

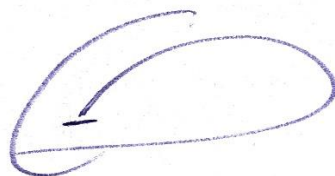
**Graduate School of Education
University of Exeter**

**Investigating the Employment Motivation and
Job Satisfaction of Expatriate Language
Teachers**

Submitted in July 2020 by Gareth Richard Morris to the University of Exeter as a thesis for the degree of Doctorate of Education in Teaching English to Speakers of Other Languages.

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Abstract

Opened in 2006, Xi'an Jiao Tong-Liverpool University (XJTLU), the largest joint venture in China (XJTLU, 2019a), has grown rapidly in the intervening period, from initially teaching in a single building to now running two Suzhou campuses and an affiliated campus in the satellite city of Taicang. As an English Medium of Instruction (EMI) educational provider, English clearly plays a paramount role at this institution, and its teaching is provided at one of the largest language centres in Asia. The English Language Centre (ELC), formerly the Language Centre (LC), therefore has to employ a considerable number of staff, a high proportion of whom are expatriates. Unfortunately, the ELC, which now resides within the School of Languages, has experienced a prolonged period of upheaval, uncertainty and discontinuity, culminating in a formal complaint being lodged against the then leadership and a series of resignations and departures towards the end of 2019.

Against this background and in the hope of providing insightful understanding of expatriate teachers' lived experience this research project considers the employment motives and job satisfaction of expatriate ELC teachers covering a range of service periods. This research has a strong significance for teacher development in a globalised Higher Education (HE) sector as employment motivation and subsequent job satisfaction are core determinants to job retention and academic well-being. Besides the financial and time costs of recruitment initiatives, there is the damage of high turnover, as much for those who remain as those who depart. Therefore, a better understanding of these under researched employment and educational domains, in an institution which would consequently benefit, demonstrates the practical and academic value underpinning this study. It also comes from studying an under researched institutional type and demographic group in an increasingly important and competitive transnational field. Additional academic value comes from having conducted an extensive literature review and determined that new conceptual frameworks were warranted for both employment motivation and job satisfaction.

By adopting an exploratory interpretive research design, and drawing on the insights of 20 practitioners, through administering semi-structured interviews, this study seeks to better understand staff feelings and their perceptions of working experiences. The results suggest that while the institution has a number of appealing points for prospective and current staff, such as their co-workers, the students and the employment package, attention is needed in areas such as recognition, progression and leadership. This is because positive features were being overshadowed by negative aspects, which had tilted the equilibrium for the worse and led to a number of staff either considering departing or actually leaving. This study offers useful insights for educational providers, policy makers, leaders and educators.

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Abbreviations

ALA - Additional Learning Activities
AR - Augmented Reality
CEFR - Common European Framework of Reference (for Languages)
CELTA - Certificate in English Language Teaching to Adults
CLIL - Content and Language Integrated Learning
CMT - Centre Management Team
COVID-19 - Corona Virus
CS - Continuing Support
CV - Curriculum Vitae
DLTC - Departmental Learning and Teaching Committee
EAP - English for Academic Purposes
EFL - English as a Foreign Language
ELC - English Language Centre
ELT - English Language Teaching
EMI - English Medium of Instruction
FIT - Factors Influencing Teaching
HE - Higher Education
HoD - Head of Department
IL - Integrated Learning
IPR - Internal Periodic Review
IT - Information Technology
LAN - Language Assisted (Modules)
LC - Language Centre
MC(s) - Module Conveners(s)
MITS - Management Information Technology and Systems Office
MLC - Modern Languages Centre
MQR - Module Questionnaire Response
PDR - Periodic Document Review
PG Cert - Postgraduate Certificate
SURF - Summer Undergraduate Research Fellowship
TESOL - Teaching English to Speakers of Other Languages
UAE - United Arab Emirates
UK - United Kingdom
ULTC - University Learning and Teaching Committee
UoL - University of Liverpool
USA - United States of America
VPN - Virtual Proxy Network
VR - Virtual Reality
XJTLU - Xi'an Jiao Tong-Liverpool University

Chapter 1 – Study Introduction

1.1. Study Background

Project Overview: This study explores what motivates expatriate language teachers to work abroad and the extent to which they are satisfied with their employment. It also considers the factors which contribute to their job satisfaction or dissatisfaction.

Personal Interest: During my time at XJTLU I have seen many developments take place. More recently the institution has entered a new phase of expansion and development which has led to numerous opportunities and challenges emerging both across the university and within the School of Languages. Having been fortunate to have achieved two promotions, facilitated through being able to take on more demanding and fulfilling job opportunities over time, including being a member of the Centre Management Team (CMT) chairing the Departmental Learning and Teaching Committee (DLTC), sitting on the University Learning and Teaching Committee (ULTC) and representing the Centre at the Academic Board, I have watched these changes with additional insights and interest. I have also had the opportunity to teach on a variety of English for Academic Purposes (EAP) modules, as well as Content and Language Integrated Learning (CLIL) or Integrated Learning (IL) courses, and work within the Continuing Support (CS) service centre, all of which have helped ensure that I am better informed.

Pilot Study Findings: A few years ago I conducted a small scale study which investigated twelve colleagues' work experiences at Xi'an Jiao Tong-Liverpool University (XJTLU) for a conference presentation (see Morris, 2016a). In particular, I was interested to learn more about my colleagues' motives, satisfaction and future aspirations and I was surprised to learn that eleven of the twelve teachers had considered leaving XJTLU. The teachers came from a variety of backgrounds but a number of common themes emerged, one of which was that motivation and satisfaction tended to tail off as opportunities did. Despite the work being regarded

as relatively comfortable, it was noted that micro and macro contextual realities began to weary these teachers as time progressed. Having experienced similar feelings over the ten years I have worked at the institution, a desire to explore in much greater depth and rigour expatriate language teachers' employment motivation and job satisfaction emerged.

Professional Interest: In recent years the ELC, and indeed the university, appear to have struggled with recruitment and retention initiatives. ELC Internal Periodic Review (IPR) findings from 2018 noted this, with succession planning mooted as something to consider. In fairness, recruitment and retention has become a global issue in language teaching due to an international shortage of language teachers (Kissau et al., 2019), exacerbated by decreased professional enrolment, with some national contexts not having enough teachers to meet their needs (Kissau, Davin and Wang, 2018). These concerns are not helped when, in some localities, 50% of teachers depart within three (National Commission on Teaching and America's Future, 2003) to five years (Ingersoll, 2007), with the work often perceived to be high in demand and low in return (Richardson and Watt, 2006). With XJTLU in mind, this topic is therefore of genuine importance, because motivation is linked, amongst other things, to workplace performance (Maier, 1955), student achievement (Gardner, 2007), and organisational health (You, Kim and Lim, 2015), with motivated teachers more likely to be supportive of educational reform (Sahakyan, Lamb and Chambers, 2018). It can also impact on attitudes, behaviours and physical well-being and energy levels (Pourtoussi, Ghanizadeh and Mousavi, 2018). Job satisfaction influences working relationships, commitment and retention (Chen, 2010), and is also linked to staff morale (Pan and Qin, 2007), wellbeing (You, Kim and Lim, 2015), performance and productivity (Beny, 2014; Duggah and Ayagh, 2014), and educational quality (Persevic, 2011), and can impact upon institutional effectiveness (Huang, 2001). Somewhat obviously, staff who are more satisfied are less likely to leave (Choy et al., 1993), whereas those who are not satisfied are more likely to move (Liu, 2007), and departures can be expensive (Gulf News, 2008), both financially and operationally (Johnson and Kardos, 2008).

Academic Interest: Besides considerations such as these prompting an interest in this topic, alongside a desire to lessen the practice-research-theory disconnect which Copland, Mann and Garton (2019) suggest exists, research appears to provide additional support for such a focus. Dörnyei and Ushioda (2011) noted a distinct lack of research studies in the area of language teacher motivation, especially at the university level (Visser-Wijnveen, Stes and Van Petegem, 2012). Kahn (2011) suggests that additional studies on expatriate teachers in particular would be valuable. Indeed, many researchers suggest that this is an under researched area (Trembath, 2016), and with more transnational and English Medium of Instruction (EMI) settings emerging and the importance of China increasingly evident, this seems an appropriate time to consider a transnational EMI context in this setting, while also looking at expatriate language educators. The fact that XJTLU is growing rapidly and arguably experiencing growing pains suggests that this will add value to the work and make it of interest to a wide range of readers for a variety of reasons, while examining a subject which, as an employee and researcher, I consider warrants exploration and elucidation. Job satisfaction studies for teachers are also under researched (Dörnyei and Ushioda, 2011), especially within China (Feng, 2008). Indeed, Mullock (2009) extends this acknowledgment of a lack of teacher motivation and satisfaction studies to Teaching English to Speakers of Other Languages (TESOL), while the lack of studies within these areas in developing countries is noted (Sungu, et al., 2014), with the paucity in China specifically highlighted (Feng, 2008). This study should therefore hopefully be able to provide some useful insights in this respect.

1.2. Research Aims

The aim of this research is to better understand expatriate English language teachers' employment motivation and job satisfaction. This research seeks to address three primary questions, namely:

- (1) What motivates expatriate English language teachers to work abroad?
- (2) To what extent, and in which areas, are expatriate English language teachers satisfied with their job?

(3) To what extent, and in which areas, are expatriate English language teachers dissatisfied with their job?

1.3. Defining Terms

It is important to appreciate how the terms motivation and satisfaction are understood because although these terms having a bearing upon one another (Downing, 2016; Muhammad, 2015), and often being linked (Feng, 2008), they are also distinct (Dinham and Scott; 1998), despite the terms sometimes being used indistinctly.

Motivation: Concerning the direction and magnitude of effort, at its simplest motivation is regarded as the force, stimulus or influence that promotes a course of action to be undertaken (Merriam Webster, 2018). It concerns the choice of, persistence with and effort expended on this course of action, and ultimately underpins why, for how long and how hard people will persist with it (Dörnyei and Ushioda, 2011). It is generally regarded as a forward thinking force and, when tied to extrinsic incentives, linked to expectations for the future regarding performance and rewards (Carr, 2005). Because motivation is so variable, and impacts on so many other states, this study will only be considering the factors which motivated expatriate staff to work abroad and more specifically at XJTLU.

Satisfaction: Whereas motivation concerns what drives us, satisfaction relates more to how we perceive the outcomes of past events, and often the rewards we have or have not received (Carr, 2005). The Cambridge Dictionary (2018) highlights how satisfaction is related to the pleasure and achievement we experience. It is regarded as a positive emotional or affective state resulting from an appraisal of various aspects of one's work and associated experiences (Kreitner and Kinicki, 2012). Banerjee et al., (2017) note that job satisfaction involves affective and cognitive evaluative reactions towards one's work, and that weighing up actual outcomes against those desired and/or expected influences how people perceive the status quo, as can the degree to which needs are being met (Sharma and Jyoti, 2006). The difference between what people feel they should receive in

comparison to what they actually receive can often be telling (Lawler, 1973a). As with motivation, satisfaction is a multifaceted and dynamic construct, and the two are closely interrelated (Griva, Panitsidou and Chostelidou, 2012).

Dissatisfaction: In contrast to satisfaction, dissatisfaction can be understood to represent a negative association with how past outcomes and/or rewards are perceived, stemming from the difference between what people feel they should receive in comparison to what they actually do. The Cambridge Dictionary (2020) defines dissatisfaction as a lack of satisfaction, whilst Merriam Webster (2020) simply notes that dissatisfaction is a dissatisfied quality or state, and that this in itself is an expression of a lack of satisfaction. Indeed, the vast majority of research articles in the field of job satisfaction employ a similar definition of the term, or consideration of the state, simply acknowledging it to be the reverse of satisfaction. Like this more positively ascribed state, dissatisfaction is also a multifaceted and dynamic construct.

1.4. Study Significance

A Research Gap: As a research project which seeks to address a practice orientated research issue, there is an obvious value to this study. Within the area of motivation, studies within the English teaching profession have centred principally on students, with limited attention on teachers (Kissau, Davin and Wang, 2018), and more required given staffing shortages (Kissau et al., 2019). This is surprising considering the interplay between teacher motivation and subsequent teaching effectiveness and student motivation (Csikszentmihalyi, 1997). Kissau et al. (2019) also suggest considering the motives of teachers during their careers, with Pourtoussi, Ghanizadeh and Mousavi (2018) advocating more research on experienced practitioners. In addition, job satisfaction studies within the education field are somewhat lacking, especially within the increasingly important, lucrative and strategically important Chinese tertiary Sino-foreign one. In fact, the Chinese context (Chen, 2010), expatriate academic staff (Trembath 2016), and Sino-foreign institutions are all noted as being significantly under researched areas, with Selmer and Luring (2010) suggesting more qualitative

studies are needed to explore different facets of the expatriate academic phenomenon, especially sub populations and niche subcategories of internationally mobile academics. Through considering the case of a Sino-foreign institution on the mainland of China it is believed that this work will contribute to advancing a body of knowledge which is by all accounts under researched both geographically and as an education sub-field. It will also advance an additional under researched area in English Language Teaching (ELT), namely that which focuses on managerial and organisational issues, with institutions in particular deserving of attention so that more is learnt about diverse types, operating under different governance systems in different contexts (Razavipour and Yousefi, 2017). More research into collective groups in comparison to individuals is also warranted (Razavipour and Yousefi, 2017).

Educator Resonance: This study is additionally important because it does and will resonate with many expatriate teachers, and not just English or language ones. At a relatively recent presentation (Morris, 2017), when discussing this research project, I was asked if I felt the findings from such a study would extend beyond the boundaries of the context and scope. As I said then, and as the questioner implied, I believe they will be of relevance to a much wider audience, as Broadfoot (1999) would likely agree through his Chinese proverb analogies, and resonate with many teachers and expatriates, as the benefits and challenges facing international employees are often similar in many respects, irrespective of the context. That said, there are often localised factors and variations which are of additional relevance and, as such, of interest and importance. As educators are known to make a difference, ranging from macro societal ones to individual personal ones, keeping good teachers is important (Gao and Xu, 2014). I believe the findings presented here will provide useful insights to others.

Management Enlightenment: The third important reason why this study is important is because of its practical value, be this in a management sense, as the success or failure of organisations often depends on the motivation and satisfaction of its employees (Carnegie, 1975), or in terms of enhancing internationalisation initiatives which are, like most projects, only likely to be as

successful as those driving them. Indeed, Kwong, Wang and Clifton (2010) advocate more research on what happens to an individual's satisfaction within institutions, as each is unique. Kissau et al., (2019) also advocate more research in different contexts as staff shortages remain a significant issue. It is apparent that recruitment and retention is a challenge for many organisations (Bai, 2017), and increasingly so (Organisation for Economic Co-operation and Development, 2005), and XJTLU is no different in this respect. This study thus has value for a diverse range of potential parties, ranging from expatriate educators to transnational managers, administrators to policy makers, as well as those based in other contexts and workplaces where facets mentioned here also exist. In short, with the world becoming ever more interconnected and traditional boundaries blurring and international mobility increasing, this aims to be an insightful study at a telling time. For XJTLU, with numerous factors influencing why people apply for jobs and subsequently how happy they are in them, this work will provide insights that may aid initiatives here during another period of evolutionary and leadership change, institutional development and purse tightening. It may also promote additional time and cost savings for, managers and administrators, and help to avoid challenges that can result when staff are unhappy in their work, such as restriction of output, absenteeism and / or higher turnover (Skaalvik and Skaalvik, 2017).

Student Impact: Finally, there is the possible educational value in better understanding teacher motivation and satisfaction. The first reason for this is because teacher motivation and satisfaction can affect student motivation, satisfaction and achievement. Termed the Pygmalion effect after Shaw's (2001) 1912 play this can result in teaching and learning having something of a self-fulfilling nature to it; for example, the adverse impact a demotivated and dissatisfied teacher can have. It is well documented that teachers can influence student behaviour (Pintrich and Schunk, 2002). Rosenthal and Jacobson (1968) conducted an experiment that highlighted the role positive expectations play on learning, and Brophy (1985) notes the role negative expectations can have in reducing motivation. Of course, professionalism may be used to argue against some of these effects, but that is assuming practitioners have the ability to detach

from certain negative states of mind and also that field professionalism is high enough to ensure that all teachers always give their best, and that this is good enough (Morris, 2016b). In addition, a more satisfied workforce is also likely to be a more motivated one that puts in greater effort (Kwong, Wang and Clifton, 2010).

1.5. Thesis Structure

This study is divided into three sections. In the first part, Chapters 2 and 3, the background to the context and some of the important and informing research literature is discussed. In the second part, Chapter 4, the study design is highlighted with the methodology and methods elaborated upon. In the final section, Chapters 5 to 7, the findings are presented and examined, and the implications illustrated.

Chapter 2 – Research Background

Having introduced this study by describing what ignited my interest in this area and outlined the focus and benefits of the work, the next section elaborates on the background context of this research project. Firstly, the national context will be considered before the important role English plays will be examined. Later, the more localised context will be discussed and elaborated upon.

2.1. China

China is a nation which is modernising and evolving (Marshall, 2015). 94% of the population live in the more developed eastern third of the country (National Geographic, 2016), and it is projected that by 2030 approximately 70% of the population will live in urban areas (Haas, 2017). With China's population in excess of 1.3 billion (National Geographic, 2016), this has led to there being more than 100 Chinese cities with a population in excess of 1 million people (Haas, 2017). Change has seen the service sector projected to employ 50% of the workforce in 2020 (Xinhua, 2016). Given how human resource development is the corner stone of every country's development (George and Mensah, 2010), education is an important and lucrative market sector. Indeed, Watt, Richardson and Smith (2017) argue that education is the engine room of future creativity, ingenuity and economic growth, and with teachers an essential element in improving education systems (George and Mensah, 2010), schooling is a significant investment area. Higher education is important for increasing competitiveness in the global economy (Du, Lai and Lo, 2010), and China has seen its higher education systems develop and expand, with new types of institutions opening (La Rocque, 2007). China has experienced a tremendous demand to internationalise higher education, not only because the economy has grown rapidly (Cai and Hall, 2016), but also as doing so helps to enhance global competitiveness (Trembath, 2016), and student aspirations, numbers and successes support such initiatives. The marketisation of higher education has meant that a number of western institutions have been able to open operations within the country (Trembath, 2016). Many effectively operate

like multinational subsidiaries, recruiting the best they can afford, often from outside the host country (Trembath, 2016). To enhance competitiveness clearly a talented workforce is important (Austin et al., 2014), and to this end more international academics have been hired to support broader strategic plans (Johnson et al., 2016). Nevertheless, continued higher education growth has to be weighed up against national and local goals, equity and equality, and home grown versus imported systems and staffing considerations (Austin et al., 2014).

2.2. English in China

English in Society: There is little doubting the popularity of English (Yenen, 2019), and there are many reasons why English is important in China, and its uptake widespread (Yang, 2008). Firstly, as a global lingua franca (Seidlhofer, 2005) it is important in many workplaces, as there is a need for professionals with high levels of English competency (Ding, 2008). Consequently, having a good English education will almost certainly provide the opportunity for a better paid job (Adamson, 2004), and, through association, probably life too. In China, with educational stipulations often mirroring economic considerations (Cortazzi and Jin, 1996), government and social forces play a prominent role in determining uptake (Alkhaldeh, 2010). In addition to pragmatic employment concerns influencing English adoption (Zhang, 2003), other reasons that have been influential include patriotic feelings alongside study designs (Gao et al., 2004) and western media and entertainment influences (Ding, 2008), the last being especially relevant to younger generations (Boyle, 2000). The fact that English teachers are cast in socially transformative terms (Watt, Richardson and Morris, 2017), also potentially influences perceptions and uptake.

English in Education: English plays an important role in all areas of education and at all levels of schooling. It is also a lucrative, growing (Qiang and Wolff, 2003) business area in the private sector, with sub fields such as TESOL being particularly so (Hanson, 1995). At the tertiary level English is a core feature of many university degrees, and often a subsequent graduation requirement (Hu, 2004). Given the 1055 universities and 918 institutions of higher education already

in existence (Wallis, 2001), this is quite telling. Fortunately for many educators in China, the influence of Confucian traditions means that teachers are often afforded a relatively high social standing (Gu and Lai, 2012). However, it is estimated that China still needs 100,000 extra English as a Foreign Language (EFL) teachers, and has seen institutions increase salaries and benefits in an attempt to redress this (Gamlam, 2016). It is also worth noting that English education prior to university is typically epitomised by high stakes tests, often devoid of a speaking element (Snow, Sun and Li, 2017).

Internationalisation Initiatives: In addition to traditional domestic education providers for whom English is an important education requirement, the internationalisation of education has played a role in evolving and modernising educational provision. According to Cai and Hall (2016) high demand for internationalised education, which has increased year on year for a decade peaking at 662,100 overseas Chinese students in 2018 (Expat Focus, 2020), is the result of rapid economic growth alongside a domestic supply shortage, leading to a desire to enhance international academic collaborations and institutions. The United States of America (USA), United Kingdom (UK) and Australia have found China receptive to exported models of higher education and subsequently embraced the opportunities which presently exist (Cai and Hall, 2016), especially when many home markets are saturated and foreign ones sufficiently accessible and profitable (Vladi, 2008). One way this has been achieved is through over one thousand strategic alliances covering four distinct degrees of commitment (Wallis, 2001). The benefits are obvious. International providers gain access to talented individuals, markets and revenue streams with a chance to export their culture, values and interests to a certain extent. Domestically, the host country fills its supply and demand gap, especially given how many Chinese students study overseas at EMI institutions (Tan and Simpson, 2008), whilst simultaneously gaining knowledge and expertise. Foreign language education also aids modernisation and internationalisation initiatives (Ding, 2008), and a high quality education is a key element of national development ambitions, with universities being the engines of this (Etkowitz, 2008). Developments are aided by increased academic mobility (Johnson et al., 2016), meaning that qualified teachers are often

recruited abroad from a multicultural pool (Kissau et al., 2019). However, integration initiatives often depend on relationships with host country nationals (Johnson et al., 2016), and cultural differences alongside (ethnocentric) policies can impact upon the motivation of local staff to support overseas recruits (Sonesh and DeNisi, 2016).

Transnational Provision: Transnational education is deemed to be a core feature of the internationalisation of higher education. This refers to study programmes taken by students located in a country different from that where the awarding institution is based (Wilkins and Neri, 2019). As Trembath (2016) notes, transnational university campuses provide very different experiences in terms of the degree of internationalisation. The benefits of complementing traditional domestic provision with international alliances, which may include joint ventures and branch campuses, is that they bring Western knowledge directly to China. In most cases traditional branch campuses operate as internal colleges of domestic universities, but are legally independent, and subject to the academic control of the international partner (Sharma, 2014). They operate with increased autonomy (Sharma, 2014), and pursue different models based on different beliefs, needs and preferences. They also often face challenges, such as how to balance global integration with local responsiveness, international market homogeneity with the heterogeneity of market preferences, which can lead to a strategic paradox between needing to standardise and centralise for brand enhancement yet still being able to adapt to changes based on local regulations and circumstances (Cai and Hall, 2016). This is the challenge of serving two masters as it raises questions concerning the extent one must and can bend in each direction. Between 2002 and 2015 the number of branch campuses increased from 20 to 229, with 22 more being planned, and 27 having ceased operations (Cai and Hall, 2016). In terms of joint ventures, since 2003, when legislation permitted their establishment, 9 notable Sino-foreign universities have begun operation, with 2 more under construction (XJTLU, 2016a). There were also 5 Sino-British ventures by 2011 (Sinograduate, 2011), with a Sino-Foreign Cooperative University Union formed in 2014 designed to advise the government (Sharma, 2014). Cai and Hall (2016) suggest that Sino-foreign ventures grew from 20 in 2013, to 28 in 2015, making

China second only to the United Arab Emirates (UAE) which had 32 at the same time. They also highlight the big 4, namely, Nottingham Ningbo which opened in 2004, XJTLU in 2006, New York Shanghai which opened in 2013, and Duke Kunshan in 2014. Simultaneously, Nottingham Ningbo is officially regarded as a large international branch campus of Nottingham University (Cai and Hall, 2016). Annual forums designed to enhance collaboration and discuss future trends and challenges in higher education have also been initiated (XJTLU, 2016a).

2.3. XJTLU

XJTLU is located in Suzhou, a city of 6,781,957 people (Suzhou People's Government, 2016), and is one of the fastest growing cities in the world, ranking top in 2017 (The Telegraph, 2017). It is also one of the most prosperous, ranking sixth nationwide (China Daily, 2014). If all six districts and four county level cities belonging to Suzhou are included the resident population is 10.72 million, covering an area of 8657 kilometres squared (iStudio, 2020a). Home to approximately 20,000 foreign residents (iStudio, 2020b), 13,000 working expatriates, 17,000 foreign invested companies and 153 Fortune 500 companies (iStudio, 2020a), it has been deemed to be one of the top ten most attractive cities in China (iStudio, 2020b), and includes Suzhou Industrial Park, an economic collaborative project between China and Singapore (Suzhou People's Government, 2011). This locality is the most developed part of the city. Within the vicinity lies the city's Higher Education Town where numerous higher education institutions are located, including XJTLU. The first university of its kind to have been approved by the Chinese Ministry of Education, XJTLU opened in 2006 (XJTLU Staff Arrival Handbook, 2015), catering to fewer than two hundred students in its opening year (XJTLU, 2016b). Established as a foreign joint venture partnership between Xi'an Jiao Tong University and the University of Liverpool (UoL), XJTLU is an autonomous and independent university, despite maintaining links to parent institutions, for example with the UoL which has the ability to award a degree alongside XJTLU. The institution is also an EMI setting, a development which is part of a growing trend in China (Adamson, 2004) and now recruits more than 4000 new undergraduates each year, up from 2000 only a few years previously (Morris

and Jordan, 2014). In 2018 15,000 students (undergraduates and postgraduates) were taught at the university, 3500 of whom studied at the UoL as part of a 2+2 study pathway (XJTLU, 2018a), which is a key selling point for XJTLU and a good revenue stream for the UoL. With a domestic vision to be recognised for its standards and research, and a broader aim to be a Chinese university which is internationally recognised, XJTLU seeks to fuse Eastern and Western values through synteegrative education. It has established two Suzhou campuses and one Taicang campus in a satellite city of Suzhou, and ventured into mainstream schooling a few years ago taking over a local education provider. In addition, the university offers undergraduate and postgraduate courses, both masters and doctoral programmes (XJTLU, 2016c). Rhetoric may highlight a British education, and make this a key selling point, but the reality can be variable (Cai and Hall, 2016). Cai and Hall (2016) highlight how EMI delivery, mobility opportunities, learning activities and experiences, UK sanctioned degrees, along with staff demographics and knowledge often comprise this attractive package. For many aspiring institutions, growth often outpaces an availability of quality staff, meaning staff-student ratios can worsen and less qualified staff may be employed if sufficient good domestic and expatriate staff cannot be employed (Asian Development Bank, 2011). Corporate branding is clearly important, but this depends on retaining high achievers who provide the hallmark of a good institution (Richardson and McKenna, 2000 and 2002). Like other rapidly developing educational institutions which embark upon ambitious expansion projects involving infrastructure and/or (taught and research) provision, staff are essential (Johnson et al., 2016), and can present a challenge. Indeed, XJTLU faces a number of recruitment and retention challenges only likely to be accentuated by the COVID-19 situation.

2.4. The ELC

As noted on the XJTLU (2016d) webpages, the ELC was established in 2006, the same year that the university was opened, and has grown rapidly in the intervening years. Its primary function is to support students' language needs in their academic endeavours, while also providing students with the study skills they will require in

this educational context, one which is often very different from the traditional Chinese schooling to which many have been accustomed. This means it has an important role to play as all degree programmes are taught one hundred percent in English (XJTU, 2018a). It is worth mentioning the prominent English component of the college entrance exams, noted by Jin and Cortazzi (2002), is not considered in isolation when admitting students, but rather only the holistic score is taken into account, meaning the ELC has to ensure these students reach the stipulated Common European Framework of Reference (for languages) (CEFR) levels by the end of year 2 to be eligible to go to the UoL if they wish to study there as part of a 2+2 programme. The number of modules and languages were significantly increased from English and Chinese to include Spanish and Japanese when the ELC was rebranded to operate as the LC. However, following the recent reorganisation of the Language Centre (LC) into the School of Languages, under the auspices of which the ELC now resides, previous Chinese, Japanese and Spanish teaching colleagues and all associated administration support staff now no longer form part of the LC, but a distinct Modern Languages Centre (MLC) entity. However, the ELC is still very important due to the mandatory nature of EAP and study skills modules in Year 1 and Year 2, which are credit bearing courses that need to be passed. With all students studying for their degrees in English this language skill also has longer term value.

2.5. ELC Staffing

In terms of staffing, the ELC employs over two hundred staff (XJTU, 2018b), of whom the vast majority are teachers, and has its own independent management structure. However, whereas the administration staff in the ELC are entirely Chinese nationals, ELC teachers are a combination of domestic employees and expatriates with a demographic shift noticeable in the past twelve to eighteen months as younger and more inexperienced domestic staff replace departing colleagues, in a number of cases, thus reducing the dependency on expatriates. China is acknowledged as a context in which government pressures exist to employ host country staff (Wilkins and Neri, 2019), although there have been substantial increases in expatriate teacher recruitment, especially native English

speakers (Mairi, Febriani and Solusia, 2018). Compared to 2015-2016, when the LC consisted of 129 staff, of which 67% were expatriates (XJTLU, 2016d), the changes are striking. The greater demand for Chinese nationals with international experience that Li (2015) highlights is understandable given how many can be recruited much more easily, reimbursed at a lower cost, and often retained for much longer. Expatriate staff are a more mobile workforce often with higher attrition rates (Chaaban and Du, 2017). They also face adjustment issues which relate to the new country, workplace differences and interactions with others (Black and Stephens, 1989). Johnson et al. (2016) highlight some additional challenges including the language, culture, local environment, institution, job requirement, potential ethnocentrism and collegiality differences which can lead to isolation and loneliness, especially when community support networks are absent (Cai and Hall, 2016). Additional challenges include visa and legal issues, students (with different backgrounds, needs, learning styles and expectations), accommodation, schooling for dependents and the distance from family back home (Wilkins and Neri, 2019). At XJTLU a lack of superannuation, limited schooling options and financial support and the scale of the ELC operation present difficulties. A challenge with decreasing expatriate staff numbers however is that some students and their parents still expect an international experience to include overseas staff, and rankings which, as Trembath (2016) notes, consider inter-nationalisation, factoring in overseas staff as part of their measure. Expatriate staff can reinforce the institutional image and align with what students want and expect (Wilkins and Neri, 2019). Employers are often advised to consider the expatriate motives for moving, such as explorer, refugee, mercenary and architect as some drives are deemed more desirable than others for success (Richardson and McKenna, 2000 and 2002), with self-initiated employees typically more satisfied (Shaffer, Harrison and Gilley, 1999). To avoid term ambiguity, due to what the word 'expatriate' can encompass within it, and as motives, experiences and identities can vary for different types of academic mobility, for this research project expatriates are regarded as constituting staff who have relocated their primary or dominant place of residence to Suzhou, China, and are working (teaching or researching) within this higher education university setting on legal, time bound (visa based) employment (Trembath, 2016). In this respect, most ELC expatriate staff are from

Europe, North America and Oceania. The vast majority of expatriate staff are aged between 30 and 60.

2.6. ELC Teaching

Most ELC staff teach on either EAP, Language Assisted (delivery) (LAN) modules or postgraduate Additional Learning Activities (ALAs), with summer work also encompassing staff English and pre-sessional courses. However, a complete overhaul of the year 1 institutional provision for the start of 2020-2021 may change this dynamic. For EAP classes sizes, typically range from 20-25 but on the LAN modules classes can be between 40 to 150 students. Postgraduate and summer courses typically do not exceed 25 students per class. Most teachers, with the exception of those with teaching reductions due to management or administrative roles, such as Module Conveners (MCs), are expected to teach up to 20 hours a week with classes typically taking place between 9am and 8pm on weekdays. Teaching allocations can and often do vary between semesters and years, meaning continuity is variable. To facilitate this most teachers share an office, while those on a reduced teaching load may have sole occupancy in an attempt to better facilitate their work needs. Teaching spaces are also shared, so staff do not have sole ownership of a classroom, where the size and design of spaces are quite variable. For a number of years the emphasis has been on communicative language teaching, something Hymes (1972) might advocate, having talked about communicative competence, and not Krashen's (1987; 1988) extreme non-grammar form. This is often different from the learning styles students have become accustomed to at school, where exam orientated study and larger classes may result in more traditional methods prevailing (Lamie, 2006). As a result, and despite education becoming progressively more student centred (Adams and Sargent, 2012), the ELC also focuses on study skills and enhancing critical thinking. One final important consideration is the students. Most are of Chinese nationality, having been admitted to the university based on Gao Kao college entrance examination scores, albeit without consideration of the English language component featuring in decision making. Consequently, students' English levels can and do vary quite significantly, so EAP has adopted streamed classes based

on an internally administered placement test. Pre-session courses are designed to help postgraduates in this respect. There is also a growing international contingent of students. Finally, in the 2019-2020 academic year annual institutional fees for undergraduates were 88,000 RMB (XJTLU, 2019b), approximately £9,836. This suggests that most students come from an economically well-off background.

Chapter 3 – Employment Motivation and Job

Satisfaction

This chapter considers some of the most relevant literature in the area of employment motivation and job satisfaction. It discusses prominent theories that have shaped developments before considering the motivation and job satisfaction of teachers, particularly expatriate teachers. Job dissatisfaction also features, because factors which may satisfy one individual may dissatisfy another and may even dissatisfy the same person at different times. This is something employers need to be mindful of and try to mitigate by ensuring no factors generate strong negative states for too long. A conceptual framework is proposed for both employment motivation and job satisfaction and used to analyse the subsequent findings.

3.1. Motivation and Satisfaction Theories

Individual Needs Theories: Many seminal theories overlap between motivation and satisfaction. Some of the earliest work can be traced back to Freud (1940) and his theories surrounding the conscious, subconscious and unconscious thought processes which drive humans in their endeavours. Others concern needs, one of the most influential areas underpinning this research. Hull (1943) was one of the first researchers in this area. He proposed a drive reduction theory with regard to human behaviour, suggesting that unfulfilled needs have to be satisfied or met, with any deficiencies removed, and that these wants and desires act as primary reinforcers for action. Humanists such as Rogers (1951) and Maslow (1954) added to this. Rogers (1951) believed that humans aspire to better themselves, and that achieving one's goals and/or wishes promotes a sense of self-actualisation. Rogers's (1951) was a more positive inference in some respects than the work of Skinner (1953) who proposed that humans can be conditioned to act through rewards and punishments. Additionally, Maslow (1943, 1954, 1971) proposed a hierarchy of needs, an individualistic perspective grounded in the associated

context. Echoing a belief in need satisfaction and drive reduction, in addition to considering the importance of addressing gratification as well as deficiencies, this theory proposed that motivation stemmed from unsatisfied needs, more specifically distinct tiers pictographically displayed in pyramid form (Martin and Joomis, 2007). These began with basic biological and physiological needs, and progressed through safety, social belonging, esteem, knowledge, aesthetics and self-actualisation, which can be equated to peak experiences and/or flow. Self-transcendence, a higher more spiritual approach to life, was a later addition. In Maslow's (1954) proposal, as lower order needs are met, individuals typically move on to address higher order ones that are yet to be realised, although there is an acceptance that this is not always the case and that some aspects, such as financial payments, can address needs on multiple levels simultaneously which helps ensure biological, and potentially esteem needs. In addition, enduring longer terms needs can be offset by immediate more pressing ones, such as when economic scarcity leads to a needs priority rethink (Kanfer, 2009). However, many researchers, such as Aldridge and Fraser (2016), Boogren (2018), George and Mensah (2010), Kahn (2011) and Winiger and Birkholtz (2013) still draw on the work of Maslow (1943, 1954, 1971), as it is intuitively relatable to, as Boogren (2018) demonstrates, albeit accepting that it lacked initial grounding in empirical evidence. Another needs based theory was McClelland's 1961 3 factor one (McClelland, 2010) which considered achievement or a desire to be successful, affiliation or relations with others, and power (Arab British Academy for Higher Education, 2019; McClelland, 2010).

Individual Expectancy Theories: Another core area underpinning this research relates to expectancy theories. One of the earliest was Vroom's (1964) expectancy theory stating that individuals would choose behaviours that led to desired outcomes, with the expectancy of success, performance equity and reinforcement incentives, features based on Skinner's (1953) operant conditioning, all proving influential. One problem however was that this theory ignored the powerful role emotions can play, as Haidt (2006) has illustrated, along with contextual factors such as socio economics (Ismail and El Nakkache, 2014). Another prominent theory that built on one of Vroom's (1964) features was Adams' (1965) equity

theory. Adams (1965) noted that people expect to be treated fairly and, like expectancy theory, a central notion was that if input or effort is perceived to be greater than output or rewards a workforce is likely to be dissatisfied and potentially demotivated. Ultimately, employees consider relative balance with regard to their satisfaction, and compare themselves to others to assess parity. If people decide work is not fair then behaviour may change and manifest itself in a withdrawal of effort and/or increased absences amongst other undesirable states. Social equity is important (Khokhar and Zia Ur Rahman, 2014). Within expectancy value models another important area is the task incentive and or attainment value. Wigfield and Eccles (2000) suggest that attainment alongside intrinsic and extrinsic utility value are all important here, as too is the cost associated with an undertaking. The interplay between these features, alongside temporal considerations such as longer term goals (McInerney, 2004; Miller and Brickman, 2004), and cross cultural influences (Boru, 2018), ultimately determine the strength and intensity of actions.

Additional Individual Theories: Other cognitive theories which are worth noting include Atkinson and Raynor's (1974) achievement or competence motivation theory. They suggested that individuals may be driven by a need for achievement, perceived expectancy and probability of being successful, the incentive value of succeeding and a fear of or incentive to avoid failure. With regard to expectancy of success, individuals consider past experiences, as Weiner's (1992) attribution theory highlights; self-competence judgments which impact on the choice of activity, and the aspiration and effort exerted on it, as Bandura's (1977, 2001) self-efficacy theory illustrates, as well as the importance of social influences; and the key role maintaining self-esteem plays, as is illustrated by self-worth theory (Covington, 1992). Another self-related theory is Deci and Ryan's (1985) self-determination theory, which drew on an intrinsic-extrinsic dichotomy. Intrinsic motivation was behaviour performed for its own inherent sake for pleasure. The concept of 'flow' proposed by Csikszentmihalyi (1990) is also likened to intrinsic motivation as employees working at their peak may reach high levels of task satisfaction and achievement while immersed in concentration. Deci and Ryan (1985) suggest that three basic needs relate to intrinsic behaviour, namely autonomy, relatedness and competence (or self-efficacy). Extrinsic motivation on

the other hand is action undertaken as a means to an end, such as for a reward or to avoid a punishment. This form of motivation was proposed to consist of four variant types covering different degrees of external control regulation, ranging from motives originating purely from external sources to those which are tied to personal values. Aspects such as this influenced the semi structured interview questions. The final self theory was proposed by Kubanyiova (2009) who advocated consideration of the imagined ideal, ought to and feared teacher self. Goals also influence motivation and satisfaction (Pintrich and Schunk, 2002). Locke and Latham (1990) advocate a goal setting theory which comprises of specificity, difficulty and commitment. This theory is compatible with others, such as expectancy value ones (Dörnyei and Ushioda, 2011), as typically commitment is enhanced if people believe a goal is both attainable (hence the expectancy element) and deemed to be important or valuable (Locke, 1996). Within work settings, Locke (1996) has suggested that the more difficult a goal the greater the achievement value, and the more specific the more precise performance regulation can be. Dörnyei and Ushioda (2011) highlight the importance of proximal sub-goals when working towards more distant ones.

Management Theory Implications: There are also theoretical implications for management. The first stems from the work of Herzberg (1959). Having argued against physical and psychological force, and highlighted the challenge of maintaining positive incentives, the motivation hygiene theory concluded that the factors which led to extreme satisfaction and motivation by and large were not the same as those that caused extreme dissatisfaction (Herzberg 1959). It also concluded that employee satisfaction was higher when certain core features or 'motivators' were present. These included achievement, recognition, the work itself, responsibility, advancement and growth. Of course, the results were not universal, as later composite study results highlighted (Herzberg, 1987). In contrast, features that created extreme dissatisfaction, or at best no dissatisfaction, were company policy and administration, supervision, relationships (with superiors, peers and subordinates), working conditions, salary, status, security and personal life, and hence these features were termed 'hygiene' or environmental factors. In some cases some of these factors contributed to

satisfaction (Islam and Ali, 2011; Teck-Hong and Waheed, 2011), but in other findings the opposite held true (Bishay, 1996). Interestingly, Herzberg (1987) noted that the opposite of satisfaction was not necessarily dissatisfaction per se, but no satisfaction; and that the opposite of dissatisfaction was in fact no job dissatisfaction, although arguably all three states could be placed on one extended continuum if this is the case, with no satisfaction / dissatisfaction lying between satisfaction and dissatisfaction. A year after Herzberg (1959) published his seminal work, McGregor put forward his own management theory in 1960 (McGregor, 2006). He suggested that employees typically fall within one of two categories and depending upon which influences how one should or will likely manage them. For example, advocates of Theory X believe employees are typically lazy and need heightened supervision, are influenced by external rewards and can be motivated partially by penalties or punishments (The Economist, 2008). Echoes of the work of Skinner (1953) seem to resonate here and show how draconian management could potentially become if authoritarian, scientific management approaches were taken to extremes. Theory X also assumes that staff have little ambition, avoid responsibility and are individually goal orientated, working best under a hands on management approach (The Economist, 2008). In contrast, Theory Y believes that employees are or can be internally motivated to enjoy what they do, work to improve themselves, and take responsibility. As such, a soft, participative management approach can be adopted. It also highlights the motivating role of job satisfaction, and encourages workers to approach work and tasks without direct supervision. Following on from this theory is Theory Z, developed by Ouchi (1981). Considering a Japanese approach to management, this approach took many positives from Theory Y and melded them with Japanese management approaches, advocating worker freedom and trust alongside high degrees of loyalty and teamwork to enhance the organisation, placing emphasis on worker attitudes and responsibilities in comparison to organisational and managerial perspectives of management and motivation.

Theoretical Summary: There is no agreed theoretical analytical framework guiding research in teacher motivation (Watt, Richardson and Smith, 2017), or job satisfaction, possibly because behavioural, humanistic and (socio) cognitive

factors are all influential to different people at different times, in different areas and to varying degrees. The relevance of a range of aspects is noted by Uyulgan and Akkuzu (2014) and the complex dynamic interplays by Dörnyei and Ushioda (2011). Hence it is important to acknowledge established postulations (Hiver, Kim and Kim, 2018), and be theoretically inclusive (Kubanyiova, 2012; Sharif, Upadhyay and Ahmed, 2016), which is why researchers, such as Boru (2018), consider a wide range of theories and theorists in their work. For this research, with problems stockpiling and management having become somewhat detached and authoritarian by the summer of 2019, managers appeared to have moved towards Theory X beliefs and associated behavioural management approaches built around the (unattainable) carrot and stick. It was apparent that even features typically deemed to be job satisfiers by Herzberg (1987) were no longer so. Equally apparent was that individual needs and aligned goals were not being addressed or facilitated, and this was at the expense of associated growth. It also meant that cognitive discrepancies in areas such as expectancy and equity, were being more acutely noted leading to greater disenchantment. This study will consequently consider the area of needs, expectations and aspirations in particular, as these can be especially important for long term motivation and satisfaction (Hiver, Kim and Kim 2018). It will also consider the associated implications for management postulations and belief sets, and their relevance in this context, such as those proposed by Herzberg (1987) and McGregor (2006) and the impact cognitive aspects can have with regard to expectancy and equity. For example, if people aspire to improve, have needs and expect to have opportunities to realise these but then perceive the situation to be inequitable with a low expectancy of success they may well withhold input. This in turn may lead managers who lack self-assurance to revert to authoritarian Theory X behavioural management approaches, reinforcing what will become a negative spiral which quickly escalates in a range of areas. In order to explore what is therefore a complex and multifaceted area, transdisciplinary inspiration has been drawn (Hiver, Kim and Kim, 2018; Kubanyiova, 2012, 2019), as there is a diverse range of conceptualisations and adaptations (Sahakyan, Lamb and Chambers, 2018). As a pragmatist, and given the research questions and the importance of acknowledging individual perspectives in a complex situation, an exploratory

research design which is inclusive of pertinent theories has been adopted. This is rather than employ a restrictive lens which might distort the study's findings. By the same measure conceptual framework and data analysis has similarly adopted an inclusive outlook. This ensures a consistent and justified approach throughout the work. It is also noted that different theories will be more relevant to different groups of individuals in different areas which is another essential justification for an inclusive approach. Consequently, despite a greater focus on needs and expectancy theories, albeit not rigidly constrained by pre-ordained but non universal hierarchical delineations, there is inclusive provision for additional theories of potential relevance where appropriate.

3.2. Teacher Motivation

Complexity and Reciprocity: Teacher motivation is multilayered and complex (Shoaib, 2004). There are many forces, stimuli, influences and/or incentives which may be responsible for an action being pursued and persisted with for any given length of time. It is influenced by cognition (Vroom, 1964), micro and macro contextual forces (Stern, 1994), along with socio cultural influences (Vygotsky, 1962) and emotions (Hiver, Kim and Kim, 2018). Vallerand and Ratelle (2002) suggest that motivation is influenced at three levels of generality, including the global, contextual and situational. Indeed, motivation is often socially mediated and culturally situated (Ushioda, 2007), which is why the environment is seen to act as the referential frame in which the other variables interact (Dörnyei and Ushioda, 2011). It is consequently unsurprising motives stem from a complex interplay of factors (Zembylas and Papanastasiou, 2006), with motivation being dynamic, emergent and multifaceted (Dörnyei, MacIntyre and Henry, 2015). It is also temporal (Madni et al., 2015), and changeable (Dörnyei, 2005), often running in parallel with career trajectories (Alexander, 2008). Indeed, ongoing experiences continue to shape and reshape our perspectives (Hiver, Kim and Kim, 2018). For reasons such as these Dörnyei and Ushioda (2011) suggest that pinpointing motives for a specific course of action, as this research seeks to do, is probably more manageable than considering those present in more intricate and complex life moments. Debates as to whether motives are simply inherent within individuals

now seem somewhat redundant as they appear to be psychologically derived states influenced by and continuously evolving from interactions with internal and external forces over time (Dörnyei, 2005). Kahn (2011) highlights numerous similarities between subject teachers in mainstream education and language teachers, although Dörnyei and Ushioda (2011) have stated that field specific differences are to be expected. For language teachers this may include a love of language or a specific topic (Karavas, 2010), or an interest in cultures (Kissau et al., 2019), with regional variations also in evidence (Watt, Richardson and Smith, 2017). That said, the overlaps are substantial (Watt, Richardson and Morris, 2017). It is also apparent that a combination of push and pull factors contribute (Cai and Hall, 2016; Trembath, 2016), although pull factors are often considered better determinants for commitment longevity and success (Arp, Hutchings and Smith, 2013).

Altruistic and Intrinsic Motives: A desire to help others, and make a social contribution (Watt, Richardson and Morris, 2017), is a well documented motive in teaching (Watt and Richardson (2007). Altruistic designs are especially relevant in the West (Richardson and Watt, 2006), and working with students can be highly motivating (Kiziltepe, 2008), and a leading force behind career uptake (Dörnyei and Ushioda, 2011). Another well documented motive attracting individuals to teaching is an intrinsic element (Kissau et al., 2019). Dörnyei and Ushioda (2011) suggest that this is an inherent joy derived from a meaningful activity in an area of interest. Csikszentmihalyi (1997) notes that intrinsic rewards can relate to the educational process and/or the subject matter, while Menyhart (2008) states that intrinsic enjoyment is essential for prolonged enjoyment. Indeed, teaching (Watt and Richardson, 2007), and associated intellectual fulfilment is often highly motivating (Organisation for Economic Co-operation and Development, 2005). Watt and Richardson (2007) build on this, noting how intrinsic rewards can be the most satisfying work feature. Olusola (2011) adds that intrinsic motivation can impact upon productivity. Dörnyei and Ushioda (2011) suggest that intrinsic interest is a reason why teachers are often willing to forgo social recognition and substantial salaries, and why they can be taken advantage of. Dörnyei (2001) also believes most teachers enter the profession knowing that these rewards are not

high, which can be problematic in due course as external incentives, such as salary, are often not substantial enough to attract employees on their own or retain them in due course (Menyhart, 2008).

Extrinsic Motives: Numerous external forces or extrinsic elements can motivate teachers (Hiver, Kim and Kim, 2018). Pourtoussi, Ghanizadeh and Mousavi (2018) consider professional (or employment) and non-professional factors, and in terms of employment motives they consider human interactions, non-human related influences and the physical setting and facilities. Considering employment interactions, the students can act as an important source of motivation (Xiao, 2014), in some cases the most important one (Kiziltepe, 2008). Given the importance of motivated teachers in enhancing student engagement (Kubanyiova, 2019), motivation (Menyhart, 2008), achievement (Addison and Brundrett, 2008) and self-esteem (Bishay, 1996), this reciprocal dynamic cannot be overstated. Hiver, Kim and Kim (2018) note how positive appraisals can motivate. Indeed, Dörnyei and Malderez (1999) draw attention to the impact of groups and their dynamics, with Ehrman and Dörnyei (1998) noting the role that norms, roles, hierarchies and cohesiveness play alongside motivation. Dörnyei and Ushioda (2011) also note the important role class ownership can play, with language teacher motivation influenced beyond the classroom by colleagues and the school culture and atmosphere (Hiver, Kim and Kim, 2018). Olmezer Ozturk (2008) draws attention to other interpersonal relationships with the motivational role supportive administrators can play, while Boru (2018) states how co-operative and collaborative environments are motivational, mentioning the important role of colleagues and managers. Fives and Alexander (2004) expand on this by considering the importance of shared beliefs and decision making, collaboration and a sense of community in addition to good communication. Community respect is also important (Yong, 1995). Additional employment based factors which can motivate teachers include the curriculum (Connie, 2000), the possibility of contributing to programmes and courses, alongside teaching variety (Pennington, 1995), creativity, ability utilisation and achievement (Pennington, 1995). Boru (2018) stresses the importance of autonomy as a motivational force. The working conditions (Boru, 2018) and hours (Zembylas and Papanastasiou, 2006) may

additionally be valued. Professional development opportunities also motivate teachers (Xiao 2014). This may include mentoring, training or external activities such as conference presentations and publications, as well as consultancy (Pennington, 1995). Career development (Thorn, 2009), advancement (Pennington, 1995) and concerns (Kiziltepe, 2008) are also relevant and tied to professional engagement, commitment and goals (Hiver, Kim and Kim, 2018). Considering how expatriate educators may be enticed by career incentives and possible opportunities (Cai and Hall, 2016), and the overlaps career development has with recognition, it is not surprising that Pennington (1995) advocates the importance of career ladders and advancement contingency paths. For staff younger than forty, career development and advancement is often more important than financial incentives (Arp, Hutchings and Smith, 2013). Organisational inducements are however important (Bess, 1997), such as the benefits package (Karavas, 2010), especially when money is limited (Inglehart, 1997) or salary (Duff and Uchida, 1997), with financial incentives a possible attraction for expatriates (Cai and Hall, 2016). Job security is also important (Karavas, 2010). Feng (2010) notes that practitioners may join the teaching profession due to a lack of alternatives and are driven to better their lives through extrinsic features, such as salary and career upgrades. McClelland (1987) suggests that financial incentives motivate to a certain extent, but for high achievers other factors are equally important. This may be because of the motivational importance placed on social position (Hettiarachchi, 2010) and prestige (Khani and Mirzaee, 2015). The challenge is that teaching is considered a relatively flat profession, which is problematic at the under researched (Watt, Richardson and Smith, 2017) mid-career point (Hargreaves and Fullan, 2012).

Non-Work Related Factors: These can also motivate teachers. It may be the exoticism of living and working abroad (Duff and Uchida, 1997), the sense of adventure (Thorn, 2009), (paid) travel (Mullock, 2009), the lifestyle on offer (Manuel and Hughes, 2006; Schoepp, 2011), the chance to experience change or escape (Sun and Xu, 2017), or, as Cai and Hall (2016) note with regards to expatriates, a desire for a break, out of boredom or due to circumstances changing. Employment benefits such as flexibility and transferability (Mullock, 2009), with the

chance to hold down a parallel career (Mullock, 2009), have increasingly common appeal in light of growth in lifestyle migration (Benson and O'Reilly, 2009), where the location can prove telling. The holidays (Zembylas and Papanastasiou, 2006) may also be valued. In some cases, enhanced family welfare may be desired (Watt, Richardson and Smith, 2017). Indeed, home life (Kahn, 2011), such as time with family (Watt and Richardson, 2007), and lengthy vacations (Papanastasiou and Papanastasiou, 1997) can be very important. Wider societal influences may also be significant (Watt and Richardson, 2007), with socio cultural and economic considerations significant (Kahn, 2011). Teachers in poorer contexts can ill afford to place altruistic and intrinsic preferences above external sources which meet immediate life demands and needs. Stern (1994) notes the importance of micro and macro contextual influences. It is for reasons such as these that sustaining motivation and job performance involves managing a complex interplay between the individual, environment and changes over time (Kanfer, 2009).

Demotivation: Just as many factors can motivate, so too can they demotivate. Dörnyei (2001) notes the negative role that stressful work can play, along with a lack of autonomy, imposed methods, tests and policies, a lack of self-efficacy, training, professional development, promotion, and more generally career opportunities. These features can also impact upon intrinsic motivation (Dörnyei, 2001). Menyhart (2008) lists a number of factors that can have a detrimental impact such as security concerns, issues with facilities and resources, problematic curricula, heavy workloads and inadequate salaries. Golembek (1998) likewise draws attention to poor working conditions, such as facilities or zonal offices (Hettiarachchi, 2010), while more general institutional inadequacies are also highlighted (Shoaib, 2004). Kaiser (1981) notes the challenges of uninteresting work and lack of recognition, as does Pennington (1995), and career cul-de-sacs. Skaalvik and Skaalvik (2009) note how increased centralised control can be demoralising, while Khani and Mirzaee (2015) draw attention to the damaging impact of highly regulated administration heavy environments, with bureaucracy (Hiver, Kim and Kim, 2018), excessive paperwork (Crookes, 2009), supervisory policies, procedures and practices (Pennington, 1995) also garnering attention. Difficult relationships and inefficient administrators (Hettiarachchi, 2010),

leadership style (Cansoy, 2018), and more generally conflict with others (Shoaib, 2004), and a perceived lack of respect (Dörnyei and Ushioda, 2011), can also be problematic. Restricting autonomy is another potential issue (Pelletier, Seguin-Levesque and Legault, 2002). Larger school and class sizes can present challenges (Al Hashmi, 2004), as can repetitive intellectually unchallenging work (Pennington, 1995). Schoepp (2011) notes the negative effect of limiting staff voices and promotion opportunities, along with questionable processes. Disruptive students can be demotivating (Chambers, 1993) with classroom management and discipline challenges one behavioural concern, another being uninterested students (Sakui and Cowie, 2012). Asking staff to take on pastoral care can be troublesome if staff are not prepared, equipped or fully informed, as it increases time pressures, workloads and stress levels (Laws and Fieldler, 2012). For similar reasons hybrid roles, if ambiguous or creating role conflict, can present challenges (Hackman and Oldman, 1980). Indeed, role ambiguity and work overload create problems (Sibiger and Pines, 2014). Extra-curricular work (Crookes, 2009) can also lead to discontent. It is noted how teachers can become increasingly authoritarian when things go wrong (Veenman, 1984). Kieschke and Schaarschmidt (2008) suggest that increased unhappiness and pressure can result amongst more idealistic teachers who are unable to detach emotionally. New staff also face a challenge as they are often being held to the same performance standards as more experienced peers (Watt, Richardson and Morris, 2017), increasing the need for training (Alexander, 2008). In a profession already beset by poor perceptions of remuneration and status (Watt, Richardson and Morris, 2017), salary issues are well documented as having a negative impact on motivation (Dörnyei and Ushioda, 2011), besides not providing much of a pull stimulus (Pennington, 1995). Along with low compensation (Pennington, 1995), for expatriate teachers marginalisation, isolation and alienation (Bascia and Jacka, 2001) can be acute, and ageist practices (Templer, 2003), and enforced moves or transfers (Hettiarachchi, 2010) grate. Issues outside work can also lead to demotivation. Distance from family is one concern (Schoepp, 2011), with another being family and spousal challenges which can act as a departure push factor (Baskar-Shrinivas et al., 2004). Poorer socio economic working environments, often within urban settings, can also be difficult (Haberman, 2005). Ultimately,

negative forces can decrease motivation and performance and increase absenteeism and turnover (West and West, 1989), and reduced personal accomplishment can be a contributory factor (Caruso, 2019), with demotivated staff often at greater risk of leaving, feeling more frustrated and being less productive (Huselid, 1995). Frustration, disaffection and boredom are some externally influenced feelings which can erode motivation (Addison and Brundrett, 2008; Kiziltepe, 2008). Another concern is burnout, which often results from occupational stresses, such as emotional exhaustion and depersonalisation (Caruso, 2019). When teachers fail to see the value in what they do they may become more susceptible (Sibiger and Pines, 2014). A summary of the factors from the literature that motivate and demotivate teachers can be found in Table 1.

3.3. Expatriate Language Teacher Motivation

According to Dörnyei and Ushioda (2011), along with Kissau et al., (2019) research in the area of second language teacher motivation remains sparse, despite citing examples of questionnaire based studies by Pennington (1995), Doyle and Kim (1999) and Shoaib (2004), along with Kubanyiova's (2009) longitudinal analysis of eight teachers. Beyond these studies, Olmezer Ozturk (2015) highlighted the work of Bradley (2010) who considered three EFL teachers in Japan, Hettiarachchi (2013) in Sri Lanka, Dweik and Awajan (2013) who analysed one hundred EFL teachers in Jordan, Fidan (2014) who evaluated the results from forty teachers in Turkey, and Kazerouni and Sadighi (2014) who analysed the responses of one hundred female teachers in Iran. Olmezer Ozturk (2015) followed this up by employing a semi structured interview study with purposive sample designs to consider the English language teachers' motives at state universities. Indeed, interview studies in this field have grown in prominence over the past decade. Mullock (2009) utilised semi structured interviews with twenty three practitioners in South East Asia when considering a range of educational settings, determining the motivation to enter the profession to be complex, multilayered and varied. Xiao (2014), considering the teaching motives of distance language tutors in China, also adopted semi structured interviews before finding that students and personal factors were prominent. Pourtoussi, Ghanizadeh and Mousavi (2018), adopting a

mixed methods approach for the sixteen participants in their Iranian study, of which interviews comprised one feature, noted the importance of both human and non-human job related factors alongside the immediate setting. Sahakyan, Lamb and Chambers (2018) found that motives evolve over the course of a career and often more exalted aspirations morph in order to attain professional and personal satisfaction. Their study considered six teachers at three universities in Armenia, and drew on purposive sampling and semi structured interviews. However, not all studies were interview based by design. Tsutumi (2013) employed questionnaires in Japan. Kissau et al., (2019) also utilised questionnaires in an explanatory quantitative qualitative mixed methods design when considering aspiring language teachers. Regarding expatriate educators in Korea, Oliver (2009) found the motives which drew employees to an institution were not always the same as those behind a move to Korea. This phenomenological study was a case study analysis which utilised interviews and focus groups to promote the voice of ten native instructors. In contrast, Cai and Hall (2015), when considering expatriate academic staff at an international branch campus of a Sino foreign joint venture institution in China, undertook twenty semi structured interviews to consider the perspectives of middle aged employees with leadership responsibilities. It transpired that a variety of push and pull factors were influential, including the sense of adventure, challenge, project interest, promotion opportunities (for younger staff), employment package, changing personal circumstances and family, as well as the chance to contribute (for older staff). In contrast, Sharif, Upadhyay and Ahmed (2016) adopted a questionnaire to analyse the responses of a convenience sample in the United Arab Emirates, finding that employees, when choosing a career, are motivated by multiple factors which can be intrinsic and extrinsic in design. Similarly, when wishing to explore factors which motivated expatriate ELT to live and work in Oman, sixteen university employees who took part in Kahn's (2011) semi structured interviews noted a mix of intrinsic and extrinsic factors, such as students, job security and life in the country.

Factors that motivate	Factors that discourage or demotivate
Altruistic and Intrinsic Forces	
Altruistic: Help others (e.g. students), meaningful activity	Altruistic
Intrinsic: Present competence, personal growth and/or development; Interest in education, teaching and/or subject matter, task/goal process and achievement, inherent joy (e.g. fun and enjoy)	Intrinsic: Limited or restrictive opportunities in this area

Factors that motivate	Factors that discourage or demotivate
Employment Factors	
Personal Interactions	
Students: Good relationships, progress, performance, appreciation/sense of esteem	Students: Discipline issues, lack of engagement, unprepared, absent or late
Colleagues: Interpersonal relationships, collaborations, teamwork, community, supportive, socialising colleagues	Colleagues: Weak or bad relationships with colleagues, conflict, cultural differences, status differences between individuals and groups
Mentors, Supervisors and Managers: Supportive, good communication, sensible goals, feedback, appreciation, recognition	Mentors, Supervisors and Managers: Lack of recognition, lack of support, additional effort (e.g. publications), funding and time reduction proposal rejections
Leadership: Good, inclusive, flexible	Leadership: Bad, not inclusive, inflexible, not fair or equal, lack of recognition for good teachers
Administrators: Good rapport	Administrators: Difficult, too much admin to do (e.g. non-teaching related), admin policies

Factors that motivate	Factors that discourage or demotivate
Employment Factors	Teaching and Learning
Teaching Materials: Programme/course/material/test preparation/contribution opportunities	Teaching Materials: Limited/poor syllabus, imposed or mandated curricula/content/approaches, prescribed methodologies and textbooks (and quality), standardised tests, lack of meaning (e.g. teach for tests), lack of intellectual challenge
Work: Autonomy, responsibility, academic freedom and flexibility, meaningfulness, variety, interesting work	Work: Lack of/or restricted autonomy, imposed content/approaches, lack of variety (e.g. content, repetitive year on year), uninteresting (e.g. dreary) work, role conflict, ambiguity, devaluation, differences in relative positions (e.g. centre vs. institution)
Workload	Workload: Overload, increased, unfair, work related stress, too much bureaucracy, paperwork, stress, isolation, lack compensation - financial or reduction teaching hours, too intense, pastoral expectations
Decision Making: Participation opportunities	Decision Making: Lack of voice, questionable policies and processes

Factors that motivate	Factors that discourage or demotivate
Employment Factors	Recognition and Progression
Advancement/Promotion Opportunities: Decent, achievements/accomplishments acknowledged	Advancement/Promotion Opportunities: Limited or lacking, unattainable/unfair/unreliable (e.g. biases)
Career: Ladders, opportunities, external work/study support, chances to present, publish, engage in research, consultancy	Career: Closed career paths and career cul-de-sacs, inadequate career structure, unfairness, title issues, contract issues, favourites, enforced transfers and moves, limited or lacking opportunities, mandatory training, lack of research opportunities

Factors that motivate	Factors that discourage or demotivate
Employment Factors	Employment Package
Working Conditions and Facilities: Positive, good institutional facilities, adequate resources, reasonable infrastructure, classroom, dept. and institutional climate	Working Conditions and Facilities: Limited office space and lack of privacy, change to calendar/impact holidays, security and safety concerns, school and class sizes, poor or limited facilities and resources, limited/lack of funding, Classroom, dept. and institutional climate
Job Security: Good	Job Security: Lacking
Remuneration: Inducements, compensation (e.g. salary), benefits package, positions titles and roles	Remuneration: Low salary and poor or absent benefits, inequitable and inadequate rewards, inflexibility, unfavourable comparisons vs. elsewhere, lack of education coverage/allowances

Factors that motivate	Factors that discourage or demotivate
(External) Personal Considerations/Convenience	
Goals: Life aspirations (e.g. better life)	Goals: Lack of belief, limited self-efficacy
Family: Approval	Family: Distance to family, family and spousal issues
Context: Local and national environment (e.g. social respect), hospitality, stakeholders (e.g. parents, media, policy makers), amenability, work ethos, language, culture, location, lifestyle, wealth, living conditions, life opportunities, personal interest in being overseas	Context: Challenging to adapt to local environment, cross cultural differences, lack of integration, city and locality, policies which are prescriptive, restrictive and not inclusive, lack of social recognition, security and safety concerns

Table 1: Motivation/Demotivation Factors

3.4. Employment Motivation Conceptual Framework

Conceptual Framework Void: With language teacher motivation research still considered in its relative infancy, and lacking an integrative framework for the multiplicity of motives which exist (Sharif, Upadhyay and Ahmed, 2016), it is not surprising that numerous theories have been repurposed or adapted to explore it, as Hiver, Kim and Kim (2018) suggest, with some examples being self efficacy, achievement goals, self determination, expectancy value, alongside social cognitive theory. Sahakyan, Lamb and Chambers (2018) highlight how many diverse conceptualisations are adopted. Dörnyei and Kubanyiova (2014) have

suggested that motivation tends to be more thematic and descriptive in how it explains phenomena of interest and, being somewhat under theorised, starting from practice and generating bottom up theory is an equally valid approach. Kubanyiova (2019) suggests that the field might find inspiration from trans-disciplinary orientations of conceptualising the subject as well as methods of enquiry, although a degree of caution is required given the unique nature of teaching (Johnson et al., 2016). This has taken place regarding facets of demotivation such as stress and burnout (Kieschke and Schaarschmidt, 2008). Dörnyei and Kubanyiova (2014) have also suggested that the field of language teacher motivation is well positioned to become richer due to its cross over appeal. Watt, Richardson and Smith (2017) highlight some challenges researchers face, as there is no agreed upon or reliable (multidimensional) conceptual framework, or dominant research approach (Dörnyei and Ushioda, 2011), to investigate language teacher motivation. Often scales lack validation, there is an over reliance on raw frequencies, as well as a lack of definition precision and overlapping categorisations (Watt, Richardson and Smith, 2017). With considerations such as these it is unsurprising that researchers tend to be selective in their focus (Dörnyei and Ushioda, 2011), given how numerous forces can motivate a course of action, the persistence with it and the effort exerted on it. Some of these forces alter daily (Dörnyei and Skehan, 2003), others over the course of an activity (Csikszentmihalyi, 1990).

Conceptual Framework Consideration One: Having originally considered factors which influenced high school mathematics selection, Watt and Richardson (2007) adapted this to consider what motivated practitioners to select teaching as a career by mapping factors found in teacher education and career choice literature to those theorised by Eccles et al., (1983) regarding expectancy value, a theory Eccles returned to advocate (Wigfield and Eccles, 2000). This led to the creation of a Factors Influencing Teaching (FIT) choice framework (or model) which considered motivation as being derived from socialisation influences, task demand and return, self perception, intrinsic (personal and social) utility and fallback possibilities, with a subject interest motive more recently added (Watt, Richardson and Smith, 2017), Indeed, Kissau et al., (2019) expected language

teaching to have field unique facets and influences and therefore modified the framework, adding love of language and cultural connections, and in their study found these to rank first and ninth respectively out of 14 constructs. More recently a collection of studies adopting this model has been produced in an attempt to synthesise findings from around the world using a common approach and advocate its replicability in different contexts, as the work of Watt, Richardson and Smith (2017) illustrates, albeit with some utilising slightly modified frameworks, suggesting it is the first robust comparable synthesis within the field. However, with only twelve studies presented, two in collectivist cultures (Turkey and Indonesia) and one in Asia, it is untested in China. The latter studies reiterated the importance of culture, as religion also played a role in Indonesia, as did affordable tuition, less competitive examinations, quicker degree completion and the possibility of having two jobs, as Watt, Richardson and Smith (2017) note. Salary was also more important in Indonesia and Turkey than elsewhere. Despite Butler (2017) suggesting that the FIT choice framework provides some continuity between research findings, its intended purpose to focus on initial career choice, its evolution to encompass field specific forces and its lack of adoption in China suggest it is not suitable for this research project. In addition, slightly modified versions of this scale have led to different ranking results in different localities, as the work of Kissau et al., (2019) suggests. Watt, Richardson and Smith (2017) actually note how motives emerge from a complex interaction of factors embedded in community and cultural expectations, all of which suggests it would not be an ideal fit.

Conceptual Framework Consideration Two: Dörnyei (2005) and Kubanyiova (2009) have both considered teacher motivation through drawing on the notion of possible selves that Markus and Nurius (1986) proposed. Indeed, there can be multiple selves all of which can require satisfying (McRaney, 2012). Initially, Dörnyei (2005) had advocated this approach for possibly better understanding language learners' motives through the supplementing use of a self-system framework showing how ideal and ought-to selves were influenced and shaped by context (partially through norms and expectations), alongside learning experiences. This future thinking cognitive basis considered teachers' motives

more specifically through notions of the ideal, ought to and feared teacher selves. This motivational concept also considered self-discrepancy theory to which Higgins (1987, 1998) brought attention. Despite being a useful additional means by which to consider motivation, especially for individuals pushed into the profession (Gao and Xu, 2014), and highlighting how a challenge exists when gaps between ideals and reality emerge (Tsutumi, 2013), it is simply an alternative and supplementary means by which to consider motivation, and one in a long line as earlier contextual (Dörnyei, 1994), and time based (Dörnyei and Otto, 1998) work has become dated and superseded. Interest in this model has also waned in recent years following Dörnyei and Ushioda's (2009) publication re-theorising the motivational construct for language learners, perhaps because, like the FIT choice framework, the approach did not produce conclusive affirming findings in all sub-contexts (Lamb, 2012), as additional context specific constructs were proposed (Islam and Chambers, 2013), interest waned or alternative research interests took precedence. Also, given its more student centred designs like the FIT choice framework this model is also not ideally suited to this research project.

Conceptual Framework Consideration Three: Another framework which was considered was Kahn's (2011). Investigating the motivation of expatriate EFL teachers in Oman she drew on Maslow's (1954) hierarchy of needs in order to consider the internal needs which act as motivational factors and mapped on some of the motivators and hygiene factors purported by Herzberg (1959) which can lead to satisfaction or dissatisfaction in order to encapsulate external stimuli or extrinsic employment based motives. To cover the importance of context, both macro and micro, she drew on the work of Kaiser (1981), considering factors which are specific to individual needs and those of the job of teaching, noting how Kaiser (1981) had also aligned the two earlier works. Kahn (2011) noted how the first three levels of Maslow's hierarchy aligned with hygiene factors, whereas the fourth and seventh levels could be mapped against motivators. She also made it clear that study limitations meant a more detailed analysis considering dis-satisfiers and de-motivators, for example, would not be possible. Despite some similarities being apparent with this study, it was felt that the adoption of this theoretical construct would prove problematic for a number of reasons beyond the fact that the research

goals differed. Firstly, a lot of Maslow's (1954) work was speculative and not designed with this specific employment sub-field in mind, besides being very dated. Secondly, although Herzberg's (1959) work can be partly mapped on to Maslow's (1954) this was not the intended purpose, as his work was designed principally to consider satisfaction. The work is also of its time, and originated within a very different temporal and cultural context and for a very unique employee group, namely American accountants. Consequently, the findings are unlikely to apply in other contexts and times, as factors which may motivate in some may do the opposite in others and it is therefore unsurprising that this study has met with mixed replicability results over the years, as earlier discussions indicate. Considering internal drives, externally influenced stimuli and the context is clearly sensible, but this study has a different focus as far as expatriate motivation is concerned.

Conceptual Framework: Given how language teacher motivation is under theorised (Dörnyei and Kubanyiova, 2014), and how a diverse range of approaches have been used to study the concept of teacher motivation in general (Dörnyei and Ushioda, 2011), and how motivation studies have typically considered a limited set of mental components or isolated constructs not set into a bigger picture, a more holistic approach is suggested (Sahakyan, Lamb and Chambers, 2018). Dörnyei and Kubanyiova (2014) have urged caution when adapting existing conceptual frameworks, methods and methodologies, since motivational factors probably vary between settings and sample groups, as Watt, Richardson and Smith (2017) note. In short, they should be fit for purpose, while Watt, Richardson and Smith (2017) suggest that the field needs to continue developing new approaches and methodologies and ways of gauging influences on motivation. They go on to add that small studies can provide rich insights and highlight which motives matter within particular samples and settings. As this work considers expatriates in China, and given all of the above considerations, in addition to how the seminal theory of Maslow (1954) was not supported by empirical research per se, this study suggests an alternative conceptual framework to consider the motivation of in service practitioners to apply for a specific job rather than opt for a particular profession. With numerous external stimuli prevalent and

with a workplace, by default, able to provide altruistic and intrinsic appeal, the first construct to be suggested is an employment one. This will consider all the work related factors which entice people to consider applying for a position at a given institution. The second construct is a personal one. People have a life outside work, which will include family, friends, interests, aspirations and expectations. Making a move requires careful consideration of forces and influences such as these, as earlier literature discussions have illustrated, for example Cai and Hall (2016), Duff and Uchida (1997), Manuel and Hughes (2006), Sun and Xu (2017), Thorn (2009) and Watt, Richardson and Smith (2017), with the voices of a practitioner's partner or family likely to be influential. A personal breakup or falling out may also prompt a move. The final construct of the proposed conceptual framework is convenience or ease of relocation. Becoming an expatriate is not simple. Visas, work permits, criminal record checks, as well relocation costs and effort, amongst numerous other features, have to be considered. Because of this, current location may play a decisive role in the type of move a person makes, and the ease of doing so will also be weighed up, but for any of this to happen knowledge has to be accessible as well. These are practical considerations that come to the fore when contemplating a move rather than when initiating an interest in a career, which is where the FIT choice framework focuses, or contemplating future dreams and fears which is the role the self system performs, and which occur prior to the move being concluded, which is the focus Kahn (2011) took. These three constructs also align with temporal, contextual and individual considerations, with the conceptual framework presented below in Figure 1.

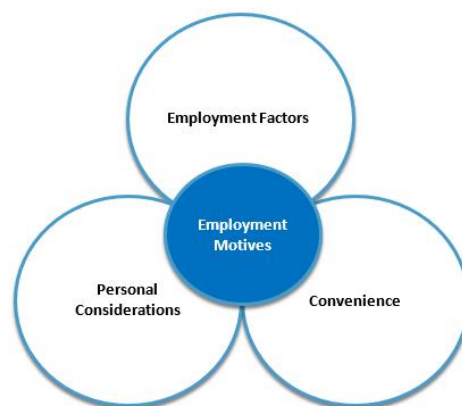


Figure 1: Motivation Conceptual Framework

3.5. Teacher Satisfaction / Dissatisfaction

The importance of job satisfaction for teachers should not be underestimated, considering how it can impact upon many additional aspects (Judge, Heller and Mount 2002), including work outcomes (Selmer and Luring, 2011), performance (Muhammad, 2015), effectiveness (Selmer and Luring, 2011), commitment (Chaaban and Du, 2017), involvement (Ouyang and Paprock, 2006), motivation (Chaaban and Du, 2017), discipline (Sungu et al., 2014), adjustment (Selmer and Luring, 2011), and retention (Yoshihara, 2018), as well as personal ones such as emotional and psychological health (Khany and Tazik 2016). Satisfaction is tied to organisational effectiveness and successes, and retention problems and higher turnover when absent (Naumann, 1993), and is multifaceted (Ouyang and Paprock, 2006), and dynamic (Aldridge and Fraser, 2016). Emotional states can also influence behaviour (Sungu et al., 2014), which is why moderators, such as emotional stability, are important. As mentioned earlier, it is hard to measure satisfaction accurately given its complexity (Duggah and Ayaga, 2014). This is understandable since it is a cognitive and emotional state concerning perceptions of job fulfilment (Locke, 1976) and contentment, internally evaluating the extent to which needs or wants are deemed to have been met or not (Evans, 1997a). Time is telling (Tillman and Tillman, 2008), along with context (Jiang et al., 2019; Kissau et al., 2019), and this is a strong predictor of satisfaction (Dinham and Scott, 1998), as is the institution (You, Kim and Lim, 2015), and social role expectations (Abd-El-Fattah, 2010). Significantly, Skaalvik and Skaalvik (2017) suggest that 90% of burnout cases are derived from the institutional context. As George and Mensah (2010) explain, needs differ in different localities with, for example, social security overriding higher order designs in times of turbulence (Huang and Van de Vliert, 2003). With respect to language teachers, studies remain relatively sparse (Markovits, Boer and Van Dick, 2014). As many as 30-50% of employees terminate their contracts early (Richardson, Von Kirchenheim and Richardson, 2006). In developed countries this figure lies between 25-40%, whereas in developing nations it can go up to 70% (Richardson, Von Kirchenheim and Richardson, 2006).

Altruistic and Intrinsic Satisfaction: Just as teachers may be motivated to teach by altruistic and/or intrinsic drives, so too they can derive satisfaction from these. Altruistic and intrinsic satisfaction are important aspects of overall job satisfaction (Afshar and Doosti, 2016; Mullock 2009). Unsurprisingly, often when these states are present so too are corresponding motivational traits (Kassabgy, Boarie and Schmidt, 2001). Zembylas and Papanastasiou (2006) highlight how making a social contribution, helping students and experiencing self growth are all appealing aspects. Watt and Richardson (2011) suggest that intrinsically, but not idealistically, motivated employees are more likely to have longer careers and, if they are altruistically motivated as well, they are likely to be more satisfied. Khany and Tazik (2016) suggest that the more intrinsically motivated teachers are the more satisfied they are likely to be. In addition, those who have aspired to teach from the start often derive greater career satisfaction (Tsui, 2003). Mullock (2009) suggests that the intrinsic nature and features of teaching often satisfy far more than extrinsic ones, which lead more often to dissatisfaction. Richardson and Watt (2006) add that intrinsic elements, alongside social utility value and ability, are of consequence as they help to offset the impact of detrimental external forces and features, such as issues surrounding status, salary, autonomy and work demands. However, both intrinsic and extrinsic satisfaction are important (Liu and Onwugebuze, 2014; Peng, 2014). Dinham and Scott (1998) suggest that intrinsic appeal, school level factors and system level aspects contribute to job satisfaction.

Personal Interactions: One area that can generate feelings of satisfaction in teachers concerns personal interactions and associated relationships (Wilkins and Neri, 2019). Working with students provides one source of satisfaction (Wilkins and Neri, 2019), as does student progress (Kwong, Wang and Clifton, 2010), along with enthusiastic learners (Boyle, 2000), while interactions with students can help offset feelings of loneliness (Johnson et al., 2016). Colleagues can provide another source of satisfaction (Wilkins and Neri, 2019), with supportive relationships and social respect enhancing emotional wellbeing (Ouyang and Paprock, 2006), because feeling valued is important (Pastor, 1982). Aldridge and Fraser (2016) advocate the importance of approachable and supportive colleagues and host country colleagues (Johnson et al., 2016). For younger staff collegiality is

especially important (Brunetti, 2001), as is a sense of community (Lacy and Sheehan, 1997), helping to guard against departure (Smith and Ingersoll, 2004). Interactions with leadership figures are also telling (Yoshihara, 2018), with trusting relationships (Villanova University, 2018; Yoshihara, 2018) and a supportive environment (Skaalvik and Skaalvik, 2017) required, the latter to help reduce attrition rates (Skaalvik and Skaalvik, 2017). Positive supervision practices can likewise influence satisfaction (Tillman and Tillman, 2008), as can collaboration opportunities (Kwong, Wang and Clifton, 2010). Therefore, leadership figures should be approachable and empathetic (Aldridge and Fraser, 2016), promoting healthy relationships (Khany and Tazik, 2016), with leadership being encouraging and participative, thus impacting on employees' values and goals (Kassabgy, Boraie and Schmidt, 2001). All these factors contribute to the climate, which is important (Aldridge and Fraser, 2016), as the school and community ethos is influential (You, Kim and Lim, 2015). Satisfaction acts in a reciprocal manner with the climate (Jiang et al., 2019), and may determine the chance of successes (Razavipour and Yousefi, 2017), and be a good indicator of an effective institution (Aldridge and Fraser, 2016).

Teaching and Learning: Work is often cited as a source of satisfaction (Jyoti, 2010), either by its nature (Pan and Qin, 2007), such as the teaching and research (Pearson and Seiler, 1983), the job and/or task characteristics (Naumann, 1993), the content (Ahammed, 2011), the novelty and variety (Johnson et al., 2016), its value (Boyle, 2000), or simply how interesting it is (Wilkins and Neri, 2019). In some contexts it is the relative simplicity of campus life that appeals (Xu and Shen, 2008), or, as Pastor (1982) notes, features such as the autonomy, freedom, challenge, creativity, meaningfulness, responsibility and knowledge of the outcomes. Chen (2010) also highlights the importance of autonomy, along with resource availability. Involvement in decision making is important (Wilkins and Neri, 2019), along with communication (Johnson et al., 2016). Levin and Stokes (1989) highlight many of these aspects, noting how job and/or task features along with feedback, skill variety and role conflict can be influential. A sense of professional input also appears to be important (Chen, 2010), as is empowering

teachers (Khany and Tazik, 2016), which can similarly influence commitment (Schoepp, 2011).

Recognition and Progression: Opportunities to learn and improve (Pastor, 1982), and progress (Zeb, Jamal and Ali, 2015) are important, and part of the reason may be because they help to promote a sense of fulfilment (Chen, 2010). Indeed, professional and psychological growth is influential (Davisson, 1997), as are promotion opportunities (Zeb, Jamal and Ali, 2015), but these are often lacking (Pan and Qin, 2007). Part of the reason for their importance is that they provide a form of social acknowledgment alongside advancement (Chen, 2010) and recognition is valued (Zeb, Jamal and Ali, 2015), as is status (Kassabgy, Boraie and Schmidt, 2001). Because of considerations such as these, career paths play a pivotal role (Pennington, 1995), along with associated career benefits (Levin and Stokes, 1989) and career opportunities (Johnson et al., 2016). Sabbatical opportunities can present an alternative means to enhance staff satisfaction (Ahammed, 2011).

The Employment Package: Clearly salary is important (Beny, 2014), and an income essential (Villanova University, 2018) as it can play a role in determining the chances of success for expatriate relocation as well as play a role in initial recruitment (Richardson, Von Kirchenheim and Richardson, 2006). In some contexts, where the benefits are perceived to be good, expatriate teachers may be happier than their local counterparts (Al Harthy, 2005). However, although pay is important, it does not guarantee happier, more satisfied staff (Khany and Tazik, 2016), and despite the importance of financial incentives (Lawler, 1973b), such as pay increases (Munaf, 2009), it is basic salary, along with conditions, that can be most important (Beny, 2014; Liu and Onwugebuzie, 2014). Indeed, George and Mensah (2010) note how important extrinsic factors, such as pay, can be to fulfil basic needs, in alignment with socio economic theory (Ismail and El Nakkache, 2014). For younger staff, when pay satisfaction is higher work conflicts often decrease, although individual needs are still influential (Khokhar and Zia-Ur-Rehman, 2014). However, pay can rank lowly in terms of factors which satisfy (Du, Lai and Lo, 2010). Other employment related factors which have been noted to

satisfy include more general remuneration, as this can impact on quality of life and perceptions of self-worth (Gerhart and Milkovich, 1992), financial support (Kissau, Davin and Wang, 2018), perks (Villanova University, 2018), rewards (Zeb, Jamal and Ali, 2015), or benefits (Villanova University, 2018), such as hours and holidays (Zembylas and Papanastasiou, 2006), position (Villanova University, 2018), job security (Trembath, 2016), working conditions (Zeb, Jamal and Ali, 2015), although these are not always good (Xu and Shen, 2008), safety (Ouyang and Paprock, 2006), and more generally a healthy environment (Villanova University, 2018).

Non-Work Related Factors: For expatriates work can also have a spillover effect on family life, with conflicts apparent (Ahammed, 2011). This is unsurprising as non-work related features fall within the third outer domain of the environment (Dinham and Scott, 2000). Expatriates may also consider broader life satisfaction when evaluating the status quo (Ahammed, 2011). Ma and Macmillan (1999) note the importance satisfaction derived outside school can have and, within higher education, work and life tend to interact with one another (Du, Lai and Lo, 2010). Marital status can help expatriates to adjust, with spousal support tending to increase wellbeing and performance (Selmer and Luring, 2010), so family adjustment is important (Richardson, 2006). Location or setting can also impact on home and work life (Tillman and Tillman, 2008).

Teacher Dissatisfaction: Micro and macro contextual factors can dissatisfy (Jiang et al., 2019). Some are daily employment features (Pennington, 1995). Most result from extrinsic factors (Mullock, 2009). Problematically, high attrition rates often result when dissatisfaction proves telling (Griva, Panitsidou and Chostelidou, 2012). Mullock (2009) suggests that 30% of in-service teachers had considered departing, with 25% attracted by more lucrative opportunities elsewhere. Indeed, dissatisfaction has been an issue in ELT for a reasonable period of time (Alderson, 2009), and impacts on a range of educational contexts and institutions for a variety of reasons (Razavipour and Yousefi, 2017). If staff are dissatisfied and better economic prospects exist elsewhere teachers are more likely to change jobs (Ma and Macmillan, 1999), especially the more academically able or qualified (Tillman and Tillman, 2008). Unfortunately, effectiveness peaks later and attrition removes

educators at a point before they can have the greatest impact (Chaaban and Du, 2017). It is often qualified and conscientious staff who leave (Sinclair, Dawson and McInerney, 2006). Some contributory factors are related to personal interactions, such as issues involving students (Chaaban and Du, 2017), parents (Perrachione, Rosser and Peterson, 2008), colleagues (Kumar, 2015), administrators and managers (Afshar and Doosti, 2016) with leadership style important (Cansoy, 2018) as this can influence the working climate (Owens, 2001). With respect to teaching and learning, the workload (Chen, 2010) and demands (Afshar and Doosti, 2016) can lead to teachers feeling swamped (Richardson and Watt, 2006). Coupled with resource reductions (Downing, 2016), poor resources (Pennington, 1995) large classes (George and Mensah, 2010), assessment issues (Kim and Doyle, 1998), limited autonomy (Dou, Devos and Valcke, 2017) or empowerment (Jiang et al., 2019), or more generally a lack of decision making input (Afshar and Doosti, 2016), and/or role devaluation (Kim and Doyle, 1998) issues surface. A lack of recognition and progression is another problematic area. Some areas of associated concern included limited professional development opportunities (Afshar and Doosti, 2016), recognition coupled with status concerns (Zembylas and Papanastasiou, 2006), evaluation (Liu and Onwugebuzie, 2012 and 2014), advancement (Chen, 2010), and promotion frustrations (Afshar and Doosti, 2016). This can lead to staff feeling undervalued and unappreciated (Yoshihara, 2018). In terms of the employment package, compensation and/or salary can be an issue (Yoshihara, 2018), especially if deemed insufficient (Afshar and Doosti, 2016), although often context dependent (George and Mensah, 2010), especially if there are negative perceptions of pay equity (Zeb, Jamal and Ali, 2015). Problems with additional remuneration benefits (Yoshihara, 2018), or payment inflexibility (Razavipour and Yousefi, 2017) may also create tension. Unfavourable working conditions are often another source of dissatisfaction (Kazerouni and Sadighi, 2014), including issues with physical space (Wilkins and Neri, 2019). Status (Richardson and Watt, 2006), through a lack of tenure in some cases (Banerjee et al., 2017), and security (Razavipour and Yousefi, 2017) also cause dissatisfaction. Non work related factors which can spill over and impact upon job satisfaction include family (You, Kim and Lim, 2015) and childcare (Meng, 2004), or being away from family for extended periods (Richardson, 2006). Social marginalisation

(Mullock, 2009) and integration (Johnston, Pawan and Mahan-Taylor, 2005) can also prove challenging. Adjusting to a new country (Johnson et al., 2016), even with accommodating home nationals (Al Harthy, 2005), is difficult. As a result, the more demanding the locality, and hence home life, the more likely departures are (Tillman and Tillman, 2008). Table 2 summarises the factors that either satisfy or dissatisfy according to the literature.

3.6. Expatriate Language Teacher Satisfaction / Dissatisfaction

Recent studies considering English foreign language teacher satisfaction have tended to be quantitative by nature utilising questionnaires to investigate phenomena. This has been evidenced in the case of Afshar and Doosti (2015) and Khany and Tazik (2016) in Iran, Abbasi and Khosrowshahi (2018) in Azerbaijan, and Yenani (2019) in Turkey. Noted limitations included the results only being applicable to the context in which they were derived (Khany and Tazik, 2016). Others have sought to mix methods when researching EFL teaching. Griva et al., (2012) in Greece, Razavipour and Yousefi (2017) in Iran, Chaaban and Du (2017) in Qatar and Kissau et al. (2019) who considered teachers from China, Germany and the United States, all combined questionnaires with interviews, albeit with Griva et al. (2012) also utilising additional qualitative data collection methods in their study. However, this did not entirely offset potential concerns. Kissau et al. (2019) drew attention to the fact that inter group differences exist within national groupings, a point Razavipour and Yousefi (2017) also alluded to when noting just how different settings can be within borders and between institutions. Chaaban and Du (2017) also highlighted how most research in this area tended to be quantitative in nature, which may explain why purposive interviews followed an online survey. Other studies which have considered expatriate academics have in contrast been more nuanced as far as study design is concerned. Many still adopt and rely principally on questionnaires such as Richardson, Von Kirchenheim and Richardson (2006), Peltokorpi (2008) with their paper and pencil survey, Vladi (2008), Selmer and Luring (2011), Schoepp (2011) with a response rate of 23% in the UAE, Tsutumi (2013) who administered only thirty open ended questionnaires in Japan, Johnson et al. (2016) along with Wilkins and Neri (2019)

who circulated a self-devised online survey based on empirical findings identified in the literature with managers. However, the research limitations of a quantitative data collection study are noted (Johnson et al., 2016), and include how representative a sample may be, response rates, or design features, such as the impact of variables or factors not afforded inclusive scope but where spillover effects are influential (Selmer and Luring, 2011). One example of spillover effects is not accounting for non-work influences when considering important job factors which impact on work outcomes (Selmer and Luring, 2011). Other concerns are noted by Peltokorpi (2008) who collected data through intermediaries, which raises questions along with low response rates, low internal scale validity and the impact the method plays in prescribing the nature of the results. Data collection can also give rise to concerns if, for example, technology fails and data collection instruments are not received (Schoepp, 2011). Results also tend to be bound by the context (Schoepp, 2011). In contrast, qualitative interview studies have been favoured by others. Oliver (2009) adopted this approach in South Korea, albeit supplementing this method with focus groups. Austin et al. (2014) considered expatriate academic staff in the UAE through conducting interviews with twenty nine staff split between six institutions. Interviews were also favoured by Cai and Hall (2016) in China. Others, such as Wang (2015) adopted interviews as part of a narrative approach to consider Canadian teachers' cross cultural experiences in China, supplementing them with observations and field notes, but all of these data collection methods are not without potential drawbacks, even when combined within a single study. Trembath (2016) adopted a completely different study approach opting for a meta-narrative approach examining twenty three distinct papers in the area of expatriate academics. Perhaps the closest study to this one is Kahn's (2011) in Oman, as she considered the factors affecting the motivation and satisfaction of EFL expatriate teachers at a single institution by administering semi structured interviews which were purposively distributed to sixteen long serving staff. She acknowledged that a single data collection method may be perceived to have drawbacks, but that this might be offset through enhanced design rigour, and finding depth.

Factors that satisfy	Factors that detract from or dissatisfy
Altruistic and Intrinsic Forces	
Altruistic: Make a social contribution, provide a service, work with students and see growth	Altruistic
Intrinsic: Improving oneself, the work itself, working with students, performance fulfilment (e.g. job well done, student growth), accomplishment	Intrinsic

Factors that satisfy	Factors that detract from or dissatisfy
Employment Factors	
Personal Interactions	
Students: Progress	Students: Lack of motivation in students, bad behaviour and/or discipline issues, poor performance
Colleagues: Sense of community, good interpersonal relationships, collaboration, supportive, collegial	Colleagues: Bad relationships, lack of support, conflicts, job sharing, staff shortages, trust, tensions with local colleagues, issues with integration, marginalisation, unfavourable comparisons regarding positions and ranks
Administrators: Good relationships with administrators	Administrators: Relationships with administrators, lack of support, conflicts
Mentors, Supervisors and Managers: Management style, supportive environment, goal emphasis, open and safe interaction facilitation	Mentors, Supervisors and Managers: Overzealous inspections and observations, overly controlled, lack of acknowledgment, management issues, lack of support, poor meaningless feedback, evaluation and promotion issues, evaluation systems, lack of recognition, trust and empowerment, supervisor decisions, injustices and conflicts
Leadership: Style, fair, good communication, ability to manage conflict, supporting, trustworthy	Leadership: Style, ineffectiveness, unfairness, poor communication, favouritism, inability to manage conflict, lack of support, lack of trust, poor school governance
Climate: Good atmosphere, climate, organisational culture, decision making, participation in school governance, school type (e.g. public vs. private), professional reputation, institution type, level, field/sector, size etc.	Climate: School culture, unsupportive and non-collaborative environment, organisational climate, limited/lack of decision making, operational procedures, institutional practices, policy changes, accountability initiatives, lack of support structures, limited professional regard/reputation/status

Factors that satisfy	Factors that detract from or dissatisfy
Employment Factors	Teaching and Learning
Work Roles: Skill variety, freedom and autonomy important, responsibility outcomes, engaging subject matter, teaching and researching opportunities, work content	Work Roles: Role ambiguity, task complexity, emotionally taxing, lack of control, lack/low autonomy, little empowerment, changing degrees of autonomy, questionable meaning, competence, self-determination, impact, nature of the work, work content, exam pressures, job characteristics and complexity, performance pressures, subject matter, uninteresting, job designation
Workload: Reasonable workload, sufficient rest opportunities	Workload: Too heavy, exam pressures, increased duties, work overload, limited preparation time, heavy paperwork obligations, long hours, time pressures

Factors that satisfy	Factors that detract from or dissatisfy
Employment Factors	Recognition and Progression
Professional Development and Training: Growth opportunities	Professional Development and Training: Limited/lacking opportunities, limited self-fulfilment opportunities, lack of opportunities to advance self/studies
Advancement and Promotion Opportunities	Advancement and Promotion Opportunities: Lack of opportunities for promotion, channels, lack of advancement opportunities, unfair evaluation systems, minimal incentives
Career	Career: Limited occupational opportunities, sabbatical opportunities, aspirations and concerns, inflexibility and transferability concerns
Goals: Achievement	Goals: Unachieved

Factors that satisfy	Factors that detract from or dissatisfy
Employment Factors	Employment Package
Working Conditions: Good environment and working conditions, safe campus, good facilities (e.g. institutional form), structure and set-up	Working Conditions: Physical conditions, welfare, large class sizes, teaching and research facilities, lack of amenities, resource reductions, shared offices/spaces, limited spaces, limited privacy, centrally managed climate
Job Security: Stable life	Job Security: Lack of security, lack of tenure
Remuneration: Salary, financial incentives, income	Remuneration: Salary, welfare, benefits (e.g. hours and holiday), type of pay (e.g. merit, performance), compensation, bonuses, incentives, allowances, inadequate rewards, lack of holidays

Factors that satisfy	Factors that detract from or dissatisfy
(External) Personal Considerations / Convenience	
Family: Content	Family: Spouse/children struggling to adapt, limited opportunities, provisions, work family life balance trade-offs, lack of family time, limited savings
Context: National level of development, local community and environment (e.g. rural vs. urban), supportive environment, travel opportunities	Context: Unfavourable comparisons with similar work elsewhere, challenging contexts, environment (e.g. rural vs. urban), unrealistic expectations, social issues, low social status, limited recognition, issues with stakeholders (e.g. parents), negative media coverage or portrayal, lack of trust, cross cultural challenges, educational social environment, centralized authority, limited autonomy, government initiatives (e.g. reforms implemented or not), professional status issues, marginalisation, isolation

Table 2: Satisfaction/Dissatisfaction Factors

3.7. Job Satisfaction / Dissatisfaction Conceptual Framework

Theoretical Debate: There has been considerable variation in terms of how best to measure job satisfaction (Chaaban and Du, 2017), with numerous means presented (Judge, Heller and Mount, 2002), and equally numerous variables considered (Spector, 1985). Chen (2010) suggests that a number of theories have been put forward, ranging from Schaffer's (1953) individual fulfilment beliefs, and

Herzberg's (1968) two factor motivation-hygiene stipulation, to Farrugia's (1986) three factor, intrinsic, extrinsic and interjacent concept and Evan's (1997a) reconceptualisation. There are other seminal works, such as Maslow's (1954) hierarchy of needs, as Feng (2008) and Kahn (2011) note, and Duggah and Ayaga (2014) draw attention to, as well as works such as Blau's (1964) social exchange theory which considers organisational and employee relationships. You, Kim and Lim (2015) drew on ecological systems theory to consider the classroom and the wider school, whereas Duggah and Ayaga (2014) paid attention to three more. The first is job characteristics theory which considers the impact that the core work features have; the second is equity theory which notes discrepancies between expectations and reality and how the gap is moderated, as well as acknowledging the importance placed on these features by the individual; while the final theory is affective event which, as Locke (1976) highlights, can be influenced by many features, and to varying degrees (Duggah and Ayaga, 2014). In reality they all bring attention to important job satisfaction considerations, but they simply present a restrictive lens through which to evaluate a much more dynamic and complex picture. In addition, there is significant variation in terms of how many sub-constructs of job satisfaction should be considered, because ultimately it is an aggregation of these which enables a holistic picture to be presented (Hackman and Oldman, 1980).

Constructural Debate: Although there is agreement that job satisfaction is what is being measured, there is considerable variation in terms of how many sub-constructs this encapsulates. Some have noted or drawn on three (Feng, 2008), others four (Jyoti, 2010), five (Naumann, 1993), six (Du, Lai and Lo, 2010; Razavipour and Yousefi, 2017), seven (You, Kim and Lim, 2015), eight (Al Harthy, 2005; Aldridge and Fraser, 2016) nine (Gligorovic et al., 2016), and even thirteen (Hackman and Oldman, 1980). Put simply, there is little consensus (Aldridge and Fraser, 2016). The variety of concepts has also been extensive. Some deal with personal interactions such as interpersonal relationships, students (quality), (relationships with) colleagues, co-workers, supervisors (and supervision), administrators, principals, school management, leaders, and the work and social environment. Others consider teaching and learning factors, namely the

educational system, organisation, professional reputation, operating procedures, nature of the job, teaching, autonomy, workload, intensity, administration, flexibility, and communication. Recognition and progression factors are also featured, including work achievement, recognition, opportunities for advancement, (opportunities for) promotion, and one's career (development). Finally, employment package factors feature in these studies, including pay, rewards, fringe benefits, remuneration, welfare, logistical services, security, (physical) working conditions, technical environment, teaching and research facilities and services, besides considering overall satisfaction. However, while these are factors to be considered when analysing the satisfaction concept, it does not include sub factors or individual items. The challenge here becomes clear with quantitative studies. Pennington (1995) drew on the Minnesota questionnaire and the job descriptive index questionnaire, Levin and Stokes (1989) used the short form of the Minnesota questionnaire which had twenty questions, whereas Song (2007) highlighted the considerable variation, with some studies utilising five factors and twenty six questions, others five factors and forty questions and some upwards of ten factors and fifty six questions. Clearly the instrument design will impact upon the results (Kissau et al., 2019), which says nothing of cultural scoring tendencies. Borrowing popular models from mainstream studies, such as Herzberg's (1959) or Spector's (1985), which was designed for (healthcare) human resource service organisations, is not without contention given field, sample, time and contextual differences.

Conceptual Framework Consideration One: Holliday (2007) notes how the conceptual framework helps to address ideology concerns in qualitative research and position the research in relation to their work. Jiang et al., (2019) suggest that not all frameworks can be applied to the Chinese context, and that earlier studies tended to over simplify or utilise outdated ideas. Ismail and El Nakkache (2014) suggest that the work of Freud (1940) and Skinner (1953) was somewhat pessimistic, while Maslow (1954) more optimistic and deterministic. Maslow (1954) suggested that needs were universal, and they can obviously motivate and satisfy or evoke negative states, while for Schaffer (1953) satisfaction deals with perceived needs fulfilment, although saying little of aspirations or wants. Therefore,

drawing on Kahn's (2011) conceptual framework work with a similar demographic group, albeit different research questions and from a different context, presents a challenge. In fairness, Herzberg's (1959) motivators and hygiene factors can be mapped on to Maslow's (1954) hierarchy of needs to some extent, with motivators aligning with higher order needs and hygiene factors with lower order needs, although Herzberg (1959) himself never did this, possibly because some extrinsic work factors can address multiple needs, with salary for example having the potential to satisfy basic needs along with some psychological ones (George and Mensah, 2010), or because it is too simplistic, as multiple needs operate in tandem and priorities vary with respect to these. It is also reasonable for Kahn (2011) to provide an external environmental consideration through drawing on Kaiser (1981), given her research focus. Others have drawn on Maslow (1954), such as Kwong, Wang and Clifton (2010) who considered intrinsic and extrinsic alongside tangible and intangible forces. Buckingham and Coffman (1999) and Dinham and Scott (2000) have drawn on the work of Herzberg (1959) and/or Herzberg, Mauser and Snyderman (1959). Yet Maslow's (1954) theory, despite being intuitively sensible to some extent, was not empirically tested or validated. Clearly, need fulfilment is important as it provides scope for additional theories such as discrepancy, value attainment, and equity with dispositional components acting as moderators (Brief, 1998). Also, altruistic intentions can fulfil psychological needs (Deci, Kasser and Ryan, 1997), intrinsic fulfilment can satisfy higher order needs (Alexander, 2008; Woolfolk Hoy, 2008), albeit with external conditions challenging these (Woolfolk Hoy, 2008), and providing a source of need fulfilment on their own. However, needs are just one motivational feature. There are many more. In Herzberg's (1959) study, the sample was very distinct, relatively small, localised and time bound, with replication studies not always providing complete support, as Du, Lai and Lo (2010) highlight, and has now fallen out of favour.

Conceptual Framework Consideration Two: Like Kahn (2011), Austin et al. (2014) considered expatriates, this time in the UAE rather than Oman. They drew on a conceptual framework proposed by Gappa, Austin and Trice (2007) and considered what they felt were essential elements of work which would impact upon satisfaction, motivation and commitment. These were collegiality, academic

freedom, flexibility, equity, institutional involvement and professional growth. They acknowledged the value of the work of Maslow (1954) and Herzberg (1959) in informing their work. Austin et al. (2014) argued that this framework was suitable in their context because higher education providers compete in an international environment and must adhere and conform to academic traditions which originated in the West, and so a framework which was also set in Western scholarly traditions was acceptable when global norms are informed by these. A quick glance at the literature review does however suggest that they may have overlooked a considerable number of possible elements, even if their selection of others has some merit for international staff.

Conceptual Framework: Given how there are merits in most theoretical and conceptual frameworks, and how these simply present a restrictive lens through which to consider the findings, this work has opted for a slightly broader and arguably more inclusive conceptual framework, as it was felt that doing so would enable more theories to be drawn upon as and when merited. See Figure 2. To achieve this, and given the significantly different approaches researchers have adopted, this study has designed a conceptual framework which encapsulates most work related areas of importance, as Kahn (2011) also identified. While it acknowledges the importance of altruistic and intrinsic elements, it has focused more exclusively on features distinct to workplaces, meaning that another important area, namely the non-work related environment, will feature when merited but not through design. This is because non-work related factors or noise, whether physical or virtual, inevitably influence individuals in work spaces, positively or negatively. The conceptual framework for this study also aligns with literature findings, drawing on recognised features.



Figure 2: Satisfaction/Dissatisfaction Conceptual Framework

3.8. Literature Summary

Having considered a wide range of literature on employment motivation and job satisfaction, it is apparent that a notable gap appears to exist with regard to expatriate language teachers, and more specifically those working and living within China at Sino-foreign institutions. To evaluate this demographic group within this specific context a very strong case exists to suggest that new conceptual frameworks are required in which to investigate firstly what motivates expatriate language teachers to move to a specific overseas institution, and secondly what satisfies them once there. Literature and experience suggest that a combination of employment and personal factors, coupled with convenience, is what ultimately lies behind a decision to move and, because of this, a three factor model is adopted by which to analyse the findings. With respect to job satisfaction, the lack of an appropriate context and time based conceptual framework presents a dilemma. Given the freedom researchers appear to have when considering this feature, a

new conceptual framework has been suggested and adopted with four job based constructs, namely personal interactions, teaching and learning job related features, recognition and progression and the employment package.

Chapter 4 – Research Methodology

After recapping the research questions and introducing the study framework, this section will discuss the research design, method and procedures. These will be followed by and highlight the ethical considerations, research challenges and study limitations.

4.1. Research Questions

While there is a general understanding of the sort of problems expatriate teachers encounter, the aim of this research project is to explore the factors which contribute to expatriate teachers' motivation, satisfaction and dissatisfaction at XJTLU. The research questions to guide this study are as follows:

- (1) What motivates expatriate English language teachers to work abroad?
- (2) To what extent, and in which areas, are expatriate English language teachers satisfied with their job?
- (3) To what extent, and in which areas, are expatriate English language teachers dissatisfied with their job?

4.2. Research Framework

Paradigmatic Position: Regarding myself as a pragmatist, according to the definitions provided by Dörnyei (2007), and Johnson and Onwuegbuzie (2004), I agree with Dewey's (1981) transactional realism, or constructivism, beliefs advocating that knowledge is an organism-environment construction and hence a common sense approach to research for education should be adopted (Biesta and Burbules, 2003). My belief is that a study's research design should be determined by the aims and questions which underpin it, with its associated methods selected on their relative merits and based on a best fit premise. The first reason for this is that the paradigmatic debate may be somewhat cyclical (Kuhn, 1962), and

overstated at times (Cherryholmes, 1992; Dörnyei, 2007), meaning it stifles and inhibits. This debate may also be unwarranted if Pring's (2000) suggestion that individuals and groups are acknowledged to exist in independent and (relatively) stable time bound social realities, shaped by historical and cultural influences (Creswell, 2009; Taylor, 1993) is accurate. It can be argued that aspects of all three major paradigms (the positivist, interpretive and critical) can be afforded inclusive scope this way and deemed to be of importance (Miles and Huberman, 1994). Each paradigmatic perspective can be seen to bear merit, through serving different interests. The second reason for adopting such a position is that, despite some researchers suggesting that alternative paradigms are incompatible (Guba, 1987; Smith, 1983a, 1983b), others disagree (Howe, 1988; Pring, 2000, 2004). This is unsurprising given how research questions can often be considered from a number of different but complimentary perspectives (Rossman and Wilson, 1985; Tashakkori and Creswell, 2007), which is why Johnson and Onwuegbuzie (2004), advocate mixing methods in certain cases. Indeed, this is an approach that has a number of structural possibilities depending on one's ontological and epistemological beliefs.

Ontological and Epistemological Position: Accepting that a paradigmatic perspective provides useful insights to readers, given the research aims, questions and context, this work adopts a relativist ontological position (Grix, 2010), with reality acknowledged to be an individual construct mediated by an individual's senses, suggesting that meaning does not exist independently of an individual. It is accepted that multiple realities can be deemed to exist (Crotty, 1998; Guba and Lincoln, 1994; Robertson, 2012), with there potentially being as many of these as there are people. Hence, it is acknowledged that the world as we understand and experience it is tied to our knowledge of it (Grix, 2010), with meaning constructed from interactions between people, the world of which they are a part and the objects situated within it (Crotty, 1998). These lived experiences of the participants are analysed through the subjectivist epistemological lens of social constructivism as purported by Vygotsky (1978), as reality is deemed to be a socially constructed phenomenon, in order to better understand the meaning created by the participants as individuals and also as group members of the expatriate and

institutional communities within a specific setting and at a given point in time. It is acknowledged that there are likely differences between the natural and social worlds since constructivism advocates a belief that reality is socially constructed, with the suggestion that knowledge and understanding are acquired through interactions and experiences with the world, with truth a negotiated consensus (Pring, 2000). As a result, the belief is that subjective personal interpretations should be explored in naturalistic settings where people are afforded the opportunity to express their meaning and demonstrate their knowledge with reference to their social environment. It also seeks to explore the perceptions, experiences and socially constructed realities.

4.3. Research Design

Exploratory Research: An exploratory research methodology is appropriate for this study given earlier methodological designs as it seeks to understand individual and group perspectives regarding a phenomenon (Cohen, Manion and Morrison, 2007), or general condition (Dörnyei, 2007), which in this instance means considering the employment motivation and job satisfaction of expatriate staff at XJTLU in the summer of 2019. Exploratory research is helpful in discovering and establishing factors and situations that affect individuals. These factors may provide a basis for further research, perhaps in the form of a narrative enquiry or quantitative replication style study. It is also a popular design approach in management studies and is favourable in the present study, given the rapidly changing context and the dearth of research in the area of expatriate teacher motivation and satisfaction in China, even more so with respect to interpretative studies. Thus it enables context relevant and time bound features to be identified, which are certainly important and currently unexplored. At a time when XJTLU and the ELC are grappling with the pressures of rapid growth the findings from this exploratory research are also intended to contribute towards informing the present leadership about the reality of staff perceptions through considering and better understanding the views of one demographic group, namely expatriates. Another reason why an exploratory, interpretative study is being adopted, beyond the need for more interpretative research in this area, is that such an approach helps to

bridge a gap concerning the lack of information available on the lives of individual teachers.

Exploratory Research Limitations: Potential limitations of adopting an exploratory research approach include quantitatively minded researchers highlighting as drawbacks the small sample sizes and inability to generalise (Dörnyei, 2007). Yates (2003) raises awareness of the potential to over read, and (Silverman, 2001) to misread accounts, while the researcher role and, possible lack of methodological rigour and scope to build theory which is neither too narrow or complex are additional concerns (Dörnyei, 2007), on top of time and labour intensive demands. In reply, I would note that qualitative research provides enhanced flexibility and dynamic capabilities (Jackson, 2020), along with its potential to make sense of complex situations broadening understanding (Dörnyei, 2007). This work is accepting of its potential limitations, and addresses these at various points. It also embraces the possibility for future follow-up work to be initiated based on the findings. Indeed, it could form a sequential step, as Creswell and Plano Clark (2006) advocate, in a longitudinal mixed methodological design which has merits paradigmatically (Johnson and Onwuegbuzie, 2004), typologically (Teddlie and Tashakkori, 2006) and practically (Mason, 2006). Such follow-up work would additionally offset some of the earlier potential limitations. Indeed, having been asked to conduct leadership training within the newly formed School of Languages, and to further understanding in the areas of recruitment and retention, additional research is already being undertaken which will build on, supplement and expand upon this exploratory study.

Interpretative Intentions: At this point it is worth noting that interpretative research lends itself well to exploratory inquiries which require sensitivity to individual meaning, a trait often lost when generalisations are sought (Samdahl, 1999). Interpretative research can also consider multiple viewpoints and provide a deep understanding of a phenomenon. It can have transferable qualities, and has the potential to change behaviours and beliefs (Richards, 2003). Qualitative data has a transformative capacity and may also be quantified as Tashakkori and Teddlie (1998) note. It is expected that the findings will provide significant

information about a context, situation and group that has not previously been explored sufficiently but which warrants investigation, given its current and growing importance. The work does not mean to exclude or dismiss the value of quantitative studies. After all, qualitative findings can be quantified and qualitative work may not be interpretive (Myers, 1997; Klein and Myers, 1999).

Researcher Role: As a relatively long term member of the group under investigation, and with a knowledge of the context in question, I have been able to interact with an insider's perspective and probe meanings that participants may have ascribed to naturally occurring situations in the research context. Miles and Huberman (1994) would likely suggest that I am a measurement device, given the background and cultural insider knowledge I have, but this also means that my unique position and experiences facilitate a more informed starting point. Dörnyei (2007) suggests that qualitative research should strive to view social phenomenon from the perspectives of insiders, and this project certainly seeks to do so through exploring what are likely to be intricate and interconnected facets, whilst also supporting a growing body of knowledge. The interplay between the professional and personal was also afforded scope, considering an ever evolving micro and macro context. In this exploratory research design, I was the only researcher, and as an interpretive one this was helpful as I took responsibility for the work from inception to conclusion, as Radnor (2001) suggests is an associated hallmark of such researchers.

4.4. Research Method

Case Studies: The intention was to adopt multiple exploratory case studies to better understand the lived experiences of the participants. As Dörnyei (2007) notes, case studies are a way to gather and manage data, make connections and potentially theorise about a unitary characteristic, in this instance either motivation and/or satisfaction. This approach can provide a deepened undertaking of the phenomenon through analysing multiple individual cases as, when done well as Duff (2007) advocates, it can ensure a high degree of completeness, depth analysis and readability. Stake (2000) suggests that case studies, especially

multiple case studies, can be either of intrinsic interest, instrumental design, such as considering a problem, or collective in nature enabling theorising. Multiple individual case studies also enable a more comprehensive and somewhat subtle understanding of the particularities and complexities of each case (Stake, 1995) as well as provide more general insights, facilitating a deeper understanding of the research questions and broader issues. In this research project there are individual and group cases to consider within a specific area of an individual institutional setting.

Semi-Structured Interviews: Semi-structured interviews are useful and insightful as they help to understand the perspective of the interviewee, while also retaining a focus. They lend themselves to studies with broad research questions and to taking place in natural settings when subject manipulation is not sought or desired. This is supported by Dewey (1981) who notes that human beings can be best understood in relation to their environment. They also support studies in which individual perspectives are being elicited and understanding sought, facilitating thick and rich descriptions to be gathered. In light of considerations such as this, individual, one-to-one, face-to-face semi-structured interviews conducted in and around the university meant that a uniquely sensitive, yet powerful method for capturing lived experiences perceptions and meaning in participants' everyday world was utilised, the value of which Kvale (2007) acknowledges. As in naturalistic research, semi-structured interviews are flexible and allow alternative themes to emerge which participants may wish to share (Kvale, 2007), or insights that catch the researcher's attention and warrant further probing. In an attempt to understand participants' constructed realities questions should enable participants to tell their stories in their own way, so that a truer in-depth understanding can be garnered by considering the substance of the meanings through rich data. Qualitative interviews are among the preferred approaches researchers adopt when exploring the interaction of individuals and the associated perceived meanings. Adopting qualitative methods, such as in-depth individual case studies, also facilitates better understanding and experience of the world from the participants' point of view (Kvale, 2007), and can be used prior to alternative exploratory research forms. Not only are in-depth interviews a popular research tool, but they are appropriate in

this instance and provide a window into the participant's world and reality (Silverman, 2011), providing a popular and effective way to assess a person's perceptions, meanings and reality constructions (Punch, 2009). Kahn (2011) goes even further to suggest that it is one of the most powerful ways we have of understanding others.

The Semi-Structured Interview Guide: This served as a means to collect useful and important information and ensure that the ideas and thoughts of expatriate staff were adequately explored. It is an approach that researchers such as Merriam (1988) suggest compares well with other data collection techniques, as the data obtained through this approach can be increasingly valid given how interviewers are able to probe and ask follow up questions and check understanding during the interview process. It is also a flexible instrument (Kvale, 2007). In this instance the focus was on better understanding the concepts of motivation and satisfaction and their related negative states in a specific context. The shared experience I had with the participants enabled me to ensure that the research and interview questions, along with associated interview prompts, were context and topic appropriate. This level of knowledge also allowed me to evaluate if an existing instrument, such as Kahn's (2011), from her research exploring the factors affecting the motivation (and, to a lesser extent, satisfaction) of expatriate EFL in Oman, might be of use and adopted, albeit with some modifications being made. A carefully considered interview guide should better enable interviewees to trust the interviewer, as Silverman (2011) highlights is important. Because of considerations such as these the findings could be expected to provide thicker descriptions (Kahn, 2011). In light of the adopted interpretative phenomenological analytical approach utilised for data analysis it was also important to focus initially on each interview as an individual case. This meant that a relatively small number of qualitative interviews was appropriate (Rapley, 2011). The ability of the interviews to provide rich data also ensured that a coherent picture of the phenomenon being explored could be provided, especially if interviews continued until a point of saturation was being reached.

Qualitative Study Value: Further support for the appropriateness of qualitative work comes from Dörnyei (2007) who notes that it is an effective way to explore under researched areas, and gain novel understandings of well researched ones (Strauss and Corbin, 1998). Clearly, on some levels, motivation and satisfaction are well researched, but in others, as already demonstrated, much less so, highlighting why this work is of dual value. Qualitative work and methods can also capture rich complex details (Dörnyei, 2007), intricate ones (Strauss and Corbin, 1998), such as thoughts and feelings, and provide alternative ways in which to learn about the more elusive nature of concepts and phenomena when flexibility and rich data are important. According to Cassel and Symon (2006), qualitative methods are flexible in the sense that they enable new respondents to be included as ideas emerge, hypotheses to be formed and altered throughout the research process and the direction of the study to change as appropriate, while other sources can also be combined with the original sources in order to further and enhance interpretations. Beyond this, qualitative works helps readers to form a more holistic understanding of concepts or phenomena, which is especially helpful when they are complex and dynamic, which motivation and satisfaction are as constructs. In this respect such studies also enable experiences and behaviours and relevant contextual factors to be better understood. Johnson (1992) suggests case studies are ideal as a method given such considerations, and Duff (2007) notes that qualitative research enriches the repertoire of possible human behaviour interpretations, with Dörnyei (2007) adding that the rich data gathered from participants can add to a more in-depth analysis of a phenomenon.

4.5. Research Procedures

Research Site: There are a number of reasons why XJTLU was selected as the research context. Firstly, working here since 2011 meant convenient access to the site and participants. Secondly, the LC employed 134 expatriate staff out of a total teaching head count of 211 in 2018 (XJTLU, 2018b), which meant that a wide array of voices could be heard and experiences discussed. Obviously, I share a connection and sense of belonging with many of the participants and can empathise with them on a number of work and life related experiences. It was also

the case that the context provided the impetus and support to conduct the current study, and the context provided a number of benefits mentioned by Punch (2009). The first was convenience. I had site access, with gate keeper approval provided by a previous Head of Department (HoD), and the institution itself, via the Ethics sub-committee. The second feature was relevance as Punch (2009) drew attention to, with this work potentially being of value to the Centre, University and also the language teaching and expatriate communities, given the relative dearth of research within these areas.

Participant Selection: This study was purposive in selection as it sought to explore in-depth a phenomenon rather than generalise findings to a larger target population (Creswell, 2009). Participants were selected on the premise or understanding that they could provide insights which would help to explore the concepts of expatriate teacher motivation and satisfaction. Expatriate teachers, as noted earlier, are citizens of a different country from the one in which they are teaching (Johnson, 1999); in this instance, China. This demographic was selected as expatriates in China, unlike Chinese nationals, often have increased international employment mobility and social flexibility. On this premise both longer term and relatively newer staff were of interest given the scope and speed of changes taking place at the institution and within the given micro and macro context. The broad range also promised to provide a more complete and holistic understanding ensuring a better picture was captured, while being an area deserving of attention both internally with merit and more widely, given the evolving educational market place, continued growing importance of China and lack of research within this area. Staff who had left and returned, held positions of responsibility and/or had been frustrated in their endeavours were all of potential interest. The fact that a diverse range of demographic backgrounds was represented was also seen as a plus. In total 13 male and 7 female staff participated. The staff came from a diverse range of localities including Europe, North America and Oceania. 19 of the teachers held masters level qualifications, while all 20 had undergone various forms of pedagogical training. The number of years' experience at XJTLU varied between 1 and 12, while the number of years in China went up to 16. See Table 3. In short, according to Clayton's (1989)

stipulations that real teachers should be appropriately qualified, trained, experienced and committed, a very strong case can be made in this respect. Of course, as Ding (2008) rightly mentions, selected interviewees may not always provide the feedback one may have anticipated, which is why definitive standards were not set and a common sense systematic approach was adopted. The first participants were approached on a purposive premise because of the rich and deep knowledge and stories they were likely to possess. Convenience was also factored in. This is reasonable as potentially all cases can be of interest prior to a study beginning (Stake, 2000). Snowball sampling was also considered in cases where emerging themes or personal references suggested certain individuals might be able to provide valuable insights about certain phenomena based on their respective experiences. As Mullock (2009) alluded to, studies can be adversely influenced by high attrition rates, and the eventuality was planned for, although it was not experienced.

Pseudonym	Age	Years in China	Years at XJTLU
Summer	30 - 39	1	1
Dan	30 - 39	8	1
Mark	50 - 59	1	1
Will	30 - 39	7	2
Kurt	30 - 39	5	2
David	40 - 49	4	2

Pseudonym	Age	Years in China	Years at XJTLU
Ross	40 - 49	3	3
John	50 - 59	3	3
George	30 - 39	6	6
Vivian	50 - 59	6	6
Lance	50 - 59	7	6
Shane	40 - 49	11	6

Pseudonym	Age	Years in China	Years at XJTLU
Paul	50 - 59	8	8
Laura	50 - 59	14	8
Sarah	50 - 59	16	9
James	40 - 49	15	11
Rachael	40 - 49	12	12

Pseudonym	Age	Years in China	Years at XJTLU
Emma	30 - 39	13	6
Michael	40 - 49	14	7
Kate	50 - 59	10	8

Table 3: Study Participants

Instrument Development: The semi-structured interview guide was devised through a combination of a systematic review of the literature in the fields of motivation and satisfaction, drawing on the pool of questions devised by Kahn (2011) for a likeminded topic study, consultations and discussions with researchers and teachers and the pilot study findings (See Appendix 5). In total the interview schedule consisted of 14 questions, with most questions also having prompts when further details might be delved into and additional data elicited. The interview was at its simplest designed to consist of three parts, with an opening, main body and closing section. The opening began with a simple set of questions to help ensure that interviewees were at ease and better facilitate participation. Some demographic questions, such as age and qualifications, were considered later on, in case they made the respondents feel uncomfortable. They were however important considerations because they could influence the motivation and satisfaction of staff. Because of this, biographical information was later noted, as most was well known and openly accessible. Despite first hand experiences in all areas the questions covered I tried to remain open minded and non-judgmental,

ensuring questions were genuine and not leading the discussion. The main aim was to explore each participant's perspectives and experiences of certain areas in a useful and positive manner (Shoab, 2004), with the potential to learn and garner additional subject interest also possible. The final part of the interview provided a last opportunity to add additional points not covered, prior to thanks being conveyed. The overriding purpose of this guide was to remind myself that certain topics and sub topics needed exploration. However, the order and timings were not too rigid by any means, and could be adapted to fit the flow of the interview and preferences and perceived mood of the interviewees. Some questions encouraged clarification and others sought additional relevant insights. Established advice was also drawn upon as recommended (Bell, 2005; Robson, 2002), leading questions were avoided (Kvale, 1996), the format carefully considered (Lichtman, 2006), questioning strategies consulted (Bryman, 2004), and answer co-construction and the interactional context given all due diligence (Mann, 2010). Validity checks were sought through consultations, with the pilot interviews providing a means by which to further enhance and improve the focus and flow of the interview guide. Prompts were also utilised when necessary to ensure the focus was retained.

Pilot Interviews: Prior to conducting the full interviews a series of pilot interviews was run. The pilot interviews were conducted with 4 teachers from different demographic backgrounds, but largely convenience driven based on availability. The pilot interviews lasted for between 30 minutes and 45 minutes. After their completion the findings were summarised. These summaries helped to reflect on the interview questions and their appropriateness. The benefit of conducting the pilot interviews was that they ensured question quality could be gauged, with some questions being reframed or repositioned, while others had additional prompts added. Some additional question modifications surrounded the question wording, clarity, order and organisation. The pilot interviews also provided useful practice in terms of interview skills and enabled me to consider how to pitch some questions, when to potentially ask appropriate follow up questions, and to consider how different mannerisms and questions may be perceived and, in general, to reflect on the subtleties of interviewing and how to ensure barriers were removed, comfort

was ensured and candid discussions held. The benefit of this enhanced rapport would likely be richer data and increased trustworthiness (Sahakyan, Lamb and Chambers, 2018), while helping to ensure a smoother transition from general to specific questions and better overall flow of the discussion. Additionally, these pilot interviews provided a good opportunity to reflect on the ethical obligations and necessities of this project which are stringent and lengthy. Each pilot interview provided a good learning opportunity with the whole process proving to be beneficial.

Interview Data Collection: The actual interviews were projected to last between 30 to 60 minutes. In reality, the shortest was 20 minutes and the longest was 163 minutes; however, most were between 30 and 60 minutes. See Table 4 below:

Summer	Dan	Mark	Will	Kurt	David	Ross	John	George	Vivian
20:46	32:58	27:36	49:17	1:00:06	36:36	1:04:02	41:56	52:59	2:43:53
Lance	Shane	Paul	Laura	Sarah	James	Rachael	Emma	Michael	Kate
41:36	42:47	50:32	43:34	1:24:16	1:37:59	1:26:09	1:00:46	47:22	45:47

Table 4: Interview Recording Lengths

Interviews were conducted on the premise that the participants had given permission for the discussions to be audio recorded and, in total, 20 interviews were conducted. The decision about how many interviews to conduct was determined on the premise that they would go on until a point of saturation began to emerge and sufficient data had been collected to analyse the issue. Initially it was felt that between 12-16 interviews should provide this limit, but the additional four better ensured this and also provided a failsafe should anyone wish to later withdraw. The reason why interviews were audio recorded was twofold. The first was that it meant that a record existed which could be checked later on in terms of content accuracy. The second was that it meant note taking during the interview was not an absolute necessity. As such, this was avoided so that eye contact could be made and maintained, and responses better focused on, with questioning also given additional due diligence. For teachers who might not wish to be audio

recorded the opportunity to respond to the questions in writing was considered so as to ensure every possible means of collecting potentially insightful and informative data was covered even if it potentially meant certain compromises had to be made. Fortunately, this did not occur. All the interviews were conducted over a comparatively compact period of 3 weeks due to receiving ethical approval a month later than anticipated because of unforeseeable and unbeknown IT issues. To ensure that participants were comfortable, the exact location was determined by the interviewees and varied between open seating spaces, offices, meeting rooms and quiet coffee shops. In short, individual preferences were considered and catered to and interviews lasted as long as the participants felt they had points they wanted to discuss with respect to the questions at hand. Of course, in addition to this I tried to remain a silent observer as far as possible, listening to the stories which emerged. When they had said all that they wished and the interview discussion had run its natural course the interviews were concluded. Although the interviews only happened once there was a multi-phase dimension to the data collection process as communication channels were intentionally kept open. This was because post interview exchanges provided the opportunity for additional points to be heard that respondents, on reflection, wished to raise. It also enabled data checking to take place if required.

Interview Transcriptions: Although there were no hard and fast boundaries set in terms of when to transcribe after data collection, I tried to do so as soon as possible. Starting early is believed to be a positive feature that enhances understanding (Ding, 2008). Miles and Huberman (1994) also encourage early writing and persisting with this. It was also my belief that transcribing as early as possible would support efficient data collection and analysis, given time considerations and opportunities. However, because of conflicting time pressures during the three-week data collection window, and a two-week conference trip to New Zealand immediately after this, transcription did not really begin in earnest until five weeks after the first interview had been conducted (See Appendix 6 for a sample interview transcription). That said, interview profiles and post interview notes were produced so that points which stood out or might of relevance were not forgotten in the intervening period. These were designed to complement the

transcriptions and were often produced immediately after the interviews had been concluded. It was also anticipated that some comments from the interviews might necessitate comment validation checks, and achieving this while the interview was still fresh in the participant's mind was likely to be advantageous. This process of checking also enhances authenticity and provides an opportunity to interact with participants who may well have additional points they would like to raise or clarify. Post interview reflections and notes however did not highlight any concerns, and neither did later transcriptions. The transcription process is acknowledged to be a good opportunity to acquire additional ideas and informed data, and despite being potentially laborious at times, I found it useful to conduct the transcriptions slightly later than immediately afterwards. This is because on second and third hearing I picked up on additional things I had missed at the time. The transcription process was also informative because it became evident that within the clear structure of the interview guide themes and potential codes were emerging. For reasons such as these, and also due to noticeable errors with voice recognition software on the Apple system which I utilised when transcribing I opted against transcription software such as Otter and NVivo. Having seen examples of the errors Otter made, even if NVivo's claim of 90% accuracy was reliable (Qualitative Software Research (QSR) International, 2019), I felt the process of doing the work myself would be more informative and potentially enlightening, as well as accurate. Having moved away from listening and typing to playing a segment of text and then repeating this slowly and clearly to the Apple computer to type and then manually correcting any errors my own experience persuaded me of the importance of manual transcription. Ultimately, all of the interviews were fully transcribed, with the main ideas also summarised. The transcription process thus provided a sense of progress, anticipation and genuine interest as thoughts and understanding constantly grew. As Ding (2008) notes, it can be an enjoyable, inspiring and rewarding process despite involving listening to each interview several times and segments within interviews equally as often. Although laborious I did indeed find the process rewarding and valuable.

Data Familiarisation: Robson (1993) suggests that there is no prescriptive formula when it comes to analysing qualitative data, and that there is a degree of

freedom based on the research questions and the researcher's understanding of the research subject. According to Richards (2003), qualitative data analysis is not a discreet stage or process, but rather something that occurs in one form or another throughout the research process, and that is certainly the case in this instance. To guide the data analysis, 'verstehen' (the German term for 'understanding') a sociological concept developed by Weber (1947), was adopted, as it often is in qualitative research studies. This concept advocates interpreting meaning and human behaviour, and suggests that the choices and motives governing actions originate from a deep understanding and subjective interpretation of reality (Kahn, 2011), which this researcher possesses, given the context, his service time at the institution and knowledge of the field. It is usually illustrated and analysed through considering utterances and words in a given situation, as this can aid understanding through considering the participants' rather than researcher's perspective. In what was an exploratory study of a particular group, and some subsets of this, it was important to consider the participants both as individuals and more holistically as members of distinct demographic groups, as well a part of the wider expatriate group. Reading the data, or transcripts, several times carefully with regard to the research questions was important in this respect as it enabled me to become more familiar with the responses. This information familiarisation point is the first of six steps advocated by Caulfield (2019).

Data Coding: Caulfield's (2019) second feature is coding. The purpose of coding is to break aspects into logical and manageable parts and then label these. Dörnyei (2007) suggests that coding is a two tier process. First there is the stage in which initial codes are set. This tends to occur during the transcription process with notes being placed in margins, in this instance in pen, and at the start of passages where interesting but perhaps not directly relevant points are found that are recorded so as not to be overlooked. Memos, one of a number of additional analytic tools (Miles and Huberman, 1994), provided a useful supplementary benefit in guiding the researcher (Bryman, 2004; Strauss and Corbin, 1998; Robson, 1993). They help record thoughts, prompt follow-up tasks and also consider alternative angles for analysis (Ding, 2008). For this project, memos were sometimes supported with

extracts from the respondents to exemplify views and perspectives and enhance interview profiles (Seidman, 1998). Quotes are also an effective way to organise ideas and keep one on track of the outcomes at selected points in the interviews (Ding, 2008). Participants' words may be used for the labelling process rather than through generating new names (Ding, 2008). The coding process is also a stage when important issues and concepts may be highlighted. See Figure 3.

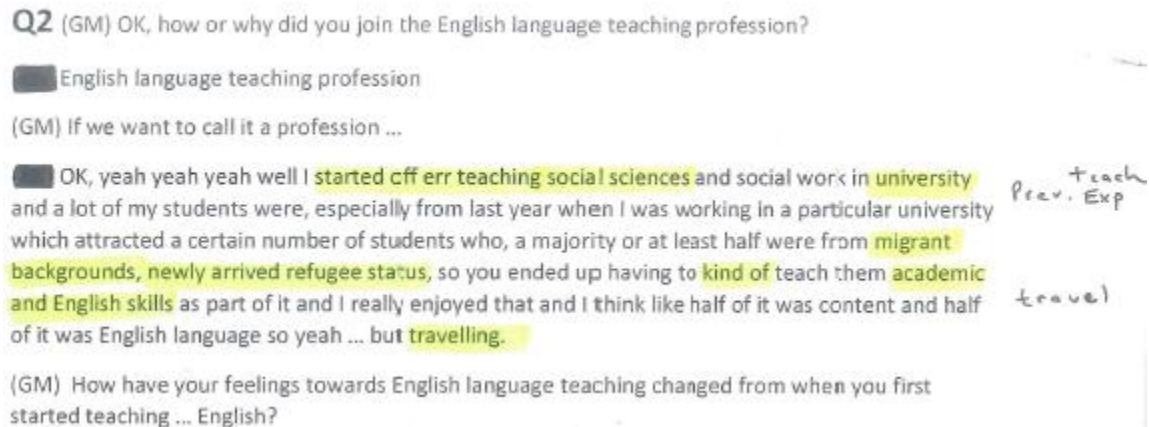


Figure 3: Data Coding

Miles and Huberman (1994) highlight how both deductive and inductive approaches can be utilised, although this can be contentious (Dörnyei, 2007). Sahakyan, Lamb and Chambers (2018) also advocate how a combination of inductive (emerging from the data), and deductive (influenced by external elements such as theory), approaches can be utilised. Because data can be rich and thick, and not necessarily neat, inductive coding proves useful (Patton, 1990), and often that which is axial in nature occurs until saturation is reached. Although software such as NVivo was considered, as it can help organise data and manage the coding process, it was ultimately felt that utilising software would not add any great analytical value beyond that which the researcher could do manually (University of Oxford, 2013), and that the time taken to learn the system might be better spent elsewhere, given its reliance on user input, its potential to limit analytic frames, run slowly and crash, along with the fact it is very time consuming to learn and potentially use. The second stage identified by Dörnyei (2007) is second level coding when ideas start to transcend individual interview scripts, patterns take shape between scripts and accounts are noticed as themes emerge across the

dataset. In this instance, to facilitate easier and more reliable patterns to be noticed and links made, a data display was utilised to enhance conceptualisation as Miles and Huberman (1994) advocate. These visual representations helped me to gain a more holistic understanding and identify emerging patterns. This was the research point akin to a good detective story: the point where the pieces slowly begin to take shape and fall into place. See Appendix 7.

It is also where horizontal coding was enlightening, as themes reflected across the interviews became more apparent (Kahn, 2011). Note taking, sometimes in the form of memos also helped support the conceptual, and move beyond the descriptive and empirical (Punch, 2009), assisting with analytical decisions and helping to bring ideas together better (Kahn, 2011). Dörnyei (2007) draws attention to organising thematic templates with pre-set rather than emergent codes adopted. This is described by Crabtree and Miller (1999), and is useful if enough background information and knowledge on a topic is available or known, which it was in this case. However, despite literature and background knowledge providing an idea of the themes and sub themes likely to emerge from the data, in this instance, along with the interview guide focus, I coded based on the data itself in the first instance. The fact that the data subsequently aligned with anticipatable themes, such as personal interactions, teaching and learning, recognition and progression, and the employment package in the case of satisfaction and dissatisfaction was unsurprising. However, the data itself supported any deductive predictions, and this arose through a process of inductive analysis and coding. Background knowledge also helped to ensure a more focused and time efficient process (Miles and Huberman, 1994).

Data Themes: The research questions, interview schedule and literature deduced conceptual frameworks provided a possible deductive thematic / sub thematic analytical template for the data analysis. However, the participant responses were initially analysed inductively, as Patton (1990) advocates. Elaborating further, beyond adopting an inductive interpretative phenomenological analytical approach (Smith and Osborn, 2008), at least initially, meant that each interview transcript was studied independently for content, guided by the main aims of the research,

but driven very much by the individual's interpretation and meaning of experiences. Careful content analysis of the interview transcripts also led to an understanding of what participants actually meant, enabling an extrapolation of relevant data which could be clustered and ordered through data driven appropriately aligned broader themes. For more details on this see Appendix 8 and 9. The insider knowledge and understandings I had both within the Centre and across the University ensured I was well placed to understand statements and feelings the participants expressed, along with the trusting ethically bound relationships which existed. This process of theme generation and reviewing are the third and fourth stages of analysis identified by Caulfield (2019), followed by subsequent naming and writing up.

Data Quality Assurances: With interpretative research it is also important to consider the quality criteria components as Lazaraton (2003) notes. Striving for analytical objectivity and seeking to establish validity may be of dubious merit when a foundationalist base to knowledge is being rejected. This is because, if reality is subjective, researchers are likely to understand and interpret phenomena differently from participants (Rolfe, 2006), which is why this research seeks to present participants' understanding. It is also acknowledged that some may query internal validity checks as they are built on the assumption that an underlying reality can be converged upon, objective rather than subjective (Angen, 2000), which is why transferability in a general sense is not sought or deemed possible. Ritchie and Lewis (2003) and Cohen, Manion and Morrison (2007) note the importance of validity and reliability, but these take on a different meaning in interpretative or naturalistic research. Holliday (2010) suggests that in postmodern qualitative work, submission, emergence and personal knowledge are alternatives to validity per se, and these are potentially realisable through providing thick descriptions (Geertz, 1973), and accepting that everything may be potentially telling. This is because it better ensures that the presented account accurately represents the social phenomena it relates to (Hammersley, 1990). To further enhance the trustworthiness, or validity, of this study under this premise it is also important to acknowledge that information and knowledge come from observations and experiences in the research context with other participants, but that this does

not prejudice the findings because the voices which are heard are the participants rather than my own. This attempted objectivity should enhance the confirmability of the work by ensuring that research participant statements are relied upon. While fully acknowledging my participant observer role, certain matters were also probed in an unprejudiced, and impartial manner as Dörnyei (2007) advocates. Nevertheless, it is important to acknowledge that personal value beliefs and biases may be unavoidable even if not consciously acknowledged and guarded against as transcription coding, analysis and theorising is primarily conducted by a sole researcher. For this reason, both positive and negative comments are presented, and in equal measure when warranted, and interview transcripts in anonymised form are available for scrutiny. This is evidenced in the Chapter 5 and Appendix 9. Lincoln and Guba (1985) suggest that validity or trustworthiness encapsulates credibility (or truth), transferability (or internal and external validity), dependability (or consistency/reliability), and confirmability (which is objectivity/neutrality). Credibility can be enhanced through member checking as Cohen, Manion and Morrison (2011) and Lincoln and Guba (1985) suggest, as well as through long term field engagement, the latter of which was apparent. Careful interview design, piloting and administration and analysis helped, with the adoption of emailing extracts of interviews for respondent validation, addition and interpretation checking a backup option if necessary (Cohen, Manion and Morrison, 2000; Lincoln and Guba, 1985). In this instance, since all uncertainties were addressed and clarified in real time participants did not need to be sent extracts for validation purposes. Transferability is the notion that the data can be of use to or resonate with others, and be facilitated through more detailed participant and setting descriptions, something this study strove for. Generalisations, another facet often associated with transferability, were not possible or considered. In fact, the key consideration was to obtain insightful and enlightening data, as Dörnyei (2007) advocates, in order to better present the subjective reality of the participants, which should result in a better understanding of the wider case under consideration. Gauging dependability and confirmability involves considering the rigour of the design, data collection methods and data analysis, and hence requires elaboration (Richards, 2003). Dependability (or reliability) is simply the degree of consistency, for example involving instances in which points are ascribed to the cause or

assigned to the same category or theme either by the same observer or different ones on different occasions (Hammersley, 1992). In this instance, with no risk of different individuals ascribing different codes, and also utilising a combination of inductive analysis within a broader deductive framework, this study should be reasonably dependable.

4.6. Ethical Considerations

Participant Considerations: This research project adheres to stringent ethical obligations. Firstly, it has had the project's scope, participants, instrument and ethical dimensions approved by the University of Exeter's Graduate School of Education and College of Social Sciences and International Studies Ethics Committee, as well as Xi'an Jiao Tong-Liverpool University's Research Ethics Sub Committee. The relevant ethics applications and associated information sheets and consent forms are located within Appendices 1 to 4. This study was also informed by British Educational Research Association's (2018) stipulations and the Data Protection Act (2018), the General Data Protection Regulation (2016), as well as European Educational Research Association (2015) and American Educational Research Association (2015) guidelines. To elaborate on some of the specifics, as all of the research participants are colleagues of mine, interactions from the first interaction to the last, were professional, friendly and also expectedly somewhat informal. This was aided by the fact that I did not hold any position of authority or power during the data collection period, and had not done so for a couple of years. Nevertheless, I could relate to managers, having served on the CMT previously so there were no felt power imbalances either way. The ethical obligations concerning confidentiality and anonymity were also clearly communicated and participants were made explicitly aware that individual pseudonyms would be adopted and excerpts carefully selected to safeguard individuals. Colleagues were also assured that their identity and information would be anonymous and confidential at all times, and only used for the purpose of this study. This was an important assurance as it was to be expected that some participants would likely hold views that could be perceived as negative towards certain individuals, the Centre and/or the Institution. Because of this it was made clear that the information shared by

them would not harm them in anyway or detrimentally affect any future career as far as possible. Indeed, with some figures having now also departed from the end of 2019 the risks are further mitigated.

Record Keeping Security: Participants were informed prior to the interviews that these would be audio recorded and they provided prior consent to the audio file being securely locked away in password protected files on a home computer. The transcribed interviews, associated data and the analysis of the findings were similarly securely stored in password protected files and on a password protected computer. Participants were also informed that they had the right to withdraw from the research at any time and request the information about them which had been collected in line with the ethical obligations outlined to both institutions. All of the research participants completed University of Exeter and XJTLU consent forms, and samples of these and the initial email sent to participants have been included in the appendix along with the institutional ethical approval forms.

Institutional Considerations: XJTLU has been identified because of the ease with which this research context could be identified through a name search of the author, along with a concern that attempting to mask the institution's identity would detrimentally affect the background contextual information, and potentially devalue some of the findings were the institution deliberately anonymised and an attempt made to keep the identity confidential. Additional justifications for being more open result from having been granted ethical clearance and having presented on this topic with senior institutional figures at times in attendance, with no concerns ever mentioned and funding approved for such endeavours. It is also apparent that the ethical concerns Miles and Huberman (1994) identify have been considered and addressed where appropriate and as far as possible. Another concern outlined by Grix (2010) centred around ensuring participant anonymity. Clearly thick and rich descriptions are advantageous as they avoid toning down contextualisation and enhance a studies transferable value. However, with ethical obligations equally prominent, this study was prepared to highlight valuable insights in summary form if needed, or even omit these if anonymity could be compromised. With the Centre's employees also exceeding 200 at present it was also felt that an

additional level of individual safeguarding was in place, given how many people could have potentially participated in this project, further minimising identification risk factors, especially once departures were also factored in. This research was also deemed to be low risk, the lowest risk categorisation. Thus it was felt that appropriate safeguards were in place. These included covering and concerning informed consent, privacy, confidentiality and anonymity, reducing risks and the potential for harm, weighing up the participation benefits and costs, being honest and trustworthy. Ensuring research intervention and advocacy, integrity and quality, guarding against misuse of results and, finally, protecting data ownership meant that this research project had covered all the key bases.

4.7. Challenges

Interview Recording Willingness: There are a few notable concerns that were considered for this study. The first was whether participants would be willing to have their interviews audio recorded, especially if they wished to express what might be perceived as more critical views. Others might simply be interview shy. It should be acknowledged that taped recordings can also lead to more guarded responses. For instances such as these, rather than looking to recruit alternative participants, Kahn's (2011) advice was considered, regarding the possibility of providing interviewees who would like to participate but who might not be willing to be audio recorded with the option of providing written feedback to the questions and the potential for additional dialogues to take place electronically through e-mail. This approach better ensures equality in terms of participation opportunities, with further interactions also being options through a well utilised, context appropriate, communication medium. It also means that the same end results are achievable through different initial but likely complimentary means. In this instance, none of the participants was unwilling to be audio recorded. They were also happy with the ethical principles in place acting as appropriate safeguards.

Interview Recording Timeframe: Because of IT issues the University of Exeter did not initially receive my updated and revised ethics documents, meaning there was a distinct possibility that I might have had to reschedule all of the interviews.

This became apparent a month after the e-mail had been sent, when, having consulted my tutor, a follow-up e-mail highlighted as much. Potentially this could have derailed the projected study timeframe as any significant delays would have meant data collection would probably have had to be delayed for an additional two to three months over the summer. Other possible timeframe based challenges in this respect that might have arisen included considering what would happen if participants agreed to share their experiences and views but later deciding against doing so. This could have necessitated contacting additional staff members if participant numbers had been low. There was also the possibility that some participants might decide that they wished to withdraw from the study later on, which is partially why twenty interviews were conducted rather than the anticipated twelve to sixteen, to guard against such an eventuality. Fortunately, this possible problem did not come to pass.

Interview Answer Frankness: The possibility that some participants might provide incomplete explanations for a variety of reasons, such as a desire to avoid disclosing feelings on topics they felt sensitive about, or as a result of a lack of knowledge, a result of ideology influencing their understanding, or individual perceptions trumping objective evaluations (Evans, 1997b), was considered. It is also accepted that true objectivity is unlikely given the role of memories, emotions, conditioning influencing expectations and perceptions (McRaney, 2012). Ultimately, accuracy depends upon the participants (Creswell, 2009), and there are many factors which can influence how questions are answered (Kwong, Wang and Clifton, 2010). This concern re-emphasised an acceptance that it is near impossible for the researcher not to be a participant in the social world under investigation, irrespective of how detached or objective one attempts to be, because in some respects and circumstances there is a need and/or value to be had from participating in it. Here an insider status, albeit whilst simultaneously trying to maintain a detached and, as far as possible, objective status might be advantageous. Consequently, it was deemed to be very important that with this piece of interpretive research, personal beliefs and subjective interpretations did not misrepresent participants' views (Silverman, 2001). Here it is relevant to note that questions surround what, if any, action a researcher should take if morally

questionable and legally actionable evidence unintentionally arises (Howe and Moses, 1999). Fortunately, in this instance nothing not already known arose.

4.8. Summary

This research study focuses on the lived work related experiences of the participants who took part in it, focusing on the areas of employment motivation and job satisfaction. It is also guided by a desire to achieve a more holistic understanding of the context, as it is perceived by the individuals who are a part of the expatriate group and community of teachers at the research site. The research project is an exploratory study with a small group of participants who are experienced within the field and also have experience of the associated context. In-depth interviews were utilised and conducted to better understand the socially constructed reality of the participants, along with the meaning they draw from their respective interactions with others and the different situations they encounter within the research context. This study does not intend to make any generalisations from the findings, and nor can it, although the findings may resonate with or be of interest to others at other institutions or within different contexts.

Chapter 5 - Results

In this section the factors which motivate, satisfy and dissatisfy staff will be considered. Features which motivate staff to apply and move to XJTLU's ELC include employment factors, personal considerations and convenience. Factors which then either satisfy or dissatisfy staff can be clustered under personal interactions, teaching and learning elements, recognition and progression, along with the employment package.

5.1. Motivation

There are many influential factors which lead educators overseas, to China and more specifically to XJTLU, as Figure 4 and Appendix 8 illustrates. Figure 4 also differentiates between push and pull factors, with the latter in blue. Firstly, the institution may have represented a step up or provided a good option when previous employment situations deteriorated. The fact that remuneration was competitive and alternatives limited enhanced the appeal, as did previous work experiences and the teaching opportunities on offer. The second major factor was personal considerations. This included friends and family supporting or proving the impetus for the move, particularly if a partner was Chinese and had extended family to consider. The quality of life a city such as Suzhou provides for residents, compared to the alternatives, motivated some, as did changing domestic circumstances, such as separations. The final major factor influencing moves to XJTLU was convenience. Here the main forces were being based within China already and the amenities Suzhou and its surrounding locality offered in terms of attractive facilities and services, ease of access and cost of living. Additionally, chance advertisements generating awareness, prior knowledge, and recommendations from colleagues or former colleagues proved influential, as did the fact that XJTLU had a straightforward application process.

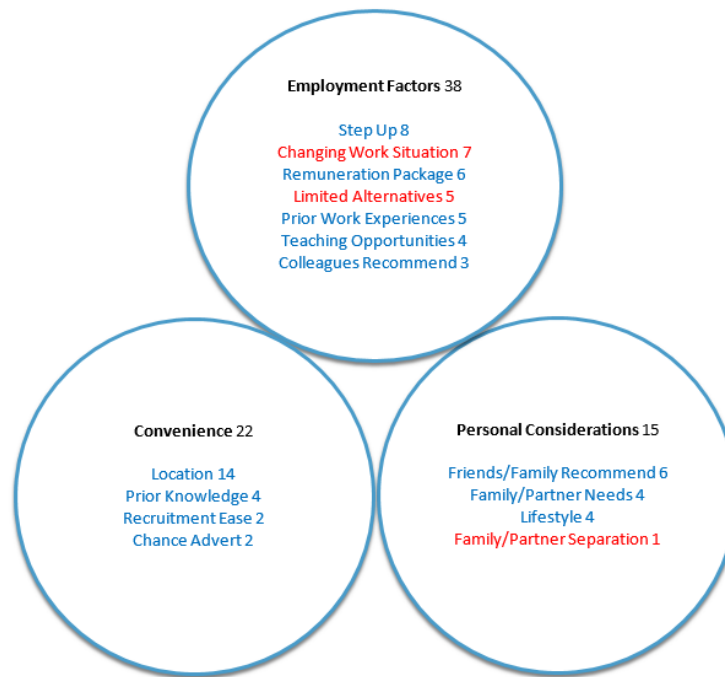


Figure 4: Factors Motivating Staff to Join XJTLU

5.1.1. Employment Factors

For many new staff some of their motives to join XJTLU were the same as those that led them to work overseas in the first instance. Previous teaching and learning experiences were influential, as were teaching opportunities. In the case of the latter Will mentioned how moving to XJTLU had allowed him to continue teaching his preferred age group, namely adults, which he believed was only possible through working overseas. However, with respect to the most prominent motivational force, four out of six of this group noted how working at XJTLU was a step up in career and remuneration:

XJTLU has always kind of been the pinnacle here in the higher education town of Suzhou. I didn't have the qualifications to come here, but I found out what you need to get, and then I methodically worked my way so that I would become eligible for this job position.

Dan, Research Participant 2

Despite the slightly older age of the second and third contract staff on average, with more participants in their forties than thirties, and some now starting a second

career, various overlaps with the previous intake were apparent. The move to XJTLU was perceived as advancement in a couple of cases, along with improvement in terms of remuneration. In others it provided payment at an expected level few other institutions and locations could match:

I think when you've been working in English language teaching for a while, and your expectations, especially in terms of salary have reached a certain level, there are very few places which are suitable.

George, Research Participant 9

Changing employment circumstances at other institutions, and limited alternatives, also proved influential for some of the staff:

The conditions were always better ... in terms of holiday allowance and health benefits, so I think I just stayed there and then (I) fell out with management and came here.

Shane, Research Participant 12

In some instances, longer serving staff also had overlaps between what motivated them to work overseas in general, within China more specifically and the university in particular. Similarities also existed between the groups in terms of what motivational factors were being reported, despite these staff being slightly older on average and having made the move to China and XJTLU earlier. In the first instance positive previous teaching and learning experiences were mentioned frequently, alongside limited employment opportunities at home and far better prospects overseas, and more specifically within China:

I was looking for a job. It was hard to get jobs in the UK, I had worked in various universities in the UK but many of them were for a short period of time, or lasted just a few years so nothing was substantial, and obviously I was attracted in terms of (the) money.

Sarah, Research Participant 15

The remuneration was appealing to a number of this group:

I was getting tired. I call it culture fatigue, and I was ready to go home, and I was also struggling financially because I was making a Chinese salary, so I needed to make some changes.

Laura, Research Participant 14

The chance to teach something different at a university which had smoother recruitment processes than potentially more lucrative locations in the Middle East also acted as an attractive application reason. A number of the earlier motives again resonated with the managers, whether in terms of moving overseas or, more specifically, to China, such as needing an income when job opportunities at home were limited. In Kate's case changing employment circumstances proved influential because work had run its course and it was time to move on. In Michael's and Emma's cases they saw the move to XJTLU as a positive step up:

So I felt like when I applied for XJTLU it was the logical next step in terms of my career progression.

Emma, Research Participant 18

5.1.2. Personal Considerations

As well as more general teaching motives, a move to XJTLU enabled opportunities for some staff to accommodate partners' and families' preferences. Kurt alluded to the flexibility and freedom teaching, and working at XJTLU, provided. This was important on one level because of family commitments and circumstances, but also because it supported a more international lifestyle, one which aligned with his personal obligations and preferences:

In the States if you only have a Master's degree in TESOL you're only going to get part-time positions and that's a problem because you don't have healthcare. So if you have family members it's pretty much impossible. I knew people who were working at three different universities, all part time, jumping from campus to campus to campus and I wasn't willing to do that.

Kurt, Research Participant 5

For second and third contract staff, the attraction of teaching overseas and more precisely within China were also apparent, with the lifestyle on offer appealing:

I went to South Korea for a sense of adventure to teach English, and then kind of got to like it. I quite like language teaching. I quite like the lifestyle abroad in terms of being able to travel.

Ross, Research Participant 7

For George it came down to a choice between two localities:

I was also considering a place in Saudi Arabia so in the end it came down to the two and I choose here because I thought the standard of living, in terms of just life would be better here than in Saudi Arabia.

George, Research Participant 9

Ross's allusion to the additional importance placed on travel was echoed by all six of this group. Some, such as Ross and Lance, mentioned the sense of adventure, with Lance noting how it additionally provided new experiences. The endorsement of family and friends was also important when considering working at XJTLU. In some cases, friends and family recommended the moves and transitions, in others it was commitments to current partners that influenced decision making and actions. The opportunity to travel was mentioned by second and third contract staff, with friends and partners playing telling roles in some instances. Alongside personal relationships, and the appeal of Suzhou, the advice of friends played an important role. For the management grouping the opportunity to travel and changing domestic circumstances provided additional motivational reasons to consider working at XJTLU. The importance, and inevitability, of home and work life overlapping were in evidence with this group:

The reason I stayed was because during the first year (in China) I met my wife, my wife to be, and so the two of us have stayed in China ever since.

Michael, Research Participant 19

5.1.3. Convenience

For the new staff another influential motivational consideration was that four out of the six were already working in China when they made the move. Some were also working relatively nearby, and either already knew of the university or people already employed at it. With the university providing the opportunity to teach in different areas, adopt a different lifestyle, and possibly enhance one's Curriculum Vitae (CV) in a popular residential region, the advantages of engineering a move to XJTLU are apparent. Summer, for example, aspired to move back home with her partner in the near future. In this respect, convenience coupled with shorter term employment opportunities and longer term employment designs were operating in tandem with personal aspirations.

My future plan is to get back ... in university, EAP teaching of some sort ... my husband is here on a spouse visa so I think that's possibly a frustrating experience for him. So it kind of depends on him.

Summer, Research Participant 1

For second and third contract staff some of the additional impetus was provided by changing circumstances, along with knowledge of the institution, either through being based within China or knowing former colleagues already at XJTLU who recommended the move. Another consideration was that, compared to the Middle East, which was on the radar of a number of this group or had been their previous employment base, the interview and recruitment process at XJTLU seemed more straightforward, welcoming and trustworthy.

With the Saudi job the whole recruitment process was very bizarre for me ... I got to London and then we had the interview. They offered me the job and then they started to sort of get niggly about renewing, you know giving me the money back for the flight and I was just like ...

George, Research Participant 9

What was also appealing was that the university offered a more international working experience in China, as some longer serving staff mentioned. With this

group it was interesting that, as with the new staff, many were recruited domestically, being already based in China. This may have been because the institution was then relatively new and growing and did not have a greater reach, but this knowledge of the locality and relatively close proximity, alongside cultural familiarity, probably made the move less of a gamble or effort. At times the move into something known and familiar after negative experiences appealed:

I got home, decided to leave China, and I found that the work opportunities at home were just rubbish, and so then I got a job in Shanghai at a university, a Sino-British college, worked there, it was rubbish, and from there I went to a high school teaching IGCSE (International General Certificate of Secondary Education) which was good and bad ... I knew this place was always hiring.

Rachael, Research Participant 17

The managers likewise made the transition to XJTLU whilst already in China, and in Kate's case her associations with the country were longstanding:

I first worked in China 10 years ago, whatever that is, and I was working in Tianjin. I came over to deliver a programme that I had written for school migration.

Kate, Research Participant 20

Encounters with promotional advertisements were also influential as were comparisons with the local alternatives, such as Nottingham Ningbo, but limited opportunities meant attention focused very much on one of the few comparable alternatives.

5.2. Satisfaction

This section considers the satisfaction of expatriate language teachers by evaluating their responses in the areas of personal interactions, teaching and learning, recognition and progression, and the employment package. The sub categories for these areas are highlighted in Tables 5, 6, 7 and 8.

5.2.1. New Staff

Overview: Satisfaction was derived in a number of areas, such as Personal Interactions, Teaching and Learning and, for Recognition and Progression, in terms of Career Advancement. However, it was the Employment Package which held the strongest appeal, albeit with the exception of the contract status quo. See Table 5.

Factor	Summer	Dan	Mark	Will	Kurt	David	Total
Personal Interactions							
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX	SATISFIED	5
International Students	MIX	N/A	N/A	N/A	N/A	MIX	0
Colleague Collegiality	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	MIX	4
Management Support	SATISFIED	MIX	SATISFIED	N/A	MIX	SATISFIED	3
Teaching and Learning							
Teaching Materials	DISSATISFIED	SATISFIED	MIX	MIX	N/A	MIX	1
Teaching Autonomy	SATISFIED	SATISFIED	MIX	MIX	SATISFIED	MIX	3
Educational Values Alignment	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	5
Employment Workload	DISSATISFIED	MIX	SATISFIED	SATISFIED	MIX	MIX	2
Decision Making Input	MIX	MIX	MIX	DISSATISFIED	MIX	MIX	0
Recognition and Progression							
Effort Acknowledgement	SATISFIED	MIX	MIX	DISSATISFIED	DISSATISFIED	MIX	1
Evaluation System	N/A	N/A	SATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Promotion Opportunities	DISSATISFIED	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Career Advancement	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	DISSATISFIED	4
Employment Package							
Contract Status Quo	DISSATISFIED	N/A	N/A	DISSATISFIED	MIX	N/A	0
Working Conditions / Facilities	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	6
Job Security	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	5
Remuneration	SATISFIED	SATISFIED	SATISFIED	MIX	MIX	SATISFIED	4
Overall Evaluation							
Recommend XJTLU / China	YES	MIX	YES	MIX	NO	YES	3 (50%)
Plan to Stay	NO	MIX	YES	MIX	NO	YES	2 (33%)

Table 5: Areas of Satisfaction for New Staff

Personal Interactions: For many, one of the most satisfying aspects of the work was the interaction with the students. Descriptions of the Chinese students ranged from ‘fantastic’ to ‘very nice ... focused (and) well behaved’ and ‘fine’. With very few staff teaching international students comments about them tended to be more limited. Colleagues on the other hand, like Chinese students, generally received solid praise:

In terms of colleagues this is one of the best places.
Summer, Research Participant 1

I've had a great time at work. I think I have great colleagues here, also most of them are quite positive, quite optimistic.

Dan, Research Participant 2

This feeling was tempered by some, who pragmatically highlighted the number of staff and how not everyone always got along, but by and large experiences were positive. Immediate managers also received a generally positive review, being deemed helpful and supportive. Dan noted a degree of uncertainty which seems to exist regarding reporting hierarchies, while Kurt suggested having mixed feelings due to receiving support in some areas but, equally, frustrations with communication and late decision changes, alongside questions over certain individuals and their roles at times.

Teaching and Learning: In this area the general feeling was mixed, as teachers highlighted enjoyment at being creative, but felt this was often curtailed on larger modules, partially through a need for standardisation, which Summer believed could stunt creativity, and also sometimes due to the personal designs of a given MC. Autonomy, although experienced in some instances, tended to vary from module to module, dependent partially on numbers and stipulated expectations, but also on an acknowledgement that within the actual classroom there is often the possibility to enjoy greater freedoms. The fact that most teachers could implement their own personal educational values was a positive, although macro socio-cultural and political considerations were points to consider, as Mark mentioned. The workload was another revealing area. Based purely on the teaching requirements of the job it appeared quite reasonable if one opted not to take on additional responsibilities:

I think a lot of the teachers here can have a very relaxed lifestyle.

Kurt, Research Participant 5

Recognition and Progression: Recognition was not an area where much satisfaction was derived, except in some isolated areas. Within smaller modules, as Summer noted, recognition could be forthcoming, and towards the end of the

semester student feedback presented a mechanism by which it could also be derived:

Good student feedback, I like reading that.

Will, Research Participant 4

Mark suggested the same, although it is worth noting that Will added that bad student feedback could have the opposite effect. Career advancement was an additional area that generally received a positive note, with XJTLU seen to offer a number of opportunities to further one's career and improve oneself. Dan noted the varied pathways which exist simply as a teacher, Will highlighted the recent boom in management positions within the LC, while Kurt mentioned additional institutional options such as Summer Undergraduate Research Fellowship (SURF) projects, grants and/or funding opportunities which had existed in the past. For Summer the opportunities to advance her career were especially important.

Employment Package: This was an area in which most staff are generally very content. All of the new staff suggested that the working conditions and facilities are good. Summer noted that they are 'really good', Dan, Mark, David, Kurt and Will advocated a general sense of satisfaction:

I can't complain ... I know we're not a standard university in China, but I have worked at standard universities in China and we're far beyond that.

Will, Research Participant 4

Job security was another area which satisfied the majority. Summer had not heard of anyone being dismissed, while Dan suggested that his job felt secure to some extent on a supply and demand principle, while Will, Kurt and David simply stated feeling secure. Only Mark mentioned the potential impact wider macro policies might have. Remuneration was another area that was regarded favourably:

In comparison to everything else I've done it's amazing. In all my work areas it's been the best package.

Summer, Research Participant 1

Will highlighted how the newly established contracts means that incoming staff of a certain level can enjoy an even better starting financial package, and that he himself is able to save well. Others, such as Mark and Kurt also noted the competitiveness of the remuneration, although costs such as education for children and equity concerns between staff salaries and employment packages within the Centre were also mentioned.

5.2.2. Second and Third Contract Staff

Overview: Personal Interactions and Teaching and Learning provided the greatest source of satisfaction for these staff, although some aspects of the Employment Package also appealed. See Table 6.

Factor	Ross	John	George	Vivian	Lance	Shane	Total
Personal Interactions							
Chinese Students	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	5
International Students	N/A	N/A	SATISFIED	SATISFIED	MIX	MIX	2
Colleague Collegiality	MIX	SATISFIED	SATISFIED	DISSATISFIED	SATISFIED	SATISFIED	4
Management Support	MIX	SATISFIED	DISSATISFIED	DISSATISFIED	MIX	MIX	1
Teaching and Learning							
Teaching Materials	MIX	SATISFIED	N/A	MIX	MIX	N/A	12 (50%)
Teaching Autonomy	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	1
Educational Values Alignment	MIX	SATISFIED	MIX	MIX	MIX	MIX	5
Employment Workload	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
Decision Making Input	MIX	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	MIX	12 (40%)
Recognition and Progression							
Effort Acknowledgement	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Evaluation System	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Career Advancement	MIX	MIX	SATISFIED	DISSATISFIED	SATISFIED	MIX	2
Employment Package							
Contract Status Quo	MIX	DISSATISFIED	N/A	N/A	DISSATISFIED	DISSATISFIED	2 (8%)
Working Conditions / Facilities	DISSATISFIED	MIX	MIX	MIX	SATISFIED	MIX	0
Job Security	SATISFIED	MIX	MIX	SATISFIED	SATISFIED	SATISFIED	1
Remuneration	MIX	MIX	SATISFIED	SATISFIED	MIX	DISSATISFIED	4
Overall Evaluation							
Recommend XJTLU / China	MIX	MIX	YES	YES	YES	MIX	7 (30%)
Plan to Stay	MIX	MIX	NO	MIX	MIX	MIX	3 (50%)
							0 (0%)

Table 6: Areas of Satisfaction for Second and Third Contract Staff

Personal Interactions: The students, and in particular the Chinese students, provided a notable source of satisfaction for all second contract staff, with the exception of Ross who had experienced some challenging classes. Lance noted how the students were friendly, hardworking and generally motivated:

The Chinese students are the easiest, least troublesome students that I've taught.

Shane, Research Participant 12

He went on to note their conscientiousness. George stated that working with the home students had generally been excellent, and Vivian added that she really liked the students, including postgraduates, and compared the work ethic favourably with students in other countries. However, John felt that the students were less driven and interested now compared to a few years earlier. Lance and Shane, who had worked with international students, noted that despite having stronger language skills they could be more challenging to teach, although George felt all the students were fairly similar. Collegiality was an area in which mixed reviews were forthcoming. John, Lance and Shane felt that it was reasonable, while George thought that there was not a strong sense of collegiality, given the transience of expatriate work, but overall felt that people were generally friendly.

Teaching and Learning: As either deputy MCs, MCs, or former MCs, all said that they had autonomy in their teaching, with Shane noting how he was very satisfied with this. Lance stated that larger modules may, through necessity, have to curtail some teaching freedom, with Vivian and Ross mentioning that in some instances the personal control preferences of the MC may be evident. Many felt that their educational values were not compromised working within the ELC. Workload was also a positive:

I think my workload is absolutely fine. To be completely honest probably my workload is less than it should be but certainly more than I would like it to be.

Shane, Research Participant 12

Recognition and Progression: In this area, and for this group, only career advancement opportunities provided much satisfaction. Lance and Shane felt that although some opportunities to learn existed, and were available to them, for example professional development sessions and institutionally organised courses such as the Postgraduate Certificate (PG Cert), they had not really taken

advantage of these. Ross highlighted how leaving the classroom behind and trying to enter management may provide one of the few, but perhaps not desired, routes to better financial rewards and promotions. George's point also built on this noting the potential challenges involved:

There are opportunities to get management experience
if you keep knocking on the door.

George, Research Participant 9

Employment Package: With respect to working conditions it was interesting how prior experiences influenced perceptions. For Ross, John and Vivian, who had all worked in the Middle East, the differences had been felt quite keenly, and for the worse, initially, despite the latter two adding that provision was fine overall. However, coming from elsewhere in China, Lance had an alternative perspective:

I think they're, well they're the best I've ever had
compared to language schools.

Lance, Research Participant 11

With respect to job security George, Vivian, Lance and Shane being on open contracts felt reasonably secure. George also felt that a good track record should stand him in good stead, although as John noted macro policy changes could influence proceedings. Ross noted how economics and supply and demand should prove a safeguard at a slightly lower institutional level in terms of job security. George felt that the financial package, current exchange rates and local cost of living worked in his favour, while Vivian and Lance felt it was very reasonable all aspects considered. John also felt it was reasonable, given profession norms:

You've got to compare it with other professions and
industries because in terms of our profession it's good.
OK it's not as good as the Middle East was but that's
now gone or is going and there are very few places in
the world where we can achieve or get good benefits
really.

John, Research Participant 8

5.2.3. Long Serving Staff

Overview: For this staff group, Personal Interactions along with Teaching and Learning provided the greatest sources of satisfaction. Like the Second and Third Contract Staff, features of the Employment Package also held an appeal. See Table 7.

Factor	Paul	Laura	Sarah	James	Rachael	Total
Personal Interactions						
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	5
International Students	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	4
Colleague Collegiality	MIX	SATISFIED	SATISFIED	SATISFIED	MIX	3
Management Support	MIX	MIX	MIX	SATISFIED	DISSATISFIED	1
Teaching and Learning						
Teaching Materials	N/A	N/A	N/A	SATISFIED	MIX	13 (65%)
Teaching Autonomy	SATISFIED	SATISFIED	SATISFIED	MIX	MIX	1
Educational Values Alignment	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX	3
Employment Workload	MIX	SATISFIED	SATISFIED	MIX	MIX	4
Decision Making Input	MIX	MIX	MIX	MIX	DISSATISFIED	2
Recognition and Progression						
Effort Acknowledgement	MIX	MIX	DISSATISFIED	MIX	MIX	10 (40%)
Evaluation System	MIX	MIX	MIX	MIX	DISSATISFIED	0
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	0
Career Advancement	SATISFIED	DISSATISFIED	MIX	SATISFIED	SATISFIED	0
Employment Package						
Contract Status Quo	N/A	N/A	N/A	N/A	N/A	3 (15%)
Working Conditions / Facilities	SATISFIED	SATISFIED	MIX	SATISFIED	MIX	0
Job Security	MIX	MIX	MIX	MIX	SATISFIED	3
Remuneration	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	1
Overall Evaluation						
Recommend XJTLU / China	MIX	YES	YES	YES	MIX	8 (40%)
Plan to Stay	MIX	MIX	MIX	YES	MIX	3 (60%)
						1 (20%)

Table 7: Areas of Satisfaction for Long Serving Staff

Personal Interactions: The general consensus towards the students was that they were a source of satisfaction. Paul suggested he found Chinese students to be very enthusiastic and hard working. Laura added:

They're so nice. They're hardworking. They're diligent about their studies and they're polite.

Laura, Research Participant 14

Sarah said they were very respectful and diligent while James mentioned that the Chinese students were amazing, polite and attentive. Rachael noted how it depended on the individuals, but that generally the home students were 'pretty good'. Paul thought international students were more willing to participate and lead, while Sarah felt they were typically more self-assured, perhaps over

confident but generally very good and fun. James picked up on their strong English language skills. With respect to colleagues:

It's variable depending on personalities. Equally variable depending on what people's purposes are regarding collegiality

Paul, Research Participant 13

In general though most found the colleagues they had worked with to be reasonably friendly. As for management Sarah liked her current manager and Laura had no complaints but added:

I hear a lot of people complain, and sometimes I feel guilty.

Laura, Research Participant 14

James noted that he had had mostly good experiences before adding that as the Centre grew it would be harder to expect too much in terms of a personal level of support from managers.

Teaching and Learning: For James and Rachael, whereas freedom to select and adapt materials was seen as a plus, the variable degrees of this between modules and constraints such as textbooks meant satisfaction was measured. The same was true for teaching autonomy in general with Paul noting the fine balance required to account for different student needs and teaching styles alongside some general provision consistency. James, Sarah and Rachael agreed, although Rachael also echoed some reservations. While Laura, who ran an IL module, reflected on her own status quo:

I'm almost completely autonomous, not completely but there's lots of freedom there to do what I want ... EAP modules, not so much autonomy.

Laura, Research Participant 14

In contrast, it appeared that almost all the core educational values the staff held were not constrained. Paul felt learning should be reciprocal. Sarah echoed this

but also felt that all should have access to the same resources. Laura felt classes should be a safe space for idea sharing. James believed learning should generate curiosity and a cooperative spirit. Rachael however felt that the English emphasis could cause problems. With respect to the workload, working in IL as MCs, Sarah and Laura felt it was reasonable, although Laura also mentioned occasional busy periods. In EAP James and Paul felt it was fine, with the latter stating:

I think the workload is quite reasonable.

Paul, Research Participant 13

Like most people, Paul echoed concerns about certain periods of time. James welcomed recent timetabling by registry which had freed up some days for some staff, even if the working day had been extended by two hours. Rachael was grateful for the hours she had been allocated teaching on the Additional Learning Activities (ALAs), which were fewer than staff teaching in other areas:

I was very lucky I was doing ALAs so I only had 12 hours.

Rachael, Research Participant 17

Nevertheless, she had reservations about her changing workload going forward as her teaching areas and the extended working day had changed. With respect to decision making input the general feeling was less positive. James felt that on a modular level, especially smaller modules, opinions seemed to be heard but beyond that it became more variable. Paul felt:

We get consulted. Whether that gets taken into consideration depends on the individuals who are in management positions.

Paul, Research Participant 13

Recognition and Progression: This was another area where generally staff did not feel particularly satisfied. In terms of effort acknowledgement Paul noted it could be forthcoming if sought, Laura noted the pay cheque and the reintroduced annual increment salary increase scheme as a form of acknowledgement, while

Sarah tempered this point. James noted in smaller or good modules and teams there was recognition, with students making positive comments on the Module Questionnaire Response (MQR) or asking for pictures at the end of the semester. Rachael noted how appreciation would likely be forthcoming if it furthered other people's agendas. In terms of the formal evaluation system, Paul noted it had been a while since the last formal evaluation, but added:

From my standpoint it's been fair to me.

Paul, Research Participant 13

He went on to add that he was aware that not all staff felt this way and others also alluded to this. Promotions were similarly seen as a challenging area. In fact, Paul, Laura, Sarah and Rachael had concerns, and less than positive experiences in the latter two cases.

My experience was very positive but I know that it hasn't been, it seems like it hasn't been very equitable.

Laura, Research Participant 14

Laura also felt that due to age she could not advance her career anymore at XJTLU. Paul and James however thought opportunities still existed, despite both having not taken advantage of many, which was now a source of some regret for James. Rachael felt opportunities existed, as did Sarah who saw XJTLU as a good career stepping stone, but both felt they were not being given the chances and roles they needed to advance their careers.

Employment Package: Most of the staff felt that the working conditions were reasonable. Paul liked the fact that offices were not open plan and no hot seats were in operation, Laura felt it was a step up from her previous workplace where blackboards were the norm. Although there was room for improvements, James felt that facilities on campus were satisfactory, a point Sarah picked up on, highlighting considerable student fees as a reason for this. Rachael added how improvements had been made over time but more were warranted. With respect to how secure the participants felt in their jobs Rachael felt secure in her job but

not her teaching role. Paul mentioned perceived institutional security but then alluded to macro policy considerations such as visa stipulations and the retirement age as sources of concern, especially as the retirement age had dropped from 65 to 60 quite suddenly a few years earlier. Laura and Sarah noted feeling secure on an institutional level but less so with respect to the impact macro decisions could have, especially if certain nationals, or foreigners in general, became persona non grata or a greater preference was advocated for home staff. Shane raised similar concerns about the sentiment he felt emerging towards expatriates. James also cited macro concerns if qualification requirements for employment changed. He had fewer concerns on an institutional level because knowledge of the place offered a degree of security:

I do mostly feel secure but it's mainly because I've been here so long and know enough people.

James, Research Participant 16

With respect to the remuneration Rachael was very satisfied, as was Laura on her tutor D (now principle lecturer) package and with the health insurance; however, she noted some concerns going forward. Paul also highlighted areas where improvements could be made but felt that for a single person at present, given the cost of living in China, it was a reasonable package. Sarah and James were also satisfied, although Sarah wished to see tax payments help her in later life and James hoped to see healthcare extend to the USA.

Yes, everything is great. I'm happy with the whole package.

Sarah, Research Participant 15

5.2.4. Managers

Overview: Personal Interactions and the Employment Package provide the greatest source of satisfaction to the managers. However, other aspects also operate in tandem with these to contribute to a more holistic overall sense of satisfaction. See Table 8.

Factor	Emma	Michael	Kate	Total
Personal Interactions				
Chinese Students	SATISFIED	MIX	SATISFIED	2
International Students	N/A	MIX	SATISFIED	1
Colleague Collegiality	SATISFIED	SATISFIED	SATISFIED	3
Management Support	MIX	MIX	DISSATISFIED	0
Teaching and Learning				
Teaching Materials	N/A	N/A	N/A	6 (50%)
Teaching Autonomy	MIX	MIX	MIX	0
Educational Values Alignment	MIX	SATISFIED	SATISFIED	2
Employment Workload	DISSATISFIED	MIX	MIX	0
Decision Making Input	DISSATISFIED	MIX	DISSATISFIED	0
Recognition and Progression				
Effort Acknowledgement	DISSATISFIED	MIX	MIX	2 (13%)
Evaluation System	MIX	MIX	MIX	0
Promotion Opportunities	MIX	MIX	MIX	0
Career Advancement	MIX	MIX	DISSATISFIED	0
Employment Package				
Contract Status Quo	MIX	N/A	MIX	0 (0%)
Working Conditions / Facilities	MIX	MIX	SATISFIED	0
Job Security	MIX	SATISFIED	SATISFIED	1
Remuneration	MIX	MIX	SATISFIED	2
Overall Evaluation				
Recommend XJTLU / China	MIX	MIX	NO	4 (33%)
Plan to Stay	MIX	MIX	NO	0 (0%)

Table 8: Areas of Satisfaction for Managers

Personal Interactions: The managers felt that when they did have the opportunity to get back into the classroom, which may be infrequent, working with the students was something that was rewarding and enjoyable. Emma noted that she had little interaction with international students but found the home students to be very respectful, and that generally being in the classroom made her happy, especially when a class went well. Michael noted that although he had worked primarily with home students doing so with excellent, engaged or improving students could be an important source of satisfaction. In contrast, Kate was even more glowing:

They're great ... I've loved working with both (Chinese and international students).

Kate, Research Participant 20

Colleagues were also regarded as a source of contentment with Kate adding here that she felt the colleagues were great, but management collegiality was not so endearing. Emma added that she felt the collegiality was reasonable given the size and numbers of people employed within the Centre, albeit with mixed feelings

again as far as managers went, and Michael echoed these sentiments, while adopting a pragmatic perspective of this area given staff numbers.

Teaching and Learning: Most of the managers were removed from daily teaching to a much greater extent than they once had been. Materials creation and use rarely featured in discussions. Autonomy was evident for the managers when they taught as they oversaw distinct areas and this provided additional freedoms as Emma and Kate noted. It was acknowledged that some modules had greater autonomy than others, but that generally autonomy was an area where notable pluses were felt to exist:

As a manager I've had a lot of autonomy ... I think this organisation is pretty good about giving you autonomy to control your classroom.

Kate, Research Participant 20

Personal educational values, often distinct in terms of what an individual felt important, were still deemed to be realisable, although the workload and decision making input were not areas in which many positives could be found.

Recognition and Progression: In terms of effort being acknowledged, Michael highlighted the challenges overworked managers experienced by not having enough time to consider others, and Kate noted this was something that varied from manager to manager in terms of recognising good teachers and staff. Little mention was made regarding their own work's recognition. The evaluation system was also a mix in terms of perceptions. Emma noted that she felt it had been fair for her, and had become more transparent over time, but that recent institutional policy changes would likely see teachers become frustrated in the future due to the time it would now take to get promoted. Michael also noted how evaluation was reasonably transparent, but that it was not entirely fool proof, adding that he felt promotions were not all that transparent, but had at least improved. Kate praised how positive annual reviews could be, if done properly, and potentially motivating as well, but noted challenges presented with the initial probationary observations in terms of the pressures they exert, before adding that she felt that they were still

important. Her account of the stipulated detail expected contrasted with the experiences of staff who had had to undertake them, with Will feeling that the process had not been done properly or as thoroughly as Kate stated it should be. Finally, with respect to career development opportunities, Michael was reasonably positive about what had transpired so far in his experience, but also mentioned possible future limitations:

I feel like I have had the time and support to do things like research, write, go to conferences at the university, after finishing this management role there's not too much left ... I think there are opportunities for people here that are internally highly motivated to keep developing, and there's a lot of good support for people at the beginning of their careers, but maybe people in the middle can feel a little bit without direction.

Michael, Research Participant 19

Employment Package: As with many staff the current managers felt the different contract types for new and existing staff presented morale challenges, especially given how long it would now take staff to become eligible to apply for promotions. With respect to working conditions, responses were generally positive. Emma suggested that many office spaces were reasonable, although she added that some, like a selection of the classrooms, were not ideal. Ageing and dated equipment and designs were also highlighted as areas where improvements could be made, with comparable alternatives drawn upon. Michael felt that the facilities had improved over the years, but that scope for improvement existed. He cited examples such as IT support and the fitness facilities in this respect, although adding that a new gym was under construction (now completed and open):

(Certain) areas might not be at a level where we would find in our home countries but again that's part of the give and take and bargain we make for working here in a rapidly developing country.

Michael, Research Participant 19

Kate however simply suggested that she felt that facilities were great and that staff were lucky. Job security was another plus, with all feeling secure in the main, with

the only likely concern being macro level policy changes. Michael stressed the daily reality of the situation:

You have to be pretty outstandingly bad to get fired.
Michael, Research Participant 19

Remuneration was another strong point by and large. Kate noted it was good, especially medical cover, adding that advantageous overseas cost of living made it more attractive. Michael also felt it was good although it plateaued which presented a challenge as, coupled with limited roles, people's careers were effectively timed out at the institution. Emma echoed these sentiments suggesting it was competitive and she felt satisfied before adding:

If I was a tutor A I think I'd have a completely different perspective on it ... in a couple of years when there is nowhere for me to go, no salary increase because I'm at the top of my band I might give you a different answer.

Emma, Research Participant 18

5.2.5. Summary

There are clearly a number of different factors that satisfy different individuals. It would appear that personal circumstances, age and relative experience at the institution are some of the contributory factors. When length of service in particular is considered certain trends and overlaps seem to have emerged in some areas, as Appendix 9 illustrates. Almost all staff are reasonably content in the areas of personal interactions and teaching and learning, although there are some caveats as far as recognition and progression went. The employment package also held some appeal.

5.3. Dissatisfaction

This section considers the dissatisfaction of expatriate language teachers by evaluating their responses in the areas of personal interactions, teaching and learning, recognition and progression, and the employment package. The sub

categories for these areas are the same as for satisfaction, and are highlighted in Tables 9, 10, 11 and 12.

5.3.1. New Staff

Overview: Concern was raised in a number of areas, and in particular the area of Teaching and Learning. However, the source of the greatest dissatisfaction was with respect to Recognition and Progression. See Table 9.

Factor	Summer	Dan	Mark	Will	Kurt	David	Total
Personal Interactions							
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX	SATISFIED	0
International Students	MIX	N/A	N/A	N/A	N/A	MIX	0
Colleague Collegiality	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	MIX	0
Management Support	SATISFIED	MIX	SATISFIED	N/A	MIX	SATISFIED	0
Teaching and Learning							
0 (0%)							
Teaching Materials	DISSATISFIED	SATISFIED	MIX	MIX	N/A	MIX	1
Teaching Autonomy	SATISFIED	SATISFIED	MIX	MIX	SATISFIED	MIX	0
Educational Values Alignment	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	0
Employment Workload	DISSATISFIED	MIX	SATISFIED	SATISFIED	MIX	MIX	1
Decision Making Input	MIX	MIX	MIX	DISSATISFIED	MIX	MIX	1
Recognition and Progression							
3 (10%)							
Effort Acknowledgement	SATISFIED	MIX	MIX	DISSATISFIED	DISSATISFIED	MIX	2
Evaluation System	N/A	N/A	SATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	3
Promotion Opportunities	DISSATISFIED	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	5
Career Advancement	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	DISSATISFIED	1
Employment Package							
11 (46%)							
Contract Status Quo	DISSATISFIED	N/A	N/A	DISSATISFIED	MIX	N/A	2
Working Conditions / Facilities	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
Job Security	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	0
Remuneration	SATISFIED	SATISFIED	SATISFIED	MIX	MIX	SATISFIED	0
Overall Evaluation							
2 (8%)							
Recommend XJTLU / China	YES	MIX	YES	MIX	NO	YES	1 (17%)
Plan to Stay	NO	MIX	YES	MIX	NO	YES	2 (33%)

Table 9: Areas of Dissatisfaction for New Staff

Personal Interactions: In addition to some difficult colleagues, as David noted, Dan highlighted ambiguity in terms of reporting chains. Kurt had concerns over last minute decision changes and communication issues and added:

I have mixed feelings about the Language Centre management ... I look at certain people in management and I don't know what they do. I don't know what their job is.

Kurt, Research Participant 5

He also suggested that some managers seemed to enjoy their benefits of extended travel whilst sidetracking the task of management.

Teaching and Learning: The module an individual worked on could prove telling in terms of satisfaction, especially when autonomy was restricted or lessened, as Mark noted. Workload was another area which proved challenging for some staff. Sometimes it was to do with findings one's feet, with Summer stating that she worked up to 70 hours a week on occasion trying to adapt materials and when marking. David had additional concerns:

The workload, it's not the actual workload. It's like the bureaucracy. It's like you print off instructions. The essay is two pages and you have fourteen pages of stuff you have to look at just to mark that one essay ... You've got this wodge of paper to mark that wodge of paper.

David, Research Participant 6

Kurt highlighted the dilemma of trying to enhance one's career, which typically necessitates taking on time consuming additional roles and responsibilities, and the negative impact on family life. An additional challenge was that staff, such as Will and Kurt, felt that their voices were limited:

I think teachers do have a say, maybe depending on your MC. Teachers do have a say over the content of their module ... so on that level yes. In regard to the big picture decision making, no.

Kurt, Research Participant 5

Recognition and Progression: Effort was something that was felt could be acknowledged on smaller modules, as Summer suggested, but in the larger scheme Dan and Mark mentioned that wider appreciation was rarely forthcoming:

The larger the organisation, you know starting all the way down to a nuclear family, the less likely management knows of what teachers do. It's like the soldier or soldiering metaphor, generals and frontline soldiers.

Mark, Research Participant 3

Whereas there might be a degree of inevitability here, others were more direct in addressing whether they felt staff were acknowledged or appreciated:

No, definitely not.

Will, Research Participant 4

The evaluation system proved to be equally problematic, with Summer and Dan noting the lack of transparency, Mark suggesting it would only be as effective if used appropriately alongside other considerations, Will voicing concerns about his very short probationary observation and the then still to be finalised new Periodic Document Review (PDR) rubric, before Kurt added that this lack of transparency caused him a lot of stress as he put considerable time and effort into his PDR. David was more categorical still, saying he simply felt it was not effective or fair. The promotion system was given an even more damning verdict, with Summer and Dan again highlighting the lack of transparency, Will reiterating this and suggesting it was not fair, citing how promotion policy changes, reneged promises and financial inequalities had left him frustrated. Kurt added:

I feel like they dangled a carrot in front of me for two years and I've worked my butt off for it, and when I finally reach the finish line they just pull the carrot away.

Kurt, Research Participant 5

David also noted the perceived inequalities different pay scales can bring, with the recent changes seemingly accentuating the feelings:

Yes, there is a promotion system. A system in adverted commas again. I don't know what it is. Is it fair? No. Is it transparent? About as transparent as my fist, no. Fair enough have your different pay scales, have your B teachers, C teachers, D teachers, but why are they all doing the same work?

David, Research Participant 6

Employment Package: Most staff were generally satisfied with the employment package. They were less enthused about the changing contract stipulations for

newly appointed staff which have effectively created a tiered system that appears to disadvantage longer serving staff unless they are already at tutor D status:

The new teachers who came in my cohort, we don't get the new allowances, and most of us start from the bottom of B, so if we want to get to tutor D it would take us at least 12 years ... the travel allowance for tutor B's on my package, it's 10,000 ... but if you're a new tutor coming now, if you're hired now, you'll get 20,000.

Will, Research Participant 4

Summer elaborated, noting how she had been encouraged to sign up to the old package despite the new package being introduced just a few weeks later. Despite the strength of additional areas of the remuneration, feelings of being misled and mistreated rankled in some cases. What also concerned others was the unsustainability of raising children on the current financial package:

This is a big challenge. I mean the university recently changed their policy and now will subsidise the education of children with 50,000 RMB (Reminbi) a year which is a substantial amount of money ... (but) it's just a dent into what you're paying for tuition when tuition here for international schools is 144,000.

Kurt, Research Participant 5

5.3.2. Second and Third Contract Staff

Overview: Concern was raised in a number of areas, particularly in the areas of Personal Interactions and Teaching and Learning. However, the source of the greatest dissatisfaction was found with respect to Recognition and Progression. See Table 10.

Factor	Ross	John	George	Vivian	Lance	Shane	Total
Personal Interactions							
Chinese Students	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
International Students	N/A	N/A	SATISFIED	SATISFIED	MIX	MIX	0
Colleague Collegiality	MIX	SATISFIED	SATISFIED	DISSATISFIED	SATISFIED	SATISFIED	1
Management Support	MIX	SATISFIED	DISSATISFIED	DISSATISFIED	MIX	MIX	2
Teaching and Learning							
Teaching Materials	MIX	SATISFIED	N/A	MIX	MIX	N/A	3 (13%)
Teaching Autonomy	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
Educational Values Alignment	MIX	SATISFIED	MIX	MIX	MIX	MIX	0
Employment Workload	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
Decision Making Input	MIX	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	MIX	3
Recognition and Progression							
Effort Acknowledgement	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	3 (10%)
Evaluation System	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	5
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	6
Career Advancement	MIX	MIX	SATISFIED	DISSATISFIED	SATISFIED	MIX	5
Employment Package							
Contract Status Quo	MIX	DISSATISFIED	N/A	N/A	DISSATISFIED	DISSATISFIED	1
Working Conditions / Facilities	DISSATISFIED	MIX	MIX	MIX	SATISFIED	MIX	17 (71%)
Job Security	SATISFIED	MIX	MIX	SATISFIED	SATISFIED	SATISFIED	3
Remuneration	MIX	MIX	SATISFIED	SATISFIED	MIX	DISSATISFIED	1
Overall Evaluation							
Recommend XJTLU / China	MIX	MIX	YES	YES	YES	MIX	4 (17%)
Plan to Stay	MIX	MIX	NO	MIX	MIX	MIX	0 (0%)
							1 (17%)

Table 10: Areas of Dissatisfaction for Second and Third Contract Staff

Personal Interactions: Despite the home students generally being regarded as a source of satisfaction Ross highlighted the impact that a few difficult students could have, and colleagues too. George felt there was not a particularly strong sense of collegiality within the ELC, potentially due to the transient nature of the staff. Vivian saw collegiality as ‘desperate’, adding she felt there was a bullying culture in some quarters, with managers also culpable and complicit with aggressive behaviour and sexism featuring. George raised concerns about some of the newer managers’ authoritarian management style and heavy handedness towards junior staff:

The way management is working at the moment I would rather they didn’t do anything because I feel that anything they are doing is just causing trouble ... I don’t see much sense in their decisions ... I mean naturally like everybody else in management they have their own agendas but it doesn’t strike me that it’s for the common good. I think a lot of managers are focused on themselves.

George, Research Participant 9

Shane added:

The general feeling that I get from talking to staff is hostility towards management and unhappiness with management.

Shane, Research Participant 12

Vivian suggested:

Four years is too long if they're not performing. After two years if there is 360 (degree evaluations) if they haven't performed they should be out ... people get promoted to their level of incompetence ... the managers here are at that level, they are at their level of incompetence, and maybe it's their personality, what you end up with is bullying, and bullying is alive and well.

Vivian, Research Participant 10

Perhaps equally worryingly Ross added:

We have good teachers ... that would be fit for those roles but are they deterred from applying because of the hassle it involves, it's slightly toxic environment, maybe the lack of genuine remuneration, knowing the history of some other managers here, because lots of managers have had mental health problems that the stress has brought about.

Ross, Research Participant 7

Teaching and Learning: Most of these staff were currently holding, or had held, positions where they enjoyed significant freedom in terms of teaching autonomy, often advocating what others should do. Despite these greater freedoms many found their educational beliefs, such as seeing people treated with respect and as equals, not always being realised. John and Lance echoed similar concerns, while Shane stressed the importance of trust as he felt some staff, especially in management, had not demonstrated this. John noted how frustrated he felt with senior managers in the Centre not wanting to take decision making responsibility. Decision making was questioned:

I don't know why we changed the whole curriculum a couple of years ago ... it didn't seem like there were that many major problems ... what's the goal and how are we going to see if these changes are helpful by making it all one big cluster and having EAP025 (025 is the module code) with 3000 students and 50 teachers of whom none know what they're doing ... With all of the turnover it's very hard for teachers.

Lance, Research Participant 11

Vivian added:

We're not one size fits all teachers and they try to go back to that one size fits all. There is some talk that we need to go back because we're getting less and less quality teachers and we need to control them.

Vivian, Research Participant 10

George felt that some staff had a greater say than others, which did not feel democratic, and that the DLTC was not a representative body at all. Ross suggested that even within modules consultation theatre could be employed by MCs, while Vivian stated that staff did not use their voice, perhaps out of fear of reprisals. In terms of the finer details George noted how administration tasks could take up time, while Ross noted that the marking periods could be onerous and teaching materials dry.

Recognition and Progression: Acknowledgement and appreciation was often deemed lacking. George, Vivian, Lance and Shane were categorical in stating that they did not believe teachers' efforts and enthusiasm were acknowledged or appreciated, with George and John also unaware of any formal mechanism to recognise staff. Ross queried if management really knew enough about what happened in the classroom, adding that there was no coherent guiding philosophy.

George added:

It comes down to individual managers and how they interact on a personal level with people and it seems to me that they don't do that well ... that could be partly because they're not those kind of people.

George, Research Participant 9

Lance noted that it did not seem to matter that some staff appeared to do very little. George mentioned how he was uncertain what actually constituted a formal evaluation of his performance. Shane remarked that student feedback could vary between classes and might reflect popularity as much as quality and Ross questioned the reliability of this. With respect to the PDR process, John felt it could be stressful for some staff. Ross, John and Vivian also felt it was of highly questionable value. Vivian noted it was:

Absolutely useless because people can write anything
Vivian, Research Participant 10

While John considered:

Sitting with a manager in an office with a PDR form
where you've reflected on your own performance which
is obviously brilliant.

John, Research Participant 8

Shane felt he had also been misled by management in previous PDR meetings about the strength of his promotion application, with broken promotion promises and the recent internal immediate promotion of new managers to tutor D seemingly contravening policy while raising additional transparency questions, especially as not all management appointments came with this stipend. He suggested this was 'appalling' adding:

I'm told that was an exception, that the Language
Centre had asked for, but why was this never declared.
Now I understand the new policy or practice managers
are not going to be made tutor D. So does this mean
that they regret what they did? Obviously they can't
strip people of these tutor D's.

Shane, Research Participant 12

He likened this to an 'Orwellian dystopia' and described it all as a 'farce'. Across the board the promotion process met with near universal dissatisfaction. George

highlighted transparency and fairness concerns, adding that HoD influence could be telling, while Vivian suggested it was:

Totally not transparent ... I applied after five years. I had done a lot to tick the boxes. If I applied now I wouldn't get promoted because the boxes have become completely different, unattainable ... We're playing and there's no rules ... it was never fair. Am I glad I got promoted, yes. Do I think maybe who I knew came into it, yeah.

Vivian, Research Participant 10

Ross mentioned that many C level tutors felt the higher pay scale level and associated title of tutor D was now unattainable and demotivating. John queried why other roles were not as transparently allocated and was critical of some of the newer staff, appointed to tutor B level, seeking promotions:

There are a lot of very young teachers coming in here and they've been given their best ever job and all of a sudden they feel they deserve some kind of mercurial promotion to Mars ... I think they've got to put in the years if they want promotion.

John, Research Participant 8

He went on to mention pay equity at the profession level being a larger concern. George reflected on the internal role promotion process and raised concerns about the value of the selection process:

I found out who got the position and it was clear that this person was always going to get the position

George, Research Participant 9

Regarding career enhancement Shane noted that it might be understandable for careers to stall but for them to regress was another matter, and he noted this could happen to him when his MC term concluded. John mentioned how workloads could curtail the opportunity to pursue enhancing one's career, while Ross added that making the most of these could be testing and require long term investment, such as with doctorates. Both Ross and George felt management presented an

alternative, although George noted it could take time to be given a role, and Ross felt that not all who sought these roles, often for promotion, were actually suited to them. Vivian, coming towards the end of her career, noted how opportunities may not really exist for her.

Employment Package: Most staff felt that the changes to the employment package which would appear to give incoming new staff of a certain level better remuneration than existing staff below tutor D were unfair:

I don't agree with new staff being given a greater housing allowance and better benefits generally than us but a reason was given for that, whether it's true or not I don't know ... It would be good if there was a pension ... then you're going to retain staff. That's something which is sorely missing.

John, Research Participant 8

Lance added that he felt it was 'kind of ridiculous new staff got a better deal' while Shane felt it was 'ludicrous' and made 'no sense that current staff deals can't be improved', citing allowance increases in 2013 and noting how no specific law was being cited, with greater taxation suiting the government. He added that price increases in the market meant cuts were actually being realised due to inflation. Raising questions about the value of staff, he suggested that it felt as if new teachers who were cheaper and easier to control, or younger and more inexperienced, might be prompting developments, alongside financial considerations. He added:

I think objectively the allowance issue is shocking. Completely outrageous. The way that it's just been swept under the carpet and now we're supposed to forget about it.

Shane, Research Participant 12

Working conditions met with a mixed response. Lance noted that provisions were being cut while John and Vivian highlighted detrimental differences between here and the Middle East. John and George noted VPN and IT related concerns, citing frustrations with the Management Information Technology and Systems Office

(MITS). Ross and Shane mentioned that the foundation building, the primary space in which language teachers were now located, had some noticeably dated and ageing offices and classrooms. Concerning job security, John, George and Shane alluded to how macro governmental policy decisions and procedures, such as visa requirements, could be negatively telling, while Shane added that no one was ever really indispensable if the institution no longer wished to retain them. Lance noted how staff turnover was having a negative impact. Finally, with respect to remuneration, knowing there was a finite financial ceiling was an issue and demotivating to Ross, as were allowances not being adjusted to meet inflationary rises, the lack of a pension, seeing people seemingly rewarded despite making mistakes, and considerations such as schooling:

The education allowance is only going to be 50,000 so it's nowhere near what you would need to send two children to school in Suzhou ... we had a tutor with three kids, two of them school going age and one toddler and he is leaving for that reason

Ross, Research Participant 7

John added:

Education is a bloody big issue. They need to address it. They need to address it otherwise you just employ single people ... If you've been married and you've had kids and you've been an English teacher your whole working life you won't have enough money by the time you get to 60.

John, Research Participant 8

He added in a profession general insecure financially, the omission of a pension might hamper retention, along with the challenges of transferring money overseas. George noted how the LC role and tutor delineations created a slightly 'twisted' system where people with less responsibility on paper could be paid more. Shane felt recent developments and justifications were not equitable or measured and like some of the newer staff was not happy with this.

5.3.3. Long Serving Staff

Overview: Concern was raised in a number of areas, but the greatest source of dissatisfaction was found in the area of Recognition and Progression. See Table 11.

Factor	Paul	Laura	Sarah	James	Rachael	Total
Personal Interactions						
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
International Students	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	0
Colleague Collegiality	MIX	SATISFIED	SATISFIED	SATISFIED	MIX	0
Management Support	MIX	MIX	MIX	SATISFIED	DISSATISFIED	1
Teaching and Learning						
Teaching Materials	N/A	N/A	N/A	SATISFIED	MIX	0
Teaching Autonomy	SATISFIED	SATISFIED	SATISFIED	MIX	MIX	0
Educational Values Alignment	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX	0
Employment Workload	MIX	SATISFIED	SATISFIED	MIX	MIX	0
Decision Making Input	MIX	MIX	MIX	MIX	DISSATISFIED	1
Recognition and Progression						
Effort Acknowledgement	MIX	MIX	DISSATISFIED	MIX	MIX	0
Evaluation System	MIX	MIX	MIX	MIX	DISSATISFIED	1
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	4
Career Advancement	SATISFIED	DISSATISFIED	MIX	SATISFIED	SATISFIED	1
Employment Package						
Contract Status Quo	N/A	N/A	N/A	N/A	N/A	0
Working Conditions / Facilities	SATISFIED	SATISFIED	MIX	SATISFIED	MIX	0
Job Security	MIX	MIX	MIX	MIX	SATISFIED	0
Remuneration	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	0
Overall Evaluation						
Recommend XJTLU / China	MIX	YES	YES	YES	MIX	0 (0%)
Plan to Stay	MIX	MIX	MIX	YES	MIX	0 (0%)

Table 11: Areas of Dissatisfaction for Long Serving Staff

Personal Interactions: Although students were a source of satisfaction, Paul suggested collegiality was variable, while Rachael felt that the university did not have a strong feeling of collegiality and continued growth would not help, with more staff now leaving and groups having splintered. Sarah noted:

I think the reasons are changing for coming here. Maybe it's more financial now than for exploring a country. So it's a different type of people. Different ways of behaving.

Sarah, Research Participant 15

With respect to management, Paul felt the lower levels had changed from a personal and administrative focus to purely the latter, leaving a gap between needs

and reality. James expressed concerns about how cumbersome the new management structure might prove, while Laura noted that, despite her positive experiences with managers, she was aware this was not the experience of others. Rachael was a case in point. She felt management had not been supportive to her, with some current and former managers appearing to be either too busy, detached, distracted or overly involved in internal politics. Others had been unprofessional in their behaviour, with a drinking club culture evident for a while, while a senior figure in particular had lost her trust and goodwill after proving unreliable, indecisive and lacking in communicative skills. Concerning the tendency to ignore staff queries she added:

It disrespects staff ... I don't like this kind of promising stuff then it not happening, and you have to keep chasing them up ... you're the boss aren't you meant to be setting up a meeting with me ... I know that if he says he will do something by Tuesday next week instead of it being 1 out of 10 times it doesn't happen it's like 9 out of 10 times it doesn't happen ... I don't think that's acceptable.

Rachael, Research Participant 16

Teaching and Learning: James mentioned how the decisions of others, such as with textbook orders, could be a constraint, noting how different modules and MCs afforded staff different degrees of flexibility. Sometimes there could be too much change and teaching could feel slightly stale with autonomy restricted. Sarah and Laura noted how autonomy could vary between modules and areas. Rachael mentioned how having English as the institutional lingua franca, for policy documents and handbooks, as well as for provisional delivery, could be prohibitive to some students. With respect to the workload Rachael noted:

It's not the number of hours, it's really about what happens in those hours and how many you have to prepare for, and also on the other hand you have the tedium of maybe you don't have to prepare for so many classes but you are repeating the same class over and over ... it's these kind of things that exhaust you.

Rachael, Research Participant 17

Paul also considered assessment timings:

The timeframe for doing assessments in some respects feels unreasonable.

Paul, Research Participant 13

Laura recalled a particular busy semester working in:

Joint delivery, and EAP and an internal moderator. That particular semester they were all new roles to me. It was just too much for me ... that semester was awful. By the end I was in tears.

Laura, Research Participant 14

Rachael echoed time demand concerns:

It's too complicated, there are too many rules, there are too many systems, it just exhausts me, just the amount of training you need just to work here. It's exhausting.

Rachael, Research Participant 17

Decision making input was more contentious. Paul noted that consultation happened but whether voices were listened to depended on the individuals in positions of power. Sarah felt that a number of examples existed where decisions were simply forced upon staff:

So a lack of transparency would be something that would annoy me. It something just disappears. For example, CS just disappearing through an email with no consultation.

Sarah, Research Participant 15

Before adding:

Up to now I always felt there was a say, and I have expressed myself in meetings sometimes but I'm not sure where we're heading right now

Sarah, Research Participant 15

James noted that, at a modular level, voices might be heard. Rachael's opinion on staff voice was also insightful, especially as she was skeptical of the DLTC:

I would like to think we do but I really think we don't ... our staff meetings are farcical ... the beginning is very much like "Hi-De-Hi". If we could we would all stand up and give someone a hug. There is an evangelist at the front, sing hallelujah, and this summer we did this ... In the beginning I used to think it was kind of refreshing ... now it makes me feel, it's a show. And the fact that stuff is just in dissemination, no discussion. There is no Q and A ... I think now we just sit in meetings and go OK. So we're working from 18:00 to 20:00 OK. So we have an extra 2 hours of CS OK. Oh we're going to be teaching 60 students in a class OK.

Rachael, Research Participant 17

Recognition and Progression: Regarding whether recognition or acknowledgement was forthcoming Paul suggested:

Probably more so when I ask for that acknowledgement.

Paul, Research Participant 13

Laura was not sure if effort was acknowledged beyond receiving payment for work done. In contrast, Sarah and Rachael felt it related to whether work was enhancing others' agendas, with Sarah sensing that a personal touch was lacking:

I would feel appreciated if someone would come and say personally hey I noticed you did this and would you like to do this. I think that would be wonderful. But it has never happened.

Sarah, Research Participant 15

She added that new staff being promoted to managers ahead of long serving staff on the premise that they had simply performed better in an interview did little to enhance morale. James felt appreciation was forthcoming within smaller teams, although he mentioned it might depend on the MC. Beyond recognition, the evaluation system was also not well regarded. In addition to highlighting how it

seemed to change frequently, compromising its transparency, other concerns regarding the current developments were raised:

It's ridiculous ... how can I get a letter in August telling me sorry you didn't get promoted, and you also can't apply for two years ... And so I find that out in August and in October not only is that the case but also now I need to be within three or four bands which will take me, even if I'm lucky like five years. Now we have the increments back but we don't even know what the criteria are for the LC ... From what I've seen you would have to be a demigod pretty much to get promoted.

Rachael, Research Participant 17

Adding how the criteria seemed at odds with the emphasis on teachers teaching first and foremost, she stated that she applied for a management role because it was her only chance of being promoted in the next five years. She felt that she no longer had trust in anything in writing. Sarah also mentioned the importance of trust and how, if it was lacking, people would leave. She noted how the PDR system may encourage inaccuracies in self-reporting and student evaluations may not always be a reliable gauge. Laura also questioned the value of both adding:

I don't think we're evaluated very well ... the peer observation ... they have no merit or value.

Laura, Research Participant 14

Rachael suggested that observations were not being used appropriately, MQRs could be manipulated through offering fun classes in the buildup and PDRs had simply become fact checking exercises rather than constructive dialogues. James noted the constant evaluation changes, with some years' evaluations feeling somewhat meaningless, while adding that going through one's PDR, often with manager one did not know, could feel arbitrary, awkward and pointless. He did not have much faith in module questionnaires as comments were often vague and unhelpful. Paul highlighted how it had been such a long time since the last PDR, before questioning the transparency of the promotion system. Laura noted how it did not seem very equitable, while Sarah mentioned that she felt the updated

promotion system would make promotions more difficult, decrease motivation and ignore previous effort, accomplishments and longevity:

So it's almost impossible ... I've been caught in a way that I cannot be promoted although I know I have contributed all these years.

Sarah, Research Participant 15

Sarah noted how internal (role and positional) promotions could lead to a blurring of boundaries with some conflicts of interest potentially arising. James stated that the promotion system was neither transparent nor fair. With respect to career advancement opportunities he regretted not taking advantage of some past opportunities while Sarah felt little existed for her. Laura also had concerns:

I've topped out which is fine with me because I now I feel like I can just sit back and relax ... it shouldn't be like that. I mean it's kind of nice ... I can just do the bare minimum you know, fulfil my contract, teach, whatever. So it's nice for me. But I think you know, then people who want to get promoted, they think wow she's a tutor D and she doesn't do anything.

Laura, Research Participant 14

She added:

If I have to go back to EAP then that will change my whole feeling because I think that would just be awful ... you finally get people with experience and then you say OK now it's time to put a new person in and you lose all the value in those years of experience that they've developed. So everything is constantly new. The learning how to do this again. I'm not sure this is the best way.

Laura, Research Participant 14

Employment Package: Recent changes had generated some notable discontent:

You're having trouble keeping staff. You're having trouble attracting staff. You're always understaffed. And you're really disrespecting those you currently have on a daily basis ... instead of saying you know

that we're thankful that you stayed with us so long and rewarding loyalty. It kind of feels like you're being punished for being here so long you know. It's ridiculous.

Rachael, Research Participant 17

Beyond contract developments, for working conditions James felt some equipment upgrades and replacement were warranted while Sarah felt that, given the fees, the IT was not up to the level it should be, and some classroom facilities were lacking. With respect to job security institutionally there was little concern but almost all accepted that local or national policy changes could quickly change the status quo:

The only thing which makes me feel insecure would be the government. Not the university.

Laura, Research Participant 14

Paul felt the remuneration was reasonable given the expectations and considering he was single, with allowances and relatively low cost of living. He did however mention the lack of superannuation and the challenges faced by staff with families to support. Laura noted how, despite being content now, when the cost of living increased and her salary and allowances did not this could create a dilemma. Sarah also looked forward and highlighted the issue of a lack of a pension going into retirement. James added that salary increases had slowed in recent years.

5.3.4. Managers

Overview: Concern was raised in a number of areas, and most notably in terms of Teaching and Learning, along with Recognition and Progression. See Table 12.

Factor	Emma	Michael	Kate	Total
Personal Interactions				
Chinese Students	SATISFIED	MIX	SATISFIED	0
International Students	N/A	MIX	SATISFIED	0
Colleague Collegiality	SATISFIED	SATISFIED	SATISFIED	0
Management Support	MIX	MIX	DISSATISFIED	1
Teaching and Learning				
Teaching Materials	N/A	N/A	N/A	1 (8%)
Teaching Autonomy	MIX	MIX	MIX	0
Educational Values Alignment	MIX	SATISFIED	SATISFIED	0
Employment Workload	DISSATISFIED	MIX	MIX	1
Decision Making Input	DISSATISFIED	MIX	DISSATISFIED	3
Recognition and Progression				
Effort Acknowledgement	DISSATISFIED	MIX	MIX	4 (33%)
Evaluation System	MIX	MIX	MIX	1
Promotion Opportunities	MIX	MIX	MIX	0
Career Advancement	MIX	MIX	DISSATISFIED	1
Employment Package				
Contract Status Quo	MIX	N/A	MIX	2 (17%)
Working Conditions / Facilities	MIX	MIX	SATISFIED	0
Job Security	MIX	SATISFIED	SATISFIED	0
Remuneration	MIX	MIX	SATISFIED	0
Overall Evaluation				
Recommend XJTLU / China	MIX	MIX	NO	0 (0%)
Plan to Stay	MIX	MIX	NO	1 (33%)

Table 12: Areas of Dissatisfaction for Managers

Personal Interactions: Excepting for some extreme cases, such as one mentioned by Kate, when a student attacked a classroom teacher and later on a manager, the vast majority of the comments about students were positive. However, disputes among colleagues did create challenges:

There were one or two conflicts with individuals that made me feel like this wasn't worth it.

Michael, Research Participant 19

Emma noted how managers could sometimes sacrifice cooperation for competition. Kate was more damning, suggesting, as Emma had, that the senior leadership offered little in the way of support to line managers, and could be unpleasant, adding she felt let down by some individuals. She also noted how people often changed when placed in management roles, due to being unprepared and overburdened. In this respect she drew attention to how different individuals took to management in very different ways. The toll this could take was noted by Emma when considering the health of CMT members to date:

We've had a couple of cancer scares and burnout, anxiety and just stress related issues.

Emma, Research Participant 18

Kate empathised with this, noting how she had struggled personally and felt very unsupported by all but one manager:

The rest of CMT was shit, but in fairness to them I was cracking up and just because I manifest depression in anger it's really hard for people to understand that.

Kate, Research Participant 20

The wider impact of all of this was also mentioned:

I wouldn't recommend XJTLU Language Centre at the moment, or the university, because it's going through too many changes. Once it's settled then yes, if they bring in the right changes, but at the moment its got a very toxic feel to it in the Language Centre and I wouldn't invite people into that.

Kate, Research Participant 20

Teaching and Learning: This was an area where it was believed that freedoms would be lessened in future years as Emma alluded to. The challenge was that this could be influenced by others from outside the ELC. Michael noted that managers could be overburdened with workload demands resulting in reactionary practice and Emma noted:

I often get to the end of the week and I'm exhausted, and I've been working hard all week, but I ask myself what have I done this week, what have I accomplished, and to be brutally honest very often I cannot answer that question ... there were times in semester one and semester two when I felt like I was drowning ... there were a few weeks where I honestly felt like I couldn't catch my breath. It was just incessant, nonstop, all day every day.

Emma, Research Participant 18

Taking work home in the evenings was also mentioned as having a negative effect, and although Michael was pragmatic in his assessment that managers took on roles voluntarily, he did note the risk of burnout and the value in specifying time limits on roles. In contrast, Kate felt her workload was generally light, despite having busy periods, raising a significant point about the management structure if workloads were perceived to be so imbalanced between individuals. Interestingly, decision making input was another source of dissatisfaction despite the relatively elevated positions of these managers. Emma coined the term 'consultation theatre' to describe the input regular teachers had, and she went on to note how even this voice could be guided by (senior) management. Michael added that managers should be open to ideas and that workload could limit how receptive some could be. Kate simply felt that decision making input had been reduced over the years.

Recognition and Progression: This was another area in which the managers felt that the status quo could be improved. Regarding effort Michael highlighted how overworked managers might struggle to provide the acknowledgement and appreciation staff felt their efforts warranted and how, in general, going the extra mile probably would not result in the same levels of reward that individuals might experience in their own countries, which could lead to dissatisfaction alongside equity considerations:

Because people come and go there's a sense of well if people aren't pulling their weight they may not be here that long anyway, and they'll probably move on so we don't need to crack down and make everybody do it.

Michael, Research Participant 19

Kate felt that it depended on the manager if appreciation and acknowledgment were forthcoming, noting how some managers struggled, citing Maslow's hierarchy of needs as an explanatory force in this respect. Emma also felt that not enough was being done in this respect and that teaching was not as highly valued as it perhaps should be, adding that management typically focused on underperforming staff and remedial concerns rather than disseminating more of the positives and, on reflection, perhaps staff were not being developed as much as they could and should be. In terms of the annual evaluation system she noted how a changing

system might create challenges. Taken alongside all of the other uncertainty Kate stated:

You can feel the angst ... because there are so many changes happening you can't settle, people can't settle, and they're so grumbly, or they're upset all the time, or they're, it's almost as if there is going to be some kind of flip out at any point in time. Do you know what I mean! And next year when they don't have enough staff, and all the classes have to have their sizes upped!

Kate, Research Participant 20

Michael mentioned how self evaluations did enable some staff to underperform in their work without the process necessarily picking this up, due to the way reviewers were allocated. Staff mentioned that other apparent forms of evaluation, such as lesson observations, were anything but that. Regarding the promotion system, Michael noted how it held something of a 'black box' element of mystique to it, and achieving promotion had become increasingly difficult. Emma highlighted the frustrations reduced opportunities and increased timeframes for promotion might generate for staff. Kate demonstrated another concern when discussing how some staff had been promoted straight to the top of the pay scale, in addition to being awarded a management stipend when being awarded internal roles, while others of lower pay bands had been promised the opportunity to apply and led to believe they would be successful, only to later be told that they could not:

I don't think that was fair. I don't know why he did that.

Kate, Research Participant 20

With regards to progressing further themselves all the managers felt that they had nowhere to go once their roles expired beyond sideways or backwards, as Kate explicitly stated. George noted this challenge in his previous employment, highlighting how his motivation dropped once he felt he had plateaued, and Shane also raised a concern about career regression. Here Kate noted how the Centre was good for junior staff but was critical about the prospects for senior staff. Michael concluded:

You hit a plateau at some point and I think that's a very cold money decision that the university has made there ... it seems to happen that once you finish as a manager you move on to another management role in a different university.

Michael, Research Participant 19

Employment Package: Emma and Kate both acknowledged how wider institutional changes to the contract would likely generate frustrations in the future for staff. It was also acknowledged by Emma and Michael that the working conditions and facilities could be improved in places. With respect to job security, the only real concern centred around macro level policies, such as changing visa requirements impacting on staff, as Emma stressed. This had happened in the past when the retirement age decreased mid semester. Remuneration was generally a source of contentment, although the lack of options for further progress meant that most saw their work at the ELC being finite after their roles came to an end, their management stipends ended and they reached the top of their salary bands:

You reach a point where there is nowhere to go so that's a real downside to it. There's no chance of promotion, there is little chance to take on another role.

Michael, Research Participant 19

5.3.5. Summary

It is apparent that there is no universal agreement regarding factors that satisfy or dissatisfy staff. However, when considering the responses more holistically it is also clear that recognition and progression is an area with which the vast majority were dissatisfied, as Appendix 9 clearly highlights. Equally apparent is that the appeal of the employment package tapered off over time. With other changes taking place both institutionally and within the ELC it was probably unsurprising that some staff were no longer prepared to recommend the workplace, whereas others would do so only on the premise that potential applicants were well informed. The fact that many were considering their own work futures was also

insightful, suggesting that the status quo is far from ideal, even accepting for natural personal attrition rates.

Chapter 6 – Discussion

In this section, the factors which impact upon the employment motivation and job satisfaction of expatriate English language teachers will be considered through reflecting on both the findings from Chapter 5 and relevant literature.

6.1. Motivation

Research Question 1: What motivates expatriate English language teachers to work abroad?

There are many factors which can impact upon employment motivation, but some of the most important are work related and personal ones, alongside how convenient it is to make a move. See Graph 1. In most cases where moves are not being made to areas of deprivation, altruistic designs, a core motive for many teachers initially (Alexander, 2008), do not seem to be compelling reasons to seek a move to XJTLU, and altruistic designs alone are often not enough to motivate or satisfy (Kahn, 2011). By the same measure, intrinsic or internal motives, another important force (Dörnyei and Ushioda, 2011), are also unlikely to be a compelling reason behind a move unless the work holds a special, and perhaps unique, appeal. This suggests that extrinsic or external motives are holding sway, even if once in employment these may often act as negative forces (Kahn, 2011), and most of these can be attributed to work or home life, albeit set within a contextual referential frame (Dörnyei and Ushioda, 2011).

Key	Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Employment Factors	Step Up	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue							
	Changing Work Situation	Red	Red	Red	Red	Red	Red	Red								
	Remuneration Package	Blue	Blue	Blue	Blue	Blue	Blue									
	Limited Alternatives	Red	Red	Red	Red	Red										
	Prior Work Experiences	Blue	Blue	Blue	Blue	Blue										
	Teaching Opportunities	Blue	Blue	Blue	Blue											
	Colleagues Recommend	Blue	Blue	Blue												
Personal Considerations	Friends/Family Recommend	Blue	Blue	Blue	Blue	Blue	Blue									
	Family/Partner Needs	Blue	Blue	Blue	Blue											
	Lifestyle	Blue	Blue	Blue	Blue											
	Family/Partner Separation	Red														
Convenience	Location	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
	Prior Knowledge	Blue	Blue	Blue	Blue											
	Recruitment Ease	Blue	Blue													
	Chance Advert	Blue	Blue													

Key:	
Pull Factors	Blue
Push Factors	Red

Graph 1: Motivational Factors

6.1.1. Employment Factors

Career: There were a number of pull factors which attracted teachers to XJTLU. The most prominent were perceived career opportunities. Teaching can often be a flat career, especially at the midpoint (Hargreaves and Fullan, 2012). Career upgrades are of consequence (Kiziltepe , 2008), hence the attraction of an institution like XJTLU, where, as Dan suggested, strong professional development opportunities exist, presenting in many respects an advancement by local standards. These development opportunities are appealing (Pennington, 1995;

Xiao, 2014). Rogers (1951) highlights how bettering oneself is an important aspiration, and career opportunities incentivise (Cai and Hall, 2016). Indeed, good career opportunities are likely to fulfil additional esteem needs which are fundamental (Maslow, 1954), so it is understandable that many staff saw that the university provided a potentially good place in which to grow, which Herzberg (1987) suggests is motivating.

Remuneration: Another attractive feature was the employment package, and more specifically the remuneration. This has the potential to appeal and motivate expatriates (Cai and Hall, 2016), and upgrades especially (Kiziltepe, 2008), in a field perceived as being weak in this respect (Watt, Richardson and Morris, 2017). At a base level, salary and benefits help to reduce need deficiencies (Hull, 1943), and provide security (Maslow, 1954), and in some contexts, such as socio-economically disadvantaged ones with expectancy considerations in mind, even more so (Ismail and El Nakkache, 2014). In XJTLU's case, where the salary is competitive, most notably regionally and for early career employees, higher salaries may enable the institution to attract a higher caliber of employee (Liu and Onwugebuzie, 2012), although it may also mean mercenaries are attracted (Wilkins and Neri, 2019), although younger employees are often not so motivated by this as by alternative designs (Wilkins and Neri, 2019). Certainly good remuneration makes an institution more competitive, although it brings no guarantee of quality (Wilkins and Neri, 2019). This is where awareness raising, good positioning, targeted recruitment campaigns and shrewd recruitment are essential and, as most expatriates do not get institutional pensions, financial incentives are important (Wilkins and Neri, 2019), although this may not be sustained over time.

Experience: Other factors which motivated staff to apply to XJTLU included their prior experiences, which may have meant they felt ready for a move which presented a potential upgrade, as Atkinson and Raynor (1974) draw attention to through their achievement competence motivational theory, since their self-efficacy would position them favourably or competitively when applying, based on the assumption they met all the expected pre-application requirements. Vroom's

(1964) expectancy theory would also seem to imply that success should be a possibility.

Teaching: Clearly, organisational inducements are prevalent (Bess, 1997), and a notable one was teaching opportunity, as Will implied. Curriculum and programme development has a strong appeal (Pennington, 1995), as does the physical setting and facilities (Pourtoussi, Ghanizadeh and Mosavi, 2018). Coupled with the chance to be intellectually stimulated (Organisation for Economic Co-operation and Development, 2005), for those with an intrinsic love of teaching and languages (Karavas, 2010) it is understandable why the ELC, with its portfolio of teaching opportunities, might appeal. Combined with pull factors, push factors are also important (Wilkins and Neri, 2019), although these often features factors which reside outside the control of recruiting organisation.

Recommendations: Knowing staff at the institution who recommended it, or at least did not advise against an application, would also have held sway. Social belonging considerations, as Maslow (1954) notes, are important and uncertainties could be removed by having acquaintances or friends already at the site. Fives and Alexander (2004) note how community, collaboration and decision making are important to teachers, but so too are trusted others in one's decision making.

Push Factors: In Shane's case, a changing work situation propelled him to XJTLU, which was also true for Mark, Ross, Vivian and Rachael. Ismail and El Nakkache (2014) note how limited alternatives or a lack of viable options can be telling, a point George also noted, and once Nottingham Ningbo and alternatives were not available, as Kate experienced, then the influence of labour markets becomes apparent (Watt, Richardson and Morris, 2017). Laura and Shane noted how there was little at home, while Lance suggested that not many places could provide such a good all round package.

6.1.2. Personal Considerations

Recommendations: Personal considerations are the second motivational force behind a move and these can be divided into push and pull factors. The more positive pull factors over which an institution has some control include, amongst others, recommendations from valued sources, one's immediate family and/or partner, along with the potential lifestyle. Clearly, personal recommendations are important (Kahn, 2011), especially when they come from valued sources such as friends or family and the advice suggests a chance to better oneself or one's circumstances which, as Rogers (1951) highlighted, is a common human desire. It is also possible that these valued voices have a stronger emotional influence which is extremely important (Haidt, 2006). Beyond simply the voice of influential others is consideration of them and their needs and preferences as well.

Family: Elements such as safety of locality for one's family, the initial welcome, ease of adaptability to the environment, and social outlets for all proved important for expatriate teachers in Oman as Kahn (2011) highlights. Women, who may have more difficulty adapting (Kahn, 2011), and younger generations, with different generational perspectives and unique challenges (Sinek, 2017), warrant additional thought. This means that features identified by Maslow (1954) crossing multi levels of perceived importance, such as basic needs, safety, social belonging and esteem all deserve careful consideration, let alone self actualisation or fulfilment hopes. Indeed, study respondents indicated desires to better their and their families' lives and life chances, as Kurt noted and Watt, Richardson and Morris (2017) suggest is important through enhancing family opportunities. Kurt also sought additional stability. Ensuring these positive states means reducing dependents' need deficiencies, a tenet Hull (1943) highlights as being important.

Lifestyle: In addition, the potential lifestyle harbours an appeal (Manuel and Hughes, 2006), as a number of study participants noted. This may be because of holidays (Zembylas and Papanastasiou, 2006), that may be longer (Papanastasiou and Papanastasiou, 1997), resulting in greater rest opportunities (Liu and Onwugebuzie, 2012), and more time for family in comfortable affordable

settings where earnings go further, partly due to the lower living costs and tax free salaries, even if earnings are less than in one's home country (Kahn, 2011). Time for family is important (Richardson and Watt, 2006; Watt and Richardson, 2007). In other cases, it may tap into motives that originally attracted teachers to the profession, such as the opportunity to travel, something to which a number of second and third contract staff alluded, possibly because it can generate a sense of adventure (Kahn, 2011), or paid adventure (Mullock, 2009). Teaching abroad may also provide a more exotic experience than the norm (Duff and Uchida, 1997), which appeals to many expatriate educators (Cai and Hall, 2016). The culture may also be attractive (Watt, Richardson and Morris, 2017). In some cases, the opportunity for a parallel career, such as teaching by day and writing or singing by night, may appeal (Mullock, 2009), although, as many ELC staff experienced in the 2019-2020 academic year, there is a risk of unintended visa complications and/or violations.

Push Factors: Push factors can also be telling as far as personal factors go towards contributing to employment motivation. These may include desire to escape along with separations. Summer and Mark's experiences highlight how this desire can provide the impetus to move, but it can also highlight acutely how situations change over time, as Summer now wishes to return home before long. Separations can prove telling (Watt, Richardson and Morris, 2017), and a number of participants discussed how these had impacted on their careers, and led to challenging periods, some whilst working at XJTLU. This is unsurprisingly as home is extremely important (Kahn, 2011), and issues here can significantly impact upon one's work (Davidson, 2007), which again demonstrates the importance of emotions (Haidt, 2006). It is therefore fundamental that professional and personal life is satisfying (Kahn, 2011), and to note that many seminal theories behind motivation and satisfaction have overlaps. An example is expectancy theory proposed by (Vroom, 1964), as no one is likely to seek a move if they anticipate the chances of it going wrong or not being particularly enjoyable are high. When reflecting on his time at the institution, Ross weighed up how he was not particularly happier at XJTLU despite how he had expected to feel. Clearly self efficacy, or belief, can be influential, but it can also go unrealised or be misplaced

if opportunities are not forthcoming. For the ELC this would suggest that, if the Centre wishes to be somewhere people will recommend, raising positive awareness is essential, and this stems from creating a workplace people enjoy or aspire to be a part of, as Dan's experiences suggest.

6.1.3. Convenience

Location: The most influential factor to which many staff, including 4/6 new, 4/5 second and third contract and all the managers, drew attention was the location and/or proximity. This was because these staff were already based in China when they made the move and proximity enhanced the likelihood of having prior knowledge of XJTLU, as Dan noted. Such high domestic recruitment of expatriates might suggest that recruitment efforts should be focused within China where possible as far as expatriate staff are concerned. It is more cost effective and straightforward and these individuals already have a Chinese track record which can be considered. Staff recruited from further away and leaving family behind sometimes find this difficult, as John and Paul mentioned, despite being very experienced living overseas, because the distance can be telling (Schoepp, 2011). Recruiting locally can help to address supply challenges (Craig, 2016). Family and spousal challenges affect people (Baskar-Shrinvas et al., 2004), something both John and Paul experienced and noted, with friends potentially an equally noticeable absence. Support is essential at these times. Of course, there is a risk that as opportunities in China increase so does staff turnover. However, this can be mitigated by making it convenient and preferential to stay. A recruitment alternative might be to go into collaboration with the UoL, or simply utilise the XJTLU Master of Arts in TESOL programme to better effect, so that students enrolled on these can gain part-time employment, rather than simply observational experience within the ELC, with a view to possible employment at some later date. This might help alleviate staffing issues, whilst also ensuring that a greater more reliable pool of candidates exists a few years down the line. In the interim, if XJTLU's Taicang Campus opens a school, like the initiative XJTLU experimented with the Affiliated School in Wuzhong district, it could provide a potential stepping

stone if work could be forthcoming in some capacity, and visa stipulations and work contracts arranged.

Prior Knowledge: A number of staff had heard about the institution and ELC. Travelling in Asia and China may have meant there was some familiarity with the locality or city, and having acquaintances who are better informed, such as former colleagues, could provide an important source of information as Dan, John, Vivian, Shane, Laura and Emma's experiences are testament to, but for others, who did not have the firsthand experiences of others to draw on, then expatriate employment websites such as jobs.ac.uk might provide an official window, while unofficial ones may be facilitated through forums such as Glassdoor. If these sources of information present a far from ideal picture then reservations will permeate or alternatives be considered, and it is important to guard against negative publicity (Power, 2018).

Recruitment Process: Another convenience aspect related to recruitment ease, which is important (Morris, 2019). For many staff the experience from applying through to starting work was straightforward, as Mark and Vivian noted. It also seemed more reliable and generated a greater sense of trust and reliability than alternatives in the potentially more lucrative Middle East, as George and Sarah suggested. How long this remains the same if visa and work permit timelines become more protracted remains debatable, especially if the expatriate recruitment pool is constricted by nationality stipulations. Ultimately, employment motivation will often be influenced by convenience and how difficult making a move appears to be in terms of distance, costs, upheaval, tradeoffs and anticipated challenges, with awareness, background knowledge, the locality and recruitment ease telling factors.

Advertisements: For educators unfamiliar with the institution or locality often chance advertisements, if appealing, could prove influential (Ryan, 2015). Will and Emma noted how these had played an influential role earlier in their careers when finding and applying for employment positions overseas, in both cases through university career centres. It also raises an interesting question about how cost

effective current ELC recruitment approaches currently are and have been, whether on websites, through instant messenger feeds or at conferences, and if anyone has actually systematically evaluated this (Chan et al., 2010).

6.1.4. Summary

A number of features motivate expatriate English language teachers to work abroad at XJTLU, including employment factors, personal considerations and convenience. The two most influential were the location and XJTLU being perceived as a step-up. It is also apparent that a number of important theoretical considerations are influential concerning staff employment motivation. Addressing needs, as Maslow (1954) alludes to, and ensuring aspirations for future development exist, a point Rogers (1951) emphasises, are two fundamental aspects. This also ties into and supports propositions made by Herzberg (1987) concerning motivational factors. In addition, cognition plays an important role for applicants in terms of expectancy and self-efficacy, albeit alongside the powerful influence of time bound environmental factors.

6.2. Satisfaction

Research Question 2: To what extent, and in which areas, are expatriate English language teachers satisfied with their job?

For institutions undergoing reforms satisfied employees are important (Banerjee et al., 2017), because teachers are vital for success (Ingersoll, 2007). Expatriates are often found to be motivated, satisfied and committed (Wilkins and Neri, 2019), and institutions want staff to feel like investors rather than tenants, as it increases professionalism (Barth, 2001). Within the ELC there are many factors which satisfy staff. See Graph 2. Personal interactions with students and colleagues were particularly satisfying, especially the home students, along with helpful module conveners, and in some cases managers. This is significant as support is telling for expatriates (Cai and Hall, 2016). In terms of teaching and learning, significant positives could be drawn from the fact that educational values did not have to be

compromised, as they are in some locations, and autonomy was reasonable, especially within the classroom, with base workload stipulations and expectations not unreasonable. Staff also felt decision making was generally acceptable at a localised modular level. As far as recognition and progression was concerned, although career development could be achieved, official channels did not provide many sources of satisfaction. Finally, the employment package was seen as acceptable. Working conditions were generally perceived as reasonable, job security was reasonable, and the initial remuneration package was competitive.

Key	Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Personal Interactions	Chinese Students	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	International Students	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Colleague Collegiality	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Management Support	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Teaching & Learning	Teacher Materials	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Teaching Autonomy	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Educational Values Alignment	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Employment Workload	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Decision Making Input	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Recognition & Progression	Effort Acknowledgement	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Evaluation System	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Promotion Opportunities	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Career Advancement	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Employment Package	Contract Status Quo	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Work Conditions/ Facilities	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Job Security	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Remuneration	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Overall Evaluation	Recommend XJTLU/China	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Plan to Stay	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue

Key:	
Satisfied	Blue
Mix	Yellow
Not Satisfied	Red
Not Applicable	White

Graph 2: Factors which Satisfy

6.2.1. Personal Interactions

Students: For the most part, personal interactions were the most satisfying part of the work. The students, especially the Chinese students who made up the largest proportion of the student body and with whom most staff worked, were often described in glowing terms. Taken in tandem with an acknowledgment that altruistic motives are important and needs can be addressed, this is understandable if students are respectful and hardworking, because good attitudes (Kahn, 2011), responsiveness (Kahn, 2011), progress (Kwong, Wang and Clifton, 2010) are all rewarding, as is the therapeutic result from being with students, as Emma noted, stressing how these interactions provided a release, a similar point to one Kahn (2011) made with respect to class interactions providing enjoyable breaks from admin work. She added how encountering former students was often pleasant for teachers (Kahn, 2011).

Colleagues: Colleagues were also a source of satisfaction generally within the ELC. This is reassuring as supportive and respectful co-workers enhance wellbeing (Ouyang and Paprock, 2006), as do collegial and collaborative ones who are trustworthy (Khany and Tazik, 2016). Indeed, collegiality is especially important for younger staff (Brunetti, 2001), as is a sense of community (Lacy and Sheehan, 1997). It aligns with established, if dated theories, such as Maslow's (1954) which highlighted the importance of social belonging. The important role host country nationals also play should not be underestimated (Kang and Shen, 2017).

Management: Newer staff were generally happy with the support they received, but this primarily came from their module conveners in the first instance. With experience and role progression it became apparent that satisfaction tailed off in this respect, and became more aligned to colleagues with whom one worked. Supervision should be positive (Tillman and Tillman, 2008), and leadership from those in management positions ought to be inclusive, encourage teamwork and collaboration and be flexible (Shoaib, 2004), besides being supportive and promoting healthy relationships and participation (Khany and Tazik, 2016). Junior staff in particular require support, ideally from experienced staff (Winiger and

Birkholz, 2013). Unfortunately, the ELC has failed to retain any of its successful managers once their terms end, and the past couple of years have seen a laissez faire approach adopted which proved problematic. Some of the newer managers, as George noted, have been fairly heavy handed and, as he suggests, this may be related to personalities. It has meant that rather than positive approaches to management being adopted more regressive ones became the norm in some areas of the ELC, adopting negative reprimanding approaches to shape behaviour, as Skinner's (1953) work suggests can occur, or Theory X suggests can take place depending on the perceptions held by those in positions of power (McGregor, 2006). It also lends credence to Herzberg's (1959) belief that supervision tends to be a feature that leads to dissatisfaction. Ideally, leaders should be approachable and supportive (Aldridge and Fraser, 2016); You, Kim and Lim, 2015), promote teamwork and have good communication skills (Jyoti, 2010), and promote trust (Yoshihara, 2018) because with support teachers are more motivated and less prone to occupational stress (Caruso, 2019). Haberman (2005) also notes that good leadership is important, because employee satisfaction is tied to climate (Jiang et al., 2019). They can ensure that good mentoring of staff exists which is of consequence (Selmer and Luring, 2010), and appointing experienced staff who can support and reward fairly is key (Shoaib, 2004), as well as offering helpful feedback which should be ongoing (Winiger and Birkholz, 2013). In some respects, the ELC does a lot of this, but how effectively is questionable, as discrepancies between Will's experiences and Kate's beliefs highlighted. Again, support often varied, depending upon the individuals concerned rather than being systematically consistent and fair across the board.

6.2.2. Teaching and Learning

Autonomy: Perhaps the most important feature in this respect was that the majority of staff enjoyed being in the classroom, as Kahn (2011) also found. Perhaps this was not too surprising as Herzberg (1959) suggested that the work itself could act as a motivator, given the intrinsic appeal (Ouyang and Paprock, 2006), the propensity for states of 'flow' to occur (Csikszentmihalyi, 1990), besides the appeal of working with the students who themselves are a source of

satisfaction, helping to realise altruistic designs. Alternatively, interesting (Wilkins and Neri, 2019), novel and varied work is important (Johnson et al., 2016), as are good materials (Kahn, 2011), along with readily available resources and reasonable infrastructure (Shoaib, 2004). Autonomy was deemed to be reasonable for the most part, which is of consequence given the value placed on it (Chen, 2010), and expectations about possessing it, which, as Vroom (1964) noted with expectancy theory, can be telling if it is removed or lessened. This could be also lead to challenges going forward if managers, such as Emma, were proved accurate in cautioning that decision making for staff might be lessened in future years. A degree of accountability is often required with autonomy to ensure performances meet the expected standard and incentive mechanisms, along with purposeful training (Ericsson and Pool, 2016), can help, but it should be noted that this may not enhance satisfaction (Dou, Davos and Valcke, 2017).

Educational Values: It is noteworthy that the staff felt that their educational values were not compromised at XJTLU, significant because teachers often expect a good fit between themselves and the organisation (Wilkins and Neri, 2019), and it is worth stressing that when this question was asked most staff needed time to reflect on what their educational values actually were, suggesting the important role that the subconscious can play in guiding us, as Freud (1940) drew attention to. It became apparent that most teachers were passionate about their work, as Day (2004) suggests is often the case, which is crucial as it can enhance student enthusiasm (Day 2004). This can be even more important if students have been conditioned by extrinsic rewards, as an enthusiastic teacher can reignite an intrinsic passion (Patrick, Hisley and Kempler, 2000), with such motivation more important than momentary 'highs' (Patrick, Hisley and Kempler, 2000), as teachers and students can learn from one another (Kahn, 2011).

Workload: Workload met with an acceptance that the basic expectations were reasonable, despite the preliminary and final preparation and marking needs noted by Mark. However, for new staff like Summer, those who had taken on extra work like Kurt, or busy managers like Emma, this was not always the case, despite Michael suggesting of degree to choice was also involved, although Kurt noted

that choices often were influenced by longer term career concerns. Given considerations such as these it would appear that a supportive environment is important (Kassabgy, Boraie and Schmidt, 2001), often enhanced when group benefits outweigh individual gains (Shapira, 2017). There is also a need not to overburden teachers unnecessarily with administrative or non-essential activities (Shoaib, 2004). Guarding against excessive class sizes, with their potentially increased assessment marking loads and pressures, would also appear sensible, as Xu and Shen (2008) caution. Job sharing has also been put forward as a way to address shortages and reduce exits (Adams and Stewart, 2019), and there may be some merit in this when considering the possibility of disruption because of unexpected departures and absences, for example those caused by illness. Job enrichment, either horizontal or vertical, is another possibility (Young et al., 2004), although it should be noted that increasing duties will increase workload. Hybrid roles offer another possibility (Remijan, 2014; Sahlberg, 2011a and 2011b); albeit with teaching reductions considered (Darling-Hammond and Rothman, 2011).

Decision Making: Finally, some staff felt decision making was reasonable, although this was primarily on a modular level, and the tendency was that the more elevated the position the greater the perceived autonomy, at least as it pertained to teaching. In many Chinese contexts there is less emphasis on employee influence over school governance (Kwong, Wang and Clifton, 2010), but empowerment is important (Khany and Tazik, 2016), not least for personal growth (Maslow, 1954) and as a motivator (Herzberg, 1959).

6.2.3. Recognition and Progression

Career Opportunities: Career opportunities are vital (Johnson et al., 2016), and these can encompass having the chance to develop (Hiver, Kim and Kim, 2018), progress (Zeb, Jamal and Ali, 2015), and/or being promoted (Zeb, Jamal and Ali, 2015) all of which can enhance motivation through their growth and achievement potential (Herzberg, 1959). Indeed, the power of achievement motives is stressed by Atkinson and Raynor (1974), and encapsulates a need to achieve, alongside success probability considerations and incentive value (Locke, 1996). This is

because being recognised and/or promoted can provide a chance to improve one's situation in life and thus potentially reduce need deficiencies (Hull, 1943), as well as better oneself, which Rogers (1951) highlights as important. It provides a source of recognition which is influential (Zeb, Jamal and Ali, 2015), as Maslow (1954) draws attention to with his higher order needs. Accomplishments can enhance intrinsic motivation and lead to greater commitment (Peltokorpi, 2008). Most ELC interviewees suggested that broader career advancement opportunities were equitable, with staff mentioning that many opportunities existed and that the previous year had seen a boom in internal management positions. Xu and Shen (2008) suggest that enhancing promotion opportunities and channels is a positive thing, but in this case these were not without contentious areas. Nevertheless, promotion at XJTLU can be seen as either financial or role based, and financial promotions have become more difficult to realise, as Emma acknowledged and Kurt highlighted, meaning that features identified by Vroom's (1964) expectancy theory, namely the expectation of success, alongside equity and incentive reinforcement incentives were beginning to take a negative turn. This point was noted by Sarah who had been continually frustrated in her aspirations to take on roles, with Will, Kurt and Shane experiencing reneged promises which meant financial promotions were illusive. Only a limited number of staff felt that recognition was forthcoming and, once beyond the module level, at times only if sought, as Paul noted. Students provide an important source of recognition and appreciation (Kahn, 2011), but, although pleasant when forthcoming, as James noted, it was not regarded highly, given reliability concerns, as Sarah mentioned. Her points about how it could potentially be unfair or personal highlighted why self-efficacy was important, especially in trying times (Stipek, 2002), as well the need for some managerial common sense when evaluating feedback. The evaluation opportunities had been good for them, although Emma noted how this was detrimentally changing, with Vivian and Laura suggesting that it was not the case for all. Kate and Vivian also suggested that the reintroduction of incremental annual review points, tied to pay increases, was going to lead to problems. Emma, Michael and Kate highlighted the health toll numerous managers had encountered, suggesting that success was not detriment free. Despite numerous existing ways in which careers could be enhanced, John noted that time to utilise these was

important but not always apparent. The perceived value of pursuing these avenues was also highlighted. As far as administrative career tracks or management was concerned, it was sensed that these did not always appear to be merit based, which Jyoti (2010) suggests is vital, and along with need for fair evaluation systems (Liu and Onwugebuzie, 2014), staff felt things were lacking in these areas. Clearly, if staff perceive the input output dynamics to be inequitable, issues will likely arise as Adams (1965) demonstrates. It also appeared that despite administration perhaps fulfilling a motivational role in what is often a linear career for some (Ma and MacMillan, 1999), it was having the reverse effect for others, as George especially noted.

6.2.4. Employment Package

Working Conditions: Working conditions was one area most staff were generally satisfied with, which is good as Herzberg (1959) identified it as a hygiene factor likely to lead to dissatisfaction. That said, perception is important, as staff who move to XJTLU from within China, or other teaching backgrounds such as private language schools, tended to see the facilities and conditions as a step up, whereas those who had moved from the Middle East often initially believed they had regressed. However, as most ELC staff are based on the North campus, rather than the newer South campus, and in the oldest institutional building, this could be influencing perceptions. Interestingly, features identified by Kahn (2011) as satisfying ELT Higher Education (HE) expatriates in Oman, including the campus, and its active lifestyle features such as the gym, swimming pool and squash courts were not mentioned, despite significant investment from XJTLU in its sporting facilities. The reason may stem partly from the fact that many staff have external gym and swimming pool memberships, meaning that campus benefits are not perceived in quite the same light. Michael noted that standards were not up to international comparisons, but that improvements had been made.

Job Security: Job security was another employment feature deemed to be reasonable by most, with almost all concerns based around macro possibilities, which also proved to be the case with expatriate EFL teachers in Oman (Kahn,

2011). Job security is certainly significant as it fulfils needs identified by Maslow (1954), and is often cited more as a hygiene factor which typically leads to states of dissatisfaction (Herzberg, 1959). If Rosen and Paul's (1998) stipulation that it is a thing of the past is correct, this suggests a notable institutional strength. However, macro concerns are also merited as only recently the provincial retirement age dropped, mid academic year, from 65 to 60 for all but a few very senior employees.

Remuneration: Another area almost all staff were positive about was remuneration. External rewards, such as remuneration, are important (Peltokorpi, 2008), as this can help to reduce need deficiencies (Hull, 1943) and make life easier (Wilkins and Neri, 2019), and the ELT occupation is known to be weak in this respect (Al Harthy, 2005), often acting as a source of dissatisfaction (Herzberg, 1959). Features such as pay help people to better themselves and their situations in life which Rogers (1951) notes as significant, acting as a source of recognition, illustrating worth and value which Maslow (1954) highlights is important, especially given how strong emotions can be (Haidt, 2006). Although, as John noted, things are changing, the Middle East has been known for offering good remuneration, with expatriates in some areas often happier than local staff (Al Harthy, 2005), possibly due to the tax free salary, healthcare, educational and travel allowances, and free housing in what may be a warm welcoming environment (Kahn, 2011). XJTLU has improved its support in these areas over the past ten years, with the healthcare package for expatriates being excellent, as Kate and Laura noted, and the provision of an educational allowance an additional plus, although Kurt noted that, while a reasonable amount, it is far from comprehensive given actual schooling costs. Improving working conditions, welfare and remuneration is clearly beneficial (Xu and Shen, 2008), and is an area deserving of attention as Jyoti (2010) suggests, because staff should be adequately rewarded, with a degree of flexibility if possible as it can sustain motivation and satisfaction (Shoaib, 2004), helping to guard against the best and brightest leaving, which often happens if the environment is challenging (Tillman and Tillman, 2008). Obviously, decisions need to be weighed up alongside institutional level needs and demands such as budgeting for overall expenses. Institutions also need to be mindful of the impact

developments can have, as at XJTLU most perceived issues seemed to stem from recent employment contract changes which resulted in newly appointed staff appearing to have a stronger employment package than many longer serving staff. The same is now true for management stipends, albeit with incoming occupants financially disadvantaged. Equity concerns stemmed from staff on higher pay bands earned over time doing the same work as recent arrivals, besides perceptions of pay equity (Zab, Jamal and Ali, 2015), and equity in general (Adams, 1965). Although disadvantaged, less well paid staff can sometimes be more content simply because expectations are managed (Razavipour and Yousefi, 2017).

6.2.5. Summary

Staff were largely satisfied in the areas of personal interactions, teaching and learning, along with the employment package. Home students, colleagues, educational value alignment, autonomy, job security, remuneration and working conditions were seen as positives. It is also clear that as far as job satisfaction goes, it is important that needs are being addressed and met, and that staff will draw on cognitive processes as well when deciding the extent of their satisfaction. The implication is that even if certain needs are being met, if these same areas are not meeting individual expectations or addressing equity concerns, problems may still arise. This is an important point because it is not as straightforward as simply ensuring people are paid enough to survive and/or feel a sense of belonging. Staff also expect to have the expectations in these areas met and that this is equitable to them as they perceive it. What is also interesting is that not all of the areas deemed to be hygiene factors always are. In this case some relationships, conditions, job security and salary actually satisfied a large number of study participants and motivated others.

6.3. Dissatisfaction

Research Question 3: To what extent, and in which areas, are expatriate English language teachers dissatisfied with their job?

Expatriate failings are often attributed to job performance which falls below expectations, internal role transfers and departures (Levin and Stokes, 1989). Unfortunately, these have all been evidenced in the ELC in the recent past. Numerous factors were deemed by staff to have contributed to the present issues. See Graph 3. Some pertained to personal interactions with the behaviours and actions of senior figures failing to set an appropriate example or expected standard, others to associated aspects, such as contentious appointments, leading to inequity concerns, the power of which Adams (1965) highlights, and feelings of disillusionment, which align with expectations and suggest a degree of consistency (Herzberg, 1987), albeit undesirable. Appointing staff who were both inexperienced and perhaps ill-suited to manage led to a scenario where some subordinates felt that their values, in respect to teaching and learning, were not shared by those to whom they reported. Management acknowledgment that many were overworked and the effects of this suggested the outlook going forward would be unsustainable. Potential plans to restrict teaching autonomy, and consequently a supply of creative outlet and ownership, which could diminish the intrinsic enjoyment the work presents, also raised concerns. Recognition and progression was another source of discontent. Effort acknowledgment, evaluations and promotions were all riddled with perceived problems, and the lack of systematic career development support or guidance appears an oversight for all who move beyond ELC trainee status. The fact that remuneration has a clear ceiling may, as Michael suggests, be a hard money decision, but it is also effectively ends institutional careers. Despite improvements to some benefits, such as healthcare, it is apparent that others, such as schooling provision, will not be enough for mid-career professionals either in a retention or recruitment capacity, meaning that a key demographic group will inevitably leave or simply never seek employment.

Key	Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Personal Interactions	Chinese Students	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	International Students	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Colleague Collegiality	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Management Support	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Teaching & Learning	Teacher Materials	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Teaching Autonomy	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Educational Values Alignment	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Employment Workload	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Decision Making Input	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Recognition & Progression	Effort Acknowledgement	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue
	Evaluation System	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue
	Promotion Opportunities	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
	Career Advancement	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Employment Package	Contract Status Quo	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Work Conditions/ Facilities	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Job Security	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Remuneration	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Overall Evaluation	Recommend XJTLU/China	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Plan to Stay	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue

Key:	
Satisfied	Blue
Mix	Yellow
Not Satisfied	Red
Not Applicable	White

Graph 3: Factors which Dissatisfy

6.3.1. Personal Interactions

Management: Vivian noted and Kate found that management was severely lacking. Indeed, management often leads to negative states (Herzberg, 1959; Xu and Shen, 2008), especially when it is too rigid or limited, as Maslow (1966) noted, since discrimination (Afshar and Doosti, 2016), marginalisation (Kahn, 2011),

contestable decisions (Olulube, 2006), unprofessionalism (Kahn, 2011), or a lack of transparency (Xu and Shen, 2008) result. With respect to management, both new, second and third contract, and long serving staff voiced concerns. Quality management is very important for new staff (Chaaban and Du, 2017), and the retention of female employees (Callister, 2006), which does not bode well if sexism is as rife as staff like Vivian imply. New staff, like Kurt, questioned what some staff actually did, as well as noting feelings of being misled, as Summer also suggested, while Will talked of broken promises regarding promotions. Second and third contract staff drew attention to aggressive, bullying and sexually inappropriate behaviour, along with authoritarian management practice which was heavy handed and more akin to the negative reinforcement associated with Skinner's (1953) conditioning theories and McGregor's (2006) Theory X, meaning little trust and goodwill was likely to remain for long, as Kate sensed. It is possible that the situation rather than purely dispositions was proving influential (McRaney, 2012). With collegiality also called into question by various second and third contract staff, some managers were believed to have been promoted to the level of their incompetence as Vivian mentioned, and the Peter Principle suggests (Robertson, 2012). Some longer serving staff added to this, saying that there were now too many cooks, too little focus on people rather than procedures in a setting where those in charge were overworked in some instances and lacking in professionalism or an appropriate work ethic in others. This has echoes of the 80/20 principle where eighty percent of the output or work is done by 20 twenty percent of the input or workforce. It also suggests that management was living by rules opposite to those advocated in management books such as Krogerus and Tschappeler (2011), such as the Hersey-Blanchard (1988) model of adapting one's leadership to suit the situation or the Johori window considering how one's actions might be perceived by others. It is possible that there was also an introspection illusion in effect (McRaney, 2012). It certainly appears, as George suggested, that personalities and constrained senses of self may have been shaping perceptions and behaviour and the associated climate (Simon, 1972). Lord Acton noted how power corrupts in an 1887 letter to Bishop Mandell Creighton (Acton, 1907), and Robertson (2012) suggests that power can bring out the bully in people, especially those in authority who feel inadequate in the role, with more power leading to greater problems. Staff

highlighted how they felt certain ELC managers and leaders were untrustworthy, did not treat others with respect or, ultimately, take responsibility. Kurt, David, John, George, Vivian, Shane and Rachael all raised concerns in this area. With many senior figures also seen as unreliable, indecisive and lacking in communication skills according to staff, and health scares and issues preventing others from applying for roles, it was enlightening to hear what managers felt. Kate noted how not all were busy, suggesting a workload mismatch, while Emma noted, there was a competitive, potentially detrimental, rivalry emerging between managers. Teamwork was seen to be lacking between those leading the ELC, teaching and learning bodies, such as the DLTC, were management tools, a sense of constant firefighting was the norm, with work and home life boundaries blurring or gone, and the result was stress, anxiety, depression, exhaustion and burnout in some cases, as Emma alluded to and Kate noted. Michael mentioned the choice element, but for staff seeking to enhance their careers, or with a desire for achievement based on competency, as Atkinson and Raynor (1974) draw attention to, it was often a choice that was calculated or forced if not fitting the desired management mould. With managers feeling that the most senior figures did not support them on occasion, and some had been unpleasant, as Kate discussed, it is little wonder this presented an area in need of improvement.

6.3.2. Teaching and Learning

Workload: Workload presents something of a different concern because, despite base teaching load expectations being deemed acceptable, as Lance noted, the ELC seems to have been in a state of perceptual change for years without any prior communicated reason for this. In addition, new staff drew attention to assessment preparation and marking demands, which potentially stem from a lack of staffing continuity on modules, due to a policy of constantly rotating teachers every couple of years, highlighting the potential negative role of mandated policies (Kahn, 2011). Kurt noted how attempts to take on extra work to enhance his career had an impact on home life, while Dan and David suggested that the amount of paperwork which had to be read in order to undertake tasks was prohibitive. Highly regulated administration work is known to adversely affect staff (Khani and

Mirazee, 2015), as is excessive paperwork (Hiver, Kim and Kim, 2018), long hours (Kazarouni and Sadighi, 2014), a point noted by Summer and Emma, a feeling of being swamped (Richardson and Watt, 2006), something Emma also felt, time pressures (Al Harthy, 2005), which can increase the risk of burnout (Skaalvik and Skaalvik, 2011), and an inability to finish everything that needs to be done (Menyhart, 2008). Put simply, workload can be a notable problem (Smithers and Robinson, 2001), lessening quality (Kahn, 2011), as quantity does not equate to quality in much the same way job enlargement may not equate to enrichment (Kaiser, 1981; Kahn, 2011). It can also reduce intrinsic motivation (Deci and Ryan, 1985), which is important to teachers and can be attained through preparing for and teaching lessons (Menyhart, 2008). Other staff drew attention to administration and marking concerns, role overloads (Laura), along with the tedium of always appearing to be preparing for assessments.

Decision making: Decision making was another area of some concern. New staff indicated that their voices could be heard on the modular level, whereas others such as Vivian noted that fewer staff were speaking up, citing possible fear, while Rachael suggested apathy and disconnection. Vivian also noted how the DLTC was little more than a management tool, a point Emma seemed to endorse, adding that voices were often guided by management and coining the phrase 'consultation theatre'. She added that decision making input would likely further lessen in the future. A lack of decision making is noted as being detrimental (Afshar and Doosti, 2016), and the ELC has not been helped by a number of management illnesses up to 2017-2018, along with maternities of senior figures, interim leadership periods, and generally a prolonged period of uncertainty in one capacity or another, culminating in an internal investigation into leadership over the 2018-2019 academic year. The ELC has also struggled to retain its best performers, often as they run out of career opportunities, or appear to be overlooked in more recent years. Given the power of expectancy (Vroom, 1964), and growth needs or aspirations (Maslow, 1954), it is not surprising that the ELC seems to find itself constantly reinventing the wheel, even when institutional needs do not merit this. Kahn (2011) noted how assessment standardisation designs could stifle, additional non-teaching and paperwork work could grind, and last minute calendar

changes, along with delayed enrolments and late notices, could leave staff feeling frustrated, angry and powerless. Some of this was acknowledged to stem from macro national sources, such as religious holidays, and in similar ways the COVID-19 virus has had the same effect in China in 2020, but departmental issues warrant a more efficient system being in place. Other areas to affect the ELC include human resource allocations, such as person-course alignments, which ensure appropriate subject and pedagogic knowledge is being utilised, and work repetition (Afshar and Doosti, 2016). These are additional areas the ELC has struggled with.

6.3.3. Recognition and Progression

Effort Acknowledgement: In terms of recognition and progression all staff groupings were damning of the status quo. Effort acknowledgment is one area where problems tend to arise as little or no recognition tends to demotivate (Menyhart, 2008), and perceived inequalities in recognition can lead to expectancy mismatches and equity issues as Vroom (1964) and Adams (1965) drew attention to. Recognition is also a strong predictor of motivation (Leung, Liu and Spector, 2000), although distributing it too freely can lessen its value (Kahn, 2011), in the same way not providing enough can be problematic (Kaiser, 1981). Consequently, teacher awards need to be carefully considered, such as the recent ELC professional development sessions, because well intentioned initiatives can prove counterproductive, especially if they have no real credibility or additional value on annual evaluations or promotions. Indeed, awards should probably consider both the immediate accomplishment and longer term contributions as Kahn (2011) highlights. In terms of ELC effort acknowledgment, it was clear that this can occur at different levels both within a module, as new staff typically experience, albeit depending upon the module convener, as well as more broadly and officially. The trouble is many staff felt the degree of acknowledgment varied, based on the people in positions to bestow it, and some was not forthcoming unless it was sought or suited an individual's agenda.

Evaluation: Evaluations are another feature which can prove problematic (Zembylas and Papanastasiou, 2006), with perceptions of unfair evaluation

systems one aspect (Liu and Onwugebuzie, 2012 and 2014), along with changes in evaluation and recognition systems (Ali and Ahmad, 2009). All these features were mentioned by ELC staff, along with concerns surrounding the reliability of student evaluations, partly as popularity and pre-observation activities can be influential, as well as annual PDRs which are self-recorded, and thus susceptible to creative editing, as John suggested, along with transparency concerns, as Kurt raised, given how staff were expected to be evaluated on criteria they had not actually seen at one stage. Paul noted how management had become administration focused, and Emma highlighted how many managers were overly busy, suggesting the PDR process had lost some of its guiding designs to become more of a fact checking exercise, all of which provides few positives if it becomes little more than just another to complete. Some felt that underperforming staff were not really dealt with, perhaps because, as Michael implied, the problem might resolve itself in time. Clearly professional development is important, but it can be lacking (Ouyang and Paprock, 2006). Lesson observations, which Kate suggested were meant for evaluative purposes only in regard to new staff, while other staff felt differently, were also deemed questionable, as the Hawthorne effect and Tillman and Tillman (2008) consider that people display their best for this finite period of time. Instructional feedback is often deemed a nuisance and rarely acted upon (Nasser and Fresko, 2002), although pre and post observation meetings can be useful (Downing, 2016). An additional concern was that rhetoric and reality seemed to differ, as Will felt he had not experienced what Kate suggested should be occurring. Student evaluations were also deemed to be of dubious value, as Will and James noted, even if they enjoyed reading pleasant comments. Sarah highlighted how student comments could be unfairly personal, and Emma suggested that at present this feedback was just used to identify staff scoring lower than average and below a certain threshold, a point Kahn (2011) also found in Oman.

Promotion: Promotions, and advancement (Chen, 2010) presented another problem area. Yoshihara (2018) suggests that if staff do not feel valued or appreciated they will leave, when promotions are not perceived to be tied to performance (Xu and Shen, 2008). New staff suggested that there was a lack of

transparency here and for evaluations, as did longer serving staff such as Paul. New staff also noted the changes to promotions, the broken promises, some in writing, which affected them, and the financial inequalities for work being done in the Centre. This ties to Adam's (1965) equity theory, and Vivian's suggestion that who one knew could be influential did little to alleviate concerns in this area. The fact that some newly appointed managers were also given grade promotions up to tutor D on being given a management role, the first time this has been known to happen, did little to alleviate feelings of concern when promotions were deemed by staff to be harder than ever, and long serving staff, such as Shane, felt misled, which ties into expectancy theory (Vroom, 1964), albeit not in a positive manner. They sensed a lack of transparency, unattainability and that longer serving staff had inadvertently been punished by developments. Older, more experienced staff, such as John, disapproved of some of the younger staff's open frustrations, perhaps re-emphasising the generational gaps which exist, while Kate disagreed with the management fast tracking of some staff and others' promotions on being awarded a role. Interview panel composition and the fact that promotions were often tied to roles were felt to be biasing interview outcomes. This was despite accepting a degree of management prerogative to recruit whomever they wanted. It also meant that considerations such as detrimental social exchange theory (Blau, 1964), the caveman syndrome in which people avoid negative situations (Kaufman, 2012), or even Freud's (1915) psychodynamic theory whereby people are motivated to avoid painful situations, such as rejections, were common. Emails to staff who were unsuccessful applying for a role, suggesting that a preferred candidate had simply performed better in the interview, were perceived to belittle years of hard work in some instances, and to lack a personal touch. Robertson (2012) highlights how a sense of achievement and reward ignites desirable dopamine systems, and Maslow (1954) speculated on the importance of esteem. Herzberg (1959) noted the motivational power of achievement, recognition and growth, but it would appear that high self-efficacy would be important for capable staff, especially true in trying times (Stipek, 2002), when any need to achieve was unlikely to meet with much probability of success and the incentive value to work hard, in the hope of recognition and advancement, was diminishing. Put simply, achievement competence motivation theory outlined by Atkinson and Raynor

(1974) did not present a promising picture and emotions being important, as Haidt (2006) suggests, might lead some staff to reach an emotional tipping point (Mitchell, Holtom and Lee, 2001) or, at the very least, cases of avoidance motivation (Elliot, 2006) or states of learned helplessness, as Reeve (2009) highlights and Sarah noted. Even managers noted how promotions were something of a 'black box' and only likely to become harder to attain.

Career Development: On a slightly more positive note, career development opportunities in general were deemed to be reasonable, even if staff had to seek what was available themselves. Clearly a lack of important career ladders noted by Pennington (1995) seems an omission, as it means the important area of career concerns (Jyoti, 2010) rests on the individual, with a possible missed opportunity to enhance commitment and retain the best and brightest. It is no coincidence that by June 2019, with the exception of the then director and deputy director, only three out of ten ELC managers had been on the CMT for more than year, and all of the managers from the ELC who had held line management responsibility but were no longer a part of CMT had left the Centre, with many also departing the university. This is to be expected when discrepancies exist between ambitions and reality (Kissau, Davin and Wang, 2018). If this represents career development at the top then it would appear little wonder that carefully staged and managed growth remains elusive. It is also unsurprising that issues arise when staff such as Shane suggest that while career stagnation may be frustrating but understandable in some cases, regression is simply not acceptable.

6.3.4. Employment Package

Contracts: It is well documented that extrinsic factors can influence individual employees' intentions to stay in a job (Roeness, 2011), and the employment package is often a key determinant, especially if deficiencies are felt to exist (Kiziltepe, 2008; Menyhart, 2008), as Herzberg (1959) drew attention to. It addresses fundamental needs (Maslow, 1954), as well as presenting an opportunity to reduce deficiencies which is important (Hull, 1943), as humans often wish to better themselves (Rogers, 1951). At XJTLU the introduction of new

employment contractual stipulations, and the timing of this, as Summer indicated, led some staff to believe that they had been misled, in much the same way others felt about their promotions at the time when that system was changed. This led to other staff believing that promotion to tutor D level, the highest banding within the ELC and one mooted as the only employment package more advantageous than that which newly employed staff could be recruited on to from 2019-2020 onwards, was now formidably difficult and would require a significant time investment, regardless of contributions to date. This left many staff feeling under appreciated and undervalued, with some longer serving staff suggesting that they almost felt punished for years of dedicated service and questioning why loyalty was not being rewarded. With many localities known for comparison mentalities (Al Harthy, 2005), and with expectancy (Vroom, 1964) and equity (Adams, 1965) considered, where inputs such as loyalty and sacrifice are weighed up against outputs including pay and recognition, it is hardly surprising that issues stemmed from these developments. Ali and Ahmad (2009) highlight how changing rewards can impact on motivation and satisfaction, while Kang and Shen (2017) consider how compensation gaps create tensions. Bess (1997) highlights how commitment is often tied to organisational inducements, of which pay is one form.

Salary: Pay and its capacity to indicate recognition and approval is tied to mid-brain dopamine systems (Robertson, 2012), which are important as far as emotional contentment is concerned (Haidt, 2006). Equity concerns also stem from higher categorised tutor grade staff potentially having less responsibility than newer, less well remunerated staff, as Will noted, despite status having been achieved over years of service. He felt it was reflective of how the ELC has chosen to utilise its HR element at present. Despite the ELC having to ensure opportunities for staff aspiring to progress are available, considering achievement motivation theory it appears that overlooking strong candidates in role interviews will do little to inspire the more able. Similarly, providing financial promotions to some new cluster managers when they gained management roles left many staff bewildered. Inequalities can be found on the pay scale because, while academics can continue to progress as they attain associate professorships, ELC staff hit a very definite financial ceiling, as Michael noted is probably a costing decision, but may also be

tied to the absence of adequate career paths, as Pennington (1995) demonstrated. Certainly, inequalities in pay can rankle (Yoshihara, 2018), and salary plateaus (Ministerial Council on Education Employment Training and Youth Affairs, 2002) or ceilings, as Emma noted, can lead to departures, and this is what has tended to happen with most able managers once they are unable to progress. James highlighted that inflationary salary increments appeared to have slowed in recent years, and Shane and Laura noted concerns if the cost of living continued to rise. Staff mentioned the challenges of trying to raise a family, even with an education allowance, given actual costs, and Afshar and Doosti (2016) note how a lack of funds can lead people to consider taking on additional work, while others may simply be trying to improve their standard of living (Kahn, 2011). The problem is that employment and visa stipulations may consequently be breached in some cases, as staff discovered in the 2019-2020 academic year. Kahn (2011) notes how schooling presents a problem at many institutions globally and there is no easy solution, as XJTLU found with its Affiliated School experiment a few years ago. The lack of a pension, rather than a gratuity, was another feature staff that John and Paul noted, and Kahn (2011) highlights how this is an international dilemma, although at XJTLU expatriate staff have the compensation of an international healthcare package.

Facilities: Facilities are important (Kahn, 2011), with small changes desired in areas, such as IT or physical teaching and learning spaces. In the greater scheme of things this is neither a major worry nor a pressing concern. With the new Taicang Campus due to open in the next few years and the ELC taking increased ownership of the foundation building, having Virtual Reality (VR) and Augmented Reality (AR) adoption designs provides scope for progress.

6.3.5. Summary

Staff were dissatisfied with recognition and progression, particularly with regard to promotion opportunities, the evaluation system and effort acknowledgement. The contract status quo and a lack of decision making input were also perceived as negatives. It is equally apparent that as far as the findings tie into theory, when

needs and goals are not being met dissatisfaction is likely to result. Indeed, as employment is multifaceted and needs can vary across work roles it is distinctly likely that need deficiencies can occur in multiple areas and multiple levels and that an accumulation of these, along with mismatches between expectancy, equity and negative reinforcement factors can lead to significant organisational issues, especially if the dissatisfaction encompasses large numbers of staff in a wide range of areas. A number of Herzberg's hygiene factors are contributing in some cases in this instance, but it is also the absence of motivators in other cases which is accentuating and increasing the problems. Perhaps due to managers' own senses of self, regressive management approaches were almost certainly misaligned with the staff in question and their perceptions of self, aspirations and expectations. The end result has been a situation in which a tipping point appears to have been reached and immediate remedial action consequently required in a number of areas and sub areas.

Chapter 7 - Conclusion

7.1. Summary of Findings

By answering my original research questions, which asked what motivated staff to join XJTLU and how satisfied or dissatisfied they subsequently were, and in which areas, this study has revealed that the ELC has a number of appealing points for prospective and current staff, such as co-workers, students and the employment package. However, attention is needed in areas such as recognition, progression and leadership. It is also apparent that although there were some similarities between different staff groups, there were also unique differences, and these need to be considered.

7.2. Research Value

Expatriate teaching has been purported to be a noble calling in which educators pursue their goals across linguistic, cultural and political boundaries (Johnson, 1999), and expatriates are deemed to be an important HR element, especially when enough appropriate staff cannot be found in the local labour market, as they offer unique insights, knowledge and experience, can enhance an institution's identity, and have knowledge of associated work contexts and countries (Wilkins and Neri, 2019). The vast majority of studies and research into teacher motivation and satisfaction have considered pre-service of teachers (Kahn, 2011), or have focused on a specific group, such as those who have been at an institution for a significant period of time (Kahn, 2011). This research therefore bridges a number of gaps and contributes to knowledge in a number of areas and ways:

- It firstly considers a wide spectrum of EFL teachers who are often under represented in studies of a topic that remains relatively under researched (Kahn, 2011).

- In the growth area of Sino-foreign institutions based in the important Chinese market, it examines expatriate employees who are often talented and committed (Gappa, Austin and Trice, 2007), and who have had enhanced mobility through reduced barriers (Freidman, 2005).
- This exploratory study also devised two conceptual frameworks which more comprehensively analysed the questions at hand.

The findings indicated that a combination of push and pull employment and personal factors, alongside convenience considerations, influence the motivation to move, but that over time what satisfies or dissatisfies employees, in the institutional context, over which an employer has a degree of control, are a combination of personal interactions, teaching and learning features, recognition and progression opportunities and remuneration.

7.3. Recommendations

This research suggests a number of recommendations based on the findings and through consideration of the literature.

7.3.1. Recruitment

- **Marketing Considerations:**
 - Raising awareness of the School of Languages in a cost effective manner is essential, and this means not only promoting the strengths of the institution, school and ELC, but also being open and honest about the realities.
 - Systematically analyse the cost and time effectiveness of marketing campaigns. Recruitment campaigns should highlight a multitude of factors which might appeal to potential candidates (Richardson and Watt, 2006), and some features and strategies will hold greater appeal and be more effective in some localities than others (Kissau et al; 2019). Hence institutional promotions should be tailored to the

staff demographic being sought, focusing on features which appeal to them.

- Consider how effective recruitment approaches have been and why this may or may not have been the case.

- **Employee Characteristics:**

- The School of Languages should consider if there are desired traits and features and, if so, then perhaps recruitment should consider profiling.
- A number of traits and features have been put forward as being advantageous to consider, including background research (Cai and Hall, 2016), previous expatriate experience (Johnson et al., 2016), an interest in the host country (Arp, Hutchings and Smith, 2013), language proficiency (Peltokorpi, 2008), socio-cultural (Goleman, 1998 and 2007) and emotional involvement (Johnson et al., 2016) intelligence, and stability (Peltokorpi, 2008), high educational level and realistic expectations (Wilkins and Neri, 2019), confidence (Sibiger and Pines, 2014), strong interpersonal skills and ability to work well in teams (Kang and Shen, 2017), and enjoyment of the work (Liu and Onwugebuzie, 2014).
- Interview panels should also be carefully composed to avoid biases creeping in, especially subconscious ones (Freud, 1940). Training should be provided.
- Success could be measured in terms of how well those recruited subsequently perform.

- **Demographic Considerations:**

- The School of Languages should consider if there are desired demographics in potential applicants.
- Many researchers suggest targeting older (Ouyang and Paprock, 2006), more experienced (Beny, 2014), mid-career professionals

(Arp, Hutchings and Smith, 2013), who have previous expatriate experience and higher education levels (Selmer and Luring, 2010) if the aim is higher performing and more satisfied staff who have greater mental resilience (Arp, Hutchings and Smith, 2013).

- Middle aged staff, with families, are also advocated (Jyoti, 2010), who have self-initiated the move through desire, as they tend to adapt better (Peltokorpi and Froese, 2009), and families may provide support which can enhance performance (Selmer and Luring, 2010).
- If staff can be recruited locally it should lessen costs and offset expenses (Sharma, 2012).

- **Recruitment Ease:**

- It is important to make the move as easy as possible for staff, and obviously the closer staff are geographically when they are recruited the easier this should be.
- Prospective staff should be processed in a timely manner, kept up to speed with developments and necessities such as visas need to be as problem free as possible, not only for staff but families as well who are important for adjustment (Vladi, 2008).

7.3.2. Retention

- **Personal Interactions:**

- The biggest considerations here seem to lie with workloads (Boru, 2018), management appointments and leadership.
- New leadership figures should have good interpersonal skills (Chaaban and Du, 2017), be supportive (Pourtoussi, Gharizadeh and Mousavi, 2018), advocate teamwork (Middleton, 2019), encourage others to be participate (Cansoy, 2018), increase the sense of ownership (Dou, Devos and Valcke, 2017), be equitable

(Cansoy, 2018), with no favourites (Norman, Ambrose and Huston, 2006), communicate effectively and openly (Cansoy, 2018), be able to manage conflict (Middleton et al., 2017), and create a common vision (Cansoy, 2018), because leaders need staff participation to realise institutional goals (Banerjee et al., 2017). Aspects such as these are especially important for younger staff (Gligorovic et al., 2016). They should be able to deal with uncertainty (McRaney, 2012), and systematically evaluate what they do and whether it is effective, and change it if not (Kaufman, 2020).

- Leaders should be reflective (Middleton, 2019), not handicapped by beliefs or prejudices (Robertson, 2012), clear obstacles (Bowers and Seashore, 1966), and feel a sense of accomplishment through good working relationships and an effective job done (Gun and Holdway, 1986).
- Training is essential, as leaders are made (Middleton, 2019).

- **Teaching and Learning:**

- It is important that all future staff have adequate pre-arrival preparation (Peltokorpi, 2008), support (Wilkins and Neri, 2019) and training (Shoaib, 2004), in all relevant areas.
- Cross cultural training is also important (Wilkins and Neri, 2019). As Kahn (2011) found, context is telling when it comes to what is and is not acceptable because, in Oman, staff could see their contracts terminated if they touched upon sensitive topics, behaved inappropriately in terms of inter personal relationships, and/or were performing poorly over a prolonged period of time.
- Some staff may need help integrating (Johnson, Pawan and Mahan Taylor, 2005).
- Professional development should be inclusive to all, but tailored to diverse communities (Cai and Hall, 2016).
- Mentorship should be provided by experienced and respected staff (Watt, Richardson and Morris, 2017).

- Hybrid role opportunities should be carefully considered (Metlife, 2008).
- A culture of everyone being able to learn from one another should be fostered. For example, younger staff are typically more adventurous in their pedagogic approach (Abbasi and Khosrowshahi, 2018), while older staff often foster student inquisitiveness (Kahn, 2011).
- Decision making should be collaborative (Darling-Hammond and Rothman, 2011; Shoaib, 2004), because more involved staff tend to be more committed and loyal (Wilkins and Neri, 2019).
- Workloads should be equitable (Nabhani and Bahous, 2010), and clearly communicated (Cai and Hall, 2016).

- **Recognition and Progression:**

- Acknowledgement should be forthcoming, and evaluations and promotions should be transparent and fair.
- Mid-service staff should not find their careers detrimentally affected, and ELT u-shaped satisfaction curves, noted by Dinham and Scott (1998), should be avoided.
- The ELC should be establishing a career development culture in which staff can systemically develop and build their careers in-house rather than having to realise their potential elsewhere, in a setting where expectancy (Vroom, 1964) and equity (Adams, 1965) are built on the premise that loyalty and sacrifice over the years will be rewarded. Arp, Hutchings and Smith (2013) suggest succession should be based on good service. Kahn (2011) noted how good people can become cynical and get to the stage where they simply observe proceedings, especially when experienced staff are overlooked for more inexperienced colleagues.
- It is positive if the incentive, or achievement (Locke, 1996), value, along with acceptable probabilities of succeeding (Atkinson and Raynor, 1974), attribution, as identified by Weiner (1992), will be

given to one's own hard work, rather than external forces or individuals.

- Promotions should be based on merit. Kahn (2011) also noted how there can be a preference to fast track home nationals, with Johnston, Pawan and Mahan-Taylor (2005), also noting how nationality can play a role, and Shane suggested that he felt there was a shift in this direction at XJTLU.
- It is also important that staff are not selected or hired simply on the outcome of an interview, as this can mask one's true character (Kahn, 2011).
- Staff should also be encouraged to improve themselves through professional development initiatives and opportunities, so that if they do move they are more marketable and a reciprocal, mutually beneficial relationship has operated between institution and employee. Teaching, research and service are important in academic life (Trembath, 2016), and constructive guidance is important (Gheralis-Rouss, 2003).

- **Employment Package:**

- Family is important (You, Kim and Lim, 2015) and so too is family integration (Johnston, Pawan and Mahan-Taylor, 2005). If the education allowance is not sufficient staff will leave, because the only other option is to be separated from one's family.
- Given the importance of home life (Peltokorpi, 2008), and how expatriates can be marginalised through circumstance (Johnson, 1999), remuneration is essential (Manuel and Hughes, 2006), with many teachers being likened to the backpackers of the expatriate community (Trembath, 2016), which may be why academic expatriation has been likened to a hero's journey (Campbell, 1968). Factoring in schooling costs, pension contributions, tax payments, inflation, and with a financial ceiling in place, can mean there is little

incentive after a period of time, as Laura noted, leading to expectancy and equity issues, as Will highlighted, generational ones that John drew attention to, and needs based challenges, as Kurt suggested. It is easy to understand why the salary situation causes so many problems. The salary ceiling is prohibitive (Kahn, 2011).

- Some staff being gifted financial promotions at a time when others were held back and, in addition, receiving a management stipend did little for morale and unity.
- Feelings associated with employment contract disparities will subside with time but, in the interim, alleviating some of these pay related frustrations requires eupsychian management as Maslow (1954) advocates.

7.4. Research Limitations

There were a number of limitations. Firstly, there are limits and contradictions to theory, and this is a given, even if an attempt to theorise is inherently valuable and useful through enhancing knowledge. Secondly, the research method comprised solely of qualitative interviews. Given my paradigmatic stance it is clear that interviews could have been combined with other appropriate data collection methods had this been feasible within the time available. One reason why additional data collection methods such as these were not employed in this instance was because, as Cohen, Manion and Morrison (2000) draw attention to, being a participant observer in the study and maintaining observation notes or additional document analysis could have increased the risk of unintended researcher biases creeping in during the data collection and analysis stages. Instead, and in line with the concepts of social constructivism and *verstehen*, or reconstructing social actor subjective experiences, interviews alone were relied on to draw meaning from the participants' interactions within and with the research context. This was regardless of the additional knowledge I held about or involvement I had with the context and the staff members based within it. However, this can be acceptable and appropriate, as Kahn (2011) notes, since it provides

participants with the opportunity to explain their thoughts and experiences at the level of detail they wish (Troudi and Alwan, 2010). At times the interviews themselves, such as the one with Vivian, had lengthy digressions, but these provided unexpected insights, and because this was an exploratory piece of work these discussions were not too tightly controlled (Kahn, 2011). The semi-structured interviews also had the possibility for follow up interviews to be utilised if needed (Lincoln and Guba, 1985), but they ultimately were not. In addition, participant numbers meant that a limited number of voices were heard.

7.5. Future Research

There are a number of possibilities for future research. Firstly, on an institutional level it would be worth investigating how staff feel in a year's time once the COVID-19 status quo has eased and the School of Languages has had a chance to evolve from conception to entity. It might also consider comments left on external job sites, such as Glassdoor, to see if these have evolved from focusing on negatives related to workload, promotion, trust, equity, leadership competency, bullying, schooling and, ultimately, turnover; hardly glowing endorsements for interested parties to view. Research could also be extended to other Sino-British and foreign institutions, not necessarily at the tertiary level or located solely within the immediate locality, with more voices being heard. Future research in the same area, and with similar participants, could also utilise different or additional data collection approaches based on this exploratory studies insights, as Kahn (2011) advocated previously in a likeminded study.

7.6. Self Reflection

Conducting this study has enabled me to reflect on past experiences while also contemplating the future. It is important that staff have a voice they can express and the decisions which are made and actions which are taken are guided by open and transparent principles. As a research student I believe that these principles should be developed through a combination of drawing upon sound literature and examples of good practice which can be tailored to a specific context.

Developments should be undertaken to improve the learning and teaching experiences of both students and staff, ensuring that future change can be evolutionary and sustainable, and research has an essential role to play here. Undertaking an EdD has been a useful and informative learning experience as my research and organisational skills have evolved, enhancing my subject knowledge (Morris, 2016b and 2019) and inspiring me to continue to improve. This study may also act as a quality assurance gauge for future work within XJTLU's emerging School of Languages, and the inaugural School of Languages Leadership Training Programme will derive from it, while acknowledging that it is understandably bound by the context and the time when it was conducted.

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Appendix

Appendix 1 University of Exeter Ethics Forms



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers: A Case Study Analysis


Researcher(s) name: Gareth Morris

Supervisor(s): Dr Li Li

This project has been approved for the period

From: 06/06/2019
To: 16/04/2021

Ethics Committee approval reference: D1819-038

Signature:  Date: 11/06/2019
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)



Ref (for office use only)

D1819-038

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis-ethics@exeter.ac.uk. Staff and students in the Graduate School of Education should use ssis-gseethics@exeter.ac.uk.

Before completing this form please read the Guidance document which can be found at <http://intranet.exeter.ac.uk/socialsciences/ethics/>

Applicant details		
Name	Gareth Richard Morris	
Department	Ed D TESOL	
UoE email address	grm202@exeter.ac.uk	
Duration for which permission is required		
Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.		
Start date:30/05/2019	End date:16/04/2021	Date submitted:30/04/2019
Students only		
All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. Your application <u>must</u> be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you <u>MUST</u> submit evidence of their approval with your application, e.g. a copy of an email stating their approval.		
Student number	590007607	
Programme of study	Doctorate of Education (EdD)	
Name of Supervisor(s) or Dissertation Tutor	Dr. Li Li	
Have you attended any ethics training that is available to students?	No, I have not taken part in ethics training at the University of Exeter EG the Research Integrity Ethics and Governance: http://as.exeter.ac.uk/rdp/postgraduateresearchers OR Ethics training received on Masters courses. If yes, please specify and give the date of the training: Click here to specify training	
Certification for all submissions		
I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.		
Gareth Richard Morris Double click this box to confirm certification ☒		
<i>Submission of this ethics proposal form confirms your acceptance of the above.</i>		

TITLE OF YOUR PROJECT

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers:
A Case Study Analysis

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

China has developed remarkably quickly since the late 1970s when new leadership and policies were introduced. In the intervening years the economy and global influence of the country has grown rapidly as well as China has managed to maintain an upward growth trajectory. To support this, and better ensure its sustainability, education has become an increasingly important domestic concern and, in an internationalised, transnational world, the uptake of English for business, communication, trade and politics is ever more essential as China seeks to attract and retain talented individuals. One way in which China has helped to better ensure that talent and revenues flow inwards rather than outwards has been through expanding the educational provision. At the higher education level this has led to the emergence of Sino-foreign institutions which enable the country to ensure that international knowledge is brought to the domestic doorstep. This has the triple benefit of ensuring good students remain, alternative study routes exist and that education is progressive rather than in a state of stasis. It has also meant the domestic institutions have begun to reconsider their educational provision and offerings in an evolving market.

Some of the more acclaimed Sino-foreign providers include Xi'an Jiao Tong-Liverpool University (XJTLU), Nottingham Ningbo, Shanghai New York, Duke Kunshan and Wenzhou Kean. The focus of this study is the Sino-British institution, XJTLU. Unlike Nottingham Ningbo which is a branch campus, this is an autonomous provider wedded to its parent institutions but also opening a branch campus of its own in Taicang, a satellite city of Suzhou. One major challenge for these institutions has been their unprecedented growth rates. None existed before the turn of the century and XJTLU, which opened in 2006, now enrolls more than 3500 new students each academic year. It has also just opened a new south campus to accompany its earlier north campus. As many business commentators note however, institutions or businesses are only as good as their employees and for a university that has developed so quickly the staffing needs are also significant, as are the associated recruitment and retention challenges.

Expatriate staff make up a notable proportion of the staff, and within the Language Centre equally so. The difficulty is that many do not stay long for a variety of reasons. Many who do stay are also seemingly dissatisfied with certain employment factors which can generate problems for educators, managers and administrators, as well as staff across the university due to the interconnected nature of large parts of the

work. Because staff motivation and satisfaction is so important for commitment and retention, along with recruitment, and as China and Sino-foreign institutions are an increasingly important market and market element, this research project seeks to investigate the following questions:

- (1) What motivates expatriate English language teachers to work abroad?
- (2) To what extent are expatriate English language teachers satisfied with their job and what factors contribute to their job satisfaction or dissatisfaction?

The purpose of collecting, analysing and discussing this data is in order that XJTLU and the Language Centre will be better able to support staff, and at the same time improve their recruitment and retention initiatives. It is also hoped that this research will resonate with or be of value to other practitioners, expatriates, prospective expatriates, and/or institutions through the insights provided. This research will also contribute to a growing body of knowledge about expatriate English language teachers' motivation and satisfaction, Sino-British and foreign institutions and more broadly transnational education, and education within China.

INTERNATIONAL RESEARCH

The entirety of this research takes place in the Peoples' Republic of China at a Sino-British University, namely Xi'an Jiao Tong-Liverpool University. Ethical codes of conduct at the institution are on the same level as that in the U.K. and in addition to requiring ethical clearance from the University of Exeter, ethics approval from Xi'an Jiao Tong Liverpool is also required. This involves submitting an institutional ethical approval form, participant information sheet, consent form and the data collection tool, in this instance the interview schedule. In light of this, I shall adhere to the ethical guidelines of both the University of Exeter and Xi'an Jiao Tong-Liverpool University, or whichever is the more stringent, when conducting the research. I shall also refer to BERA's (2018) guidelines.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

This study is located within the interpretive paradigm and will consider experiences, perceptions and subjective realities of teachers. An exploratory research methodology is being adopted which utilises qualitative data collection methods to answer the research questions, namely semi-structured interviews as these can provide a detailed description and understanding of teachers' views and experiences. The interview schedule that will be used will be developed based on literature and piloting with a small group of teachers at the university. Purposive sampling will be initially adopted before, potentially, snowball sampling is also employed. The interviews will take place during the current academic semester in China and will be located in a setting of the respondents' choosing to ensure that they are as comfortable as possible although they will have to be audio recorded as the participants will be made aware. The interviews may also necessitate some follow up questions to be asked in order to ensure analysis is accurate following on from the audio transcriptions. Participants will also be able to withdraw from the interviews at any time, and will be offered the opportunity to retract statements before they are included in the thesis. In terms of analysing the data, the interviews will be transcribed and a thematic analysis conducted.

PARTICIPANTS

Participants in this research study will be expatriate English language teachers at Xi'an Jiao Tong-Liverpool University. Between 12-16 teachers will be recruited on a voluntary basis to participate in semi structured interviews. The participants will be varied in terms of demographic characteristics, such as age, gender, nationality and experience, with those selected chosen because their backgrounds, experiences and insights reflect the diversity of expatriate language teaching staff, and for the reason that when accounts are woven together they will help to provide a more holistic portrait of the lived experiences, motives and

satisfaction states of staff at the institution and within the centre. It is important that a reasonable number of respondents participate as this will provide a better, more accurate and detailed picture of what exactly is occurring in the research context. To recruit participants, an initial email will be sent to prospective interviewees in the first instance to enquire about their willingness and/or interest in taking part in this research. If they are willing and/or interested follow up discussions will take place.

THE VOLUNTARY NATURE OF PARTICIPATION

All participants in the research will be recruited via personal contacts at the research context. Teacher participants who agree to take part will be provided with consent forms. It will also be made explicitly clear to all participants that their involvement in the research is completely voluntary, and that they may withdraw at any time. There are no children, vulnerable adults, or illegal activities involved in this research, and it adheres to rigorous ethical obligations.

SPECIAL ARRANGEMENTS

No special arrangements are needed to conduct this research.

THE INFORMED NATURE OF PARTICIPATION

Expatriate English language teacher participants will be clearly informed about the nature of the study, and their participation, both verbally and in writing, prior to obtaining consent (please see the information sheet accompanying this application). Participants will be clear about how the data collected will be used and their right to withdraw at any time. Anonymity will also be ensured.

ASSESSMENT OF POSSIBLE HARM

A large part of the research data will rely on participants sharing their own experiences and attitudes towards their working environment, and thus may, through introspection, cause participants to be upset with their situations. Teacher participants will be anonymised, and it is very unlikely that anyone would be disadvantaged in hiring, re-hiring, or promotion decisions, if their feelings or practices were to be discovered by their superiors in the research context. All interviews will be conducted individually and will also be conducted in a place where both the researcher and participant feel safe. Participants will be clear about their right not to share any information if they do not want to. Interviews will be conducted in English as this will be the L1 for majority of the participants.

DATA PROTECTION AND STORAGE

All participants mentioned in the research will be anonymised through the use of pseudonyms, and will not be identifiable by the inclusion of unnecessary unique details that are not relevant to the research. All electronic data (e.g. interviews transcripts) will be secured in password-protected files on my personal computer. This data will be kept for 5 years, and will not be shared other than in the form of the thesis itself or any subsequent publications in academic journals or conference proceedings. No audio (or voice) data will be heard by anyone other than the researcher himself and this will be transcribed and then deleted after confirmation with participants in order to avoid possible identification in the extremely rare case that the data should somehow be lost or stolen. This research will also abide by the Data Protection Act (2018) concerning the storage of personal data, with participants able to access any personal data stored about them as a matter of right if they wish to. It will also adhere to the General Data Protection Regulations (2016).

DECLARATION OF INTERESTS

Having lived and worked in China for over a decade, and at Xi'an Jiao Tong-Liverpool University for close to seven years, I have formed my own beliefs concerning expatriate English language teachers' status quo and, through association, possible motivation and satisfaction. However, I shall do my best to ensure impartial appraisal of the information provided. In addition to this, and as there are no commercial or conflicting interests impacting upon the research as, for example, I am not a member of any institutional management group, and am not intending to take on any management positions until after this research

project is completed, there are no additional factors to declare. The work is also self-funded and the findings will only be disclosed in one of three potential forms, namely the final doctoral thesis, any subsequent and related publications and/or conference presentations. In all instances the same ethical underpinnings mentioned above will be adhered to. This will be clearly communicated to all participants and they can withdraw from the research anytime. Teacher participants will also have an opportunity to clarify or change their statements after the interviews have been transcribed, and before that data is used in the research. Individuals have the right to prevent the use of their data if they feel that it would be disadvantageous to them.

USER ENGAGEMENT AND FEEDBACK

All outcomes will be shared with the teacher participants in the study, and they are welcome to read the final draft of the thesis. Key findings will be shared with the wider research community to whom the results may be of relevance, interest or value through internal and external conference presentations potentially and/or subsequent related publications as mentioned previously. It should be noted that this may mean that institutional deans, directors and managers therefore fall within the potentially interested parties grouping alluded to, and this will be clearly communicated to participants, but having by this point had the research officially approved by the institution and also informally by my former Head of Department (HoD) and the then Dean of Teaching and Learning, now Dean of Internationalisation, and also the current HoD, there should be little if any chance of issues arising, especially given the ethical guidelines being adhered to.

INFORMATION SHEET

Please see the information sheet accompanying this application.

CONSENT FORM

Please see the consent form accompanying this application.

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses: ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology. ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.

Appendix 2 Xi'an Jiao Tong-Liverpool University Ethics Forms



Xi'an Jiaotong-Liverpool University
西交利物浦大学

P156D Xi'an Jiaotong-Liverpool University
111 Ren'ai Road, Dushu Lake Higher Education Town SIP
Suzhou 215123,
P.R. China.

22 May 2019

Dear Gareth Richard Morris,

Proposal Number: 19-01-03

Title:

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers

Your application for Research Ethics Subcommittee (RESC) approval has been reviewed and approved via Chair's action.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to, and approved by, the RESC prior to the implementation of any changes. You are required to report to the RESC as soon as possible (or within 5 working days) any issues regarding the occurrence of adverse events, such as risks or harms, involving study participants.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Lynch'.

Robert Lynch
Chair, Research Ethics Committee



Ethical Assessment of Staff Projects Involving Human Research

FORM STA-LRR For Use in Low Risk Research Projects

Department:	Language Centre
Staff Name:	Gareth Morris
Staff ID:	13862576680
Project Title:	Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers

LOW RISK RESEARCH (LRR) PROJECTS MUST TICK 'YES' TO ALL THESE QUESTIONS.

(Tick 'Yes' or 'No as appropriate)	Yes	No
All research participants are from non-vulnerable groups. Vulnerable groups include children, people with learning or communication disabilities, people in custody or people engaged in illegal activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All research participants are able to provide consent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All participants take part in the study with their knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not involve deliberately misleading the participants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not require discussion of sensitive topics that may cause distress or embarrassment to the participant. Sensitive topics may include death, significant illness, sexuality or religion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not require disclosure of criminal activity or child protection issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not require the administration of drugs, or other substances to participants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not involve invasive, intrusive or potentially harmful procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not involve the collection of samples (including blood, urine, sputum) or DNA from participants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not involve pain.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not induce psychological stress or anxiety, or cause harm or negative consequences beyond the risks encountered in normal life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study will not involve prolonged or repetitive testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The study does not offer financial inducements to participants other than reasonable expenses and compensation for time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Supervisor's Declaration:

- The information in this form is accurate to the best of my knowledge and belief, and I take full responsibility for it.
- I have read and understand XJTLU's 'Ethical Conduct in Research Policy' and 'Flowchart of Research Ethics Application Process'.
- I understand that I am responsible for monitoring the research at all times.
- In the event of serious adverse events or breaches of protocol, I understand that I am responsible for immediately stopping the research and alerting the Research Ethics Sub-Committee within 24 hours of the occurrence via ethics@xjtlu.edu.cn.
- I am aware of my responsibility to comply with the requirements of the law applicable to the research and relevant guidelines relating to security and confidentiality of personal data.
- I understand that research records and data may be subject to inspection for audit purposes.
- I understand that all conditions apply to students and personnel involved in the research, and that it is my responsibility to ensure that they abide by them.

Signature of Staff: **Gareth Morris**

Date: **20.05.2019**

CHECKLIST OF ENCLOSURES

Study Plan / Protocol (2 pages maximum)

Participant Information Sheet

Informed Consent Form

Incomplete submissions will not be accepted.

SUBMIT TO RESC SECRETARIAT: ETHICS@XJTLU.EDU.CN

SECTION A - IDENTIFYING INFORMATION**A1) Title of the research (PLEASE INCLUDE A SHORT LAY TITLE IN BRACKETS).**

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers
--

A2) Staff Details

(please check as appropriate)

Title:	Mr		
Name/Initials:	Gareth	Surname:	Morris
Post:	Tutor D	Dept:	Language Centre
Telephone:	13862576680	E-mail:	gareth.morris@xjtlu.edu.cn

[Continue on separate sheet if necessary]

A4) Students involved in the research

Title and Name	Post / Current programme	Department/ School/Institution	Phone	Email

[Continue on separate sheet if necessary]

SECTION B - PROJECT DETAILS

- B1) Proposed study dates and duration (RESEARCH MUST NOT BEGIN UNTIL ETHICAL APPROVAL HAS BEEN OBTAINED)**

Approximate dates:

Start date:	April 2019	End date:	April 2020
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- B2) Give a full summary, understandable to a non-specialist, of the purpose, design and methodology of the planned research.**

China has developed remarkably quickly since the late 1970s when new leadership and policies were introduced. In the intervening years the economy and global influence of the country has grown rapidly as well as China has managed to maintain an upward growth trajectory. To support this, and better ensure its sustainability, education has become an increasingly important domestic concern and, in an internationalised, transnational world, the uptake of English for business, communication, trade and politics is ever more essential as China seeks to attract and retain talented individuals. One way in which China has helped to better ensure that talent and revenues flow inwards rather than outwards has been through expanding the educational provision. At the higher education level this has led to the emergence of Sino-foreign institutions which enable the country to ensure that international knowledge is brought to the domestic doorstep. This has the triple benefit of ensuring good students remain, alternative study routes exist and that education is progressive rather than in a state of stasis. It has also meant the domestic institutions have begun to reconsider their educational provision and offerings in an evolving market.

Some of the more acclaimed Sino-foreign providers include Xi'an Jiao Tong-Liverpool University (XJTLU), Nottingham Ningbo, Shanghai New York, Duke Kunshan and Wenzhou Kean. The focus of this study is the Sino-British institution, XJTLU. Unlike Nottingham Ningbo which is a branch campus, this is an autonomous provider wedded to its parent institutions but also opening a branch campus of its own in Taicang, a satellite city of Suzhou. One major challenge for these institutions has been their unprecedented growth rates. None existed before the turn of the century and XJTLU, which opened in 2006, now enrolls more than 3500 new students each academic year. It has also just opened a new south campus to accompany its earlier north campus. As many business commentators note however, institutions or businesses are only as good as their employees and for a university that has developed so quickly the staffing needs are also significant, as are the associated recruitment and retention challenges.

Expatriate staff make up a notable proportion of the staff, and within the Language Centre equally so. The difficulty is that many do not stay long for a variety of reasons. Many who do stay are also seemingly dissatisfied with certain employment factors which can generate problems for educators, managers and administrators, as well as staff across the university due to the interconnected nature of large parts of the work. Because staff motivation and satisfaction is so important for commitment and retention, along with recruitment, and as China and Sino-foreign institutions are an increasingly important market and market element, this research project seeks to investigate the following questions:

- (1) What motivates expatriate English language teachers to work abroad?
- (2) To what extent are expatriate English language teachers satisfied with their job and what factors contribute to their job satisfaction or dissatisfaction?

The purpose of collecting, analysing and discussing this data is in order that XJTLU and the Language Centre will be better able to support staff, and at the same time improve their recruitment and retention initiatives. It is also hoped that this research will resonate with or be of value to other practitioners, expatriates, prospective expatriates, and/or institutions through the insights provided. This research will also contribute to a growing body of knowledge about expatriate English language teachers' motivation and satisfaction, Sino-British and foreign institutions and more broadly transnational education, and education within China.

- B3) List any research assistants, sub-contractors or other staff not named above who will be involved in the research and detail their involvement.

No research assistants, sub-contractors or other staff will be involved in the research.

- B4) List below all research sites, and their Lead Investigators, to be included in this study.

Research Site	Individual Responsible	Position and contact details
XJTLU	Gareth Morris	Tutor D; 13862576680, gareth.morris@xjtlu.edu.cn

- B5) Are the results of the study to be published or otherwise made publicly accessible?

YES NO

> *If not, why not?*

N/A

- B6) Are you aware of any conflict of interest, commercial or otherwise, associated with the research?

There are no conflicts of interest associated with the research.

SECTION C – STUDY DETAILS

C1)

a) Will the study involve recruitment of participants outside China?	No
b) Does the study involve participants who are particularly vulnerable or unable to give informed consent? <i>(e.g. children, people with learning or communication disabilities, people in custody, people engaged in illegal activities such as drug-taking, your own students in an educational capacity). (Note: this does not include secondary data authorised for release by the data collector for research purposes.)</i>	No
c) Will the study require obtaining consent from a “research participant advocate” in lieu of participants who are unable to give informed consent? <i>(e.g. for research involving children or, people with learning or communication disabilities)</i>	No
d) Will it be necessary for participants, whose consent to participate in the study will be required, to take part without their knowledge at the time? <i>(e.g. covert observation using photography or video recording)</i>	No
e) Does the study involve deliberately misleading the participants?	No
f) Will the study require discussion of sensitive topics that may cause distress or embarrassment to the participant or potential risk of disclosure to the researcher of criminal activity or child protection issues? <i>(e.g. sexual activity, criminal activity)</i>	No
g) Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?	No
h) Will samples (e.g. blood, DNA, tissue) be obtained from participants?	No
i) Is pain or more than mild discomfort likely to result from the study?	No
j) Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	No
k) Will the study involve prolonged or repetitive testing?	No
l) Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	No

* Delete as appropriate

C2)

a) Will the study seek written, informed consent from the participants?	Yes
b) Will participants be informed that their participation is voluntary?	Yes
c) Will participants be informed that they are free to withdraw at any time?	Yes
d) Will participants be informed of aspects relevant to their continued participation in the study?	Yes
e) Will participants' data remain confidential? (see Note 1)	Yes
f) Will participants be debriefed?	Yes

* Delete as appropriate

Note 1: It is obviously acceptable to publish data involving human material. However, care should be taken that the published data does not allow an individual participant to be identified unless permitted.

SECTION D - PARTICIPANT DETAILS**D1) How many participants will be recruited?**

12-16

D2) How was the number of participants decided upon?

In light of other projects which have adopted a similar methodology while working to comparative time and word length constraints, and project rigour expectations, it is felt that this number of participants will provide a diverse enough range of insights in order to adequately resonate with a broad audience and readership and provide meaningful discussion points to these groups and individuals. It is also likely to better cover the wide range of experiences expatriate language teachers encounter within this context.

D3)**a) Describe how potential participants in the study will be identified, approached and recruited.**

Participants will be identified based on convenience by selecting expatriate language teachers who can provide a range of diverse and different experiences and insights, and who are willing to reveal these. The researcher will utilise his existing network of contacts to approach participants, and in most cases initial contact will be made by email.

b) Inclusion criteria:

The participants of this study will be expatriate language teachers currently (or formerly) employed at XJTLU. Participants will have a range of employment years of service at this institution and also vary in terms of other demographic features such as, but not limited to, age, gender, nationality and marital status. This will enable the research to draw from a larger range of experiences than restricting the focus further would necessitate.

c) Exclusion criteria:

Local Chinese staff are excluded from the study since they are not considered to be expatriates according to the definition used in the study

d) Are any specific groups to be excluded from this study? If so please list them and explain why:

Chinese staff are excluded because they are not considered expatriate staff according to the definition used in the study.

e) Give details for cases and controls separately if appropriate:

A qualitative approach will be followed in the proposed research project, therefore there is no need for control groups. XJTLU is the sole case study organisation under investigation in this study.

D4)

- a) State the numbers of participants from any of the following vulnerable groups and justify their inclusion

Children under 16 years of age:	Zero
Adults with learning disabilities:	Zero
Adults with dementia:	Zero
Prisoners:	Zero
Young Offenders:	Zero
Adults who are unable to consent for themselves:	Zero
Those who could be considered to have a particularly dependent relationship with the investigator, e.g. those in care homes, students of the PI or Co-applicants:	Zero
Other vulnerable groups (please list):	Zero

- b) State the numbers of healthy volunteer participants:

Healthy Volunteers	12-16
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D5)

- a) Describe the arrangements for gaining informed consent from the research participants.

Participants in this study will be treated according to ethical obligations outlined by both XJTLU and Exeter University, or whichever is more stringent. BERA's (2018) guidelines will also be consulted. On that note, participation is voluntary, and informed consent is a necessity so as to ensure that participants may agree to take part without duress. The participants are all mature adults, no one is vulnerable, and no incentives are being offered. From the offset, participants will be informed that the interviews will be recorded. They will also be informed about who the recorded information may be reported to, and in what capacity, namely an anonymised written format, and how the associated interview recordings will be recorded and stored. Only one recording will be made for each interview, and no further copies will be made, and participants will be made fully aware of this in an open manner. There will obviously be full disclosure, no subterfuge or deception about the project, and participants will be told that they may withdraw at any time.

- b) If participants are to be recruited from any of the potentially vulnerable groups listed above, give details of extra steps taken to assure their

protection, including arrangements to obtain consent from a legal, political or other appropriate representative in addition to the consent of the participant (e.g. HM Prison Service for research with young offenders, Head Teachers for research with children etc.).

N/A

- c) If participants might not adequately understand verbal explanations or written information, describe the arrangements for those participants (e.g. translation, use of interpreters etc.).

N/A

- d) Where informed consent is not to be obtained (including the deception of participants) please explain why.

N/A

- D6) What is the potential for benefit to research participants, if any?

This investigation has the potential to inform recruitment and retention initiatives at the institution, as well as professional development and training programmes.

- D7) State any fees, reimbursements for time and inconvenience, or other forms of compensation that individual research participants may receive. Include direct payments, reimbursement of expenses or any other benefits of taking part in the research.

N/A

SECTION E - RISKS OR LEGAL IMPLICATIONS AND THEIR MANAGEMENT

- E1) Describe in detail the potential physical or psychological adverse effects, risks, legal implications or hazards (minimal, moderate, high or severe) of involvement in the research for research participants.

There are very few risks for the research participants. Perhaps the most obvious potential risks relate to confidentiality and anonymity. To address these concerns all data will be stored in a secure location accessible only by the researcher. This research will also abide by the Data Protection Act (2018) and General Data Protection Regulations (2016) concerning the storage of personal data, with participants able to access any personal data stored about them as a matter of right if they wish to as BERA

(2018) advocates. Names will also be coded, likely via pseudonyms, with audio files identifiable by date. Participants will also be provided with transcripts of the recordings to check for accuracy and provided with an opportunity to read through the final report to ensure that they are content that they are not identifiable by comments they have made. Given how this project does not cover sensitive topics, and questions are carefully selected, and many of the potential discussion points have already been raised in published reports potential risks are very low with these also mitigated through the anonymity of the data and comments. If in the very unlikely event expatriate staff do experience stress above and beyond what they may normally encounter at work as a result of participating in the study they will be advised to speak to a trained counsellor. This suggestion is made to guard against any unexpected psychological risk, and if no trained counsellor for international staff is employed on campus the institutional health insurance providers ought to provide adequate coverage and recourse for remedy with the one stop service likely to be able to support in this capacity.

E2) Explain how the potential benefits of the research outweigh any risks to the participants.

Through considering the perspectives of expatriate language teachers as they relate to their employment motivation and job satisfaction this study will gain an in-depth understanding of their experiences which could help to inform institutional initiatives. These insights might also be acted upon to help enhance the appeal of the university, and, through association, raise commitment levels and retention rates. Thus both parties should benefit from this study. Also, as many areas of potential discussion simply explore issues already in the public domain the risk is negligible for the participants and if anything, they may help to improve the status quo through their insights and help better facilitate the changes that the LC IPR recommended. This study may also provide useful insights to complement institutional action points that are concerned with reviewing the core values of XJTLU.

E3) Describe in detail the potential adverse effects, risks, legal implications or hazards (minimal, moderate, high or severe) arising from this research to the researchers or anyone else.

There is minimal potential risk to my career arising from being the researcher within this research project. This is especially so given that a number of recent institutional research projects and studies have already made public some notable challenges staff within the university and LC face, such as the LC IPR Panel Report (2018). These projects and studies have also made collaborative contributor recommendations for improvement, with wide ranging support, and this study should supplement and support these. It may also mean that this report may be of interest to a wider audience in due course and thus potentially benefit my career at XJTLU and within the LC. To reflect on my well-being during this research project I shall keep a reflective journal of my experiences and note any changes that occur, if they occur, on either a personal or social level as there could be associated well-being risks.

E4) What precautions will be in place to minimise the risks identified in E1 and E3?

Any potential risks to the participants are mitigated through anonymising the resulting data and comments, and through any identifying information being treated in confidentiality. Names will therefore not be used and instead a code will be assigned to each participant. In compliance with the Data Protection Act (2018) concerning personal data storage participants are within their rights to have access to any personal data related to them. This is made more manageable by the fact that MP3 recordings will be identifiable, while stored, by date. Recording transcripts will be provided to participants for accuracy checks. Participants may also check the final report to ensure that no identifying features have been included. Questions will also be designed to prevent harm and minimise risk, with participants informed about any potential risks and the right to withdraw at any stage. A consent form will also help to clarify this, along with potential future uses of the anonymised data. It will also be made clear to participants that readers may be able to narrow the participant pool through an awareness of the context and institution. For myself, as this work supports and supplements other institutional research and projects an investigation into the employment motivation and job satisfaction of expatriate staff is likely to be of interest to the institution and thus not detrimental to my own career minimising additional risks.

- E5) **Will individual or group interviews/questionnaires discuss any topics or issues that might be sensitive, embarrassing or upsetting, or is it possible that criminal or other disclosures requiring action could take place during the study (e.g. during interviews/group discussions, or use of screening tests for drugs)?**

YES NO

> *If Yes, give details of procedures in place to deal with these issues.*

N/A

- E6) **Describe any measures in place in the event of any unexpected outcomes or adverse events to participants arising from their involvement in the project**

To prevent harm all of the questions will be carefully designed. Participants will also be informed of the potential risks to them and know that they may withdraw at any time.

- E7) **Explain how the conduct of the project will be monitored to ensure that it conforms with relevant University policies and guidance.**

As the sole researcher I will take on responsibility for monitoring this project to ensure that it conforms with the relevant university policies and guidance.

SECTION F - DATA ACCESS AND STORAGE

- F1) It is good international practice to maintain data confidentiality (see Note on page 12). With this in line, please state what measures have been put in place to ensure confidentiality of personal data (e.g. encryption or other anonymisation procedures will be used).**

Electronic transfer of data by magnetic or optical media, e-mail or computer networks	Each interview will be recorded using an MP3 recorder. The recordings will be kept password secure on my laptop at my home. Voice recordings will be transcribed by the researcher, and deleted once transcriptions are complete. Transcripts will be immediately anonymised and stored and secured in password-protected files on my personal computer. The researcher's home is always locked if the researcher is not there and the door lock keys have been recently upgraded.
Sharing of data with other organisations or individuals	Data will not be shared with other individuals or organisations.
Use of personal addresses, postcodes, faxes, e-mails or telephone numbers	Names will not be used but rather a code (pseudonym) will be assigned to each interviewee, and any additional identifying information will be treated in confidentiality.
Publication of direct quotations from respondents	All data will be anonymised with a code (pseudonyms) used. Any information which could lead to participant identification will not be directly quoted.
Publication of data that might allow identification of individuals	With anonymity protocols in place and confidentiality stipulations also being rigorous the risk of participant identification should be negligible. If necessary, the institution can also be assigned a pseudonym with an associated acronym also ascribed as many are frequently used within this study context to further safeguard anonymity.
Use of audio/visual recording devices	Audio recordings will be made on an MP3 player. Only one recording per participant will be made and no further copies will be produced. The recording

	for as long as it is kept will be securely locked in my home. All audio recordings will be transcribed and when complete, the audio file will be deleted.
Storage of personal data on any of the following:	Each MP3 recording will be password protected on my laptop at my home. These recordings will be transcribed by the researcher, myself, and once this is complete deleted. All transcripts will be anonymised from the offset, and stored and secured in password-protected files on my personal computer.
Manual files	N/A
Home or other personal computers	At no point will original names be used. Instead, a code for participants will be allocated for each interviewee.
University computers	At no point will original names be used. Instead, a code for participants will be allocated for each interviewee. To check for accuracy, transcripts of the recordings will be provided to the participants.
Private company computers	N/A
Laptop computers	N/A

F2) Who will have control of and act as the custodian for the data generated by the study?

The researcher: Gareth Morris

F3) Who will have access to the data generated by the study?

The researcher: Gareth Morris

F4) For how long will data from the study be stored?

Once the transcriptions are completed and verified, the original voice recordings will be deleted. Transcriptions will be anonymised immediately and codes will be assigned and used for each participant. These transcriptions will be stored and secured in password-protected files on my personal computer at my home for a period of five years.

SECTION G - CHECKLIST OF ENCLOSURES

CHECKLIST OF ENCLOSURES

Study Plan / Protocol (6 pages maximum)

Participant Information Sheet

Informed Consent Form

Other documents: _____

Other documents: _____

Incomplete submissions will not be accepted.

SUBMIT TO RESC SECRETARIAT: ETHICS@XJTLU.EDU.CN

Appendix 3 University of Exeter Participant Forms



Participant Information Sheet

Title of Project:

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers

Researcher name:

Gareth Morris

Invitation and brief summary:

Thank you for considering to participate in my research project. You have been invited to participate in this research study and share your insights on work which investigates the employment motivation and job satisfaction of expatriate language teachers. This research will be used to help fulfil the requirements for the doctoral programme I am enrolled on at the University of Exeter. Before you decide whether or not you would like to take part it is important to understand why this research is being conducted and what it involves. Please read the following information carefully and ask any questions if you would like further information or additional clarification on any points. You are also welcome to discuss this with other people should you so wish. Please also note that you do not have to accept this invitation and should only do so if you would like to take part. Thank you.

Purpose of the research:

There is a twofold purpose to this study. The first is that it is the topic for my EdD dissertation, and so a core component of my doctoral studies. The second is research orientated, with the intention being to provide insights in the area of teacher motivation and satisfaction. This should help to enhance the understanding of expatriate educators motivation and satisfaction, whilst also highlighting some of their concerns in general. On that note, it should contribute to a body of knowledge in the areas of teacher motivation, satisfaction, emotion and growth through considering lived stories.

Why have I been approached?

You have been asked to take part because you are an expatriate language teacher who works at Xi'an Jiao Tong-Liverpool University (XJTLU). Overall, between 12-16 participants who are expatriate English language teachers will be selected.

What would taking part involve?

This study design will utilise a single, face-to-face, semi-structured interview. The intention is to gain your insights on your employment motivation and job satisfaction as an expatriate language teacher at XJTLU. To achieve this, I would like to record a 45-60 minute interview with you, using an MP3 recorder. This interview will later be transcribed and anonymised, with the original recording destroyed. As the sole researcher of this project I shall conduct the interviews.

What are the possible benefits of taking part?

Through providing your insights this study will gain a more in depth understanding of employment motivation and job satisfaction here at XJTLU. This understanding may help to inform institutional policies and strategies and improve the status quo for expatriate language teachers, and quite possibly staff more generally. Consequently, both participants and the organisation should benefit from this study.

What are the possible disadvantages and risks of taking part?

The greatest risk for participants relates to confidentiality and anonymity. This is because the number of expatriate language teachers is limited. To mitigate these risks comments will be anonymous, and codes/pseudonyms will be allocated for interviewees, with each MP3 file identifiable by its date. Once the recordings have been transcribed, and checked for accuracy with you, the original recordings will be destroyed. This project will also comply with the Data Protection Act (2018) concerning the storage of personal data, and adhere to the General Data Protection Regulations (2016), as well as BERA (2018). On that note, you are entitled to have access to any information about you that is stored. You are also welcome to read through the final report to confirm that you cannot be recognised from any direct quotes. Therefore, if you would like to be sent a copy of the final report to check please provide an e-mail address on the 'Participant Consent Form' so that I am able to send it to you. If you would like to be sent a copy of the final report and, if after a period of 10 days from doing so, I do not hear back from you the assumption will be that you are content for the material to be published. A secondary, but highly unlikely additional risk, is that participants experience some form of stress while taking part in the research. However, as this study covers non-sensitive and openly discussed topics accessible in published reports, the risks are considered to be negligible.

What will happen if I don't want to carry on with the study?

You are free to withdraw at any time and no explanation is required. You may also request that all data related to you be destroyed and no further use made of it. Otherwise, data you supply up to the point of withdrawal may be drawn upon in an anonymous form.

How will my information be kept confidential?

Your participation will be kept confidential in a number of ways and through a variety of safeguards. MP3 recordings will be securely stored at my home in password-protected files on my personal computer. These recordings will also be transcribed by myself and, once complete and checked with you for accuracy, destroyed. Written transcripts will also be anonymised and securely stored in password-protected files on my personal computer. Any and all identifying information about yourself, and any participant, will be treated confidentially, with codes and pseudonyms adopted for each interviewee. Questions will also be designed to prevent harm and any direct quotes which are used in a written report will not contain any information which may inadvertently identify a participant. You will also be welcome to read through the final written report to ensure that this is the case and that you cannot be recognised by any of your comments. An additional level of confidentiality security will also be considered, namely providing the institution with a coded acronym as well. However, having worked at Xi'an Jiao Tong-Liverpool University for seven years, any search of my name, along with educated reasoning and a process of elimination in terms of local higher education providers will lead readers to likely institutional identification. Because of this, it is possible that an institutional pseudonym will not be adopted.

Will I receive any payment for taking part?

There are no expenses or payments in this study.

What will happen to the results of this study?

The results from this study will be published as part of my doctoral thesis. There may also be used in further associated publications and presentations related to this. These publications and presentations will be accessible to those who have access to such sources of information, principally students, educators and researchers. No personal references will be made to individuals, and all participants will be coded and assigned pseudonyms.

Who is organising and funding this study?

I am organising this study in partial fulfilment of my EdD studies at the University of Exeter.

Who has reviewed this study?

This project has been reviewed by the Research Ethics Committee at the University of Exeter (Reference Number XX), as well as the Research Ethics Sub Committee at Xi'an Jiao Tong-Liverpool University (Reference Number XX).

Further information and contact details

If you have any further questions, please contact:

Gareth Morris, The Principal Researcher
Telephone: +86 (0) 13862576680
Email: gareth.morris@xjtlu.edu.cn

Or:

Dr Li Li

Postal Address: *Graduate School of Education, University of Exeter, St Luke's Campus, Heavitree Road, Exeter, EX12LU*
Telephone: +44 (0) 1392722880
Email: li.li@exeter.ac.uk

Or:

The Research Ethics Sub Committee at XJTLU
Email: ethics@xjtlu.edu.cn

Thank you for your interest in this project



Participant Identification Number:

CONSENT FORM

Title of Project: Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers: A Case Study Analysis

Name of Researcher: Gareth Morris

Please initial box

- 1. I confirm that I have read the information sheet dated 30.04.2019 (Version Number 1.0) for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

- 2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.

- 3. I understand that relevant sections of the data collected during the study may be looked at by individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my anonymised records.

- 4. I understand that taking part involves anonymised interview transcripts to be used for the purposes of:
 - Inclusion in an archive for a period of up to 5 years
 - Shared with other researchers for use in future research projects
 - Reports published in an academic publication
 - Teaching or training materials for use in University activities and/or public engagement activities

- 5. I agree to take part in the above project.

Name of participant Date Signature

Name of researcher
taking consent Date Signature

When completed: 1 copy for participant; 1 copy for researcher/project file

E-Mail Sample

Dear **Ed** (pseudonym)

I hope that you are having a good week and enjoying this semester so far. I have a request I'd like to make and thought I would write to you first so that you have time to think it over.

I am currently collecting data for my EdD research which is with the University of Exeter. My study aims to investigate and explore the employment motivation and job satisfaction of expatriate language teachers in China, and more specifically those working at Sino-foreign institutions. I shall be starting interviews with a range of teachers soon and I thought that you would be a good person to talk to with the insights and experiences you have and have had. On that note, I was wondering if it would be possible for me to interview you for my study?

The interview will take approximately an hour and, if you agree, we can meet at a coffee shop somewhere off campus, perhaps Zemo's or Hakuna Matata, or anywhere on campus which is convenient for you and where I can invite you for a coffee, perhaps Mersey Café. We can also then have the interview after that. Because I am required to transcribe my data, I should add that I shall have to audio record the interview, albeit with your permission of course. The questions are fairly basic and will be related to your experiences of living and working in China.

I really hope that you are willing to agree to take part in the interview. The information you share will only be used for the purpose of my research, and people interviewed will not be named in my study. In other words, I assure you that the information you provide will be kept confidential and anonymous. I can answer any questions or concerns you may have when we meet. I shall also obviously stay in touch with you after the interview to let you know which parts of the interview data I intend to use for my study and to discuss any points that you may want to talk about further.

Please let me know if you are willing to spare some time in the coming weeks for the interview, and we can take it from there.

With very best wishes and many thanks,

Gareth

Appendix 4 Xi'an Jiao Tong-Liverpool University Participant Forms



The informed consent process requires that prospective participants are provided with as much information as possible about a research project in order that they, and/or their legal guardians/advocates, can make an informed decision about whether or not they want to take part in the project.

1. Title of Study

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers

2. Version Number and Date

Version 1; 11th March 2019

3. Invitation Paragraph

Thank you for considering to participate in my research project. You have been invited to participate in this research study and share your insights on work which investigates the employment motivation and job satisfaction of expatriate language teachers. This research will be used to help fulfil the requirements for the doctoral programme I am enrolled on at the University of Exeter. Before you decide whether or not you would like to take part it is important to understand why this research is being conducted and what it involves. Please read the following information carefully and ask any questions if you would like further information or additional clarification on any points. You are also welcome to discuss this with other people should you so wish. Please also note that you do not have to accept this invitation and should only do so if you would like to take part. Thank you.

4. What is the purpose of the study?

There is a twofold purpose to this study. The first is that it is the topic for my EdD dissertation, and so a core component of my doctoral studies. The second is research orientated, with the intention being to provide insights in the area of teacher motivation and satisfaction. This should help to enhance the understanding of expatriate educators motivation and satisfaction, whilst also highlighting some of their concerns in general. On that note, it should contribute to a body of knowledge in the areas of teacher motivation, satisfaction, emotion and growth through considering lived stories.

5. Why have I been chosen to take part?

You have been asked to take part because you are an expatriate language teacher who works at Xi'an Jiao Tong-Liverpool University (XJTLU). Overall, between 12-16 participants who are expatriate English language teachers will be selected.

6. Do I have to take part?

No. This is a voluntary study and you are free to withdraw at any time without explanation, and obviously without any repercussions or disadvantages as a result. If you do agree to take part and then decide you have changed your mind, please let me know in writing by email (gareth.morris@xjtlu.edu.cn).

7. What will happen if I take part?

This study design will utilise a single, face-to-face, semi-structured interview. The intention is to gain your insights on your employment motivation and job satisfaction as an expatriate language teacher at XJTLU. To achieve this, I would like to record a 45-60 minute interview with you, using an MP3 recorder. This interview will later be transcribed and anonymised, with the original recording destroyed. As the sole researcher of this project I shall conduct the interviews.

8. Expenses and/or payments

There are no expenses or payments in this study.

9. Are there any risks in taking part?

The greatest risk for participants relates to confidentiality and anonymity. This is because the number of expatriate language teachers is limited. To mitigate these risks comments will be anonymous, and codes/pseudonyms will be allocated for interviewees, with each MP3 file identifiable by its date. Once the recordings have been transcribed, and checked for accuracy with you, the original recordings will be destroyed. This project will also comply with the Data Protection Act (2018) concerning the storage of personal data, and adhere to the General Data Protection Regulations (2016), as well as BERA (2018). On

that note, you are entitled to have access to any information about you that is stored. You are also welcome to read through the final report to confirm that you cannot be recognised from any direct quotes. Therefore, if you would like to be sent a copy of the final report to check please provide an e-mail address on the 'Participant Consent Form' so that I am able to send it to you. If you would like to be sent a copy of the final report and, if after a period of 10 days from doing so, I do not hear back from you the assumption will be that you are content for the material to be published. A secondary, but highly unlikely additional risk, is that participants experience some form of stress while taking part in the research. However, as this study covers non-sensitive and openly discussed topics accessible in published reports, the risks are considered to be negligible.

10. Are there any benefits in taking part?

Through providing your insights this study will gain a more in depth understanding of employment motivation and job satisfaction here at XJTLU. This understanding may help to inform institutional policies and strategies and improve the status quo for expatriate language teachers, and quite possibly staff more generally. Consequently, both participants and the organisation should benefit from this study.

11. What if I am unhappy or if there is a problem?

If you are unhappy or if there is a problem please let me, Gareth Morris, know and I will try my best to help. If you are unhappy and do not feel you can talk to me, or have a complaint, please contact the Chair of the Research Ethics Sub-Committee on ethics@xjtlu.edu.cn. If you contact the Research Ethics Sub-Committee please provide the administrators with your name, a description of the study (so that it can be identified), the name of the researcher involved, and the details of the complaint. If you need support from a counsellor, then staff mental health services are covered within the university's health insurance and the 'Staff One Stop' office can help with fee reimbursement. You are also free to withdraw at any time and no explanation is required. You may also request that all data related to you be destroyed and no further use made of it. Otherwise, data you supply up to the point of withdrawal may be drawn upon in an anonymous form.

12. Will my participation be kept confidential?

Yes, your participation will be kept confidential. This will be achieved in a number of ways and through a variety of safeguards. MP3 recordings will be securely stored at my home in password-protected files on my personal computer. These recordings will also be transcribed by myself and, once complete and checked with you for accuracy, destroyed. Written transcripts will also be anonymised and securely stored in password-protected files on my personal computer. Any and all identifying information about yourself, and any participant, will be treated confidentially, with codes and pseudonyms adopted for each interviewee. Questions will also be designed to prevent harm and any direct quotes which are used in a written report will not contain any information which may inadvertently identify a participant. You will also be welcome to read through the final written report to ensure that this is the case and that you cannot be recognised by any of your comments. An additional level of confidentiality security will also be considered, namely providing the institution with a coded acronym as well. However, having worked at Xi'an Jiao Tong-Liverpool University for seven years, any search of my name, along with educated reasoning and a process of elimination in terms of local higher education providers will lead readers to likely institutional identification. Because of this, it is possible that an institutional pseudonym will not be adopted.

13. What will happen to the results of the study?

The results from this study will be published as part of my doctoral thesis. There may also be used in further associated publications and presentations related to this. These publications and presentations will be accessible to those who have access to such sources of information, principally students, educators and researchers. No personal references will be made to individuals, and all participants will be coded and assigned pseudonyms.

14. What will happen if I want to stop taking part?

You are free to withdraw at any time and no explanation is required. You may also request that all data related to you be destroyed and no further use made of it. Otherwise, data you supply up to the point of withdrawal may be drawn upon in an anonymous form.

15. Who can I contact if I have further questions?

If you have any further questions, please contact:

Gareth Morris, The Principal Researcher

Telephone: +86 (0) 13862576680

Email: gareth.morris@xjtlu.edu.cn

Or:

Dr. Li Li

Postal Address: *Graduate School of Education, University of Exeter, St Luke's Campus, Heavitree Road, Exeter, EX12LU*

Telephone: *+44 (0) 1392722880*

Email: li.li@exeter.ac.uk

Or:

The Research Ethics Sub Committee at XJTLU

Email: ethics@xjtlu.edu.cn

Thank you for your interest in this project



Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers

Researcher(s): Gareth Richard Morris

**Please
initial box**

1. I confirm that I have read and have understood the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.
4. The information you have submitted will be published as a report; please indicate whether you would like to receive a copy.
5. I agree for the data collected from me to be used in relevant future research.
6. I agree to take part in the above study.

Participant Name

Date

Signature

Researcher

Date

Signature

Principal Investigator:

Name
Work Address
Work Telephone
Work Email

Gareth Morris
Language Centre, Office 532, Building 1, 111 Ren'ai Road, SIP, Suzhou, China, 215123
0512 8816 1393
gareth.morris@xjtlu.edu.cn

Appendix 5 The Interview Guide

Investigating the Employment Motivation and Job Satisfaction of Expatriate Language Teachers: A Case Study Analysis

- (1) What motivates expatriate English language teachers to work abroad?
- (2) To what extent are expatriate English language teachers satisfied with their job and what factors contribute to their job satisfaction or dissatisfaction?

Interview Guide

#	Main questions	Prompts / Points to consider
01.	Can you tell me something about yourself as a teacher in China?	<ul style="list-style-type: none"> • How long have you been working at the University? • How long have you been / worked in China? <p>Points to also note:</p> <ul style="list-style-type: none"> • Nationality • Gender • Age (20-30, 30-40, 40-50, 50-60, 60-70) • Marital Status • Professional qualification/past teaching experience
02.	How/Why did you join the English language teaching 'profession'?	<ul style="list-style-type: none"> • Have your feelings/attitude towards English language teaching changed since then? Why? • Can you identify a few areas where you have felt a change?
03.	How/why did you decide to work overseas as an English language teacher?	<ul style="list-style-type: none"> • How/why did you decide to work at this institution and in this Language Centre?
04.	Can you describe your job to me?	<ul style="list-style-type: none"> • What does your typical day look like?
05.	What are some of the things that could make your day in your current job?	<ul style="list-style-type: none"> • Can you talk about some of your personal experiences?
06.	What are some of the things that could ruin your day in your current job?	<ul style="list-style-type: none"> • Can you talk about some of your personal experiences?
07.	In general, how do you feel about your teaching career?	<ul style="list-style-type: none"> • Are you satisfied with your teaching career? Why/Why not?

08.	How do you feel about working in the Language Centre at XJTLU?	<ul style="list-style-type: none"> • How many hours do you currently teach? What do you think about your current workload? • How comfortable are you in your teaching with regards to the level of freedom you have in selecting or developing materials and managing your teaching? • What do you think about your working conditions, such as the facilities and resources? • How comfortable are you with regards to the support from management? • Do you feel teachers' efforts and enthusiasm is acknowledged and/or appreciated? • Do the teachers have any input in decision making in the Language Centre? If so, how? • How are staff evaluated in the Language Centre? Does this evaluation cause any stress? Do you think it's effective/fair? • Is there a promotion system (title or role) in the Language Centre? Is it transparent/fair? • Do you feel secure in your job at the university? Why/why not? • Do you feel that in your current job there are opportunities to advance your career or develop further? • What do you think about the collegiality in the Language Centre? What has been your experience dealing with colleagues and your supervisor? • How has your experience been working with Chinese/international students at the university? • How large are your classes?
09.	Can you tell me something about your educational values?	<ul style="list-style-type: none"> • To what degree can you implement your educational values? • Can you think of situations when these are compromised?
10.	What aspects of teaching or work related activities do you find most rewarding?	
11.	What aspects of teaching or work related activities do you find frustrating?	<ul style="list-style-type: none"> • As an expatriate have you ever felt under privileged at your workplace?
12.	How has your experience been overall working at XJTLU?	<ul style="list-style-type: none"> • Are you satisfied with your employment package and allowances, such as the salary, medical and education provision, accommodation and travel allowances? How have your experiences been with respect to medical care, education experiences and accommodation quality/value?
13.	How has your experience been working and living in China?	

14.	Closing questions: Would you recommend XJTU/China to anyone else coming from abroad? How long to you plan to work in the Language Centre and/or at the university and/or stay in China?	<ul style="list-style-type: none">• As an expatriate, have you ever been in a situation where you decided that you didn't want to continue working in the Language Centre and/or at XJTU?• As an expatriate, have you ever been in a situation where you decided that you didn't want to continue living in China?
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Interview Guide: Informed by field literature, situational knowledge and experiences and adapted from Kahn (2011)

Appendix 6 Sample Transcript

Pseudonym: John

Date: 25.06.2019

Location: John's Office

Recording Time: 41:56

Q1 John (pseudonym) can you tell me something about yourself as a teacher in China, how long have you been in China and how long have you been at XJTLU?

OK I've been in China since February 2016 and I've been teaching at XJTLU for all of that time.

Q2 OK how or why did you join the English language teaching profession?

How or why?

Yeah, how or why did you become an English language teacher?

I, I, became an English teacher originally in 1987, umm, because I, I suppose initially I wanted to travel and see the world and umm that's primarily why I became an English teacher.

Have your feelings changed towards English teaching from now, from then until now?

Yes, I think they have yeah. I think when I first, when I first started all those years ago umm I was slightly in awe of more experienced colleagues at the time. I felt it was a profession in which you could make great progress in, however with time I've noticed that whereas it is possible to make some sort of progression professionally umm in terms of the rewards or stability that you'd expect from the profession it is rather lacking.

Q3 Can you describe umm sorry how or why did you decide to work overseas as an English language teacher?

Because umm I, I couldn't really see the point of teaching English in the UK. Especially at that time, there were hardly any, I don't think there were any English language teaching courses at the time in universities. Umm I believe that international students who I met at the time when I was a student back in the early 80's, they just came in and they just got on with the degree. They were isolated they had no support, (half laughs), umm that, the idea of learning pre-sessionals or whatever in the UK came later on.

Yeah, and I think you've told me before, but obviously you started in the UK and before China I think you said that you were working elsewhere abroad?

Yeah, I only taught in a summer camp in the UK, and then I went abroad straight away when I was 22, so I moved, so having done the summer camp in Spain I then

moved to Bilbao, and I, I spent 2 years there in different academies and then I moved down to Zaragoza, and I spent 7 years there in a bilingual school, and then I moved to Saudi, and I was in Saudi Arabia for 2 years at a college of industrial technology and then I moved to Abu Dhabi and I was 11 and ½ years in the higher colleges of technology in Abu Dhabi, then I was with Aveti for 4 months, then I was IAT for 5 or 6 months, then I was at Zayad University for 4 years, and then I came here.

Why did you pick the language centre and XJTLU? Why this university?

Umm well I wanted to leave Abu Dhabi anyway, and erm and I knew of 2 people who had left Abu Dhabi to come here and that was Micky (pseudonym) and Vivian (pseudonym) and, and so I was in contact with them, and they said yes John this is a good place to work why don't you come here if you're looking to leave the Middle East and so that's why I did yeah.

Q4 Can you describe your job to me last semester? What did your typical day look like?

My typical day ...

Yeah your typical day.

Yeah OK well I was module convener for EAP034 mathematics, umm, my typical day would have been umm, apart from teaching two hours, it would have been umm, planning and organising assessment writing, umm the curriculum, it also involved dealing with certain teachers on a regular basis, teachers who lacked confidence to be able to go into a classroom and just do their jobs which is fine, there are some very very young umm teachers on the module, they didn't have much experience so I was quite happy to do that, but a lot of hours dedicated to speaking to people, not in a bad way you know but they just wanted advice really yeah.

Q5 Can you tell me some things that make your day or made your day during the semester, things that make you happy?

Make me happy, apart from pay day (both laugh) ...

Yeah apart from pay day.

Apart from pay day, umm make my day happy, umm I think, I think when you, when you, when you can see that you've helped a younger teacher or less experienced teacher with a particular problem that would make me happy and if you know, I really enjoy it, I mean yeah that would be the happiest moment of my day I think.

Q6 What about some things that didn't make your day or could ruin your day?

Umm when you, when you need guidance from err somebody and I'm not speaking about the year one manager, other people, and rather than answer an email they

dive out of the window. They didn't want to take responsibility for the question which I wasn't particularly impressed by and I won't mention names, umm that would really anger me yeah.

Q7 In general how do you feel about your teaching career, are you satisfied with your career?

I'm yeah, I mean made the choice that I made and I don't regret it I've, I've umm, I've taught at a few places, I've taught in different contexts, I feel like I've gained through working in those different places, umm the, I think there is, and I think this comes with age as well, I think the financial insecurity of it really is something which bothers me, umm you know, I was lucky I was able to go to the Middle East and the education was paid for by the institutions for my kids, my two kids yeah, I think that's now the distant past. I think the tendency now is as a teacher, if you come into this job as a teacher and you want to have kids as any other human being might want to have kids it's increasing difficult, umm but I do think that the profession has become more and more financially insecure. Umm that is my one worry I would say.

Q8 It's one I can empathise with certainly (both half laugh), umm if we look at the language centre in particular what did you think about your workload last semester?

Umm, I think being an MC it involves a lot more work than you realise before taking on the job, umm they give you half load in terms of teaching but I still think you're working harder than your average language centre tutor. And that's not to put them down or anything, it's just from what I can see, dealing with procedure, everyday issues and people like I say, umm it did involve work at the weekend as well, yeah umm, but I'm reasonably happy.

What do you think about the freedom you have with your teaching, in terms of materials and curriculum, the autonomy that you have?

I think that as long as the materials match with the learning outcomes that have been established for all year one semester two modules, then I think that there is a lot of freedom in terms of the materials that you can develop and what you can take into the classroom. I don't umm. Really at the end of the day as long as the kids, sorry students are ready for the writing coursework assessment, the speaking coursework assessment and the written exam at the end then that's what this institution seems to worry about more than anything else, umm but I, I think that there is a, a large degree of freedom in terms of what you can teach.

What about the working conditions like the resources, the facilities?

Well, they're not as good as Abu Dhabi obviously, but umm but I think that they're fine. The photocopying, the printing facilities, the computer is OK, umm, you don't have access to everything on the internet because there's a VPN issue. Things like that but yeah I'm happy with the resources here.

What about support from management? Management support?

Yeah I, I think yeah, Shannon (pseudonym) supported me well, err I think Tony (pseudonym) did as well, umm, umm I have no complaints with my line managers, no umm, I feel well supported yeah.

OK, do you think teachers efforts or enthusiasm is acknowledged or appreciated?

Generally speaking, or here?

Here, here mainly, here. Well generally actually, both.

(Half laughs) Well do I think that's umm, I think, I'm not, that's a hard question. Certainly in the Middle East I didn't feel that err teachers' efforts were appreciated or rewarded. It's very much a smoke and mirror culture there. What looks good is good rather than what actually goes on inside the classroom yeah. Here I, I don't know if there's actually a formal mechanism for, for recognising teachers' efforts within the classroom, I know we have these workshops and if you want to stand up and give a workshop you can do that, it's well thought of, but if you're not that type of teacher, you're not interested in doing that I don't know how they would recognise you to be honest with you yeah.

Umm let's, do teachers have any input in decision making in the language centre?

Say that again.

Do teachers have input in decision making?

11 MINUTES

Erm I don't think, I'm trying to think if there's actually official bodies that they can go to. What's that body, what's it called the DLTC?

That's the one.

That's the one yeah. Where teachers can make suggestions through their representative about ways of improving teaching or learning or whatever in the centre yeah, so there's that, there's that yeah, umm I, I do sometimes wonder, so that's what there is. There's not much more apart from that in terms of what they can input into the language centre, that's, that's as good as it gets as such.

Evaluation, Language centre evaluation. Do you think it's effective, fair, stressful?

I think it's very stressful for some teachers and for the MCs certainly, I imagine it's very stressful for umm for the managers as well because there seems to be a lot of procedures that you have to go through with the APRs and everything and MMRs, external examiners, I think that creates its own pressures, yeah umm I think in terms of workload teachers complain about the amount of marking that they have to do yeah, umm in terms of students I think it is a fair reflection on their

ability. Umm we have a genre based approach to what language teaching is so, umm I think at the end of the day what comes out is a fair reflection of students abilities.

What about personal evaluations like annual evaluations?

Of who?

Staff. Like your PDR or your lesson observations?

There are no lesson observations.

Informal ones, like the ones where ...

Peer observations?

Peer observations.

Peer observation, I think that, without wishing to create more work for teachers. I think it needs to be more formalised. I think people do it just because they have to do it, but I've seen that also in Abu Dhabi as well yeah. There was in one case one teacher saying to me, John just write me a report on my class and I'll write a report on an imaginary class that you did and we've done it and that's how, I didn't get along with him, I think it's just another ticket ...

Tick box?

Yeah basically and I umm, I think peer observation, they could make more of it. It doesn't have to be evaluative, umm I, I actually learn quite a lot from them, going into a classroom and if you're asked to observe certain features of that teachers teaching, and they come to your class and observe the same things I think you can learn, I learn far more that way than through a supervisor observing me without a doubt.

What about PDR?

PDR, erm what do I think of PDR?

As a process, is it fair, is it effective, because, because it's one of the only ways staff get evaluated.

I, well they're evaluating themselves aren't they?

But (John half laughs) it goes to the manager and the manager has to read it.

Yeah.

And if you want to go for a promotion your PDR is one of the key documents, or it's a key document, because PDR is linked to increment increases every year.

It does indeed.

So that's the only way that anyone can formally to decide how much to improve your salary.

Yeah, I think it's umm, for want of a better word I think it's farcical. I, I just I phh to judge, it's a can of worms anyway, to judge how effective a teacher is there would have to be more systematic observations of teachers actually teaching in the classroom and that of course brings its own pressures. Erm I don't see how sitting with a manager in an office with a PDR form where you've reflected on your own performance which obviously is brilliant, yep and he says or she says yeah OK then I don't I mean, aside from the student evaluation which again how useful are those, I don't know. I'm not sure how useful it is.

OK, what about the promotion system in the language centre, is it fair, is it transparent?

I think the interviewing process is very fair, I think it's transparent, umm I, I became an MC, I was interviewed by three people, ermm it wasn't just one person, ermm, err you know I thought that was fair enough umm, there have been complaints by certain members of staff that the deputy MC position, they were just appointed, they weren't interviewed for the job, umm and while I was happy with my DMC umm they do actually have a point, I think if they interview MCs they should interview deputy MCs as well ultimately yeah.

Do you think DMCs are necessary? Do you think DMCs are necessary?

Mine was yeah. If you've got a large module and you're dealing with a lot of teachers. I think that the MC does do the majority of the work anyway yeah, umm but things like umm like secretarial tasks like drawing up spreadsheets for speaking exams was something I've never had to do before, that was always something for my secretaries in the Middle East, here though we have to do it, umm, which I find absurd.

Well when I was an MC that wasn't the case, the admin team did that.

Well yeah as you'd expect, as you would expect because it's like asking the admin team to come in and teach the present perfect. Phh luckily Frank (pseudonym) was good at that sort of thing, but yeah so.

What about the financial, because you've mentioned the role promotions, what about financial promotions because they're kind of different, like tutor B to tutor C, tutor C to tutor D?

What do I think of it?

Is it, is that promotion system fair?

I think there are a lot of very very young teachers coming in here and they've been given their best ever job and all of a sudden they feel they deserve some kind of mercurial promotion to Mars and umm and so they've come in on this tutor B thing and they think that they deserve to be tutor C. Well actually I don't think that they do. I think that they've got to put the years in if they want promotion, I don't think it should be automatic. I think maybe it's a generational thing, expectations increase I don't know yeah. Umm I've I personally, I was offered a salary, it was a lot less than I was on, but I knew that when I came here, umm and I kind of signed on the dotted line, and if they want to give me an increment that's fine, but I'm certainly not going to go around moaning about it yeah. I, in terms of whether it's fair or not umm I think, rather than criticising this particular university over the increments you need to look at the university as a whole, English language teaching is poorly paid. It's poorly paid no matter where you are so the question teachers should be asking is why do we get paid less than an equivalent profession, equivalent position in an another profession, I think that's more of a relevant question. Yeah I mean phh, so no I I'm kind of a little bit indifferent when it comes to that particular question.

Umm do you feel secure in your job at the university?

Umm no I never feel a 100% secure umm, I I feel reasonably secure, umm, err, I think given where we are, and again the same is true of the Middle East, umm if a decision is made at the top then it could lead to huge changes at the bottom. So I'm never 100% secure no. I'm reasonably secure given the framework where we are, I'm reasonably secure.

20 MINUTES

Do you feel that in your current job there are chances to advance your career and develop?

And go where?

Just improve yourself, whether it's hierarchically, financially, skill wise, just to keep growing?

I think that we're so caught up in the day to day teaching and assessing of the students, umm I don't, I mean, I'm certainly, ILEAD offer certain courses you can do if you want to gain more certificates umm but to be honest with you I can't see how worthwhile those certificates are outside of this institution, umm I think if you want to, as an individual you, you can certainly grow, as you know by taking a doctorate yeah, you can do that as an individual, but it's you doing the work, it's you finding out and there's not much support here in terms of that.

There's not.

It's down to the individual tutor at the end of the day so, and as I said, and as we're so caught up with our day to day work I don't think we have time really to do much else.

It can be hard, especially if you're a new module convenor. Your time just disappears.

Yeah, but not just me yeah, anybody down this corridor.

I lost 2 years doing the MC role in the past. Like 2 years just disappeared. So, so I know what it's like.

Yeah yeah yeah.

What do you think about collegiality in the LC, you know, what are our colleagues like, what are our managers like? In your experience.

Here?

Here.

22 MINUTES

Umm, yeah I think there's, I think most people are friendly and cooperative in the team. Most people in the team have done their jobs, the tasks they've been given, they've done them well, they've done well together, umm yeah I'm, I'm quite happy keeping to myself, I don't need to go upstairs to the sixth floor, I'm fine with that. Other people need to be around other teachers most of the time which is also fine, I think there's flexibility here, I don't think you're ostracised if you're not part of the set up upstairs, umm I think there's quite a lot of collegiality here yeah.

What's your experience been like working with the students either international or Chinese?

I've only worked with Chinese students here yeah, umm when I first got here they were extremely motivated, again that might have been because of where I'd come from, umm well motivated, always completed the homework, were generally attentive in class, umm and I still feel on the whole that they are quite well motivated yeah, however I feel that students are becoming less interested. Or they have become less interested over the few years that I've been here. Umm and I don't know why that would be. Umm but generally speaking I'm happy working with these students, you don't have, you don't usually have classroom management issues, unlike other places I've worked in, umm you are generally respected unlike other places I've worked in, umm so yeah I'm reasonably happy yeah.

Umm, how large are your classes generally speaking?

24 MINUTES

20, as an MC they're 20. Although like I said, last semester there were supposed to be 20 students but only about 12 or 13 came. Because umm they just couldn't be bothered. So, that's what they said, or quite a few.

Q9 OK, do you have any educational values or strong educational values?

Strong educational values in terms of what?

Just teaching in general. Do you have any teaching values or life values which you think are important in an educational context?

Yeah I do, I think I probably do, and I, and I think it comes out when you're in the actual classroom itself, it's not as though you walk around with a board of principles on your chest, you go in there and it comes out automatically. I think cooperation is important, working together is important, communicative competence inside the classroom can only be established in the classroom through the use of the second language, erm, erm, erm working together as I've just said, erm, a also erm showing respect to each other, paying attention, taking what you're doing in the classroom seriously otherwise there's no point being there, I would say that's true of any aspect of life, but also in the classroom yeah so I do have certain principles yeah.

Q10 What aspects of work do you find most rewarding? I don't mean happy necessarily, I just mean rewarding.

Well err phh, obviously seeing students learn. If you have a coordinators position as you are, such as an MR, MC teachers appreciate your help and seeing them develop and become more confident and offer comments in meetings and give you feedback you know. I think that's all rewarding.

26 MINUTES

Q11 What about frustrating?

Frustrating, umm, people not wanting to make decisions, umm trying to put the ball back in your court when really the decision rests with them, and I'm I'm not referring to the management I'm referring to other situations.

Are you talking about assessments or ...

I'm talking about assessments. I'm talking about an assessment yeah. Umm well specifically to do with academic infringement, you know oh your told it's the MCs responsibility for that no no, I just, that's so clearly abdicating when it comes to an area where they should play a more active role.

OK I I I, other people have mentioned assessments, umm (John laughs), other people have mentioned academic infringement and the case of, I think it was plagiarism and it was technology related issues. I don't know if it's the same ones you're referring to or different ones.

Technology, well paperless marking?

Not paperless marking. It was a case of some students submitting blank documents, and it was pointed out that it probably wasn't the students fault but

they, the students still got zeros. So I think you're referring to something different probably so I'm not sure.

Yeah mines something different and there was actually a student on my, I mean I did, there, there was a student who submitted or said she submitted her graph for the speaking exam and it came up as a blank page or something yeah, and however when I referred this to the year one manager he said that's her responsibility, umm it's not the tutors responsibility to make sure that he or she can see the graph, the graph has to be visible and that's the students responsibility. And so if they're using a different, if they're not using a Microsoft, if they're not using a word document or or they're using a different type of document then, and they've been told to use a word document then it is really their responsibility.

What aspects, actually a different question and it might tie into your previous experiences, as an expatriate or a foreigner have you ever felt under privileged in this context?

Here?

Here?

Underprivileged?

Well this questionnaire was first devised for the gulf so you can imagine probably how that was answered there, and you've worked in the gulf so you know compared to here, well here have you ever felt underprivileged.

OK well compared to the gulf, in the gulf for example, you umm, I, I was teaching females primarily, and they would come out of university with a bachelor's degree and they would go and work for the government and their salaries would be about err 80,000 90,000 RMB a month tax free.

Wow.

At least, and really they were doing just not very much working for a ministry umm so, so compared to that I don't feel underprivileged. However, and there's always a however yeah, I do feel here that umm (sighs), well I've got to be careful what I say so maybe I shouldn't say it, umm I think there might be a bias, in the same way with the Emiratis there was always a bloody bias towards the Emiratis yeah, as opposed to the expatriate staff, here I think it's less so, here I think Chinese English teachers are expected to work as hard as foreign expat English teachers yeah, now whether there's a policy here whereby there has to be a certain number of Chinese English teachers and they have to be seen to be progressing and going up in the system I don't know, I don't know, umm do I feel underprivileged, well in terms of the visa, having to renew every year, I find that nonsensical, umm all that nonsense we have in terms of getting money out of the country that we've already paid tax on, but that's to do with outside of work issues yeah, but still as a foreigner.

It still impacts on you.

Yeah it does. It does impact on me greatly.

It takes time as well.

Yeah and I think erm, I think there needs to be more knowledge from HR about how to get around these problems. There needs to be more input from them. They're good at sorting out your initial visa and doing it lardy da and the rest of it but one on the basic HR issues for expatriate staff they're lacking. And they are lacking.

There's one I'd be interested in in a few years' time which is if you leave you should be able to get some of your tax free money back. I see this on forums and on messages and I don't know how realistic it is.

But I've always paid tax since I've been here.

I read somewhere that if you leave the country that you should be able to claim some of your money back as you leave. I saw a, I can't remember exactly what it was, but there were some posts about how you could reclaim some money you'd paid when you leave the country for good. I don't know the specifics.

I've heard something about that. I can't see that happening myself but I don't know.

Yeah I don't know either.

Have you heard of anybody leaving the country who's taken a wad of money with them?

Q12 I can't remember if I've heard of anybody from here doing it, but it's certainly something which I've seen in a few places. Yeah it's something I will certainly look into if I ever leave if it is genuine or if it's just a big story basically, a fable or a nice little tale. But it's something I'll look into nearer the time. Overall what's your experience been like working at XJTLU?

Yeah I think it's been pretty positive yeah. I mean it's positive because of the students umm it's been a positive experience because of the students. And unlike the Middle East you don't always feel like your head is on the chopping block for any decision you make so that's good as well. It's been a positive experience yeah.

You've mentioned education, what do you think about the allowances here, the salary, the medical the education, the accommodation, travel, what do you think about the package?

I, I think, as I've said before you've got to compare it with other professions and other industries because in terms of our profession it's good. OK it's not as good as the Middle East was but now that's gone or is going and there are very few places in the world where we can achieve or get good benefits really. I think it's quite good. I don't agree with new staff being given a greater housing allowance

and better benefits generally than us but a reason was given for that. Whether it's true or not I don't know. Um but I think it's, it would be good if there was a pension. I think that would be a, I mean they should be a pension. I'm not talking about gratuity because I had that in the Middle East, that's no good, a pension which the employer pays into and the employee pays into. Then you're going to get, then you're going to retain staff. That's something which is sorely missing.

Q13 Overall what's your experience been like living in China?

It's been fine, it's been fine. It's umm completely different to what I've known. Umm yeah I'm happy here yeah.

Q14 Would you recommend XJTLU or China to a foreigner coming from abroad?

I, I would recommend XJTLU certainly. I think it's quite a good institution. Umm would I recommend China, I would although I would point out that there are certain disadvantages here in terms of pollution, in terms of bureaucracy, umm in terms of some basic freedoms that you don't have, umm but on the whole I think it's fine.

Have you ever been in a situation whereby you didn't want to keep working at the language centre or in XJTLU?

Say that again.

Have you ever wanted to leave the LV or XJTLU?

No. I'm happy. I'm perfectly happy here. You know umm, I don't want to go and work for ILEAD or whatever.

IBSS?

What's that?

It's the business school. Quite a few of our colleagues have gone to the business school.

Why have they done that?

I guess because they can grow or they have more opportunities.

The business school. I'm an English teacher.

I think at least two or three of our colleagues, no maybe four or five of our colleagues have gone to IBSS.

But why would they take an English teacher to do that job when they can get business graduates?

I think because they're obviously based within the university, they've got business backgrounds or they're doing doctorates or they've got previous doctorates in business related areas, so a lot of our staff within the LC have gone from the LC to other departments, including ILEAD.

They have and again I think, I think they're they're, they're suffering maybe from, or they feel disappointed that as English language teachers (half laughs), they're not, they haven't been invited onto the next NASA trip to Mars and really this is what we're in, you know I think it's better, personally I think it's better to stay within the field. You want to progress, well progress within that field where you have a base, knowledge and qualifications, umm but I, I've never been, I'm perfectly happy here yeah.

Have you ever wanted to leave China?

Umm, the only time I've ever thought about leaving China is being so far away from my daughter. My son's in China yeah. Umm when she was going through a bad spell at university. My mother's getting older obviously. I think we're very very very far away from our families. I think the block system is totally inadequate. I think this place should be closed down for 7 weeks. We're too far away from our families and phh I think yeah but on the whole ...

John you've got a knock on the door I don't know who she is.

She can wait I know who it is. Umm on the whole I'm reasonable happy here yeah.

OK and the final question, how long do you plan to stay here? Whether at XJTLU or in China?

I will stay in XJTLU for about, for another couple of years because the problem I'm going to have is that I won't be able to work here beyond the age of 60. So I have to find a job somewhere else. And I think turning up on the door of another institution when you're 59 is not going to cut it. It's obvious why you're going there yeah (laughs). Umm because invariably if you've been married and you've had kids and you've been an English teacher your whole working life you won't have enough money by the time you get to 60. OK so you will have to carry on working after the age of 60.

Which is probably why the UK retirement age is what, 67 now?

Yeah 67.

But I'd like to work until 67. I don't want to retire early.

Well yeah exactly, what will I do.

I know. Here I'd be forced to retire at 60, and I'd be like, well I don't feel that old yet.

Yeah yeah yeah, you might well still be playing football.

But you're right I will need the money at 60 for sure (both half laughing).

Yeah yeah yeah, if you plan to have anymore kids, you've only got one kid?

One at the moment but my wife would like a second one so ...

Well there you have it.

I could be following Tony (pseudonym) into international schools before too long.

Well that's why he dived out of the window isn't it.

38 MINUTES

Well he's not the only one. Danny (pseudonym) went before him.

Oh Danny's there is he.

Yeah that's what I heard and also Al (pseudonym).

Oh the American chap.

The American chap. He left a few years ago to go to Dulwich so if we're talking about changing careers a number of our colleagues are jumping into international schools.

Well I can see that, I can see that is a real reason to go. Umm the only think is when Dulwich realise it's kind of everybody from XJTLU coming over here they might pull up the drawbridge. I don't know yeah.

But thankfully there are lots of international schools but the only thing that they don't do is from what I hear, they don't do pensions either.

They don't do pensions?

That's what some of the staff at Dulwich told me, they don't do pensions. Everything else, holidays longer, they don't do the block system, they work harder, the benefits package is a bit better, the salaries a bit lower but it kind of balances out.

If you've got kids, it must balance out yeah.

Yeah free education for up to two children, whereas here now there's an allowance but for 7 years there was no allowance. So for my first 7 years here I, end of the year had 0 every year. Just through paying xx amount for education on top of everything else. So the education allowance here helps, but as other members of

staff note if you've got a couple of kids, you know, you're still going to be struggling to make ends meet.

Well there's one guy on my module, he's got three kids ...

I probably know who he is.

He's going to Beijing yeah. I mean, I think they're going to pay for education for two of them up there. But phh yeah it's a difficult job to be in if you've got kids.

Pension and education are problematic, I mean apart from pension and education everything else is pretty solid.

Yeah yeah but education is a big bloody issue, they need to address it. They need to address it otherwise just employ single people. That's if they're not prepared to be responsible and do something about it.

I mean in fairness at least there's an education allowance this year.

Yeah but I mean it's minimal though isn't it.

It it, it allows you to, it, let's say the Foreign Language School is 80,000 a year roughly they cover up to 50, you're still paying 30, if you had two children you'd be paying 60, now that's assuming your children can speak Chinese, if your children can't speak that language and have to go to a proper international school rather than a hybrid one umm you either commute to somewhere like Kunshan or Wuxi for a reduction, maybe far into SND or you pay upwards of 150 to 200,000 a student for Dulwich or SSIS.

Oh yeah of course.

And that's as we both know, one child may be you can scrape by, two children impossible.

Impossible. You leave China. If it comes to that you just leave China. I mean it's juts not, no umm it's not ...

Anyway ... John thank you very much.

OK is that OK?

That's great yeah.

Alright.

Appendix 7 Data Analysis

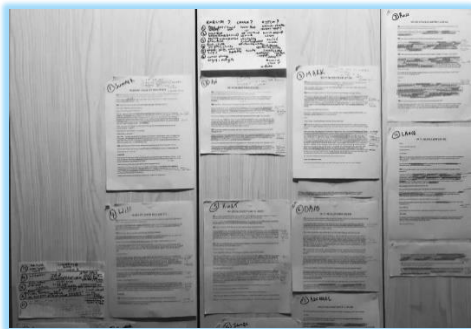
Visual Data Analysis



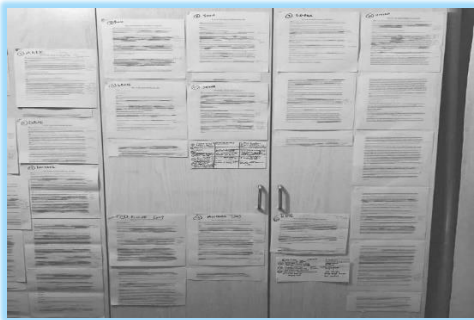
All Motives



New Staff



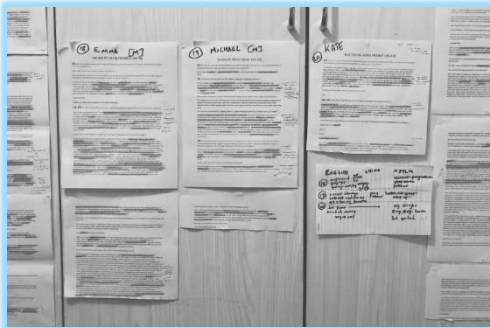
Second and Third Contract Staff



Long Serving Staff



Managers



Appendix 8 Summary of Employment Motives

Employment Motives (#28, 44)

Pull Factors (#21, 34) (Teaching, China/XJTLU)	Push Factors (#7, 10) (Teaching, China/XJTLU)
(1) Colleagues Recommendations # 0, 3	
(2) Help Others (Altruistic) # 3, 0	
(3) Chance Opportunity / Advertisement # 4, 2	
(4) Better Job Opportunities (Overseas) # 1, 1	(1) Limited Job Opportunities (Domestic) # 4, 5
(5) Perceived Teaching Competence # 1, 1	
(6) Previous Teaching Experience (Positive) # 10, 4	
(7) Previous Learning Experience (Positive) # 1, 0	(2) Previous Teaching Experience (Negative) # 1, 0
(8) Prior Knowledge of University / Locality # 0, 4	
(9) Recruitment Process Ease # 0, 2	
(10) Good Remuneration # 0, 6	(3) Need Remuneration # 2, 0
(11) Step Up (Career Progression) # 0, 8	(4) Changing Employment Situation # 0, 5
(12) Teaching Content (Variety and Possibilities) # 1, 3	

Personal Motives (#26, 31)

Pull Factors (#22, 28) (Teaching, China/XJTLU)	Push Factors (#4, 3) (Teaching, China/XJTLU)
(1) Friends / Family Recommendation(s) # 3, 6	
(2) Location # 1, 14	
(3) Lifestyle (Standard of Living, Experience) # 1, 4	(1) Experiences Elsewhere # 0, 2
(4) Partner / Family Commitments # 4, 4	(2) Changing Domestic Situation # 2, 1
(5) Travel Opportunity # 13, 0	(3) Travel (Escape, Move On) # 2, 0

New Staff Motives

Pseudonym	Motivation to Work Overseas	Motivation to Work in China	Motivation to work at XJTLU
Summer 30-39	(6) Positive previous teaching experiences; (5) Opportunity to travel; (3) Desire to move (escape)	See left	See left; (11) Enhance career prospects
Dan 30-39	(6) Positive previous teaching experiences; (5) Opportunity to travel; (1) Limited alternative domestic job opportunities	See left	(8) Knew of University; (11) Step up - Enhance career prospects (2) In China - Close proximity
Mark 50-59	(4) (Family) commitments; (1) Limited alternative domestic job opportunities; (2) -VE Changing domestic circumstances;	(4) -VE Changing employment circumstances; (1) Needed to move	See left
Will 30-39	(4) Chance; (12) Opportunity to teach adults; (5) Opportunity to travel; (2) Negative previous teaching experiences	See left	(11) Step up; (2) In China
Kurt 30-39	(2) Altruism; (5) Perceived competence; (6) Positive previous teaching experiences; (2) Location flexibility/freedom	(4) (Family) Commitments	(1) Knew staff at XJTLU; (10) Improved remuneration; (11) Step up; (1) Friends recommend; (2) In China - Close proximity; (3) Lifestyle change
David 40-49	Career change; (6) Positive previous teaching experiences; (4) (Partner) Commitments	(2) -VE Changing domestic circumstances	(12) Teaching change; (2) In China

Second and Third Contract Staff Motives

Pseudonym	Motivation to teach Overseas	Motivation to teach in China	Motivation to teach at XJTLU
Ross 40-49	Career change; (5) Opportunity to travel (sense of adventure)	See left; (6) Enjoyed teaching	(10) Improved remuneration; (11) Step up; (2) Better location (vs. Middle East)
John 50-59	(5) Opportunity to travel (see the world)	See left	(1) Knew staff at XJTLU; (1) Friends recommend
George 30-39	(5) Opportunity to travel	(6) Positive previous teaching experience; (2) Positive previous China experience	(9) Recruitment process (vs. Middle East); (10) Decent remuneration; (1) Friends recommend; (3) Standard of living (vs. Middle East);
Vivian 50-59	(1) Friends Recommend; (4) Partner (commitments); (5) Opportunity to travel (work overseas)	(12) Opportunity to teach adults; (4) -VE Changing Employment Circumstances (Middle East)	(1) Knew staff at XJTLU; (1) Friends recommend; (1) Needed to move
Lance 50-59	Career change; (1) Family Recommend; (3) New experience; (5) Opportunity to travel (sense of adventure); (1) Limited alternative domestic job opportunities	(11) Step up	(11) Step up
Shane 40-49	(4) Alternative employment route; (5) Opportunity to travel; (1) Limited alternative domestic job opportunities; (3) Need Income - Life uncertainties	See left	(8) Knew of university - Positive previous Suzhou (City) experiences; (2) In China - Close proximity; (4) -VE Changing employment circumstances

Long Serving Staff Motives

Pseudonym	Motivation to teach Overseas	Motivation to teach in China	Motivation to teach at XJTLU
Paul 50-59	(6) Positive previous teaching experiences	(1) Limited alternative domestic job opportunities	See left; (3) Chance
Laura 50-59	(5) Opportunity to travel (sense of adventure)	See left	(10) Improved remuneration; (2) In China; (3) Fewer cultural challenges, Liked expat international experience; (1) Limited alternative domestic job opportunities
Sarah 50-59	(3) Chance; (6) Positive previous teaching experiences; (4) (Partner) Commitments	See left	(6) Positive previous teaching experiences; (9) Recruitment process (vs. Middle East); (2) In China; (1) Limited alternative domestic job opportunities
James 40-49	(2) Altruism; (6) Positive previous teaching experiences; (7) Positive previous (language) learning experiences; (5) Opportunity to travel, New experience	(4) Good employment opportunities; (10) Decent employment package	(8) Knew of University; (10) Improved remuneration (and fringe benefits); (12) Teaching change; (1) Friends recommend; (2) In China (Close proximity); (4) (Partner) Commitments
Rachael 40-49	Partial Career Change; (2) Altruism; (6) Positive previous teaching experiences; (1) Friends recommend	(1) Friends recommend; (1) Limited alternative domestic job opportunities;	(8) Knew of University; (10) Improved remuneration (and employment package); (2) In China (Close proximity); (3) Positive previous Suzhou (City) experiences; (4) -VE Changing employment circumstances

Managers Motives

Pseudonym	Motivation to Work Overseas	Motivation to Work in China	Motivation to work at XJTLU
Emma 30-39	(3) Chance; (6) Positive previous teaching experiences; (5) Opportunity to travel	See left	(5) Perceived competence; (11) Step up – Enhance Career Prospects; (2) In China; (4) (Partner) Commitments
Michael 40-49	(3) Chance; (2) -VE Changing domestic circumstances; (3) Desire to move (escape)	Career change; (7) Positive previous learning experiences	(11) Step up; (2) In China; (4) (Partner) Commitments
Kate 50-59	(6) Positive previous teaching experiences; (5) Desire to travel; (3) Needed Income	(3) Job assignment	(2) In China; (1) Limited alternative domestic job opportunities; (4) -VE Changing employment circumstances

Appendix 9 Job Satisfaction/Dissatisfaction Summary

Satisfaction / Dissatisfaction for New Staff

Factor	Summer	Dan	Mark	Will	Kurt	David
Personal Interactions						
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX	SATISFIED
International Students	MIX	N/A	N/A	N/A	N/A	MIX
Colleague Collegiality	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	MIX
Management Support	SATISFIED	MIX	SATISFIED	N/A	MIX	SATISFIED
Teaching and Learning						
Teaching Materials	DISSATISFIED	SATISFIED	MIX	MIX	N/A	MIX
Teaching Autonomy	SATISFIED	SATISFIED	MIX	MIX	SATISFIED	MIX
Educational Values Alignment	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED
Employment Workload	DISSATISFIED	MIX	SATISFIED	SATISFIED	MIX	MIX
Decision Making Input	MIX	MIX	MIX	DISSATISFIED	MIX	MIX
Recognition and Progression						
Effort Acknowledgement	SATISFIED	MIX	MIX	DISSATISFIED	DISSATISFIED	MIX
Evaluation System	N/A	N/A	SATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED
Promotion Opportunities	DISSATISFIED	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED
Career Advancement	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	DISSATISFIED
Employment Package						
Contract Status Quo	DISSATISFIED	N/A	N/A	DISSATISFIED	MIX	N/A
Working Conditions / Facilities	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED
Job Security	SATISFIED	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED
Remuneration	SATISFIED	SATISFIED	SATISFIED	MIX	MIX	SATISFIED
Overall Evaluation						
Recommend XJTLU / China	YES	MIX	YES	MIX	NO	YES
Plan to Stay	NO	MIX	YES	MIX	NO	YES

Satisfaction / Dissatisfaction for Second and Third Contract Staff

Factor	Ross	John	George	Vivian	Lance	Shane
Personal Interactions						
Chinese Students	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED
International Students	N/A	N/A	SATISFIED	SATISFIED	MIX	MIX
Colleague Collegiality	MIX	SATISFIED	SATISFIED	DISSATISFIED	SATISFIED	SATISFIED
Management Support	MIX	SATISFIED	DISSATISFIED	DISSATISFIED	MIX	MIX
Teaching and Learning						
Teaching Materials	MIX	SATISFIED	N/A	MIX	MIX	N/A
Teaching Autonomy	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED
Educational Values Alignment	MIX	SATISFIED	MIX	MIX	MIX	MIX
Employment Workload	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED
Decision Making Input	MIX	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	MIX
Recognition and Progression						
Effort Acknowledgement	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED
Evaluation System	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED	DISSATISFIED
Career Advancement	MIX	MIX	SATISFIED	DISSATISFIED	SATISFIED	MIX
Employment Package						
Contract Status Quo	MIX	DISSATISFIED	N/A	N/A	DISSATISFIED	DISSATISFIED
Working Conditions / Facilities	DISSATISFIED	MIX	MIX	MIX	SATISFIED	MIX
Job Security	SATISFIED	MIX	MIX	SATISFIED	SATISFIED	SATISFIED
Remuneration	MIX	MIX	SATISFIED	SATISFIED	MIX	DISSATISFIED
Overall Evaluation						
Recommend XJTLU / China	MIX	MIX	YES	YES	YES	MIX
Plan to Stay	MIX	MIX	NO	MIX	MIX	MIX

Satisfaction / Dissatisfaction for Long Serving Staff

Factor	Paul	Laura	Sarah	James	Rachael
Personal Interactions					
Chinese Students	SATISFIED	SATISFIED	SATISFIED	SATISFIED	SATISFIED
International Students	SATISFIED	MIX	SATISFIED	SATISFIED	SATISFIED
Colleague Collegiality	MIX	SATISFIED	SATISFIED	SATISFIED	MIX
Management Support	MIX	MIX	MIX	SATISFIED	DISSATISFIED
Teaching and Learning					
Teaching Materials	N/A	N/A	N/A	MIX	MIX
Teaching Autonomy	SATISFIED	SATISFIED	SATISFIED	MIX	MIX
Educational Values Alignment	SATISFIED	SATISFIED	SATISFIED	SATISFIED	MIX
Employment Workload	MIX	SATISFIED	SATISFIED	MIX	MIX
Decision Making Input	MIX	MIX	MIX	MIX	DISSATISFIED
Recognition and Progression					
Effort Acknowledgement	MIX	MIX	DISSATISFIED	MIX	MIX
Evaluation System	MIX	MIX	MIX	MIX	DISSATISFIED
Promotion Opportunities	DISSATISFIED	MIX	DISSATISFIED	DISSATISFIED	DISSATISFIED
Career Advancement	SATISFIED	DISSATISFIED	MIX	MIX	MIX
Employment Package					
Contract Status Quo	N/A	N/A	N/A	N/A	DISSATISFIED
Working Conditions / Facilities	SATISFIED	SATISFIED	MIX	SATISFIED	MIX
Job Security	MIX	MIX	MIX	MIX	SATISFIED
Remuneration	MIX	SATISFIED	SATISFIED	SATISFIED	SATISFIED
Overall Evaluation					
Recommend XJTLU / China	MIX	YES	YES	YES	MIX
Plan to Stay	MIX	MIX	MIX	YES	MIX

Satisfaction / Dissatisfaction for Managers

Factor	Emma	Michael	Kate
Personal Interactions			
Chinese Students	SATISFIED	MIX	SATISFIED
International Students	N/A	MIX	SATISFIED
Colleague Collegiality	SATISFIED	SATISFIED	SATISFIED
Management Support	MIX	MIX	DISSATISFIED
Teaching and Learning			
Teaching Materials	N/A	N/A	N/A
Teaching Autonomy	MIX	MIX	MIX
Educational Values Alignment	MIX	SATISFIED	SATISFIED
Employment Workload	DISSATISFIED	MIX	MIX
Decision Making Input	DISSATISFIED	MIX	DISSATISFIED
Recognition and Progression			
Effort Acknowledgement	DISSATISFIED	MIX	MIX
Evaluation System	MIX	MIX	MIX
Promotion Opportunities	MIX	MIX	MIX
Career Advancement	MIX	MIX	DISSATISFIED
Employment Package			
Contract Status Quo	MIX	N/A	MIX
Working Conditions / Facilities	MIX	MIX	SATISFIED
Job Security	MIX	SATISFIED	SATISFIED
Remuneration	MIX	MIX	SATISFIED
Overall Evaluation			
Recommend XJTLU / China	MIX	MIX	NO
Plan to Stay	MIX	MIX	NO