Omani women everywhere, in the villages and cities, in both urban and Bedu [nomadic] communities, in the hills and mountains, to roll up their sleeves and contribute to the process of economic and social development. We have great faith in the educated young Omani women to work devotedly.

Since 1994, women have been able to campaign for positions in the Majlis As-Shura. At present, the Minister of Education and Chairperson of the Omani Authority for Handicrafts are both women.

2.1.2 Socio-economic and Cultural Situation

Historically, Omanis were traders and seafarers. Oil was discovered in Oman in 1964, and today, 84 percent of Oman’s global exports are from the oil and gas industry (Nowell, 2009). Agriculture and industries also contribute in a limited way towards revenue. Oil production and export is declining gradually, and Oman is focusing on tourism to maintain its economy in future. With its rich archaeological and historical remains, beautiful landscape, and friendly people, Oman is an increasingly popular tourist destination. Oman welcomes foreigners, and tourist visas can be obtained easily. Work visas are controlled, and foreigners are encouraged to work in sectors where there is a demand for skilled personnel.

Surveys conducted in 2009 and reported by BBC World News indicate Oman’s population to be roughly 2.8 million. Omanis constitute 72 percent of this population while expatriates and GCC nationals constitute 28 percent of the population. A census carried out in 2010 indicates that there are 743,000 expatriates in Oman (Oman Air, 2011). Demographics of the country indicate that 54.5 percent of the population is between the ages of 15-64. Ethnic groups commonly seen in Oman include Arabs, Baluchis (of Pakistani origin), East Africans (of Zanzabari origin), and South Asians (U.S. Department of State,
According to the Ministry of Information (2010, a), the basic law in Oman “affords safeguards to guarantee the freedom, dignity and rights of the individual.”

The basis of legislation is the Islamic Sharia (jurisprudence). The official religion of Oman is Islam, and most of the Omanis are Ibadhis who follow Ibadhism which is a moderate and conservative sect of Islam while a small section of Omanis are Shias. About 5 percent of the population are non-Muslims, and they are free to practise other religions as well. There are several churches, temples, and other places for religious congregation. People in Oman are generally kind, friendly, and hospitable, and many, including Nowell (2009), observe that the Omani society is a “relationship-based society,” where promises are kept, and cultural and traditional values are maintained.

The national and official language in Oman is Arabic, but English is widely used in cities. Other widely spoken languages are Urdu, Balochi, Swahili, Hindi, and various other Indian dialects. Like many countries in the Gulf, English is used as a foreign language in Oman, and is the medium of instruction in many government and private higher education institutions. Because of the ethnic mix and large expatriate workforce, several varieties of English are commonly heard in Oman. With advancement in technology and access to the Internet in recent years, use of English has become easier and more popular (Issa, 2008).

Regarding the use of English in Oman, Al-Balushi (2001) says:

As an international language, English is perceived by many as the future language of the global village. In Oman—as in many parts of the world—English has become the language of education, technical and vocational training, the workforce, and technology... English came to be perceived by many Omani officials and authorities as the second language through which all economic, technological, vocational, educational, and communicative functions could be conducted. (p. 5)

As highlighted by Al-Balushi (2001), in addition to Arabic, English is regarded as a popular and prestigious language in Oman, and the high percentage of expatriate English language teachers in Oman (Issa, 2008) promote the acquisition and use of English.
2.1.3 Educational Situation

The first public university in Oman, Sultan Qaboos University (SQU), is headed by the Vice Chancellor, and the Minister of Higher Education is Chair of the University Council. It was opened in 1986 in Muscat, and at present it has ten colleges and eight research centres (SQU website). It provides world-class education to students from all regions of Oman. The university also allows admission to students from neighbouring Gulf countries. According to the Ministry of Information: “The Sultan Qaboos University (SQU) Council seeks to maintain and improve the standards of university education and ensure there is the greatest possible degree of co-ordination between SQU's course disciplines and the national development plan's need for graduates.” Studying at the prestigious SQU campus is an honour for Omanis, and in addition to a monthly stipend, the government pays for tuition fees, books, meals, on-campus accommodation for female students and off-campus accommodation and transportation for male students.

At present, in Oman there are about twenty public post-secondary education institutions, three private universities, and twenty private post-secondary education institutions, (U.S. Department of State, 2011).

2.2 Micro Context

The micro context of the current study is the selected research site. It is a service providing English Language Unit (and for the purpose of this study, henceforth it will be referred to as ELU) in a prestigious public university in Oman. Similar to universities in other Gulf countries, there is a high proportion of expatriate teaching staff at the current research site, and although there is a high number of Omani teaching staff, the ever increasing number of students that are accepted to the university make it essential for the university to recruit more expatriate teachers (Shaw, 2006).

2.2.1 English Language Unit

The ELU works with more than 4,000 students every semester. It offers two types of English language programmes to registered university students. The first is a pre-
university foundation programme that comprises English language courses at six different levels of instruction. The first four levels are general English courses, while the upper two levels correspond to the intermediate, and upper intermediate levels of instruction focusing on content-specific English language courses. In addition to twenty hours of English language instruction per week, students in the foundation programme also study Math and IT for two hours per course each week. Foundation programme courses are taken by students who need to improve their proficiency in English in order to be able to study at university through the medium of English.

The second type of English programme includes nine English courses for credit. These courses are compulsory English language courses taken by all university students. In addition to these regular English language courses for registered students, the ELU will soon offer outreach services and English language courses to the community.

Teachers generally co-teach skill-specific classes and work collaboratively to grade final exams and compile results. Teachers and students alike use educational management tools, like Moodle, and teachers are allowed to be flexible and creative in developing their courses on Moodle. Multiple state-of-the-art computer labs and a library for students provide additional facilities for learning. Most of the classrooms in the foundation programme, particularly in the higher levels, are equipped with data show, CD players, television sets, and DVD players. A student resource centre, library, writing tutorial centre, and computer labs are available in the ELU for students’ independent learning. A resource room for teachers is also available for teachers’ use.

There are opportunities for professional development of teachers, researchers and curriculum developers working at the ELU. These include in-house professional development presentations and workshops, research symposia, and an annual three-day English Language Teaching (ELT) conference. This conference is the largest ELT event in the country, and the most recent conference attracted over 1,000 language teachers from many different institutions around the country. In addition, teachers who are eager to present papers at international conferences outside the country are given a stipend as
encouragement to present at international conferences and represent the university. Regular publications at ELU encourage teachers and researchers to disseminate their research and writing.

There are several centres or committees for curricula revision and services activities, and members contribute to the development of materials and curricula at the ELU. Membership and participation in these units and other permanent and ad-hoc committees are generally announced, and selection and recruitment procedures are merit based. Promotion procedures at ELU are publicised and explained regularly. Faculty members who believe that they meet the criteria for promotion are encouraged to apply. A new appraisal system has recently been implemented that will enable university management to acknowledge faculty members’ efforts to set goals and direct their work accordingly.

Communication channels at the ELU are open, and the Director of the ELU communicates via e-mail with all faculty members periodically and sends updates, requests, and tasks to be accomplished (Director’s Message, Staff Handbook, 2010-2011). An orientation programme is arranged at the beginning of each academic year to update faculty members about the previous year’s activities, and to indicate plans for the current year. Workshops on Moodle and other Computer-Assisted Language Learning (CALL) topics are conducted for new and continuing teachers at the beginning of the academic year and periodically throughout the year.

Faculty members are encouraged to share their views in programme level meetings and contribute to decision making. An electronic discussion forum on Moodle is used where administrators and staff can interact to exchange ideas and post relevant information. Social events and gatherings are occasionally organised by the Social Committee at ELU.

Job responsibilities of teachers include teaching assigned courses, participating in materials writing, assessment, keeping records of students’ attendance, attending regular programme meetings, and maintaining office hours (Staff Handbook, 2010-2011;
complete reference withheld to maintain anonymity). Teachers are also encouraged to participate in projects and volunteer in ad-hoc and permanent committees. All new teaching staff are observed at least once during the three-month probation period by the director and other members of the management committee. Reports of these teaching observations are shared with the observed teachers and a copy is forwarded to the head of the programme of the observed teacher.

2.2.2 Teachers in the ELU

The ELU English programme comprises 211 teachers from thirty different countries, out of which 155, or approximately 73 percent, are expatriates. These expatriate teachers bring diverse cultural and educational experience. Teachers in ELU generally have a master’s degree in English language teaching or a related discipline, and teaching experience at the tertiary level. Recruitment for ELU is said to be a transparent process, and a recruitment committee headed by the Director of the ELU participates in resume evaluation, interviews, and the final selection process. Teachers are offered contracts shortly after the selection committee makes its decision. A typical full-time contract with the ELU includes tax-free salary (commensurate with qualifications and experience), housing, medical insurance in government hospitals, a 60-day paid annual vacation, yearly return airfare to country of origin as listed on the passport, and an annual contribution towards school fees of up to two children until the age of 16.

Teachers share office space, and there may be two or three teachers in each office. Each teacher is provided with a personal desktop computer and each office is equipped with a printer. Full-time Omani teachers teach eighteen hours a week, whereas non-Omani teachers teach twenty hours a week. This appears to be an anomaly, and many different reasons have been offered by faculty members for this phenomenon. Some say that this discrepancy exists because of a change in contracts made by the university administration several years ago, whereas some people believe that fewer teaching hours for Omani teachers allows them to participate in committees more easily. However, no official statement has been made regarding the reasons for this inconsistency. It has been stated that this will be addressed in the next academic year. Teachers who are members of
committees and units have a reduced teaching load in order to allow them the necessary
time for projects and committee work.

2.2.3 Students in the ELU

Most of the students at the university and at ELU are Omanis, and there are some
students from neighbouring Gulf countries like the UAE, Bahrain, and Saudi Arabia. Some
are children of expatriate staff at the university (Staff Handbook, 2010-2011). Omani
students come from different parts of the country, including remote villages in the
mountains, Bedouin tribes, and cosmopolitan areas such as Muscat.

Male and female students study in the same class but are segregated by choice. Female
students tend to sit on one side of the class or at the back of the class and use the back
doors to enter and leave the classroom while male students always use the front door of
the classroom and sit on the side of the classroom not used by female students. Expatriate
teachers are advised upon arrival not to force male and female students to work together
for in-class group work. For many students, English language class at university is their first
interaction with members of the opposite gender. Persuading male and female students
to interact with each other in groups may cause anxiety and discomfort. Teachers can and
are advised to meet with students during scheduled office hours.
CHAPTER 3: LITERATURE REVIEW

Human motivation rarely actualizes itself in behaviour except in relation to the situation and to other people. Any theory of motivation must of course take account of this fact by including the role of cultural determination in both the environment and the organism itself.

(Maslow, 1954, p. 10)

This chapter reviews relevant literature in the area of motivation with particular reference to motivation of EFL teachers. As suggested by Maslow in the quote above, motivation is a symbolic interaction of the individual within a specific context, and stimuli in the external environment are just as important as the inner needs of an individual. In this chapter, some early and contemporary theories on motivation are discussed before presenting the conceptual framework and relevant research concerning motivation of EFL teachers. Factors affecting teachers’ motivation and demotivation will be discussed, and studies on EFL teachers’ motivation in Oman will be presented.

3.1 Early Theories on Motivation

Some of the earliest motivation theories in the first half of the twentieth century were based on Freud’s (1940) theories of instincts, drives, and psychical energy (Schunk, Pintrich and Meece, 2008), as well as the role of the conscious, sub-conscious, and the unconscious thought processes in directing human behaviour. These theories indicated the importance of instincts and the belief that all organisms are pre-programmed to do certain tasks intuitively.

With the rise of behaviourism around the middle of the twentieth century, and the impact of classical and operant conditioning, Skinner’s (1953) theories on identifying stimulus-response situations became popular. Motivation theories during this time focused on outer forces or stimuli, and the concept of habit formation and the significance of reward and punishment in shaping behaviour. Hull’s (1943) theory on motivation was an
influential theory in tracing the development of other motivation theories, and was based on the concept of homeostasis in biology. He focused on wants or desires that are primary reinforcers, and are central to the well-being of all individuals, and on the process of creating and maintaining the balance required for healthy regulation of needs. Hull’s theory stated that individuals are thrown into motion, movement, or motivation when a biological need has to be satisfied and a deficiency has to be removed. For example, a hungry person will look for food when the biological need for energy has to be met. In this case, there is a need or drive to seek food for energy and the incentive is the removal of a need-deficiency. The behaviour required in searching for food would be repeated whenever an individual lacks energy and wants food. Hull’s focus; therefore, was on identifying factors that motivate individuals to remove a deficiency and meet their biological needs, thereby maintaining homeostasis. His theory of motivation was called “drive-reduction” theory of motivation and comprised three essential elements; drive, incentive, and habit formation. This theory became the basis for other need-based theories on motivation.

In the 1950s and 1960s, humanistic psychologists drew on Hull’s ideas while developing their own theories on motivation. From the 1960s onwards, humanistic psychologists like Rogers (1951), and Maslow (1954), focused on the concepts of self-actualisation and the hierarchy of needs respectively, and once again focused on the individual. Their theories on motivation revolve around the capability of individuals, their mental processes, and the impact of personal and environmental variables on behaviour. Rogers’ concept of self-actualisation (1951) suggests that motivation arises because individuals aspire to achieve better standards. Maslow’s hierarchy of needs echoes Hull’s concepts of need satisfaction and drive reduction, and highlights the desire of individuals to satisfy certain needs and wants. Maslow’s hierarchy of needs will be discussed further in section 3.2.2.1.
3.2 Modern Theories on Motivation

Based on various theories of motivation, it can be concluded that motivation stems from needs, drives, and incentives, and is goal-oriented. A plethora of variables affect motivation ranging from biological needs to psychological needs for power and affiliation.

3.2.1 Process/Goal Theories

Process or goal theories have their roots in behaviourism and cognitive psychology and focus on personal goals, outcomes, and behaviour. These theories study how certain behaviours are selected, started, sustained and then stopped or continued to fruition. Process theories are relevant in understanding teacher and work motivation because they suggest volition and response to external stimuli in the socio-cultural environment.

The expectancy theory of motivation (Vroom, 1964) proposed that people choose behaviours which lead them towards their desired outcome. There are three components of the expectancy theory. The first is expectancy, which suggests that any effort an employee makes will lead to the intended outcome. The second component is performance or equity, which refers to fair and equitable compensation. In other words, similar input effort should result in similar outcome. In this situation, employees compare their rewards with the rewards received by other employees, and if there is inequity, employees may withhold their efforts in order to offset the imbalance. The third component is reinforcement, and includes positive reinforcement, negative reinforcement, punishment, and extinction. The concept of reinforcement is based on Skinner’s theories of operant conditioning. In order for reward to be received adequately, it is important that the reward should follow the behaviour shortly, and it must be something desired by the employee. One drawback of the expectancy theory is that while focusing on input of effort and output of rewards, it ignores the central role of emotions in employee effort and behaviour.

The equity theory of motivation (Adams, 1965) describes the relationship between employees’ perception of being treated fairly at work and their motivation to work.
Similar to the expectancy theory (Vroom, 1964), the equity theory of motivation describes job satisfaction with regards to input (effort) and output (reward) of the employee. If an employee’s input is greater than their output, there will be dissatisfaction that may progressively lead to demotivation.

Employee input may include positive factors such as loyalty, effort, skill, hard work, adaptability, trust in superiors, enthusiasm, and personal sacrifice. Output involves salary, fringe benefits, recognition, reputation, achievement, and job security. Employees consider the input-output balance when they assess their satisfaction levels, and some employees may even compare themselves with other employers to feel reassured that they are being treated justly. If employees feel that they are being treated unfairly, their interest and performance at work may change. Some negative behavioural patterns like frequent absence from work and withdrawal might also become common. As in the expectancy theory of motivation, employees check the input-output balance, their effort versus the result it produces in the form of rewards and benefits.

The self-determination theory proposed by Deci and Ryan (1985) covers numerous intrinsic and extrinsic domains of motivation. Self-determined individuals are autonomy-oriented whereby they look for opportunities to be intrinsically motivated. They are also control-oriented in placing importance on perceived extrinsic rewards, and finally, impersonally-oriented. In other words, self-determined individuals seek autonomy, competence, and relatedness. These individuals will feel satisfied if their needs are met in an environment where they feel there is self-regulation, choice, and that their actions are internally caused. For self-determined individuals, intrinsic motivation leads to doing things for their own sake and forms the basis of self-determined behaviour.

In contrast, extrinsic motivation is more complicated, and involves a certain level of socialisation. For a self-determined individual’s needs to be met, certain conditions must apply. Namely, a supportive environment where there is enthusiasm, social norms conducive to general well-being, and possession of primarily internal sources of motivation. A sense of belongingness and autonomy are central.
Control-oriented people who are extrinsically motivated anticipate rewards and fear threat of punishment. Their behaviour and actions are guided by their perceived value of rewards and punishments. On the other hand, individuals who are intrinsically motivated complete an activity because they are interested in it and find the experience pleasurable.

Mihaly Csíkszentmihályi’s 'Flow Theory' (1991) discusses the concept of intrinsic motivation. Employees who work at the peak of their ability reach an unprecedented level of satisfaction and achievement, and they experience “high levels of concentration, immersion, strength, and control” called “flow,” (Csíkszentmihályi, in Schunk et al., 2008, p. 254). Some studies have indicated the possible effects of teachers' intrinsic motivation on students' learning. Wild, Enzle, Nix and Deci (1997) found that students who had intrinsically motivated teachers were more interested in learning, and enjoyed learning tasks in contrast to students who had extrinsically motivated teachers. Effects of intrinsic motivation of teachers on students will be discussed in detail in section 5.3.1.

The three process theories discussed in this section: expectancy theory, equity motivation theory, and self-determination theory are important in understanding how individuals are driven by goals and how they respond to the world around them in their attempt to achieve their goals. Some of the concepts in these process theories will be referred to when I discuss research findings in chapter 5.

3.2.2 Content/ Control Theories

Content or control theories originated with Freud (1940) and Hull (1943), and focus on inner needs and what energises or initiates behaviour. Gaining personal satisfaction is an important aspect of control theories, which in turn promote the understanding that different people have different needs at different times. As people change and advance through life, needs also change. Rewards that motivate people at one time may lose motivational value later. This section will provide detailed discussion of Malsow’s needs hierarchy theory (1954), and Herzberg’s motivation-hygiene theory (1959), before presenting the conceptual framework for this study.
3.2.2.1 Maslow’s Needs Hierarchy Theory

The human being is a wanting animal and rarely reaches a state of complete satisfaction except for a short time.....It is characteristic of human beings throughout their whole lives that they are practically always desiring something.

(Maslow, 1954, p. 7)

According to Abraham Maslow (1954), motivation stems from unsatisfied needs. He illustrated several levels or hierarchies of basic human needs in a pyramid (as shown in Figure 1, p. 33). Maslow suggested that to motivate people, need “gratification” is just as important as need “deprivation.” He believed that as the lower-level need is satisfied, the next higher need in the hierarchy becomes the prime motivator. The first and the most basic level is physiological; hunger, thirst, sleep. Maslow also believed that physiological needs can be symptomatic of deeper psychological needs for comfort.

The second level is safety. This is the need for structure, order, law, and limits. It also includes the need for a secure and stable environment, dependency, protection, freedom from fear, anxiety, and chaos. The third level of needs is for belonging, or the need for love and positive interaction with people, giving and receiving affection, having friends, and a role in the group or family. The fourth set of needs is for esteem, which includes the need to achieve high self-esteem, recognition or prestige. It also includes the desire for self-respect or esteem of others, status, glory, attention, and appreciation.

Maslow categorised these four levels of needs as “deficiency needs.” The next level of cognitive needs, to know and understand, involve knowledge acquisition, expression of self-actualization, freedom of inquiry and expression, curiosity, learning, philosophizing, and experimenting. Aesthetic needs come next, and represent the need to appreciate beauty and relate to it. These two sets of needs are also regarded as inherent basic needs. The final level of needs at the top of the pyramid is the “growth need,” and represents the need for self-actualisation or self-fulfilment. This level is achieved when people are true to themselves. “Peak experiences” or “flow” described by Csíkszentmihályi (1991), can be
equated with the feeling of self-actualisation. Consequently, individual differences are the greatest at this level. Although expressed in a pyramid (Figure 1, p.33), the order of these basic human needs is not rigid. Different people may have different needs. For instance, for some people self-esteem may be more important than love. Also, as mentioned earlier, these basic needs are time bound, so something that may be a basic need at one time may not be essential at a different time.

Figure 1: Maslow's hierarchy of needs
With regard to teachers’ professional lives and Maslow’s hierarchy of needs, the physiological level corresponds to the basic needs that are necessary for survival. This includes the needs for salary, benefits, and appropriate working conditions. Next, security needs, refer to teachers’ needs to feel secure in having a stable job. The belonging category, with its needs for affiliation and socialisation, corresponds to teachers’ relationships with colleagues, supervisors, students and other internal and external stakeholders. Fourth are esteem needs which refer to the need for recognition, self-esteem and self-respect. When teachers are recognized and appreciated for their efforts, they will feel respected. The cognitive need for knowledge and aesthetic needs are apparent in educational settings with teachers and students involved in an appreciation for learning, interaction, and dialogue. Lastly, the highest level of needs, self-actualization, refers to the desire for achievement, growth, and advancement. Individuals who reach this level experience extreme happiness and sense of fulfilment.

According to Maslow, lower-level needs have to be satisfied before higher-level needs can be addressed. Applying this theory to teaching, teachers must first enjoy a satisfactory compensation package and feel secure in their jobs, followed by cooperation, in-group acceptance and recognition by students and co-workers, and then aspiration for achievement and growth opportunities. Maslow’s needs hierarchy theory is pivotal to this current study and will inform data analysis.

### 3.2.2.2 Herzberg’s Motivation-Hygiene Theory

Fredrick Herzberg’s (1959) motivation-hygiene theory, also known as dual-structure theory and two-factor theory, places the responsibility of employee satisfaction on the employer thus presenting an extrinsic element to employee motivation.

Herzberg conducted a study with 200 accountants and engineers, asking employees what satisfied and dissatisfied them about their work. Based on the interview responses, he concluded that factors which satisfied or motivated employees were not the same as the
factors that caused job dissatisfaction. These results became the basis of his “motivation-hygiene theory.”

The crux of Herzberg’s theory (1959) is that employee satisfaction will be higher when a set of essential factors are present in the work environment. Factors that lead to greater job satisfaction and motivation are termed “motivators” while factors that prevent job dissatisfaction (but not necessarily cause motivation) are termed “hygiene factors.” These factors that cause neither satisfaction nor dissatisfaction are also called negative satisfiers. Factors that cause dissatisfaction are called “dissatisfiers.” Herzberg believed that employers need to focus on both satisfiers and dissatisfiers when considering employee job satisfaction.

According to Herzberg (1959), motivating factors are mainly related to the workplace and contribute to job satisfaction. They include achievement, recognition, challenging and stimulating work, responsibility, advancement to higher level tasks, and growth. These factors have positive long-term effects on job performance. Factors cited in job dissatisfaction include company policy, supervision, relationship with the boss, relationship with peers, working conditions, salary, and job security. These factors are necessary but not sufficient for motivation. For employees to be satisfied with their jobs, it is essential that management provide hygiene factors that prevent job dissatisfaction.

Hygiene factors refer to conditions in the workplace which may prevent dissatisfaction but do not necessarily result in satisfaction or motivation and are mainly related to job content. Some examples of hygiene factors given by Herzberg include salary, fringe benefits, good working environment and good human relations. However, when these hygiene factors (also called maintenance factors) are absent, they may cause dissatisfaction. Job satisfaction and dissatisfaction are thus independent.

Herzberg believed that the absence of motivators does not lead to dissatisfaction. Rather, it is the presence of certain factors, dissatisfiers, that lead to dissatisfaction and
demotivation. Herzberg’s motivation-hygiene theory is of particular interest and use in the current study and will inform data analysis.

3.3 Conceptual Framework

Holliday (2007) asserts that:

A major function of the conceptual framework is to position the researcher in relationship to the research. It is also a place where the issue of ideology inherent in qualitative research can be addressed. (p. 47)

The current research draws its theoretical support from control theories in motivation that identify the factors that initiate and sustain behaviour. Maslow’s needs hierarchy theory (Maslow, 1954) is central to the understanding of internal needs as motivational factors. This study also relies on Herzberg’s motivation-hygiene theory (1959) that focuses on motivators and hygiene factors that lead to employee satisfaction and dissatisfaction. Intrinsic and extrinsic reasons for motivation are discussed, and the motivation-hygiene theory is central to understanding the external stimuli in the workplace. Herzberg’s motivation-hygiene theory, which is one of the most popular and relevant work motivation theories, categorically differentiates between factors that motivate, factors that prevent motivation, and factors that cause demotivation. Herzberg’s motivators and hygiene factors will be applied to the current educational context and “dissatisfiers” or dissatisfying factors in this study will be identified with reference to previous studies with a similar focus.

Numerous research findings support Maslow’s needs hierarchy theory and Herzberg's motivation-hygiene theory. However, the factors that motivate and discourage teachers vary in different parts of the world (macro context), and in different organizations (micro context). This indicates a “third outer domain” of teacher satisfaction (Dinham and Scott, 2000) where there are peculiar socio-cultural aspects involved, and different countries and institutions have unique sets of factors that motivate or discourage their employees.
A common theme in the theories by Maslow (1954) and Herzberg (1959) and echoed by Kaiser (1981) is that motivation is personal as well as situational. Kaiser (1981) believes that:

A teacher’s level of motivation is dependent on at least two sets of factors: 1) those factors specific to the needs of that teacher, and 2) those factors specific to the job of teaching. Teachers deprived of factors specific to either of the above sets, can be said to be factor deficient. (p. 41)

Kaiser (1981) compares Maslow’s hierarchy of needs with Herzberg’s hygiene factors and motivators. The first three levels of Maslow’s needs hierarchy correspond to a set of three hygiene factors offered by employers (or, in the case of academic contexts, offered by school or university management). Similarly, the top most triangle in Maslow’s hierarchy of needs represents self-actualization, or the need for growth and advancement, and matches with Herzberg’s motivators, namely, factors in the job context that represent responsibility, recognition, achievement and advancement. The conceptual framework for the current research is adapted from Maslow’s and Herzberg’s theories, and is presented diagrammatically on page 38.
Figure 2: Conceptual framework adapted from Maslow (1954), Herzberg (1959), and Kaiser (1981)

Maslow’s hierarchy of needs represents basic needs and can be compared with Herzberg’s hygiene and motivating factors. The first three levels of Maslow’s needs correspond with Herzberg’s set of hygiene factors, that is, factors related to work that do not necessarily provide satisfaction, but the absence of these factors may cause dissatisfaction. The fourth and seventh levels correspond with Herzberg’s set of motivating factors that cause satisfaction but the absence of these factors may not cause dissatisfaction. The current study will explore intrinsic and extrinsic factors that affect expatriate EFL teachers’ motivation. It is expected that these factors will range from those internal to the individual and related to their basic needs across the seven levels expressed by Maslow (1954) to factors that are extrinsic to the individual and available in the external environment as expressed by Herzberg (1959). Herzberg’s list of factors involve factors that motivate or satisfy, those that do not motivate but do not demotivate either, and factors that demotivate or dissatisfy employees. It will be interesting to see the findings of
the current study in chapter five with reference to Maslow’s need hierarchy pyramid and Herzberg’s job content and job context factors. It must be noted that because of the limited scope of the current study, it was not possible to distinguish and analyse “dissatisfiers” and “demotivators” separately. Findings in the current study will be discussed with reference to general motivating and demotivating factors.

3.4 Job Satisfaction and Teacher Motivation

The terms “satisfaction” and “motivation” are often used interchangeably in literature on work motivation. However, some researchers maintain the distinction and believe that job satisfaction is an essential part of motivation but not synonymous with motivation (Peretomode, 1991). Satisfaction indicates a sense of need fulfilment and contentment that is achieved by doing certain job activities. Evans (1997) defines job satisfaction as: “a state of mind determined by the extent to which the individual perceives her/his job related needs being met” (pp. 832-833). According to this definition, dissatisfaction may occur when needs are not fully met. On the other hand, motivation indicates goal-directed behaviour that inspires and sustains the pursuit of satisfaction, desire, or want. With this distinction clear, it may be observed that an employee may feel satisfied in a workplace and be content with his or her job, yet may not be perceived as motivated in the organization’s view. Similarly, a highly motivated employee may be thoroughly dissatisfied with his or her work. It is, therefore, essential to study the various factors that affect motivation of employees because job satisfaction may indicate a placid level of adjustment, whereas motivation indicates the desire to move forward and has a significant impact on one’s job.

In this chapter, I have reviewed previous research conducted in the area of teacher motivation, particularly (but not entirely) in EFL settings.
3.5 Teacher Motivation

Teacher motivation is integral to promoting learning and motivating students (Dörnyei, 2001; Menyhárt, 2008). Researchers agree that it is essential to be aware of the factors that motivate and demotivate teachers because motivated staff plays an important role in enhancing the achievement of students (Addison and Brundrett, 2008; Dörnyei, 2001; Menyhárt, 2008). Bishay (1996) found a correlation between teachers’ motivation and students’ self-esteem. Dörnyei (2001) argues convincingly that teachers have an important influence on students. Therefore, teacher motivation is instrumental in ensuring students’ motivation. He believes that:

One thing with which everybody would agree is that teachers are powerful motivational socialisers [emphasis in text]. Being the officially designated leaders within the classroom, they embody group conscience, symbolize the group’s unity and identity, and serve as a model or a reference/standard. (p. 35)

Educational psychologists have proposed several content and process theories to study teachers’ motivation, and many studies on teachers' job satisfaction and motivation have relied on Herzberg's (1959) motivation-hygiene theory (Al Hashmi, 2004; Al-Maawali, 2003; Dinham and Scott, 2000; Kaiser, 1981; Nias, 1981). Research completed thus far has not provided any conclusive evidence towards the existence of any difference between the motivation of subject teachers and the motivation of language teachers.

3.5.1 Factors Affecting Teacher Motivation

Maslow’s (1954) quote cited at the opening of this chapter (page 27) suggests that human motivation occurs as a result of the interplay of individual needs, and the available cultural and situational dimensions of the individual. Rhodes, Nevill and Allan (2004) suggest that teachers’ motivation levels depend on individual differences in teachers’ personalities and motivation over a period of time. Thus, aspects of time and teachers’ personal factors are important considerations in teacher motivation. Dörnyei’s (2001) conception of teacher motivation summarises the factors that usually comprise teacher motivation. These
include four aspects: intrinsic components (reasons internal to a teacher’s personality, thoughts, and values), contextual factors (institutional features), the temporal axis (factors related to time, such as, promotions, job enhancement, etc.), and fragility (powerful negative factors in the environment or the profession).

Many studies on job satisfaction and work motivation have revealed that intrinsic reasons contribute to most of the factors that motivate employees across different contexts (Addison and Brundette, 2008; Dörnyei, 2001; Doyle and Kim, 1999; Kızıltepe, 2008; Menyhárt, 2008; Shoaib, 2004). Dörnyei (2001) believes that intrinsic components arise because of “the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation” (p. 158). Doyle and Kim (1999) found that in both ESL and EFL settings, American and Korean college teachers were intrinsically motivated, and the teachers in their study indicated that their intrinsic motivation could not be diminished by any extrinsic factor. Pre-service teachers in Morocco and in the UK who participated in Kyriacou and Benmansour’s exploratory study (1999) also indicated intrinsic and altruistic reasons for wanting to become a teacher.

Csíkszentmihályi (1999, in Schunk et al., 2008) found that individuals who are intrinsically motivated in an activity reach a stage where they are completely involved in their task and experience complete bliss and absorption. Some teachers believe that in addition to teaching, preparation for teaching can also be energising and contribute to their experience of “flow,” (Csíkszentmihályi, 1991). The “Flow Theory” echoes with Maslow’s need for self-actualization, according to which intrinsic motivation spurs people on to work not because of external rewards but because they find their work rewarding and fulfilling. However, Csíkszentmihályi (1999, in Schunk et al, 2008) warns that, “the flow experience requires skill, expertise, concentration, and perseverance, not just hanging out and feeling good” (p. 255). Goal-directed behaviour or motivation is thus imperative to experiencing flow.

Menyhárt (2008) found that teachers in his study were mainly intrinsically motivated, and five major motives appeared to have significant impact on teachers' motivation. These
included teaching as a vocation (indicating that these teachers always wanted to be teachers), teaching as an interesting and valued field (since intrinsically motivated teachers find joy and pleasure in teaching), intellectual development (since teaching promotes intellectual growth of teachers through interaction with students), and planning lessons. Many teachers in his study mentioned experiencing “flow” as they planned their lessons and envisaged students participating in those lessons, and the responsibility of working with people.

Other factors that have been found to motivate teachers include positive relationship with students and responsive students, altruistic reasons, trust and commitment in relationships with students, peers and supervisors, career plans and opportunities, autonomy and professional freedom, supportive colleagues, and age (Dörnyei, 2001; Kaiser, 1981; Kızıltepe, 2008). Lacy and Sheehan’s (1997) research on academics’ job satisfaction across eight nations, namely, in Australia, Germany, Israel, Hong Kong, Mexico, Sweden, the UK and the USA indicated that the most common factors influencing teachers’ job satisfaction were related to the environment in which they worked, including university atmosphere, morale, sense of community, and relationships with colleagues. In recent years, there has been focus on research into sustaining work motivation and job performance, and research in this area has become more context-specific (Kanfer, 2009). Content, context, and change are three C’s suggested by Kanfer that affect motivational processes and their outcomes. Content includes person and context includes the work situation while change refers to the passage of time. Context is an umbrella term for the wider culture and non-work factors that affect teachers’ motivation.

While considering the fourth and seventh levels of Maslow’s needs hierarchy (self esteem and self-actualisation), Kaiser (1981) believes that factors that motivate teachers may include opportunities for advancement, sense of achievement and accomplishment, recognition for a well-performed job and responsibility for performing a job. Kassabgy, Boraie and Schmidt (2001) studied the job satisfaction of 107 ESL and EFL teachers in Egypt and Hawaii vis-à-vis values and rewards. They found that values and goals directly
related to teaching, helping students learn, having good relations with students and co-
workers, and a job where they felt they were contributing to the best of their ability were
important aspects of teachers’ job satisfaction, and intrinsic motivation was found to be
high. They also found that job and career satisfaction were mainly linked to job rewards
such as job autonomy, opportunities for professional growth, and professional status
rather than values. Research done in Northern Ireland also found that factors that
motivated teachers to choose teaching as career were mainly intrinsic while those that
demotivated them were extrinsic (Moran, Kilpatrick, Abbott, Dallat and McClune; 2001).
Buckingham and Coffman’s (1999) study confirms Herzberg’s factors that lead to
satisfaction and those that lead to dissatisfaction. They found that factors that led to
satisfaction included the work itself, responsibility, recognition, achievement,
advancement and growth. On the other hand, factors that led to dissatisfaction included
relationships with peers and supervisors, working conditions, salary, job security, and
company policy.

Dörnyei (2001) believes that most people who choose EFL teaching enter the profession
with the knowledge that salary and social recognition will not be high. Kaiser (1981)
believes that it is a misnomer that salary is a motivating factor because salary is at the
lowest physiological level of needs, and once that need is being met, salary does not
continue to motivate. Furthermore, financial rewards are not considered a stable factor in
assessing needs and motivations of employees because needs are dynamic and ever
changing, and what would motivate someone today might not motivate them in the
future. All in all, salary, benefits, and perks may prevent dissatisfaction but do not
necessarily motivate people, especially not for long. Menyhárt (2008) succinctly states
that,

As external incentives (money, status) are not substantial enough
to attract and retain teachers in the profession, intrinsic motives
must be the key to provide gratification to teachers and help them
to find pleasure in their job. (p. 121)
Micro and macro contextual influences affect the motivation of teachers (Stern, 1994). Macro influences concern general work ethos in a society, and these external influences can come from different members of society. Micro contextual factors refer to the organizational climate and policies at an institution and may include factors such as class size, teaching resources and facilities, relations with colleagues, leadership and management structure, etc. These extrinsic factors at the micro level and societal factors at the macro level affect the motivation of teachers.

Teachers’ desire to teach and to consider teaching as a life-long career is a motivational factor (Kızıltepe, 2008). This includes plans for career advancement as well as other facilities and benefits such as opportunities for attending conferences, travel grants, membership in professional societies, and the possibility of contributing to the preparation of teaching materials. Kızıltepe’s study (2008) of motivation of teachers in a public university in Turkey revealed that teachers’ first choice of motivational factors was students followed by concerns about their career.

Studies from different socio-cultural and socio-economic contexts indicate varied findings. Most studies from developed countries indicate intrinsic and altruistic reasons for teachers’ motivation to teach such as desire to help students, enjoyment and satisfaction that the teaching profession provides (Alexander, 2008; Cochran-Smith, 2003; Hammerness, 2006; Kyriacou and Kunc, 2007; Manuel and Hughes, 2006; Morgan, Kitching and O’Leary 2007; Richardson and Watt, 2006; Rhodes, Neville and Allen, 2004; Scott, Cox and Dinham, 1999; Teven, 2007). On the other hand, studies from developing countries such as Nigeria, Tanzania, Zimbabwe, Brunei, and Jamaica indicate that factors that motivate teachers in these contexts are mainly extrinsic and cover basic needs (Bastick, 1999; Chivore, 1988; Davidson, 2007; Ololube, 2006; Yong, 1995). Some studies have also indicated age and teaching experience as significant variables in teacher motivation. Some studies suggest that older teachers are more satisfied than younger teachers (Galloway et al.,1982; Sergiovanni, 1968; Shreeve et al., 1986). Fraser, Draper and Taylor (1998) also found that teachers who have been teaching longer indicated lower job satisfaction than teachers in their first few years in teaching. However, contradictory
findings are also available. Brunderrett and Addison (2008) found that teachers who had been teaching for 11-20 years and in the same school were more demotivated than teachers with less than 11 years of experience.

3.6 Amotivation, Demotivation and Burnout

Summarizing the underlying theme in most of the current control theories that focus on need for achievement, growth, power, recognition, self-esteem and self-actualization, Kaiser (1981: 43) states that:

There is nothing that can be done to motivate anyone with an uninteresting job, a job with no chance for advancement, a job allowing no sense of achievement, a job affording no recognition for excellence in performance, and a job with little more than child-minding responsibilities. (p. 43)

In a nutshell, Kaiser states the factors that cause amotivation, demotivation or perhaps even burnout. Like Herzberg (1959), Dörnyei (2001) also believes that the opposite of motivation is not demotivation but absence of motivation or “amotivation.” Amotivation, which originated from Deci and Ryan's (1985) self-determination theory, is defined as “absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity,” (Deci and Ryan, 1985, in Dörnyei, 2001, p. 144). On the other hand, demotivation refers to the “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action,” (Dörnyei, 2001:143). Dörnyei believes that demotivation includes several negative factors that “cancel out existing motivation,” (p.142). It can thus be said that demotivated teachers were once motivated and may have lost their motivation or interest in their job.

According to Herzberg (1959) and Dörnyei (2001), there is a distinction between factors that motivate teachers and those factors that prevent teachers from becoming demotivated. In other words, absence of demotivating factors does not automatically lead
to motivation. Similarly, if factors that motivate teachers are missing, it does not mean that teachers will be demotivated. There are multiple independent factors affecting motivation and demotivation. Sinclair, Dowson and McInerney (2006) found that many qualified and conscientious teachers leave the teaching profession because of job dissatisfaction and burn-out. According to Davisson (1997), professional and psychological growth is essential in order to prevent teacher burnout. Watt and Robertson (2011) describe teacher burnout as characterized by “the depletion of emotional reserves (emotional exhaustion), an increasingly cynical and negative approach towards others (depersonalisation) and a growing feeling of work-related dissatisfaction (personal accomplishment) (p. 33).” Addison and Brundette (2008) found that extrinsic factors contribute towards demotivating employees, and 67% of the demotivational factors in their study were extrinsic. White (2006) believes that since extrinsic benefits such as high salary and status are not strong motivators to attract and retain teachers, intrinsic benefits are imperative in keeping teachers interested in the profession.

3.6.1 Negative Influences on Teacher Motivation

Many studies indicate alarming figures and details about teachers’ dissatisfaction with teaching and gradual drifting away towards other professions. Factors identified in literature which may cause amotivation or demotivation include various extrinsic reasons, including contextual factors (both in the macro and micro contexts) and rewards. Other factors include inadequate career structure and poor prospects for promotion, low salary, stressful or stress-free nature of teaching, and heavy workload and paperwork (Al Harthy, 2005; Kaiser, 1981). In her study with Greek secondary school teachers, Roussos (2003) found that factors that caused demotivation were external and included low salary, discipline problems, large class size, imposed curricula, and adverse teaching conditions. Similarly, Kiziltepe (2008) found 140 different motivating aspects covering career, social status and ideals, and found 73 different demotivating factors including students, economics, structural and physical characteristics, research and working conditions.

Some of Nias's findings were in line with Herzberg's theory (1959) that dissatisfiers are contextual. Nias (1981) found that lack of congeniality in school including unfriendly
colleagues or lack of intellectual discussion, poor working conditions, and lack of career advancement and promotion opportunity were some demotivating factors. Some teachers were also concerned about the effect of job stress on their health. Other dissatisfiers or demotivating factors include increased workload, low salary, lack of promotion opportunities, and students’ behavioural issues (Mullock, 2009).

Many teachers indicate students as a source of motivation. However, studies have shown that students are also a major source of demotivation for teachers. Gates (2000) reported a study by Sax (1996) where 61% of faculty felt that students were a major source of stress which led to a loss of interest in teaching. Results from Kızıltepe’s study (2008) indicate that students are the main source of motivation and demotivation for university teachers. Lack of positive response from students in the classroom, and bad relationships with students can cause stress and demotivate teachers. Demotivating factors in the study completed by Menyhárt (2008) cover factors that deal with stress and inappropriate facilities. Factors included in job stress included job security, work load, salary, syllabi, and lack of teaching resources.

Dörnyei (2001) summarizes five demotivating factors that affect teachers’ intrinsic motivation. These include the stressful nature of teaching, lack of teacher autonomy caused by imposition of teaching methods, policies, standardized tests, inadequate self-efficacy because of inappropriate training, limited opportunities for intellectual development, and inadequate career structure. Bishay (1996) found that the top five activities related to motivation and job satisfaction were teaching, paperwork, socialising, preparing tests or assignments, and travelling. He also found that pay incentives did not lead to increased motivation. This is significant as it supports Herzberg’s theory that certain hygiene factors, salary being a case in point, do not lead to motivation. Thus, hygiene factors prevent demotivation but are different from ‘motivators’ or factors that motivate.

Pearson and Seiler (1983), in their study with university professors in the USA found that teaching and research were the most satisfying aspects of their job whereas
compensation and support from their workplace were the most dissatisfying aspects. Ololube’s study in Nigeria (2006) revealed that some of the top dissatisfiers for teachers were management decisions, compensation, and advancement.

Teachers who were satisfied were motivated and it positively influenced the quality of their teaching. At a different educational level and context, Kyriacou and Kobori (1998) interviewed 95 student teachers in Slovenia and found that their top five reasons to become an English teacher were that they enjoyed the subject being taught, English was important to them, they wanted to help children succeed, and liked the varied work pattern. The first two reasons indicate intrinsic motivation, while the third reason shows altruistic reasons and finally, the fourth reason indicates extrinsic reasons. Similarly, Mulock (2009) found that the prime source of job satisfaction of expatriate teachers in Southeast Asia included factors intrinsic to teaching; whereas, major sources of dissatisfaction included factors extrinsic to teaching.

3.7 Job Satisfaction and Teacher Motivation in the Gulf States

Research on job satisfaction and motivation of EFL teachers in Gulf countries has been limited. However, findings from existing research are in line with current literature from around the world.

Conducting qualitative interviews with thirty Saudi teachers, Shoaib (2004) observed that responsibility, being the most frequent motive for entering the profession, contributed to the intrinsic motivation of more than two-thirds of the teachers, and it was also found to provide satisfaction and fulfilment for most of the participants. In a similar vein, in the present study, university teachers emphasized that besides many other features, they like working as teachers because the job involves dealing with people, which gives this profession a sense of responsibility, and a sense of being important. He adds that, “an intrinsically motivating aspect of the teaching profession is when teachers feel responsible for the job they hold and everything that is associated with it” (Shoaib, 2004, p. 151).
A recent study (Klassen, Al-Dhafri, Hannok, and Betts; 2011) explored pre-service teachers’ motives for teaching in Canada and in Oman. For Omani teachers in the study, socio-cultural influences, such as gender roles, social influences and religious purpose were a strong source of career motivation. In her study on teacher motivation in Oman, Al Hashmi (2004) interviewed Omani supervisors and Omani EFL teachers in government schools in Oman. Her findings reveal that less experienced teachers were more motivated than experienced teachers. Teachers were motivated by their love for teaching and dealing with responsive students. Factors that led to teachers’ discouragement and demotivation included school and class size, stress, restricted autonomy, and learners and teachers’ interaction with other people at school. Consistent with Dinham and Scott’s research (2000), Al Hashmi found that Omani EFL teachers are highly motivated by factors related to teaching as a career and other personal aspects related to teaching. She concluded that EFL teachers in government schools in Oman were not highly motivated and “in Oman, teachers use an imposed curriculum as well as an imposed method to teach” (p. 34). Al Hashmi observed that the school environment affected the teachers’ motivation negatively particularly factors such as the school and class size, learners, and other people at school who teachers interacted with. Some of the most important extrinsic factors included positive working conditions, positive attitudes of students, and cooperation among teachers. Interestingly, the extent of teaching experience did not affect the general teaching motivation level of Omani EFL teachers.

Motivation of exclusively expatriate teachers in Oman within the context of higher education in Oman has not been studied to date. A small-scale research study completed by Al-Maawali (2003) with EFL teachers at a public university in Oman studied Herzberg’s motivation-hygiene theory factors that affect English language teachers’ motivation. Although the sample studied was small and the findings cannot be generalized, the study throws light on the importance of Herzberg’s motivators and hygiene factors.

A relevant research on job satisfaction done in the Omani context is by Al Harthy (2005) who used open and closed-ended questionnaires to explore the factors that affect the job satisfaction of administrators, academics, and technicians at the most prestigious
government university in Oman. Al Harthy (2005) found that mid-career teachers were more satisfied than younger teachers, a fact that he attributes to experience and dealing with authority. He found that older teachers are more tolerant and accept authority far more easily than younger teachers. Al Harthy analysed job satisfaction in eight different areas, namely, autonomy, relations with co-workers, administration, workload, working conditions, pay, commitment, and stress. Culture also had an interesting effect on job satisfaction, and he found that expatriate academics were more satisfied than their Omani counterparts in several areas such as workload and pay, whereas Omani participants showed greater satisfaction in adjusting with autonomy or lack of it in dealing with administration and management and commitment.

In general, all categories of participants showed low satisfaction for workload, working conditions and pay. In terms of professional status, most expatriate academics were highly satisfied because of a good benefits package and the “good hospitality and generosity” of the Omani people. Interestingly, academics who indicated low satisfaction for their remuneration compared their salary and benefits to universities in other Gulf countries. As suggested in the equity theory of motivation, employees desire fair and equal treatment and may get discouraged if that equilibrium is threatened. In terms of working conditions, some extrinsic factors that discouraged academics was limited space in the university buildings resulting in lack of privacy, especially when academics are “unable personally to control climate and lighting settings” (p. 56). In terms of job stress, abundant paperwork, long teaching hours, pressure of time, and limited office space contributed to academics’ dissatisfaction. Al Harthy concluded that findings from his study matched the tenets of most of the control and process theories.

3.8 Summary

Research studies focusing on teachers’ motivation conducted in different parts of the world and in different academic settings have been cited in this chapter. A list of factors that motivate and those that discourage and demotivate teachers can be extrapolated from the reviewed literature on teacher motivation. These factors are not exclusive to
expatriate EFL teachers, and the aim of the present research is to draw factors that are specific to expatriate EFL teachers in the selected research context.

Based on literature cited in this chapter, factors that motivate teachers and those factors that discourage and demotivate teachers include:

<table>
<thead>
<tr>
<th>#</th>
<th>Factors that motivate</th>
<th>Factors that discourage or demotivate</th>
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<tr>
<td></td>
<td>(mainly intrinsic)</td>
<td>(mainly extrinsic)</td>
</tr>
<tr>
<td>1.</td>
<td>Helping students learn</td>
<td>Low salary especially in developing countries</td>
</tr>
<tr>
<td>2.</td>
<td>Having good relations with students and co-workers</td>
<td>Weak relationship with colleagues and students</td>
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<tr>
<td>3.</td>
<td>Stimulating job where teachers could perform best and experience ‘flow’</td>
<td>Stifling organisational climate and policies</td>
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<td>4.</td>
<td>Responsive students</td>
<td>Large class size</td>
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<td>5.</td>
<td>Career plans and opportunities for advancement</td>
<td>Insufficient teaching resources</td>
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<tr>
<td>6.</td>
<td>Autonomy and professional freedom</td>
<td>Lack of teacher autonomy</td>
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<tr>
<td>7.</td>
<td>Supportive colleagues</td>
<td>Lack of positive response from students in class</td>
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<tr>
<td>8.</td>
<td>Age and experience (of teachers) support tolerance and motivation</td>
<td>Increased or unfair workload</td>
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<td>9.</td>
<td>Teaching as vocation (always wanted to teach)</td>
<td>Unnecessary paperwork</td>
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<td>10.</td>
<td>Enjoying teaching</td>
<td>Administrative policies</td>
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<td>11.</td>
<td>Intellectual development</td>
<td>Limited opportunities for intellectual development</td>
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<td></td>
<td>General work ethos in the society</td>
<td>Inadequate career structure</td>
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<td>13.</td>
<td>Availability of professional development opportunities</td>
<td>Poor prospects for promotion</td>
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<td>14.</td>
<td>Contributing to teaching material</td>
<td>Discipline problems</td>
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<td>15.</td>
<td>Teaching</td>
<td>Imposed curricula</td>
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<td>16.</td>
<td>Research</td>
<td>Lack of support or opportunities for research</td>
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<td>17.</td>
<td>Socialising with colleagues</td>
<td>Insufficient social recognition</td>
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<td>18.</td>
<td>Preparing tests</td>
<td>Standardized tests</td>
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<td>19.</td>
<td>Travelling</td>
<td>Lack of recognition for a job well done</td>
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<td>20.</td>
<td>Responsibility at work</td>
<td>Inadequate career structure</td>
</tr>
<tr>
<td>21.</td>
<td>Job security</td>
<td>Insufficient job security</td>
</tr>
<tr>
<td>22.</td>
<td>Achievement</td>
<td>Stress</td>
</tr>
<tr>
<td>23.</td>
<td>Enjoy the subject being taught</td>
<td>Comparing salary package with that in other similar countries</td>
</tr>
<tr>
<td>24.</td>
<td>Positive working conditions</td>
<td>Unfair and unequal treatment</td>
</tr>
<tr>
<td>25.</td>
<td>Comfortable living conditions in the external environment</td>
<td>Limited space in the office and lack of privacy</td>
</tr>
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Table 1: Summary of factors that motivate and factors that discourage and demotivate teachers
(adapted from reviewed literature)

At present there are few research studies concerning the motivation of expatriate EFL teachers working in Gulf countries, particularly in Oman. Out of sheer interest in exploring the professional experience and interaction of expatriate EFL teachers in Oman and personal empathy with this group of teachers, I have decided to study the factors that
motivate and demotivate expatriate EFL teachers in a selected university in Oman. Findings from this research will provide useful information to the management and administration of the department about expatriate teachers' satisfaction and motivation and will thus contribute towards teacher welfare, which is known to have a significant impact on teaching practice and students’ learning (Dörnyei, 2001).
CHAPTER 4: METHODOLOGY

In postmodern qualitative research, the aim is to seek the proliferation and richness of variables, to acknowledge and capitalize on the impact of the researcher, and to have no fear of travelling to the hidden depths and mysterious complexities of reality.

Holliday (2010, p. 12)

As is common with research studies located in the interpretative paradigm, the research design of the current study is emergent, qualitative, and focuses on the subjective realities of the research participants. In this chapter, the research framework, design, and method are discussed, and the chapter concludes by mentioning some challenges faced, and limitations of the study.

4.1 Research Framework

The current research is naturalistic and explores the perceptions, experience, and multiple socially constructed realities of expatriate teachers of English as a Foreign Language (EFL) in a government university in Oman. Lived experiences of participants are analysed with the epistemological lens of social constructivism (Vygotsky, 1978), in order to understand meaning created by participants as individuals and as members of the expatriate social group. In this post-positivist position, it is believed that meaning does not exist permanently or independent of the individual. Rather, it has to be constructed from the world it exists in and the objects it interacts with (Crotty, 1998).

The basic tenet of constructivism is that reality is socially constructed. Hence, it has to be explored in a naturalistic setting where participants can express their meaning and knowledge with reference to their social environment. Symbolic interactionism (Blumer, 1969) is selected as an ontological basis to interpretively explore the subjective interpretations of participants and to view reality as a socially constructed phenomenon (Pring, 2000). Exploratory research methodology is used to study the phenomenon of
teacher motivation and demotivation in an English language foundation programme at a government university in Oman. Exploratory research is popular in management studies, and is a favourable research methodology in the current educational study that is situated in a higher education institution in Oman. It is expected that findings will provide significant information about a situation that has not been previously explored sufficiently, and needs to be studied with reference to the research context and expatriate teachers in that context. In a subtle way, the current research also gives voice to expatriate teachers who may have identified factors that motivate or discourage them but may not have had the opportunity to express their thoughts and experience regarding motivation in their professional life.

Since at present there is a dearth of research in the area of teacher motivation in Oman, it is necessary to identify factors that may currently motivate or discourage expatriate teachers within the selected context. These factors may form the basis for further research. Expatriate teachers and their motivation remain unchartered territory, and therefore, exploratory research is necessary to discover factors and to establish factors and situations that affect the motivation and demotivation of expatriate EFL teachers.

Dewey (1981) believed that human beings can be best understood in relation to their environment. Qualitative interviews are among the preferred methods because they explore meaning created by individuals through the interaction of symbols, language, and thought. In the present study, detailed individual interviews were conducted with selected participants because interviews provide “a uniquely sensitive and powerful method for capturing the experiences and lived meanings of the subjects ‘everyday world’,” Kvale (2007, p. 11). The current lack of information affecting the life of individual expatriate teachers inspired research participants to respond to interview questions and share their thoughts and experiences. The researcher, who is also an expatriate with experience and knowledge of the research context, could interact with the participants with an insider's perspective, and could probe meaning that participants ascribe to naturally occurring situations in the research context.
4.2 Research Questions

Based on a general understanding of the research problem, and the goal of exploring the factors that contribute to expatriate teachers’ motivation and demotivation, research questions were drafted and revised several times. The following questions will be answered through the current research:

1. What factors contribute to the motivation of EFL teachers in their professional and personal experience at a government university in Oman?
   a. Are there any intrinsic needs that govern EFL teachers’ motivation?
   b. Are there any extrinsic needs that govern EFL teachers’ motivation?

2. What factors discourage EFL teachers in their career and lead to demotivation?
   a. What aspects of professional life do EFL teachers find demotivating?
   b. What aspects of personal life do EFL teachers find demotivating?

4.3 Research Design

An exploratory research methodology is used in the current study to explore the phenomenon of expatriate EFL teachers’ motivation. The study was conducted at an EFL centre situated in a government university in Oman. Adopting an exploratory methodology was favourable for this study in order to “investigate a phenomenon or general condition” (Dörnyei, 2007, p. 152), through qualitative interviews. The current research is a cross-sectional study, and through the exploratory nature of the study, which is time and context-bound, I aim to explore the interplay of personal and professional factors that currently exist. Even if the culture and general macro-context do not undergo massive changes, policies in the micro-context are under constant review, and changes are common, which may be beneficial or undesirable depending on one’s perspective. The research design selected for this study was exploratory in nature and I was the only researcher. As an interpretive researcher, this decision was useful in my attempt to take
responsibility “for the work from inception to fruition” which according to Radnor (2002) “is the hallmark of the interpretive researcher” (p. 31).

Findings from the current exploratory research are intended to contribute towards informing the administration about ground reality and the perception of the majority of teachers in the department who happen to be expatriate teachers. As is the case in exploratory methodology, the focus of the current research is on understanding views of participants, but the study does not aim to make generalizations or predictions. Relevant findings will also be used to compile a confidential report for the management of the department that may prove to be beneficial towards the improvement of working conditions as well as awareness of quality assurance issues in the department, particularly those concerning educational management. Carefully selected excerpts of data from participants will be used to support the findings. However, the identity of participants whose excerpts will be chosen will be withheld for ethical reasons, and neither the interview excerpts nor any other reference in the report will identify individual participants. Furthermore, pseudonyms will be used for all research participants.

4.4 Research Method

The focus of the current research requires the use of interpretive methods such as in-depth interviews to draw qualitative data. Kvale (2007) believes that in qualitative research, interviews attempt to “understand the world from the subject’s point of view, to unfold the meaning of people’s experiences, to uncover their lived world prior to scientific explanations” (p. 9). In-depth interviews are a popular and effective data collection tool in exploratory research, particularly the present study, because the researcher is interested in understanding the world of the participants and interviews provide a window into that world and the participant’s reality (Silverman, 2011). This is corroborated by Punch (2009) who believes that the interview “is a very good way of accessing people’s perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways we have of understanding others” (p. 144).
Most of the previous studies on teacher motivation and job satisfaction used questionnaires based on Herzberg’s (1959) motivation-hygiene theory, and vast quantities of data were gathered. Several variables such as teacher’s gender, age, and local teaching context, were discussed. The current research is purely qualitative, and uses interviews so that teachers’ experience and perceptions can be voiced appropriately without being tied down to variables. In other words, variables or factors that may affect teachers’ opinions emerged from the data. In this way, the study allows for accepting and analysing factors that may not have been accommodated within a quantitative methodology.

In the current research, one-on-one interviews were conducted with research participants in order to construct an understanding of elements in their personal and professional lives that motivate or discourage them and affect their decision to continue living and working in Oman. Interviews were selected as a befitting methodology for the current research because as summarised by Orbuch (1997 in Silverman, 2011):

> Interview accounts offer a means of identifying “culturally embedded normative explanations [of events and behaviours, because they] represent ways in which people organise views of themselves, of others, and of their social worlds.” (p. 137)

As in naturalistic research, the semi-structured interview helped me stay focused while being flexible. This also allowed the emergence of other themes that the respondents wanted to share (Kvale, 2007; Radnor, 2001), or those that caught the researcher's attention during the interviews and needed further probing. Interview questions were based on a survey of literature in the field of EFL teacher motivation and those that emerged during pilot interviews. A series of prompts were also used to elicit data. The purpose of the semi-structured interview guide was to remind the interviewer of the topics that needed exploration. However, the order and timings of the questions and the way they were asked depended on the flow of the interview and the mood of the interviewee. Jones (1985) believes that in a quest to understand the reality constructed by participants, interviewers should ask questions:
In a way that they can tell us in their terms (rather than those imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of their meanings. (p. 46)

Participants were interviewed once during the research; however, the channels of discussion were left open and the participants and the researcher exchanged comments even after the interviews were over. These in-depth interviews were audio recorded so that during the interview, the interviewer could maintain eye contact with the interviewee and focus on the responses in order to ask the next follow-up question rather than taking notes furiously while the interviewee was speaking. Furthermore, for the purpose of content analysis, it is essential to listen to the interviews several times and transcribe them in order to identify categories and code data (Bell, 2005).

Some challenges of using semi-structured interviews were that a vast amount of data was generated, and categorizing the data was time consuming because each interview needed careful reading several times to ensure that all pieces of relevant data were extracted for discussion.

4.5 Research Procedures: Sampling, Research Instruments and Data Collection

As mentioned in the discussion of the research framework earlier in this chapter, the research context for this study was the English language support unit at the largest and oldest government university in the Sultanate of Oman. As a researcher, I was also a member of the selected research context, where at the time of data collection, there were 211 teachers and a vast majority of this group comprised expatriate teachers, myself included. Thus, I shared a connection with the research participants and a sense of belonging to the research context that gave me the impetus and the support to conduct this current study.

Reasons for choosing the current academic context for this research match the advantages listed by Punch (2009). The first reason was that it was convenient. Data
collection was convenient and feasible because it was directly negotiated with the participants whom I knew as colleagues, or had at least met before. Based on the convenience of the participants, interviews were conducted in their office, their home, my home, or in coffee shops. Secondly, access to the research site, and consent of gatekeepers were gained easily. The research proposal was discussed at length with the director of the department who approved the research and indicated that upon completion of the research the findings should be shared with the director and other members of the management committee. The third advantage was relevance. The research topic is of general interest and direct relevance to the work within the department. To date, very few studies have been conducted on the motivation of EFL teachers in Oman, and no recorded evidence is available for research on the motivation of expatriate teachers, who still comprise the majority of the teaching population in the chosen research context. The final advantage listed by Punch is access to insider knowledge and understanding. Based on my experience in the department, off-the-record discussions with colleagues, and my reading of the various documents produced by the department, I was able to understand the participants’ feelings and statements and could ask relevant follow-up questions.

I was a silent participant who had been observing and listening to stories that often become urban legends in any institution, but did not subjectively lean towards any direction. For example, job security of expatriate teachers and stories regarding termination of some expatriate teachers’ contracts circulate at lunch-hour gossip and other circles, but to pose these delicate issues as questions to explore genuine information without probing was the main aim of the current research. Participants shared their experience of living and working in Oman, and I objectively studied the different strands of data that are presented in chapter five.

4.5.1 Sample

The sampling procedure followed in the current qualitative study was purposive sampling because the intent was to conduct an in-depth exploration of a phenomenon rather than to generalize findings to a larger population (Creswell, 2002). Research participants were
selected on an understanding of who could best help in exploring the phenomenon of teacher motivation and give useful information. Expatriate teachers, unlike their local counterparts, usually have the choice to stay in a foreign country for as long as necessary and then pack and leave for greener pastures. Long-term engagement of expatriate teachers in any given context is important and worth investigating. Hence, it was decided that the following groups of expatriate English language teachers teaching at the English language support unit at a government university in Muscat, Oman would be approached for participating in the research:

(a) expatriate English language teachers who have been working at the selected university for at least ten years;

(b) expatriate English language teachers who had been working at the selected university, left the university and the country, and then returned to the university after a few years.

Several teachers were approached for an audio-recorded interview, but some teachers did not want the interview to be recorded, and because it is expected that qualitative data would be rich, these teachers were thanked for considering the interviews but were not interviewed for the study. What started off as purposive sampling soon led to snowball sampling, where selected teachers in the language support unit informed the researcher about other colleagues who have been working at the selected university in Oman for more than ten years, some for nearly twenty-four years. These teachers were contacted and those who agreed to participate in an audio-recorded interview were contacted further for the research.

While setting up the research procedures and deciding on sampling choices, it was important to consider a working definition of “expatriate teacher.” For all practical purposes, the definition by Johnston (1999) was adopted, according to which, “expatriate teacher” refers to “any teacher who is a citizen of one country but working in another” (p.256). This simple definition of expatriate EFL teacher meets the requirements of this current research.
Research participants in the current study come from diverse cultural backgrounds, and include eight female and eight male teachers. These expatriate teachers come from countries such as the United States of America, Australia, Egypt, England, India, Ireland, Pakistan, Scotland, and Sudan. The majority of the participants were in the age bracket of 50-60 years while some were in their 60s. All the teachers had a master’s degree in English, linguistics, or literature, and had been teaching and working in Oman for over ten years. Thus, teachers that comprised the sample for the current research fall in the category of “real” teachers as identified by Clayton (1989, in Johnston, 1999) who are “qualified, trained, experienced, and committed long-term to their occupation” (p. 256).

The average number of years the current sample has been in Oman is 18.75 years. Table 2 on pages 62-63 gives a concise description of the profile of research participants.

<table>
<thead>
<tr>
<th>First name of participants (pseudonym)</th>
<th>Country of origin</th>
<th>Number of years in Oman</th>
<th>Number of years at the university</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abdullah</td>
<td>Egypt</td>
<td>24</td>
<td>24</td>
<td>Previously worked in Egypt</td>
</tr>
<tr>
<td>2. Amir</td>
<td>Pakistan</td>
<td>24</td>
<td>24</td>
<td>Previously worked in Iran, Bahrain, and New Zealand; left Oman in 1997 and returned after one year</td>
</tr>
<tr>
<td>3. Andrea</td>
<td>UK</td>
<td>16</td>
<td>16</td>
<td>Previously worked in Sudan; left Oman in 2004 and returned after five years</td>
</tr>
<tr>
<td>4. Caroline</td>
<td>Ireland</td>
<td>14</td>
<td>11</td>
<td>Previously worked in France</td>
</tr>
<tr>
<td>5. Cooper</td>
<td>Belgium</td>
<td>18</td>
<td>18</td>
<td>Previously worked in Belgium, Australia, USA, Niger and Saudi Arabia</td>
</tr>
<tr>
<td>6. Debby</td>
<td>USA</td>
<td>10</td>
<td>10</td>
<td>Previously worked in Japan, Chile, Peru</td>
</tr>
<tr>
<td>7. Emma</td>
<td>India</td>
<td>19</td>
<td>14</td>
<td>This is her first tertiary level teaching job</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Country</td>
<td>Age</td>
<td>Experience</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>8</td>
<td>Farheen</td>
<td>Sudan</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Jim</td>
<td>UK</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Joseph</td>
<td>USA</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>Kate</td>
<td>Scotland</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Maysa</td>
<td>Pakistan</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>Mahir</td>
<td>Egypt</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Niles</td>
<td>UK</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Prakash</td>
<td>India</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>Tamara</td>
<td>Pakistan</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 2: Profile of research participants

4.5.2 Instruments

A semi-structured interview schedule was developed for discussion with teachers, and was piloted with a small group of teachers (see section 4.5.3.1). The interview schedule comprised twelve questions with prompts for details with some questions. Participants were encouraged to elaborate on their response and add any other information that they deemed relevant. Interview questions were piloted with five teachers and the interview schedule was revised six times before the actual data collection. Questions were modified on the basis of clarity of wording and concepts, and on order and organisation of ideas.

The semi-structured interview schedule focused on general open-ended questions and led to more focused questions. Questions focused on past and current professional lives of teachers, and their future plans with regards to professional and personal issues. The complete semi-structured interview schedule is attached as Appendix C on pages 166-167.
Interview questions focused on general prompts towards an understanding of satisfying and dissatisfying elements of professional life. The interview schedule was structured enough so as not to lose the plot, but flexible enough to accommodate teachers’ responses and comments (Kvale, 2007). Prompts were added to maintain focus on certain satisfying and dissatisfying elements highlighted in the literature and also discussed by pilot interview participants. Altogether, there were twelve general questions with prompts added for some questions.

Question one focused on biographical information, and was a good opening question because teachers introduced themselves as they deemed necessary and it facilitated their participation in the interview. Biographical elements such as age, nationality, years of experience in Oman, and in the language department, were covered by this question.

Question two aimed to explore teachers’ reasons for choosing the English language teaching profession. The focus here was on identifying intrinsic, extrinsic, and altruistic reasons that may motivate certain teachers or impact their choice of career.

Question three was an open ended question about the teacher’s current job, and during the interviews, this question was juxtaposed with question seven which focused on the micro-context, that is, the language department where the research was located. Issues such as relationship with colleagues, students and supervisors, workload, salary and benefits, job security, career advancement, and autonomy were discussed in this category. Question three was a general question about satisfiers and motivators while question four was a general question about dissatisfying elements that discourage and even demotivate teachers. These two questions are crucial in this research and were deliberately rephrased and asked again in questions nine and ten towards the end of the interview. The reason for this intentional repetition was to give teachers another chance to think and ponder about rewarding factors and discouraging factors after they had engaged in meaningful and thought provoking conversation about their professional experience. Any ideas not mentioned earlier came to surface here, and without exception, there were additions in each interview by the time participants came to questions nine and ten.
These general questions on aspects that teachers find rewarding or frustrating aimed to cover and respond more directly to all the comments participants had made earlier in the interview. The position of these two questions is significant because these questions are placed in the end to summarise the factors that satisfy or discourage, and in turn motivate or discourage teachers, and to give the participants another opportunity to voice their thoughts and ideas.

Questions six and eight focused on the teacher’s career and professional values and principles. These questions were included in the research to come to an understanding of teachers’ overall satisfaction with their teaching career. Questions eleven and twelve are related to the macro-context, that is, Oman, and teachers’ views on life in Oman in general, as well as advice for new expatriates are explored in these two questions. In addition to these questions, participants were encouraged to contribute any other information that they deemed necessary and useful. Some participants even popped into the researcher’s office a few days later or sent text messages adding or clarifying a point they had made during the interview. This was very encouraging for the researcher and a dialogue of discovery was initiated not just for the purpose of this research, but hopefully for teachers to reflect on their professional experience.

4.5.3 Data Collection

Data collection took place in two phases. In phase 1, pilot interviews were scheduled with five teachers. Average time taken for the interviews, clarity of research questions, style of asking questions, and other dimensions of interviews (including audio recording) were established. In phase 2, semi-structured interviews were conducted with teachers who consented to an audio-recorded interview, and who had been working at the selected university for more than ten years, or had left and returned.

4.5.3.1 Pilot study

Pilot interviews were arranged with five English language teachers from different backgrounds. All the teachers were expatriates and had been working in Oman anywhere from 10 months to 13 years. They came from different countries and had varied teaching
experience in Oman and elsewhere. The duration of the interviews was 40-60 minutes. After each interview, the interview findings were summarized. These summaries led to reflection on the interview questions and procedures and helped in revising the interview questions. Some questions and prompts were added, merged, or modified for clarity, and the order of certain questions was changed to ensure a smooth transition to the next question or topic. The purpose of the pilot interviews was to ensure that the questions were easy to understand, elicited the response that they were meant to draw, and to remove any possible ambiguity in meaning. To this end, the semi-structured interview questions and prompts were modified six times, and the order of questions was also revised several times in order to allow for smooth flow of questions and ideas.

Each pilot interview was a learning opportunity in itself. Each interviewee presented unique data, experiences, and interactions. One difficulty in compiling biographical information of the participants regarded age. Some of the participants were seniors, and inquiring about their age seemed inappropriate. Some of the questions that arose were whether or not it is polite to ask for information such as age, or in some situations (especially with senior teachers or administrators) about their qualifications. Would asking this question make some participants uncomfortable even before the interview starts? Would this have an effect on the interview information and the relationship between the interviewer and the interviewee? Questions about age and qualification (academic and professional) may have significant influence on motivation, satisfaction, and burnout of teachers. I decided, therefore, to compile the biographical information through a follow-up e-mail, and to create a table based on that data.

Regarding the re-wording of some questions, words like ‘discrimination’ were too direct and needed to be avoided during the interviews (as in question ten). Hence, re-wording was necessary. The question regarding “educational and personal values” of teachers was significant, but during the pilot interviews it was obvious that this question was not easy to answer for most of the participants, partly because there are two components to this question (educational values and personal values) and required a response to both aspects in the same question. This question required longer thinking time than the rest of
the more direct and specific questions. Hence, teachers needed to be given more time to answer this question. Also, it was decided that an example could be used in case teachers asked, or if the response needed to be redirected for relevance. Personal and educational values are indeed very personal, and people’s teaching and learning experience cannot be put into boxes. It was decided to focus and simplify the question, and then give people enough thinking time to respond to this particular question. Repeating an idea through rephrasing the questions at different points can be useful in triggering thoughts and indicating connection with previous statements. This is with reference to questions four and nine.

One of the participants of the pilot interview mentioned that the interview was useful in getting a “gut response from participants” because interview participants did not get preparation time. However, at least in her case, there were points that she thought of contributing a few hours or even days after the interview, but didn’t. This indicated the need to follow-up with participants for any additional comments that they might have thought of after the interview. Also, for efficient data collection and analysis, it was decided to transcribe the interviews as soon as possible after each interview. Furthermore, during analysis of the data, each interview participant will be sent selected excerpts from their interview for validation of their comments during the interview. This will ensure that the interpretation of the data is authentic and will also provide another opportunity to interact with the participants.

The pilot interviews established various teaching philosophies concerning work ethics and approaches to teaching, teacher training, personality, teaching experience, and response from students, colleagues and supervisors. The pilot interviews were also useful practice in conducting interviews. Each interview was significant in improving the quality of the questions and the interview skills of the researcher. Each interview was a different experience in understanding how questions are received by interviewees, and the voice, tone, and subtleties of questions that break the barrier and make the interviews comfortable and candid.
4.5.3.2 Data Collection

Data were collected over a period of five months, depending on the availability and convenience of participants. To ensure that the sixteen participants were relaxed during the conversation, the researcher offered lunch or coffee to participants, and most of the interviews were held outside the office premises. However, some teachers preferred to have the interviews in their offices, or in a meeting room at work, and their convenience was considered and had to be obliged.

All interviews were audio recorded with the permission of the research participants, and were transcribed for analysis. Most of the interviews concluded within sixty to ninety minutes. There were some exceptions where the participants became enthusiastic and continued giving detailed information. The shortest interview took fifty-six minutes and the longest took two hours and thirty minutes. The interviews concluded when the participants felt that they had said all that they wanted to.

4.6 Ethical Consideration

Miles and Huberman (1994 in Punch, 2009) mentioned eleven ethical issues that need consideration in qualitative research: worthiness of the project, competence boundaries, informed consent, benefits and costs, harm and risk, honesty and trust, privacy and confidentiality and anonymity, intervention and advocacy, research integrity and quality, ownership of data and conclusions, and use and misuse of results. These eleven issues have been addressed in the present study as explained in this section. The local ethical review board (of the research context) and the University of Exeter’s Ethics Committee approved the research project including participants, instruments, and ethical dimensions.

Because all of the research participants are my colleagues, my interaction with them from the first e-mail message that I sent them to the last follow-up interview has been friendly and somewhat informal yet professional. Even when I was not formally introduced to some of the participants before the interview, I became acquainted with these colleagues through recommendations from other participants and snowball sampling. Getting to
know some colleagues who have been working at the university for several years has been another benefit for me as a researcher and a member of the teaching community at the ELU. Research participants were assured of confidentiality and anonymity, and were informed that pseudonyms will be used for them. Participants were assured that their identity and the information received from them will be kept anonymous and confidential, and will only be used for the purpose of research, and that confidentiality of data will be a prime concern. It is always expected that some participants share views or information that may be against the department or the university, and they were assured that the information shared by them will not harm them in any way and will not jeopardise their career or future. Participants were informed before the interview that the interviews would be audio-recorded and that they have the right to withdraw from the study at any time. All the research participants completed the recommended University of Exeter consent form. Samples of the informal email sent to participants inviting them to participate in the study and the University of Exeter, Graduate School of Education consent form and ethical research approval certificate are attached in Appendices A and B (i) and B (ii) on pages 161-165.

All interviews were audio recorded with prior consent of the participants, and all interview audio tapes were secured in a locked cabinet in the researcher’s study. Transcribed data, questionnaire data, and analysis and findings were saved on password-protected computer files on the researcher’s computer. Anonymity and confidentiality of the research context was also maintained. Direct references to departments and common acronyms used within the department and the university were avoided in order to maintain confidentiality of the research context.

Some participants were pleased that I contacted them for the study and mentioned that they felt acknowledged for their contribution to the department. Hence, the cost-benefit ratio in research was maintained and even the research participants gained some benefit from participating in the research. The current study was carried out carefully and findings from the study will also be used to write a report for the director of the department with a
list of recommendations made by the research participants with the aim to further improve the atmosphere in the department.

4.7 Data Analysis

Verstehen, a sociological concept developed by Weber (1947), is the German word for “to understand.” It suggests that all actions come from a deep understanding of subjective interpretation of reality and the choices and motivations governing action. It is often used in qualitative research and is concerned with deep understanding of utterances and words in a situation. Interpreting meaning and human behaviour is the central aspect of the verstehen approach. It views a situation by seeing it from the perspective of the people concerned rather than from the researcher’s perspective. It is, thus, concerned with exploration, understanding and empathy, and was a relevant approach in the current study.

According to (Richards, 2003), qualitative data analysis is “neither a distinct stage nor a discrete process; it is something that is happening, in one form or another, throughout the whole research process” (p. 268). This was true in the current study where data analysis occurred throughout the research. One common and useful analytical technique for data analysis was 'memoing' (Miles and Huberman, 1994) which occurred throughout the research process. I wrote memos that comprised various thoughts regarding data collection and data analysis, follow-up tasks, questions, and new ideas to explore. Writing memos during recoding of data as and when thoughts and ideas occurred was useful because these memos helped in describing the codes and analysing them from different angles. Sometimes, these memos guided me to think about related topics and bring codes together to form patterns. According to Punch (2009), memos “help the analyst move from the descriptive and empirical to the conceptual level” (p.180). This technique also assisted me as a researcher in making analytical decisions.
4.7.1 Data Analysis Procedure

Data were analysed using inductive analysis (Patton, 1990) according to my individual preference for analysis and organization of data. Based on the hermeneutic tradition (1947) of verstehen, data were analysed using the interpretative phenomenological analysis approach (Smith and Osborne, 2008 in Silverman, 2011). Interview transcripts were studied one by one for content. Using the main aims of the study, comments and ideas expressed by participants were noted and transformed into initial themes. Data were read carefully several times with regard to the research questions. However, I was also open to emerging issues. Content analysis of interview transcripts led to an understanding of the participants' meaning and an extrapolation of relevant themes and categories from the data were clustered and ordered into a list.

The next step was coding the data by breaking key aspects into manageable logical segments and labelling these using the highlighting option in MS Word. Key aspects in the research questions were identified and given a colour code (available in MS Word 2007).

The next step was categorizing the data thematically by putting related data together in separate Word documents. All data extracts were clearly labelled according to pseudonyms given to participants. Thus, descriptive and pattern codes (Miles and Huberman, 1994) were organised where descriptive or topic codes were used to label themes and categories in the data. Pattern or analytical codes were used for interpreting and conceptualizing data identified by descriptive codes. A final list of themes and sub-themes was created where the codes created were keywords or phrases that summarised the scope of the theme, such as “job security,” or were in vivo codes (Rapley, 2011) that comprised specific words used by participants, such as, “Omanization,” “promotion: dead end,” and “living in Oman.”

For the purpose of representing data authentically, important patterns and themes will be explained in detail in chapter five and will be contextualized wherever possible in order to clarify meaning.
4.8 Trustworthiness: Credibility, Transferability, Dependability, and Confirmability

Issues of validity, reliability, and objectivity in positivist research take an altogether different approach in interpretive or naturalistic research. In accordance with Holliday’s alternative view of validity in postmodern qualitative research, in the current study, the researcher followed Holliday’s (2010) three principles: submission, emergence, and personal knowledge. These were achieved by collecting thick descriptions (Geertz, 1973) and treating nothing as trivial in qualitative research.

While being a participant in the research context, in order to assure validity or trustworthiness, I acknowledged the information and knowledge that came through my observation and experience in the research context with the other participants, but did not let that information prejudice research findings. For example, a general discussion among expatriate teachers, and often with the local teachers, is about the natural beauty in Oman and the plethora of outdoor activities that can be enjoyed, especially during the cooler months. This observation of an “agreed truth” shared by most people who live in Oman was noted. However, during the interviews when several participants mentioned that the picturesque landscape of Oman was a strong reason for them and their families to prefer it over their home countries, I used this information from the participants objectively. In other words, I did not put words into the mouths of the participants, but rather accepted the participants’ views in an unbiased way. In this way, I aimed to achieve objectivity or confirmability by relying mainly on statements made by research participants. In a similar vein, while fully acknowledging my role as a participant observer, I probed certain matters in an un-prejudiced, non-judgemental way. Also, I made note of certain thorny areas such as the promotion policy and procedures at the department, and posed it as an open-ended question during the interviews to explore teachers’ feelings and opinions on the issue of promotion. The views of participants, both negative and positive, were taken in equal measure while presenting details about teachers’ opinion and response towards promotions in the department.
A semi-structured interview schedule served as a guide to collect useful and important information, and to ensure that the interview approach explored the thoughts and ideas of teachers. Researchers like Merriam (1988) assert that compared to other data collection techniques, data obtained through semi-structured interviews are more valid because the interviewer can ask probing follow-up questions and check their understanding during and after the interviews. Trustworthiness in terms of research instruments and data collection were achieved through careful wording of the semi-structured interview questions and conducting the pilot interviews to check if pilot interviewees faced any problems in understanding any of the questions. Data collection was also precise and interviews were audio-recorded and transcribed and each interview became an exploratory conversation. Thus, credibility in research was achieved through careful management and use of the research instruments and the interview setting. After the interviews and during data analysis, participants were sent back extracts from their interviews for respondent validation or verification, addition and checking interpretation through feedback or “member checking” (Cohen, Manion and Morrison, 2000). According to Lincoln and Guba (1985), member checking is “the most crucial technique for establishing credibility” (p. 314).

In the current study, during member checking, excerpts were e-mailed to participants to give them another chance to comment on what they had said during the interviews. In some cases, participants asked for a follow-up interview to clarify points or add to their earlier comments. In one case, a research participant wanted to read his entire interview transcript, and it was provided to him to read and keep.

Because of the exploratory nature of the research, transferability or generalization of findings is neither possible nor desired. The researcher’s main concern was to obtain “insightful and enlightening” (Dörnyei, 2007, p. 153) data from participants which would form the subjective reality of the participants and lead to an understanding of the wider case under investigation.
4.9 Challenges

One minor challenge faced in conducting the current research was finding research participants who were willing to participate in audio-recorded interviews. Some teachers who had worked at the language department for more than ten years were hesitant to have the interview recorded, so other teachers were contacted, and this process of negotiating interviews delayed the data collection process in some ways. Also, teaching and exam schedules and teachers’ commitments to teaching also meant that some interviews were rescheduled several times.

Another challenge was regarding sampling. A majority of the veteran teachers who were contacted for this study had been teaching in the language department for 15-24 years. They were supportive, and agreed to share their experience and views; however, there were some “old dinosaurs”—a term coined by some teachers who have been in the ELU for approximately 24 years to describe their affiliation with the university—who declined participation in the study. As a result, I contacted other teachers who had worked in the department long enough to share their experience even if they hadn't been in the university since its inception.

Finally, some teachers requested that they be sent interview questions in advance, and wanted to respond in writing rather than speaking, and definitely did not want the interviews to be audio recorded. A proposition for future research could be to have an alternative element where participants who may be interview-shy can be given equal opportunities to participate in research through writing. Their responses and further written interaction with the researcher may facilitate the same results but in different ways. In some cases, it may even be more beneficial because rather than relying on “gut responses,” participants would have the time to think about and compose their responses. Written responses may even reduce the time spent on painstakingly transcribing interviews. One could argue a case in favour or against interviews or open-ended surveys, but it would have to depend on several factors including the research problem, the participants, the research context, and the nature of research in general.
4.10 Limitations of the Study

As with any study, the current research design has its share of limitations. One obvious limitation was the use of only one research method, that is, qualitative interviews. Usually, researchers would combine interviews with field notes from their observations or another suitable method. However, as a participant observer in the current study (Cohen, Manion, and Morrison, 2000), I refrained from maintaining observation notes or document analysis because that might have introduced researcher's bias during data collection and analysis. I relied entirely on interviews in order to draw meaning from participants' interaction with the research context, regardless of the knowledge I had about the context, and my involvement in the field. This is in line with the concepts of social constructivism and verstehen. Also, because I shared membership with the research participants, I could formulate relevant questions and prompts for the semi-structured interview and the interviewees could trust me (Silverman, 2011). As a result, their response to interview questions yielded thick description. Furthermore, the Interpretative Phenomenological Analysis approach that I used to analyse data required focusing on each interview as a specific case. Therefore, it was appropriate to focus on a small number of qualitative interviews (Rapley, 2011 in Silverman, 2011). The richness of data obtained from interviews provided a coherent picture of the phenomenon being explored, and further research in the same area and with similar participants can be conducted using findings from this exploratory research as baseline data.

4.11 Summary

The current study focused on lived experience of research participants, and was guided by a search for a holistic view of the context and as perceived by members who have lived in this community for a long time. This study was an exploratory research project with a small group of research participants who are veterans in the field and have been associated with the selected research context for at least a decade. In-depth interviews were conducted to understand the socially constructed reality and meaning participants draw from their interaction with people and different situations in the research context.
Generalisation of findings is neither possible, nor intended in this study. As an exploratory study, this research aimed to explore certain factors within a selected site, and findings from this study are specific to this context only.
CHAPTER 5: FINDINGS AND DISCUSSION

Oh my god, where am I? This is not Kansas....but people either come here and like it a lot; or they come here and do wake up and say, I made a mistake. But those are rare, rare.

Joseph¹, research participant

The above cited quote from a research participant summarizes the life of expatriate teachers in Oman who come to a new country, and go through the different stages of culture shock and realise how different the new place is from wherever they have come from. As mentioned by Joseph, who has been living and working in Oman for twenty-five years, expatriate teachers realise early enough how different Oman is from their home country, and they either adjust to the life in Oman and like it here, or they realise that they need to be somewhere else and leave.

Participants in this study are unique in that they are experienced and have lived and worked in Oman for an average of 18.75 years. They comprise a group of expatriates who have adjusted to living and working in Oman and have experienced different aspects of personal and professional life over the past several years.

This section of the thesis will uncover expatriate teachers’ motivation to live and work in Oman, and will highlight some factors that discourage and demotivate them. Prominent themes and categories identified in the data will be described and will be analysed and discussed with reference to the conceptual framework, the macro-context in Oman, and the micro-context at the English Language Unit (ELU). In this exploratory study it was necessary to understand the participants holistically, and being a member of the same group as the participants helped me to understand the situation described by the participants with an insider’s perspective. In this study, reality is viewed from the

¹ Pseudonyms have been used for all research participants.
participants’ perspective and deep understanding of the people and the situation. Quotes from participants are used to exemplify and explain teachers’ views.

The conceptual framework adopted for this study (p. 38) indicates the overlapping features of Maslow’s basic needs theory (1954) which focuses primarily on innate human needs and need-gratification and Herzberg’s motivation-hygiene theory (1959) which focuses primarily on external stimuli in the work place that can motivate or demotivate employees. It is necessary to reiterate that Maslow’s theory does not refute the role of the environment in the same way that Herzberg’s theory does not rule out individual differences when discussing the impact of external stimuli. The combination of Maslow’s and Herzberg’s theories brings together a unified approach to viewing teachers’ motivation based on personal needs and the workplace situation. In addition to the conceptual framework, the macro and micro contexts will also be analysed because the influence of situational factors or the influence of the immediate context on the motivation of teachers has been found to be of immediate relevance and importance to teacher job satisfaction and motivation (Dinham and Scott, 2000).

5.1 Description of Themes and Categories

Themes that emerge from the interviews were analysed qualitatively with reference to the research questions, and categories were defined. These categories emerged from the research questions and the data obtained, and were used as a guide to analyse findings.

Themes and categories that will be discussed in this chapter are described in alphabetical order in the next few pages so that the categories are distinct and do not overlap to make the data unreliable. Operational definitions given on pages 79-81 are my own definitions and are based on my understanding of the research context and the scope of the study. Other researchers and educationists may have different definitions of, or approaches to, these facets of expatriate-teacher motivation.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Altruistic needs</td>
<td>Internal needs that arise from a selfless desire to help someone in need or going above and beyond the call of duty to assist someone</td>
</tr>
<tr>
<td>2. Announcement delays</td>
<td>Unexplained and unnecessary delay in announcing important information such as public holidays, assigned courses, etc.</td>
</tr>
<tr>
<td>3. Attitude towards teaching</td>
<td>How and what teachers feel about their role as teachers inside and outside the classroom and how teaching affects them as individuals</td>
</tr>
<tr>
<td>4. Burnout</td>
<td>Fatigue and frustration with one’s job to the extent that one may consider quitting the job</td>
</tr>
<tr>
<td>5. Bureaucratic administrative policies</td>
<td>Administrative policies set by the university and implemented by the department management that may be rigid and do not necessarily facilitate teaching</td>
</tr>
<tr>
<td>6. Cultural differences</td>
<td>Differences in interpretation of situations and people that may occur because of the influence of the culture one belongs to</td>
</tr>
<tr>
<td>7. Demotivation</td>
<td>Complete loss of motivation or interest in an activity</td>
</tr>
<tr>
<td>8. Discouragement</td>
<td>Feelings of disappointment, helplessness and dejection</td>
</tr>
<tr>
<td>9. Extrinsic needs</td>
<td>Need for some kind of gain or benefit such as higher salary, promotion, better living conditions, etc.</td>
</tr>
<tr>
<td>10. Faculty evaluation survey</td>
<td>Electronic surveys used in the department through which students evaluate their teachers. The questionnaire is a Likert Scale survey in both English and Arabic</td>
</tr>
<tr>
<td>11. Frustration</td>
<td>Feeling of being annoyed because one cannot control or change an unpleasant situation</td>
</tr>
<tr>
<td>12. Influence of other people on teachers</td>
<td>Influence of former teachers, parents, etc. on teachers and the career choices they make</td>
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</tbody>
</table>
| 13. Interaction with                         | Relationship with colleagues and supervisors, and what colleagues and
<p>| | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>colleagues</td>
<td>supervisors say or do</td>
</tr>
<tr>
<td>14.</td>
<td>Intrinsic needs</td>
<td>Internal needs that a person or a group of people may have, such as, enjoyment gained from teaching</td>
</tr>
<tr>
<td>15.</td>
<td>Job satisfaction</td>
<td>Placid feeling of contentment with one’s job</td>
</tr>
<tr>
<td>16.</td>
<td>Job security</td>
<td>Confidence that continuity of one’s job is guaranteed and that employment will not be taken away</td>
</tr>
<tr>
<td>17.</td>
<td>Lifestyle</td>
<td>Way of living, including things one can buy and activities one can enjoy</td>
</tr>
<tr>
<td>18.</td>
<td>Living conditions</td>
<td>Conditions that apply to living such as accommodation, utilities, services</td>
</tr>
<tr>
<td>19.</td>
<td>Management style</td>
<td>A way or method chosen by the senior management to run a department or office. This style may be determined by culture, personality, etc.</td>
</tr>
<tr>
<td>20.</td>
<td>Marginalisation</td>
<td>Feeling of being discriminated against in a particular setting</td>
</tr>
<tr>
<td>21.</td>
<td>Motivation</td>
<td>The force that makes one initiate or continue an activity with interest and passion</td>
</tr>
<tr>
<td>22.</td>
<td>Omanization</td>
<td>A government initiative to offer jobs (by replacing expatriate employees with Omani employees) or create jobs for Omani nationals in order to reduce unemployment and to build national human capital</td>
</tr>
<tr>
<td>23.</td>
<td>Opportunities for professional development</td>
<td>Support provided by the employing institution for activities such as research, conference presentations and participation in the form of funding, release time, etc.</td>
</tr>
<tr>
<td>24.</td>
<td>Promotion criteria</td>
<td>Criteria for promotion that teachers need to meet in order to be promoted to the next grade up in the department’s payment scale or rank</td>
</tr>
<tr>
<td>25.</td>
<td>Recognition</td>
<td>Being acknowledged or noticed for one’s good work, effort, or skills</td>
</tr>
<tr>
<td>26.</td>
<td>Responsiveness of students</td>
<td>How students respond to teaching and learning and how it affects teachers</td>
</tr>
</tbody>
</table>
5.2 Findings

Answers to the following research questions were explored, and findings are reported in this section.

1. What factors contribute to the motivation of EFL teachers in their professional and personal experience at a government university in Oman?
   a. Are there any intrinsic needs that govern EFL teachers’ motivation?
   b. Are there any extrinsic needs that govern EFL teachers’ motivation?

2. What factors discourage EFL teachers in their career and lead to demotivation?
   a. What aspects of professional life do EFL teachers find demotivating?
   b. What aspects of personal life do EFL teachers find demotivating?

To ensure that data are contextualised, as is the standard practice in qualitative research, large chunks of data and conversations are cited to clarify the meaning intended by participants. Several teachers are cited in this section and their ideas are stated in their own words. Excerpts taken from the recorded interviews with participants have been modified slightly in order to remove some digressions and hedges such as “err,” “erm,” repetition, and fillers such as “you know.” These changes were necessary to make the text

Table 4: Data Categories Discussed in the Findings

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Salary and benefits</td>
<td>Monetary benefits and remuneration for a job</td>
</tr>
<tr>
<td>28.</td>
<td>Social interaction with students</td>
<td>Verbal or written interaction with students within the classroom and outside the classroom spanning over weeks, months and even years</td>
</tr>
<tr>
<td>29.</td>
<td>Unfair and unequal treatment</td>
<td>Inequality in dealing with staff members</td>
</tr>
<tr>
<td>30.</td>
<td>Workload</td>
<td>Number of hours of teaching and teaching related activities specified in teachers’ contracts</td>
</tr>
</tbody>
</table>
readable, and these modifications do not affect meaning. Pseudonyms have been used for all research participants.

5.3 Factors that Motivate Teachers

This section of the dissertation will discuss factors identified by research participants that motivate expatriate teachers. These factors range from personal to professional reasons and observations, and take into consideration the individual within the micro and the macro context. In order to avoid overlapping of categories, findings are presented as distinct categories as identified in Table 4 on pages 79-81. Through teachers’ quotes and ideas, a commentary will be made on the intrinsic, altruistic, and extrinsic needs that affect expatriate teachers’ motivation and the stimuli available in the external environment to meet these needs.

5.3.1 Intrinsic rewards

Most of the research participants in the current study stated that the greatest rewarding aspect of their career and in their life is enjoyment gained from being in the classroom when they are teaching and preparing for teaching. Teachers’ intrinsic satisfaction and motivation derived from teaching is a universal phenomenon (Addison and Brundette, 2008; Dörnyei, 2001; Doyle and Kim, 1999, Pearson and Seiler, 1983; Kızıltepe, 2008; Klassen, Al-Dhafri, Hannok, and Betts, 2011; Menyhárt, 2008; Shoaib, 2004), and teaching for the sake of gaining pleasure and enjoyment almost becomes a need that teachers have to satisfy.

Debby, a teacher who is also actively involved in materials writing, mentioned that:

The most rewarding [experience] for me is always being in the classroom. Planning, if I have too much free time....So I don’t want too much time to plan, but it’s fun. It’s a creative process. It keeps me thinking. The only thing that I don’t like is the admin work, the meetings, and paper work and reports.
Debby indicates a view shared by many teachers who enjoy teaching because of the intellectual and creative stimulation that it involves (Menyhárt, 2008). Some administrative aspects of teaching that consume time but do not involve thinking or creativity are seen to be uninspiring for teachers like Debby. Emma (in section 5.2.3.1), also believes that teaching and interacting with students is more rewarding than administrative work even if it is related to teaching. In a similar study completed by Gheralis-Rouss (2003) in secondary schools in Greece, teachers were intrinsically interested in teaching because they enjoyed teaching and being in the classroom. Such examples of motivation are discussed positively in motivation research. Deci (1995) states that “self-motivation is at the heart of creativity, responsibility, healthy behaviour, and lasting change” (p. 9), and Debby’s intrinsic motivation and interest in teaching is inspirational.

Maysa, a veteran teacher at the ELU who has been teaching for nearly four decades, shared her views on teaching and the enjoyment she obtains from it, and stated that:

I enjoy it [teaching]. The day, the moment I drag my feet to class, I’ll stop. But I haven’t ever felt I don’t want to go to class, and there’s never a moment when I have come away from class not enjoying it. And I think, being a teacher, the contact that you have with the students is so enriching and you learn so much.

Like Andrea (in section 5.3.2.2), Maysa enjoys learning from her students and interacting with them. She could retire from teaching any day that she wants to, but passion for teaching and being in the classroom gives her pleasure and contentment. Maysa’s example indicates two other important aspects in the ELU which impact teachers’ motivation positively. The first aspect concerns job security and retention of professionally competent teachers. At the ELU, teachers who are professionally capable and efficient can work for as long as they want regardless of age. Some universities in other Gulf countries impose a limit. There are many teachers like Maysa who are past the retirement age who are satisfactorily employed at the ELU, and enjoy successful and rewarding teaching and learning experiences with their students. The ELU and the university that it represents
welcome staff members from diverse backgrounds, cultures, and age groups. The second aspect (that will be discussed in detail in section 5.2.5) concerns the Omani students, who many teachers in the ELU describe as a “pleasure” to work with. A significant aspect of enjoying teaching comes from students who are respectful, responsive, and comfortable to work with (Dörnyei, 2001; Kızıltepe, 2008). The current study is cross-sectional, but Maysa and other research participants who have been in Oman and at the university for more than two decades, are motivated to stay and work in Oman because they enjoy interacting with their (mainly) Omani students. A longitudinal study conducted by Wilhelm, Dewhurst-Savellis, and Parker (2000) also indicated that a powerful indicator of teacher retention in the teaching profession in general was the extent to which student teachers anticipated enjoying teaching and seeing students progress well. These findings indicate the intrinsic motivation teachers have towards teaching and their decision to stay in the teaching profession, and are very similar to the experience shared by Maysa and other participants in the current study.

Many teachers in the current study expressed that they were passionate about teaching to the extent that it was more than just a job for them. Teaching not only provided mental stimulation and enjoyment, but it also gave them a comfortable niche in life. In her study with university teachers in Turkey, Kızıltepe (2008) also found that the first motivating factor for teachers was students followed by career opportunities. Teachers like Amir, who is a veteran at the ELU and has been in Oman for twenty-four years, believe that teaching is an essential part of their life and they would like to continue teaching forever. Amir stated,

I think for me, teaching is not separate from life. Teaching is kind of life. It’s not a job that I switch off when I go away from here [the office].

Amir identifies with teaching not just as a job, but as a lifestyle choice. His interaction with students gives him purpose, direction and contentment, and he added that:
Coming back to Oman also made me appreciate something....It is how much I have identified with being a teacher. And for me it was, you know, when you say make my day, that day wasn’t complete when I wasn’t in class, not talking to students.

This powerful expression of the impact of teaching and interaction with students is exemplary and indicates Amir’s passion for the teaching profession. Amir had left Oman for a brief period because of family responsibilities, but returned within a year and has been well-settled since then. His job fulfils his needs for security, belongingness, and esteem (Maslow, 1954).

Menyhárt also (2008) found that teachers in his study were mainly intrinsically motivated, and five major motives appeared to have significant impact on teachers' intrinsic motivation. These included teaching as a vocation, indicating that these teachers always wanted to be teachers, teaching as an interesting and valued field since intrinsically motivated teachers find joy and pleasure in teaching, and intellectual development. Through teaching and related activities, and his interaction with students, Amir gains control in his life which infuses him with positive attitude towards teaching.

For teachers like Amir, another reason why teaching can be a motivator could hold true if these teachers like the authority and independence that they can exercise in the classroom. Amir finds that teaching is a low-pressure job that fuels him with passion, hope and confidence. He says:

In a way, that’s what I find the nicest thing about being a teacher. I think fine, maybe it’s the independence, and that you can be self-contained. That is amazing; you know...I don’t really have a boss. That’s the way I feel and have always felt.

In a qualitative study with thirty Saudi teachers, Shoaib (2004) found that autonomy when present in teachers’ workplace caused motivation and lack of autonomy, caused demotivation. Shoaib (2004, in Menyhárt, 2008) states that, “an intrinsically motivating aspect of the teaching profession is when teachers feel responsible for the job they hold
and everything that is associated with it” (p. 151). Similarly, Nias (1981) also found that most of the factors linked to job satisfaction in her study were intrinsic and were expressed through teachers’ achievement, responsibility, and advancement. Teachers like Amir who feel autonomous in the classroom feel relaxed and responsible and aspire to make their students achieve.

Some teachers in the current study feel that salary and compensation for teaching is secondary, and the primary factor is the joy that teaching brings to their lives. This feeling is expressed by Joseph, who says that:

> It continues to amaze me that I am paid for something that I enjoy. I like teaching and that I get a salary! Of course you can always get more money, but I don’t have a grievance really. I mean if they pay us more money, fine! If they don’t pay us more money, that’s not going to stop me from teaching better. I just go on.

Joseph clearly expresses his attitude towards teaching where more money is always an additional pleasure, but the primary source of motivation is intrinsic, and teachers who enjoy teaching will continue to teach regardless of salary incentives. In a similar study, Bishay (1996) found that for English and content teachers in his study, pay incentives did not increase teachers’ motivation and most teachers were motivated by intrinsic factors. Similarly, through his work with pre-service teachers over several decades, Cochran-Smith (2003) found that none of the teachers he interacted with chose teaching because of material gains. Most of them wanted to bring about a change in the life of their students or to their workplace. This holds true in the current research context where most of the teachers mentioned that they wanted to be an agent of change and make a difference in the lives of their students.

“Peak experiences” as pointed out by Maslow (1954), and the “Flow Theory” as described by Csíkszentmihályi (1991), refer to the level of extreme happiness and self-actualization where an individual feels the happiest and the liveliest. When teachers express their teaching experience and their interaction with students, they feel alive, and their source
of motivation is teaching and being able to contribute to students’ learning. The intrinsic needs of participants in the current study match the needs listed in Maslow’s hierarchy (1954) which include needs for belonging, affiliation, self-esteem, growth, and the need to know and learn. Intrinsic motivation is a strong motivating factor in Herzberg’s (1959) motivation-hygiene, and teachers gain motivation when there are prospects for challenging and stimulating work, responsibility, and self-growth. In line with Addison and Brundrett’s study (2008) where 81% of the motivating factors in their study were intrinsic, teachers in the current study were mainly motivated by their intrinsic needs and the enjoyment gained through teaching and interaction.

5.3.2 Altruistic Rewards

In addition to intrinsic needs of teachers that serve as strong motivating factors, teachers also indicated altruistic needs for teaching, and by helping students, they felt good about themselves and felt motivated to teach when they noticed students’ learning. This corresponds to Maslow’s (1954) basic cognitive need to know and understand, and this response has been commented on by Dörnyei (2001) who asserts that teachers’ internal need to help students is a universal phenomenon, and teachers feel motivated when they receive a positive response from students.

Caroline feels strongly positive about teaching and helping students, and says about teaching:

You enjoy meeting these people every day and you have some feelings towards them and you want to help them and you enjoy being with them. That has been the same since starting – thank God. I mean, the day that goes is the day that you don't really want to be a teacher anymore.

While discussing the extent to which she enjoys teaching, Caroline also expresses her feelings towards teaching, which are predominantly altruistic. She has been teaching for fourteen years and feels that her fond feelings towards teaching and helping students have remained unchanged. The sense of responsibility that teachers like Caroline possess...
is a strong motivating factor according to Herzberg’s (1959) motivation-hygiene theory. Shoaib (2004), in his study with Saudi teachers, found that responsibility was a motivating factor for two thirds of the teachers. Caroline’s altruistic attitude and feelings indicate that teaching is more than just a job for her, and she would not like to lose the altruism and human interaction that she presently enjoys in teaching.

Andrea recalled some incidents and experience with students that indicated that her sources of motivation are mainly altruistic and intrinsic factors. She states that she is motivated by students and:

...just little things like if they ask a certain question or they show a certain interest in life. I had one student who couldn’t stop asking questions and he would apologise, ‘I’m sorry I’m asking too many questions.’ I said no, it’s that curiosity that inquisitiveness for life-for learning; it’s those things that more and more as I get older you just really love the young learner who’s interested.

Andrea has been teaching for nearly two decades and mentions that her appreciation for learners who are younger than her and are inquisitive in their quest for knowledge is progressively increasing with age. It could also be argued that with age and maturation, teachers become more patient and tolerant and enjoy the curiosity and inquisitiveness expressed by young students.

Age has been discussed as a variable in teacher motivation, and younger teachers have been found to harbour greater emotional exhaustion than senior teachers (Byrne 1991; Ghorpade, Lackritz, and Singh 2007; Lackritz 2004). In the case of the current exploratory study, most of the teachers were above 50 years old and some were closer to retirement or even past the retirement age common in most Gulf countries. A comparison between the motivation and burnout of teachers of various age groups was neither necessary nor relevant. It has been noted; however that older teachers are more satisfied than younger teachers (Al Harthy, 2005; Galloway et al., 1982; Sergiovanni, 1968; Shreeve et al., 1986). In the current study, teachers indicated satisfaction, altruistic and intrinsic motivation, and the desire to interact with young, curious individuals.
Some other teachers like Emma who are interested in the altruism of teaching feel that they need to support learners just as they wanted to be supported themselves when they were younger, and something they were not able to get in their life as students. Emma feels that,

> It makes me feel good that I am doing what I am meant to be doing [helping students]. I like young people, and having been a very insecure person myself, I can always relate to somebody who is feeling that way, and I always want to help such people.

It can be seen from Emma’s example that she relates to her job and believes that helping students is her primary responsibility. Knowing that her students are learning adds to her self-worth and sense of accomplishment. Emma identifies with her students, and especially mentions the desire to help the less confident students in class. She indicates the altruistic need to not only help students professionally, but also enable them to cope with life and become confident individuals. She also added that she finds it gratifying when she runs into her former students and they tell her how much they enjoyed her course. Findings from the study completed by Manuel and Hughes (2006) also indicated that most pre-service teachers in their study chose the teaching profession because they wanted to make a difference in the lives of students, which is similar to Emma’s desire to impact the academic and personal life of her students.

It is worth stating that with regards to feelings towards teaching, most male teachers in the current study expressed identifying with the job, affecting change in the classroom, enjoying interaction with students, and maintaining positive relationships with them inside and outside the classroom, and beyond temporal dimensions. Most female teachers, on the other hand, expressed altruistic feelings and their desire to help students achieve their potential. Previous studies in teacher motivation have discussed the role of these variables, and found that compared to male teachers, female teachers are more inclined towards pastoral services, and find students to be an important source of motivation (Olsen, Maple, and Stage, 1995). Because the current study is exploratory in nature, it does not deal with variables such as age, gender, or years of teaching.
experience, particularly in the Middle East. Nevertheless, statements made by teachers with regards to intrinsic and altruistic motivation indicate that female teachers are more explicit in stating their desire to help learners as their primary motivation to teach.

5.3.3 Interaction with Students

According to Herzberg’s theory (1959), good human relations are motivating factors for employees. Maslow’s (1954) description of the need for belonging, acceptance, affection, and affiliation can be met if there is positive interaction and healthy relationships in the workplace. Positive effects of strong relationships between teachers and learners have been established, and it has been found that when there is a positive relationship between teachers and learners, and when students have support from their teachers, students achieve against all odds (Witherell and Noddings, 1991). Since teachers spend considerable time interacting with students, strong student-teacher relationships are vital in maintaining teachers’ motivation, and previous studies have revealed that students are an important factor in initiating and maintaining university teachers’ motivation (Calderhead and Shorrock, 1997; Day, 2002; Hanson, 2000; Holdaway, 1978; Sergiovanni, 1967).

5.3.3.1 Social Interaction Inside and Outside the Classroom

Research participants indicated that inside the classroom, where interaction is focused on, but not limited to, academic discussion, teachers in general find their students’ presence uplifting and comforting. It is again linked to intrinsic motivation, and teachers who enjoy teaching get involved in their interaction with their students and are distracted from the mundane worries of life. Caroline finds interaction with her students therapeutic and says:

No matter how you are feeling in the morning before coming in, you might not be feeling very well physically or emotionally or whatever, but once I'm in there with the students and the interaction is going on, I always feel good when I'm in there, and coming out of the class you forget everything, all your problems. So it's that really. That makes the day.
Teacher stress can be caused by the interplay of innumerable personal and professional factors, such as teachers’ personalities, circumstances, and the workplace. It can have detrimental effects, and can even lead to teachers’ leaving the field because of frustration or low self-esteem (Kyriacou, 2001). However, when teachers engage themselves in teaching and interacting with students, they get immersed in the process and the distraction makes them forget their worries and stress. In this way, interaction with students is not only professional and beneficial for students’ learning, but is also a defence against teacher demotivation.

Emma, who also has some administrative responsibilities for which she gets release hours from teaching, prefers teaching and interacting with her students over office work. She adds:

> Just being in the classroom and interacting with young people, I like that. I like that much better than sitting in my office and you know doing work....If you give me lots of release hours and shut me in a room, I think I would be less happy than being in the classroom. That’s why, even if I am teaching the full course load, I don’t really mind, honestly.

Emma’s situation also indicates the intrinsic motivation that teachers draw from interaction with students. Balance between teaching and administrative work is a function of the teacher’s personality. Emma prefers teaching over paperwork and administration; however, there may be other teachers with a different set of personality traits who may prefer to stay in the office over interaction with students. Nevertheless, most of the teachers in the current study enjoyed their interaction with students and mentioned it as a positive factor in maintaining their motivation.

Interaction with students outside the classroom even long after they have graduated is also a motivating factor for many teachers in the current study, and teachers continue to have positive interactions with their current students. Cooper, who has been living and working in Oman for eighteen years, says:
What really makes my day is when I bump into, on campus by chance or off campus, a student who says “do you recognize me?” I say, “Yes I recognize your face. I don’t know the name and I don’t know if I taught you two semesters ago or 15 years ago.” Frankly, I wouldn’t know but the face is familiar and he says, “yes, yes, yes, you taught me 18 years ago and now I’m manager in this company and I have a wife and four children, and some of my best memories of university are when you taught us, and it was so much fun and it was so good.” That really makes my day that they remember me and they have good memories of me or they would just walk past me.

Cooper’s example indicates that teachers who enjoy teaching and interacting with students often leave a lasting impact on students, and the positive interaction continues for years (also discussed in section 5.2.6). This is a unidirectional relationship because teachers that inspire students through their constructive interaction are also positively charged and motivated by their students’ reciprocity. They earn students’ respect, which is a boost to their self-esteem, and fulfils the needs for recognition, respect, and belonging (Maslow, 1954), and this spurs them to have similar healthy relationships with current students who may remember them in the near or distant future as good teachers.

Teachers' needs for belonging and appreciation are universal, and Nias (1981) found that for primary school teachers that she interviewed, “teaching met a felt need to love and be loved” (p. 240). Teachers in Nias's study also found that “giving” was a reward of teaching, and by giving love to children, these primary school teachers received love from the children. Personal growth, learning, and a sense of accomplishment, empowerment, and stimulating, taxing, and creative work were factors that enabled teachers to enjoy their work.

In the current study, participants’ needs for recognition, appreciation and affiliation with their students are fulfilled through constructive and positive interaction with students both inside and outside the classroom. Positive interaction with students also becomes part of the long-term memory of learners and teachers alike.
5.3.3.2 Responsiveness of Students

Participants in the current study indicated that students’ attitudes and responses to learning are a boost to their motivation. Students’ positive responses indicated successful interactions with the learning environment (including teachers, materials, content), and were seen to be gestures of recognition that satisfies teachers’ needs for esteem and recognition. Participants indicated that students’ interest in learning supports teachers’ passion for teaching.

Amir is encouraged and motivated by students who are keen to learn, are active participants in learning, and respond positively to the learning environment. He says:

If I can get just one student who asks one intelligent question, or gives one suggestion or even challenges me and corrects me, or says something that makes me stop and think, that’s what makes my day. So, unfortunately, that’s not something that happens every day, but I think it happens, I see it happening much more frequently than it used to happen in Oman.

Amir echoes the views of many other teachers in the study who look for facial cues to know that students understand what is being learned and are at the intended pace of learning. Amir, who also mentioned that he passionately enjoys teaching, also indicates that for many teachers, a sense of accomplishment comes from intangible interaction in class, rather than test results or quantifiable methods.

Anecdotal evidence, observation, and a general feeling of being involved in the learning experience, either through asking questions, or correcting and challenging teachers and making them think beyond the topic discussed, is a mental workout for teachers like Amir who get their positive charge from such keen students. Getting a positive response from students has been found to have a positive impact on teachers' job satisfaction and motivation (Nias, 1981). For teachers like Amir, success in the classroom, and responsive students are enough to motivate him and assure him that his efforts are being recognised by students.
Some teachers, including Amir, also commented that in the past, Omani students were passive and quiet, but now they are more active and forthcoming in sharing their views. This could be because of current exposure through technology and the internet. In the past, students had limited exposure to the outside world, but now, because of technology, trade, and cultural exchange, students are knowledgeable about many things and are not afraid of sharing information or expressing their opinion. According to teachers who have been in Oman for more than two decades, these are all positive changes towards making students more aware, knowledgeable, confident, and responsible for their learning. Kızıltepe’s (2008) findings from a university context in Turkey also indicated that students were the first and foremost reason for university teachers’ motivation.

In the current study, teachers mentioned subtle cues that indicate students’ tacit approval of a teaching strategy or learning experience, and their verbal and non-verbal feedback enables teachers to reflect on their teaching. Cooper mentioned that he has a perfect day when:

At the end of the class the students leave and they walk past me and some of them, or half of them, or all of them are saying thank you teacher as they walk out. They don’t do that every time. When they do, I know I had a very successful lesson, and that really makes my day because I know that then I immediately try to analyse what is it that they liked and why did they say thank you today and not yesterday.

Teachers like Cooper draw encouragement from students’ responses and use observational cues to reflect on their teaching. From the expectancy model of motivation (Vroom, 1964), reinforcement from students is an essential aspect of motivation, and some teachers consider learner success an indication of their teaching success, and have their needs for self-actualization and achievement fulfilled when students respond to teaching positively. Even novice teachers in Kyriacou and Kunc’s longitudinal study (2007) attributed learners’ success as a major motivating factor, and as mentioned by participants in the current study, learners’ success can be observed through their responses in class and interactions with their teachers.
In a similar vein, Andrea believes that recognition received from students is rewarding and motivating, even if it happens to be just one student who comes and acknowledges the teacher’s efforts. Andrea also finds learning from her students personally and professionally rewarding. She mentions, “the selfish thing is learning so much every day from my students, from my colleagues, just learning all the time. I feel like it’s been worthwhile.”

Andrea believes that teachers can learn from students about becoming inquisitive learners and becoming independent in their learning. The cognitive need to know and learn (Maslow, 1954), and the intrinsic rewards of learning from students motivate teachers to continue teaching who are thus able to fulfil their needs for growth, stimulating work, and self-actualisation.

### 5.3.4 Job Security

Feeling secure is the second set of basic human needs in Maslow’s hierarchy (1954), and job security is especially relevant for expatriate teachers who live in a world that can be both fragmented and united at times (Johnston, 1999). Herzberg (1959) has categorised job security as a dissatisfying factor and noted that lack of job security may lead to job dissatisfaction, discouragement, and subsequent demotivation. Although many teachers like Cooper often mention that expatriate teachers are “disposable like Kleenex tissues,” the threat of losing one’s job is perceived and not real at the ELU. Cooper has been in the ELU for the past 18 years, which may signify that jobs in the department are secure.

Most of the participants in the study stated that jobs at the ELU were secure, and in rare cases where a teacher’s contract was not renewed, there was always a genuine cause and explanation involved. Participants indicated that if teachers were to lose their job, it would be done discretely, and without having the teacher lose face, which is an important issue in Oman. While exaggerating the situation positively and humorously, Joseph mentioned that hypothetically, the only reason why people would lose their job in ELU would be if they were bipolar. Joseph adds that:
You do your work, you get into the classroom, you do what you have to do, you try to participate wherever possible beyond your teaching commitments and unless there is some huge economic problems in the government, government-wide, I think you can pretty much retire here.

Joseph speaks from his experience of being in Oman and at the university for twenty-five years, and shares his success story and tips for a long professional career at the ELU. Nevertheless, many other participants, especially those who have taught in this area for over twenty years, also believe that job security is a strong motivating factor for teacher retention in the department. Yet, another factor for research participants, particularly those who have been in the university since its inception in 1986, is that their current age may not allow them to seek new employment elsewhere. Some participants have settled comfortably and do not want to move away from their familiar and safe environment. Abdullah, who has also been at the university for twenty-five years, is a case in point. He says:

I find the job in Oman secure. It gives me the security I need. In other words, if you are doing your job satisfactorily, and you don’t get yourself in big trouble, you can stay here as long as you like. And I have been here, as I said, a long time. And I’ve seen people come and go. I’ve seen people also being fired by the university. And from what I saw, I could see easily that the university wouldn’t fire you unless you get yourself in trouble--unless they have a good reason to fire you.

Abdullah has been clear in expressing that job security at ELU is a strong motivating factor for him. From his experience, he can classify reasons why some teachers’ contracts may not be renewed at the ELU. When asked what sort of “trouble” teachers could get into which would lead to termination of their contracts, Abdullah stated several examples. According to him, one reason why some teachers’ contracts were not renewed was that these teachers were proselytising in class, and students, who are mainly Muslims, complained to the administration that they did not approve of such discussions. Oman is an Islamic country and religion and politics are taboo topics, and should not be discussed
in class. However, some expatriate teachers in the past were either ignorant of this fact about the Omani society, or erroneously thought that they could discuss these issues in class. What is significant is that these teachers were warned and monitored after that, so when their contracts were not renewed, the reasons given by the department administration were clear.

Another example of trouble given by Abdullah was objectionable personal life of certain teachers, including promiscuity in the case of one female expatriate staff member who lived on campus and a male expatriate teacher who was not discrete about his preferences. In both cases, aspects of expatriate teachers' personal life were offensive to the religious, social and cultural sensibilities of people in the immediate context in Oman. These two examples are of teachers in other departments at the university, and not in the ELU, and it was the personal and social conduct of these two teachers that was in disagreement with the social and cultural mores in Oman.

Studies from the Gulf countries rarely highlight the impact of inappropriate social and cultural behaviour on job retention, but these are significant factors. Even though cultural aspects and behavioural expectations are not stipulated in the employment contract, they are unwritten rules of life and work in Oman. Oman is not unique in its strict stance against un-Islamic practices that some ill-informed expatriates may engage in which may cost them their job. The closest example in recent years of sacking and deportation on moral grounds in line with Islamic social and cultural practices comes from Dubai, a story that came to be known as the “Dubai beach sex couple” story (The Guardian, 25 November, 2008). Thus, cultural insensitivity and lack of respect for Islamic practices could become a reason for termination in Oman and in neighbouring Gulf states.

A third reason for being terminated from work is unprofessional and ineffective quality of work. Joseph expresses this reason succinctly and states that to lose your job at the ELU:

> You really would have to be so dishevelled, so disorganized. I mean totally and absolutely incompetent. You would have to be a moron. I mean because most teachers that come here, they are
qualified, they do their jobs, but every now and then there’s that teacher that gets in, and you know you can interview very well, and some people are good at passing interviews, and then you find out that you have gotten some kind of monster in the classroom.... really, it would have to be something so earth-shattering because students here are kind to a fault. They are very, very sweet and very, very accommodating, so, if a teacher ends up in a classroom, and students end up going to admin, complaining about you, you have insulted them in a huge way.

While expressing the state of some teachers who may look good on paper, and impressive during interviews but are inefficient and ineffective as classroom teachers, Joseph also compliments Omani students who are tolerant, and in Joseph’s view, “kind to a fault.” In this example, Joseph indicates tacit agreement with the ELU administration for non-renewal of certain teachers’ contracts. If we view teaching as a business model, and regard students as clients, then providing the expected quality of service becomes essential, and a performance report for contract renewal becomes justifiable. Many aspects of quality assurance models in higher education focus on quality of teaching and teachers (Plan for Omani Higher Education Quality Management System, 2006). Even the staff handbook issued by the department (reference withheld in order to maintain anonymity) specifies that teachers who score consistently low on the teaching survey completed by students will be under scrutiny, and if there is no evidence of improvement, it may lead to termination.

Some career specialists believe that in the present-day labour market, job security is a ‘thing of the past’ (Rosen and Paul, 1998). However, in the current study, participants shared the opinion that job security at the university and in the ELU is a motivating factor for expatriate teachers. They also commended the Omani administration for warning people who were at risk of termination and for giving people a second chance.

5.3.5 Omanis in the Immediate Society

Several research participants mentioned that as expatriate teachers, they enjoy living and working in Oman because Omanis are generally good-natured, and their interaction with
them, even if it is minimal outside the workplace, is mostly positive. Joseph, who has lived in Oman for twenty-four years, has plans to stay in Oman indefinitely if possible and says that one of the most important reasons for his desire to settle in Oman is that “Omanis are not threatening. You know, they are friendly people.” His statement indicates the importance of the macro-context and how the local community in a given country can have an impact on expatriate teachers’ decision to stay in that place. It is obvious that teachers like Joseph who choose to stay in a place because of the positive interaction with people who live in that place have their basic needs for security, belonging and self-esteem (Maslow, 1954) fulfilled in that community. Mahir, who has been in Oman for twenty-two years, also believes that Omanis “are not the kind of people who will cause trouble to anybody.” In general, teachers in the current study mention that Omanis are friendly, kind, and non-threatening.

Similarly, Abdullah, another veteran who has spent twenty-four years in the department expresses his opinion about the friendliness of the Omani people and states:

The first [reason for choosing to stay in Oman] is Omanis themselves, whether they are students or colleagues, or people in general. They are very, very nice. Very friendly, very easy going. Really, I’ve never seen such nice people anywhere. So, I feel very comfortable working with them, teaching them.

Unfortunately, popular online discussion forums where expatriate teachers from Gulf countries post their views regularly are reservoirs of horrid stories of unpleasant experiences of expatriate teachers, some of them being just their reactions to unfriendliness and malice. To my best knowledge, this is rare in Oman. Oman is unique in that sense, because as noticed in the current study, even just a random cross-sectional view on the experience of senior teachers who have lived in Oman for decades indicates that they enjoy being in the company of the Omani people who may be their students, colleagues, friends, or even unknown members of the community.
In addition to the above-mentioned good qualities observed in Omani, Kate, another teacher who came to Oman with her husband and children twenty-four years ago, says that one of her primary reasons for staying in Oman is:

The people are just very decent. Decent human beings. I mean, I’ve been in the interior and beyond, and something goes wrong with the car and a family drive past, and they wouldn’t drive past you even though there’s a group of people. They would stop and help you. They [Omanis] are quite unique.

For Kate, it is important that she lives among decent people who are helpful, and she finds Omani to be distinctly decent. She also pointed out that the Omani were just as helpful and friendly when she first came to Oman twenty-four years ago. Good human relations has been categorised as a motivating factor by Herzberg (1959) and Kate gains her motivation to live and work in Oman through her consistently good experience in Oman and friendly interaction with Omani students, colleagues, and the community.

Many research participants also said that they would recommend their friends and family to visit or live in Oman because the Omani are friendly, respectful, and kind. The excerpts and examples shared in this section indicate expatriate teachers’ relationships within the macro-context of Oman. Maslow’s needs (1954) for belonging, safety, affiliation, and acceptance are represented in teachers’ motivation to be in a country where they are accepted, respected, and welcomed. Herzberg’s factors in the work environment (1959) are relevant in this situation where acceptance by Omani become an important factor for expatriate teachers who either feel encouraged to continue staying in Oman, or get discouraged and resent being in a place where they do not feel accepted as expressed by Joseph in the opening of this chapter.

Just as acceptance and affiliation in the macro-context are important deciding factors for expatriate teachers, cordial relationships with people in the workplace is just as important. Lacy and Sheehan’s (1997) research on teachers’ job satisfaction across eight countries indicated that teachers were most satisfied with the immediate environment of
their work, including their relationships with colleagues, general work atmosphere, and sense of belonging to the community. Many teachers in the current study feel that a healthy teacher-student interaction, where teachers feel that they have their students’ respect and admiration, motivates them. Farheen mentioned that she is motivated to stay in Oman because of “The students—they are very polite, very gentle and I think they appreciate whatever you do.”

For Farheen, acknowledgement from her polite and gentle Omani students is important. For Kate, approval, affection and understanding with students are necessary to motivate her and fulfil her needs for belonging and esteem. Kate recalls an incident regarding the good nature of her Omani students:

I was ill this past week, and my temper was not the sweetest and I kind of blew a fuse, they are very forgiving. I’ll tell you one thing about Omani students, they have a very acute understanding of human nature...whether that comes from Islam, from Ibadism, or just from their family life, I don’t know. They do understand how people tick. Far beyond their years!

Kate’s need for belonging and esteem and the availability of a supportive and friendly working environment match and support her intrinsic reasons to continue to live and work in Oman. Many other participants also expressed their approval of the Omani people and value their interaction with Omani students, teachers, and colleagues. It is worth stating that in line with the principles of Islam, and the traditional values of the Arabs, people in Oman are generally respectful. Oman is a modern country with traditional values, and the Omanis generally show respect to authority figures such as parents, older relatives, and teachers. All in all, research participants praise the Omani people for being good-natured, friendly, helpful, decent, kind, easy-going, gentle, and forgiving. Some of these traits were also rated highly by expatriate university lecturers in Al Harthy’s study (2005).
5.3.6 Influence of Former Teachers on Career Choices

Psychoanalytical theories of motivation discuss inner needs, and the role of the conscious and the subconscious mind in finding gratification of those needs (Freud, 1966; Schunk, Pintrich and Meece, 2008). Altruistic needs to help students and the sub-conscious needs for self-esteem, affiliation, and self-actualization (Maslow, 1954), influence teachers to seek fulfilment through following significant role models in their life. Some research participants indicated that they chose teaching as a career and are motivated to teach because they had been inspired by at least one teacher in their lifetime who left an everlasting impact on their mind, and inspired the need to become an agent of change.

According to Amir:

I think obviously the thing with teaching is, and this is why I remember my good teachers, that I think they realise how important their enthusiasm was. If they were going to be enthusiastic, definitely it rubs off. It wakes you up and makes you think maybe there is something in it that is why he is so happy. I mean what is he talking about and why is it important and so on. There weren’t that many of them but I can think of two or three who were really very, very keen and very good and they loved their job.

Malmberg (2006) believes that teachers often find it difficult to disengage from their experience as students. Amir’s personal experience of studying with the teachers he admired and drew inspiration from reveals yet another impact that teachers have on their learners. His observation that enthusiasm and motivation of teachers is transferred onto students is significant, and inspires teachers to in turn become role models for their students. Manuel and Hughes (2006) found that 57 percent of the teachers in their study listed teaching as their first choice of career, and they chose to teach to “fulfil a dream” that had been inspired by family members or inspirational teachers.

Interestingly, some teachers learnt from their so-called “bad” teachers too. Joseph says:
The teachers that I had in elementary school, I thought most of them were sorely incompetent, and they might have meant well but I don’t think one gets to heaven for intentions. They just didn’t have it....I was observing so much, as most kids tend to do, and I guess I was telling myself doing all of this observing that I can do better.

Joseph’s statement of his experience is significant for teachers who may not be very professional in their attitude towards teaching, or when interacting with their students. Learners of all ages are acute observers and learn not just academic content and knowledge from their teachers but also the skills of interacting with peers and colleagues, and effecting change in the world. Manuel and Hughes (2006) believe:

Teachers are both the preservers of past wisdom, history and memory, valuing the universal role of education in human affairs; yet they are also active agents for change, innovation and new ways of being and knowing in an ever-changing and unstable world. (p. 16)

This complex need to become agents of change is very often a personal need triggered by external stimuli. Applying Herzberg’s motivation-hygiene theory (1959), the call for responsible action and recognition are external stimuli, inspired by the former teachers that mesh with teachers’ inner need to gain esteem and approval (Maslow, 1954). This need for esteem challenges teachers to draw on their full potential in order to gain students’ affection and to become better teachers. Crookes (1997) believes that the type of students, personal views on learners and learning, and how teachers were taught themselves, affects teachers’ motivation. Both Amir and Joseph indicated the influence of their former teachers on their career choice and motivation to teach, and their example emphasises the everlasting impact of teachers’ motivation on the minds of learners.

5.3.7 Living in Oman

Most of the expatriate teachers in the current study mentioned that they were satisfied with their life in Oman, while some teachers felt that living in Oman is motivation in itself for them to stay in their current job. Teachers’ views can be categorised as lifestyle, which
concerns the way of living in Oman, and living conditions which refers to the physical state in which expatriate teachers live, including accommodation.

5.3.7.1  Lifestyle

In terms of the lifestyle available to expatriate teachers in the study, most of the expatriate teachers indicated their satisfaction and mentioned their tax-free salary as the greatest boost to a comfortable and affordable lifestyle. Debby mentioned that:

I love my expat life, like going to balls and going to hotel bars and things, but then I think that’s not Oman and that’s not real Oman. So, there are things that I love about it, but they are not related to the culture. They are related to the job and the lifestyle, the expat lifestyle.

Debby enjoys living in Oman in what she refers to as the “expat bubble” or a “separate little existence” that involves a Western outlook on living, as well as, activities such as attending balls, and socialising in bars. These activities are not related to the Omani culture, and are available in Oman primarily to suit the expatriates and provide them an avenue to socialise in ways they are familiar with. Debby mentioned that she might never be able to adapt to certain cultural practices that are common in the Omani society, such as sitting in a separate living room just for women if invited to a traditional Omani house. Hence, she has maintained a Western lifestyle in a traditional Omani society, and she is not alone in this “expat bubble.” It is shared by many other expatriates in the macro-context, and through her interaction with other similar people, she is able to adapt to life in a place which has become her home away from home.

For Jim, one of the strongest motivating factors has been the lifestyle he has been able to afford for his family. He states:

For us [him and his wife], one of the things has been to do with raising family here and has also been to do with the fact that the sort of lifestyle that you can have in this country, even though you may not be earning a great deal of money, and get paid
significantly less than I would have been in the UK, but the money goes further. So you know, you’ve got a better lifestyle with things like camping, and all these kinds of things in Oman have been very important to our family. So for me, that is part of the motivation, and it has nothing to do with the job at all but it has to do with the place we live in and the family.

For Jim, a strong motivating factor is his ability to afford a lifestyle he and his family could not enjoy back home in the UK, which indicates the importance of economic factors in maintaining teachers’ motivation. A tax-free salary that covers all basic expenses and adventures for the family, a certain percentage of which can be saved, is a motivating factor. Although most of the motivating factors mentioned by expatriate teachers are intrinsic, altruistic, and social, it is important to note that extrinsic factors are also significant. In a similar study on job satisfaction of university teachers in the UAE, John (2011) found that factors that led to teachers’ job satisfaction were mainly extrinsic such as the salary and working conditions. She found:

Teachers are able to enjoy an expatriate lifestyle of relatively luxurious living in a warm, sunny country, add on the teaching package of a tax free salary, free housing, flights home and financial help for children’s education and healthcare, and one would imagine that this would lead to a contented workforce.

(John, 2011, p. 14)

In the case of teachers in the current study, the description of the expatriate lifestyle given by participants and by John (2011) holds true, and there is the additional obvious benefit of having a large pool of satisfied expatriate teachers. Some participants like Joseph, Niles, Kate and Andrea would even like to retire in Oman if they can.

5.3.7.2 Living Conditions

Regarding expatriate teachers, Johnston (1999) states that, “the desire to travel and to experience adventure in its twentieth-century form is an important part of the teacher’s motivation” (p. 265). For participants in the current study, there are many aspects of life
that motivate teachers to live in Oman which include safety, accommodation, adventure, and outdoor life, and the overall experience of living in a foreign country. These factors mainly represent physiological and safety needs in the hierarchy of needs (Maslow, 1954), and are important in ensuring that teachers are just as satisfied in their personal life as they would be in their professional life.

Among other positive factors that govern life in Oman, the fact that the crime rate in Oman is low makes it a popular choice for expatriate teachers, particularly teachers with families. Caroline likes the safety and security in Oman and says:

I do love it [Oman] because it is a very good place for children. It is very safe, very little crime. I have never experienced any crime personally since I’ve been here.

This is true for many expatriate teachers, especially those with families. Other teachers like Joseph, Mahir, and Tamara, also state that safety in Oman is an attraction for them because they can comfortably work and have the peace of mind that their children will be secure and safe.

Most of the participants, especially teachers who have been in Oman and at the university for more than twenty years, are satisfied and pleased with the accommodations. When the university first started, everyone was placed on-campus because there were very few faculty members and the nearest town in those days was several kilometres away from the campus. These teachers who were placed on-campus never moved out and never thought about living off-campus, and have been happy with their on-campus accommodation and the maintenance facilities available to them. According to Amir, living on campus is a huge attraction that motivates him. He says:

I think it’s the campus really. That’s one of the charms. Whenever I want to use the pool, I can have my swim, and play squash, and go to the gym. And I like it because that hasn’t changed...the world has changed, campus hasn’t changed. After 6 o’clock, if you walk around, it’s like what it was in 1986. It’s like nobody is there.
Because in those days, people were buying antennas and all that, and would be sitting at home watching TV. It’s the same thing now.

Amir enjoys the peace and calm of living on-campus, and appreciates having easy access to sports and recreation facilities. For him it is a comforting realisation that living conditions and life on-campus have been consistent and comfortable for the past twenty-five years. This feeling of being settled assures security and affiliation to a place and its people. In general, for most university staff members, on-campus accommodation is prestigious, and at the Housing section at the university there is usually a long waiting list of staff members requesting on-campus accommodation. Proximity to the office and classrooms, university hospital in case of emergency, gym, swimming pool, and sports facilities, and restaurants make on-campus accommodation highly desirable. Like Amir, Abdullah would not consider moving off-campus and mentions the additional benefit of efficient maintenance services on-campus and says:

This [on-campus accommodation] is again one of the good things that I like here [in Oman]. Not only is the accommodation good and comfortable and on-campus, but the maintenance is very good. Like if I have any problem in the house, all I have to do is just make a phone call and then someone comes on the same day and fixes the problem.

Amir and Abdullah represent similar views of teachers in the ELU who have been living on-campus for over two decades. In a report written out of Tanzania (Davidson, 2007), one of the teachers asked: “If your house leaks at night and you can’t sleep, how can you teach?” (p. 7). To a certain extent this can be said of teachers anywhere in the world. Living conditions affect the life of everyone not just teachers; therefore, it also impacts motivation and job satisfaction. If the living conditions are not satisfactory, teachers will be uncomfortable and unable to perform their duties at work. In this way, accommodation becomes an extrinsic factor that affects teachers’ demotivation.

Many expatriate teachers enjoy the outdoor adventures that are available in Oman, particularly in Muscat. Outdoor activities in Muscat include day trips to see forts, castles,
overnight camping, and trips to the beaches, mountains, wadis, deserts, farms, and water sports such as jet skiing, snorkelling, and scuba diving. Abdullah, who is also a scuba diving instructor, says that for the expatriate teacher:

There are lots of things you can do outdoors. There are nice beaches, there are mountains, deserts, wadis. Diving here in Oman is wonderful. It’s very very good and I have done it in many different places in the world and I can compare. So, it is my passion.... I can do it on every weekend, I can do it on holidays.

As highlighted by Abdullah, outdoor activities in Oman are plentiful for adventurous expatriate teachers (Johnston, 1999), and for some people, easy access to natural recreational facilities and opportunities to continue sports and hobbies are a strong source of motivation.

One of the basic cognitive needs mentioned by Maslow (1954) but not commonly included in the hierarchy of basic human needs, is aesthetic needs, or the desire for beauty. Cooper feels blissfully happy in Oman, and his needs for aesthetics and safety along with his love for adventure and outdoor activities make Oman an ideal choice for him. He has been in Oman for the past eighteen years and says that:

We have 3,000 meters high mountains and we have wadis and we have desert and of course we have the sea, 2,000 km of coastline and life is wonderful. I never ask myself at the weekend what am I going to do, another boring weekend, no, I have the choice shall I go to the beach, shall I go to the wadi, shall I go to the mountains, shall I go on the sea. I have a four wheel drive, I have a boat, I have diving gear. I can do anything I like, and the weather is never an obstacle. I have a lifestyle that I could probably not afford in Europe or Australia in one of those countries because of prohibitive cost or taxation, or this or that, and on the other hand there is no element of danger whatsoever. I’ve never felt so safe in my life than in Oman. We can go camping, leave the car open in many places, and not feel any threat whatsoever. I feel perfectly safe. And the weather, I happen to like hot weather—hot and dry weather is not an issue at all for me.... Who says life was meant to
be a challenge and a fight all the time. I think life was meant to be just like it is here, you know pleasant. Pleasant at all levels

Cooper’s rich commentary on the opportunities for outdoor activities in Oman for adventure-seeking expatriates, and the safe and enjoyable living conditions, make Oman an ideal place for expatriate teachers. Participants like Caroline and Jim who have young children believe that living in Oman provides a good learning experience for their children in their growing years. One of the reasons they are motivated to stay in Oman is that they can regularly take their children to the beaches, wadis, mountains and camping.

5.3.8 Summary of Factors that Govern the Motivation of Expatriate Teachers

The following table summarizes the factors that motivate expatriate teachers to live and work in Oman. These factors are organised according to teachers’ intrinsic, altruistic, and extrinsic needs.

<table>
<thead>
<tr>
<th>Intrinsic and altruistic needs</th>
<th>Extrinsic needs</th>
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<tbody>
<tr>
<td>to enjoy teaching and related activities</td>
<td>to have a secure job</td>
</tr>
<tr>
<td>to enjoy interaction with students</td>
<td>tax-free salary</td>
</tr>
<tr>
<td>to help students learn and understand better and move forward in life</td>
<td>to be able to afford and enjoy a comfortable lifestyle</td>
</tr>
<tr>
<td>to make a difference in students’ life</td>
<td>comfortable on-campus accommodation</td>
</tr>
<tr>
<td>to effect change</td>
<td>to enjoy outdoor life and opportunities for adventure in Oman</td>
</tr>
<tr>
<td>to gain students’ esteem and appreciation</td>
<td>to be in a safe, crime-free environment</td>
</tr>
<tr>
<td>to live among Omanis who are good-natured, friendly, decent, and easy-going</td>
<td></td>
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<tr>
<td>to gain acceptance, respect, and admiration of students</td>
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to become better teachers (compared to their previous performance as teachers, or some inefficient teachers they encountered in the past)
to identify with one’s job
to gain confidence, autonomy and authority through teaching

Table 5: Summary of factors that motivate expatriate teachers

To conclude this section, I would like to quote Cooper, whose statement summarizes the reasons why expatriate teachers are motivated to live and work in Oman. This is his personal feeling about the place, and cannot apply to all expatriate teachers in Oman. However, the factors that he lists below are true for the group of expatriate teachers who participated in the current study. He says:

Show me another country where you can go to the mountains, the wadi, the beach, the desert, or have perfect weather. As far as I’m concerned, I love the weather, people are friendly, there’s very little crime, very little pollution, there’s no tax. No one bothers you, everyone is friendly including the police. So, show me another country like that. I’d be maybe willing to go and try it out, but so far it’s a little paradise for me on all levels.

Findings from the current study indicate the various factors that govern the intrinsic and altruistic needs that many teachers have for choosing to teach (Kyriacou and Coulthard, 2000), and also highlight the extrinsic factors that motivate expatriate teachers. Dörnyei (2001) believes that, “if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn” (p. 156) and I personally believe that teachers are the most important resource in education. It is imperative that when educationists and policy makers discuss student motivation, they also give significant credit to teacher motivation which has unfortunately been a neglected area in motivation research.
5.4 Factors that Discourage and Demotivate Expatriate Teachers

Dörnyei (2011) stated that “teaching is a profession whose pursuit is fuelled primarily by intrinsic motives and that there exist a number of detrimental factors that systematically undermine and erode the intrinsic character of teacher motivation” (p. 165). In this section, I will discuss the factors identified by research participants that discourage and demotivate them, and could even lead to burnout (Friedman, 1995; Gençer, 2002; Guskey and Passaro, 1994; Kızıltepe, 2008). These factors range from personal to professional reasons with reference to the individual in the macro and the micro contexts. Through teachers’ words, a commentary will be made on the factors that affect teachers personally and professionally, and discourage and demotivate them. Findings will be discussed with reference to the needs hierarchy theory, motivation-hygiene theory and other relevant research findings in current literature. In this section, the words ‘discouraging’ and ‘demotivating’ are used synonymously to refer to factors that disappoint and frustrate expatriate teachers to the point of loss of motivation.

5.4.1 Workload

Heavy workload was a common concern shared by participants in the current study. Teachers at the ELU often have to teach and mark multiple assignments for classes of up to twenty-five students in each class. Furthermore, there is no guarantee that a teacher with additional responsibilities, such as a project or assisting the coordinator of a course, will get release hours for their additional work. For some teachers in the study, increasing workload and expectations for teachers is becoming a sore point. According to Debby:

You know we get all these requests for committees and extra meetings that I think is making it unpleasant. A lot of people walk around bitter and jaded and angry because they have this committee and that report and this meeting and changes of schedules which I think is unfortunate. It [the department] is becoming less pleasant. It could be such a nice place.
Debby mentions the constantly increasing demands on teachers’ time outside the classroom, and the time pressure caused by heavy workload including teaching, completing teaching related paperwork, attending meetings, administering and marking tests, and other tasks that cause fatigue, which in turn leads to discouragement and dissatisfaction with teaching (Al Harthy, 2005). In recent years, researchers have found a positive correlation between time pressure and teacher burnout (Brundrett and Addison, 2008; Hakanen et al., 2006; Kokkinos, 2007; Peeters and Rutte, 2005; Schaufeli and Bakker, 2004; Skaalvik and Skaalvik, 2011, Skaalvik and Skaalvik, 2008). Hence, it is of immediate importance that the demands on teachers’ time are reasonable.

In addition to heavy workload, a common issue related to time pressure is the negotiation of time and compensation, for example in obtaining release hours for administrative work, or additional pay for extra work. Some intrinsically motivated teachers who also have administrative responsibilities do not object to doing extra work without release hours allocated for additional projects. However, even the monetary benefits are negligible, and when asked about the additional sum offered for the administrative work that Emma does in her course as an assistant to the coordinator, she says with a laugh, “Oh, don’t even mention it. It’s scandalous! That’s very demotivating.” Although Emma disapproves the fact that she does not get paid enough for the administrative work that she says she does, but believes that there is pleasure in doing one’s job and seeing the reaction of students. Her work gives her satisfaction and a sense of achievement, even when she does additional work but is not compensated for it sufficiently.

Emma’s example is unique in the sense that her high levels of intrinsic motivation outweigh her extrinsic needs for time and compensation. The ELU administration should view Emma as an exception rather than a rule because if knowledgeable, skilled, and enthusiastic teachers do not gain satisfaction or intrinsic or extrinsic rewards from a job, they may lose interest in teaching and become demotivated (Guskey and Passaro, 1994).
Expressing his views on the impact of increased workload on isolating people, Mahir believes that because of heavy workload, he cannot interact with colleagues as much as he would have liked to. He states:

I think most of the teachers here [in the department] are living on separate islands. They don’t meet and they don’t talk and sometimes you can’t blame them because they are teaching twenty hours, most of them and they have no time and when they have breaks, they spend them either eating or preparing or marking and meeting.... I think we should have more social events to meet and talk, we can go on events and trips where we spend more time together..... the relationship with colleagues is an aspect which is very frustrating. I mean I don’t even know half of the teachers in the department [name changed]. I don’t even know their names. So, I think we need to know each other more than that.

Mahir highlighted mingling with colleagues as an important aspect of workplace motivation. Group dynamics is essential and important for a healthy working environment, and the fact that teachers’ increased workload does not allow them the time and opportunities to mingle with their co-workers is a threat to group dynamics (Dörnyei and Kormos, 2000). Mahir’s suggestion to have more social gatherings and opportunities for teachers to interact and get to know each other is useful and can be facilitated further by reducing teachers’ workload and not place unreasonable demands on their time.

In their longitudinal study with beginning teachers, Kyriacou and Kunc (2007) found that a heavy workload was detrimental to teachers’ motivation. Sometimes a common mistake made by administration is to increase teachers’ workload by increasing their responsibilities. This affects teachers’ efficiency and quality of work. By increasing demands on teachers’ time and assigning more work, employers often run the risk of causing teacher burnout. As pointed out by Kaiser (1981), “job enlargement” does not lead to “job enrichment” and additional work does not mean additional responsibility or
autonomy, and administrators need to understand this difference and minimise the risk of teacher burnout.

5.4.2 Promotion: A Dead End?

Promotion prospects in the department were mentioned to be a strong demotivation factor by most of the research participants. A study with secondary school teachers in Hong Kong also indicated that EFL teachers were least satisfied with opportunities for promotion in their educational institutions (Keung-Fai, 1996). The general opinion of teachers in the current research is that the promotion criteria requiring evidence of excellence in teaching, professional service, development, and scholarly achievement (reference withheld to maintain anonymity) are unfeasible, unfair, and not transparent enough despite the claims made.

The first sore point with regard to the promotion criteria concerns scholarly activity, particularly, research (section 5.3.3.1). Many teachers mentioned that they are unable to do research because of their heavy workload. Amir thinks that the promotion criteria are:

> Very unfair. In fact, it is ridiculous to not treat us like academic staff for all intents and purposes. Nobody in the colleges teaches eighteen hours or twenty hours a week. We do. Then to insist on things like research and all. Who’s got the time to do research after you’ve finished your eighteen-twenty hours of teaching which of course involves, I mean, the rule of thumb is I think one for one. So by the end it is forty hours a week. And by the end you know, it’s much more. So, I think that is totally wrong.

Amir also indicates a common situation that EFL teachers encounter when they compare their contracts with those of other staff members in different university departments and realise that they have different titles, salaries, and teaching hours because the ELU is a service centre, and not an academic department (section 5.4.5.1). Unlike colleagues in other colleges in the university, teachers in the ELU have a higher teaching load that does not allow them much time to do research. Ironically, research is an essential component
of the promotion criteria, even in the ELU, and some teachers feel that this criterion deliberately sets out to reject ELU teachers from being promoted. Andrea says:

Promotions, I think, are one of the things people are least happy about in the ELU. It is part of the university but not part of it at times. And the whole thing about applying academic criteria, publications, etc. to the ELU staff when we are teaching twenty hours for example. This seems somewhat unfair because we are not paid on an academic scales; we do not have the same salaries as our colleagues in the colleges, and yet we are expected to have done several research based projects etc. in order to fulfil the criteria to be promoted. You know, so I don’t think that they are clear, and I don’t think they are fair.

Andrea’s comment reiterates Amir’s view on promotion criteria and the expectations from ELU teachers in terms of research and publication despite their heavy workload and the fact that there is an immense difference in the contracts of teachers in the ELU and in other colleges in the university (detailed discussion on this point in section 5.4.5.1). Mahir, who had applied for promotions and was rejected, never applied again because he got dejected, discouraged, and demotivated. He says:

I think the promotion policy here is unfair. Because one, it requires people to do research, [in order to be] promoted from B to A [different scales in the ELU]. I’ve done that more than twice. I’ve applied twice, I was rejected, and the reasons were [that] I did not have a record of publications. Of course I haven’t done any research, [I’ve] just published one paper in the last few years. Second, I did not have proof of outstanding teaching, which I did not understand, and I did not want to follow it up. Maybe it was a mistake, but I think some facts are there because there are no criteria that tell you what outstanding teaching means.....I was so disappointed that I didn’t want to follow it up. And I [have] never applied since then.

Mahir understands why his promotion application was rejected, but blames time constraints and lack of transparency in explaining the criteria that candidates need to follow. Mahir’s experience is unfortunately not unique. Some other teachers who have
also experienced rejection have become bitter and jaded. As a result of the stories that travel around the department regarding promotion criteria, the process involved, and the ultimate rejection of people who may have reached the “ceiling.” Many teachers like Tamara have even quit thinking about professional development and getting published or presenting at conferences. They feel that even if they do all these activities to get acknowledged and apply for promotions, the end result might not match their efforts and they will be rejected regardless of the effort they exert (Vroom, 1964).

Regarding her own career and thoughts on promotions, Tamara believes that unfair and unattainable promotion criteria scare the other teachers away, but what is also unfair is that members in the promotion committee who evaluate candidates for promotion are far younger and more inexperienced than those being evaluated. Participants feel that it is unfair to have inexperienced representatives on a committee that makes important decisions about people’s career advancement and future. On this basis, Tamara says:

I have never bothered about it because promotion, when you look at the promotion committee and the qualification of the people on the promotion committee, sometimes those people are evaluating people who are far above them in every aspect. And how can you have such people judging? I never bothered much about it, but sometimes you come to know about things and so and so is on the committee; excuse me? So and so who has just done or who did his or her masters while working here and then he is on the committee and he is looking at supposing John Smith or Ahmed Ali [names changed] and guys, so what would you expect from a committee like that? And then news gets around. People who had applied, who are very, very qualified were rejected on grounds which were, I mean which were just pathetic. The paper was not this, there was a typo here, they were not clipped like this, they were not in a folder like this.... news does get to people. People talk about it and I think most of the people, I mean, I would never ever bother applying. I know what it would mean.... I don’t bother about it now because when I came here I knew as far as professional development, not professional development but promotions and all is concerned, it’s a dead end. I knew it. So that was a conscious decision and I have taken that decision and I don’t blame anybody for that, but I will not go through the stress of this paper..... It can have a very demotivating experience and that is
why you will see all these young people running to different committees and they think this will promote us, but improving our teaching abilities will not. Do you see that? Whereas I feel that they should be evaluated on how they perform in the classroom, how they tackle the students and so, and then yes I am not saying these committees should not be a part of that. Then this should come. This is secondary. But the focus has changed and my feeling is that the ELU [name of department changed] can suffer because of that. There is more of window decoration.

Tamara’s comments about the domino effect of teacher demotivation can be traced back to the promotions policy, evaluating committee, and procedures involved. She doesn’t trust the organisation, and believes that the promotions criteria are an exercise in futility and humiliation. Tamara’s ideas are echoed by Joseph, who adds:

I wouldn’t dare subject myself to such a humiliating ordeal. I would just not do it because I’ve seen some of my colleagues who, by the way, are better qualified than me with regards to having higher educational qualifications, PhDs and so forth, and they are published and they still don’t get the promotion….something is not right here. There is a lot of chatter about this. It’s just too vigorous….I think whatever criteria they have, it will almost have to be a little different for the ELU [name of department changed]. We are unique in that we are brought here to teach. Not really to do research.

The discouragement teachers face when their promotion application is rejected or when they hear stories about other teachers not getting the desired acknowledgement, leads to demotivation, and eventually teachers give up and fall prey to “learned helplessness” (Reeve, 2009). Discouragement and demotivation can lead to rapid decline in teachers’ morale. One teacher who feels wronged and talks to colleagues might make a few more teachers feel dejected. The need for safety in Maslow’s hierarchy suggests that people need to feel secure, and with all the existing stresses and tasks, teachers should not be made to feel insecure. After all, secure teachers subtly transfer the sense of security and confidence to their students. According to Herzberg’s theory, in this situation where teachers deal with unfair and unattainable promotion criteria, the top motivator that is
need for achievement, advancement and growth is stifled, and that causes teachers to get discouraged and demotivated.

5.4.3 Professional Development--- Support and Opportunities

Research participants indicated their need for professional development that would give them a sense of affiliation and belonging with other academics in the workplace. Participants discussed two aspects of professional development where they felt discouraged: research, and conference participation. Professional development of teachers was a common frustrating element in most participants’ comments.

5.4.3.1 Research

According to research participants, in the past there was no support either as research grants or protected time for research from the university for people at ELU who were interested in doing research. As a result, the general tendency for many teachers even now is to ignore research, especially because of teachers’ workload. A full-time workload of teaching twenty hours per week, coupled with time needed for planning, marking, completing necessary paperwork, and attending meetings, does not leave much time for teachers to do research during working hours. Most of the teachers in the current study were not able to publish or do research for their own career advancement and growth. Mahir says, regarding his workload and research opportunities:

I think that teaching 20 hours is a lot. It is too much, it doesn’t really allow me time to prepare, mark, and do research which is something I would like to do a lot, but I don’t have the time to do it.

Insufficient opportunities for research were a demotivational factor for teachers in Turkey as well (Kızıltepe, 2008). In the current study, lack of support for research is a sore point also because research is a vital component of the promotion criteria used in the department. Some teachers feel that they may never get promoted because even if they were interested in doing research, there is not enough time to do research and teach a full
load. Time is an essential factor, and teachers often complain about the lack of support in this field (also discussed in section 5.3.3.1).

5.4.3.2 Conference presentation and participation

Experienced teachers who have been in the department for more than twenty years found it frustrating and discouraging when in the past their international conference presentations were not supported in terms of days off work and expenses for the conference. These experienced faculty members felt slighted and decided not to apply any more. Rejection, that started off as a discouraging factor turned to learned helplessness (Reeve, 2009) and eventually led to demotivation. Teachers lost faith in the department administration and decided not to pursue professional development any more.

According to Abdullah:

> When I came here, I sent a proposal to a number of TESOL conferences overseas and they were accepted, and the university refused to send me, so I felt frustrated, and I decided I will not bother anymore. Unfortunately, by the time the university started to realize the importance of supporting people, I had lost my momentum.

In the long run, such experiences are discussed among teachers and the domino effect of trust breakdown between the department and individual employees begins to erode teacher motivation. Abdullah’s statement indicates that the university is currently supportive in funding international conference participation. The department also organises annual ELT conference and seminars. Moreover, a series of on-going workshops, seminars, and presentations are organised by the Professional Development Committee to motivate staff members to further their professional skills.

Maysa indicated another important aspect of professional development, especially with regard to professional development interests of senior teachers. She believes that at this particular stage in her career, she is more interested in research and a different scale of professional development. Workshops such as the ones currently offered on classroom
teaching strategies are neither relevant nor interesting enough for her. Studying Continuing Professional Development (CPD) in the Lebanese context, Nabhani and Bahous (2010) found that fragmented workshops on various topics do not have long-term benefits for teachers or the institution. It is, therefore, essential that expertise of the trainers, teachers’ level of experience, clear objectives, planning, and practical application in the classrooms are considered when providing professional development opportunities. Above all, the intended participants should be consulted when deciding the topics for professional development activities (Alwan, 2002). The long-term goal should be to support what teachers will actually use in their teaching in their classrooms and the strategies that administration would like teachers to use in their courses.

5.4.4 Faculty Evaluation Survey

The university-specified faculty evaluation survey, completed electronically by students at the end of the semester to evaluate course instructors, is another discouraging factor for many research participants. Participants believe that the questions in the survey are not relevant to the courses and teaching done in the department. The survey is a standard faculty evaluation tool used across the board and designed for university courses in a 15-week semester. However, the intensive English courses at the ELU run shorter courses over an 8-week period. As a result, only a section of the student population, mainly those in the second 8-week slot are able to evaluate their teachers. Thus, the evaluation is not holistic and may not give teachers enough opportunities to be evaluated. Debby was evaluated just once during a year and believes that the survey “might be good in theory, but somehow the implementation is a little bit messed up.” Second, participants feel that the survey questions are written in a convoluted manner and are difficult to understand. Teachers think that some, if not most students, answer the questions without fully understanding them. According to Abdullah:

This questionnaire which is given to students at the end of the semester... it doesn’t serve the purpose at all. The questions are vague a lot of times, the students are not used to these kinds of questionnaires, and they are not objective when they answer them.
Abdullah questions the validity of the questionnaire and believes that it is an exercise in futility because students generally do not complete the survey as it should be. Joseph shares the opinion that the survey and its implementation are biased. He says:

We have these evaluation forms for students who evaluate teachers but I don’t think they are very successful. I think they are very biased and some of the questions, I don’t know if that’s the way to do it. And these days, students do it online. Last semester, I had three sections, as I do yearly, and I didn’t get a majority of students who responded. And if you get a small number, responding to those evaluations, and if there’s, let’s say, five or six, and if two of them respond in a very negative way, they will throw you completely off.

Joseph indicates how numbers in the surveys can be used against teachers even when only a handful of students manage to complete the surveys. The survey results are unreliable on two grounds. First, there is no guarantee that all students will complete the survey, especially because the current online evaluation method makes it impossible to chase each student to complete the survey. Second, if just a few students complete the survey, the numbers and figures can go against the teacher because the survey does not include evaluation of the majority of the students. Regarding reliability of the survey, Niles says disapprovingly:

I think the students' feedback is overrated. I think students tend to give good feedback to teachers they like, and they can like teachers for any number of reasons. They can like them because they think they are getting somewhere, they can like them because they give them an easy time, they can like them because they give them high marks. It is easy to sort of bribe students to a certain extent.

Niles believes that students may give positive evaluation for reasons other than successful teaching, and this may defeat the purpose of objective evaluation (Costins et al. 1971; Hamdy et al. 2001; Nasser and Fresko, 2002). In terms of Herzberg’s theory (1959), these evaluations hinder motivation because they are unsuitable tools for recognising teachers’
potential, and if teachers feel that they are being evaluated unfairly, they would resent it and get discouraged (Davidson, 2004). Participants generally feel discouraged with the current system of faculty evaluation surveys and feel that evaluation completed by students online does not reflect their teaching accurately.

5.4.5 Marginalisation

Expatriate teachers in the current study felt marginalised at some levels. Feelings of low self-esteem and disappointment due to certain working conditions discouraged teachers to the point of demotivation. Sources of teachers’ frustration on account of marginalisation in the work place are discussed as follows.

5.4.5.1 Unfair and Unequal Treatment

Findings from the research interviews hint at the relationship between the participants’ belief that they are treated fairly, and their motivation to work. Participants in the current study mentioned some sources of dissatisfaction with the system in areas where they felt that they were not treated fairly. This feeling of disappointment and frustration discourages them from achieving their full potential because their esteem needs are not being met, and they do not feel stimulated to produce more than their current output. Adams’ equity theory of job motivation (1965) describes this type of employee behaviour of comparing input and output, and of comparing one’s input with the input of another employee or employees and the output obtained.

In terms of professionalism and quality of teacher’s work, some teachers mentioned that they know some colleagues who occasionally skip classes, are not very good at teaching, and students complain about these faculty members. However, these teachers are not questioned about their professionalism approach. When conscientious and hard-working teachers compare themselves with these teachers, they feel discouraged and disappointed with the department for not holding teachers accountable for unprofessional conduct. Thus, fair and equal treatment is not observed, and this discourages, and in some cases even demotivates teachers. Tamara shares her observation over the years and says:
Sometimes some people, you see them getting away with murder, and nothing happens, and you know that the minute you will take such a liberty, you will be in trouble the administration has to look at these things themselves because at the end of the day it is their loss.... Extreme things, extreme, I mean I won’t take names, but yes, I know of people, people don’t turn up for their classes and they go unreported. You know it; you come to know it because that class is next to yours and your office and so on, but the thing is, this is not my duty to see who’s in the class. I came to know because there was madness going on. So, things like that, and then they are appreciated and there are such great words for them, and you just sit and wonder what happened. Where is the world going? So, it does happen and it can be demotivating. You say why should I bother? Why should I put in so much effort?

Tamara’s observation is significant because not only does she show resentment of other teachers’ unprofessional attitude, but she is also led to doubt her enthusiasm and motivation. This situation is tragic in my view, because intrinsically motivated teachers like Tamara may eventually become demotivated when they compare the quality of their contribution and motivated spirit with that of their unprofessional colleagues whose lack of motivation and responsibility may go unnoticed.

It can be interpreted that when research participants talk about accountability and taking appropriate measures to deal with teachers who may be unprofessional in their work, such as being late to class, and skipping classes, not giving feedback on time, etc., they are hinting at the necessity to motivate teachers through fear. The fear does not have to be one of losing one’s job or material consequences, but it can be fear of seeing students not succeed, and “losing them to the abysses of poverty, joblessness, low expectations, boredom, peer pressure, disaffection, lost opportunity, substance abuse, alienation, family disintegration, and, particularly for those who are poor or marginalized, to the utter lack of prospects for the future,” (Cochran-Smith, 2003, p. 372). What all teachers need to understand is that they have tremendous influence over the lives of learners, and their motivation will help in developing richer learning opportunities for learners.
Another example of unfair treatment felt by research participants pertains to the employment contracts used in the ELU. This is a sore point for teachers because there is a clear distinction between titles, policies, and perks of faculty members in the ELU and in the other colleges and departments in the university. Mahir draws attention to this occurrence and states that:

They don’t look at the ELU [name of department changed] as an academic unit...so, they don’t treat us equally as they do, the people in the College [name of college deleted]. And even our salaries are different....[there are differences] in terms of money, in terms of the titles, in terms of the teaching hours as well. They teach fewer teaching hours.

Through my experience in the Middle East and discussions with teachers in several countries, I agree with Mahir’s observation. Unfortunately, this facet of EFL teachers’ lives is true in many countries, particularly in the Middle East. Reasons for such discrimination have not been established yet, but since EFL teaching is a huge enterprise and EFL teachers outnumber their counterparts in other academic departments, it could be that employers feel they have to maintain their profit and financial stability by minimising the remuneration package of all EFL teachers. Some participants feel that this disparity is unfair and will not attract or retain good teachers who are keen on career advancement.

Another type of unfair treatment that expatriate teachers mentioned was occasional preferential treatment towards Omanis. Some participants feel that policies are sometimes made in favour of Omani staff. For instance, disparity in the workload of Omani and expatriate teachers was mentioned by a few participants. According to the current contracts, Omani teachers teach eighteen hours each week whereas their expatriate counterparts teach twenty hours per week. Andrea mentions:

Equating hours equating benefits for nationals and expatriates because that is something that is part of motivation when people feel that they are not getting something that someone else is getting. This leads to frustration and also feelings that they are not appreciated so much.
Andrea’s comment also reflects Adam’s equity theory of job motivation (1965), and when confronted by a situation that favours certain groups of people, such as Omanis, faculty members in other colleges in the department, or even teachers within the same department feel that they are marginalised. Some research participants feel that such unprofessional practices exist because expatriate teachers are considered expendable. Kassabgy, Boraie and Schmidt (2001) report that their sample of ESL and EFL teachers in Egypt and Hawaii expressed dissatisfaction upon being disrespected or looked down upon as dispensable. “Working conditions” is a hygiene factor in Herzberg’s motivation-hygiene theory (1959), and unfair treatment of employees or even the perception that there is inequality leads to discouragement and demotivation.

5.4.5.2 Omanization

Omanization or efforts to include more Omanis in the workplace, is a national decision and expatriate teachers, especially those who have been here the longest since 1986 feel that new policies in favour of Omanization marginalise expatriate teachers and undermines their efforts. Johnston (1999) believes that marginality is a common experience expressed by many teachers, and “just as they [expatriate teachers] seek out plurality, diversity, and change, so they also position themselves socially in ways that are marginal in more than one sense” (p. 271). For example, in the department selected for this study, administrative positions are sometimes announced and at other times people are nominated by the director. When these positions are announced, Omanis are especially encouraged to apply, and if given a choice between an Omani and an expatriate candidate, key positions tend to go to Omanis. According to Amir, Omanis are expected to participate actively in administrative areas so that they can move up the career ladder. He adds:

You just have to look at all the different committees and you will find, for example, lots of Omanis there because they need to be there to move on to the next step. They are pushed by the system to be involved outside the classroom. I’m not saying that one is not involved otherwise, but then what happens is that the focus then
changes from teaching to more on the admin side, which I think is really unfortunate.

Amir points out one danger of Omanization for the department, which is the shifting of Omani teachers’ priorities from teaching to administrative responsibilities. One impact of Omanization on appointments for middle management positions has been that expatriate teachers felt discouraged and demotivated. Their feeling is summarised by Maysa, who recalls a past incident:

The management was under pressure to appoint them [young Omani PhDs who had just returned after obtaining their degrees], so even if somebody very, very experienced applied, they gave it to that young Omani, so people got the message and they stopped applying. So the criteria changed because the conditions changed. But obviously, whatever the conditions or political situation is, it does have a detrimental effect on the motivational level of a dedicated human being at the ELU [name of department changed]. Some are mature, and they take it in their stride, others became quiet, and adopted this attitude of non cooperation or indifference, but then, that was the criteria.

Maysa’s comment reiterates the aspects of rejection, learned helplessness and eventual demotivation suffered by expatriate teachers who may be experienced, qualified and thoroughly professional, but are not offered administrative positions because of the Omanization policy of recruiting Omanis wherever possible. Most participants mentioned that they understand the national agenda behind Omanization and do not disapprove of it. However, some participants feel slighted when a younger, more inexperienced, and less qualified Omani is chosen over an experienced expatriate teacher who may have the right skill set for the job.

Findings of the current study indicate a degree of marginalisation felt by some expatriate teachers, and is similar to the case cited by Johnston, Pawan and Mahan-Taylor (2005) concerning an American EFL teacher in Japan who was culturally not able to fully integrate into the Japanese culture and was professionally denied certain job privileges such as tenured position because she was not Japanese. Expatriate teachers in the current study
are not the first group to encounter marginalisation. Certain EFL job discussion forums regularly visited by expatriate teachers in the UAE, Saudi Arabia, and other Gulf countries have become a popular site for discussing such experiences of marginalisation, discrimination, and unfair treatment at professional and sometimes even cultural levels.

5.4.6 Dissatisfaction with Management and Bureaucratic Administrative Policies

Bureaucratic administrative policies that do not support students’ interests and negatively impact teaching and learning have been reported to be a source of major disappointment, frustration, and discouragement. Looking back at his experience of eighteen years in the department, Cooper believes that recent changes to the curriculum are a step back in terms of teaching and learning. He says:

Sadly, I feel that I had a lot of freedom and creativity at the beginning in various institutions where I taught including the ELU [name of department changed] at the beginning here where I feel that this creativity of the teacher is slowly being suffocated and discouraged because of the demands of the curriculum and standardisation of teaching where teachers have to be teaching almost the same thing on the same day in the same page and too much quantity is being replaced, quality is being replaced with quantity of material. That’s a bit sad.... I feel that the job I’m doing in the classroom now could easily be done by a computer or by a robot- open your book at this page and do this exercise, and let’s check these exercise, and let’s get into groups, sit in pairs and report and do this....Teachers have to justify every minute and every quarter of the mark they give and every minute of the time they spend in their classroom. They have to justify everything, and because of these constraints, these are administrative constraints, I think the time for creativity or lesson planning is taking its toll on lesson planning and the creativity in the classroom.

Cooper’s dismay at the current state of affairs is relevant because standardisation stifles creativity and the autonomy of intrinsically motivated teachers. They are expected to follow the prescribed curriculum plan, and adhere to the specified pace regardless of individual learner’s success. This may affect students negatively because not all students or groups are the same. Furthermore, the spontaneity of the teacher in charge is
restrained which leads to discouragement and demotivation. Lack of autonomy felt by research participants and its influence on teacher demotivation is consistent with Al Hashmi’s study (2004) with government school teachers in Oman. Cooper has spent considerable years in the department and is thus able to compare his motivation with regard to autonomous teaching in the past to current mandated policies that limit teachers’ creativity and autonomy. Teachers’ dissatisfaction over loss of control and autonomy has been cited in previous research as well (Rhodes, Nevill and Allan, 2004) and may even lead to erosion of intrinsic motivation and eventual demotivation (Deci and Ryan, 1985).

A second example of bureaucratic policies was cited by Amir, who became frustrated because a department policy marginalised students. He says:

I have a student who is really weak, he’s got a D+ in his previous course, now he has come to this course. I said, look, you should be reading. He says, oh, I enjoy reading books, story books. I said, OK, the ELU library. He comes back to me crestfallen and says I went to the ELU library, they said sorry, because you are not in the intensive English programme, we can’t lend you any books. OK, then I said, don’t worry, I have access, so there are some books like David Copperfield and whatever, some old copies and I just gave them to him. But then it makes me think what is it, what are they [admin] on about? I mean, there’s somebody who has come to say, look, can I borrow a book please and it’s the second semester science student, it’s not your business really which college or course he is in. He has come and he wants to learn, he wants to read and he is keen....So, it’s things like that which can be quite annoying.

It can be observed that intrinsically motivated teachers like Amir, who are also senior teachers with extensive experience to rely on, sometimes circumvented the administrative policies in order to assist students, and in doing so, they defied the threat to their autonomy as teachers. These teachers have their students’ best interest at heart and are not afraid of bureaucratic administrative policies that may go against the students. They feel that they belong in the classroom and their classroom is their domain,
so they do whatever benefits the students, regardless of bureaucratic policies. In doing so, they fulfil their needs for esteem and self-actualisation.

Similar to Amir’s view, Andrea shares her frustration caused by administrative policies that hinder autonomous learning:

Andrea’s experience indicates the bureaucratic delays and decisions that work against students’ learning. Teachers’ inability to change a situation in favour of students learning and resulting frustration can affect teachers’ motivation negatively.

Lastly, micro-management and having the administration of the department dictate what and how teaching should be done was reported to be a disturbing factor. Teachers believe that they are qualified to teach and have been recruited from other countries because of their qualifications and experience; therefore, they should be empowered and trusted to do their job well.

According to Amir, who believes that because the university is funded by the government, and is not under threat of losing funding in any way, the administration should give more freedom to its teachers to do a good job. A top-down approach, which seems to be the norm, should not permeate into education, especially when expatriate teachers come
with vast experience and willingness to share their professional styles and capabilities with their Omani counterparts. Amir believes that:

The admin should just trust us and get out of the way…. you know, you [administration] have to give some kind of freedom to us [teachers] to actually develop things.

Amir and other teachers, who have needs for growth, achievement and advancement, and are intrinsically motivated, also represent the need to feel empowered, without which they get discouraged and frustrated. Dzubay (2001) specifies autonomy, competency, and relatedness as three essential psychological components to teacher motivation. When teachers’ autonomy is threatened, competency and relatedness are at risk, too (Roness, 2011). If intrinsically motivated teachers like Cooper, Amir, and Andrea, who care about learning and about helping their students, get frustrated too often and their needs to help students is left unattended, such teachers may get discouraged to the point that they could get demotivated and quit trying to beat the system. This could negatively affect both teachers’ motivation and students’ learning.

5.4.7 Lack of Recognition and Acknowledgment

Esteem needs for recognition and approval (Maslow, 1954) and recognition for a job well-done are strong motivating factors (Herzberg, 1959). Lack of appreciation, recognition, and acknowledgement of the efforts of teachers discourage many participants (Adams, 1965). Some participants in the current study mentioned that it is demotivating to know that there are some exceptionally good teachers in the language department who do not get noticed because they do not participate in research or service activities. With twenty hours of teaching per week, in addition to lesson preparation and marking, most teachers (especially those who have families) do not get time to do research or to present and publish papers. Unfortunately, they do not even get recognised as exceptional teachers. Emma feels disappointed when her efforts are not recognised and says:
Emma: I haven’t been recognized at all at the ELU for anything.
Sarah: How does that make you feel?
Emma: Sometimes it makes me feel like a sucker.

Teachers like Emma feel that there is a clear difference between their input as teachers, and output from the department in terms of recognition, approval, and appreciation. This disequilibrium (Adams, 1965) causes discouragement and frustration, and a feeling that no matter how well teachers work, no one will ever recognise their efforts. Caroline says:

There is no real reward here for being a good teacher. It's almost like it's not glamorous enough. You get recognition when you step out of your teacher's role, when you develop materials or you present a paper or you are active in a committee. There you get recognition, [you are] mentioned in the department magazine [title withheld to maintain anonymity], or there's the Professional Development Day where you would be presenting your work and getting recognition in that way. But if you are just a good or even an exceptional teacher, nobody really finds out. And, at the end of the year or semester, students complete a survey on their teacher and we are told that these evaluations are kept in our file and if they are too low we are given warnings, we are given a chance to improve, and that if they are consistently low, we are going to be observed by directors. That's all very negative. But what about the teachers who score consistently high on those surveys? We never hear about them. They are never rewarded. So, there is no incentive to be an exceptional teacher here, actually. There is incentive to be something different, to be a materials writer, or to join a special unit, like the curriculum unit or the testing unit. But no, there is very little praise and recognition for a teacher who goes above and beyond the call of duty, unfortunately.

Caroline believes that teachers who may be exceptionally good at teaching should be recognised for their teaching skills, and not ignored because they are not interested in research or service activities. At present, the department does not have a mechanism to recognise the numerous exceptional teachers within the department. The only token of appreciation is an annual “teacher of the year award” given to one teacher in the department who demonstrates a “sustained record of distinguished teaching” (internal e-mail message; reference withheld to maintain anonymity). Teachers nominate themselves.
and apply for selection. To apply for the award, teachers are required to submit a portfolio containing details of courses taught over the last three years, students’ evaluations on teaching, copies of materials developed, and confidential reports from supervisors. Best teacher awards are common in many universities around the world; however, its contribution towards teacher motivation has not been guaranteed. Kaiser (1981) notes that giving out one award per year may cause more detriment than benefit because it undermines the effort and good work of many other teachers who may be just as enthusiastic and effective in their classrooms but did not win the award. In other words, the competition created through this award is more discouraging than motivating.

Tamara succinctly states that lack of acknowledgement of effort dampens the spirit of intrinsically motivated teachers. She claims:

The ELU has people who are highly qualified and have a lot of potential to contribute. They have their specialties. I don’t know why they have developed a very cynical attitude. They sit on the sidelines rather than contribute. Or they don’t like to deal with the people who are in different committees and so on and so forth. I think the management to some extent have failed to realize that people with great potential are sitting there. All they need is a bit more acknowledgment or a few nice words asking them to come forward.

Tamara points out the importance of encouraging teachers to capitalise on their strengths, and the necessity for the department to acknowledge the plethora of skills and strengths that teachers bring to the field. Lack of recognition from supervisors and administrators might continue to discourage teachers to the point that they would remain oblivious to the extent of their potential.

Previous research suggests that recognition is a strong predictor of teacher motivation (Leung, Siu, and Spector, 2000) and lack of recognition may lead to lack of motivation. Appreciation by supervisors and colleagues on a job well done, feeling powerful, and being able to influence children were satisfiers in Nias's study (1981) as well. Teachers in the current study have affective needs and competency needs, and to satisfy their needs
for esteem and power, teachers who are professional and perform exceptionally well in the classrooms, need to be recognised and appreciated for their contribution. It can thus be concluded that teachers who are dedicated to the profession, and are committed to learning and teaching should be recognised, and their efforts need to be acknowledged and appreciated.

5.4.8 Delayed Announcements and Changes to Academic Calendar

This section deals with an unusual occurrence that originates in the wider macro-context of Oman and discourages teachers. The issue concerns delayed announcement of public holiday, particularly those around Eid, the Muslim religious holiday, which occurs twice a year, and the Omani National Day holiday which is usually a day attached to a weekend in November. At the time of data collection for the current study, Oman was celebrating 40 years of rule of His Majesty, Sultan Qaboos. As part of the special celebration, the government announced a one-week holiday for the entire government sector. As a result of this bonus holiday, the academic calendar at the university was delayed resulting in massive changes to teaching and examination dates. Teachers who had booked flights for the semester break were asked by the department administration to change their leave dates. This request was not received well by teachers who had already purchased airline tickets and made hotel reservations for their semester break. This entire experience left a few teachers frustrated and dissatisfied with the turn of events. Such feelings of frustration, anxiety, and discouragement might have influenced teachers’ thoughts and expressions. It must be noted that because the current study is cross-sectional, some of the opinions stated by teachers in this section may be specific to this past year only.

The delayed announcement of National Day holidays, and the unexpected changes that were made to the academic calendar, affected many teachers’ holidays, including Debby’s, who found it frustrating:

This is a very interesting time to schedule the interview with the academic calendar snap we just had. My Western brain cannot deal with that. I have an academic calendar like a 13, 14, 15 week
planner or for the shorter programme [name of programme removed] 8 weeks. A couple of days lost holidays give or take but then all of a sudden add an entire extra week, my brain cannot process that. Like no amount of living here for however many years will allow me to accept that because from my background that’s just the wrong thing to do, so it’s not a question of different cultures do things differently. To me, no that’s just wrong, and I can’t get over that. And it’s unfortunate because it’s an institutional decision. It doesn’t affect the teaching. You know the students are going to be just as sweet whether they have 8 weeks or 9 weeks, so it doesn’t affect what I love about the job, but well I guess it does. It’s an institutional decision that affects me personally. I want to enjoy my job. It just seems like they are making it harder and harder.

Debby’s statement summarises how a governmental decision trickles down through different institutional levels to affect her and other expatriate teachers personally. As a Western expatriate teacher who has spent considerable years in Oman, she still cannot adjust to sudden changes made to the university academic calendar, which, according to her professional principles, are wrong and unforgiveable. She, like other expatriate teachers, travels out whenever there is a scheduled long holiday either to a foreign country, or to visit her family back home. Last minute changes like this frustrate some expatriate teachers and discourage them from enjoying their job fully. Concerning time management in Oman, Nowell (2009) writes:

Appointments and engagements are therefore treated rather more loosely than in the West. You may well find that arrangements are cancelled at the last minute—and perhaps only at the time you expected them to take place. (p. 71)

Cancellation of engagements and plans occur on a daily basis in the Omani (and Middle Eastern) culture, but for expatriate teachers this relaxed sense of time management becomes intolerable when it begins to affect their personal life. One example of how plans in the Middle East can change drastically almost overnight and impact expatriate teachers’ lives comes from a prestigious university in the United Arab Emirates (UAE), where fourteen teachers were given relocation forms and were asked to sign the forms within a
few hours, with the warning that failing to do so would result in termination of their contracts (The National, 10 June 2010). Some of these teachers went to the Ministry of Labour to inquire about their rights and were instructed to go to the Ministry of Higher Education and Scientific Research. Unfortunately, they were told that nobody was available to speak to them there either. Those teachers were not only forced into signing a contract that suddenly turned their lives upside down, but they were also not heard or supported when they wanted to inquire about their legal rights.

In the same year, some other universities in the UAE implemented a pay freeze. Thus, Oman is not the only country in the Middle East where changes are announced at the eleventh hour, and where teachers may not be given sufficient time to alter their plans or re-adjust their lives. Nevertheless, sudden changes and delays in announcing these changes frustrates and demotivates teachers who feel powerless and alienated.

Like Debby, Emma also finds it frustrating when holidays are announced late and it often becomes difficult and expensive for expatriate teachers to plan a holiday on short notice. Emma says:

There are small frustrations like the fact that you have so many holidays but nothing is announced ahead of time. The lack of planning, this is serious frustration. Once you get used to it, still it can be very irksome. That lack of consideration for expatriates, knowing they are not really thinking, the administration, they are not really thinking that these people may have families or parents to go and visit, so if they get a chance, to get away for a week even, it’s precious for them.

Emma regards it as an unsympathetic attitude on the part of the Omani administration, who sometimes fails to understand that expatriate teachers have lives outside Oman where they may want to visit their families or just travel abroad to relax. Not being able to do so because of delayed announcements of holidays can be frustrating, and the lack of control over their situation can be discouraging.
Another way in which delayed public holiday announcements affect teachers negatively is the usual response of students when a holiday is announced. Many students at the university come from different towns and villages in the country, and at weekends, many of them go back home to spend them with their friends. The general trend has been that a day before a long weekend or extended public holidays, students cut classes in order to go to their hometowns or villages across the country. This leaves teachers in a quandary because they prepare lessons for a full class and try to follow the curriculum schedule, and they get frustrated when only two or three students come to class. This affects students’ learning, and disturbs the curriculum schedule and teaching plans. Many teachers consider this “disappointing” academic behaviour, and directly affects their preparation for class. Abdullah says that he finds it frustrating:

When just before holidays I prepare a lot of materials for my students and then I walk to the classroom and I don’t find out and only two or three students, so, sometimes you know, it is disappointing.

Such incidents happen roughly three or four times a year, but may also occur if special holidays are announced out of the blue, or if the class unanimously decides not to come to class towards the end of the semester, an occurrence that is common nearly every semester. Teachers get disappointed when they cannot maintain the pace of learning stipulated by the curriculum plan. This is similar to the disappointment felt by participants in Menyhárt’s study (2008), who also expressed frustration when they were unable to cover the material that they were expected to.

Unfortunately, delayed announcements in Oman are not just limited to public holidays. Abdullah mentioned that at the beginning of a semester, teachers usually have to wait for a considerable time until they are informed of the courses they are going to teach that semester. Not knowing until just a few days before the semester start date negatively affects teachers professionally and personally. Abdullah says that it frustrates him:
At the beginning of the semester, when I don’t know what I’m teaching, then I find out that after one hour I have to see my students, and I don’t know what I’m teaching them because I didn’t know until a short time ago.

Such delay is common at the ELU, and some teachers accept this information delay as an “Omani feature,” or a workplace reality, while some others get bitter and add such frustrations to their list of discouraging factors in their job and in Oman. However, the administration at ELU needs to be made aware of the scale of frustration felt by teachers when they are not informed ahead of time about the courses they have to teach. This seems to be a local departmental issue, and the ELU administration might have to develop a more efficient system of course allocation if they want to maintain job satisfaction levels of their teaching staff.

Working conditions, one of Herzberg’s hygiene factors (1959), are important in both the macro-context as well as in the micro-context. According to Maslow’s theory (1954), teachers need to feel secure that their personal and professional plans will not fall apart because of a sudden shift in priorities or in announcements that could have been made earlier but were delayed and caused considerable disappointment and frustration to expatriate teachers.

5.4.9 Interaction with Students and Colleagues

Belonging needs (Maslow, 1954) are important motivating factors, as well as collegial relationships with one’s colleagues, supervisors, and students. In section 5.3.3, I discussed the positive influence of students on teachers’ motivation and how students were a source of joy and motivation to expatriate teachers. In this section I will discuss teachers’ views on how the lack of response from students and the lack of collegiality with colleagues can discourage and demotivate teachers.

5.4.9.1 Lack of Adequate Response from Students

Huberman and Vanderberghe (1999:194-5) believe that: “the quality of the relationship between teacher and pupils can be one of the most rewarding aspects of the teaching
profession, but it can also be the source of emotionally draining and discouraging experiences” (p. 194-5). Poor attitude and non-responsive-ness from students can affect teachers negatively. Jim says it’s frustrating when:

Discovering that nobody has done any homework, and in a lesson where what I would call essential homework that is required because otherwise the class won’t happen and homework that I would like you to do where you might actually learn something, and when I said in the previous class, look, we all need to do this for the following class because this is what we are going to do, very few people have actually done it. And so I can’t run the class as I want it to run. That’s very frustrating.

Jim highlights a common complaint made by teachers in many parts of the world. Brundrett and Addison (2008) found that poor response from children was a strong demotivating factor. Friedman (1995) also found that secondary school teachers complain of burnout when their students show low engagement and lack of interest in studies. Students’ poor attitude towards learning adds to teachers’ workloads and reduces teachers’ sense of accomplishment.

Another aspect that bothers some expatriate teachers is students’ persistent negotiation for higher marks. Some teachers believe that students’ obsession with grades reflects a marks-oriented approach to learning where getting full marks or a higher grade is more important than learning. Andrea gets frustrated with “The student that wants the half-mark extra and will not go away because they are determined they want this half-mark; that would frustrate me.”

Many teachers in the current study indicated that they enjoyed teaching and interacting with students (section 5.3.3.1), but for many teachers, tests and marks are administrative requirements, and students’ insistence on marks rather than learning frustrates teachers.

According to Joseph, the current generation of students is quite different, and what is now seen as a lackadaisical attitude is simply a manifestation of the fact that students these
days may not be as motivated as they were in the early days when the university first opened. He adds:

I think students have changed significantly, and here specifically I am referring to motivation...like students were so committed and dedicated and loyal.....but so maybe motivation or the sense of entitlement. But that has always been there you know. No matter when I graduate, no matter what my GPA is, I am Omani. So I deserve a spot. So, that, I don’t like. You know, I just take offense to things like that; thinking that you have a sense of entitlement.

Joseph feels that current students may not be as motivated as the ones in previous generations because for them access to university education is relatively easier than it was for students who were trailblazers.

As mentioned in section 5.3.3.2, responsive and keen students are a strong source of motivation for teachers, and students who show limited interest in learning or who are interested only for grades, cause discouragement for teachers whose needs for self-esteem and approval from students are not being met (Kızıltepe, 2008).

5.4.9.2 Lack of Collegiality with Colleagues

Some participants in the current study stated that attitudes, policies and words used by senior management or by colleagues can sometimes be disappointing and discouraging. At times, occasional harsh comments by some colleagues can ruin a teacher’s day. According to Tamara:

Sometimes the colleagues and their comments can be upsetting. Something you have worked hard, you have made a test, you’ve worked hard on it, or that you have made an activity; you have been part of developing a certain material. Yes, you do expect criticism but the criticism should be constructive, and sometimes people just, just come up with points which are not directly related to it. It’s more of a personal attack then, so that can be upsetting.
Tamara’s unpleasant experience with some colleagues indicates lack of collegiality among some teachers, and an unprofessional attitude towards working in teams. When teachers’ needs for belonging and approval are not met, they feel discouraged and demotivated, and their low self-esteem may impact the quality of their work. Lack of support from colleagues and from administrators was also a cause of discontent that affected the efficacy of Greek secondary school teachers in Gheralis-Rouss’s study (2003), and in Nias’s (1989) study with primary school teachers in the UK.

In the above cited example, teachers’ need for esteem from colleagues is left unfulfilled when colleagues either do recognise good work, or if they react negatively or indifferently.

**5.4.10 Cultural Differences**

Expatriate teachers acknowledge the existence of cultural differences that they adapt to most of the time in order to respect the local culture. However, sometimes these cultural differences become impediments to work, and teachers find it frustrating to work around these differences. For instance, frustration in dealing with the effects of gender segregation on class dynamics was mentioned by some teachers as an inhibiting factor. As discussed in chapter two, Oman is a traditional Islamic country, and although male and female students study in the same classroom, they rarely interact with one another. New expatriate teachers who may not be familiar with this facet of Muslim social behaviour are specifically requested to abide by the cultural norms at the university in Oman and not to coerce male and female students to sit together or work on a project together. Pair and group work are encouraged, but this means that girls work with other girls and boys work with other boys. Caroline states:

I suppose the segregation of the boys and girls is an obstacle to those kind of things where it can be an impediment to free expression of opinions or emotions. The way I would like to run a class would be [to include] a lot more freedom of movement, [freedom] of interaction, [group work], and [allowing freedom] in what the students can actually say. So, that is the biggest obstacle to how I would like to conduct the ideal class and to how I feel learning should take place. And also, personally, I feel there
shouldn't be such segregation of boys and girls. And yet I haven't felt confident enough or that I have the authority to circumvent that particular rule and force them to communicate more or move about more in the classroom.

In applying Herzberg’s theory (1959), it can be stated, given Caroline’s example, that the work environment sometimes restricts expatriate teachers in the classroom, and such limitations discourage them as professionals.

Another cultural aspect that disappoints and frustrates teachers is the concept of time. When it comes to time and commitment to appointments, students do not seem to follow norms that exist in most parts of the world, and expatriate teachers find it surprising that they have to remind students to be punctual for class, and meetings with teachers. Delays or cancellation of appointments without notice disturbs teachers’ schedules who plan to complete certain tasks during their day, and students who do not come for their scheduled appointments or come late ruin teachers’ plans. Being late or absent without reason or apology also discourages teachers. Kate finds it frustrating “when people come in, stroll in half an hour late without an excuse or patently intrude. I’ve written more warning letters this year than I [ever have].”

Kate feels offended when students repeatedly come late despite verbal and official warnings and instructions. Prakash echoes Kate’s sentiments and says that:

The only thing that puts me off is students arriving late because I have said something to the class and this fellow doesn’t know and I can’t repeat the whole thing. I don’t know how students are allowed to come late here. In other institutions, the students were supposed to be in the class before the teacher arrives.

Prakash compares the time management situation in Oman with that of other countries, and gets frustrated when punctuality does not improve. Cultural differences and issues such as gender segregation in the classroom and punctuality continue to bother and disappoint teachers, because according to Maslow’s need to know and understand (1954), teachers cannot understand why students do not value time commitments and
appointments, and from their cultural perspective, they find it odd and frustrating that the system at the university and in the country would not allow male and female students to work together in the classroom.

5.4.11 Salary and Benefits

According to Maslow’s hierarchy of needs (1954), salary and compensation fall into the first level of physiological needs. A corresponding hygiene factor in Herzberg’s motivation-hygiene theory (1959) also indicates that in the absence of satisfactory compensation, discouragement and demotivation may occur (Kızıltepe, 2008; Menyhárt, 2008). With regard to overall salary, Mahir believes that “considering the standard of living and the prices in Oman it [salary] is not satisfactory at all. Maybe it is for a single person, but for someone with a family and children it is not enough at all.”

Mahir has three children and has been in Oman for a significant number of years. He has witnessed inflation and salary increases over the years; however, he feels that the increases do not match the escalating inflation. He also mentions that not getting allowances for school fees is a huge demotivating factor for him. He discusses an interesting fact regarding teachers’ contracts and mentions that:

Because I am an Arab, I’m not entitled to any educational allowance. Only non-Arabs are.... because according to them [administration], I can send my children to Omani schools, to government schools which are free. Even the Omanis do not have the right to get any educational allowance. They don’t have this privilege. Even Omanis! And I have never sent my children to government schools. They have always been to private schools which cost me a lot.... That’s another unfair treatment. According to principle, if teachers send their children to private schools, they should be paid. Doesn’t matter what nationality they are. But Arabs don’t get that including Omanis.

Mahir believes that there should be no discrepancy in the contracts of Arab and non-Arab teachers, and like his Omani counterparts, he is marginalised when it comes to the university’s contribution towards children’s tuition fees. Joseph, who also had to spend
most of his earnings on his two children’s fees from pre-school to university, believes that the university’s contribution towards school fees is a mere “drop in the bucket.” He thinks that “the university has to give more money to attract more teachers to stay here because that is a lot of money! I don’t know what it is now....It’s those kinds of things that chase people away from here.”

Joseph succinctly points to the extrinsic factors that affect expatriate teachers’ motivation and reason to stay in a job (Rhodes, Nevill and Allan, 2004; Roness, 2011). Regarding the effect of salary on teacher retention, Caroline adds that:

If the university wants to keep highly qualified expat language teachers, keep them for a long time, then they need to take care of the school fees, which is in line with all the other countries in the region. The university pays a small contribution. I was reading recently that secondary school fees here can be something unreal like six or eight thousand riyals per year. I couldn't believe it. I got a terrible shock! The university at the moment just contributes 1,500 riyals per child. So I would love [for] them to address that. That would definitely guarantee my staying on, and a lot of people staying on in Oman to teach English.

Caroline is intrinsically motivated and enjoys teaching but does not rule out the possibility of relocating to another country in the Gulf region, especially if a new job offers her better perks for her children’s education. Although most of the research participants were intrinsically motivated, they still believed that better remuneration packages that are on par with the salary scale in other Gulf countries will motivate them to continue in their current job in Oman. Salary and benefits are thus essential extrinsic factors that play a significant role in teacher retention (Manuel and Hughes, 2006).

5.4.12 Summary of Factors that Discourage or Demotivate Expatriate Teachers

The table below summarises the factors that discourage and demotivate expatriate teachers in their personal and professional experience in Oman.
<table>
<thead>
<tr>
<th>Personal</th>
<th>Professional</th>
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</thead>
<tbody>
<tr>
<td>Unexpected changes to the academic calendar and its impact on expatriate teachers’ holiday plans</td>
<td>Unexpected changes to the academic calendar and its impact on teaching</td>
</tr>
<tr>
<td>Salary and benefits, especially insufficient contribution from the university towards children’s education fees</td>
<td>Students skip classes a day before the start of public holidays, rendering teachers’ preparation futile</td>
</tr>
<tr>
<td>Increased workload isolates people and teachers are unable to interact with their colleagues</td>
<td>Increasing workload and demands on teachers’ time</td>
</tr>
<tr>
<td>Perception of time and punctuality issues of students</td>
<td>Not enough opportunities for teachers to attend and present at conferences</td>
</tr>
<tr>
<td>Unfair treatment in terms of titles, employment contracts, professional conduct of teachers, and preferential treatment in favour of Omanis</td>
<td>Gender segregation in the classroom and its effects on teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Students who do not do homework</td>
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<tr>
<td></td>
<td>Ineffectual response of students towards teaching and learning</td>
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<td></td>
<td>Heavy workload without extra compensation, either in terms of money or fewer teaching hours</td>
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<td></td>
<td>Lack of support for teachers doing research, or those who want to get published.</td>
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<td></td>
<td>Rejection of proposals for funding or time in order to pursue professional development tasks</td>
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<td></td>
<td>Unattainable and unfair promotion criteria</td>
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<tr>
<td>Lack of recognition of teachers who are exceptional teachers</td>
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<tr>
<td>--------------------------------------------------------------</td>
<td></td>
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<tr>
<td>Omanization and preference given to less experienced or skilled Omanis in favour of experienced and knowledgeable expatriates for appointment to certain administrative positions</td>
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<tr>
<td>Unreliable faculty evaluation surveys that do not result in getting an unbiased evaluation from all students in a style and language that they can understand</td>
<td></td>
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<tr>
<td>Bureaucratic administrative policies that do not support students’ interests and negatively impact teaching and learning</td>
<td></td>
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<tr>
<td>Inhibiting cultural differences and impact on teaching and learning</td>
<td></td>
</tr>
</tbody>
</table>

**Table 6: Summary of factors that discourage or demotivate expatriate teachers**

### 5.5 Summary

Maslow’s (1954) hierarchy of needs discusses the impact of basic inner needs of individuals and Herzberg’s motivation-hygiene theory (1959) focuses on external sources of motivating and discouraging factors that are available in the external environment. The current study explored the various intrinsic and extrinsic factors that influence the motivation of expatriate teachers in Oman who have worked and lived there for at least a decade. Some participants came to Oman in the late 1980s, raised families there, and have chosen to retire there.

Interviews with expatriate teachers who participated in the current study indicated a variety of intrinsic and extrinsic factors that motivated and demotivated them in their
personal and professional life in Oman. Unlike the findings on job satisfaction completed by John (2011) with university teachers in the UAE, teachers in the current study had mainly intrinsic orientations to teach.

Teachers found the following factors to be strong sources of motivation: intrinsic rewards such as joy, thrill, and self-actualization obtained through teaching, helping students in their academic pursuits, professional growth, and boosting students’ self-esteem. Research studies in Oman and other countries support findings obtained in the current study (Al Hashmi, 2004; Deci, 1975). Similar to findings by Nias (1989) and Menyhárt (2008), teachers in the current study found teaching and preparing lessons energizing and mentioned experiencing “flow” (Csíkszentmihályi, 1997). Teachers believed in altruistic, humanistic, and social aspects of teaching and value communication, establishing connection, exchanging knowledge and information, and caring for students and helping them. Extrinsic factors such as safe and comfortable living conditions, job security, tax-free salary, free housing, annual 60-day holiday and flights, free healthcare facilities, and round-the-clock access to natural outdoor adventure facilities are motivating for expatriate teachers in the current study. A high level of ease and comfort allows them to focus on their teaching and their interaction with students with absolute peace of mind and a positive attitude.

According to Alexander (2008), altruism is one of the most important aspects of teacher motivation, but altruism alone is insufficient to maintain the motivation and job satisfaction of teachers. Extrinsic factors available in the micro- and macro-contexts play a significant role in increasing or decreasing teachers’ motivation. Salary and benefits are a source of discouragement and demotivation, albeit not as strong as the intrinsic factors that outweigh the dissatisfaction caused by inadequate remuneration. However, when teachers compare their contracts with those of their colleagues in other departments, they notice issues of inequality and unfairness. This disparity in the micro-context is demotivating since there is an obvious difference in compensation and titles even though teachers in the ELU teach for twenty hours a week which is several hours in excess of the full-time teaching load in other departments. This leaves little or no time for these
teachers to do research, and as a result, if they apply for promotion, they are bound to be rejected which leads to demotivation.

It would be worthwhile to modify the promotion criteria so that it reflects the reality of EFL teachers’ professional experience and expertise, which is mainly spent in the classroom. Furthermore, EFL teachers’ salaries are not at the same scale as teachers in other colleges, and they also bear a heavier teaching load. Inadequate remuneration for teaching, lack of opportunities for teachers to work collaboratively, lack of opportunities for growth and advancement, and little or no recognition for work well done were some strong demotivating factors in previous studies as well (Deci, 1975; Menyhárt, 2008).

Findings from the current study indicate that teachers experience pleasure and pain in their professional life. Experiences that maximised pleasure include successful and meaningful interaction with students. The pain of failure, from a rejected promotion application or from seeing a colleague humiliated or discouraged led to a natural propensity to avoid situations and people that cause such pain. These findings support Freud’s psychodynamic theory (1915) and his suggestion that “the procurement of pleasure and the avoidance of pain (i.e. unpleasure) as the basic motivational impetus” (p. 111).

Many of the factors that influence teachers’ professional experience also affect their personal life. For instance, when students do not do their homework or come to class late, these negative behaviours affect teaching and learning, and teachers feel that they did not accomplish as much as they wanted to. Frequent feeling of low achievement discourages and demotivates teachers who experience avoidance motivation (Elliot, 2006), and feel that their performance and achievements do not bring desired results. All in all, findings from the current research regarding the nature of motivating and demotivating factors are consistent with previous research, and most of the motivating factors are intrinsic and altruistic whereas most of the demotivating factors are extrinsic and situational.
Findings of the current study are unique in some ways because of the specificity of the context of Oman, and the sample of exclusively expatriate teachers. Nevertheless, findings can be compared with the summary of literature review (pages 51-52) for an understanding of the similarities and differences between motivation of expatriate university EFL teachers in Oman, and the motivation of teachers in different settings in other parts of the world.
Teachers, by and large, are driven by a wish to educate, to share their knowledge, expertise, and skills; theirs is a noble calling in the best sense of the word. Expatriate teachers and other language teachers pursue this goal across linguistic, cultural, and political boundaries.

Johnston (1999, p. 259)

Johnston (1999) suggests that there are mainly intrinsic and altruistic reasons for teachers’ commitment to teaching. Research in the area of EFL (English as a Foreign Language) teacher motivation is an area of growing interest; however, it is still under-researched and there is room for vast development and study in this field (Dinham and Scott, 2000; Dörnyei, 2001; Kanfer, 2009; Menyhárt, 2008). To date, few recent and relevant studies linked to EFL teacher motivation have been referred to or have been situated in Gulf countries (Al Harthy, 2005; Al Hashmi, 2004; Al-Maawali, 2003; Klassen, Al-Dhafri, Hannok, and Betts, 2011; Shoaib, 2004). In undertaking the current research in Oman, my desire was to contribute to research in the context where I work, and in doing so, identify aspects in the work place that can be improved to make the work environment even better for current and future teachers and students.

Most of the previous research in the area of teacher motivation has been conducted with pre-service or beginning teachers, and their reasons and motivations to join the EFL teaching profession or to stay in the EFL profession were explored. Thus, entry into the field of EFL, and teacher retention in the early years of teachers’ careers were two areas of focus for most of the previous research. In contrast, the current study has been unique in its sampling choice, because it focused exclusively on expatriate EFL teachers who have been teaching English for at least a decade. The mean number of years research participants had worked in the research context was 18.75 years (chapter 4, page 62). The reason for selecting expatriate teachers with longer teaching experience in the chosen context was to gain a holistic view of the micro- and macro-contexts through their
subjective reality, and to explore the reasons that account for teacher retention in the given context.

My aim was to understand the interaction of individual needs of expatriate EFL teachers with the external environment in the department, the university, and the country at large. In-depth interviews were conducted with expatriate EFL teachers. The purpose was to understand the perceptions and experiences of these expatriate teachers and analyse findings from this exploratory study in order to compile a set of motivational factors for the selected context. I hope that this study has successfully presented the factors that are internal to the teachers and external to the workplace and to the society and country at large that influence expatriate EFL teachers’ motivation.

As discussed in chapter 3, control theories are need-specific, and motivation for an activity may shift as and when individual needs change. The conceptual framework for this study was situated in the control theories of Maslow (1954) and Herzberg (1976), and the study was cross-sectional. Therefore, research findings are specific to the needs of expatriate teachers in the selected research site in Oman at the time when data were collected. If, in the future, the study is replicated in the same research context, research findings might be quite different and will represent facts and opinions of teachers at that particular time and with regards to changes that might have taken place in teachers’ needs and the external environment.

6.1 Summary of Findings and Implications

Maslow’s theory of basic needs is an indication of the variety and scope of basic human needs and wants, and Herzberg’s theory of workplace motivation looks at external stimuli that are available to meet these basic needs. Merging these two theories provides a model of symbolic interaction between needs, and facilities available to satisfy these needs. An exploratory approach was adopted towards collecting and handling data on expatriate EFL teacher motivation.
Findings indicate that the factors that motivate expatriate teachers in their professional lives in Oman mainly include the intrinsic and altruistic needs of teachers, and cover aspects such as interaction with students, teachers’ attitudes towards teaching, and the effects of teaching on teachers. It has been noted that when teachers enter the teaching profession primarily for the sake of helping students and becoming an agent of change, their continuity in a job is more or less guaranteed, unless the extrinsic situations become too difficult or over-whelming (Manuel and Hughes, 2006). In addition, there is an extrinsic need for a stable and secure job, and they gain motivation from feeling secure and accepted.

Teachers find interaction with students in class uplifting and comforting, and they immerse themselves in their interactions to the extent that they forget their personal worries and problems. In this regard, teaching is therapeutic for teachers. Students’ interest in learning supports teachers’ passion for teaching. In other words, when students respond positively to teaching, they motivate teachers to be more passionate about teaching and to invest more effort into teaching. This fulfils teachers’ esteem needs for approval and recognition and the stimulating response from students spurs teachers to achieve higher standards in teaching. Similarly, some teachers find teaching to be fun, and have purely intrinsic reasons to teach, while some teachers feel satisfied when they can help their students, answer their questions, and add to their knowledge, learning, and understanding. Thus, positive interaction with students is a boost to teachers’ motivation; however, interaction with Omanis in general outside the university is also important, and all research participants share the view that Omanis are in general good-natured and peaceful, and are pleasant to work with.

Some teachers enjoy the authority, autonomy, and recognition that comes with teaching, and it fulfils their need for self-esteem and respect from others. Meeting former students who would remember them boosts teachers’ egos and reminds them in a pleasant way why they joined the teaching profession in the first place (Manuel and Hughes, 2006). Recognition from students even several years later is a source of motivation for teachers.
An interesting factor that emerged from the interviews was the influence of former teachers in the professional lives of teachers. This factor is unique to this study, and four research participants mentioned the impact of at least one teacher in their lives who was very good, and inspired them to teach, as well as the impact of at least one teacher who should have never entered the teaching profession. From the research participants’ perspective, the need to understand and know what teaching means and how it can be done to leave an everlasting impression on students was what these participants experimented with, and over a period of time, they grew addicted to teaching. Identifying this unique factor was possible because of the exploratory stance adopted in the current research design. Through exploratory in-depth interviews, I was able to discover this new aspect and add it to the list of factors identified by theorists and researchers in the field of teacher motivation.

Interviews with research participants in the current study also revealed several factors that discourage or demotivate expatriate teachers at a personal or professional level. Another unique factor identified in the current study was the demotivating effects of delayed holiday announcements in Oman that affects teachers’ personal and professional life. Delayed announcement of nationwide holidays have a negative impact on expatriate teachers’ holiday plans. Teachers either have to change their holiday plans or not travel at all if the changes are not possible, and this frustrates them. Another impact of delayed announcements and holidays is that many students make other plans and do not come to class, which again frustrates teachers who plan their teaching, but do not find students in class. This demotivating factor is a contribution to understanding the educational culture in Oman with reference to the socio-cultural aspect of time management and planning in Oman (Nowell, 2009).

Teachers sometimes identify their self with their teaching job to a large extent, and cannot separate it from their personal life. Their job comforts them and gives them the satisfaction that they need. It must be borne in mind that most of the participants in the current research are close to the retirement age, and feel satisfied in their job and wouldn’t like to necessarily leave either the job or Oman. Monetary compensation gained
from employment at the university in Oman is another motivating factor for expatriate teachers. Tax-free salary, comfortable accommodation, an enjoyable lifestyle, and abundant opportunities for outdoor adventure and activities are extrinsic factors that motivate expatriate teachers to continue living in Oman.

Heavy teaching workload and increased administrative responsibilities discourage and even demotivate teachers. Unfair and unequal treatment in the workplace with regard to contracts, titles, professionalism and occasional preferential treatment towards a particular group, including Omanis, cause discouragement and demotivation. Emphasis on research, which is necessary for promotions, is a sore point for many expatriate teachers because a heavy workload and lack of support for research in terms of funds and time, teachers are discouraged by the system to do research. Furthermore, promotion applications for a certain rank that do not have evidence of completed research, even if the teaching was exceptionally good, are rejected, and teachers who may have been exceptional teachers but do not research get demotivated and despondent. Unfair and unattainable promotion criteria are a major source of concern and demotivation for participants in the current study.

Faculty evaluation surveys used to evaluate teachers and courses are another source of discouragement because the content of the surveys have little relevance to EFL teaching, and the method in which the survey results are used. Several factors are discussed that make participants feel marginalised such as, differences in contracts, titles, and day-to-day interactions with teachers. Such feelings of unfair treatment may lead expatriate teachers to feel discouraged and demotivated.

Bureaucratic administrative policies at the department frustrate some participants who feel that these policies inhibit plans and processes required for effective teaching and learning. Similarly, micro-management by the administration was also reported to be a discouraging factor. Insufficient or absence of recognition for work done well discourages and demotivates teachers over time. Salary and benefits is a perennial cause of discouragement and disappointment, and expatriate teachers feel that, in general, salaries
in Oman are the lowest in the Gulf, and what discourages them the most is insufficient contribution towards children’s school fees.

Esteem needs for recognition and approval are important for expatriate teachers. If there is little or no approval or acknowledgement, teachers feel discouraged. As mentioned earlier, keen students who show responsiveness and enthusiasm motivate teachers, and on the other hand, lackadaisical attitudes of students may discourage, frustrate and even demotivate teachers. Cultural differences, especially with regard to punctuality and time management, and gender segregation in the classroom, discourage some teachers who may accept the cultural norms in Oman, but do not agree with them and find them restrictive or inappropriate.

Some expatriate teachers struggle to fully adapt to cultural norms which causes stress and consequent demotivation (Dörnyei, 2001; Kızıltepe, 2008; Kyriacou, 2001). This demotivating factor is a complex issue because not only does it cause stress and challenges for the teacher, but it also reinforces feelings of powerlessness and lack of autonomy experienced by the expatriate teacher. In Oman and in other Gulf countries, expatriate teachers may not even have the privilege to voice their concerns in a democratic fashion. This adds to the woes of the expatriate teacher who may eventually become silent, not just verbally, but also metaphorically in terms of work and contribution of ideas towards educational improvement and reform.

6.2 Recommendations

Maslow’s concept of ‘eupsychian management’ (1954) proposes that when an organisation adopts policies that satisfy the holistic nature of human beings, employees work at an optimal level because their psychological health is taken care of. Based on findings from the present study, some recommendations can be put forward in favour of expatriate teachers and the immediate research context. With regard to expatriate teachers and their professional life, certain administrative policy changes could be accommodated to prevent discouragement of teachers. These include managing workload
to make it equitable so that all the teachers in the department teach the same number of hours, regardless of their Omani or expatriate status. This is advisable so that teachers do not suffer from burnout (Coombe, 2008; Gençer, 2002), and have time and opportunities to socialise with colleagues.

Second, professional development opportunities for teachers can be increased by conducting needs analysis, and offering workshops and seminars that faculty members need and will find useful, and by selecting topics that are in the best interest of the department, rather than offering fragmented workshops on topics that will never be addressed again (Nabhani and Bahous, 2010). Eliciting teachers’ views on the kind of professional development that they require and want could be a good starting point. Also, more support for research and conference participation will help sustain teachers’ motivation.

The third change can be to reform the current teacher evaluation system and introduce a holistic and fair teacher evaluation plan that involves self and peer evaluations in addition to student evaluation. Furthermore, a valid and reliable teacher evaluation form can be developed based on the form that is presently used. The current online teacher evaluation form could be revised and streamlined to match the teaching done in the department. The current questionnaire is a university-wide survey listing questions that apply mainly to university-level content courses. However, EFL courses are different from content courses, and evaluation of these English language courses requires framing questions that are relevant to teaching and learning at that particular level. Also, teachers who score high on the faculty evaluation surveys, and those teachers who prove their commitment to teaching in other ways, need to be recognised for their exceptional service, and need to be appreciated adequately. Teachers, or, the “foot soldiers,” as one participant described them, should have a voice in suggesting changes that would benefit teaching and learning. Teachers need to be empowered to share their thoughts and suggestions candidly. Finally, promotion criteria for the department should be revisited and revised to match the work done at the ELU and to provide opportunities to teachers to prove their capabilities.
In terms of work that is expected of teachers, research is an important aspect in education, but full-time teachers should not be obliged to do research in order to get promoted, especially if the research is not of interest, or in their field of expertise. Exemplary teachers who are highly professional should be acknowledged for their contribution to teaching and related activities. Teachers who are dedicated to the profession and are committed to learning and teaching should be recognised, and their efforts need to be acknowledged and appreciated. Furthermore, some of the extrinsic needs of teachers can be met with positive responses from the department, such as, increasing the contribution towards children’s school fees, revisiting the salary structure, and offering contracts comparable to other institutions in Oman, and in the Middle East. In terms of management in TESOL (Teaching English to Speakers of Other Language), cost effectiveness can be studied with regard to recruitment and retention of staff. Teachers’ motivation influences staff retention (Addison and Brundrett, 2008); therefore, managers and heads of programmes should consider opportunities and techniques for motivating and sustaining the motivation of teaching staff, which would in turn lead to increased staff retention. Thus, it would be beneficial in the long-term interest of the department and the university to have low staff turnover, which can be achieved by ensuring that the teaching staff are motivated to continue teaching. Furthermore, department heads and administrators should focus on developing techniques to increase teacher motivation, especially when planning for teaching effectiveness reforms for quality assurance purposes.

6.3 Limitations and Scope for Future Research

One limitation of the current study was the exclusive use of interviews to collect data. Nevertheless, to meet the goals of the current exploratory research, interviews were an appropriate choice of method and provided the research participants an opportunity to explain their thoughts and experiences in as much detail as they wished (Troudi and Alwan, 2010). In some interviews, there were lengthy digressions and focusing the interviews became challenging. However, because it was an exploratory study, I did not control the interviews tightly, and valued every piece of information. Semi-structured
interviews were conducted and follow-up questions were asked to gain deeper insight into the issue being discussed. Triangulation was achieved through member checking and follow-up interviews (Lincoln and Guba, 1985).

Using findings from this study as baseline data, future research using questionnaires can involve a larger sample, and all expatriate teachers in the department can be invited to participate in the study. A bigger sample size and tightly controlled questions drafted in a written format might lead to a greater quantity of data, and findings can be generalised to a larger population of expatriate teachers. In the long-term, a revised version of the questionnaire can be extended to expatriate EFL teachers in tertiary education all over Oman. Thus, the exploratory nature of the current research can provide a useful impetus for further research into the area of expatriate EFL teacher motivation.

The current study focused mainly on control theories in order to understand the interaction of individual needs of expatriate EFL teachers with the external environment in the workplace and the country they live in. However, because of the focus and scope of the current study, recent theories on motivation, particularly research on social intelligence and emotional intelligence by Daniel Goleman (2007, 1998) were not referred to in this study. Future research in teacher motivation will include Goleman’s concepts on individual differences, social intelligence, and emotional intelligence.

In addition to research in the area of teacher motivation, based on the data that emerged from the current study, further research can be carried out to answer questions such as: What roles do teachers see for themselves as teachers? Is there a match between what teachers envision themselves doing and what they are actually able to do? What do teachers expect from students at the tertiary level? How are their expectations met? Finally, for the benefit of the university and the department, a narrative account of living and working in Muscat from 1986-2011 can be written through the eyes of expatriate teachers.
6.4 Reflection

The current study has been one of pleasure and pain for me as an expatriate teacher and as a researcher who wants to document everything that affects the lives of expatriate teachers, especially the lives of teachers who have been loyal to the institution for over two decades. I am passionate about acknowledging the rich experiences and perspectives that the teachers have offered, and this passion, combined with vast volumes of data that were collected, was overwhelming at times. To summarise my response to this information overload, I will quote an excerpt from children’s literature by Lewis Carroll, who wrote in his book, Through the Looking Glass:

“It seems very pretty,” she said when she had finished it, “but it’s rather hard to understand!” (You see she didn’t like to confess, even to herself, that she couldn’t make it out at all.) “Somehow it seems to fill my head with ideas only I don’t exactly know what they are!” (p. 169)

Recognising themes happened quite naturally and automatically during and after data collection through memoing (Miles and Huberman, 1994), but extrapolating and ordering relevant categories took time and effort. Later, interpreting the findings without bias, through my subjective experience of being a member in the research context while maintaining reflexivity (Cohen, Manion and Morrison, 2000), was a learning experience. Finally, organising and conducting this research has informed me in many ways. Through the guidance and support of my research supervisors, I have gained useful insight into research and analysis, and through the perspectives and experience of research participants, I have gained inspiration to become a better teacher. I am also planning to conduct further research in the area of EFL teacher motivation, and can use data from the current study to inform quality assurance issues in the department. Based on the research participants’ feedback, I am able to suggest changes that are necessary to strengthen teaching and learning in the department. On the whole, I believe that the current research has indicated a new beginning for me in my academic and professional paths in life.
6.5 Final Thoughts

Findings from the present study are my contribution towards bridging gaps that currently exist in EFL teacher motivation literature. The sample selected for this study consisted exclusively of expatriate EFL teachers in a government university in Oman. Thus, expatriate teachers, previously an unrecognised group in EFL teacher motivation research, were acknowledged as an important aspect of ELT in Oman. Results cannot be generalised to the wider expatriate EFL teachers’ community in Oman, because the nature of the study was exploratory, and findings are limited to the selected research context. The same study carried out in a different research context in Oman or in the Middle East may indicate different findings that represent that research context. Results of the study will be used to explore and explain the perceptions and experiences of a selected group of expatriate EFL teachers who have had years of experience in the chosen research context, and have witnessed changes and growth in the department. Insights gained from these veterans will be beneficial in recommending changes in the department that may influence the motivation of all expatriate teachers who currently constitute nearly 75 percent of the teaching faculty at the ELU. If it is true that motivated teachers lead to motivated students, it is imperative that educational institutions invest more effort and understanding into motivating their teachers.
Dear Pauline [pseudonym],

I hope you are enjoying your teaching this semester. I have a research request, and thought I’d write to you first so that you have time to think about it.

I am currently collecting data for my EdD research with the University of Exeter. The study aims to explore factors that motivate and discourage expatriate teachers in Oman, particularly at the ELU [name of department changed]. I have successfully completed some interviews with teachers who have been here for more than ten years, and your name has come up several times during the interviews (as ELU veteran). I am wondering if it would be possible for me to interview you for my study?

The interview will take approximately one hour, and if you agree, we could meet at a coffee shop somewhere off campus or at the staff restaurant or any other convenient place where I can invite you for coffee and have the interview after that. Because I am required to transcribe my data, I will have to audio record it (with your permission). The questions are fairly basic and will be related to your experience of living and working in Oman. I do hope that you will agree to have the interview. The information you share will be used for the purpose of my research only, and people interviewed and the institution will not be named in my study. In other words, I assure you that the information you give will be kept confidential and anonymous. I will stay in touch with you after the interview to let you know which parts of your interview data I intend to use for my study and to share any points that you may want to discuss further. Please let me know if you can spare sometime in the coming weeks for the interview, and we’ll take it from there.

Many thanks in advance.

Best wishes,

Sarah
CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation.
- I have the right to refuse permission for the publication of any information about me.
- any information which I give will be used solely for the purposes of this research project, which may include publications.
- If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form.
- all information I give will be treated as confidential.
- the researcher(s) will make every effort to preserve my anonymity.

.............................................. ..............................................
(Signature of participant) (Date)

..............................................
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Contact phone number of researcher(s): 98811819

If you have any concerns about the project that you would like to discuss, please contact:

Sarah Khan

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University’s registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.
You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).
To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School’s Ethics Committee.
For further information on ethical educational research access the guidelines on the BERA web site: http://www.bera.ac.uk/blog/category/publications/guidelines/ and view the School’s statement on the ‘Student Documents’ web site.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter).  DO NOT COMPLETE BY HAND

Your name: Sarah Zafar Khan
Your student no: 540025714
Return address for this certificate:  P.O. Box 60675, Abu Dhabi, UAE
Degree/Programme of Study: Doctor of Education (EdD) in Teaching English to Speakers of Other Languages
Project Supervisor(s): Dr Salah Troudi and Dr Rahma Al Mahrooqui
Your email address: S.Zafar-Khan@exeter.ac.uk and sarahzkhan@hotmail.com
Tel: +968-98811819
I hereby certify that I will abide by the details given overleaf and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed: Sarah Khan       Date: 27 May 2010

NB  For Masters dissertations, which are marked blind, this first page must not be included in your work. It can be kept for your records.
CERTIFICATE OF ETHICAL RESEARCH APPROVAL

Your student no: 540025714

Title of your project:
Factors affecting the motivation of expatriate English as a Foreign Language (EFL) teachers in Oman

Brief description of your research project:
The purpose of the present study is to explore the factors that motivate and discourage or demotivate English language teachers in the largest government university in Muscat, Oman. The current research aims to fill the existing gap in research concerning job satisfaction and motivation of TESOL educators in Oman. Findings may lead to further research in teacher motivation in the region, and will contribute towards teacher welfare which is known to have a significant impact on teaching practice and students' learning. The key question in the proposed study is what aspects of the job and other internal and external factors motivate and dissatisfy teachers to teach English as a foreign language in the selected context in Oman.

This study is located in the interpretive paradigm and looks at the perceptions, experience and subjective reality of teachers in a government university in Oman. The exploratory research methodology adopted in this study focuses on teachers’ job satisfaction and motivation at an English language support centre in a government university in Muscat, Oman. The method used to collect data will be qualitative because of the exploratory interpretive nature of the study. Detailed description and understanding of teachers’ views and experience will be drawn from interview data.

Instruments used for data collection include semi-structured interview schedule that will be developed for discussion with teachers, and will be piloted with a small group of teachers at the same university.

Give details of the participants in this research (giving ages of any children and/or young people involved):
Participants in this research will include several teachers of English as a foreign language at a government university in Muscat, Oman. Age, gender, nationality, and experience of the participating teachers will vary, and these differences will be discussed in the thesis. Purposive cluster sampling will be used to include expatriate English language teachers teaching in the English language support centre at a government university in Muscat, Oman. Snowball sampling will also be used to generate qualitative data from selected teachers in the language support centre.
Interview participants will be selected based on their experience in Oman, and the following groups will be contacted:

- teachers who have been working at the selected university for at least ten years,
- teachers who had been working at the selected university, left the university and the country, and then returned to the university after a few years.

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs) a blank consent form can be downloaded from the SELL student access on-line documents:

All the research participants will be asked to complete the recommended University of Exeter consent form. Participants will be assured that their identity and the information received from them will be kept anonymous and confidential, and will only be used for the purpose of research. They will also be reminded that they have the right to withdraw from the study at any time. Pseudonyms will be used for interview participants.

Anonymity and confidentiality of the research context will also be maintained. Direct references to departments and common acronyms used within the department and the university will be avoided in order to maintain confidentiality.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

**Data collection**

- Phase I: Piloting interview questions with at least five teachers from another related department at the same university and revising the interview schedule if needed.

- Phase II: Conducting semi-structured interviews with teachers who consent to an audio recorded interview, and who
  - have been working at the selected university for at least ten years,
  - had been working at the selected university, left the university and the country, and then returned to the university after a few years.
Data analysis

Themes identified in previous literature and those that emerge through the interviews will be analysed qualitatively.
### APPENDIX C: SEMI-STRUCTURED INTERVIEW SCHEDULE

<table>
<thead>
<tr>
<th>#</th>
<th>Main questions</th>
<th>Prompts/ Points to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can you tell me something about yourself as a teacher in Oman?</td>
<td>How long have you been working at the university? And in Oman? • Nationality, gender, age (20-30, 30-40, 50-60, 60-70) • Professional qualification, and past teaching experience</td>
</tr>
<tr>
<td>2.</td>
<td>How/Why did you join the English language teaching profession?</td>
<td>Have your feelings/attitude towards English language teaching change since then? Why? Can you identify a few areas where you have felt a change?</td>
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<td>3.</td>
<td>Can you describe your job to me?</td>
<td>What does your typical day look like?</td>
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<tr>
<td>4.</td>
<td>Mention some of the things that could make your day in your current job.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mention some of the things that could ruin your day in your current job.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>In general, are you satisfied with your teaching career? Why/Why not?</td>
<td>Do you consider yourself a teacher, instructor, or educator? Why?</td>
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<tr>
<td>7.</td>
<td>How do you feel about working at the language department at the university?</td>
<td>- How many hours do you teach currently? What do you think about your work load?</td>
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<td></td>
<td></td>
<td>- How comfortable are you in your teaching with regards to the level of freedom in selecting or developing materials and managing your teaching?</td>
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<td></td>
<td></td>
<td>- How comfortable are you with regards to support from the management?</td>
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<td></td>
<td>- Are the teachers’ effort and enthusiasm acknowledged and/or appreciated?</td>
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<td>- Do the teachers have any input in decision making in your</td>
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<td>department? If so, how? How are faculty members evaluated in your department? Does this evaluation cause any stress?</td>
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<td></td>
<td></td>
<td>• Is there a promotion system in the language department? Is it transparent?</td>
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<td></td>
<td>• Do you feel secure in your job at the university? Why/Why not?</td>
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<td></td>
<td></td>
<td>• Do you feel that in your current job there are opportunities to advance your career or develop further?</td>
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<td>• What do you think about collegiality in the language department? What has been your experience dealing with colleagues and your supervisor?</td>
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<td></td>
<td>• How has your experience been working with Omani students at the university?</td>
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<td></td>
<td>• How large are your classes?</td>
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<tr>
<td>8.</td>
<td>Could you tell me something about your educational values?</td>
<td>Can you think of situations when these values are compromised?</td>
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<td>9.</td>
<td>What aspects of teaching or work related activities do you find most rewarding?</td>
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<tr>
<td>10.</td>
<td>What aspects of teaching or work related activities do you find frustrating?</td>
<td>• As an expatriate, did you ever feel under privileged at your workplace?</td>
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<tr>
<td>11.</td>
<td>How has your experience been working and living in Oman?</td>
<td>• Is your accommodation provided by your employers? Are you satisfied with your housing?</td>
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<tr>
<td>12.</td>
<td>Closing questions:</td>
<td>• As an expatriate, have you ever been in a situation where you decided that you didn’t want to continue living in Oman?</td>
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<tr>
<td></td>
<td>• Would you recommend Oman to anyone else coming from abroad?</td>
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<td></td>
<td>• How long do you plan to work at the university and stay in Oman?</td>
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APPENDIX D: SAMPLE INTERVIEW TRANSCRIPT

Interview with Amir (pseudonym)—1 March 2011

Duration of interview: 1 hour, 30 minutes, 11 seconds
Location: At his office
Background info: Pakistani national who has lived and worked in England, Iran, Bahrain, New Zealand, and Oman. He has been a veteran at the university and all in all has spent twenty-four years in Oman, with a brief hiatus of one year to help his daughters settle at university in New Zealand.

I: Interviewer
P: Participant

Page 1:
I: Thank you very much Amir (pseudonym). Today is the 1st of March 2011. Interesting place to be in right now. {both laugh because just before the interview they had discussed the political situation in Oman and the protests in Sohar, Oman} (P: yes). So, the study that I am doing is about factors that motivate or discourage expatriate teachers in Oman, particularly in the ELU [name changed]. And because of your extended experience here in the ELU, I am curious to know about your experience and factors that you find motivating or discouraging.

P: I think, basically, it’s a human problem, it’s a personality problem, and in the end you know if I really want to get down to the nitty gritty, it is an expectations problem. Err, for example, you know, before a person comes to a certain place, err they have some kind of contact with the place they are going to work at, either physically, you know a conference or something like TESOL Arabia or wherever, or on the phone, or you know, I mean different ways, writing and so on. And finally if things are going OK on both sides, the contract is sent. And obviously when the contract is sent, it’s a, the first thing people do, you know which is a normal thing is they look around, they compare, where they are compared to other people, benefits, you know, all these things, and initially you know they may, it depends on the state the institution is at that particular time. For example, you know 10-12 years ago, there was a state of flux. Suddenly the increase in students and so on, and there were, you know, there was a lot of inequity you know as far as benefits, salary, so on is concerned, but for example the time I came, err, this is going back to ‘86. It hadn’t even started, the university, so you know, when I looked around, I couldn’t see anything and it was fine and you know, what I was impressed about was the house I was living in was just like the Director’s house. You know, and he was in fact waiting for me at 11’o clock at night. So, you see I, I feel all these examples that I am giving you are expectations that in the end you know we have to actually look at the contract you know. The contract is a written contract, it is binding, you look at it, you accept it. if you come
here and you find you know that Oh, you have come on a contract whereas others have, people are on different things, yes that can create a lot of unhappiness, so I think also it
depends on admin as well, you know of any place, not necessarily [here at the university]. They actually have to be sure you know that they, they keep these things in mind you know that that's what human nature. People are actually going to do and so on, so as to compare your situation with others.

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I: So, what makes your day here as a teacher? What kinds of things would make your day?

P: yeah, it's like. That's what I would tell my students as well you know, and many times I would have these kinds of, every semester I think OK now what's my formula going to be and I'll tell the students as well. And I've been through different kinds of stages but basically one of the things I would tell them is look, when I started teaching, and occasionally I do tell the students, but in the past I used to tell them every single time, you know I would tell them but now I am more relaxed about that, about my sort of formulas for you know a successful semester and so on. But I've used little bits of all the different things that I have used before, but basically my, again, we are going back to expectation. As a new teacher, I expected every single student in my class to get it. you know, get what I was trying to say, to communicate, to do all the proper things and making very little allowance for them being human beings, them having their own problems, them being a different levels of competence you know, the language, and of course interest as well. Some of them were doing it because they had to do it. so now I just tell them that over a period of time I've calmed down you know calmed down and said OK, just one. If I can get just one student who asks one intelligent question, or gives one suggestion or even challenges me and corrects me, or you know says something that makes me stop and think, that's what makes my day. So, unfortunately, that's not something that happens you know every day. But I think it happens, I can see it happening much more frequently than it used to happen in Oman.

I: and what do you think would be the reasons?

P: the reason is because you know in Oman the students were extremely passive. They were over awed; I mean they were like even though Omanis were you know over awed with this because you know it was a young country a new university,

I: and for many, was it the first time going to university?

P: yeah, yeah, you know because if you think of it, till 1970 they just had 3 boys' schools, 900 boys, no girls and then the university started in 1986, so if you think of it, as far as the girls were concerned, that was amazing you know, the programme. And yeah, so they were very passive and the reason that they were passive was because they of course were very rich in I'm sure they are very rich in their inner life, they were very rich in you know socializing with their own community and so on. But there was very little that they knew about the outside world.
I: so, now with exposure

P: Yeah, of course it’s totally changed. I mean you could have had students just sitting you know like quietly with; they didn’t really have much to say. Now they have a lot to say you know (I: yes). You just have to give them a chance and they will tell you exactly how they feel, what they think, and so on, which I think is such a positive thing. Err, yeah, so I think that’s very good. And because of that I think more and more I think err I feel you know but as you said making my day where I feel I succeeded. It’s like, in the beginning perhaps because of the way they were one could actually under estimate them. Now you know just let it be and you know it’s fun, you know to get somebody saying all these things and sensible thing and one gets surprised. One shouldn’t because I think you know they are just aware of what’s going on you know in their own way.

I: True, so, on the other hand, what are some of the things that could ruin your day?

P: well, you know, it’s not something that I dwell over but it just annoys me like today this student didn’t come for an appointment and I had told her if you don’t come at 10, in fact I was going to come and see you at 10:15, and then the first one who came, I got carried away. No, she came on time but there were problems she had and I was discussing them so by the time she left, it was 5 past. But the other one; now that is something that really annoys me, you know you have to tell them you know your word is your bond you know take responsibility and so on. And that, but again I’ve learnt now also not to pre-judge the situation because sometimes they do really have problems you know and they can’t make it. and they don’t have my phone number, you see, otherwise I could say OK you can’t OK get in touch with me or send me an e-mail. She may have sent me an email but I’m not going to just check if she doesn’t turn up, so it’s little things like that. Err, of course every semester I start by telling the students look you know you are all A’s and if you maintain it and then once the test happens, then I really, that’s the time I come down to earth again. And it happens, I mean, it’s going to happen today because I have a test at 2’o clock, 2:15 and this is a really good class. I always say that, you know, it’s a, I hope they will all do well. I’m almost always disappointed with a lot of them, but that’s OK. And I never learn because the next test, I’ll say OK, you know and yeah. It’s basically, I think you know, it’s asking them and I still haven’t found any who would really take me seriously because it’s so indoctrinated in the ways in which they have been taught in schools you know. Memorization and the importance of on the results rather than the process. You know they are not really interested in the process. Although, if you look at what they are doing, you know in science especially, science is all process because if they do a lab, they do a maths problem, the answer is important. Yes. The lab and the maths problem, but they also have to show the means how they got there. But sometimes when it comes to English, somehow all of this is thrown out. And they don’t treat, unfortunately, where they should treat English as they do science and maths, they don’t. and where they shouldn’t, they do. Because they are treating maths and science as just learning; you know, bits of information and you know making some connection between them. You can’t treat language like that. Language is so much more open ended. So you know unfortunately this contradiction totally it stops them learning rather than help them and
in the end they have to go through their own process. You know to reconcile this contradiction that they have. On the one hand they are focusing on the process in their sciences and maths. On the other hand, they don’t do that in English, so it really creates problems for them. I think it takes some time for them to realize this and then to sort it out.

I: So, how do you see your role in your students’ life? Do you consider yourself a teacher, instructor, facilitator, all these interesting words.

P: hmmm, these concepts; well, I really go in front of them and I tell them look you know it’s basically we all are at different stages in our life. You know, I’ve lived longer than them, you know, they are younger than me. They know a lot that I don’t know and I know a lot that they don’t know, and it’s just been a different place. What they are trying to do is to do a very difficult thing but the human mind is capable of doing that which is to learn a new language. And obviously, what stops them as well from progressing in English is because they realize the level they are at Arabic, but they have taken 18-20 years to get to that level. English they haven’t really you know given themselves the opportunity or being given the opportunity to develop their language the same way. Because they still do to a very large extent, you know Omani culture is still oral culture. It’s not a you know err what you’d say you know like a reading culture, so that really has a big effect you know not only on the development or Arabic as well but you know English also. So I think that really is a problem you know that they have, so going back to your question you know, what I am, I mean I’m just you know somebody in their lives for a short period of time who is trying to you could say, probably all the words that you said like teacher, educator, so on. Probably I think facilitator would be the way I do it but not always, you know. I mean it’s basically trying to explain to them that look you are all human beings you are all in the same boat, you are trying to do something, this is like a short cut you know to learning a language. I’m just trying to help you, yes but I, if you really wanted me to say right which one of these do you choose, I would actually choose the facilitator one. Maybe they have a different idea. That’s what I’d like to think and I’m doing.

I: OK. So in terms of administrative policies that come from the ELU administration, do you think there is actually anything that hinders your work as a teacher?

P: I’ve always ignored them

{both laugh}

P: no, really. Because in the end, I know something; for all of us, every single teacher, you know, we are, when we are in the class, the class is ours; and time stops, place stops, everything stops. And we say things that later on if we tape and listen to ourselves we’d surprise ourselves, as to how, you know, how we are. You know, with the students how we are relating to them, trying to maybe raise a laugh, trying to get them relaxed, trying to make them think, you know, it’s like, it’s wonderful. So whatever they say I let them say whatever they want. In the end, like you know we are we went through a difficult stage in
English for science where we had a coordinator in the past who had written a book for the first two courses. For the first course which was, and her background was translator from French to English and Portuguese, you know she was multilingual and so on. She had written this book and if you had seen the book you would have been aghast you know at the lack of organization the book had. But in the end you know that’s the kind of, that was imposed on us suddenly because she was a coordinator, what she said went, you know, it’s not up to me to fight with her and say, a lot of people did actually, but to say oh well why did you write this book with no organization and you know no real structure and so on. That was up to other people. You know higher up, so I said OK, fine. In the end, how did I get around? I got around by finding out OK, what is the aim of this course? The aim of the course is pretty straightforward. One, reading is always there, and in writing they had to do paraphrasing, summarizing and then use this idea of paraphrasing, summarizing and look at multiple sources to write an essay. That’s what it was. And to me, once I got that, then I imposed these ideas on the book then the book made sense. So for me actually, I think that was a very interesting exercise. You see it’s only when you get challenged, you look for creative solutions. And that made me realize that the book, in a way the book is irrelevant to the class. The book is there in a way, it’s a security blanket you know or the students, oh, we are learning this book and we have to keep the book and you know that. Actually the book is not really that important. The important thing is the teacher, and the teacher, as long as the teacher understands the main aims of the course are, OK you can use some of the information from the book, we can use outside information, we can get the students to think about it, you can get them to make connections between the for example what they are doing in the book with their project work for example rather than writing, doing a presentation and writing an article, so you know because of having to to actually contend with this immovable force which was the coordinator (laugh) because it was her book and her baby and she would not hear about any change or anything, it’s going to be thrown out now by the way, so, which doesn’t matter to me. You know I’m actually on this project now. (I: to revise it?). Not revise it, chucked out, it’s a totally new book that’s being written and for me you know, I’m doing it and I told the present coordinator and the other person on the project as well. I said, look, for me, I would love to do it, I would really enjoy being creative and so on, but one thing I’d like to tell you is that it doesn’t really matter. So, in a way, over a period of time, I don’t think I have succeeded, but this is something I’m working at again and again, every time is to be actually disinterested in you know things. Because in the end you know if you get to the essence of it, if you get to the essence of what you want to do, it doesn’t really matter, like admin doesn’t matter, the book doesn’t matter, so what matters? What really matters is my being in class, in front of the students and saying look, this is what it is, this is what the course is about, do you understand? Are you with me? Follow me? That’s it. you know, so actually life can be very very simple.

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I: So, in addition to work, and the students and teaching, what are the other things that attract you to Oman and keep you here?
P: Err the university actually, the campus. Campus is you know, it’s like you know going back to, people would be here in Oman for 10 years and say we’ve been here a long time. So, what do you mean? You know you are living your life, what do you want, oh I miss the theatre, I miss the this. I said OK I mean if you like it just make up your mind and go, I mean what in the end and what people were saying was that living on campus is not like living in the real world. And I really get annoyed by that. You know there are many real worlds.

I: Yes.

P: You know there’s a world of the slums, the world of you know living on campus, there’s a world living in Al Khod and they are all different world. And when I came back in fact they told me no chance. You are not going to get a house on campus and it was because of my good relations I never spoke to him, the person who is like the head of housing, he is also in charge of the club admin and so on. I think it was because of him. He never said that but I’m sure he had something to do with it because I was told by the director that you know sorry, the number of teachers increased and so on and there is no place on campus. So, anyway, I think it’s the campus really. That’s the, one of the charm, whenever I want to use the pool, I can have my swim and play squash and go to the gym. And I like it because that hasn’t changed you know the world has changed, campus hasn’t changed after 6’o clock if you walk around. It’s like what it was in 1986. It’s like nobody is there. Because in those days people were buying like antennas and all that and would be sitting at home watching TV. It’s the same thing now. So, you go for a walk, you see maybe two people although the university has grown like you know how many fold, 25 fold. But that place, they have not built a single new house in that particular residential area. There are still I don’t know, 500 houses or something like that.

I: So, it’s still cosy and a comfort zone?

P: Yeah, they’ve got these little streets and whatever. And it’s nice and yeah it’s familiar and that is the whole point I think about professionals doing their job that you, you know Oman is nice, which reminds me, I have to pay the phone, my phone bill and electricity bill and I do it over the phone. It takes me about 5 minutes. I do it, and it takes really, and I look at it and I feel really it’s so nice it growing. You see something growing and you see somebody really thinking about it. before they would send two bills; phone bill, internet bill. Now they’ve combined them. and before, they used to send it on two pages, now they’ve made it one page (I: alright, so there is continuous improvement). So these are, I mean such little things but I think it is nice to see that. Then of course when I get the electricity bill, usually in the summer I find that I get over charged because all they do is that they read the meter late and with the result of the sliding scale (I: hmmm they average), so they usually you know overcharge. It doesn’t matter you know, it’s one of the small prices that one pays. But generally I think things have improved. I got so excited the other day, this is at the beginning of the last semester because you may remember the police then said between 7:30 and 8 there is going to be one way, and I was talking to a student who was going to graduate you know; he’s probably going to graduate now or
something. So, he was quite a mature student and we were discussing and I said that is really good. That is lateral thinking. You know, and I’d like to meet the person, you know who suggested that and also that people agreed to it otherwise you know if you get too high bound and set in the rules, so they really need to think a bit more freely (I: sure), but fortunately the situation we find ourselves in, classroom teachers, they really don’t need to have committees or brainstorming or any of the specific things because you know all the information is out there you know in a conversation like talking to you, talking to somebody and think of something you know you can use that idea in class, so there’s no need. I mean in a way, that’s what I find the nicest thing about being a teacher. I think fine, maybe it’s the independence, and that you can be self-contained. That is amazing, you know. You don’t have that in, you know, I don’t really have a boss. That’s the way I feel and have always felt, so when I see people reacting to a coordinator that they find to be, you know comparing it to my being on the Testing Committee, and being a part of a teaching team, the testing unit is horrible because I had a really good coordinator before but was replaced by one of the people on the team with a horrible horrible person. As far as management was concerned, of course, and then the pressure of demands on our time was concerned, she is still here. So that’s, you know, being part of that, it just totally finished any desire in me to be part of admin system because then you know all is politics and conform and you know you have to do this that. But when you are in class, all you need to know is of course that, I’m not talking about any old thing, you know what they need, you know all the courses, you have to follow the course, after all you are giving common exams. And that’s it, then you are free. And you know, nobody really has the right to interfere with what you are doing unless they have problems, students complaining or everyone failing or something like that. I mean, otherwise it’s fine.

I: So, how many more years do you want to stay here in Oman?

P: I don’t think of it in terms of years really. It’s a you know as long as it’s going, as long as I can get up in the morning and walk, I’m happy here because, of course I’d like to be in New Zealand as well because that is where home is but at the same time I know in New Zealand there are problems but otherwise also I wouldn’t be able to get a job like this where I can say these things because the jobs there when I was teaching, it was smaller classes. Ideal you know. Very small classes, 5-6 maximum 10. But it wasn’t the same thing because all would listen, I mean I remember I had a class in the College of Education where there were 6 students and 6 nationalities. you know, and just to get to know them, you know, it was nice. I mean I would just download a file; for the first time you know I met a Uruguayan for example. So I downloaded a file you know in those days Encarta used to be the biggest encyclopaedia. I am talking about the late 90s. err, but no, I think it is something different here because it’s to see, it’s to grow with them. you know, it’s nice and as long as they want us, I have no problems staying. Because otherwise you know if I go, where? If I go, what will I do? I will do the same thing; so, why not here? You know, nobody is biting me yet.{both laugh}
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